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

Responses to Fiscal Year 2024 Performance Oversight Questions

Dr. Antoinette Mitchell
Interim State Superintendent of Education

Submission to:

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

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

February 28, 2025

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

Dear Chairman Mendelson,

Please find enclosed the Office of the State Superintendent of Education's (OSSE's) Fiscal Year 2024 Performance Oversight responses.

Per your request, OSSE is providing hard copies and an electronic copy of our responses no later than 5:00 p.m. on Friday, February 28, 2025.

If you have any questions, please do not hesitate to contact Andrew Gall, Deputy Chief of Staff, Legislative Affairs and Policy, at (202) 802-5827.

Sincerely,

Dr. Antoinette Mitchell

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 – OSSE POH Org Chart.pdf

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

Please see attachment: Q2 – Schedule A.pdf

3.   **Please list through January 31, 2025, 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.**

There were no details in FY24 or FY25 through January 31, 2025.

4. **(a) For 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.**

Last Name	First Name	Title	Salary	Overtime/ Bonus Pay
Mitchell	Antoinette	State Superintendent of Education	$207,555.00	N/A
Epstein	Carol	General Counsel	$200,029.00	N/A
Mead	Sara	Assistant Superintendent Early Childhood Education	$197,337.00	N/A
Park	Raphael	Deputy Superintendent of Operations	$197,337.00	$5,000 - Stipend
Davis	Stephanie	Chief Information Officer	$195,623.58	N/A
Edmunds	Carmela	Supervisory Attorney Advisor	$190,489.83	N/A
Riley	James	Director of Student Transportation	$190,000.00	N/A
Stewart	Nikki	Assistant Superintendent for Systems & Support	$188,000.00	$5,000 - Stipend
Gottfredson	Katherine	Chief of Staff	$188,000.00	N/A
Thompson	Keinan	Chief Operations Officer	$181,000.00	$5,000 - Stipend
Brumsted	Tia	Assistant Superintendent of Wellness	$178,489.83	$5,000 - Stipend
Cuthrell	Sheila	Human Resources Officer III	$177,839.00	$5,267 - Performance allowance
Boardman-Schroyer	Kilin	Assistant Superintendent Postsecondary Education	$175,572.40	$5,000 - Performance allowance
Scholl	Kelley	Assistant Superintendent Data Assessment and Research	$175,225.78	N/A
Ross	Elizabeth	Assistant Superintendent for Teaching and Learning	$175,000.00	N/A
Davis	Don	Supervisory Information Technology Specialist	$174,231.43	N/A
Mullen	Chantel	Attorney Advisor	$171,747.00	N/A
Proctor-Laguerre	Eva	Director Compliance and Licensure	$169,074.47	$5,000 - Stipend
DeBose	Theola	Director of Communications	$165,000.00	N/A
Matthews	Hannah	Director Policy Planning and Research	$165,000.00	N/A

Last Name	First Name	Title	Salary	Overtime/ Bonus Pay
Mahon	Nancy	Director of Federal Grants Compliance	$161,081.15	N/A
Gargiulo	Emily	Deputy Chief of Staff	$160,217.75	$5,000 - Stipend
Del Valle	Ernesto	Supervisory IT Specialist	$159,074.26	N/A
Zhang	Wei	Supervisor IT Specialist (Application)	$159,074.23	N/A
Pemberton	Victoria	Director of Special Education	$157,858.60	$5,000 - Stipend
Ketelsen	Celina	Director Teaching & Learning	$157,585.56	N/A
Bowker	Elizabeth	Attorney Advisor	$156,599.00	N/A
Snyder	Stephanie	Director Accountability & Assessment	$156,451.59	$5,000 - Stipend
Martin	Sarah	Deputy Chief of Staff	$156,056.25	$5,000 - Stipend
Kirk	Angie	Deputy Chief of Staff	$153,871.46	N/A
Rubinstein	Gwen	Director Data Governance and Privacy	$153,871.46	$5,000 - Stipend
Alvarado	Andres	Early Intervention Manager	$153,705.00	N/A
Esquith	David	Director Policy Planning and Research	$153,022.52	$5,000 - Stipend
Rivas	Karen	Director of Special Population	$152,000.00	N/A
Campbell	Jason	Program Manager	$150,257.48	N/A
Jue	Alexander	Director Accountability & Assessment	$150,000.00	N/A
Muhammad	Hakima	Director Operational Management	$149,999.00	N/A
Powell	James	IT Project Manager	$149,900.00	N/A
Decaire-Goldin	Caroline	Director Teaching & Learning	$149,500.00	N/A
Hanna	Robert	Deputy Asst. Superintendent for System & Supports, K-12	$149,000.00	N/A
Clark	Jane	Project Director (Ed Data Warehouse	$149,000.00	N/A
Gall	Andrew	Deputy Chief of Staff	$145,652.50	$5,000 - Stipend
Martin	Clifton	Career & Technology Education Director	$145,000.00	N/A
Williams	Alexis	Director Operational Management	$145,000.00	N/A
Sadlon	Rachel	Director of Special Population	$145,000.00	N/A
Henley	Suzanne	Director Nutrition Services	$145,000.00	N/A

Last Name	First Name	Title	Salary	Overtime/ Bonus Pay
Sun	Linda	Director of Federal Programs and Strategic Funding	$144,320.82	$5,000 - Stipend
Smith	Yvonne	Deputy Director of Student Transportation	$144,193.94	$5,000 - Stipend
Flemings	Justin	Director Operational Management	$144,000.00	$5,000 - Stipend
Kigera	Kathryn	Director Quality Initiatives	$143,723.64	N/A
Diggs-Gnatiko	Leah	Supervisory IT Specialist	$142,538.55	N/A
Alattar	Ahmad	IT Specialist	$141,707.00	$5,000 - Stipend
Wilson	Penelope	Special Assistant	$141,707.00	$5,000 - Stipend / $52,663.23 - Overtime
Olayinka	Noni	Human Resources Manager	$141,483.21	$5,000 - Stipend
Lewis	Jessica	Deputy Chief of Staff	$140,000.00	$5,000 - Stipend
Sallee	Kelly	Program Manager	$140,000.00	$5,000 - Stipend
Stewart	Edgar	Supervisory Monitoring Specialist (Non-Public)	$139,584.56	N/A
Denmark	Alecia	Deputy Chief Operations Officer	$139,091.90	$5,000 - Stipend
Johnson	Julia	Director Adult Education & Family Literacy	$138,773.52	N/A
Bonds	Lesa	Management Analyst	$138,184.00	$5,281.55 - Overtime
Bolden	Thomas	Deputy Dir of Student Transportation	$137,798.00	$5,000 - Stipend
Wagner	Chandi	Data Analysis Manager	$137,762.60	$5,000 - Stipend
Bembridge	Kurt	Data Analysis Manager	$137,100.00	N/A
Lemons	Toni	Director Enrollment and Residency	$137,000.00	N/A
Donaldson	Karen	Supervisory Education Policy	$136,063.84	N/A
Dho	Megan	Program Manager	$135,006.59	N/A
Lou	Cary	Data Analysis Manager	$135,000.00	N/A
Spinella	Angela	Program Manager	$135,000.00	N/A
Faiella	Christopher	Supervisory IT Specialist	$135,000.00	N/A

Last Name	First Name	Title	Salary	Overtime/ Bonus Pay
Tamami	Mehrnaz	Management Analyst	$134,661.00	$5,000 - Performance allowance
D'Avilar-Etkins	Carol	Program Officer	$134,661.00	N/A
Baquero-Stagg	Diana	Attorney Advisor	$134,464.00	N/A
Lightbourne	Celeste	Program Manager	$134,303.82	N/A
Lopes	Ronald	Program Manager	$132,600.50	$3,378.76 - Overtime
Price	Jasmyn	Early Intervention Program Manager	$132,139.00	$5,000 - Stipend
Haiden	Tessa	Program Manager	$132,000.00	N/A
Sobin	Jessica	Program Manager	$132,000.00	$5,000 - Stipend
Garcia	Simone	Supervisory Education Program Specialist (Grants)	$131,215.33	$5,000 - Stipend
Waris	Jibran	IT Specialist	$131,138.00	$5,000 - Stipend
Hansen	Kirstin	State Complaints Manager	$131,042.24	N/A
Duncan	Jessica	Program Manager	$130,708.00	$5,000 - Stipend
Batheja	Amy	Data Analysis Manager	$130,426.00	N/A
Kennedy	Jocelyn	Program Manager	$130,000.00	N/A
PremDas	Philip	GED Administrator	$129,010.16	N/A
Ragofsky	Danielle	Attorney Advisor	$128,795.00	N/A
Sebobo	Bryan	Program Manager	$128,500.00	N/A
Montas-Brown	Laura	Program Manager	$128,500.00	N/A
Brown	Pamela	Director Student Hearings	$127,771.68	N/A
Rowley	Richard	IT Project Manager	$127,615.00	$5,000 - Stipend
Zhu	Ye	Data Analysis Manager	$127,341.90	N/A
Woodard	Kera	Supervisory Human Resources Specialist	$126,500.00	$7,500.69 - Overtime
McLaughlin	Aimee	Data Analysis Manager	$125,885.26	$5,000 - Stipend
Harris	Christie	Supervisory Policy Specialist	$125,884.57	N/A
Peterson Kosecki	Amelia	Program Manager	$125,884.00	N/A
Idun	Clement	Program Manager	$125,883.15	$5,000 - Stipend
Campbell	Chantae	Program Manager	$125,000.00	N/A

(b) For fiscal year 2025 (through January 31), 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.

Last Name	First Name	Title	Salary	Overtime/ Bonus Pay
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Park	Raphael	Deputy Superintendent of Operations	$197,337.00	N/A
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Edmunds	Carmela	Supervisory Attorney Advisor	$190,489.83	N/A
Riley	James	Director of Student Transportation	$190,000.00	N/A
Stewart	Nikki	Assistant Superintendent for Systems & Support	$188,000.00	N/A
Gottfredson	Katherine	Chief of Staff	$188,000.00	N/A
Thompson	Keinan	Chief Operations Officer	$181,000.00	N/A
Brumsted	Tia	Assistant Superintendent of Wellness and Nutrition	$178,489.83	N/A
Cuthrell	Sheila	Human Resources Officer III	$177,839.00	N/A
Boardman-Schroyer	Kilin	Assistant Superintendent Postsecondary Education	$175,572.40	N/A
Scholl	Kelley	Assistant Superintendent	$175,225.78	N/A

Last Name	First Name	Title	Salary	Overtime/ Bonus Pay
		Data Assessment and Research		
Ross	Elizabeth	Assistant Superintendent for Teaching and Learning	$175,000.00	N/A
Davis	Don	Supervisory Information Technology Specialist	$174,231.43	N/A
Powell	James	Deputy Chief Information Officer	$173,000.00	N/A
Mullen	Chantel	Attorney Advisor	$171,747.00	N/A
Proctor-Laguerre	Eva	Director Compliance and Licensure	$169,074.47	N/A
DeBose	Theola	Director of Communications	$165,000.00	N/A
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Snyder	Stephanie	Dir Accountability & Assessment	$156,451.59	N/A
Martin	Sarah	Deputy Chief of Staff	$156,056.25	N/A

Last Name	First Name	Title	Salary	Overtime/ Bonus Pay
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Rubinstein	Gwen	Director Data Governance and	$153,871.46	N/A
Esquith	David	Director Policy Planning and	$153,022.52	N/A
Rivas	Karen	Director of Special Population	$152,000.00	N/A
Campbell	Jason	Program Manager	$150,257.48	N/A
Jue	Alexander	Dir Accountability & Assessment	$150,000.00	N/A
Muhammad	Hakima	Director Operational Management	$149,999.00	N/A
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Hanna	Robert	Deputy Asst. Superintendent for System & Supports, K-12	$149,000.00	N/A
Clark	Jane	Project Dir (Ed Data Warehouse	$149,000.00	N/A
Gall	Andrew	Deputy Chief of Staff	$145,652.50	N/A
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Williams	Alexis	Director Operational Management	$145,000.00	N/A
Sadlon	Rachel	Director of Special Population	$145,000.00	N/A
Sun	Linda	Director of Federal Programs and Strategic Funding	$144,320.82	N/A
Smith	Yvonne	Deputy Director of Student Transportation	$144,193.94	N/A
Flemings	Justin	Director Operational Management	$144,000.00	N/A

Last Name	First Name	Title	Salary	Overtime/ Bonus Pay
Kigera	Kathryn	Director Quality Initiatives	$143,723.64	N/A
Diggs-Gnatiko	Leah	Supervisory IT Specialist	$142,538.55	N/A
Alattar	Ahmad	IT Specialist	$141,707.00	N/A
Bonds	Lesa	Management Analyst	$141,707.00	N/A
Wilson	Ingrid-Penelope	Special Assistant	$141,707.00	$10,355.52 - Overtime
Olayinka	Noni	Human Resources Manager	$141,483.21	N/A
Lewis	Jessica	Deputy Chief of Staff	$140,000.00	N/A
Sallee	Kelly	Program Manager	$140,000.00	N/A
Tamami	Mehrnaz	Program Manager	$140,000.00	N/A
Stewart	Edgar	Supervisory Monitoring Specialist (Non-Public)	$139,584.56	N/A
Denmark	Alecia	Deputy Chief Oper. Officer	$139,091.90	N/A
Johnson	Julia	Director Adult Education & Family Literacy	$138,773.52	N/A
Bateman-Buckley	Carrie	Special Assistant	$138,184.00	N/A
Bolden	Thomas	Deputy Director of Student Transportation	$137,798.00	N/A
Wagner	Chandi	Data Analysis Manager	$137,762.60	N/A
Bembridge	Kurt	Data Analysis Manager	$137,100.00	N/A
Lemons	Toni	Director Enrollment and Residency	$137,000.00	N/A
Donaldson	Karen	Supervisory Education Policy	$136,063.84	N/A
Dho	Megan	Program Manager	$135,006.59	N/A
Lou	Cary	Data Analysis Manager	$135,000.00	N/A
Spinella	Angela	Program Manager	$135,000.00	N/A

Last Name	First Name	Title	Salary	Overtime/ Bonus Pay
Faiella	Christopher	Supervisory IT Specialist	$135,000.00	N/A
D'Avilar-Etkins	Carol	Program Officer	$134,661.00	N/A
Baquero-Stagg	Diana	Attorney Advisor	$134,464.00	N/A
Lightbourne	Celeste	Program Manager	$134,303.82	N/A
Lopes	Ronald	Program Manager	$132,600.50	N/A
Price	Jasmyn	Early Intervention Program Manager	$132,139.00	N/A
Haiden	Tessa	Program Manager	$132,000.00	N/A
Sobin	Jessica	Program Manager	$132,000.00	N/A
Garcia	Simone	Supervisory Education Program Specialist (Grants)	$131,215.33	N/A
Hansen	Kirstin	State Complaints Manager	$131,042.24	N/A
Duncan	Jessica	Program Manager	$130,708.00	N/A
Batheja	Amy	Data Analysis Manager	$130,426.00	N/A
Charland	Chelsea	Deputy Director of Assessments	$130,000.00	N/A
Kennedy	Jocelyn	Program Manager	$130,000.00	N/A
PremDas	Philip	GED Administrator	$129,010.16	N/A
Ragofsky	Danielle	Attorney Advisor	$128,795.00	N/A
Sebobo	Bryan	Program Manager	$128,500.00	N/A
Montas-Brown	Laura	Program Manager	$128,500.00	N/A
Brown	Pamela	Director Student Hearings	$127,771.68	N/A
Rowley	Richard	I T Project Manager	$127,615.00	N/A
Wise	Maisha	Program Manager	$126,000.00	N/A
Harris	Christie	Supervisory Policy Specialist	$125,884.57	N/A
Peterson Kosecki	Amelia	Program Manager	$125,884.00	N/A
Idun	Clement	Program Manager	$125,883.15	N/A
Campbell	Chantae	Program Manager	$125,000.00	N/A

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

Name	Title	Salary	Aggregate Overtime Pay
Caldwell Sr, Danny O	Motor Vehicle Operator	$ 34.67/hr	$ 60,439.78
Wilson, Ingrid-Penelope	Special Assistant	$ 141,707.00	$ 52,663.23
Fontaine, Jean Lucien	Motor Vehicle Operator	$ 34.71/hr	$ 47,466.02
Pointejour, Rony	Motor Vehicle Operator	$ 34.67/hr	$ 45,458.60
Joseph, Emmanuel	Motor Vehicle Operator	$ 34.71/hr	$ 44,312.26
Augustin, Joseph Camille	Motor Vehicle Operator	$ 34.67/hr	$ 43,349.84
Ruffin, Cherise L	Motor Vehicle Operator	$ 34.67/hr	$ 41,950.10
Montina, Marie Sonia	Motor Vehicle Operator	$ 33.71/hr	$ 37,838.30
Legendre, Wilbert	Motor Vehicle Operator	$ 34.67/hr	$ 34,265.89
Jean Pierre, Mario	Motor Vehicle Operator	$ 34.71/hr	$ 34,063.03
Legendre, Belsonn	Motor Vehicle Operator	$ 33.67/hr	$ 33,678.73
Brooks, Theresa M	Fleet Maintenance Assistant	$ 74,214.40	$ 32,455.52
Arne, Jean Roosevelt	Motor Vehicle Operator	$ 34.71/hr	$ 31,658.70
Abelard, Georgette	Bus Attendant	$ 27.05/hr	$ 29,599.21
Jones, Donna A	Motor Vehicle Operator	$ 34.67/hr	$ 29,545.90

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.**

Due to the volume of bonuses granted, the OSSE-DOT Collective Bargaining Agreement (CBA) and non-CBA Incentives documents are attached, providing the monetary incentives issued to OSSE-DOT employees for FY24 and FY25 through January 31, 2025. Files are as follows:

- OSSE-DOT CBA incentives can be found in attachment "Q6 - OSSE DOT CBA Incentives.pdf." The file is organized by quarter, and some names may therefore show up multiple times in the attachment.
- OSSE-DOT non-CBA incentives can be found in attachment "Q6 - OSSE DOT Non-CBA Incentive.pdf." The file contains the cumulative non-CBA incentives for each OSSE-DOT staff member.

In FY24, OSSE provided monetary performance allowances to certain employees whose exemplary performance significantly contributed to the Agency's success during this time period. The six employees that received performance allowances in FY24 are in the table below.

First Name	Last Name	Title	Amount	Reason
Mehrnaz	Tamami	Management Analyst	$5,000	Performance Allowance
Kilin	Boardman Schroyer	Assistant Superintendent of Postsecondary Education	$5,000	Performance Allowance
Kyle	Flood	Supervisory Education Policy and Compliance Specialist	$5,000	Performance Allowance
Sheila	Cuthrell	Human Resources Officer III	$5,267	Performance Allowance
Maisha	Hayes	Program Manager	$11,991.60	Performance Allowance
Terrell	Bryant	Training Administrator	$5,000	Performance Allowance

Additionally, in FY24, OSSE provided a $5,000 COVID Recovery Stipend for employees who exceeded expectations in their roles and contributed in a significant way to OSSE's recovery efforts in the District.

First Name	Last Name	Title	Amount	Reason
Buen	Abo	Program Manager	$5,000	Recovery Stipend
Ahmad	Alattar	IT Specialist	$5,000	Recovery Stipend
Kalecia	Baity	Management Analyst	$5,000	Recovery Stipend
Julia	Banks	Supervisory Public Affairs Specialist	$5,000	Recovery Stipend
Yolanda	Barber	Assessment Specialist	$5,000	Recovery Stipend

First Name	Last Name	Title	Amount	Reason
Tiarra	Baskerville	Supervisory Program Analyst	$5,000	Recovery Stipend
Christina	Beal	Director of College and Career	$5,000	Recovery Stipend
Toshia	Berry	Program Analyst	$5,000	Recovery Stipend
Thomas	Bolden	Deputy Director of Student Transportation	$5,000	Recovery Stipend
Deja	Branham	Human Resources Specialist	$5,000	Recovery Stipend
Tia	Brumsted	Assistant Superintendent of Wellness and Nutrition	$5,000	Recovery Stipend
Sharnell	Bryan	Management Analyst	$5,000	Recovery Stipend
Sandra	Bryant	Program Analyst	$5,000	Recovery Stipend
Eric	Chapman	Deputy Terminal Manager	$5,000	Recovery Stipend
Chelsea	Charland	Deputy Director of Assessments	$5,000	Recovery Stipend
Zulieka	Crawford	Child Care Program Specialist	$5,000	Recovery Stipend
Latwon	Dawkins	Lead Customer Service Communications Specialist	$5,000	Recovery Stipend
Alecia	Denmark	Deputy Chief Operations Officer	$5,000	Recovery Stipend
Alexandra	Dobbs	School Programs Manager	$5,000	Recovery Stipend
Megan	Dumond	Special Assistant (IDEA Part C)	$5,000	Recovery Stipend
Jessica	Duncan	Program Manager	$5,000	Recovery Stipend
Sean	Elliott	Program Manager	$5,000	Recovery Stipend
Vincent	Enriquez	Attorney Advisor	$5,000	Recovery Stipend
David	Esquith	Director Policy Planning and Research	$5,000	Recovery Stipend
Kemaula	Essue	Human Resources Specialist	$5,000	Recovery Stipend
Candia	Faison	Child Care Coordinator	$5,000	Recovery Stipend
Thomas	Farrell	Terminal Manager	$5,000	Recovery Stipend
Melanie	Fleming	Program Analyst	$5,000	Recovery Stipend
Justin	Flemings	Director Operational Management	$5,000	Recovery Stipend
Joshua	Foye	Investigator	$5,000	Recovery Stipend

First Name	Last Name	Title	Amount	Reason
Alicia	Gadsden	Program Analyst	$5,000	Recovery Stipend
Andrew	Gall	Deputy Chief of Staff	$5,000	Recovery Stipend
Lisvette	Garcia	Policy Analyst	$5,000	Recovery Stipend
Simone	Garcia	Supervisory Education Program Specialist (Grants	$5,000	Recovery Stipend
Emily	Gargiulo	Deputy Chief of Staff	$5,000	Recovery Stipend
Kimberly	Handon-Lindsey	Child Care Program Specialist	$5,000	Recovery Stipend
Stacy	Hardman	State Licensure Specialist	$5,000	Recovery Stipend
Tarina	Hunt	Investigator	$5,000	Recovery Stipend
Clement	Idun	Program Manager	$5,000	Recovery Stipend
Chimere	Jones	Program Manager	$5,000	Recovery Stipend
Mabel	Kennedy	Financial Program Specialist I	$5,000	Recovery Stipend
Stacy	Kirk	Program Analyst	$5,000	Recovery Stipend
Rachel	Knaizer	Assessment Specialist	$5,000	Recovery Stipend
Eva	Laguerre	Director Compliance and Licensure	$5,000	Recovery Stipend
Chelsia	Latney	Supervisory Early Intervention Specialist	$5,000	Recovery Stipend
Jessica	Lewis	Deputy Chief of Staff	$5,000	Recovery Stipend
Cassie	Lynott	Special Assistant (IDEA Part C)	$5,000	Recovery Stipend
Julian	Lytle	IT Specialist (Network)	$5,000	Recovery Stipend
Sarah	Martin	Deputy Chief of Staff	$5,000	Recovery Stipend
Sergio	Martinez	Terminal Manager	$5,000	Recovery Stipend
Dionne	McAdoo	Community Outreach Specialist	$5,000	Recovery Stipend
Angelia	McDuffie	Financial Programs Analyst	$5,000	Recovery Stipend
Aimee	McLaughlin	Data Analysis Manager	$5,000	Recovery Stipend
Qianna	Nelson	Management Analyst	$5,000	Recovery Stipend
Noni	Olayinka	Human Resources Manager	$5,000	Recovery Stipend
Miryam	Oziel	Instructional Systems Specialist	$5,000	Recovery Stipend
Raphael	Park	Deputy Superintendent of Operations	$5,000	Recovery Stipend
Victoria	Pemberton	Director of Special Education	$5,000	Recovery Stipend
Claudia	Price	Program Coordinator	$5,000	Recovery Stipend

First Name	Last Name	Title	Amount	Reason
Jasmyn	Price	Early Intervention Program Manager	$5,000	Recovery Stipend
Horace	Robinson,	Management Analyst	$5,000	Recovery Stipend
Danielle	Rollins	Program Analyst	$5,000	Recovery Stipend
Kimberly	Romero	Management Analyst	$5,000	Recovery Stipend
Richard	Rowley	IT Project Manager	$5,000	Recovery Stipend
Gwen	Rubinstein	Director Data Governance and Privacy	$5,000	Recovery Stipend
Kelly	Sallee	Program Manager	$5,000	Recovery Stipend
Jennifer	Sanchez	Management Analyst	$5,000	Recovery Stipend
Santiago	Sanchez	Program Analyst	$5,000	Recovery Stipend
Duane	Schwartz	Information Technology Specialist	$5,000	Recovery Stipend
Rosalie	Scotland	Management Analyst	$5,000	Recovery Stipend
Caitlin	Shauck	Policy Analyst	$5,000	Recovery Stipend
Ayana	Smith	Lead Human Resources Specialist	$5,000	Recovery Stipend
Michael	Smith	Program Manager	$5,000	Recovery Stipend
Yvonne	Smith	Deputy Director of Student Transportation	$5,000	Recovery Stipend
Stephanie	Snyder	Dir Accountability & Assessments	$5,000	Recovery Stipend
Jessica	Sobin	Program Manager	$5,000	Recovery Stipend
Nikki	Stewart	Assistant Superintendent for Systems & Support	$5,000	Recovery Stipend
Linda	Sun	Director of Federal Programs and Strategic Funding	$5,000	Recovery Stipend
Makia	Tabourn	Child Care Program Specialist	$5,000	Recovery Stipend
Carolyn	Taylor	Program Manager	$5,000	Recovery Stipend
Keinan	Thompson	Chief Operations Officer	$5,000	Recovery Stipend
Stephanie	Tindal	Child Care Program Specialist	$5,000	Recovery Stipend
Tommy	Totten	Program Manager	$5,000	Recovery Stipend
Brenda	Vann	Clerical Assistant	$5,000	Recovery Stipend
Mickala	Wade	Lead Human Resources Specialist	$5,000	Recovery Stipend
Chandi	Wagner	Data Analysis Manager	$5,000	Recovery Stipend
Jibran	Waris	IT Specialist	$5,000	Recovery Stipend
Mildred	Washington	Program Analyst	$5,000	Recovery Stipend
Stephen	Wathen	Management Analyst	$5,000	Recovery Stipend

First Name	Last Name	Title	Amount	Reason
Michael	Watts	Special Assistant (IDEA Part C)	$5,000	Recovery Stipend
Shaneika	Webb	Customer Service Manager	$5,000	Recovery Stipend
Lazette	Wells	School Program Manager	$5,000	Recovery Stipend
Glenn	White	Customer Service Rep	$5,000	Recovery Stipend
Penelope	Wilson	Special Assistant	$5,000	Recovery Stipend
Catherine	Wright	Attorney Advisor	$5,000	Recovery Stipend
Tanya	Yergen	Deputy Terminal Manager	$5,000	Recovery Stipend
Andrea	Zimmermann	Management Analyst	$5,000	Recovery Stipend

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 separations with pay during FY24 or FY25 through January 31, 2025.

8. **For fiscal years 2023, 2024, and 2025 (through January 31), please state the total number of employees receiving worker's compensation payments.**

The table below lists, for FY23-25, the number of employees receiving worker's compensation payments. Note that employees' claims in the table below could have been granted in prior fiscal years.

Fiscal Year	Total Employees Receiving Worker's Compensation
2023	20
2024	28
2025 (to date)	19

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).**

All of the employees listed below received their regular rate of pay during the period they were placed on administrative leave.

Position	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Fitness for Duty	9/5/2021	1/10/2025	Returned to Duty
Bus Attendant	Fitness for Duty	4/11/2022	4/12/2024	Returned to Duty
Bus Attendant	Investigation	4/19/2023	4/7/2024	Returned to Duty
Bus Attendant	Investigation	4/20/2023	12/12/2023	Returned to Duty
Motor Vehicle Operator	Investigation	4/27/2023	1/25/2024	Returned to Duty
Bus Attendant	Investigation	8/4/2023	1/25/2024	Returned to Duty
Assessment Specialist	Investigation	8/14/2023	1/21/2024	Termination
Motor Vehicle Operator	Investigation	8/14/2023	2/5/2024	Returned to Duty
Bus Attendant	Drug Test	8/21/2023	12/18/2024	Termination
Motor Vehicle Operator	Investigation	8/31/2023	12/20/2023	Returned to Duty
Motor Vehicle Operator	Investigation	9/1/2023	1/25/2024	Returned to Duty
Bus Attendant	Investigation	9/1/2023	5/14/2024	Returned to Duty
Bus Attendant	Investigation	9/12/2023	1/24/2024	Returned to Duty
Motor Vehicle Operator	Reinstatement	9/13/2023	1/24/2024	Returned to Duty
Early Intervention Service Coordinator	Termination	9/14/2023	11/2/2023	Termination
Motor Vehicle Operator	Post Accident	9/20/2023	12/15/2023	Returned to Duty
Health Education Manager	Investigation	9/20/2023	10/12/2023	Termination
Motor Vehicle Operator	Post Accident	9/26/2023	6/5/2024	Returned to Duty
Bus Attendant	Investigation	10/2/2023	5/1/2024	Termination
Motor Vehicle Dispatcher	Investigation	10/12/2023	3/8/2024	Returned to Duty
Motor Vehicle Dispatcher	Investigation	10/12/2023	2/16/2024	Termination
Motor Vehicle Operator	Post Accident	10/17/2023	2/22/2024	Termination
Fleet Maintenance	Termination	10/17/2023	11/2/2023	Termination
Motor Vehicle Operator	Investigation	10/23/2023	2/28/2024	Returned to Duty
Motor Vehicle Operator	Investigation	10/23/2023	2/28/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	10/23/2023	3/7/2024	Returned to Duty
Bus Attendant	Investigation	10/31/2023	3/28/2024	Returned to Duty
Motor Vehicle Operator	Investigation	11/2/2023	11/28/2023	Returned to Duty
Motor Vehicle Operator	Post Accident	11/15/2023	2/22/2024	Termination
Motor Vehicle Operator	Investigation	11/15/2023	6/5/2024	Returned to Duty
Motor Vehicle Operator	Investigation	11/16/2023	4/21/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	11/20/2023	1/24/2024	Returned to Duty

Position	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Post Accident	11/29/2023	12/18/2023	Returned to Duty
Motor Vehicle Operator	Post Accident	11/30/2023	3/7/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	11/30/2023	3/7/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	12/4/2023	3/7/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	12/4/2023	3/7/2024	Returned to Duty
Human Resources Specialist	Investigation	12/8/2023	12/29/2023	Termination
Motor Vehicle Operator	Post Accident	12/12/2023	3/11/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	12/12/2023	3/11/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	12/13/2023	3/7/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	12/13/2023	3/7/2024	Returned to Duty
ELL Assistant (Bilingual)	Investigation	12/19/2023	1/10/2024	Termination
Motor Vehicle Operator	Post Accident	1/4/2024	1/10/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	1/4/2024	3/7/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	1/4/2024	3/7/2024	Returned to Duty
Bus Attendant	Investigation	1/4/2024	6/25/2024	Returned to Duty
Motor Vehicle Operator	Investigation	1/4/2024	7/1/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	1/8/2024	1/26/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	1/12/2024	1/22/2024	Returned to Duty
Bus Attendant	Drug Test	1/23/2024	3/29/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	1/24/2024	2/14/2024	Returned to Duty
Community Relations Specialist	Investigation	1/30/2024	2/11/2024	Termination
Bus Attendant	Investigation	1/31/2024	6/10/2024	Returned to Duty
Deputy Director of Assessments	ADA Review	2/6/2024	5/16/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	2/7/2024	2/28/2024	Returned to Duty
Motor Vehicle Operator	Investigation	2/7/2024	6/17/2024	Returned to Duty
Human Resources Specialist	Investigation	2/9/2024	3/1/2024	Returned to Duty
Motor Vehicle Operator	Termination	2/9/2024	8/23/2024	Termination
Motor Vehicle Operator	Post Accident	2/13/2024	4/9/2024	Returned to Duty
Motor Vehicle Operator	Drug Test	2/20/2024	12/16/2024	Returned to Duty
Fleet Maintenance	Drug Test (Shy Bladder)	2/21/2024	3/18/2024	Returned to Duty
Bus Attendant	Investigation	2/21/2024	3/11/2024	Returned to Duty
Motor Vehicle Operator	Drug Test	2/21/2024	12/12/2024	Pending return to Work
Motor Vehicle Operator	Post Accident	2/23/2024	2/28/2024	Returned to Duty
Bus Attendant	Investigation	3/4/2024	3/4/2024	Returned to Duty
Bus Attendant	Investigation	3/4/2024	9/2/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	3/5/2024	3/11/2024	Returned to Duty

Position	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Post Accident	3/8/2024	2/12/2025	Termination
Motor Vehicle Operator	Post Accident	3/8/2024	3/25/2024	Returned to Duty
Motor Vehicle Operator	Investigation	3/8/2024	9/3/2024	Returned to Duty
Motor Vehicle Operator	Investigation	3/8/2024	9/25/2024	Returned to Duty
Early Intervention Service Coordinator	Investigation	3/13/2024	4/3/2024	Termination
Motor Vehicle Operator	Post Accident	3/14/2024	3/20/2024	Returned to Duty
Motor Vehicle Operator	Investigation	3/14/2024	3/19/2024	Returned to Duty
Motor Vehicle Operator	Investigation	3/14/2024	8/26/2024	Returned to Duty
Bus Attendant	Investigation	3/18/2024	4/10/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	3/20/2024	8/16/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	3/21/2024	4/3/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	3/21/2024	3/28/2024	Returned to Duty
Bus Attendant	Investigation	3/21/2024	3/22/2024	Termination
Motor Vehicle Operator	Post Accident	3/26/2024	4/3/2024	Returned to Duty
Bus Attendant	Investigation	3/27/2024	3/28/2024	Returned to Duty
Motor Vehicle Operator	Investigation	3/29/2024	8/24/2024	Returned to Duty
Motor Vehicle Operator	Investigation	3/29/2024	9/18/2024	Returned to Duty
Motor Vehicle Operator	Termination	3/29/2024	9/6/2024	Termination
Motor Vehicle Operator	Post Accident	4/2/2024	5/8/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	4/3/2024	4/25/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	4/9/2024	7/1/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	4/12/2024	7/11/2024	Retired
Motor Vehicle Operator	Investigation	4/15/2024	9/25/2024	Returned to Duty
Motor Vehicle Operator	Investigation	4/17/2024	10/1/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	4/22/2024	5/6/2024	Returned to Duty
Bus Attendant	Investigation	4/22/2024	9/24/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	4/24/2024	7/5/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	4/24/2024	7/1/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	4/26/2024	5/10/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	4/30/2024	5/13/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	4/30/2024	9/27/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	5/1/2024	5/15/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	5/1/2024	7/1/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	5/6/2024	9/23/2024	Returned to Duty
Bus Attendant	Investigation	5/7/2024	10/4/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	5/8/2024	10/24/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	5/10/2024	5/15/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	5/15/2024	5/20/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	5/15/2024	5/29/2024	Returned to Duty
Bus Attendant	Investigation	5/15/2024	10/25/2024	Returned to Duty
Motor Vehicle Operator	Investigation	5/15/2024	10/24/2024	Returned to Duty

Position	Reason	Start Date	End Date	Status
Program Manager	Termination	5/21/2024	9/5/2024	Termination
Motor Vehicle Operator	Post Accident	5/24/2024	6/3/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	5/30/2024	9/15/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	6/4/2024	11/24/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	6/7/2024	7/11/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	6/10/2024	7/8/2024	Returned to Duty
Motor Vehicle Operator	Post Accident	7/12/2024	7/24/2024	Returned to Duty
Motor Vehicle Operator	Compliance/Drug Testing	7/24/2024	11/22/2024	Returned to Duty
Bus Attendant	Investigation	7/30/2024	1/22/2025	Returned to Duty
Bus Attendant	Investigation	7/30/2024	1/17/2025	Returned to Duty
Motor Vehicle Operator	Investigation	8/14/2024	N/A	Remains on ADL
Education Program Specialist	Investigation	8/20/2024	9/11/2024	Termination
Bus Attendant	Compliance/Drug Testing	8/27/2024	N/A	Remains on ADL
Motor Vehicle Operator	Investigation	8/28/2024	N/A	Remains on ADL
Motor Vehicle Operator	Post Accident	8/29/2024	N/A	Remains on ADL
Motor Vehicle Operator	Post Accident	8/29/2024	9/6/2024	Returned to Duty
Motor Vehicle Operator	Investigation	9/10/2024	9/30/2024	Returned to Duty
Motor Vehicle Operator	Investigation	9/11/2024	12/6/2024	Pending Termination
Motor Vehicle Operator	Post Accident	9/11/2024	N/A	Remains on ADL
Bus Attendant	Compliance/Drug Testing	9/13/2024	10/21/2024	Returned to Duty
Management Analyst	Investigation	9/13/2024	9/30/2024	Termination
Bus Attendant	Investigation	9/16/2024	10/4/2024	Termination
Motor Vehicle Operator	Post Accident	9/17/2024	N/A	Remains on ADL
Motor Vehicle Operator	Drug Test (Shy Bladder)	9/18/2024	11/20/2024	Returned to Duty
Performance Account. Coordinator	Investigation	9/19/2024	9/30/2024	Termination
Motor Vehicle Operator	Post Accident	9/20/2024	N/A	Remains on ADL
Bus Attendant	Investigation	9/24/2024	N/A	Remains on ADL
Motor Vehicle Operator	Post-Accident	9/24/2024	12/13/2024	Remains on ADL
Bus Attendant	Investigation	9/25/2024	N/A	Remains on ADL
Motor Vehicle Operator	Post Accident	2/12/2023	4/22/2024	Returned to Duty

On the advice of counsel, names are withheld to respect employee privacy.

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.**

Please see attachment: Q10 – Intra-Districts.pdf

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.**

Please see attachment: Q11 – Reprogrammings.pdf

12.   **Please list, in chronological order, every reprogramming within your agency during fiscal year 2025 to date. Also, include both known and anticipated intra-agency reprogrammings. For each, give the date, amount, and rationale.**

Please see attachment: Q12 – Reprogrammings (Intra-agency).pdf

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 2023, 2024, and 2025 (through January 31) and give starting and ending balances. You may wish to present this information first as a list (for numbers 1-5) and then as separate tables for numbers 4 and 5.**

Please see attachment: Q13 – Special Purpose Revenue.pdf

14.   **Please provide a table showing your agency's Council-approved original budget, 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.**

Please see attachment: Q14 – Budget (FY23).pdf
Please see attachment: Q14 – Budget (FY24).pdf
Please see attachment: Q14 – Budget (FY25).pdf

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.**

Please see attachment: Q15 - MOUs.pdf

16. **D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the "Form B" for all District agencies (See D.C. Code § 47- 318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2023, 2024, and 2025.**

OSSE works with the Office of the City Administrator and the Office of the Deputy Mayor Education (DME) to develop our annual budget. The FY23, FY24, and FY25 agency budgets submitted as part of the Mayor's budget reflect those efforts.

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

Project:	BRM15C – 1601 W Street NE Building Renovation
Project Description:	Building renovations and modernizations at Special Education Transportation (SET) facilities, required upgrades to meet OSSE's need of a 4.27-acre site currently with some maintenance infrastructure, office space and parking space. The project includes 31,000 square feet for office space and bus maintenance. The agency's need for taking possession of the property in FY17 was to relocate and consolidate the New York Avenue Terminal at this location as the agency's main bus depot. The upgrade also includes the installation of new parking pavement and ten electric charging stations with appropriate stormwater management features.
Estimated Cost:	$31,955,782
Expenditures to Date:	$20,053,733
Start/Completion Dates:	Construction Start: 4/9/2021 Tentative End: 9/30/2025
Current Status:	As of February 2025, 65 percent of the overall project has been completed. Key milestones completed include: watertight building, green roof installation, mechanical unit installation, and Verizon Fiber installation. Ongoing work includes: interior painting and finishes, furniture installation, mechanical and electrical system startups, site excavation, and pile installation.
Delay:	In addition to Covid-related supply chain issues, excavation efforts identified environmental concerns including unsuitable soils, undeclared underground storage tanks, and wetlands that needed to be remedied. Furthermore, property access restriction by CSX rail, which is located adjacent to the property, has extended the anticipated timeline for completion to September.

Project:	BRM16C – 2215 5th Street NE Building Renovation

Project Description:	Major structural rehabilitation, expansion, and improvement of the existing facility to better accommodate operations requiring approximately 150+ buses. Minor maintenance of the bay, partial pavement improvement, parking structure improvement, and upgrades to the administration and support areas will also be implemented.
Estimated Cost:	$12,220,000
Expenditures to Date:	$568,383
Start/Completion Dates:	TBD – DGS plans to begin construction following the completion of the W Street Terminal.
Current Status:	The design of the project is complete. DGS plans to begin construction following the completion of the W Street terminal.
Delay:	Yes, due to delays with the W Street Terminal.

Project:	BU0B0C – Bus Vehicle Replacement
Project Description:	OSSE-DOT continues to purchase vehicles as a primary participant in the Capital Assets Replacement Scheduling System (CARSS). CARSS calculations are used to determine the OSSE-DOT School Bus Replacement Program capital budget. The replacement program ensures that OSSE-DOT continues to support learning opportunities for District of Columbia students with disabilities, in compliance with the Individuals with Disabilities Education Act and helps in the District's efforts to comply with local and federal air quality standards. This project aligns with Sustainable DC's Transportation 4.2 goal.
Estimated Cost:	$46,557,111
Expenditures to Date:	$29,257,836
Start/Completion Dates:	Ongoing – no end date yet projected.
Current Status:	OSSE-DOT is conducting operational and financial analysis of adding electric buses. As of Feb. 2025, OSSE is awaiting delivery of 25 electric buses, with an anticipated arrival of Oct. 2025.

Delay:	OSSE-DOT is currently in the manufacturing phase to obtain these 25 buses from two manufacturers, with an anticipated delivery date of October 2025. Due to manufacturing challenges faced by both vendors, the delivery of the buses was shifted from the original October 2024 deadline.

Project:	BU501C – DOT GPS
Project Description:	OSSE-DOT's Global Positioning System (GPS) project will: • Equip every bus with a GPS-enabled tablet, including software technology that will track student-level bus performance in real-time. • Implement a modernized routing system that will create more efficient bus routes. • Allow parents to track the location of the bus before scheduled pick-up. • Remove the need for paper-based trip tickets used by bus staff and streamline associated internal processes.
Estimated Cost:	$5,416,550
Expenditures to Date:	$1,533,349
Start/Completion Dates:	This project was re-initiated in FY25 to identify a new vendor and is scheduled to be completed during the 2025-26 school year.
Current Status:	OSSE issued a request for information (RFI) to routing system vendors that have successfully implemented student transportation routing system in other major-city school jurisdictions. OSSE submitted its complete procurement package, including statement of work and market research. OSSE has onboarded project management contractors to document its terminal operational process so that post-contract award work goes as efficiently as possible.
Delay:	No delays.

Project:	GD001C - Data Infrastructure
Project Description:	OSSE has become the central education-related data repository and reporting office within the District. OSSE has also increasingly

interfaced with District agencies such as the DC Public Charter School Board (PCSB) and the Deputy Mayor for Education (DME) to craft data-driven policies. Existing data systems are old and obsolete. As OSSE expands the scope of the Student Longitudinal Education Database (SLED) to include additional data, the need for enhancement in both SLED and the source data systems has become a critical area for improvement for the District as a whole. OSSE has several applications for mandated activities (e.g., teacher licensure and childcare licensure) that are not technologically sufficient for the needs of their users. With these issues corrected, OSSE would be in a unique position to steer future analysis of and publish key findings regarding the early childhood to career pathways for District residents.

Estimated Cost:	$26,631,079
Expenditures to Date:	$22,182,977
Start/Completion Dates:	Ongoing – no end date yet projected.
Current Status:	The project is active, and work is underway.
Delay:	No

Project:	GDMMSC - Common Lottery: My School DC
Project Description:	MySchool DC is the common application and common lottery for the District's public school options with the overarching purpose of simplifying the process for families to learn about, apply to and enroll in school. The common lottery application serves 240 schools and more than 35,000 District residents annually and OCTO has developed it for over a decade. The decade old system must be modernized in order to accommodate and execute policy changes for student enrollment in the city. More than 75% of DC's public school students have used the common lottery system at some point in their enrollment. As the use of smartphones, tablets, and different browsers has risen when using the common lottery application, the need to modernize the system has equally risen. Students and schools alike benefit from timely, accurate, and transparent results in the system.
Estimated Cost:	$1,094,000

Expenditures to Date:	$0
Start/Completion Dates:	Not yet started. Anticipate completion by Dec. 14, 2025.
Current Status:	OSSE is working with OCP to award the contract.
Delay:	No

Project:	ATCGIC – CTE Advanced Technical Center (ATC)
Project Description:	The Office of the State Superintendent of Education (OSSE) Career and Technical Education (CTE) team is establishing an Advanced Technical Center (ATC). The ATC is a centralized program in a well-equipped facility, which provides CTE courses to students from high schools from across the city to prepare them for high-wage, high-skill, and/or in-demand careers. The ATC is critical to the access and equity goals of OSSE and will remove the barrier of equipment, facility, and staffing costs faced by many schools in providing CTE programming. Additionally, the ATC mitigates program access issues experienced by students who attend schools without programs of studies matching their college and/or career interests.
Estimated Cost:	$26,674,104 - includes the initial Phase I build cost and the Phase II expansion costs (adding 10,000 square feet of classroom space and 10,000 square feet for onsite healthcare providers).
Expenditures to Date:	$8,427,000
Start/Completion Dates:	Start Date: January 2022 Tentative End Date: November 2026.
Current Status:	Phase I was completed in summer of 2024. OSSE is currently coordinating with DGS on Phase II on the design-build (i.e., the expansion), and OSSE is moving forward with partnership and lease agreements with onsite healthcare providers, with the agreements to be finalized in 2025.
Delay:	No

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

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

Party	Case Description
D.L., et al. v. District of Columbia*	(D.D.C. 05-1437) Class action lawsuit involving alleged IDEA violations including the alleged failure to perform child find for children from 3 to 5
Charles H., et al. v. District of Columbia	(D.D.C. 21-997) Provisionally certified class-action lawsuit, involving alleged IDEA violations (a settlement agreement has been reached but the court retains jurisdiction for monitoring and enforcement of the settlement agreement until it expires in August 2025)
D.R., et al. v. District of Columbia	(D.D.C. 24-0656) Purported class-action lawsuit alleging violations of various laws including the IDEA, Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act and the D.C. Human Rights Act arising from the alleged failure of OSSE to provide appropriate transportation to students with disabilities
M.B., et al. v. District of Columbia	(D.D.C. 24-0750) Purported class-action lawsuit alleging violations of IDEA arising from the alleged failure of OSSE to provide free appropriate public education for District of Columbia code offenders with disabilities who are incarcerated at Bureau of Prisons facilities around the country
Claimant A	Action seeking attorneys' fees under the IDEA
Claimant B	Appeal of an administrative action under the IDEA
Claimant C	Appeal of an administrative action under the IDEA, on remand from the D.C. Court of Appeals
Claimant D	Personal injury lawsuit
Claimant E	Personal injury lawsuit
Claimant F	Personal injury lawsuit
Claimant G	Personal injury lawsuit

Party	Case Description
Claimant H	Personal injury lawsuit
Claimant I	Personal injury lawsuit
Claimant J	Personal injury lawsuit
Claimant K	Personal injury lawsuit
Claimant L	Personal injury lawsuit
Claimant M	Personal injury lawsuit
Claimant N	Personal injury lawsuit
Claimant O	Personal injury lawsuit
Claimant P	Employment discrimination lawsuit
Claimant Q	Employment discrimination lawsuit

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

19. **Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2024 and FY 2025 to date. Briefly describe each and the sanction, if any.**

Party	Description	Sanction
Charles H. et al. v. District of Columbia	(D.D.C. 21-997) (a settlement agreement has been reached but the court retains jurisdiction for monitoring and enforcement of the settlement agreement until it expires in August 2025)	No
Claimant A	Action seeking attorney's fees under the IDEA	No
Claimant B	Action seeking attorney's fees under the IDEA	No
Claimant C	Action seeking attorney's fees under the IDEA	No
Claimant D	Action seeking attorney's fees under the IDEA	No
Claimant E	Action seeking attorney's fees under the IDEA	No
Claimant F	Settlement enforcement	No
Claimant G	Personal injury lawsuit	No
Claimant H	Personal injury lawsuit	No
Claimant I	Personal injury lawsuit	No
Claimant J	Personal injury lawsuit	No
Claimant K	Personal injury lawsuit	No
Claimant L	Personal injury lawsuit	No
Claimant M	Personal injury lawsuit	No
Claimant N	Personal injury lawsuit	No
Claimant O	Personal injury lawsuit	No
Claimant P	Personal injury lawsuit	No
Claimant Q	Personal injury lawsuit	No
Claimant R	Personal injury lawsuit	No
Claimant S	Personal injury lawsuit	No
Claimant T	Personal injury lawsuit	No

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

In FY24 and in FY25 to date, OSSE has not entered into any settlement agreements or judgments under $10,000 where the case was originally filed no more than 2 years before the settlement or judgment.

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).**

FY	Entity Conducting Audit/Investigation	Title	Description
2025	District of Columbia Office of Integrity and Oversight (OIO)	Audit of the Direct Loan and Credit Enhancement Fund's Revenue and Expenditure Report for the Fiscal Year that ended September 30, 2023	OIO audited the revenue and expenditure report of the Direct Loan and Credit Enhancement fund, pursuant to Public Law 108-335, for the Fiscal Year that ended September 30, 2023. OIO's opinion was that the revenue and expenditure report presented fairly, in all material respects, the result of operations of the Direct Loan and Credit Enhancement fund.
2024	US Department of Education (ED)	Peer Review of DC State Assessments	OSSE completed a peer review process with ED of its state assessments in March 2023. In December 2023, it was determined that both our general state assessments in English language arts and math, as well as our general English language proficiency assessment (i.e., ACCESS) substantially meet the requirements of the Elementary and Secondary Education Act.
2024	US Department of Education (ED)	ED Family Educational Rights and Privacy Act (FERPA) Site Visit	In August 2024, ED conducted an OSSE site visit as a part of regular monitoring of grantees of its State Longitudinal Data System (SLDS) program. The site visit reviewed OSSE's privacy practices and concluded that OSSE is doing its due diligence in complying with FERPA.

FY	Entity Conducting Audit/Investigation	Title	Description
2024	Dept. Health Care Finance (DHCF)	Medicaid Audit for the fiscal year ending Sept. 30, 2023	OSSE's non-public unit is audited for compliance with Medicaid laws and regulations as required in the Provider Reimbursement Manual and the DC State Plan applicable to the financial & statistical reporting (cost report) for the 2023 fiscal year.
2024	Dept. Health Care Finance (DHCF)	Medicaid Audit for the fiscal year ending Sept. 30, 2023	OSSE-DOT is audited for compliance with Medicaid laws and regulations as required in the Provider Reimbursement Manual and the DC State Plan applicable to the financial & statistical reporting (cost report) for the 2023 fiscal year.
2024	United States Department of Education, United States Department of Health and Human Services and United States Department of Agriculture	District of Columbia Single Audit	Annual audit of OSSE's financial administration and compliance with federal awards that exceed $750,000.
2024	Office of the Inspector General (OIG)	Contract Administration Audit Project OIG No. 24-1-03AT	Randomly selected audit of contract for Zearn (PO 660097) completed on July 11, 2024.
2024	OSSE	Audit Request for Charter School Stipends	Internal audit request for documentation of stipend payments issued to DC public charter school teachers for science of reading completion in fiscal year 2023 conducted in May 2024.

Internal Investigations:

Employee	Description	FY
Employee 1	Workplace Violence	2024
Employee 2	Workplace Violence	2024

Employee	Description	FY
Employee 3	Workplace Violence	2024
Employee 4	Workplace Violence	2024
Employee 5	Workplace Violence	2024
Employee 6	Workplace Misconduct	2024
Employee 7	Workplace Misconduct	2024
Employee 8	Workplace Misconduct	2024
Employee 9	Workplace Violence	2024
Employee 10	Workplace Misconduct	2024
Employee 11	Workplace Misconduct	2024
Employee 12	Workplace Violence	2024
Employee 13	Workplace Misconduct	2024
Employee 14	Workplace Misconduct	2024
Employee 15	Complaint	2024
Employee 16	Complaint	2024
Employee 17	Workplace Misconduct	2024
Employee 18	Workplace Misconduct	2024
Employee 19	Workplace Misconduct	2024
Employee 20	Workplace Misconduct	2024
Employee 21	Workplace Misconduct	2024
Employee 22	Workplace Misconduct	2025
Employee 23	Workplace Misconduct	2025
Employee 24	Complaint	2025
Employee 25	Workplace Misconduct	2025
Employee 26	Complaint	2025
Employee 27	Sexual Harassment	2024
Employee 28	Sexual Harassment	2024
Employee 29	Sexual Harassment	2024
Employee 30	Sexual Harassment	2024
Employee 31	Sexual Harassment	2025
Employee 32	Sexual Harassment	2025

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

Status	Entity Conducting Audit/Investigation	Title	Description
In Progress	United States Department of Agriculture (USDA), Food and Nutrition (FNS) Services Mid-Atlantic Regional Office (MARO)	USDA, Food and Nutrition Service Fiscal Year 2024 Summer Food Service Program (SFSP) Management Evaluation (ME)	The purpose of the routine review is to assess the State agency's (SA) compliance with federal regulations, instructions, and policies pertaining to SFSP, provide technical assistance, and promote a collaborative

			partnership with the District of Columbia's Office of the State Superintendent of Education. The evaluation is in progress awaiting the preliminary report of findings from USDA.
In Progress	United States Department of Education, United States Department of Health and Human Services and United States Department of Agriculture Annual audit of OSSE's District of Columbia Single Audit financial administration and compliance with federal awards that exceed $750,00	United States Department of Education, United States Department of Health and Human Services and United States Department of Agriculture Annual audit of OSSE's District of Columbia Single Audit financial administration and compliance with federal awards that exceed $750,000	United States Department of Education, United States Department of Health and Human Services and United States Department of Agriculture Annual audit of OSSE's District of Columbia Single Audit financial administration and compliance with federal awards that exceed $750,000

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, 2025. Include on the chronological list any earlier grievance that is still pending in any judicial forum.

Date Filed	Terminal/Location	Union	Nature of Grievance	Completion Date	Disposition
12/5/2022	Southwest	Teamsters 639	Matters Not Covered	unknown	Unsubstantiated
12/5/2022	1050 First St.	DOT	Employee Rights	12/21/2022	Substantiated
12/5/2022	Fifth Street	Teamsters 639	Leave	unknown	Unsubstantiated
12/12/2022	Fifth Street	Teamsters 639	Leave	2/10/2023	Unsubstantiated
1/18/2023	Fifth Street	Teamsters 639	Route Assignment	1/18/2023	Denied
1/18/2023	Fifth Street	Teamsters 639	Route Assignment	1/18/2023	Denied
1/18/2023	Fifth Street	Teamsters 639	Route Assignment	1/18/2023	Denied
1/21/2023	Fifth Street	Teamsters 639	Seniority	1/27/2023	Denied
1/21/2023	Fifth Street	Teamsters 639	Seniority	2/10/2023	Unsubstantiated
1/25/2023	Fifth Street	Teamsters 639	Route Assignment	2/10/2023	Substantiated
1/25/2023	Fifth Street	Teamsters 639	Route Assignment	2/10/2023	Unsubstantiated
1/25/2023	Fifth Street	Teamsters 639	Route Assignment	1/18/2023	Unsubstantiated
5/23/2023	Southwest	Teamsters 639	Union Activities	5/30/2023	Denied
5/23/2023	Southwest	Teamsters 639	Union Activities	5/30/2023	Denied
6/5/2023	1050 First St.	Teamsters 639	Fair Practices	9/19/2023	Arbitration
6/5/2023	1050 First St.	AFCSME 1959	Fair Practices	7/30/2023	Unsubstantiated
6/5/2023	1050 First St.	AFCSME 1959	Fair Practices	9/19/2023	Arbitration
7/21/2023	1050 First St.	Teamsters 639	Fair Practices	7/30/2023	Substantiated
7/21/2023	1050 First St.	Teamsters 639	Wages/Bonuses	7/30/2023	Unsubstantiated
8/10/2023	SOUTHWEST	Teamsters 639	Matters not Covered	12/20/2023	Substantiated
8/11/2023	Fifth Street	Teamsters 639	Conduct Behavior	10/18/2023	Withdrawn
8/14/2023	Southwest	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/21/2023	Adams Place	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/21/2023	New York Ave	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/21/2023	Adams Place	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/23/2023	Southwest	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/24/2023	1050 First St.	AFCSME 1959	Matters not Covered	10/5/2023	Denied
8/31/2023	Adams Place	AFCSME 1959	Matters not Covered	10/5/2023	Denied
9/1/2023	New York Ave	AFCSME 1959	Fair Practices	10/5/2023	Denied
9/11/2023	Adams Place	Teamsters 639	Safety & Health	10/5/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated

Date Filed	Terminal/Location	Union	Nature of Grievance	Completion Date	Disposition
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/25/2023	1050 First St.	Teamsters 639	Fair Practices	In Progress	In Progress
9/28/2023	1050 First St.	AFGE 631	Union Dues	10/19/2023	Denied
5/24/2024	Southwest	Teamsters 639	Seniority	5/29/2024	Unresolved
5/24/2024	Southwest	Teamsters 639	Seniority	6/3/2024	Unresolved
5/24/2024	Southwest	Teamsters 639	Seniority	6/3/2024	Retraction
5/24/2024	Southwest	Teamsters 639	Seniority	6/3/2024	Unresolved
5/24/2024	Southwest	Teamsters 639	Seniority	6/3/2024	Retraction
5/24/2024	Southwest	Teamsters 639	Seniority	6/3/2024	Unresolved
5/24/2024	Southwest	Teamsters 639	Seniority	6/3/2024	Unresolved
5/24/2024	Southwest	Teamsters 639	Seniority	5/29/2024	Unresolved
5/24/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	Southwest	Teamsters 639	Matters Not Covered	6/3/2024	Denied
5/28/2024	Southwest	Teamsters 639	Matters Not Covered	5/23/2024	Denied
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3

Date Filed	Terminal/Location	Union	Nature of Grievance	Completion Date	Disposition
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
5/28/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
6/4/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
6/4/2024	1050 First Street	Teamsters 639	Seniority	In progress	Elevated to Step 3
6/7/2024	Southwest	Teamsters 639	Matters Not Covered	6/13/2024	Denied
7/22/2024	Adams Place	AFSCME 1959	Fair Practices/Discipline & Adverse Actions	7/30/2024	Denied
8/9/2024	Southwest	Teamsters 639	Personnel Files/Discipline and Discharge/Matters Not Covered	8/14/2024	Denied
8/12/2024	1050 First Street	Teamsters 639	Personnel Files/Discipline and Discharge/Matters Not Covered	12/5/2024	Unsubstantiated

Date Filed	Terminal/Location	Union	Nature of Grievance	Completion Date	Disposition
8/22/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered/Route Assignment	8/27/2024	Denied
8/23/2024	Fifth Street	Teamsters 639	Discipline and Discharge	8/30/2024	Denied
8/26/2024	Southwest	Teamsters 639	Matters Not Covered/Route Assignment	8/28/2024	Denied
8/26/2024	Southwest	Teamsters 639	Matters Not Covered/Route Assignment	8/30/2024	Denied
8/26/2024	Southwest	Teamsters 639	Matters Not Covered	8/30/2024	Denied
8/26/2024	1050 First Street	Teamsters 639	Discipline and Discharge/Leave Provisions	10/11/2024	Unsubstantiated
8/30/2024	Fifth Street	Teamsters 639	Safety and Health	9/13/2024	Denied
9/4/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/11/2024	Denied
9/4/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/13/2024	Denied
9/4/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/12/2024	Denied
9/4/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/12/2024	Denied
9/5/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/11/2024	Denied
9/5/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/13/2024	Denied
9/5/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/11/2024	Denied
9/5/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/12/2024	Denied
9/6/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/13/2024	Denied
9/6/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/12/2024	Denied
9/6/2024	Fifth Street	Teamsters 639	Seniority	9/13/2024	Denied

Date Filed	Terminal/Location	Union	Nature of Grievance	Completion Date	Disposition
9/9/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/12/2024	Denied
9/9/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/12/2024	Denied
9/9/2024	1050 First Street	Teamsters 639	Discipline and Discharge	10/11/2024	Resolved
9/10/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/12/2024	Denied
9/10/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/12/2024	Denied
9/11/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/16/2024	Denied
9/11/2024	1050 First Street	AFSCME 1959	Grievance & Arbitration Procedures	10/26/2024	Unsubstantiated
9/13/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/16/2024	Denied
9/13/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/16/2024	Denied
9/13/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/16/2024	Denied
9/13/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/16/2024	Denied
9/13/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/16/2024	Denied
9/13/2024	Southwest	Teamsters 639	Matters Not Covered	9/16/2024	Denied
9/13/2024	Southwest	Teamsters 639	Matters Not Covered	9/16/2024	Denied
9/14/2024	Southwest	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	9/16/2024	Denied
9/16/2024	New York Ave	Teamsters 639	Leave Provisions	9/17/2024	Unsubstantiated
9/16/2024	1050 First Street	AFSCME 1959	Matters Not Covered	10/5/2024	Resolved
9/16/2024	1050 First Street	AFSCME 1959	Fair Practices	10/8/2024	Resolved
9/19/2024	Fifth Street	Teamsters 639	Seniority	9/22/2024	Denied
9/19/2024	1050 First Street	Teamsters 639	Seniority/Overtime	10/25/2024	Unsubstantiated
9/23/2024	Southwest	Teamsters 639	Matters Not Covered/Incentive Program	9/30/2024	Denied

Date Filed	Terminal/Location	Union	Nature of Grievance	Completion Date	Disposition
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3

Date Filed	Terminal/Location	Union	Nature of Grievance	Completion Date	Disposition
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/24/2024	1050 First Street	Teamsters 639	Seniority/Contracting Out/Matters Not Covered	In progress	Elevated to Step 3
9/25/2024	1050 First Street	AFSCME 1959	Matters Not Covered	1/16/2025	Unsubstantiated
9/27/2024	1050 First Street	Teamsters 639	Seniority	10/25/2024	Unsubstantiated
10/9/2024	1050 First Street	Teamsters 639	Grievance Procedure	In progress	In Progress
10/10/2024	1050 First Street	Teamsters 639	Matters Not Covered	1/13/2025	Unsubstantiated
10/22/2024	Southwest	Teamsters 639	Extra Contract Agreements/Matters Not Covered	10/29/2024	Denied
10/31/2024	1050 First Street	Teamsters 639	Discipline and Discharge	12/10/2024	Unsubstantiated
11/8/2024	1050 First Street	AFSCME 1959	Matters Not Covered	1/16/2025	Unsubstantiated
11/20/2024	1050 First Street	Teamsters 639	Discipline and Discharge	1/13/2025	Unsubstantiated

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).**

The table below lists the agency's SmartPay use for FY24.

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY24 Expenditures
Adrian Gore	Lead Customer Service Specialist	$20,000	$5,000	$19,858.13
Alicia Gadsden	Financial Programs Analyst	$20,000	$5,000	$271,577.46
Angelia McDuffie	Financial Management Analyst	$20,000	$5,000	$84,532.34
David Harper	Intervention Specialist	$20,000	$5,000	$37,609.90
Dolly Cruz	Management Analyst	$20,000	$5,000	$56,342.27
Elante Moore	Lead Customer Service Specialist	$20,000	$5,000	$33,766.96
Gil Francisco	Financial Programs Analyst	$20,000	$5,000	$85,003.10
LaToya Smith	Staff Assistant	$20,000	$5,000	$8,315.44
Maisha Hayes	Executive Assistant	$20,000	$5,000	$42,848.44
Nicole Boykin	Financial Programs Analyst	$20,000	$5,000	$99,834.96
Shante Thomas	Executive Assistant	$20,000	$5,000	$55,291.37
Terrell Bryant	Program Support Specialist	$20,000	$5,000	$46,874.35
Toshia Dark-Berry	Financial Management Analyst	$20,000	$5,000	$116,056.58

The table below lists the agency's SmartPay use for FY25.

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY25 Expenditures
Alicia Gadsden	Financial Programs Analyst	$20,000	$5,000	$11,994.56
Angelia McDuffie	Financial Management Analyst	$20,000	$5,000	$5,680.43
David Harper	Intervention Specialist	$20,000	$5,000	$719.58
Dolly Cruz	Management Analyst	$20,000	$5,000	$13,504.00
Elante Moore	Lead Customer Service Specialist	$20,000	$5,000	$14,016.77
Gil Francisco	Financial Programs Analyst	$20,000	$5,000	$4,694.93
Justin Flemmings	Director of Budget and Finance	$20,000	$5,000	$0.00
LaToya Smith	Staff Assistant	$20,000	$5,000	$0.00
Maisha Hayes	Executive Assistant	$20,000	$5,000	$3,510.00
Nicole Boykin	Financial Programs Analyst	$20,000	$5,000	$0.00

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY25 Expenditures
Sarah Mack	Management Analyst	$20,000	$5,000	$8,503.25
Shante Thomas	Executive Assistant	$20,000	$5,000	$10,001.32
Terrell Bryant	Program Support Specialist	$20,000	$5,000	$1,575.74
Toshia Dark-Berry	Financial Management Analyst	$20,000	$5,000	$7,027.64

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 20245 (through January 31). Give a brief explanation of each, including the name of the contractor, purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.**

Please see attachment: Q24 – Procurements Over 10K.pdf

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

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

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

See answer (a) above.

26. **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).**

Due to the volume of data requested, the answer is provided as an attachment. The attached file shows all authorized employee travel, for FY24-FY25 (to date), paid for by the agency.

Please see attachment: Q26 – Travel.pdf

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

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

OSSE consistently engages and communicates with leadership and personnel in our local education agencies (LEAs), community-based organizations (CBOs), schools, child care facilities, and partner organizations, and we have built robust communications systems to support productive dialogue and the distribution of key communications. OSSE keeps partners informed through frequent emails to education leaders and through the LEA Look Forward, a weekly publication from OSSE with more than 4,300 subscribers that provides information to LEAs and other interested stakeholders on trainings, policy guidance, and opportunities for policy engagement.

We continue to meet with leaders and staff of LEAs and CBOs on a consistent basis. Every month the Superintendent holds meetings with all heads of schools across all LEAs. Further, each division at OSSE conducts regular meetings with key stakeholder groups to share programmatic updates and receive feedback. OSSE provides LEA staff with routine virtual meetings covering topics of interest, such as health guidance. A few examples of key stakeholders include: child care providers, teachers, principals, teacher preparation programs, and data managers. We host monthly early childhood stakeholder calls with child care providers to explain and obtain feedback from them on our policies. Further, OSSE receives numerous constituent inquiries from parents and community members who email with questions or concerns, and OSSE is committed to providing direct and clear responses to these requests.

As identified below, OSSE has taken further discrete steps to manifest our commitment to transparency in FY24.

Attendance Data: Prior to the 2023-24 school year, OSSE published attendance data once annually. In the 2023-24 school year, OSSE proactively transitioned to triannual publication of attendance data. Publishing attendance data more frequently meets District stakeholder calls for more timely and transparent attendance data and creates increased visibility and pressure on this vital DC education ecosystem need.

Course Data Collection: In FY24, OSSE launched the course data collection process by collecting LEA- and school-level course catalog information from every LEA in the District. This data collection – the largest in OSSE's history – lays the foundation for vastly expanding the public's understanding of what is happening in DC's schools. We will further expand the course data collection in FY25 by tying individual courses to individual teacher and student data. OSSE's course data collection will help identify inequities in the distribution of highly-effective

teachers, reveal students' access and participation in different types of courses, and provide more robust reporting and evaluation opportunities to OSSE. By providing the public access to a state course catalog and further enhancing OSSE's data collection and analysis process and potential, OSSE has set the table to radically expand the public's knowledge and understanding of course offerings and impact in the District of Columbia.

Data Blog: Beginning on October 17, 2023, OSSE's Division of Data, Assessment, and Research began regularly publishing information on key DC education data topics on OSSE's Data Discovery blog. In FY24, OSSE published blog posts on topics including data validation, metric calculation confirmation, measuring graduation rates, literacy curricula, course data collection and state course catalog, the DC School Report Card, high-impact tutoring, English learners, school performance calculations, summative scores, and designations, EdFest, calculating growth, DC CAPE, and special education performance reports. OSSE's Data Discovery blog helps to make complex, opaque – but valuable – data calculations and other key information transparent and understandable for the public.

DC School Report Card: In FY24, OSSE sought and gained approval from the DC State Board of Education to make updates to the categories and format of the DC School Report Card. OSSE deliberately sought approval for enhancements to the DC School Report Card to increase transparency on school performance. Newly approved categories of data include school climate data, teacher retention data, student-to-teacher ratio data, student-to-staff ratio data, and course availability data. In addition, OSSE gained approval to display the accountability score in a manner that is easily understandable, easily accessible, contextualized against District norms, and contextualized for its constituent parts and to add a school comparison widget. Through these actions, OSSE has increased the public's access to vital, reliable, and comparable school performance data for all of the District of Columbia's public and public charter schools.

Education Preparation Providers (EPPs): In 2022, OSSE published final standards governing the state approval processes for EPPs seeking to prepare educator candidates who are eligible for an OSSE standard educator credential. In early 2023, OSSE began conducting state reviews and providing technical assistance and support to create a strong pipeline of qualified, diverse teachers committed to teaching in DC schools. EPP programs vary in duration, with some programs leading to licensure in as little as one year and others in up to four years. In FY24, for the first time, OSSE proactively collected and committed to publishing detailed data on DC's 14 EPPs in our biennial Educator Workforce Report in order to facilitate knowledge and transparency on the state of the educator supply and pipeline in the District of Columbia.

High-Impact Tutoring: High-impact tutoring (targeted small-group tutoring provided multiple times a week) is one of the few evidence-based interventions demonstrated to accelerate student achievement. In the wake of the pandemic, OSSE invested federal state set-aside recovery resources in high-impact tutoring to help mitigate the impacts of the pandemic on academic achievement. While most education and government investments are not evaluated for their effectiveness, OSSE has and will continue to internally and externally evaluate the impact of our high-impact tutoring initiative. In FY24, OSSE published internal analysis

demonstrating that economically disadvantaged students receiving high-impact tutoring had a higher median point increase from the previous year's statewide assessment in both ELA and math than their non-tutored peers (slide 18). In addition, OSSE's external evaluator, the National Student Support Accelerator (NSSA) at Stanford University, published an analysis demonstrating that students participating in high-impact tutoring saw greater increases on interim assessments than their non-tutored peers. NSSA has also published results demonstrating that students participating in high-impact tutoring are more likely to attend school on tutoring days. Through such analyses, OSSE is transparently demonstrating the effect of our high-impact tutoring initiative.

School Climate Survey: In FY24, OSSE created and administered – for the first time – a District-wide school climate survey. OSSE convened an advisory cohort of 16 LEAs representing 160 schools to administer the survey. Students, schools, LEAs and the public will benefit from comparable, high-quality, and actionable school climate data from students, school-based staff, and caregivers across District LEAs. Through the administration of the District-wide school climate survey to the advisory cohort, OSSE has laid the foundation for future school climate survey administration and data publication. By publishing comparable school climate data, OSSE will shine light on topics such as school safety, students' sense of belonging, and family engagement. Through this transparency and OSSE's associated technical support, we anticipate schools and LEAs will strengthen student relationships and grow community-building programs.

Teacher Salaries: In FY24, OSSE provided public charter LEAs more than $73 million to increase compensation for teachers and other school-based staff. To receive these funds, charter LEAs had to meet three minimum criteria: 1) provide 7.6% retroactive bonuses to returning SY22-23 teachers, 2) raise SY23-24 pay scales by 12.5% as compared to SY19-20, and 3) publicly post SY23-24 teacher pay scales or, in the absence of an existing pay scale, publicly post the minimum, maximum, and average teacher salaries and adopt and publicly post a pay scale. Upon providing the required retroactive bonuses and pay raises, charter LEAs were directed to provide excess funds, if any, to school-based staff (e.g., paraprofessionals, social workers, teachers). To increase transparency, OSSE published all expenditure data on our website. Further, OSSE ensured that every single public charter LEAs' website publicly posted teacher pay data prior to fund distribution. Through these actions, OSSE not only helped strengthen our educator workforce but provided valuable sunshine on educator compensation in the District of Columbia.

28. **What efforts will your agency be making to increase transparency specifically in 2025 that differs from the past? Explain.**

OSSE has operationalized the steps described in question 27, and we will continue to utilize them in the future. OSSE remains committed to transparency by forming strong partnerships with its stakeholders and ensuring that the public has access to accurate and actionable data on the performance of the District's schools and LEAs. We will continue to grow the number of subscribers to publications like the *LEA Look Forward* and to meet routinely through our established channels with child care operators, LEA leaders, LEA data managers, and members of the State Board of Education (SBOE). OSSE will continue to publish data and reports on the performance of LEAs and schools on topics including, but not limited to, attendance, discipline, enrollment, educator retention, and academic achievement.

Further, in FY25, OSSE will continue to build upon many of the advances in transparency begun in FY24 (e.g., posting new content on our Data Discovery blog) and break new ground to increase public understanding of OSSE's work to expand educational opportunities so DC learners of all ages and backgrounds are equipped with the knowledge and skills needed to pursue and thrive on the life path of their choice.

Attendance Data: In addition to maintaining publication of triennial District-level attendance data and presenting attendance findings to the *Every Day Counts! Task Force*, OSSE will also, for the first time, include chronic absenteeism data in our biennial report on Youth Risk Behavioral Survey data. This step further increases public access and awareness of chronic absenteeism data and reinforces OSSE's unwavering commitment to further strengthening student attendance in the District of Columbia.

Course Data Collection: In addition to collecting LEA- and school-level course catalog information from every LEAs for the second year in a row, OSSE launched the teacher- and student-level course data collection for the first time in the 2024-25 school year. Using state course catalog data, we have begun the analysis of different types of courses being offered each LEA and its schools. OSSE is currently working to link teacher and student data, which will provide insights into student course enrollment and teacher course instruction. This emerging data will help identify inequities in student access and participation in courses across the District and build OSSE's reporting and evaluation capacity. By spring 2025, OSSE's Data Governance Committee will develop data access and use policies for the course data collection, enabling OSSE to conduct unique research to provide the public essential knowledge and understanding of course-level data while adhering to OSSE's Student Privacy and Data Suppression Policy, as well as the Family Educational Rights and Privacy Act.

DC School Report Card: On December 5, 2024, OSSE released the updated 2024 DC School Report Card (a website with school-, LEA-, and District-level data about all public schools in DC). The updated DC School Report Card contained several new features and categories of data that enhance public access to key school performance data: a new tool enables users to easily and transparently compare school data side by side with other schools; a new visualization displays

the accountability score in a manner that is easily understandable, easily accessible, contextualized against District norms, and contextualized for its constituent parts; a photo carousel to enable the public to access more photos of the school and school environment; student-teacher ratios; student-staff ratios; ESSA school improvement designations; rates and counts of referrals to law enforcement; and DC Science proficiency data. Collectively, these enhancements provide the public with greater access to vital information about every public and public charter school in the District of Columbia. OSSE will continue to expand public access to key school performance data on the 2025 DC School Report Card, including inaugural school climate data.

Dual Enrollment: In January 2025, OSSE published a one-pager highlighting how many students participate in OSSE's DC Dual Enrollment Consortium, as well as associated funding broken down by each participating institution of higher education (IHE). OSSE also published a spreadsheet breaking down enrollment by ward of school, student disability status, local education agency, and semester. As a result, stakeholders can now easily identify that, in the 2023-24 school year, 458 students took 612 college courses worth $616,093.79 in tuition at 13 IHEs through OSSE's DC Dual Enrollment Consortium program.

Early Childhood Educator Equitable Compensation Task Force: In February 2024, OSSE proactively reconvened the Early Childhood Educator Equitable Compensation Task Force ("Task Force") to review implementation of the Early Childhood Educator Pay Equity Fund initiative, identify options for improvement, and make recommendations to ensure equity, efficiency, and sustainability for long-term implementation. In FY25, OSSE updated our website to make it easier for the public to register and attend Task Force meetings. In addition, to aid transparency, our website hosts past Task Force meeting agendas and presentations and background information.

Education Preparation Providers (EPPs): In fall 2024, OSSE proactively published detailed data on DC's 14 educator preparation providers in our biennial Educator Workforce Report for the first time. This report provides a wealth of analyses on the organizations that are helping to grow and train educators here in the District of Columbia. We also posted the underlying EPP data files on our website, so independent researchers and interested stakeholders can conduct their own analyses.

Graduation Requirements: As highlighted in OSSE's strategic plan, reimagining DC's graduation requirements is a vital initiative to build strong futures for our public and public charter school graduates. OSSE is currently working to reimagine the District's graduation requirements and will continue to do so through FY25. In fall of 2024, OSSE published an inaugural Graduate Profile and began working with the DC State Board of Education to adopt revised graduation requirements. Public engagement is at the heart of OSSE's process to reimagine DC's graduation requirements. We have already conducted extensive public outreach, by gathering feedback on the Graduate Profile and graduation requirements at DCPS' Back-to-School Block Party, hosting public feedback sessions with DC educators and the general public, hosting small group feedback sessions with numerous stakeholders throughout the District of Columbia, and

conducting additional targeted and broad outreach to encourage the public to provide feedback via a public survey. In 2025, OSSE will continue to conduct targeted public outreach to District stakeholders, and we will co-host public engagement sessions with the DC State Board of Education to gather feedback from a broad and deep cross-section of District residents.

High-Impact Tutoring: In FY25, OSSE will publish our third and final annual report on High-Impact Tutoring (HIT), providing indispensable information on HIT grants and partnerships, as well as the initiative's reach and impact. In addition, NSSA will publish a final evaluation of OSSE's recovery-funded HIT initiative. Through these reports, District stakeholders will gain greater clarity on the impact and potential of OSSE's $33 million HIT initiative.

Mid-Year Mobility: On December 31, 2024, OSSE proactively published six years of mid-year mobility data showing student entrances and exits from school between the annual October 5 count day and May 15. OSSE has not previously published such robust mid-year mobility data, only publishing equivalent standalone data from the 2012-13 and 2015-16 school years. These data files help stakeholders better understand how frequently students of compulsory age, pre-k students, and adult students are entering, exiting, or transferring schools within and across sectors.

School Climate Survey: In spring of 2025, OSSE will, for the first time, administer a Districtwide school climate survey to students, families, and educators in every school in the District of Columbia. By publishing comparable school climate data on the 2025 DC School Report Card, OSSE will shine light on topics such as school safety, students' sense of belonging, and family engagement. Through this transparency and OSSE's associated technical support, we anticipate schools and LEAs will strengthen student relationships and grow community-building programs.

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

OSSE has no such requirements.

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

To account for increasing tuition costs, OSSE would like to see the maximum DCTAG award raised from $10,000 to $15,000. However, this limit is set by the District of Columbia College Access Improvement Act of 1999 (Pub. L. No. 106-98, 116 Stat. 118).

31. **Please identify all new policies that have been finalized in fiscal years 2024 and 2025 (through January 31).**

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
Title 5, Subtitle A, Chapter 2	Child Development Facilities: District-Subsidized Child Care Services	To update the sliding fee schedule for subsidized child care services	8/23/2024 Vol. 71/34	10/25/2024 Vol. 71/43
Title 5, Subtitle A, Chapter 1	Child Development Facilities: Licensing	To update the operating standards for Child Development Facilities in the District of Columbia to reflect recent research and best practices in child development.	5/17/2024 Vol. 71/20	TBD
Title 5, Subtitle A, Chapter 24	District of Columbia Dual Enrollment Regulations	Revises the guidelines for District of Columbia dual enrollment programs, aligning them with best practices in dual enrollment, OSSE's data governance policies, and current local programming options.	3/15/2024 Vol. 71/11	1/31/2025 Vol. 72/5
Title 5, Subtitle A, Chapter 16	Credentials for Teachers and School Administrators	Establishes a new specialized performing or visual arts teaching credential, amends the list of available teacher credentials to alphabetize and synchronize the names of the credentials, and eliminates two obsolete sections.	3/15/2024 Vol. 71/11	12/20/2024 Vol. 71/51
Title 5, Subtitle A, Chapter 1	Child Development Facilities: Licensing	Ensure that education and care provided in licensed child development facilities in the District of Columbia supports children's healthy	1/5/2024 Vol. 71/1	TBD

		development by establishing the minimum education requirements for caregivers to protect the health, safety and welfare of children in care.		
Title 5, Subtitle A, Chapter 2	Child Development Facilities: District-Subsidized Child Care Services	To ensure equal access to stable, high-quality child care for children in low-income households in the District by: (1) raising the income eligibility threshold for subsidized child care services; (2) updating reimbursement rates for subsidized child care services based on the results of OSSE's 2023 cost estimation methodology; and (3) updating the sliding fee schedule for subsidized child care services in FY23	9/22/2023 Vol. 70/38	10/25/2024 Vol. 71/43
Title 5, Subtitle A, Chapter 22	Graduation	Updated the Community Service Graduation Requirement, tiering the hours requirement by graduation year to account for the pandemic.	2/10/2023 Vol. 70/6	10/27/2023 Vol. 70/43

32. **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 2023, 2024, and 2025 (through January 31) related to FOIA.**

Please see attachment: Q32 – OSSE Annual FOIA Report FY24.pdf

OSSE received 62 total FOIA requests in fiscal year 2024. The FY24 FOIA report was completed and filed with the Secretary of the District of Columbia (see attachment). Although FOIA requests take time and capacity to complete, they are completed with existing staff capacity. Due to the digital nature of fulfilling these requests, they come with no new costs to investigate and produce the response. Therefore, OSSE did not charge fees to fulfill any requests in fiscal year 2023, 2024, or 2025 (through January 31, 2025) related to FOIA.

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

Please see attachment: Q33 – OSSE Annual Performance Plan FY25.pdf

34. **(a) What are your agency's key performance indicators and what has been your agency's performance (for each of these KPIs) in fiscal year (or calendar year) 2023, 2024, and 2025 (through the first quarter).**

Measure	FY2023 Actual	FY2024 Actual	FY2025 Quarter 1
Percent of user requests via the services portal solved and closed within five days of receipt	51.3%	70.4%	Annual Measure
Percent of all students graduating from high school in four years	76.1%	76.1%*	Annual Measure
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment	33.7%	34.2%	Annual Measure
Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment	24.9%	25.6%*	Annual Measure
Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment	33.6%	33.3%*	Annual Measure
Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment	10.8%	11.3%*	Annual Measure
Percent of DC public and public charter school graduates completing a post-secondary degree within six years of high school graduation	23%	22.8%	Annual Measure
Percentage of enrolled students in OSSE AFE	54.73%	63.7%	Annual Measure

Measure	FY2023 Actual	FY2024 Actual	FY2025 Quarter 1
Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG)			
Percent of low-performing schools that show overall growth in academic achievement	70%	70%	Revised in FY 2025
Percent of low-performing schools that show improvement in academic achievement	Added in FY 2025		Annual Measure
Number of Single Audit findings	0	0	Annual Measure
Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision	12.8 days	29 days	3.1 days
Percent of IEPs reviewed that comply with secondary transition requirements	58%	64%*	Calculated in Q2 and Q3
Average response time for complaints filed against early child care facilities (hours)	48 Hours	Removed in FY 2024	Removed in FY 2024
Percent of timely Individuals with Disabilities Act (IDEA) due process hearing decisions	98.5%	100%	100%
Percent of grant funds reimbursed within 30 days of receipt of approvable invoice	88.2%	85.8%	87.1%

Measure	FY2023 Actual	FY2024 Actual	FY2025 Quarter 1
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	93%	Data is available in April following the preceding fiscal year due to the Federal reporting cycle.	Annual Measure
Percent of timely completion of state complaint investigations	100%	100%	Annual Measure
Number of DC residents receiving postsecondary support by DC Futures.	1,488	1,512	Annual Measure
Number of dual enrollment seats filled by high school students through the College Rising Initiative	281	372	Annual Measure
Number of students placed in an internship through OSSE's CTE Advanced Internship Program	253	291	Annual Measure
Number of students receiving HIT in OSSE-funded programs	6,067	9,853	Annual Measure
Percentage of target schools engaging with OSSE on HIT	78%	75.9%	Removed in FY25
Percent of students served with OSSE-funded HIT programs who are identified as economically disadvantaged.	Added in FY 2025		Annual Measure

(b) What KPIs have been dropped (or changed) since 2023? List each specifically and explain why it was dropped or changed.

Measure	Explanation
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment	NEW - Starting in FY23, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" reading percentage used previously.
Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment	NEW - Starting in FY23, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" math percentage used previously.
Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment	NEW - Starting in FY23, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" reading percentage used previously.
Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment	NEW - Starting in FY23, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" math percentage used previously.
Percent of all students at college and career ready level in reading on statewide assessment	REPLACED - Starting in FY23, OSSE replaced this KPI with one delineated by grade bands 3-8 and 9-12.
Percent of all students at college and career ready level in mathematics on statewide assessment	REPLACED - Starting in FY23, OSSE replaced this KPI with one delineated by grade bands 3-8 and 9-12.
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	REVISED in FY23 to "Percentage of enrolled students in OSSE AFE Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG)" MSG, rather than "one functioning level," is the Federal reporting standard for adult education. This shift makes the metric consistent with existing Federal reporting requirements and reflects what we already report.
Number of A-133 Audit findings	REVISED in FY23 to "Number of Single Audit findings"

Measure	Explanation
	The shift from "A-133 Audit findings" to "Single Audit findings" reflects a concurrent [change in Federal reporting]().
Percent of grant funds reimbursed within 30 days of receipt	REVISED in FY23 to "Percent of grant funds reimbursed within 30 days of receipt of approvable invoice" This is a semantic change better reflecting what is already reported, and does not change the underlying metric.
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	REVISED in FY23 to "Percent of timely Individuals with Disabilities Education Act (IDEA) due process hearing decisions" The reporting content was not changed where OSSE has reported since 2017 on the number of due process hearings resulting in a final decision. This data is most meaningful as it reflects the instances where IDEA allegations are reviewed and a final decision is issued; whereas complaints may be dismissed or withdrawn and as a single data point does not reflect the outcomes of this facet of the dispute resolution system. The KPI is now re-named to accurately reflect the data reported.
Average number of days to complete reviews of educator licensure applications	REVISED in FY23 to "Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision" This is a semantic change better reflecting what is already reported and does not change the underlying metric.
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	REVISED in FY23 to "Total number of licensed child development facilities meeting "Quality" and "High-Quality" designations" OSSE's metric reporting for child development facilities used inconsistent

Measure	Explanation
	terminology in past years, this revision corrects that. This is a semantic change better reflecting what is already reported, and does not change the underlying metric.
Average response time for complaints filed against early child care facilities	REVISED in FY23 to "Average response time for complaints filed against licensed child development facilities" OSSE's metric reporting for child development facilities used inconsistent terminology in past years, this revision corrects that. This is a semantic change better reflecting what is already reported and does not change the underlying metric.
Number of new dual enrollment seats filled by high school students through the College Rising Initiative	REVISED in FY23 to "Number of dual enrollment seats filled by high school students through the College Rising Initiative" OSSE decided to report total dual enrollment seats filled annually by the College Rising Initiative, rather than "new seats" filled.
Total number of licensed child development facilities meeting "Quality" and "High-Quality" designations	REMOVED in FY23. OSSE paused capital quality evaluations during the COVID-19 pandemic and is reevaluating how this metric is reported for longitudinal tracking.
Percent of licensed child development facilities that meet "Quality" and "High-Quality" designations	REMOVED in FY23. OSSE has not conducted capital quality evaluations since prior to the COVID-19 pandemic and is reevaluating how this metric is reported for longitudinal tracking.
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	REVISED in FY23 to "Percent of DC public and public charter school graduates completing a post-secondary degree within six years of high school graduation."

Measure	Explanation
	This edit aligns the language and methodology in other OSSE reports, and better represents the universe of data that OSSE can report with accuracy.
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	REVISED in FY23 to include all children receiving IDEA Part C services, not just children under the age of 3. This change was made to capture the few children still eligible for IDEA Part C after older than the age of 3.
Percent of IEPs reviewed that comply with secondary transition requirements	REVISED in FY23, shifting the methodology from cohort monitoring to a weighted data pull based on an LEA's secondary transition aged special education students.
Average response time for complaints filed against licensed child development facilities (hours)	Removed in FY24. This KPI was removed in FY24 due to a lack of operational applicability.
Percent of low-performing schools that show overall growth in academic achievement	REVISED in FY24 to specify that "low-performing schools" are those designated for Comprehensive Support and Improvement (CSI) and that "overall growth" is at least a one percentage point increase of proficiency on the statewide assessment in both ELA and math.
Percentage of target schools engaging with OSSE on HIT	Removed in FY24 in favor of a new metric that has language that reflects the HIT initiative's progress toward the primary goal, rather than on a certain strategy for achieving it.

35. What are your top five priorities for the agency? Please provide a detailed explanation for how the agency achieved or worked toward these priorities in fiscal years 2024 and 2025.

In OSSE's 2023-25 Strategic Plan, we identify seven agency priorities: start early; advance excellence; achieve equitable outcomes for all students; build futures; foster student and staff well-being; cultivate team; and reimagine systems.

Start Early
In FY24 and FY25, OSSE has increased the accessibility, quality, and affordability of child care for District families:
- OSSE updated Capital Quality designations for child care providers in April 2024, the first time since the pandemic. The percentage of child care providers with ratings of "Quality" or "High-Quality" went from 54 percent to 83 percent. This represents meaningful progress in improving the quality of child care available to District families.
- After raising the income eligibility for child care assistance from 250 to 300 percent of the federal poverty level, enrollment in the DC Child Care Subsidy Program increased by 15 percent in FY24 with 5,767 children served in October 2024, compared to 5,000 children in October 2023.
- We inaugurated the Access to Quality Child Care for Children with Disabilities grant program to expand the supply of quality child care slots for children with disabilities. We supported four grantees to provide services for up to 78 infants and toddlers in FY25.
- Through the Early Childhood Educator Pay Equity Fund, the District supports child care providers to increase compensation for the early childhood workforce. In FY24, OSSE distributed more than $67 million to 365 child development facilities to raise wages for more than 3,600 early childhood educators.

Advance Excellence
In FY24 and FY25, OSSE has advanced academic excellence by setting high standards, providing robust supports for educators and holding schools and school systems accountable:
- *Apprenticeship in Teaching*: To help grow pathways into the education profession, OSSE launched the first citywide registered apprenticeship for aspiring teachers. The Apprenticeship in Teaching program provides cost-free pathways for District paraprofessionals and District high school graduates to earn a bachelor's degree and become certified teachers in DC's high-demand subject areas, including early childhood, elementary, and special education. During our Teacher Apprenticeship Signing Day in August, we welcomed the first cohort of apprentices. These 48 educators are engaging in on-the-job learning during the day while taking coursework in the evenings to earn bachelor's degrees through the University of the District of Columbia (UDC). Our first cohort were selected through a competitive process that included 418 applicants. Apprentices hail from 23 DC Public Schools (DCPS) and 27 public charter LEAs.
- *Strengthen Licensure and Certification Systems*: OSSE successfully launched the new Educator Credentialing Information System (ECIS) application. ECIS is user-friendly,

intuitive, and accessible. It features real-time notifications and alerts that automatically inform users of any status changes, including approvals and notification of items that require attention to resolve issues. As a result, ECIS has reduced the application submission times for external users, while internally we have improved processing times from the previous range of six to eight weeks down to just five business days or fewer.

- *Math Instruction*: OSSE awarded more than $1.7 million in grant funds to 13 LEAs to enable them to select and introduce high-quality instructional materials (HQIM) that will accelerate learning for DC students. OSSE introduced intensive professional development bootcamps in math instruction, in which educators from more than 70 schools and all eight wards participated. These boot camps, strengthened participants' foundational math skills and pedagogical skills, enabling them to increase their students' math achievement. In October, OSSE also launched a District-wide Math Task Force to identify further math instruction and policy improvements.

- *Financial Literacy Standards*: OSSE adopted new financial literacy standards in March after a unanimous vote of approval by the State Board of Education. These standards, which are intended to be implemented as a standalone course for students in grades 9-12, include important financial knowledge and skills, including such as how individual financial circumstances are influenced by personal decisions and systemic factors.

- *Equipping Educators*: OSSE continued to invest in DC educators by providing robust, evidence-based professional development offerings. OSSE provided DC educators with resources aimed at enhancing their understanding of the science of reading research and structured literacy instruction and incentivized the use of these resources through stipend payments. Specifically, educators who complete Language Essentials for Teachers of Reading and Spelling (LETRS) 3rd Edition, LETRS for Early Childhood Educators, and LETRS for Administrators received a stipend.

- *Social and Emotional Learning (SEL) Standards*: OSSE adopted new kindergarten to adult SEL standards. The standards include essential social and emotional knowledge and skills, including how to manage emotions, achieve goals, maintain supportive relationships, and make responsible and caring decisions. We also held an SEL Symposium in June to bring together educators and stakeholders for skill-building workshops and networking opportunities to share best practices.

- *Expanding Teacher Certification Pathways:* To expand the opportunities for individuals to obtain teacher certification in the District, OSSE promulgated regulations establishing a new Specialized Performing and Visual Arts teaching credential. This credential enables individuals with non-traditional preparation to earn full state certification based on their professional training and demonstrated experience in the performing arts and visual arts disciplines.

- *Educator Convenings for Multilingual Learners and Special Education*: In August, OSSE engaged hundreds of DC educators during two convenings – OSSE's annual Multilingual Learner Institute, "Advancing Literacy, Culture and Multilingualism," and our inaugural

Special Education Institute, "Building Capacity for a Brighter Future." These events enabled DC educators grow their professional knowledge and skills, while also engaging with colleagues from across the District in advance of the 2024-25 school year and helped ensure that our educators and our schools are well-prepared to joyfully welcome and support all DC students.

- *DC STEM Fair*: OSSE hosted more than 200 students and families from across the District at the 2024 DC STEM Fair, held at Dunbar High School. Students presented nearly 70 projects from a variety of topics across science, technology, engineering and mathematics. The longest-running science fair in the District, the DC STEM Fair brings together students to showcase their ideas, talents and innovation and includes an elementary exhibition for students in grades K-5 and a competitive fair for secondary students in grades 6-12, presented in collaboration with the local nonprofit DC4STEM.

Achieve Equitable Outcomes for All Students

OSSE allocates resources to ensure all students have access to a high-quality education every day:

- *Student Attendance*: Students must be present in school to receive the full benefits of their education. Chronic absenteeism decreased by 3.9 percentage points and chronic truancy decreased by 6.6 percentage points in the 2023-24 school year. To provide greater transparency for our families and the community, OSSE began publishing validated attendance data three times a year in FY24. In addition, OSSE joined a national effort and support cohort that aims to reduce chronic absenteeism by 50 percent over five years, and OSSE is sharing our learnings with DC LEAs through regular communications. Furthermore, OSSE has supported high-impact tutoring, an intervention that has had a demonstrated impact on student in-school attendance. Elementary and middle school students are more likely to attend school on days with a tutoring session scheduled. The effects are greatest for students who attend tutoring scheduled during the school day.

- *Supporting Students with Disabilities*: OSSE continues to strengthen our work to support students with disabilities. In October, OSSE released our second annual special education performance reports. OSSE launched a professional learning series in February centered on key knowledge and skills needed to serve students with disabilities. Through a $1.5 million investment over three years, OSSE supports the DC Special Education Hub providing plain-language, multilingual resources and one-on-one assistance for students with disabilities. The Hub launched a six-video Family Empowerment Series which helps to clarify the special education world of DC public and public charter Schools and create an accessible bridge for caregivers, families, educators, and students with disabilities. 97 percent of families who received 1:1 support or training from the Hub reported increased skills, knowledge and confidence to resolve their issue.

- *High-Impact Tutoring (HIT)*: In March, OSSE welcomed an audience of more than 200, and special guest Mayor Muriel M. Bowser, to The Catholic University of America for the first-ever DC High-Impact Tutoring Summit. The summit included a plenary discussing the value of HIT for DC schools and students, and break-out sessions led by DC's coalition of tutoring providers, local universities, community-based organizations, and educators. The in-person summit provided an opportunity to celebrate the progress of HIT in the District and discuss efforts to support its sustainability. Students who receive HIT show progress academically. They also benefit socially and emotionally from the relationships they develop with their tutors: 94 percent of students who receive tutoring report that there is an adult at school they can go to for help versus 81 percent for those not receiving tutoring; and 81 percent of students receiving HIT agreed that it is important to attend school every day of the week compared to 72 percent for those not receiving HIT.

Build Futures

OSSE helps DC learners access robust, sustainable pathways to a fulfilling career and life by reimagining high school and providing relevant and accessible postsecondary programming:

- *Reimagining High School*: We collected feedback from a diverse range of stakeholders through a survey and listening session on the city's current high school graduation requirements and the development of a new DC Graduate Profile. The feedback will help shape the development and implementation of revised high school graduation requirements that support innovative approaches to preparing young people for life after graduation.
- *Advanced Technical Center (ATC)*: The ATC offers dual-credit career and technical education (CTE) courses in high-demand industries to students citywide. In 2024, the ATC served nearly 200 students from across the city, representing 15 high schools. Additionally, OSSE received a $4.1 million Career Connected High School federal grant to expand access to the ATC.
- *Internship Programs*: OSSE invested more than $30 million in experience-based learning opportunities for our high school students, including offering paid internships in high-demand careers. The Advanced Internship Program (AIP) and Career Ready Internship (CRI) give DC high school students the experience of paid internships during the summer and school year that count for school credit, are aligned to their CTE coursework and are in high-demand career fields, such as engineering, information technology and health science.
- *Dual Enrollment:* OSSE published final dual enrollment regulations that further clarify expectations for the program. We also published a one-pager highlighting OSSE's Dual Enrollment Consortium Program. DC students have several opportunities to engage in dual enrollment programs, which allow them to take college courses, free of charge, while enrolled in high school. These opportunities include OSSE's DC Dual Enrollment

Consortium Program and OSSE's District-wide Advanced Technical Center. Dual enrollment reduces college costs by enabling students to earn college credits while still in high school. Last year, DC students took more than 600 college courses worth more than $600,000 in tuition at 13 colleges through OSSE's DC Dual Enrollment Consortium Program.

- *DC Futures*: We hosted the 2024 DC Futures conference in September and brought together more than 200 DC Futures scholars from UDC, Trinity Washington University, and The Catholic University of America. The DC Futures Program supports DC residents who want to enroll in a local university and earn their first associate or bachelor's degree, through tuition support, coaching, monthly stipends, and access to emergency funds. The conference event featured inspiring guest speakers and interactive workshops designed to help students navigate their path to college completion, manage their time effectively, and enhance their career-building skills. Scholars discovered new skills, strategies, and connections to overcome challenges and achieve college success.

Foster Student and Staff Well-Being

OSSE supports the physical, mental, and social-emotional health of students and staff by promoting safe, welcoming, healthy and joyful learning environments:

- *SUN Bucks*: OSSE knows that healthy bodies are critical for academic success. We also know that learners cannot focus on academics when they are hungry, and during summer break, one of their most vital needs – nutritious meals – can more easily go unmet. One solution, summer grocery benefits, has proven to reduce child hunger by 33 percent. DC was one of the first 10 states approved to operated SUN Bucks, also known as Summer Electronic Benefit Transfer (EBT), a new program to help families with students buy food. Each eligible student received $120 pre-loaded on a card that could be used to buy food at grocery stores, farmers markets, online retailers, and other places that accept Supplemental Nutrition Assistance Program (SNAP) EBT benefits. More than 55,000 students received the SUN Bucks EBT cards.
- *Supporting School Mental Health:* Advancing the Recruitment and Retention of Our Workforce (ARROW), an initiative funded by the US Department of Education, is an opportunity for the District of Columbia to launch recruitment and retention activities that build knowledge, skills, professional opportunities and job satisfaction for school-based behavioral health professionals to enter and remain in the workforce through collaboration with LEAs, District colleges and universities and school behavioral health organizations and partners. The First Year Cadre gave school-based behavioral health providers, such as school social workers, school psychologists and counselors, in their first year working in a school-based setting an opportunity to build foundational skills necessary to be successful in a school environment. Participants who successfully completed the cadre received a $1,000 stipend.
- *Survey on School Climate*: We partnered with 16 LEAs to run a successful pilot of the first citywide school climate survey. This advisory cohort surveyed students in grades 3-12,

school-based staff and caregivers, gathering important feedback from the schools. A statewide survey administration is scheduled for FY25.

<u>Cultivate Team</u>
OSSE has taken steps to build a thriving team by ensuring staff feel welcome and connected, are able to grow continuously, and act as stewards of OSSE's vision and mission:

- OSSE held our first internal pre-hiring fair and networking event in advance of DCHR's *Spring Into a New Career* hiring fair.
- OSSE held the second OSSE Awards highlighting exceptional staff members and teams who have made significant contributions.
- OSSE introduced a variety of wellness activities during the week of Spring Break (April 8–12) to rejuvenate staff for the work ahead.
- OSSE held events to help staff better understand DC history, welcoming Mr. Steven Johnson's AP African American History class from BASIS PCS and Ms. Jeannette Brown Carson (Cardozo High School Class of 1950).

<u>Reimagine Systems</u>
OSSE has improved our agency's internal systems and processes so that OSSE staff are equipped and ready to provide high-quality services to students, families, educator and schools:

- In FY24, OSSE's Division of Student Transportation (OSSE-DOT) significantly expanded the volume of program participants in the Parent Stipend Program. One of the most cost-efficient methods to address OSSE's growing student ridership and staffing challenges, the program offers $400 a month to eligible families who self-transport their students to school as a cost-efficient way to reduce student ridership demand during the nationwide bus driver shortage by providing cost subsidies to families for self-transportation. By the end of the 2023-24 school year, 165 families received parent stipend payments and as of Dec. 31, 2024, the program had served 356 parents. The program has enabled guardians to transport their students at significantly lower per student costs than OSSE-DOT's traditional yellow bus services, which has reduced the demand for services of our existing fleet. To improve program participation and efficacy, OSSE-DOT upgraded our technology system to automate the payment process. Upon approval by an OSSE-DOT reviewer, the system sends an alert to the District Integrated Financial System (DIFS), the platform that disburses payments to participating families. This feature ensures that parents receive their stipend on a timely basis.
- OSSE-DOT also published a resource kit for parents and families, the Student Transportation Family Handbook, with updates and key information on how we work collaboratively with families and schools to provide safe, reliable and efficient transportation to and from school for eligible students with disabilities.
- OSSE also continues to strengthen our process for selecting educator awardees. OSSE's 2025 Teacher of the Year, Jazzmyne Townsend, is one of four nationally selected finalists for the national teacher of the year. This represents the second time in three years that DC's teacher of the year selection is a national finalist.

36. **(a) Describe all studies, research papers, and analyses OSSE conducted or contracted for in fiscal years 2023 and 2024, including the status and purpose of each.**

Please see 46(b) below.

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

OSSE has conducted the following studies, research papers, and analyses in Fiscal Years 2023 and 2024. If the study, research paper, or analysis is statutorily required, it is indicated with the due date and the publication date.

Fiscal Year 2023

- 2021-22 Attendance Report (Statutorily required: November 30, 2022; published date: November 28, 2022)
- Healthy Schools Act 2022 Report (Statutorily required: September 30, 2022; published date: February 3, 2023)
- Audit and Verification of Student Enrollment for the 2022-23 School Year (Statutorily required: December 31, 2022; published date: March 31, 2023)
- 2022-23 Uniform Per Student Funding Formula (UPSFF) Working Group Report (Statutorily required: January 30, 2022; published date: March 31, 2023)
- Child Development Facility Payroll Formula (Statutorily required: March 1, 2023; published date: April 12, 2023)
- Early Childhood Educator Compensation Schedule (No statutory deadline; published date: April 12, 2023)
- 2021-22 Discipline Report (Statutorily required: December 15, 2022; published date: June 30, 2023)
- FY21 Pre-K Report (Statutorily required: December 30, 2021; published date: May 19, 2023)
- FY22 Child and Adult Care Food Program (CACFP) Data Report (Statutorily required: June 30, 2023; published date: August 21, 2023)
- FY23 High-Impact Tutoring Report (Statutorily required: July 15, 2023; published date: August 21, 2023)
- FY22 Pre-K Report (Statutorily required: December 30, 2022; published date: September 8, 2023)
- Modeling the Cost of Child Care in the District of Columbia (Statutorily required: March 1, 2023; published date: September 8, 2023)

Fiscal Year 2024

- 2022 Selective Service Report (Statutorily required: March 30, 2023; published date: February 15, 2024)

- 2022-23 Attendance Report (Statutorily required: November 30, 2023; published date: November 30, 2023)
- 2022-23 Discipline Report (Statutorily required: December 15, 2023; published date: March 22, 2024)
- 2023-24 Mid-Year Attendance Brief 1 (Not statutorily required; published date: March 29, 2024).
- 2023-24 Mid-Year Attendance Brief 2 (Not statutorily required; published date: June 14, 2024).
- Audit and Verification of Student Enrollment for the 2023-24 School Year (Statutorily required: December 31, 2023; published date: April 23, 2024).
- Child Care Pay Equity Cost Modeling Report (Statutorily required: June 27, 2024; published date: July 14, 2024)
- Child Development Facilities Lead Water Testing Report: 2021 (Statutorily required: June 30, 2022; published date: January 18, 2024)
- Common Financial Reporting Standards (Statutorily required: May 2024; published date: June 13, 2024).
- CTE State Plan (No statutory deadline; published date: May 2024).
- Environmental Literacy Plan (Statutorily required: December 31, 2023; published date: August 14, 2024).
- FY23 Child and Adult Care Food Program (CACFP) Data Report (Statutorily required: June 30, 2024; published date: July 12, 2024)
- FY23 Pre-K Report (Statutorily required: December 30, 2023; published date: September 4, 2024).

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

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

The Family Educational Rights and Privacy Act (FERPA) is a federal law about the privacy of, and access to, student education records. FERPA allows OSSE to re-disclose student-level data to third parties without parental consent under several exceptions. Most frequently, OSSE shares FERPA data under the exceptions for:
- Audit/evaluation (including enforcement/compliance) (also commonly referred to as "authorized representative"); and
- Research studies

The table below describes OSSE's research data agreements with governmental and non-governmental entities through the end of fiscal year 2024. The table indicates where OSSE is sharing data under:
- FERPA's audit/evaluation exception to parental consent
- FERPA's research studies exception to parental consent
- Parental consent (other agreement)
- Non-FERPA agreement (not FERPA data)

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

Type of Entity	FERPA Exception	Organization	Date of Expiration	Effective Date	Purpose
Research Organization	FERPA (Audit / evaluation)	Abt Associates	10/30/2026	2/16/2021	Evaluate the DC Opportunity Scholarship Program (OSP) program's efficacy on behalf of the US Department of Education
Other	FERPA (Audit / evaluation)	American Institutes for Research	1/29/2027	9/22/2023	Participate in national evaluation of the Comprehensive Literacy State Development grant
Research Organization	FERPA (Research studies)	Center for Research on Education Outcomes (CREDO)	4/30/2024	5/3/2019	Evaluate impact of charter school attendance on academic achievement
OSSE contractor	Non-FERPA	Child Trends	3/26/2025	5/26/2021	Support Project AWARE tracking and evaluation
DC agency	FERPA (Audit / evaluation)	Criminal Justice Coordinating Council (CJCC)	4/11/2024	4/12/2023	Analysis of the impact of educational factors on the likelihood of being convicted of homicide or attempted homicide, versus other violent and nonviolent

Type of Entity	FERPA Exception	Organization	Date of Expiration	Effective Date	Purpose
					crimes, as a young adult (18 – 24)
DC agency	FERPA (Audit / evaluation)	Criminal Justice Coordinating Council (CJCC)	10/24/2025	10/25/2018	Analysis of the root causes of, model the impact of, and evaluate the educational factors related to juvenile justice system involvement
DC agency	Non-FERPA	DC Health (DOH)	1/31/2025	3/31/2020	Measure improvements in school readiness through Maternal Infant Early Childhood Home Visiting (MIECHV) program and Early Stages
DC agency	Non-FERPA	DC Health (DOH)	3/28/2025	3/31/2020	Support Maternal and Child Health Needs Assessment
DC agency	Non-FERPA	DC Health (DOH)	5/15/2028	5/10/2023	Research and analysis to support programmatic and policy changes to improve the health of DC students so they can learn, using Youth Risk Behavior Survey (YRBS) data
Research Organization	Non-FERPA	DC Policy Center	9/30/2024	2/9/2024	Analysis of where District early childhood educators live and work
Research Organization	FERPA (Research studies)	DC Policy Center	3/31/2025	5/31/2023	Investigate how the addition of the preference may influence applicant choices on My School DC Lottery process

Type of Entity	FERPA Exception	Organization	Date of Expiration	Effective Date	Purpose
Research Organization	FERPA (Research studies)	DC Policy Center	1/31/2026	10/9/2024	Analysis of post-pandemic changes in high school attendance
DC agency	FERPA (Audit / evaluation)	Department of Behavioral Health (DBH)	3/22/2025	3/22/2019	Rank schools by mental health services needs
DC agency	FERPA (Audit / evaluation)	Department of Employment Services (DOES)	10/1/2026	10/8/2021	Evaluation and reporting under the Workforce Investment and Opportunities Act (WIOA) Title II (adult education and literacy)
DC agency	FERPA (Audit / evaluation)	Department of Human Services (DHS	8/2/2024	5/19/2020	Analyze attendance of participants in Youth Services Division program
DC agency	Non-FERPA	Department of Human Services (DHS)	11/30/2025	3/5/2018	Analysis of TANF family participation in subsidized child care program
University	FERPA (Research studies)	Department of Human Services (DHS) and Yale School of Medicine	8/1/2027	10/4/2019	Evaluate the DC MOMS Partnership (DHS 2-gen program)
LEA	FERPA (Audit / evaluation)	District of Columbia Public Schools (DCPS)	3/30/2025	2/8/2022	Evaluate the academic effects of High-Impact Tutoring (HIT) and the best way for DCPS to allocate existing and new High-Impact Tutoring resources across DCPS
Other	FERPA (Audit / evaluation)	Education Northwest, District of Columbia College Access Program (DC-CAP), District of Columbia Public	1/31/2030	6/23/2024	Evaluate the GEAR UP program

Type of Entity	FERPA Exception	Organization	Date of Expiration	Effective Date	Purpose
		Schools (DCPS), Friendship Public Charter Schools (PCS)			
Research Organization	FERPA (Research studies)	FutureEd	2/15/2025	3/29/2024	Analysis of middle to high school My School DC application patterns and outcomes
CBO	FERPA (Audit / evaluation)	Genesys Works of the National Capital Region	9/30/2025	7/26/2022	Support coordination and evaluation for the Advanced Internship Program (AIP)
OSSE contractor	FERPA (Audit / evaluation)	Georgetown University	10/30/2023	9/28/2020	Evaluate Preschool Development Grant
Research Organization	Non-FERPA	Mathematica Policy Research	1/31/2025	12/3/2019	DC School Report Card website study
OSSE contractor	FERPA (Audit / evaluation)	New Meridian Corporation	6/30/2025	7/21/2022	Evaluate statewide assessment item usage, performance, security and adjust current and develop future items for ELA and mathematics
DC agency	FERPA (Audit / evaluation)	Office of the City Administrator (OCA) (The Lab @ DC)	8/21/2025	12/8/2020	Evaluate three absenteeism reduction pilot programs
DC agency	FERPA (Audit / evaluation)	Office of the City Administrator (OCA) (The Lab @ DC)	8/3/2029	8/3/2023	Evaluate and estimate the effects of the Advanced Internship Program on short- and long-term outcomes
DC agency	Non-FERPA	Office of the Deputy Mayor for Education (DME) (OST)	6/28/2024	4/30/2019	Evaluate and benchmark performance of out of school time program grantees and support increased access to

Type of Entity	FERPA Exception	Organization	Date of Expiration	Effective Date	Purpose
					and reporting on High-Impact Tutoring ("HIT")
DC agency	FERPA (Audit / evaluation)	Office of the Deputy Mayor for Education (DME) (OST) and Cityspan	6/30/2028	11/30/2023	Evaluate the Out of School Time Grants program administered by DME's OST Office, on multiple measures
DC agency	FERPA (Audit / evaluation)	Office of Victim Services and Justice Grants (OVSJG)	1/31/2025	12/2/2019	Analyze attendance support for grantees working with participating schools
OSSE contractor	Non-FERPA	Prenatal to Five Fiscal Strategies	1/30/2025	10/5/2022	Develop, administer and analyze the results of a survey to determine market rates and cost of care for licensed child development facilities in the District
OSSE contractor	FERPA (Audit / evaluation)	Region 4 Comprehensive Center (R4CC)	9/30/2025	8/15/2023	Information collection activities on behalf of OSSE to support the Reimagining High School Graduation Requirements initiative
Other	FERPA (Audit / evaluation)	SAS Institute	9/30/2028	7/25/2023	Implement a value-added model for evaluating teachers and schools in the District of Columbia Public Schools (DCPS) and support compliance with requirements of the Every Student Succeeds Act
Research Organization	FERPA (Research studies)	Stanford University (Annenberg Institute)	2/28/2025	8/4/2023	Analyze and improve the implementation and scaling of High Impact Tutoring (HIT) in the District

Type of Entity	FERPA Exception	Organization	Date of Expiration	Effective Date	Purpose
University	FERPA (Research studies)	Syracuse University	1/31/2025	3/23/2023	Quantify the influence of the Equitable Access preference in My School DC lottery
Research Organization	FERPA (Research studies)	The University of Chicago	3/31/2025	7/27/2023	Analyze My School DC applications and transit
OSSE contractor	FERPA (Audit / evaluation)	University of California - Los Angeles	9/30/2027	9/9/2022	Early Development Instrument (EDI) administration and analysis
University	FERPA (Research studies)	University of Virginia	1/31/2028	1/23/2023	Allow for UVA's secure retention and use of historical data to conduct analysis for District of Columbia Public Schools (DCPS) on the effects of education reforms and to improve IMPACT
CBO	FERPA (Audit / evaluation)	Urban Alliance	10/1/2025	8/4/2022	Support coordination and evaluation for the Advanced Internship Program (AIP)
Research Organization	FERPA (Audit / evaluation)	Urban Institute	9/30/2026	10/5/2021	Master Services Agreement for Research Practice Partnership
Research Organization	Non-FERPA	Urban Institute	9/30/2027	1/13/2023	Multiple purposes, including extending Capital Quality implementation evaluation, evaluation of the implementation of the Early Childhood Pay Equity Fund, and analyze parental demand for infant-toddler care among families who had

Type of Entity	FERPA Exception	Organization	Date of Expiration	Effective Date	Purpose
					babies during the pandemic
Research Organization	FERPA (Research studies)	Urban Institute	8/31/2028	5/21/2019	Evaluate the effectiveness of DC's PK program

Group A: Special Populations

37.   In table format, how many students were homeschooled in the District in School Years 2022-2023, 2023-2024, and 2024-2025 (through January 31)?

The table below provides a count of homeschooled students in the District for SY22-23 to SY24-25 (through January 31, 2025).

School Year	Count of Homeschooled Students
SY22-23	977
SY23-24	1037
SY24-25 (as of Jan. 31, 2025)	873

38.   In table format, how many students were enrolled in private and parochial schools in the District in School Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025 (through January 31)?

The table below provides a count of the number of students enrolled in private and parochial schools in the District for SY21-22 to SY24-25 (through January 31)

School Year	Total Resident Students Count	Total Number of Students
SY21-22	10,116	18,419
SY22-23	10,146	17,841
SY23-24	9,392	17,369
SY24-25 (as of Jan. 31, 2025)	9,249	17,105

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

For all children transitioning from IDEA Part C Early Intervention Services to IDEA Part B special education, the District is required by the U.S. District Court in DL v. DC to record and track when those children receive the initial provision of specialized instruction and related services to ensure those services are provided by those children's third birthday. Beginning in the 2019-20 school year, OSSE required all LEAs serving three- through five-year-olds to document the initial provision of specialized instruction for all transitioning students in the OSSE Special Education Data System (SEDS). In FY23, LEAs met the requirements to document the initial provision of related services through existing related services tracking and documentation of service delivery in SEDS.

Beginning in FY24, LEAs were required to meet the requirements in OSSE's new special education data system of record, Special Programs. The District's transition to Special Programs resulted in technical barriers to LEA documentation of this requirement. OSSE has since fixed the data system and is collecting FY24 data from LEAs on receipt of specialized instruction and related services.

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

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

OSSE continues to maintain an FTE dedicated to addressing Child Find activities for students three- through five-years-old. OSSE monitors LEA activities to locate and identify students with disabilities. OSSE monitoring includes: review of student records; review of LEA policies and practices; and the use of corrective action plans to improve LEA capacity to serve students with disabilities. Throughout the monitoring process, OSSE identifies student- and LEA-level concerns related to the location and identification of students with disabilities and provides support to LEAs to address student-level concerns and improve systems. These supports aid LEAs' child find processes.

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

41. **Please provide a status update regarding revamping the Special Education Data System (SEDS). Address the implementation delays and describe any technical assistance that OSSE has provided to LEAs to ensure the data has not and will not be lost.**

In August 2023, OSSE launched a new special education data system, Special Programs, which replaced SEDS. Since the launch of Special Programs, we had a number of learnings, including that: (1) more specialized training was necessary for LEAs; (2) written user guides would have further aided in learning the new system; and (3) a more thorough review of the system with varied users across LEAs would have mitigated system issues found after release. While system level issues have mostly been addressed, OSSE is working on releasing automated reporting tools and working closely with LEAs to retroactively input prior year data.

The following updates and fixes have been completed thus far:

1. **Enhanced Trainings**. OSSE added targeted trainings to improve data quality and reporting accuracy, including on: Reasonable Efforts, Reason for Delay, Referral Discontinuation, Parental Consent, Related Services, First Provision of Specialized Instruction, and Consent Completion.
2. **Removal of Assigned Service Duplication**. Upon release, there were instances of duplicate IEPs created which resulted in duplication of services assigned. This clean up resulted in more precise reporting.
3. **Correction of Data for First Provision of Services.** OSSE implemented a system update so that the first provision of services date now reflects the first provision associated with an IEP instead of the first date the LEA provided this service.
4. **Automation of Marking Periods and Access to Activate Transferred Service Plans**. This update reduced instances of duplicate plans (IEPs and Comparable Service Plans) and improved progress report accuracy for all LEAs.
5. **Eligibility Process**. OSSE updated the eligibility process for revaluation to include "Did Not Respond" in the document, allowing LEA users to move forward in the process and open the eligibility determination if the parent did not respond.
6. **Update to the Letter of Invitation**. This update included adult students as recipients in the letter of invitation, thereby notifying and inviting the adult student to all meetings.
7. **Consent for Reevaluation and Consent for Initial Provision of Services.** OSSE added additional contact reasons to allow users to document contact types correctly for the "Consent for Reevaluation" and "Consent for Initial Provision of Services" processes.

In addition, to further improve familiarity of the system for LEA users, OSSE is currently working on the following measures:

1. **System Usage Dashboard.** Creating a dashboard that informs OSSE of key areas that are not being updated by LEA users. This will allow for comprehensive monitoring and oversight in advance of federal and local reporting.

2. **Training Participation Dashboard.** This dashboard will monitor if LEA staff who must utilize the system have participated in the necessary trainings. These data will be shared with LEA heads of school and reviewed during monthly meetings.
3. **Creation of User Guides.** OSSE has hired a content writer who is developing a comprehensive user guide for system users. As of February 18, 12 of 22 guides have been released to LEAs with the remaining scheduled to be completed by March 28, 2025.
4. **Automated System Reporting.** OSSE is working with the vendor to ensure that all reports needed for federal and local reporting, as well as effective LEA usage, are automated and available within the system. This work is slated for completion in March of 2025.
5. **Recurring LEA training.** Between June 1, 2023, and February 5, 2025, OSSE hosted 365 special trainings to provide an in-depth walkthrough of how to perform specific actions within the system. OSSE will continue to offer trainings and provide individual support hours to LEAs and individual schools/ staff upon request.

42. **(a) How much funding, separate from the Uniform Per Student Funding Formula, did OSSE provide to each LEA to support homeless students in fiscal years 2024 and 2025 (through January 31)?**

The below chart includes LEAs that received McKinney-Vento Continuation, American Rescue Plan (ARP)-Homeless I and/or ARP-Homeless II grant funding in FY24 and/or FY25.
- Five LEA grantees carried over ARP-Homeless I grant funding in FY24, totaling $50,781.61.
- Sixteen LEAs grantees carried over ARP-Homeless II formula funding in FY24, totaling $910,960.16.

Note: A unique feature of the ARP-Homeless II LEA funding was that LEAs receiving an allocation of less than $5,000 were required to form a consortium with other LEAs to participate. As a result, there were two consortia led by Bridges and Friendship Public Charter Schools.

FY24 MKV, ARP-Homeless I & II LEA Formula Grant – Final LEA Allocations				
LEA Name	MKV Competitive Grant	ARP-Homeless I Continuation Grant	ARP-Homeless II Continuation Grant	Total HCY Grant Funding Per LEA
Achievement Preparatory PCS	$0.00	$0.00	$10,798.44	$10,798.44
AppleTree Early Learning PCS	$17,657.00	$2,584.81	$0.00	$20,241.81
Bridges PCS (Bridges ARP-Homeless II Consortium Lead)	$0.00	$0.00	$1,487.91	$1,487.91
Creative Minds PCS	$25,000.00	$0.00	$0.00	$25,000.00
DC Preparatory PCS	$45,000.00	$28,693.82	$2,435.19	$76,129.01
DC Scholars PCS	$0.00	$0.00	$7,758.11	$7,758.11
DC Public Schools	$85,000.00	$14,947.33	$715,529.54	$815,476.87
Eagle Academy PCS	$0.00	$0.00	$700.00	$700.00
Early Childhood Academy PCS	$0.00	$0.00	$3,160.00	$3,160.00
Elsie Whitlow Stokes PCS (Bridges ARP-Homeless II Consortium)	$0.00	$0.00	$2,894.66	$2,894.66
Friendship PCS (Friendship ARP-Homeless II Consortium Lead)	$86,000.00	$0.00	$47,196.12	$133,196,12
Hope Community PCS	$0.00	$0.00	$3,495.56	$3,495.56
Kingsman Academy PCS	$25,000.00	$0.00	$0.00	$25,000.00

FY24 MKV, ARP-Homeless I & II LEA Formula Grant – Final LEA Allocations				
LEA Name	MKV Competitive Grant	ARP-Homeless I Continuation Grant	ARP-Homeless II Continuation Grant	Total HCY Grant Funding Per LEA
KIPP DC PCS	$0.00	$0.00	$100,769.53	$100,769.53
Maya Angelou PCS	$15,500.00	$2,896.10	$0.00	$18,396.10
Monument Academy PCS	$20,500.00	$1,659.55	$6,617.92	$28,777.47
Perry Street Preparatory PCS	$0.00	$0.00	$471.23	$471.23
Richard Wright PCS	$0.00	$0.00	$3,006.90	$3,006.90
SEED PCS	$0.00	$0.00	$1,827.64	$1,827.64
The Children's Guild PCS	$0.00	$0.00	$2,811.41	$2,811.41
YouthBuild PCS	$12,000.00	$0.00	$0.00	$12,000.00
TOTAL FUNDS	$331,657.00	$50,781.61	$910,960.16	$1,293,398.77

(b) How was the enhanced funding for OSSE's homeless children and youth program used in fiscal year 2024?

In addition to LEA Grant funding, OSSE also awarded three community-based organization (CBO) grantees with ARP-Homeless II CBO grant funding. These CBOs carried over a total of $115,781.12 in FY24.

FY24 CBO ARP-Homeless II Recipient Name	Award Amount
Healthy Babies Project, Inc.	$18,293.18
HER Resiliency Center	$11,400.70
Sasha Bruce Youthwork	$86,087.24
Total FY24 Carryover Funds	$115,781.12

The following uses of funds were identified by McKinney-Vento (MKV) and ARP-Homeless LEA grant recipients:

Examples of MKV grantee use of funds:
Professional development, homeless liaison salaries and benefits, school supplies, educational materials for tutoring/mentoring services, graduation fees, personal hygiene supplies, uniforms,

seasonal clothing, transportation services, and engagement activities for students and parents experiencing homelessness.

Examples of ARP-Homeless I & II LEA grantee use of funds:
Wraparound services, school supplies, uniforms, transportation support, hygiene supplies, staff salaries and benefits (supplement existing staff salaries or hire additional staff), store/debit cards (for food, laundry services, and gas), before- and after-school enrichment support, virtual tutoring services, Wi-Fi hotspots, communication/media outreach campaigns, and short-term (temporary) emergency housing for students and families experiencing homelessness.

Examples of ARP-Homeless II CBO grantee use of funds:

- Access to information technology and internet services for pregnant youth experiencing homelessness
- School supplies, school fee assistance, and emergency resources
- Medical care, including clinical assessments and therapies
- Professional development for providers and salaries to increase staffing capacity to conduct outreach and identification of students experiencing homelessness

(c) Description of professional development and training OSSE made available to school liaisons in fiscal years 2024 and 2025 (through January 31)?

OSSE organized and led professional development sessions and trainings to school homeless liaisons, school-based staff, and CBOs supporting students and families experiencing homelessness in FY24 and the beginning of FY25. This included biannual homeless liaisons professional development trainings and monthly webinars:

Monthly Webinar Topics	Biannual Homeless Liaison Professional Development and Training Topics
- College Readiness - Comprehensive Homeless Student Database Review - Housing and Shelter Resources for Students Experiencing Homelessness - Immigration Collaboration Partnerships and Advocacy - OSSE Dispute Resolution Policy - Student Transportation for Youth and Adult Learners Experiencing Homelessness - Supporting LGBTQ Youth Experiencing Homelessness	- Addressing Chronic Absenteeism: Strategies for Closing Out the School Year - Department of Human Services Presentation: Eligibility for Family Housing Resources - Missing Nighttime Residency Student Data - MKV Data Management - Parent Infant Early Childhood Enhancement (PIECE) Program - Summer Meals and Benefits Programs & DC Hunger Snap Programs

	Community Resource Presentations:
	• Department of Health: DC Women Infants and Children (WIC) Access • Fair Girls (CBO): Domestic Violence and Human Trafficking • So Others Might Eat (CBO)

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

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

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

43. **Through Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. Please outline how the funding was awarded in fiscal years 2024 and 2025 (through January 31). For each grant, please include the: (1) LEA; (2) amount; and (3) description of what the funds were to be used for.**

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

OSSE received its fiscal year 2024 (FY24) award of $17.5 million in October 2023 and its fiscal year 2025 (FY25) award of $17.5 million in October 2024. Each year, approximately 95% of these SOAR funds are distributed as grants to charter schools and third-party charter support organizations

The table below shows SOAR awards that were awarded or are expected to be awarded to DC subgrantees for FY24 and FY25.

FY24 & FY25 SOAR Grants	FY24 Awarded	FY25 Budgeted
Grants to Charter Schools		
Academic Quality (Formula)	$9,112,235.70	$9,115,621.18
Early Childhood (Formula)	$437,764.30	$434,378.82
Facilities (Competitive)	$3,500,000.00	$3,500,000.00
Grants to Charter Support Organizations		
Educator Pipeline Grants (Competitive)	$2,251,573.54*	$2,251,573.54*
Third Party Grants (Competitive)	$2,766,349.62*	$2,766,349.62*
Other		
State Administrative Costs	$700,000.00	$700,000
MySchool DC	$250,000.00	$250,000
TOTAL	**$19,017,923.16***	**$19,017,923.16***

OSSE received an unusually high number of high scoring applications and applied carryover funding from previous fiscal years of the SOAR Act Grant to supplement the awards for the SOAR Educator Pipeline and Third Party grants. Therefore, the total amounts awarded in FY24 and budgeted for FY25 will exceed the annual amount awarded by the US Department of Education.

Below, we describe each SOAR grant program and list the award allocations.

Academic Quality Grants to Charter LEAs

This is a formula-based grant for which all charter LEAs that served students during the 2023-24 school year are eligible. In FY24, OSSE made allocations to all eligible LEAs based on their 2022-2023 audited enrollment, with a guaranteed minimum floor of $50,000. Funds must be used for projects designed to have a direct impact on student achievement, either schoolwide or for specific subgroups of students. All projects must be research-based, tailored to meet the specific needs of each LEA, and supported by data. Total FY24 allocations are listed below.

LEA Name	FY24 Allocation
Academy of Hope PCS	$129,214.20
Achievement Preparatory Academy PCS	$77,822.16
AppleTree Early Learning Center PCS	$109,653.64
Basis DC PCS	$130,550.63
Breakthrough Montessori PCS	$92,279.97
Bridges PCS	$96,653.76
Briya PCS	$142,335.57
Capital City PCS	$173,316.58
Capital Village PCS	$63,242.86
Carlos Rosario International PCS	$291,044.43
Cedar Tree Academy PCS	$106,251.80
Center City PCS	$221,306.78
Cesar Chavez PCS	$100,420.08
Community College Preparatory Academy PCS	$124,718.91
Creative Minds International PCS	$121,560.07
D.C. Bilingual PCS	$114,391.91
D.C. Preparatory Academy PCS	$308,782.58
DC Scholars PCS	$114,756.39
DC Wildflower PCS	$51,943.91
Digital Pioneers Academy PCS	$112,326.51
District of Columbia International PCS	$244,147.68
E.L. Haynes PCS	$192,269.67
Eagle Academy PCS	$100,177.09
Early Childhood Academy PCS	$80,373.54
Elsie Whitlow Stokes Community Freedom PCS	$131,887.07
Friendship PCS	$613,489.95
Girls Global Academy PCS	$70,411.02
Global Citizens PCS	$63,364.36
Harmony DC PCS	$69,439.07
Hope Community Academy PCS	$74,906.30
Howard University Middle School of Math and Science PCS	$84,504.34
I Dream PCS	$60,448.50
IDEA PCS	$88,999.63

LEA Name	FY24 Allocation
Ingenuity Prep PCS	$146,101.89
Inspired Teaching Demonstration PCS	$113,541.45
Kingsman Academy PCS	$88,270.66
KIPP DC PCS	$948,813.86
Latin American Montessori Bilingual (LAMB) PCS	$117,186.27
Latin American Youth Center (LAYC) Career Academy PCS	$63,971.83
LEARN DC PCS	$75,999.75
Lee Montessori PCS	$108,195.71
Mary McLeod Bethune PCS	$88,635.15
Maya Angelou PCS	$115,728.34
Meridian PCS	$126,541.33
Monument Academy PCS	$64,943.78
Mundo Verde Bilingual PCS	$172,587.62
Paul PCS	$135,653.39
Perry Street Prep PCS	$104,915.36
Richard Wright PCS for Journalism and Media Arts	$86,448.25
Rocketship Education DC PCS	$231,390.79
Roots PCS	$60,812.98
School for Educational Evolution and Development (SEED) PCS	$80,738.02
Sela PCS	$84,018.37
Shining Stars Montessori PCS	$81,831.47
Social Justice PCS	$68,710.10
St. Coletta Special Education PCS	$80,373.54
Statesmen College Preparatory Academy for Boys PCS	$82,803.43
The Children's Guild PCS	$76,121.25
The Family Place PCS	$74,784.81
The Next Step PCS	$107,709.73
The Sojourner Truth PCS	$75,756.76
Thurgood Marshall Academy PCS	$88,999.63
Two Rivers PCS	$178,662.32
Washington Global PCS	$79,280.09
Washington Latin PCS	$161,410.15
Washington Leadership Academy PCS	$96,532.27
Washington Yu Ying PCS	$123,382.48
YouthBuild PCS	$65,186.77

Early Childhood Education Grants to Charter LEAs

This is a formula-based grant and eligible to all charter schools that serve at least 40 percent three- and four-year-old students. In FY24, OSSE allocated funding with the same formula logic used to determine allocations for the Elementary and Secondary Education Act Title I, Part A

grant. Funds must be used for plans designed to assist with the implementation of supplemental activities that support school readiness, including the development of literacy and mathematics skills, with an emphasis on increasing student achievement. Plans must be research-based and specific to the needs of each LEA. To reduce the burden on LEAs, the application for this funding was combined with the application for Academic Quality funding.

LEA Name	FY24 Allocation
AppleTree Early Learning Center PCS	$351,401.14
Briya PCS	$40,254.62
DC Wildflower PCS	$7,488.86
Global Citizens PCS	$38,619.68

Facilities Grants to Charter LEAs
OSSE competitively awarded grants to charter LEAs to renovate their facilities in order to increase the total number of seats available at a high-quality charter school and/or increase the quality of existing seats at a high-quality charter school. In FY24, OSSE made seven awards totaling $3,500,000. OSSE has budgeted another $3,500,000 for FY25 but has not yet awarded this funding.

Applicant Name	Award Amount
Academy of Hope PCS	$505,130.13
Cesar Chavez PCS	$489,424.42
DC International PCS	$505,130.13
Elsie Whitlow Stokes PCS	$505,130.13
IDEA PCS	$505,130.13
Inspired Teaching Demonstration PCS	$505,130.13
KIPP DC PCS	$484,924.93

Educator Pipeline Grants to Charter LEAs and CBOs
OSSE competitively awarded grants to charter LEAs and nonprofit community-based organizations (CBOs) to recruit, train, and certify high-quality candidates new to teaching for teacher, teacher residency, or school leader roles in public charter schools. In FY24, OSSE made nine awards totaling $2,251,573.54. OSSE has budgeted another $2,251,573.54 in FY25 to award the first year of continuation funding to these awardees. OSSE will not run another competition until FY26.

Applicant Name	Award Amount
AppleTree Institute	$270,000.00
CityBridge Education	$375,000.00
Friendship PCS	$75,000.00
KIPP DC PCS	$375,000.00
Mundo Verde Bilingual PCS	$368,812.50

Teach for America, Inc.	$375,000.00
Thurgood Marshall Academy PCS	$104,868.79
Two Rivers PCS	$142,892.25
Urban Teacher Center	$165,000.00

Third Party Grants to Nonprofit CBOs

OSSE competitively awarded grants to nonprofit community-based organizations (CBOs). SOAR Act Third Party projects are designed to: 1) have a direct and rapid (within two years) impact on the academic achievement and outcomes for public charter school students; or 2) designed to impact student outcomes at multiple public charter local education agencies (LEAs) indirectly by enhancing the organizational capacity of charter LEAs to operate as fiscally and operationally sound nonprofit organizations and schools. In FY24, OSSE made ten awards totaling $2,766,349.62. OSSE has budgeted another $2,766,349.62 in FY25 to award the first year of continuation funding to these awardees. OSSE will not run another competition until FY26.

Applicant Name	Award Amount
DC Charter School Alliance	$300,000.00
DC College Success Foundation	$300,000.00
DC Public Charter School Cooperative	$300,000.00
EmpowerK12	$300,000.00
LIFT-DC	$300,000.00
One World Education	$300,000.00
REAL School Gardens	$240,768.37
Teach For America, Inc.	$187,500.00
The Ability Challenge	$263,081.25
Vision to Learn	$275,000.00

44. **LEAs that do not meet targets on the Office of Special Education Programs monitoring indicators must complete self-studies and develop Continuous Improvement Plans. How many LEAs were required to complete self- studies in fiscal years 2024 and 2025 (through January 31)? Identify which LEAs completed their self-studies and detail what actions are included in the Continuous Improvement Plans.**

Under the federal Individuals with Disabilities Education Act (IDEA), LEAs may be identified as having inequitable practices related to discipline and/or special education eligibility, resulting in self-studies and improvement plans for two reasons. First, the LEA could have a "significant discrepancy," which means the LEA's data show it is: 1) disciplining students with disabilities more than students without disabilities; or 2) disciplining special education students of specific racial and ethnic groups more than students without disabilities in the same racial and ethnic groups. Second, the LEA could be identified as having inappropriate practices to identify students with disabilities that result in "disproportionate representation" of racial and ethnic groups in special education and related services. If identified, LEAs must complete a review of policies and procedures to assess whether this rate of representation was due to policies and procedures that do not comply with regulatory requirements. OSSE then reviews the LEA's self-assessment and underlying documentation to make a final determination regarding compliance. If the LEA is found to have noncompliance, OSSE will issue a finding and require an improvement plan.

In SY 2023-24 (FY24), no LEAs were flagged for significant discrepancy, and two LEAs were flagged for disproportionate representation review. Both LEAs flagged for disproportionate representation completed and submitted self-assessments for OSSE to review.

The following LEAs submitted a self-study:
- Maya Angelou Public Charter School (disproportionate representation)
- Kingsman Public Charter School (disproportionate representation)

Upon completion of the review, OSSE determined that neither LEA had a disproportionate representation based on inappropriate identification of racial and ethnic groups in special education and related services. As a result, no LEA was required by OSSE to develop an improvement plan.

45. **Provide an update on the work of the Advisory Panel on Special Education in fiscal years 2024 and 2025 (through January 31). Include: (1) a list of all members of the Panel, the organization they represent and the length of time they have served on the Panel; and (2) a narrative description of any action items taken, or recommendations made by the Panel.**

(1) The table below shows the current membership of the State Advisory Panel on Special Education (SAPSE) as of January 14, 2025.

FY24 Members of the District of Columbia State Advisory Panel on Special Education

First Name	Last Name	Organization/Seat Designation	Length of Service
Julie	Camerata	Vocational, Community, or Business Organization Representative designee - Chair of SAPSE	11 years
Courtney	Davis	Parent	4 years
Jessica	DenHouter*	Parent	5 years
Megan	Dho*	Child Family Service Administration	7 years
Rochanda	Hiligh-Thomas	Parent	10 years
Nicole	Lee-Mwandha	Office of the State Superintendent of Education	9 years
Laura	Lorenzen*	Parent	4 years
Matthew	McCall	Parent	7 years
Sylvia	Morrison	University of District of Columbia/ higher education designee	5 years
Angela	Spinella*	Department of Disability Services designee	5 years
Roxanne	Williams	Parent	5 years
Deon	Woods-Bell	Parent	9 years
Margie	Yeager	Administrator of Programs for Children with Disabilities	5 years

Member resigned during FY24

(2) SAPSE Recommendations:

In FY24, SAPSE discussed recruitment strategies to backfill panel vacancies and partnered with the Mayor's Office of Talent and Appointments to fill vacancies. SAPSE provided feedback on a draft parent engagement policy, which was later released by OSSE as the Parent Participation and Engagement in the Special Education Process guidance. SAPSE also reviewed Special Education Performance Report (SEPR) updates and recommended that OSSE focus on accessibility when developing parent-facing materials and resources to assist parents in understanding SEPR.

SAPSE/OSSE Liaison Meetings: During FY24, OSSE hired a program analyst dedicated to parent engagement and outreach, communications coordination across special education programs, and OSSE's administrative and technical support. To ensure that disability-related policies, regulations, and guidelines are developed with input from SAPSE, OSSE met with an identified policy liaison to discuss upcoming policy changes and ensure the SAPSE had an opportunity to authentically engage in state education policy work led by OSSE. OSSE also encouraged the SAPSE to comment publicly on any rule or regulation proposed regarding the education of children with disabilities and discussed existing policies upon request.

46. **For SY21-22, SY22-23, and SY23-24, how many special education due process complaints were filed against each LEA? Of those:**

To preserve student privacy, OSSE has answered these questions at the sector level rather than the LEA level.

(a) How many were dismissed by the hearing officer?

Due Process Complaints Dismissed by the Hearing Officer

LEA Type	SY21-22	SY22-23	SY23-24
DCPS	52	34	41
PCS	5	4	7
Total	**57**	**38**	**48**

(b) How many were settled without a hearing?

Due Process Complaints Settled Without a Hearing

LEA Type	SY21-22	SY22-23	SY23-24
DCPS	83	81	67
PCS	12	7	20
Total	**95**	**88**	**87**

(c) How many went to hearing?

Due Process Complaints That Went to Hearing

LEA Type	SY21-22	SY22-23	SY23-24
DCPS	45	63	70
PCS	2	5	4
Total	**47**	**68**	**74**

(d) How many were issued a hearing officer determination? Of these, how many were decided in favor of the LEA?

Hearing officer determinations (HODs) result in a finding that the LEA did or did not deny an individual student a free appropriate public education (FAPE), otherwise described as educational benefit. Each HOD includes findings of fact and conclusions of law. If the hearing officer finds that an LEA denied a student FAPE, the HOD provides a remedy to the student (e.g., compensatory tutoring services, assessments, etc.). LEAs and families share a common goal in the education of students – that each student receives educational benefit. For this reason, data is not collected in the context of wins and losses, but rather denials of FAPE. In our general supervision role, OSSE uses HOD outcome data reflecting findings of denials of FAPE to identify system and student level needs for improvement. This data informs OSSE's delivery of LEA capacity building supports.

School Year 2021-2022

Type	Issued a HOD	HODs finding the student was not denied FAPE.
DCPS	45	8
PCS	2	0
Total	**47**	**8**

School Year 2022-2023

Type	Issued a HOD	HODs finding the student was not denied FAPE.
DCPS	63	18
PCS	5	1
Total	**68**	**19**

School Year 2023-2024

Type	Issued a HOD	HODs finding the student was not denied FAPE.
DCPS	70	16
PCS	4	2
Total	**74**	**18**

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

21st Century Community Learning Centers (CCLC) by Ward	
Ward	**# Sites in FY24**
1	4
2	4
3	0
4	18
5	9
6	9
7	18
8	25
Total	**87**

21st CCLC Students by Race			
Race	**Summer 2023**	**School Year 2023-24**	**Total**
American Indian	<10	<10	<10
Asian	<10	84	84
Black or African American	463	5,901	6,364
Hispanic/Latino	80	1,420	1,500
Native Hawaiian or Pacific Islander	<10	<10	<10
White	<10	869	869
Two or More Races	<10	177	183
Unknown	106	137	243

21st CCLC Students by Grade Band			
Grade Band	**Summer 2023**	**School Year 2023-24**	**Total**
PK–5	468	7,651	8,119
6–12	187	948	1,135
Total	**655**	**8,599**	**9,254**

48. **In table format, for the 21st Century Community Learning Center Program, please provide the names and award amounts of current year grantees, as well as the ward, and proposed number of students and adults served.**

FY25 21st CCLC Grantees (Year 2 Continuation Awards)				
2025	**Grantee**	**FY25 Award Amount**	**Proposed Students Served**	**Proposed Adults Served**
	After-School All-Stars	$497,062.38	280	46
	DCPS	$4,270,811.46	5,627	1,971
	Kid Power, Inc. (Kid Power)	$489,658.25	275	68
	Latin American Youth Center (LAYC)	$270,265.63	121	50
	Life Pieces to Masterpieces	$216,212.51	120	75
	Tutoring Cafe	$108,106.25	60	25
	United Planning Organization (UPO)	$207,203.65	95	40
	Cohort Totals	**$6,059,320.13**	**6,578**	**2,275**

The chart below presents the number of 21st CCLC program sites per Ward.

Subgrantee	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Total
After-School All-Stars					1	2		2	5
DCPS	2	3		10	7	5	14	14	55
Kid Power		1				1		1	1
LAYC	1			2					3
Life Pieces to Masterpieces							1		1
Tutoring Cafe				1					1
UPO				1		1			2
Cohort Total	**3**	**4**	**0***	**14**	**8**	**9**	**15**	**17**	**70**

Per federal law, the program prioritizes serving students in high-poverty areas.

49. **Given that OSSE is responsible for distributing federal education funding, please provide a chart of all Title I, Title II, and Title III funding for fiscal years 2021, 2022, 2023, and 2024. In the chart, please include: (1) the allocation; (2) actual amount spent; (3) amount unspent; (4) how the funds were used; and (5) status of unspent funding for each LEA. You may submit this information as an attachment.**

Please see attachment: Q49 – ESEA Titles Grant Funding.xlsx

The attached file provides the requested information for fiscal years 2021, 2022, 2023, and 2024.

Title I-A funds are used to provide responsive instruction and student support; student data collection and analysis systems to inform instruction and multi-tiered support systems; and professional development for educators to raise instructional quality. Title II-A funds are also used for professional development for educators, as well as recruitment, retention, and support initiatives to increase capacity. Title III-A funds are used to increase instructional capacity and quality for teachers of English learners; support data systems to respond to student needs; and provide outreach to parents and families of English learners. All of these grants have a "supplement, not supplant" requirement.

Many LEAs in the District of Columbia opt to combine their ESEA Title awards into consolidated pool of funding to support schoolwide programs to address the needs identified by a comprehensive needs assessment. Most plans are designed to offer robust instruction that is informed by student progress and to support a positive school environment that is sensitive to student needs. An example is a literacy strategy that uses data analysis, instructional coaching, educational software, and extended learning time.

LEAs with schools that do not consolidate their Title awards, or do not receive Title I-A, keep their ESEA Title awards separate and the expenditures for each Title have separate program plans.

Outstanding FY24 balances carryover to FY25.

50. **(a) Please provide a narrative description of the purpose and goals of the Public Charter School Credit Enhancement Fund Commission. In your response, for fiscal years 2023 and 2024, please include: (1) a list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission; (2) a list of the date and time of all meetings; and (3) a narrative description of any action items taken or recommendations made by the Commission.**

The District of Columbia Public Charter School Credit Enhancement Committee ("Committee"), established by Mayor's Order 2016-037, was established by the Mayor to approve any financial transactions funded from the District of Columbia Public Charter School Credit Enhancement Fund, Direct Loan Fund, or any other fund supporting a public charter school financing program as established by the Mayor and Council of the District of Columbia or Congress. Pursuant to 20 U.S.C. §1155(e)(3), the funds may be provided directly to:

- Public charter schools;
- Limited liability companies participating in the District's New Markets Tax Credit program with public charter schools; or
- Non-profit entities that develop and finance facilities intending to be occupied by a public charter school in order to promote innovative credit enhancement and loan initiatives for public charter schools.

The Committee is comprised of five members; three members are appointed by the Mayor of the District of Columbia, and two are appointed by the DC Public Charter School Board (PCSB).

Name	Company	Appointment
Stefan Huh (Mayoral)	Independent Consultant d/b/a Grateful Partners	12/19/2022 - 12/19/2025
Yair Inspektor (Mayoral)	VP/Legal, The HSC Pediatric Center	10/30/2022 - 10/30/2025
Dominique Fortune (PCSB)	Director, Investor Relations, Nonprofit Finance Fund	04/17/2023 - 04/17/2026
Sara Batterton (PCSB)	Independent Consultant	10/28/2022 - 10/28/2025
Mark Medema (Mayoral)	School Outreach Advisor, Charter Impact Fund	9/17/2021 - 9/17/2024 [Currently serving]

FY23 and FY24 DC Public Charter School Credit Enhancement Committee Meetings

Meeting Dates	Meeting Times	Action Taken / Recommendation
October 19, 2023	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a $2 million Direct Loan to Achievement Prep PCS to support the school's refinance of a New Market Tax Credit

December 5, 2023	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a $750,000 Direct Loan to AppleTree PCS to support the opening of its new Waterfront Station campus
January 18, 2024	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of $2 million Direct Loan and $1 million Credit Enhancement to The Family Place for the acquisition and renovation of a second location.
February 15, 2024	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a $2 million Direct Loan to Center City PCS to create a STEM maker space for elementary and middle school students
May 16, 2024	12:00 PM Executive Session 12:30 PM Public Meeting	1. Approval of a $200K Direct Loan to DC Wildflower PCS to support the acquisition of their second facility 2. Approval of a $2 million Direct Loan to Washington Latin PCS to support the acquisition of the facility at Harewood Road NE 3. Approval of a 5-year extension and refinancing of the existing $2 million Direct Loan to the Charter School Incubator Initiative (CSII) as well as a new $2 million Credit Enhancement for the facility occupied by Elsie Whitlow Stokes PCS and Maya Angelou PCS
July 18, 2024	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a new $2 million Direct Loan to Maya Angelou PCS to renovate the school's auditorium and create 40 additional parking spaces
September 6, 2024	12:00 PM Executive Session 12:30 PM Public Meeting	1. Approval of a new $2 million Direct Loan to Sojourner Truth PCS to support the renovation of the facility at 16th Street NE 2. Approval of an extension of the existing $816K Direct Loan to Digital Pioneers Academy
October 17, 2024	12:00 PM Executive Session 12:30 PM Public Meeting	No new actions taken

January 16, 2025	12:00 PM Executive Session 12:30 PM Public Meeting	1. Approval of a new $2M Mary McLeod Bethune PCS to renovate a new property on Aspen Street 2. Approval of a 1-year extension on an existing $2M direct loan for the acquisition and renovation of a second location for The Family Place PCS.

(b) Please provide a record for the Direct Loan Account and the Credit Enhancement Account. In your response please include: (1) the fund balance for the account through January 31, 2025; (2) the amount loaned out to each charter school, and (3) any transfer of money from the account to other programs or initiatives.

Account Type	Current Fund Balance as of 12/31/24*	Amount Loaned Out as of 12/31/24	Transfers
Direct Loan	$8,818,048.49	$53,158,462.48	No transfers to other programs or initiatives.
Credit Enhancement*	$9,532,452.20	$8,450,000.00	No transfers to other programs or initiatives.

Note the U.S. Department of Education's Charter School Program grant funds ($5.9 million) are excluded from the credit enhancement numbers.

Direct Loan Account (As of December 31, 2024)

Borrower Name	Amount Loaned Out
Achievement Preparatory PCS	$2,000,000.00
AppleTree Early Learning PCS	$1,778,966.64
AppleTree Early Learning PCS	$750,000.00
Breakthrough Montessori PCS	$1,857,200.80
Center City PCS	$2,000,000.00
Charter School Incubator Initiative	$1,787,619.96
Community College Preparatory Academy PCS	$2,000,000.00
DC Bilingual PCS	$1,875,668.18
Digital Pioneers Academy PCS	$642,737.94
Friendship PCS	$2,000,000.00
Girls Global PCS	$1,964,698.09
Global Citizens PCS	$612,556.52
The Family Place PCS	$2,000,000.00
Early Childhood Academy PCS	$1,683,891.54
Ingenuity Prep PCS	$2,000,000.00
Inspired Teaching Demonstration PCS	$1,641,209.70

Kingsman Academy PCS	$548,364.16
Learn DC PCS	$1,893,563.19
Lee Montessori PCS	$286,712.03
Lee Montessori PCS	$2,000,000.00
Maya Angelou PCS	$2,000,000.00
Monument Academy PCS	$1,982,371.08
Mundo Verde PCS	$2,000,000.00
Richard Wright PCS	$1,739,212.73
Sela PCS	$2,000,000.00
Sojourner Truth PCS	$2,000,000.00
Sojourner Truth PCS	$2,000,000.00
Washington Global PCS	$1,944,635.44
Washington Latin PCS	$2,000,000.00
Washington Yu Ying PCS	$2,000,000.00
Wildflower PCS	$1,480,400.01
Wildflower PCS	$488,654.47
Wildflower PCS	$200,000.00
TOTAL	**$53,158,462.48**

(c) What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in fiscal years 2023 and 2024? How much of this allotment has been spent?

The tables below show the current outstanding credit enhancements as of the end of fiscal year 2023 (as of September 30, 2023) and the end of fiscal year 2024 (as of September 30, 2024).

Credit Enhancement Account (As of September 30, 2023)

School	Amount
Public Charter School	*Amount - Funded*
Friendship PCS	$3,000,000.00
Public Charter School	*Amount - Unfunded*
Breakthrough Montessori PCS	$1,000,000
Capital Village PCS	$250,000
Girls Global Academy PCS	$450,000
Lee Montessori PCS	$1,000,000
Mundo Verde PCS	$1,000,000
Sela PCS	$1,000,000
Social Justice PCS	$500,000
Washington Latin PCS	$1,000,000
Washington Yu Ying PCS	$1,000,000

Credit Enhancement Account (As of September 30, 2024)

School	Amount
Public Charter School	*Amount - Funded*
Friendship PCS	$3,000,000.00
Public Charter School	*Amount - Unfunded*
Breakthrough Montessori PCS	$1,000,000
Girls Global Academy PCS	$450,000
Lee Montessori PCS	$1,000,000
Mundo Verde PCS	$1,000,000
Sela PCS	$1,000,000
Washington Yu Ying PCS	$1,000,000

51. **Regarding Home and Hospital Instruction:**

(a) How many students received home or hospital instruction in the 2023-2024 school year, broken down by LEA?

During the 2023-24 school year, LEAs reported a total of 204 requests for Home and Hospital Instruction (HHI) services, of which LEAs approved 172 requests (84 percent) to receive HHI services. The chart below presents the number of students that received HHI services by LEA. OSSE does not collect age, grade level, or disability classification information for students receiving HHI services, so the data cannot be disaggregated for those characteristics.

School Year 2023-24 Home and Hospital Instruction:
Number of Students by LEA

LEA	Students Receiving HHI	LEA	Students Receiving HHI
Breakthrough Montessori PCS	N<10	Inspired Teaching Demonstration PCS	N<10
Bridges PCS	N<10	Latin American Montessori Bilingual PCS	N<10
Cesar Chavez PCS for Public Policy	N<10	LAYC Career Academy PCS	N<10
Creative Minds International PCS	N<10	Lee Montessori PCS	N<10
DC Scholars PCS	N<10	Monument Academy PCS	N<10
District of Columbia International School	11	Paul PCS	N<10
District of Columbia Public Schools	117	Rocketship Education DC PCS	N<10
E.L. Haynes PCS	13	St. Coletta Special Education PCS	N<10
Friendship PCS	N<10	Two Rivers PCS	N<10
I Dream PCS	N<10	Washington Leadership Academy PCS	N<10
IDEA PCS	N<10	YouthBuild DC PCS	N<10

(b) What training or guidance has OSSE offered to LEAs to support compliance with the Act and subsequent regulations?

During the 2023-24 Start of School Meeting, OSSE provided LEAs with an overview of HHI policy requirements and implementation.

OSSE published and regularly updated HHI resources on the [OSSE HHI webpage](#) and in the LEA Look Forward newsletter to reflect DC Council legislative changes that expanded the definition of a medical condition. These resources included the [HHI Guidance and Procedural Manual](#), which outlines the necessary components of a local HHI policy; [FAQs](#); an [Information Guide for Students](#) explaining students' rights under HHI; an [Information Guide for LEAs](#) summarizing LEA responsibilities; and an [HHI Policy Model Template](#) to assist LEAs in developing their own policies.

To support local compliance, OSSE provided targeted technical assistance through virtual and in-person school visits, resulting in 100 percent of LEAs meeting annual reporting and policy publication requirements. In addition, OSSE offered ongoing general and customized technical assistance to LEAs, families, and advocates, and regular updates in OSSE's *LEA Look Forward* newsletter reinforced expectations, timelines, and deliverables related to HHI implementation.

OSSE engaged directly with our largest LEA (DCPS) to assess its specific support needs for successful HHI implementation. This engagement led to OSSE including tailored guidance in our [HHI manual](#).

(c) How is OSSE monitoring LEA compliance with the Act and subsequent regulations?

OSSE has a multi-pronged LEA monitoring and compliance scheme in place to support adherence to local requirements. At the beginning of each school year, OSSE conducts a website audit and verifies that each LEA has posted their HHI policy and designated a staff member to manage the LEA's HHI program (see [§ 38–251.02(b)](#), [§ 38–251.09(a)](#)). If an LEA is found to be out of compliance, OSSE provides targeted technical assistance.

In addition, OSSE collects annual data on the number of HHI requests and placements to monitor program implementation. In cases where an LEA faces challenges in meeting a requirement, OSSE offers specific technical assistance to resolve issues. For example, when one LEA failed to approve or deny HHI requests in a timely manner, OSSE met with the LEA to review the relevant legal provisions and clarify expectations. OSSE established a practice where an LEA's lack of a timely response is equivalent to the LEA's denial of an HHI service request. Furthermore, OSSE analyzes LEAs' annual HHI data to identify trends and determine the need for additional technical assistance to support compliance and improve program effectiveness.

(d) How many HHI appeals were filed with OSSE in school years 2023-2024 and 2024-2025 (through January 31)? Of these, how many resulted in the overturning of HHI denials by an LEA?

In FY24, two families appealed their LEA's HHI decision to OSSE. Both appeals were successfully resolved during OSSE's mediation process with LEAs offering HHI to both students. As of Jan. 16, 2025, there have been no HHI appeals filed for school year 2024-25.

52.   Describe how OSSE has supported the District's Immunization Compliance Policy in FY24 and FY25 (through January 31).

OSSE, in collaboration with DC Health, continues to provide technical assistance and has taken enforcement action to support the District's School Immunization Policy. As a result, the immunization rate for students in the four key grades of pre-K 3, kindergarten, 7 and 11 improved significantly compared to past years. The current District-wide immunization rate for students in those four key grades has increased to 95 percent. Additionally, the number of District schools achieving an immunization rate of 90 percent or more increased from 122 in FY24 to 195 schools in FY25. As of Jan. 2025, 35 District schools have achieved an immunization rate of 100 percent in FY25.

To achieve these results in FY24 and FY25, OSSE and DC Health jointly conducted several technical assistance webinars and made targeted presentations for school leaders, administrative staff, immunization points of contact, LEA data managers and health suite staff (e.g., school nurses). In addition, OSSE developed customized resources and organized its immunization webpage for specific critical audiences including LEA and school leaders, families, school nurses, immunization points of contact, school registrars and front office staff.

OSSE developed notification templates in eight languages that schools could use for notifying families of any missing immunization(s) or exemption(s) from immunizations. These templates also reminded families that if a student is in one of the four key grades, the student risked being temporarily excluded from school until the missing immunization(s) or exemption(s) were secured and proper documentation was submitted to the school. OSSE also shared information about vaccine opportunities that DC Health sponsored, including promoting vaccine opportunities on-site at schools and at EdFEST, the District's annual public school fair.

In addition to providing technical assistance, OSSE also required schools that did not comply with the temporary exclusion requirements to take corrective actions. This included taking additional training and providing documentation and assurance of their compliance to OSSE. Finally, OSSE continued to make a website portal available for parents to file any immunization-related complaints (e.g., if they believe their student's school is not properly implementing immunization requirements).

53. **The District established the DC Re-Engagement Center (REC) to reconnect youth ages 16-24 to educational programs. Please provide an update on RECs activities and outcomes in fiscal year 2024 and 2025 (through January 31), including the progress to date in implementing the 2022-2026 District-wide Strategic Plan to Decrease Youth Engagement from education. Please include any cross-agency programs, initiatives, or strategies that emerged as a result of this plan.**

The DC ReEngagement Center (DC REC) is a centralized District service through which out-of-school youth between the ages of 16 and 24 can reconnect to educational options and other critical services to support their attainment of a high school diploma or equivalency. OSSE spearheads this effort with support from DC Public Schools and public charter schools, DC's Department of Human Services (DHS), Department of Youth Rehabilitation Services (DYRS), the Office of Neighborhood Safety and Engagement (ONSE), community-based organizations, and other key partner agencies.

In FY24, the DC REC continued implementation of its District-wide strategic plan to decrease youth disengagement from education. The five-year plan (2022-2026) guides the work of the DC REC, alongside key stakeholders within the District of Columbia, as the DC REC continues its commitment to reengage youth with their education and prevent currently enrolled students from future disengagement.

In an effort to successfully reconnect youth to school, the DC REC specialists complete the following steps:

- Perform an assessment of academic and non-academic needs to develop individualized reengagement plans;
- Provide assistance by identifying "best fit" educational options, including District of Columbia Public Schools, public charter schools, community-based organizations, and faith-based organizations;
- Provide support during the re-enrollment process (collecting documents, accompanying youth on program visits, and connecting youth to resources that address reengagement barriers);
- Provide support with developing postsecondary education and career plans; and
- Provide ongoing support for at least one year after re-enrollment occurs.

In FY24, the DC REC reconnected 116 youth to an education program, supported the completion of 47 GED Ready tests, and supported REC scholars who passed 13 Math, 5 Reasoning, 17 Science, and 12 Social Studies sections of the GED test.

The DC REC continues to improve alignment and coordination with LEAs, schools, and youth-serving organizations to engage and support youth at risk of disengagement. Efforts are focused on youth who have a higher likelihood of disengaging from education or are feeling less connected from education but have not yet disengaged.

On Sept. 20, 2024, the DC REC hosted its very first youth engagement summit, *Navigating Systematic Barriers and Creating Opportunities for Youth*, at the University of the District of Columbia (UDC). This all-day event included advocate, expert, and youth-led workshops on mental health/trauma, racial healing, financial literacy, educational pathways at UDC, and career exploration in health care, entertainment, real estate, and professional sports. More than 100 youth from various DC public and public charter schools attended and participated in the summit.

The DC REC hosted two community engagement events to promote connectedness and reengagement across the District. At these events, OSSE distributed school supplies, food, clothing, and additional resources for scholars, including information on how to reengage in school. These events were hosted in Wards 6 and 8 with District-wide support from various partner agencies.

The DC REC partnered with government agencies and community-based organizations to help alleviate barriers to education and access services to support reengagement in education, including finding solutions to the following common issues: child care services, access to health services, access to mental health services, public assistance enrollment, court involvement, employment opportunities, stable housing and access to transportation. Specialists at the DC REC deploy various barrier remediation techniques to lead scholars to success.

Additionally, the DC REC executed its third advertising campaign to promote services available to residents. This was conducted District-wide via educational program advertising, social media, bus advertising, digital advertising, geofencing, and strategic marketing throughout the District of Columbia.

The success of the DC REC is due to the many partnerships formed throughout District government. OSSE's REC staff maximize services and supports for scholars by partnering with these agencies. Below are highlighted District government agencies that the REC partnered with in the last year:

- DC Department of Human Services (DHS): Opportunities include bi-weekly coordinated entry youth housing meetings, co-location of DC REC staff at DHS's homeless youth drop-in center (Zoe's Doors), and the co-location of DHS staff at the DC REC to support clients' access to federal and local benefits such as Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Medicaid, and other DHS-administered benefit programs. In addition, the DC REC is a primary TANF vendor which means DHS can assign TANF customers who are eligible for DC REC services to the DC REC.
- Office of Neighborhood Safety and Engagement's (ONSE) Pathways Program: The DC REC partners with the ONSE Pathways Program to provide educational assessments, planning, and referrals, as well as barrier identification and remediation for all Pathways participants.

- OSSE's Division of Early Learning (DEL) and the Department of Human Services (HR): DC REC Specialists are trained on how to complete the full application process necessary to issue child care vouchers at the DC REC to youth parents who identify child care as a barrier to re-enrollment.
- Department of Employment Services (DOES): DOES makes referrals to the DC REC, assists eligible DC REC clients in participating in the Career Connections employment program and the Marion Barry Summer Youth Employment Program (MBSYEP), provides multiple interns to the DC REC under the Project Empowerment program and the MBSYEP, and provides employment and job readiness services for DC REC clients through the American Job Center.
- Department of Youth and Rehabilitation Services (DYRS): DYRS refers clients in need of educational support to the DC REC and DC REC staff provide onsite intakes at DYRS's Achievement Centers twice a month.

54. **Provide an update on OSSE's collaboration with the Department of Behavioral Health and the Department of Health on the implementation and/or expansion of programs to identify and assist children with behavioral health or developmental challenges at DCPS and at charter schools. What new work was completed in fiscal year 2024 and 2025 to date? Please also describe the training made available to LEAs on crisis response and intervention and which LEAs participated.**

Background

OSSE continues to collaborate with DC Department of Behavioral Health (DBH) and DC Department of Health (DC Health) in the development and delivery of behavioral health services to children and youth in the District and to offer guidance, actionable resources and promising practices to help local education agencies (LEAs) and schools address the unique challenges of behavioral health services. These services remain critically important as many DC children and youth continue to experience adverse childhood experiences (e.g., violence, abuse, neglect) and recover from the impacts of the COVID-19 pandemic. These stress points impact a student's physical, social, and emotional well-being, as well as their academic performance and readiness to learn.

These interagency supports and services include working closely with DBH and directly with LEAs to support student and educator behavioral health through both the District-wide Comprehensive School Behavioral Health System ("System") and Advancing Recruitment and Retention in Our Workforce ("ARROW"), a five-year grant from the U.S. Department of Education (Jan. 2023 – Dec. 2027) awarded to OSSE.

Implementation of the School Behavioral Health Expansion (Comprehensive System)

The goal of the System is to integrate school and community-based provider services to ensure all schools provide mental health promotion and prevention, as well as intervention and direct behavioral health services and supports. Led by DBH and guided by the Coordinating Council on School Behavioral Health, the System is executed in partnership with OSSE, LEAs, schools, community providers, parents, youth, and education advocates. Leadership from OSSE's Division of Health & Wellness served as members of the Coordinating Council, members of the Community of Practice (CoP), and evaluation core teams (the latter two concluded at the end of FY24). Upon expiration of the CoP contract, the George Washington University (GW) and DBH entered into a Letter of Agreement that outlines the roles that GW will serve to volunteer ongoing support to the CoP. OSSE continues to coordinate with and execute professional development in partnership with both DBH and GW.

In partnership with DBH, OSSE continues to support schools with annually assessing the school's available behavioral health services using existing school-level data sources (e.g., attendance data, School Health Profiles, Youth Risk Behavior Survey, behavioral health referrals, family and youth surveys and school staff surveys). Schools then complete a School Strengthening Self-Assessment and Work Plan (SSWP) to set universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) school behavioral health goals.

During FY24, OSSE supported the System by providing continued support in the completion and mid-year review of the SSWP process. This process shifted from paper to a QuickBase application for greater ease of use and improved information gathering. OSSE promoted and disseminated targeted videos, tip sheets, and reproducible materials to support continued integration of school behavioral health services and programming. In addition, OSSE promoted student and family roles and engagement in the expansion of services.

OSSE continued to provide funds and technical assistance through the Bipartisan Safer Communities Act Stronger Connections grant, awarded in FY23. Awards totaling $4.6 million were made to 12 LEAs to support 34 schools. The grant supports school-based projects that develop, enhance, or expand projects or activities in the school's SSWP. These include multi-tiered system of support (MTSS) coordination, professional development on student behavior and classroom management, implementation of social-emotional learning (SEL), use of regulation spaces, and early intervention supports and services.

OSSE and DBH launched the *back-to-school communication series* for school leaders in FY22, utilizing it again in FY23 and FY24. The back-to-school series re-orients school leaders to the point and purpose of the System and shares information regarding the updated self-assessment process. Also, a back-to-school communications campaign for School Behavioral Health Coordinators provides an in-depth overview of the updated process. Further, OSSE facilitates regular touchpoints about the System between OSSE and schools via a regular communications series with school leaders. These touchpoints allow OSSE and DBH to provide support to schools in areas such as completing the SSWP, mid-year reviews, and promoting school behavioral health initiatives. This series gives regular opportunities for schools to pose their questions and receive clarification or to provide connection to the technical assistance supports provided by DBH's clinical specialists.

Advancing the Recruitment and Retention of Our Workforce (ARROW)
As part of our own portfolio, OSSE continued to support schools using recovery funds and ARROW funds to offer trainings and technical assistance in partnership with DBH and DCPS. In addition, OSSE launched the School-Based Behavioral Health Provider Workforce Survey Assessment in FY24 to inform the development, scope, and sequence of *the First-Year Cadre* and *The Learning Community* (described below). The survey yielded 384 unique responses from credentialed school-based behavioral health providers. Additionally, focus groups engaged 21 credentialed school-based behavioral health providers. Key themes and observations from the survey results and focus groups indicated school-based behavioral health providers continue to experience a high level of burnout, seek opportunities for career development, and crave ways to connect and build community among other behavioral health professionals.

The *First Year Cadre (FYC)* is an opportunity for school-based behavioral health providers in their first year of working in a school-based setting to build foundational skills necessary to be successful in the school environment. The first cohort of early career school-based behavioral health providers was piloted from April – June 2024. This first cohort had 25 participants representing DCPS, public charter schools, DBH, and DBH grantees of the school-based

behavioral health program. Participants who successfully completed the FYC received a $500 stipend. Evaluations were completed following each session, with most participants indicating they found FYC to be a useful and productive space for peer learning and professional growth as early career professionals. The evaluations were used to revise the scope and sequence for cohort two of the FYC for the 2024-25 school year. Cohort two of FYC launched in Oct. 2024 with 22 participants. Monthly sessions will occur through June 2025. Participants who successfully complete cohort two of FYC will receive a $1,000 stipend.

The Learning Community was launched in Aug. 2024 as a three-pronged model to support school-based behavioral health providers. The Learning Community is comprised of three supports: (1) the Learning Institute; (2) Implementation Coaching; and (3) Wellness Coaching.

The Learning Institute offers back-to-school and winter evidence-based professional development sessions for school-based behavioral health providers. These sessions offer in-depth training in behavioral health approaches or critical student behavioral health needs. The Learning Institute hosted the following professional development sessions in FY24:

- Cognitive Behavioral Therapy: Two 3-day sessions, totaling 59 attendees.
- Suicide Assessment and Intervention Training: One session totaling 35 attendees.
- Play Therapy: One session with 36 attendees. All attendees received a play therapy kit to take back to their school. Each kit included 23 items.
- Sand Tray Therapy: One session with 44 attendees. All attendees received a play therapy kit to take back to their school. Each kit included 13 items.
- Yellow Ribbon Suicide Prevention Program (elementary school): Two sessions totaling 38 attendees
- Signs of Suicide Program (middle and high school): Two sessions totaling 53 attendees

Implementation Coaching is offered to attendees of The Learning Institute following the professional development sessions. These coaching sessions serve as technical assistance opportunities to answer questions and problem-solve barriers to implementing material learned during the sessions. In FY24, four school-based behavioral health providers participated in the Implementation Coaching sessions.

Wellness Coaching supports school-based behavioral health providers with managing stress and triggers in the workplace. This helps providers attend to the needs of their students and deliver high-quality behavioral health services to students. An evidence-based coaching model is used to provide individual and group coaching sessions. Forty school-based behavioral health providers participated in Wellness Coaching FY24.

Collectively, the FYC and the Learning Community supported 170 school-based behavioral health providers across 22 LEAs, benefiting an estimated 32,765 students in FY24.

One-time retention bonuses of $1,000 were provided to 634 eligible and credentialed school-based behavioral health providers. Providers were eligible for the retention bonus if they worked in a DCPS or public charter school during the COVID-19 pandemic or the early recovery period and returned to work in the 2023-24 school year.

OSSE partnered with a vendor in Oct. 2024 to support public charter high schools with the implementation of *student-led clubs focused on increasing mental health literacy*. This project is modeled after DCPS' Youth Mental Health Ambassador Program and creates a city-wide approach to supporting mental health literacy among DC youth. The clubs will build student knowledge and skills in mental health advocacy, educate students in accessing support services for themselves and peers, and contribute to a culture of wellness in the school community. As of Jan. 23, 2025, six public charter high schools have initiated process to establish clubs.

Suicide prevention and intervention curriculum and training was distributed again in FY24. Since initiating this investment in FY21, OSSE has provided this curriculum to school-based behavioral health providers in 122 elementary schools and 100 middle and high schools.

Educator Wellness
The Whole School Wellness Grant was launched to support educator health and wellness. EmpowerEd was the sole applicant and grant recipient. EmpowerEd partnered with six schools in FY24 to provide educator wellness supports and coaching. These schools participated in cohort learning sessions aligned to OSSE's Blueprint for A Whole School Approach to Educator Wellness (published in FY24). The grantee also supported participating schools in completing a needs assessment, developing and implementing an educator wellness plan, and creating staff wellness spaces.

OSSE released new educator wellness materials in FY24, including two new educator wellness resources to accompany OSSE's existing one-pager outlining *A Whole School Approach to Educator Wellness* and *The Blueprint for A Whole School Approach to Educator Wellness*. The Educator Wellness Organization Guide identifies local organizations available to provide DCPS and public charter schools with educator wellness supports. The guide identifies the services and resources provided by seven local organizations (organizations provided information to OSSE through a publicly available form). The Whole School Educator Wellness Grant Reflections resource elevates the voice of the six partner schools to share their process and lessons learned from the FY24 grant experience. This resource outlines the common themes, approaches, and takeaways from their educator wellness journey.

55. **(a) According to the data collected and available to OSSE, what was the compliance rate in School Year 2023-2024 among LEAs for completing health education and physical education requirements in the District?**

All data provided below are collected via the School Health Profiles, a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (D.C. Code §38–826.02).

Number and Percentage of Schools Meeting Physical Education Requirements

Grade Level	Physical Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Minimum Average of 90 minutes per week	91	54%
6-8	Minimum Average of 135 minutes per week	37	48%

Number and Percentage of Schools Meeting Health Education Requirements

Grade Level	Health Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Minimum Average of 75 minutes per week	47	28%
6-8	Minimum Average of 75 minutes per week	36	47%

One hundred (100) percent of the 227 applicable schools completed the School Health Profiles in the 2023-24 school year (excludes schools serving primarily adult education or pre-K students and those that do not participate in the National School Lunch Program). A full list of schools that completed the mandatory School Health Profiles is reported on OSSE's website.

Though two fewer middle schools met the health education requirement, the number of elementary schools that met the health education requirements in the 2023-2024 school year increased by 10 schools as compared to the 2022-2023 school year. The number of elementary and middle schools that met the physical education requirements for the 2023-2024 school year saw a slight decrease of one school in each grade band as compared to the 2022-2023 school year.

(b) What is the average amount of time LEAs dedicated to health education and physical education during School Years 2022-2023 and 2023-2024?

According to the data collected via the School Health Profiles, the average amount of time dedicated to health education and physical education during the 2022-2023 and 2023-2024 school years is shown in the tables below:

Mean Minutes per Week of Physical Education in Grades K-5 and Grades 6-8

School Year	Average Minutes Per Week Grades K-5	Average Minutes Per Week Grades 6-8
2022-2023	90	148
2023-2024	100	155

Median Minutes per Week of Physical Education in Grades K-5 and Grades 6-8

School Year	Median Minutes Per Week Grades K-5	Median Minutes Per Week Grades 6-8
2022-2023	90	130
2023-2024	90	125

Mean Minutes per Week of Health Education in Grades K-5 and Grades 6-8

School Year	Average Minutes Per Week Grades K-5	Average Minutes Per Week Grades 6-8
2022-2023	48	101
2023-2024	66	100

Median Minutes per Week of Health Education in Grades K-5 and Grades 6-8

School Year	Median Minutes Per Week Grades K-5	Median Minutes Per Week Grades 6-8
2022-2023	45	80
2023-2024	45	75

Schools that are out of compliance with the Healthy Schools Act minutes requirements for health education, physical education and/or physical activity, as reported in their School Health Profile, are required to complete a self-assessment and action plan (SAAP) that addresses challenges to meeting the requirements of the law. This process was launched in FY22 and continued in FY23 and FY24. OSSE offered office hours and individualized technical assistance to out-of-compliance schools in the development of their SAAP, provided written feedback on proposed improvement strategies, and approved their final action plans. Among the top reasons for schools reporting non-compliance were space constraints (school facilities and grounds), staffing challenges, and difficulty with scheduling enough time during the school day. OSSE uses this information to plan and deliver professional development to LEAs and schools on how to provide high-quality health education, physical education, and physical activity programming that meet the Healthy Schools Act requirements set forth in law.

56. **Describe OSSE's efforts in fiscal years 2024 and 2025 (through January 31) to increase participation in the Child and Adult Care Food Program and promote health and wellness through Healthy Tots programming and funding.**

Background

The Child and Adult Care Food Program (CACFP) and the Healthy Tots Act provide an important funding stream that not only increases access to food for children in the District, but also supports child development facilities in becoming financially stronger by tapping into available funding sources. CACFP provided over 7.2 million meals in FY24 to children in the District of Columbia through an investment of over $9.8 million. Most eligible child development facilities in the District participate in the CACFP.

OSSE plays a key role in supporting access to balanced and nutritious meals for children in the District. OSSE provided over $67 million in FY24 in local and United States Department of Agriculture (USDA) funding to support schools, child development facilities, adult day cares, summer meal programs and other programs with healthy meals that feed District of Columbia residents. Through CACFP, child development facilities in the District can be reimbursed for up to four meals per day, which includes local funding through the Healthy Tots Act for the fourth meal. The Healthy Tots Act ensures facilities have access to CACFP and additional local reimbursements beyond federal funding. The Healthy Tots Act establishes additional local funding for meals (breakfast, lunch, or supper) served by child development facilities that: (1) participate in CACFP; and (2) meet the USDA meal requirements. These Healthy Tots Act reimbursements are detailed below:

- Add10: Child development facilities participating in the CACFP may request an additional 10 cents ($0.10) for each eligible breakfast, lunch, and supper served to an eligible child (5-A DCMR §1001.2).
- Local5: Child development facilities participating in CACFP may request an additional 5 cents ($0.05) per lunch or supper when at least one meal component is comprised of a locally sourced food item (as defined in section 101(3) of the Healthy Schools Act of 2010 (D.C. Code §38–821.01)) and unprocessed foods (as defined in section 101(10)(A) of the Healthy Schools Act of 2010 (D.C. Code §38–821.01)) (5-A DCMR §1001.4). Locally grown and unprocessed foods do not include milk (5-A DCMR §1001.5).
- Full Day4: Child development facilities participating in CACFP that have maximized the number of daily meal services eligible for federal CACFP reimbursements (two meals and one snack or one meal and two snacks) are eligible for reimbursement of a fourth meal through the Healthy Tots Fund for each enrolled and participating child. To be eligible, 75 percent of the children enrolled and attending the child development facility must be District residents and at least 50 percent of the enrolled and attending children must be eligible for subsidized child care. (5-A DCMR §1001.7)

The Healthy Tots Act requires licensed child development facilities to participate in CACFP if 50 percent or more of enrolled children are eligible for subsidized child care for at least six continuous months (D.C. Code §38–282.01(a)). Facilities that are mandated to participate in

CACFP receive extensive outreach and technical assistance from OSSE if they are not yet enrolled, including:

- Initial and subsequent notifications from OSSE outlining participation requirements and options for the facility;
- An introductory in-person technical assistance visit and orientation with the facility to provide face-to-face assistance with Healthy Tots Act and CACFP compliance;
- Training and reoccurring technical assistance from OSSE throughout the entire CACFP application process, including a minimum of two in-person technical assistance visits during the full application process; and
- Individual and group CACFP trainings for child development facilities at individual facilities and OSSE headquarters.

More information on CACFP participation can be found on OSSE's website, in the CACFP participation data report.

Beyond working directly with child development facilities to enroll in CACFP, OSSE also provides support and guidance to facilities on health and wellness, including through OSSE's Wellness Guidelines for Child Care Facilities. The Healthy Tots program specialists also provide direct technical assistance on health initiatives offering wellness guideline challenges for child development facilities to educate them on the Wellness Guidelines. New state-specific wellness guidelines were released in the spring of 2024.

<u>FY24 and FY25 CACFP Healthy Tots Act Enrollment Activities</u>
OSSE has refined an effective and systematic approach for working with child development facilities that are required to participate in CACFP. When a child development facility has been identified as meeting the Healthy Tots Act requirements to participate in CACFP, OSSE contacts the sponsoring organization and the subsidy program manager to encourage the providers to participate in CACFP. Child development facilities often cite difficulties with staff retention, confusion with the federal application process, pediatric health challenges and the demands of running a child development facility as barriers to participation in CACFP. OSSE's technical assistance and support throughout the CACFP application process is intended to alleviate some of the administrative burden, provide information on how to manage a high quality CACFP program and to be available to answer questions and offer guidance for submitting a successful application.

Facilities that complete the letter of intent and apply for the CACFP program as independent centers receive training and recurring technical assistance from OSSE throughout the entire application process, with a minimum of two technical assistance visits during the full application process.

OSSE conducts targeted and data-driven outreach to facilities in January through March of each year to begin their CACFP enrollment activities. The CACFP team also provides additional technical assistance to any program operator that requests support throughout the year.

In FY24, OSSE identified 11 child development facilities that met the program standards but were not yet participating in CACFP. Outreach and technical assistance efforts resulted in 73 percent of these facilities initiating the CACFP application process. This engagement success rate was a 13 percent increase over FY23 enrollment activities. Of the 11 facilities, eight submitted CACFP applications as an independent center or through sponsorship, two facilities were granted an OSSE waiver, and one facility was not licensed when the FY24 expansion program activities began but will be included in FY25 activities.

FY24 Healthy Tots Wellness Grant Activities
Three community-based organizations (CBOs) were awarded the Healthy Tots Wellness Grant (HTWG) in FY24 to support child development facilities in the following program areas: (1) farm-to-child care and local food procurement; (2) staff wellness culture and program; and (3) outdoor learning/environmental education. An individual CBO was awarded to lead each of the three program areas. CBOs were required to work directly with eligible child development facilities and provide direct services and support to staff and children. The goals of the HTWG were as follows: (1) position CBOs to serve as a sustained network for child care providers in accessing wellness support and resources; and (2) identify and promulgate best practices to create early learning environments that nurture the health and wellness of early learners through concrete actions. The grantees focused on developing site-specific sustainability plans to support facilities in maintaining and maximizing grant activities and benefits in the absence of Healthy Tots Wellness funding.

FY25 Healthy Tots Wellness Grant Activities
During FY24, OSSE Health and Wellness opted to combine the Healthy Schools Grant, the Whole School Educator Wellness Grant, and the Healthy Tots Wellness Grant under one coordinated grant titled the Whole Child and Educator Wellness Grant for FY25. OSSE's FY25 locally funded grant opportunity streamlines our health-related technical assistance grants into one release to get money out the door faster while simultaneously meeting multiple individualized priority needs. The purpose of this grant is to build the capacity of early childhood education (ECE) facilities, DCPS, and public charter schools to adopt and strategically implement policies, processes, and practices that integrate health and wellness into the facility or school to support student and staff success. These strategies include:

- Expanding wellness opportunities to sites serving DC's youngest learners;
- Leveraging the capacity-building supports provided by community-based organizations (rather than providing direct programming); and
- Addressing gaps observed in areas of the Whole School, Whole Community, Whole Child (WSCC) model (namely educator wellness).

FY24 Healthy Tots and Early Childhood Education Wellness Guidelines Activities
In Dec. 2023, OSSE was awarded a $10,000 Nemours Children's Grant for the Early Childhood Education Wellness Guidelines for Child Care Facilities. This grant aimed to fund the creation of an online version of the assessment and evaluation tool for OSSE's new state-specific wellness

guidelines that supports health promotion, nutrition and physical activity at child development facilities in the District. The online interactive tool will include an assessment, data tracking and implementation planner, as well as additional wellness resources for facilities. OSSE will analyze data collected from the tool to assess the root needs of the District's early childhood community and provide long-term technical assistance to facilities. The data will also be used to create a reward system and an annual wellness report card for facilities. The development of the online interactive tool for the Wellness Guidelines will continue in FY25, with implementation projected for the third quarter of the fiscal year.

FY25 Healthy Tots and Early Childhood Education Wellness Guidelines Activities
Beginning in March 2025 and continuing through May 2025, OSSE will convene a Community of Practice (CoP) designed to engage licensed child development facilities in the wellness guidelines. Participants will complete the wellness guidelines self-assessment and pre- and post-surveys during this period, with tailored technical assistance provided to support implementation of the wellness guidelines. These initiatives will focus on introducing participants to the eight pillars of the wellness guidelines, fostering collaboration and creating a supportive network for practitioners. Data collected during FY25 will inform future technical assistance efforts, identify trends in implementation, and measure the impact of the wellness initiatives, culminating in an annual summary report to guide program enhancements.

57. **Please provide the Committee with an update on OSSE's food and nutrition education programming during fiscal year 2024 and 2025 to date.**

   (a) How many schools participated in the program in fiscal year 2024, and how many are intended to participate in fiscal year 2025? Please share this breakdown by ward. Was there more demand for participation from schools than funding levels would support?

OSSE provides a variety of opportunities for food and nutrition education programming in DCPS and public charter schools, including through the school garden program, special annual celebrations and events (including Growing Healthy Schools Month and Berries & Salad Greens Day), the Fresh Fruit and Vegetable Program, and partnerships with FRESHFARM. These activities are described in more detail below.

Summer Institute for Garden-Based Teaching: In partnership with the Friends of the National Arboretum, OSSE implemented the Summer Institute for Garden-Based Teaching in FY24 to increase the use of school gardens and outdoor learning spaces among classroom teachers and school staff. The Institute took place over four days in July, with the majority of sessions taking place at the Washington Youth Garden. There were 35 participants in 2024.

Growing Healthy Schools Month, an annual celebration led by OSSE, highlights how schools are creating healthy environments for students. The event emphasizes mental health and wellbeing, nutrition, outdoor learning and environmental literacy, and physical education. Forty-two schools participated in the 2023-24 school year. In an effort to promote how schools are creating healthy environments for students, OSSE created a Growing Healthy Schools Month Storymap.

Berries & Salad Greens Day celebrates seasonality in school meals and is designed to get students energized about the summer produce coming to their plate. Since 2011, schools across the District have participated in Strawberries & Salad Greens Day as a way to showcase locally grown produce in school meals. In 2024, OSSE renamed the celebration to Berries and Salad Greens Day to broaden the scope of produce recognized and served to students. OSSE looks forward to encouraging schools to serve locally grown berries and salad greens as part of school meals and to educate students about both the health and environmental benefits of eating locally grown fruits and vegetables during this annual event. The 2024 Berries & Salad Greens Day was held on June 5, 2024.

The Fresh Fruit & Vegetable Program (FFVP) incorporates nutrition education while it increases students' exposure to fresh produce. This program provides a variety of fresh fruits and vegetables as a healthy snack option for students at participating elementary schools and encourages nutrition education and community partnership. The goal is to provide nutrition education and introduce children to healthy food at an early age so that it may lead to lifelong healthy eating habits.

The following table includes the number of elementary schools that participated in FFVP in the 2022-23 and 2023-24 school years:

Fresh Fruit & Vegetable Program Elementary School Participation

Ward	SY22-23 Number of Schools	SY23-24 Number of Schools
1	6	4
2	6	8
3	0	0
4	14	15
5	14	13
6	9	12
7	17	19
8	24	24
Total	**90**	**95**

Note: There are no FFVP sites in Ward 3 because FFVP prioritizes elementary schools with the highest percentage of children certified as eligible for free or reduced-price meals. Generally, each elementary school chosen to participate in the program must be a school in which not less than 50 percent of the students are eligible for free or reduced-price meals (see USDA Fresh Fruit and Vegetable Program: Allocation of Funds for FY24).

In FY24, FRESHFARM received $1.9 million to implement the organization's FoodPrints program in 21 DCPS schools. Across these schools, the grantee provided 3,557 hours of instruction (2,612 individual classes) and reached 7,600 pre-K 3 through grade 5 students. Through these grant funds, school gardens at all 21 supported schools were improved, with additions to the gardens including new growing space, refurbished beds, new or improved soil, new mulch, and/or new plants. Students grew and harvested more than 30 crops from these school gardens, including lettuce, spinach, kale, cucumbers, tomatoes, peppers, carrots, beets, sweet potatoes, winter squash, and radishes.

In FY25, OSSE awarded $2.3 million in funding to one grantee, FRESHFARM, to support 20 DCPS schools through the organization's FoodPrints program.

FRESHFARM FoodPrints Partner Elementary Schools for the 2023-24 School Year

LEA Type	School Name	Ward
DCPS	Marie Reed Elementary School	1
DCPS	School Without Walls @ Francis-Stevens	2
DCPS	Powell Elementary School	4
DCPS	Truesdell Elementary School	4
DCPS	Whittier Elementary School	4
DCPS	Burroughs Elementary School	5
DCPS	Langley Elementary School	5
DCPS	Amidon-Bowen Elementary School	6
DCPS	Ludlow-Taylor Elementary School	6

LEA Type	School Name	Ward
DCPS	Payne Elementary School	6
DCPS	Peabody Elementary School	6
DCPS	School-Within-School @ Goding	6
DCPS	Tyler Elementary School	6
DCPS	Watkins Elementary School	6
DCPS	Beers Elementary School	7
DCPS	CW Harris Elementary School	7
DCPS	Miner Elementary School	7
DCPS	Kimball Elementary School	7
DCPS	Garfield Elementary School	8
DCPS	Malcom X Elementary School	8
DCPS	Simon Elementary School	8

FRESHFARM FoodPrints Partner Elementary Schools for the 2024-25 School Year

LEA Type	School Name	Ward
DCPS	Marie Reed Elementary School	1
DCPS	School Without Walls @John Francis	2
DCPS	Powell Elementary School	4
DCPS	Truesdell Elementary School	4
DCPS	Whittier Elementary School	4
DCPS	Burroughs Elementary School	5
DCPS	Langley Elementary School	5
DCPS	Amidon-Bowen Elementary School	6
DCPS	Ludlow-Taylor Elementary School	6
DCPS	Payne Elementary School	6
DCPS	Peabody Elementary School	6
DCPS	School-Within-School @ Goding	6
DCPS	Watkins Elementary School	6
DCPS	Beers Elementary School	7
DCPS	CW Harris Elementary School	7
DCPS	Miner Elementary School	7
DCPS	Kimball Elementary School	7
DCPS	Garfield Elementary School	8
DCPS	Malcom X Elementary School	8
DCPS	Simon Elementary School	8

(b) How many schools have school gardens? Please provide this data broken down by ward.

As indicated in the tables below, there was an increase in the number of total school campuses with active school gardens from the 2022-23 school year to the 2023-24 school year. During the 2023-24 school year, there were 134 school campuses with active school gardens.

School Campuses with Active School Gardens		
School Campuses	SY2022-23	SY2023-24
DCPS	71	78
Public charter schools	53	56
Total	124	134

The table below shows schools by LEA and ward with active gardens. This information was collected through the School Health Profiles, a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (D.C. Code §38–826.02).

Active School Gardens for the 2023-24 School Year

School Name	Ward	LEA Name
Amidon-Bowen Elementary School	6	DCPS
Anacostia High School	8	
Bancroft Elementary School	1	
Barnard Elementary School	4	
Beers Elementary School	7	
Benjamin Banneker High School	6	
Breakthrough Montessori PCS	4	Breakthrough Montessori PCS
Brent Elementary School	6	DCPS
Bridges PCS	5	Bridges PCS
Brightwood Elementary School	4	DCPS
Bruce-Monroe Elementary School @ Park View	1	
Bunker Hill Elementary School	5	
Burroughs Elementary School	5	
Burrville Elementary School	7	
C.W. Harris Elementary School	7	
Capital City PCS - High School	4	Capital City PCS
Capital City PCS - Lower School	4	
Capital City PCS - Middle School	4	
Capitol Hill Montessori School @ Logan	6	DCPS
Cardozo Education Campus	1	
Cedar Tree Academy PCS	8	Cedar Tree Academy PCS
Center City PCS - Brightwood	4	Center City PCS
Center City PCS - Petworth	4	
Center City PCS - Trinidad	5	
Cleveland Elementary School	1	DCPS

School Name	Ward	LEA Name
Columbia Heights Education Campus	1	
Coolidge High School	4	
Creative Minds International PCS	5	Creative Minds International PCS
DC Bilingual PCS	5	DC Bilingual PCS
DC Prep PCS - Anacostia Elementary School	8	
DC Prep PCS - Benning Elementary School	7	DC Prep PCS
DC Prep PCS - Edgewood Elementary School	5	
DC Scholars PCS	7	DC Scholars PCS
District of Columbia International School	4	District of Columbia International School
Dorothy I. Height Elementary School	4	DCPS
E.L. Haynes PCS - Elementary School	4	E.L. Haynes PCS
E.L. Haynes PCS - High School	4	E.L. Haynes PCS
E.L. Haynes PCS - Middle School	1	E.L. Haynes PCS
Eastern High School	7	DCPS
Eliot-Hine Middle School	7	
Elsie Whitlow Stokes Community Freedom PCS - Brookland	5	Elsie Whitlow Stokes Community Freedom PCS
Elsie Whitlow Stokes Community Freedom PCS - East End	7	
Excel Academy	8	DCPS
Friendship PCS - Armstrong Elementary	5	
Friendship PCS - Armstrong Middle	5	
Friendship PCS - Chamberlain Elementary	6	
Friendship PCS - Chamberlain Middle	6	
Friendship PCS - Collegiate Academy	7	Friendship PCS
Friendship PCS - Ideal Elementary	4	
Friendship PCS - Ideal Middle	4	
Friendship PCS - Southeast Elementary	8	
Friendship PCS - Southeast Middle	8	
Friendship PCS - Technology Preparatory High School	8	
Friendship PCS - Woodridge International Elementary	5	Friendship PCS
Friendship PCS - Woodridge International Middle	5	
Garfield Elementary School	8	
Garrison Elementary School	2	
H.D. Cooke Elementary School	1	
Hardy Middle School	2	DCPS
Hart Middle School	8	
Hendley Elementary School	8	
Houston Elementary School	7	

School Name	Ward	LEA Name
Hyde-Addison Elementary School	2	
IDEA PCS	7	IDEA PCS
Inspired Teaching Demonstration PCS	5	Inspired Teaching Demonstration PCS
J.O. Wilson Elementary School	6	DCPS
Janney Elementary School	3	
John Lewis Elementary School	4	
Johnson Middle School	8	
Ketcham Elementary School	8	
Key Elementary School	3	
Kimball Elementary School	7	
King Elementary School	8	
KIPP DC - Connect Academy PCS	5	KIPP DC PCS
KIPP DC - Northeast Academy PCS	5	
KIPP DC - Spring Academy PCS	5	
Kramer Middle School	8	DCPS
Lafayette Elementary School	4	
Langdon Elementary School	5	
Langley Elementary School	5	
LaSalle-Backus Elementary School	4	
Learn DC PCS	8	LEARN DC PCS
Leckie Education Campus	8	DCPS
Ludlow-Taylor Elementary School	6	DCPS
Mann Elementary School	3	
Marie Reed Elementary School	1	
Mary McLeod Bethune Day Academy PCS	5	Mary McLeod Bethune Day Academy PCS
McKinley Technology High School	5	DCPS
Miner Elementary School	7	DCPS
Monument Academy PCS	7	Monument Academy PCS
Moten Elementary School	8	DCPS
Mundo Verde Bilingual PCS - Calle Ocho	5	Mundo Verde Bilingual PCS
Mundo Verde Bilingual PCS - J.F. Cook	5	
Murch Elementary School	3	DCPS
Nalle Elementary School	7	
Noyes Elementary School	5	
Patterson Elementary School	8	
Payne Elementary School	6	DCPS
Peabody Elementary School (Capitol Hill Cluster)	6	
Perry Street Preparatory PCS	5	Perry Street Preparatory PCS
Powell Elementary School	4	DCPS

School Name	Ward	LEA Name
Randle Highlands Elementary School	7	
Raymond Elementary School	4	
Ron Brown College Preparatory High School	7	
Roots PCS	4	Roots PCS
School Without Walls @ Francis-Stevens	2	
School-Within-School @ Goding	6	DCPS
Seaton Elementary School	2	
Sela PCS	4	Sela PCS
Shepherd Elementary School	4	DCPS
Shining Stars Montessori Academy PCS	5	Shining Stars Montessori Academy PCS
Simon Elementary School	8	
Sousa Middle School	7	
Stanton Elementary School	8	
Stoddert Elementary School	3	DCPS
Stuart-Hobson Middle School (Capitol Hill Cluster)	6	
Takoma Elementary School	4	
The Sojourner Truth School PCS	5	The Sojourner Truth School PCS
Thurgood Marshall Academy PCS	8	Thurgood Marshall Academy PCS
Truesdell Elementary School	4	
Tubman Elementary School	1	DCPS
Turner Elementary School	8	
Two Rivers PCS - 4th Street	6	Two Rivers PCS
Two Rivers PCS - Young Elementary School	5	
Tyler Elementary School (Shirley Chisolm Elementary)	6	DCPS
Van Ness Elementary School	8	
Washington Global PCS	6	Washington Global PCS
Washington Latin PCS - Anna Julia Cooper Middle School	5	Washington Latin PCS
Washington Latin PCS - Middle School	4	
Washington Latin PCS - Upper School	4	
Washington Yu Ying PCS	5	Washington Yu Ying PCS
Watkins Elementary School (Capitol Hill Cluster)	6	DCPS
Whittier Elementary School	4	

58. **(a) Provide a list of the membership of the Healthy Youth and Schools Commission through January 31, 2024. Include the following information: (1) each person's name; (2) affiliated organization; (3) appointing organization; (4) start and end of appointment; and (5) ward of residence. List any current vacancies on the Commission and when the position became vacant.**

Name	Appointing Organization	Affiliated Organizations	Appointment Dates	Ward of Residence
Darien Thomas	Public Member, Mayoral Appointee	Grassroots Health	November 2023 – May 2025	Ward 5
VACANT	Chairperson, Appointed by the Chairman of the Council	TBD	TBD	TBD
VACANT	Appointed by the Chairperson of the Council Committee with oversight of education	TBD	TBD	TBD
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	May 2021 - May 2024	Maryland Resident
Tia Brumsted	Designee Representative of OSSE, Mayoral Appointee	OSSE	January 2023 – January 2027	Maryland Resident
Marierose Mbinack	Designee Representative of DCPS, Mayoral Appointee	DC Public Schools	July 2022 – January 2027	Maryland Resident
Charneta Scott	Designee Representative of DBH, Mayoral Appointee	Dept. of Behavioral Health	January 2019 - January 2027	Ward 4
VACANT	Designee Representative of DOH, Mayoral Appointee	Dept. of Health	TBD	TBD
Diana Bruce	Public Member, Mayoral Appointee	Diana Bruce and Associates LLC	October 2022 – May 2025	Ward 6
Jessica Kirchner	Public Member, Mayoral Appointee	National Governors Association	November 2023 – May 2025	Ward 6
VACANT	Public Member, Mayoral Appointee	TBD	TBD	TBD
VACANT	Public Member, Mayoral Appointee	TBD	TBD	TBD

Name	Appointing Organization	Affiliated Organizations	Appointment Dates	Ward of Residence
VACANT	Student Member, Mayoral Appointee	TBD	TBD	TBD

A number of Commission appointments expired at the end of 2024. OSSE remains in contact with the Mayor's Office of Talent and Appointments (MOTA) regarding all current and upcoming vacancies on the Healthy Youth and Schools Commission.

(b) Provide an update on the work plan and work undertaken by the Commission in fiscal years 2023 and 2024.

OSSE submits this response on behalf of the Healthy Youth and Schools Commission (HYSC)
The goal of the Healthy Youth and Schools Commission (HYSC) is to advise the Mayor and the Council on health, wellness, and nutritional issues concerning youth and schools in the District, including school meals; farm-to-school programs; physical activity and physical education; health education; environmental programs; school gardens; sexual health programming; chronic disease prevention; emotional, social, and mental health services; substance abuse; and violence prevention. In this advisory role, the HYSC is charged with:
- Advising on the operations of all District health, wellness, and nutrition programs;
- Reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States;
- Recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District;
- Advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition;
- Making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition;
- Identifying gaps in funding and services, or methods of expanding services to District residents; engaging students in improving health, wellness, and nutrition in schools; and
- Participating in the selection process for any grants provided under the Healthy Schools Fund. OSSE has supported the HYSC in gathering raw data, conducting analytics, convening meetings, and working toward long-term goals for commissioners.

In FY 2023, the HYSC met four times, including a preliminary meeting to identify the plan and priority areas for 2023. Those priority areas were determined to be school meal quality and school mental and behavioral health. Throughout FY 2023, the HYSC public meetings focused on the following:
- Learning about the work of Minneapolis Public Schools to elevate the value and quality of school meals;

- Hearing from DC Central Kitchen about their meal programs and best practices to increase student engagement and participation in school meals;
- Reviewing the school mental and behavioral health efforts of the Department of Behavioral Health; and
- Learning from students' first-hand experiences with navigating mental and behavioral health services in DC schools and discussing recommendations to enhance the services.

Based on the meeting discussions in FY 2023, the HYSC synthesized its recommendations to the Mayor and DC Council related to school meal quality and school mental and behavioral health in the 2023 Healthy Youth and Schools Commission.

In FY 2024, the HYSC introduced three new commissioners and held four public meetings focused on the following:
- Youth Risk Behavior Survey (YRBS), including an overview of the survey timeline, questionnaire presented to middle and high school students, school participation rates, and the 2021 and 2023 survey data comparisons, trends and findings.
- Identifying preliminary goals for commissioners within key focus areas of student mental health and access to meals.
- Strategies to focus the format and structure of the HYSC, including how to be a supportive and consultive body for community-based organizations and District government agencies that impact the health of District children and youth.
- General updates on new legislation, regulations, resolutions, and policies impacting school health.
- General updates on child and youth health portfolios of interest to commissioners, including SUN Bucks (also known as Summer Electronic Benefit Transfer), the Social Emotional Learning (SEL) Symposium, DC Youth Summer Meals Program, Berries & Salad Greens Day, childhood immunizations, chronic absenteeism and truancy, community health events and fairs, and school health priority projects under OSSE's three-year strategic plan.

More information, including meeting minutes and materials, is available here.

Group C: Enrollment

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

Child and Family Services Agency (CFSA) and OSSE collaborate in various ways to ensure students in foster care receive their education, including the following activities:

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

ESSA Foster Care Provision: With the reauthorization of the Elementary and Secondary Education Act ("ESEA"), as amended by the Every Student Succeeds Act ("ESSA") on Dec. 10, 2015, OSSE partnered with CFSA to create practical and comprehensive non-regulatory guidance to support LEAs in meeting new requirements. This guidance was initially sent to all LEA leaders in November 2016 and has also been shared with LEA foster care points of contact.

(b) In table format, for School Years 2023-2024 and 2024-2025 (through January 31), provide the number of foster children that were or are enrolled in out-of-District public schools and receive: (1) general education only; or (2) special education services.

OSSE 2023-24 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving General Education Services Only	
School System	**Count of General Education CFSA Students Served**
Total	**68**
Charles County	14
Howard County	N<10
Montgomery County	11
Prince George's County	40
Prince William County	N<10
Virginia Beach	N<10

OSSE 2023-24 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving Special Education Services	
School System	**Count of Special Education CFSA Students Served**
Total	**20**

OSSE 2023-24 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving Special Education Services	
Charles County	N<10
Fairfax County	N<10
Montgomery County	N<10
Prince George's County	N<10
Virginia Beach	N<10

OSSE 2024-25 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving General Education Services Only	
School System	Count of General Education CFSA Students Served
Total	**51**
Charles County	N<10
Howard County	N<10
Montgomery County	N<10
Prince George's County	35
Prince William County	N<10
Virginia Beach	N<10

OSSE 2024-25 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving Special Education Services	
School System	Count of Special Education CFSA Students Served
Total	**5**
Charles County	N<10
Prince George's County	N<10

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

OSSE currently collects the following metrics regarding foster children enrolled in out-of-District public schools: CFSA ID, date of birth, Unique Student Identifier (USI), grade level, gender, race/ethnicity, social worker information (student name, supporting agency, supervisor name, and program manager name), student care start date, student care end date, end-of-care reason, and the state of the foster parent.

(d) How much did OSSE pay in fiscal years 2024 and 2025 (through January 31) to enroll an individual student in an out-of-District public school? In table format, please break out the answer by school district attended, grade, and special education status.

OSSE FY24 - Amount that OSSE pays to enroll an individual student in an out-of-District public school
Prince George's County FY24 Education Services

$178.83 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S,Z half day Pre-K 3)	
$357.65 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S,Z for all grades)	
$168.79 per day includes all services (LRE codes B,Q,X Secondary grades)	
$84.59 per day includes all services (LRE codes B,Q,X Half day Pre-K3)	
$169.17 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)	
$56.69 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)	
$112.81 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)	
$113.38 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)	
$43.12 per day GenEd Half day Kindergarten and 3 yr olds	
$84.82 per day GenEd Full day Pre-school, Kindergarten, Elementary	
$85.61 per day GenEd Secondary	

Charles County FY24 Education Services

$143.86 per day Special Education with no related services	
$174.47 per day Special Education Regionalized services	
$82.39 Per Hour Special Education Related Services	
$89.22 per day GenEd services	

Montgomery County FY24 Education Services

$226.82 per day Special Education Elementary School	
$141.97 per day Special Education	
$100.40 per day GenEd Secondary School	

Virginia Beach County FY24 Education Services

$274.37 per day Special Education Services	
$165.63 per day Special Education Supplemental Services	
$28.89 per day Special GenEd Services	

Prince William County FY24 Education Services

$92.58 per day Special GenEd Services	

FairFax County FY24 Education Services

$248.49 per day Special Education Services	

Howard County FY24 Education Services

$70.50 per day Special GenEd Services	

OSSE FY25 Amount that OSSE pays to enroll an individual student in an out-of-District public school

Prince George's County FY25 Education Services

$156.71 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S,Z half day Pre-K 3)	
$313.41 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S,Z for all grades)	
$181.37 per day includes all services (LRE codes B,Q,X Secondary grades)	
$91.55 per day includes all services (LRE codes B,Q,X Half day Pre-K3)	
$183.10 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)	
$58.97 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)	
$115.36 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)	
$117.95 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)	

$48.11 per day GenEd Half day Kindergarten and 3 yr olds	
$96.23 per day GenEd Full day Pre-school, Kindergarten, Elementary	
$93.35 per day GenEd Secondary	
Charles County FY25 Education Services	
$166.67 per day Special Education with no related services	
$194.44 per day Special Education Regionalized Services	
$92.39 Per Hour Special Education Related Services	
$91.00 per day GenEd Services	
Montgomery County FY25 Education Services	
$111.34 per day GenEd Elementary (including kindergarten)	
$105.36 per day GenEd Secondary School	
Virginia Beach County FY25 Education Services	
$30.56 per day GenEd Services	
Prince Williams County FY25 Education Services	
$100.88 per day GenEd Services	
Howard County FY25 Education Services	
$338.33 per day Special Education	
$112.78 per day GenEd Services	

(e) How much did OSSE spend in fiscal years 2024 and 2025 (through January 31) on special education transportation for children in foster care?

Date	Amount Spent to Transport Students in Foster Care
FY24	$3,936,312.57
FY25- YTD (12/31/24)	$841,056.47

(f) For how many children in foster care did OSSE provided special education transportation in fiscal years 2024 and 2025 (through January 31)?

During FY24, 130 students in foster care received OSSE-DOT transportation service. As of December 31, 2024, 106 students in foster care are receiving services.

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

As of February 6, 2025, there are six students enrolled in such facilities outside the District.

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

OSSE, DCPS, and CFSA entered into a memorandum of agreement (MOA) to address specialized education services for children and youth placed in out-of-state placements by CFSA. This

includes students placed by CFSA into foster care homes in Maryland where the student's team made a best interest determination to enroll the student in a Maryland LEA. Per the MOA, OSSE ensures a free appropriate public education (FAPE) is provided to children/youth with disabilities who are CFSA wards and placed outside of the District of Columbia by contracting with DCPS as the entity to provide oversight on behalf of OSSE. In FY24, OSSE met the MOA requirement to contract with DCPS for this purpose by entering into a memorandum of understanding (MOU) to transfer applicable funding from the SEA to the LEA (DCPS) for the purpose of providing applicable oversight on behalf of OSSE. OSSE additionally schedules meetings with DCPS and CFSA at least once a year, and more often as needed, to discuss the delivery of educational services and coordination of activities consistent with this MOA. OSSE takes appropriate action, as needed, when issues arise about the service delivery at a school outside the District of Columbia that DCPS has not resolved. OSSE action may include engaging CFSA, as needed, to resolve the matter.

OSSE is responsible for paying authorized tuition service fees upon CFSA's verification of ward status for each billing period.

Additionally, OSSE and CFSA entered into an MOA with Prince George's County Public Schools (PGCPS) to ensure DCPS has access to student records to complete oversight activities. DCPS has not experienced difficulty receiving student records for the small number of students placed in other Maryland counties. OSSE would work to facilitate additional MOAs should such a need arise.

The OSSE/DCPS/CFSA MOA has additional provisions for annual transcript review for students placed out of state by CFSA when DCPS is the LEA of enrollment.

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

60. **(a) For fiscal years 2024 and 2025 (through January 31), how many non-residency tips did OSSE: (1) receive? and (2) investigate?**

SY23-24 & SY24-25 (as of Jan. 27, 2025)
Non-Residency Tips Received

School Year	Non-Residency Tips Received
SY23-24 (7/1/2023 - 6/30/2024)	161
SY24-25 to date (7/1/2024 - 1/27/2025)	133

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

SY23-24 & SY24-25 (as of Jan. 27, 2025)
Non-Residency Cases Investigated

School Year	DC Public Schools Cases	Public Charter Schools Cases	Total
SY23-24 7/1/2023 - 6/30/2024	96	75	182*
SY24-25 to date 7/1/2024 – 1/27/2025	76	58	134

11 students were not identified, preventing OSSE from determining the LEA type; therefore, the total does not equal the sum.

(b) How many non-residency cases were substantiated in fiscal year 2024? Please break down the data by sector.

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

If the family contests the finding of non-residency, OSSE will file the request for an appeal at the Office of Administrative Hearings (OAH) and proceed with mediation and continue with a

hearing if the mediation is unsuccessful. The outcome at OAH will either be a concession from the family substantiating the finding of non-residency, a reversal of OSSE's initial finding of non-residency and a closing of the case, or a substantiation of its finding of non-residency through an OAH judgement.

		SY23-24			SY24-25***		
		DCPS	PCS	Total	DCPS	PCS	Total
Total Cases (Investigation Initiated)		96	75	182*	76	58	134
Open	OSSE in process[1]	18	21	39	56	38	94
Closed	Residency verified during investigation[2]	49	27	76	9	5	14
	Residency determined through Administrative Review[3]	3	1	4	0	0	0
Substantiated (Final Agency Decision)	Concede[4]	2	0	2	0	0	0
	Uncontested[5]	1	0	1	0	0	0
	OAH Decision[6]	0	1	1	0	0	0
Withdrawn[7]		12	6	18	0	2	3**
Duplicate[8]		12	16	28	11	16	27

*11 students were not identified, preventing OSSE from determining the LEA type; therefore, the total does not equal the sum.
**Total is not equal to the sum because one case had insufficient information to identify the student and the LEA.
***Data as of Jan. 27, 2025.

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

(c) Of the cases that were substantiated in fiscal year 2024, what actions did OSSE take to remediate them?

All findings of non-residency are referred to the Office of the Attorney General. The prosecution of fraud, the pursuit of a False Claims Act case, or other civil remedies lies with the Office of the Attorney General or the United States Attorney.

(d) What efforts did OSSE take to strengthen its non-residency program in fiscal years 2023 and 2024? Include in your response what steps OSSE has taken to ensure that each family receives adequate due process and notice.

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

For tuition collection, OSSE continues to mandate electronic agreements for all tuition-paying non-resident students. This process allows for quicker processing of agreements and ensures that all payments and agreements are made prior to the start of school.

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

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

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

In some cases, the additional information and context provided by a family does not verify District residency, and in those cases, OSSE will make a determination that the student is not a resident of the District. When a determination of non-residency is made, a detailed notice letter is sent to the parent, guardian, other primary caregiver or adult student by mail and email, if

known. The detailed notice letter helps families understand why OSSE's investigation led to a finding of non-residency and explains the next steps and timeline for the administrative review process.

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

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

If, during mediation, OSSE agrees that the documents and information presented in mediation are sufficient to establish a student's status as a District resident, OSSE will withdraw the finding of non-residency and take no further action. If a family concedes that a student is not a resident, the non-residency finding becomes final and the parties will enter into a settlement agreement for tuition. If mediation is not successful, the matter will proceed to a full evidentiary hearing where the Administrative Law Judge will issue a final decision, which will be the final administrative decision of OSSE. The final decision that is provided by the judge will also include the statement of appeal rights. As stated in the appeal rights, if a party wishes to contest the decision of the judge, they have 30 calendar days from the date the decision was issued to file an appeal to the DC Superior Court.

61. **Please provide the following information with regard to MySchool DC for School Year 2023-2024 and 2024-2025 (through January 31): (1) number of participating schools;**

In the 2023-24 school year, 238 schools participated in the My School DC lottery. In the 2024-25 school year, 240 schools participated in My School DC lottery.

(2) total seats broken down by school/campus and grade at the beginning of each lottery period;

Please see attachment: Q61 – My School DC.xlsx

(3) number of applications were submitted by the first deadline;

In the 2024-25 school year 23,312 unique applicants submitted 106,350 applications by their respective deadline: February 1st, 2024 (9th - 12th grade) and March 1st, 2024 (PK3 -8th grade).

Please see attachment: Q61 – My School DC.xlsx

(4) match rate for applications submitted in the first round (i.e. how many families got their first choice, second choice, third choice, and so on);

SY23-24, Lottery – Match Rate by Rank on Application

School Rank	# Matched	% Matched
1	10,550	63%
2	2,604	15%
3	1,381	8%
4	836	5%
5	458	3%
6	318	2%
7	220	1%
8	157	1%
9	107	1%
10	81	0%
11	65	0%
12	60	0%
13*	3	0%
14*	1	0%
15*	3	0%
16*	0	0%
17*	1	0%
Total	**16,845**	**100%**

SY24-25, Lottery – Match Rate by Rank on Application

School Rank	# Matched	% Matched
1	10,296	61%
2	2,562	15%
3	1,508	9%
4	816	5%
5	547	3%
6	352	2%
7	220	1%
8	154	1%
9	127	1%
10	93	1%
11	59	0%
12	66	0%
13*	5	0%
14*	8	0%
15*	2	0%
16*	1	0%
Total	**16,816**	**100%**

The Equitable Access Preference creates a secondary school choice for some applicants that is applied prior to running the lottery algorithm. This results in some applicants with more than 12 ranked school choices within the lottery.

(5) percent of families that accepted their match;

My School DC tracks the percentage of applicants that enroll (accept a seat) at schools where they were matched or made a waitlist offer through the common lottery system, yet only some students who receive an opportunity to enroll in a school from the lottery actually do so. For the 2023-24 school year, approximately 9,100 out of the 16,845 matched applicants (54 percent) enrolled at their matched school. For the 2024-25 school year, approximately 9,100 out of the 16,816 matched applicants (54 percent) enrolled at their matched school.

(6) the average number of schools that parents/guardians selected;

Average Number of Lottery Selections

Lottery Year	Average # of Selections	Median # of Selections
SY23-24 Lottery	4	3
SY24-25 Lottery	5	3

(7) number of seats that were still available at the end of the lottery period, broken down by school/campus and grade level; and

My School DC collects the number of available seats offered in the lottery during February and March. After results are released, My School DC does not formally collect additional information regarding the current number of seats available from participating LEAs.

Please see attachment: Q61 – My School DC.xlsx

(8) the list of admissions preferences in order offered by each LEA in the 2025 lottery. For school offering the "equitable access" preference, please identify how many seats and in which grades each school is setting aside.

Please see attachment: Q61 – My School DC.xlsx

We will not have the number of seats offered from each school until mid-March of 2025.

In last year's SY24-25 lottery, 52 schools from 16 LEAs offered an Equitable Access preference through either a priority preference or designated seats. The preference applied to students who are homeless, in foster care, a year overage in high school, or whose families receive TANF or SNAP benefits. The following 16 schools offered the priority preference, along with their other preferences:

1. Breakthrough Montessori PCS
2. Brent Elementary School
3. Digital Pioneers Academy PCS – Capitol Hill
4. Digital Pioneers Academy PCS – Johenning
5. Garrison Elementary School
6. Hearst Elementary School
7. Hendley Elementary School
8. Ketcham Elementary School
9. King Elementary School
10. Mann Elementary School
11. Marie Reed Elementary School
12. Payne Elementary School
13. Savoy Elementary School
14. The Children's Guild DC PCS
15. The Sojourner Truth PCS
16. Turner Elementary School

The following 36 schools designated seats, or set them aside, for qualifying equitable access students:

1. Amidon-Bowen Elementary School

2. Barnard Elementary School
3. BASIS DC PCS
4. Burrville Elementary School
5. Capitol Hill Montessori
6. DC Bilingual PCS
7. DC Wildflower PCS – The River Seed School
8. DC Wildflower PCS – Blue Montessori
9. Dorothy I. Height Elementary School
10. E.L. Haynes PCS – Elementary School
11. E.L. Haynes PCS – Middle School
12. E.L. Haynes PCS – High School
13. Excel Academy
14. H.D. Cooke Elementary School
15. Inspired Teaching Demonstration PCS
16. J.O. Wilson Elementary School
17. John Lewis Elementary School
18. Latin American Montessori Bilingual
19. Lee Montessori PCS – Brookland
20. Lee Montessori PCS – East End
21. MacArthur High School
22. Military Road Early Learning Center
23. Miner Elementary School
24. Mundo Verde Bilingual PCS – Calle Ocho Campus
25. Mundo Verde Bilingual PCS – J.F. Cook Campus
26. School-Within-School
27. Shirley Chisholm Elementary School (Formerly Tyler ES)
28. Stevens Early Learning Center
29. Two Rivers PCS at 4th Street
30. Two Rivers PCS at Young Elementary School
31. Two Rivers PCs at Young Middle School
32. Van Ness Elementary School
33. Washington Latin PCS – Cooper Campus
34. Washington Latin PCS – Middle School
35. Washington Latin PCS – Upper School
36. Washington Yu Ying PCS

Please note that DCPS additionally reserved their seats for qualifying in-boundary early childhood students only.

62. **(a) Provide a list of the Common Lottery Board members, including their membership terms.**

My School DC is governed by the Common Lottery Board with representation from both DCPS and participating public charter schools. The Deputy Mayor for Education is the chairperson of the Board.

Each Board Member serves a two-year term with no term limits.

As of December 2024, the following representatives serve on the Common Lottery Board:

Role	Name	LEA	Sector
Chairperson, voting member	Paul Kihn	Office of the Deputy Mayor for Education	-
Voting member	Chyanne Eyde	D.C. Public Schools	DCPS
Voting member	Daniela Anello	DC Bilingual PCS	PCS
Voting member	Emerald Becker	D.C. Public Schools	DCPS
Voting member	Hilary Darilek	E.L. Haynes PCS	PCS
Voting member	Ijeoma Anyanwu	D.C. Public Schools	DCPS
Voting member	Shannon Hodges	KIPP DC	PCS
Non-voting member	Dr. Antoinette Mitchell	Office of the State Superintendent for Education	-
Non-voting member	Dr. Michelle Walker-Davis	DC Public Charter School Board	-
Non-voting member	Megan Dho	My School DC, Office of the State Superintendent for Education	-

(b) When did the Board meet in fiscal years 2024 and 2025 (through January 31)?

The Common Lottery Board typically meets virtually on a quarterly basis, and the meetings are open to the public in a virtual setting. Recordings are posted on the My School DC website to document any actions taken.

In 2024, the Common Lottery Board met on the following dates:
- January 25 Recording and Meeting Slides
- April 25 Recording and Meeting Slides
- July 22 (Special Meeting) Recording and Meeting Agenda
- July 31 Recording and Meeting Slides
- October 24 Recording and Meeting Slides

(c) What decisions has the Board made in fiscal years 2024 and 2025 (through January 31)?

The Board held a special meeting on July 22ⁿᵈ to review Cedar Academy PCS' request to add a 5ᵗʰ grade classroom in SY2024-2025 which was received by My School DC staff on July 17th. The Board reviewed the request and decided that it did not have the legal authority to decline or prevent the school from adding the grade since they had received prior PCSB approval to expand to that grade level; however, the Board did decide it was not in support of the change going into effect so close to the start of the school year since it violated the school's LEA participation in the lottery and it would risk compromising both the fairness and stability of our city's lottery system. In response, the Board's Chair, Deputy Mayor Paul Kihn, wrote a letter to Cedar Academy's Head of School to express the Board's concerns and its recommendation that they withdraw their request and postpone the grade expansion until the 2025-2026 school year. Cedar Academy followed both recommendations.

During the July 31ˢᵗ meeting, the Common Lottery Board approved an updated policy guide for the 2025-2026 lottery cycle. The approved My School DC Policy Guide dated August 2024 included the following changes from prior editions:

- The Board clarified its position/response when LEAs making changes to their published school profile once the lottery application opens by adding the following introductory paragraph to the section entitled "*Changes to Location, Information and Operating Status*":
  - MSDC strongly discourages LEAs from making changes to their published school profile information once the lottery application opens. Families rely on the information schools list in their school profile to make decisions. MSDC is not able to reopen the application post the application deadline to allow families to alter their school selections to account for late changes that may impact families' school choices. That said, MSDC recognizes that some schools may have to make changes to their prospective location and operating status during or after the application cycle. This section sets specific timelines for LEAs to submit changes and outlines the decision-making process MSDC will utilize in responding to change requests made outside those timeframes.

- The Board established a new policy to delineate when LEAs must notify MSDC about any proposed changes to their published grade offerings and how MSDC will respond:
  - Schools should also notify MSDC of any changes to their published grade offerings at least 20 calendar days in of the lottery application deadline, so that MSDC will have to time to notify the impacted families and advise them of their right to change their school options before the application deadline if they choose. Schools who make changes to their published grade offerings within 20 days of the application deadline or after the lottery deadline will be responsible for communicating that information directly to all affected applicants and families as follows:
    - The school must notify all families who applied to a grade or grades at their school which they will no longer be offering within 5 days of notifying MSDC.

- All communications must be in the families' native language and include language that refers families to the MSDC Hotline for further assistance with their school options.
- MSDC must be cc'd on all communications sent by the schools to the impacted families.

For additional information on the Board's business, refer to the hyperlinked minutes in Q62(b) and recordings for discussions of preferences, data releases, and any other business before the Board.

> **(d) What steps has the Board taken or is considering taking to address: (1) lottery preferences; (2) more data being publicly released; and (3) other initiatives?**

The Common Lottery Board continues to monitor and discuss the results of the Equitable Access preference during its third full year of implementation. The Board publicly reviewed and discussed match results for the Equitable Access preference at its meeting on April 25, 2024 (see meeting recording here - April 25 Recording). The Board did not initiate changes to the equitable access preference as a result of this review. To increase access to lottery data, My School DC added a downloadable link to the results data accessible on our website. The Board approved the inclusion of two new annual goals/initiatives for My School DC to accomplish in FY25: 1) incorporating the new school boundaries into our School Finder application in accordance with the recommendations including in the 2023 Boundary and Student Assignment Study report; and 2) procuring a vendor to update our lottery application tool.

63. **(a) Provide a narrative description on how the budget for Non-Public Tuition is formulated for each Fiscal Year. Which services are funded using this money for each student (i.e. tuition, transportation, etc.)?**

The budget for non-public tuition is established based upon a review of expenditures from three prior years and any rate increases from the placement schools. The non-public tuition budget is responsible for funding the following costs: tuition, residential services, room and board, various related services (audiology, counseling, speech, physical therapy, occupational therapy, 1:1 aide, nursing), evaluations/assessments, and travel expenses to and from residential schools outside of the District. Education costs are funded in accordance with services as documented on the students' Individual Educational Program (IEP).

(b) How much did OSSE spend on Non-Public Tuition in each school year 2020-2021, 2021-2022, 2022-2023, 2023-2024?

	2020-2021	2021-22	2022-23	2023-24*
General Education	$636,379.02	$634,585.99	$688,120.34	$752,991.61
Special Education	$42,858,169.91	$38,394,293.74	$38,580,218.95	$39,686,833.80
Total	**$43,494,548.93**	**$39,028,879.73**	**$39,268,339.29**	**$40,439,825.41**

As of January 28, 2025 (non-public schools have six months following the close of each month to submit billing).

(c) What steps is OSSE taking to assist LEAs in providing students with a free appropriate public education and reducing the number of students who are served by non-public institutions?

Please find information in the response to Q73 about OSSE's placement oversight process and technical assistance designed to ensure students with disabilities are served in the least restrictive environment.

Group D: Post-Secondary

64.   **Please provide an update on the OSSE Scholars program in fiscal years 2024 and 2025 (through January 31). Please provide the following information: (a) the number of students who applied to the program; (b) the number of students were accepted; (c) cost of the program per student; (d) length of time students attended the program; (e) activities and opportunities students experience through the program; (f) OSSE's student recruitment and outreach efforts; and (g) program outcomes.**

The OSSE Scholars program was created in spring 2012 as an academic enrichment opportunity for high-achieving, low-income District of Columbia high school students with funding support from the U.S. Department of Education's College Access Challenge Grant (CACG), which ended in 2015. Through partnerships with selective postsecondary universities, this program has continued. The OSSE Scholars program exposes District of Columbia high school sophomores and juniors to university campuses, various academic disciplines, and peers from a wide variety of backgrounds.

To participate in the OSSE Scholars program, interested students apply during the fall (the application requires an essay, income verification, and transcript) and complete an interview. OSSE staff conduct interviews with all eligible applicants and make final selections. Once students have been accepted as OSSE Scholars, they apply directly to summer university programs. Students may only attend one university program within a given summer. OSSE Scholars is a financial need-based program and, as such, OSSE funds all program costs, as well as travel to and from each student's selected program. Accepted students and their families attend at least two informational sessions prior to attending their program. Scholars also receive essay writing assistance, summer college application assistance, and college and career counseling assistance.

All OSSE Scholars participated in in-person college experiences in summer 2024, with 47 OSSE Scholars traveling to college campuses.

   (a) the number of students who applied to the program;

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program in 2022, 2023, 2024, and 2025 to date:

	Summer 2022	Summer 2023	Summer 2024	Summer 2025**
Number of student applicants	209	212	299	TBD
Number of accepted students	46	53	47	TBD
Total cost of the program*	$292,106	$283,947	$165,999	TBD
Cost per student*	$6,350	$5,358	$3,532	TBD

Note: Cost per student declined in recent years for two reasons: 1) an increasing share of students have been interested in lower cost programs; 2) OSSE has negotiated deeper discounts from our IHE partners.
*Costs include tuition, travel, and educational supplies. Costs are lower from Summer 2023 to Summer 2024 because fewer students were sent to the more costly programs based on student interest, and college partners have provided enhanced discounts to further decrease costs and encourage student enrollment.
**Applications for students will be due February 21, 2025, and acceptances will be provided by April 30, 2025.

(b) the number of students were accepted;

See response to (a).

(c) cost of the program per student;

See response to (a).

(d) length of time students attended the program;

Scholars attend programs at various partner postsecondary institutions with program date ranges between June and August. All programs run between two (2) and eight (8) weeks.

(e) activities and opportunities students experience through the program;

Scholars experience a variety of activities and opportunities through the OSSE Scholars program. Prior to the summer experience, OSSE staff members provide a series of regular workshops and meetings to ensure OSSE Scholars are fully prepared to maximize their summer experience. Pre-summer activities offered to Scholars include:
- *New Student/Parent Orientation* – OSSE staff members introduce the expectations of OSSE Scholars and share details about deadlines.
- *Travel Orientation* – OSSE staff members meet with students and parents about the intricacies of travel (many of the Scholars have never traveled on an airplane before).
- *Peer Orientation* – OSSE Scholars alumni meet and discuss their experience with new Scholars.
- *Near Peer (Alumni) Mentoring* – Program alumni volunteer to serve as mentors for current Scholars and provide summer application assistance and insights about the on-campus college experience, time management as a high school student, and the college and scholarship search and application processes.
- *One-on-Ones* – On-going and frequent 1:1 meetings with Scholars for essay writing and application assistance.

<u>On-Campus Activities</u>
Once Scholars arrive on campus, they are exposed to:
- College level academic courses;
- College professors and staff;
- College residence halls and college resident life; and

- Opportunities to explore the surrounding areas and participate in exploration activities and other cultural exposure activities.

Virtual Activities

In addition to attending the summer programs at our partner institutions, OSSE Scholars were also able to participate in a virtual college preparation program provided by OSSE staff that included:
- Synchronous and asynchronous weekly lessons and assignments;
- Live panel discussions with representatives from college admissions, local and federal financial aid and scholarship programs, college professors, OSSE Scholars alumni, and current college students;
- Essay and personal statement writing;
- Exploration of college match and fit;
- Exploring scholarships;
- Lessons on time management;
- Supports for planning for Scholars' senior year;
- Virtual college tours with OSSE Scholars alumni;
- Financial literacy activities; and
- A mock admissions event.

This additional virtual program was offered to all 2024 OSSE Scholars, and 44 (97 percent) of the scholars chose to participate in the virtual program.

(f) OSSE's student recruitment and outreach efforts; and

OSSE's recruitment and outreach efforts for the OSSE Scholars program involve working with high school counselors and LEA staff to share information about the program and explain the application process. OSSE staff also work with high school counselors to help them better understand selection criteria, and thus, recommend the best candidates for the program. OSSE staff also visited high schools to hold information sessions with interested students. Recruitment for this program occurs in the fall and spring prior to the program dates.

(g) program outcomes.

OSSE administers surveys to measure student feelings and expectations around postsecondary education related to their experience as an OSSE Scholar. Overall, Scholars indicate that this experience increases their awareness of the positive benefits of college and challenges their negative assumptions about higher education. Students valued the "academic enrichment" and "campus life experience" components of the program most – with students reporting that these experiences helped them identify what they may or may not like in college, and understand what campus life is like, including how a college classroom operates. Among survey respondents, 91 percent reported that the OSSE Scholars program contributed to their feeling of being comfortable with selecting a college that will be a good fit, and 97 percent of survey respondents reported that after participating in the OSSE Scholars program, they feel more

prepared for college. Scholars also reported valuing opportunities to engage with professors, meet new people from outside of DC, and learn how to balance college level responsibilities and academic work.

65.   Please provide the number of dual enrollment seats and individual student enrollments OSSE funded in School Year 2023-2024.

OSSE funds dual enrollment through the DC Dual Enrollment Consortium, which began in the 2018-19 school year. The Consortium is designed to provide dual enrollment opportunities for public high school students across DC and is especially helpful for students attending small LEAs who may not otherwise be able to establish strong partnerships with multiple Institutions of Higher Education (IHEs).

In the 2023-24 school year, 458 students took 612 college courses worth more than $616,000 in tuition at 13 colleges through the DC Dual Enrollment Consortium. Detailed enrollment information can be found on OSSE's website.

Please note that students may take additional dual enrollment courses funded through their LEAs and through OSSE's Advanced Technical Center (ATC) partnerships with the University of the District of Columbia and Trinity Washington University. Please see OSSE's response to question 67 below to learn more about ATC-sponsored dual enrollment opportunities.

66.   Please provide the following information, in table format, for the DC TAG program for fiscal years 2022, 2023, and 2024:

OSSE tracks DCTAG data by Award Year (July 1 - June 30). For the purposes of answering these questions, data are reported for the academic year, not the fiscal year. The answer to this Oversight Hearing question utilizes DCTAG application and payment information as of December 26, 2024. Current reporting may not align with prior year reporting because students may disenroll or have become ineligible for the DCTAG program.

(a) Number of students participating in DC TAG: (1) overall; (2) broken down by ward; and (3) broken down by annual household income.

The unique counts of students participating in DCTAG, by ward for the corresponding year:

DCTAG Participants by Ward

Ward	SY 2021-22	SY 2022-23	SY 2023-24
Ward 1	285	309	309
Ward 2	102	94	113
Ward 3	441	412	436
Ward 4	815	829	805
Ward 5	561	549	610
Ward 6	351	329	331
Ward 7	653	669	678
Ward 8	563	536	550
Ward Unknown	4	3	1
Total	**3,775**	**3,730**	**3,833**

Students are assigned to Ward using the address provided at the time of their DCTAG application. Students may be assigned to a different Ward across the years. "Ward Unknown" refers to wards of the state and students facing homelessness.

DCTAG Participants by Income Level

Household Income Level	2021-22	2022-23	2023-24
$0 - $30,000	1,321	1,296	1,386
$30,001 - $48,000	523	477	469
$48,001 - $75,000	532	461	451
$75,001 - $110,000	362	356	345
$110,001 and above	919	932	1,034
Negative Taxable Income	118	208	148
Total	**3,775**	**3,730**	**3,833**

Income is reported in six bands: $0-30,000; $30,001-$48,000; $48,000-$75,000; $75,001-$110,000; $110,001 and Above; Negative Taxable Income. Students participating in the DCTAG program may have a Negative Taxable Income if their household has less taxable income than their supplemental pay/benefits from the government, deductions, or exemptions.

(b) Amount of funds expended through the program: (1) in total; and (2) broken down by ward of where students live.

DCTAG Funds Expended by Ward

Ward	2021-22	2022-23	2023-24
Ward 1	$1,920,535.80	$2,200,806.20	$2,000,475.10
Ward 2	$775,656.60	$718,125.00	$875,739.20
Ward 3	$3,880,747.20	$3,606,432.40	$3,649,308.20
Ward 4	$5,950,369.80	$6,083,242.80	$5,783,554.50
Ward 5	$4,053,412.60	$4,108,611.60	$4,464,624.60
Ward 6	$2,764,481.00	$2,734,591.40	$2,653,200.90
Ward 7	$4,844,121.40	$5,138,907.00	$5,149,355.50
Ward 8	$4,009,164.20	$4,062,865.80	$4,092,759.20
Ward Unknown	$23,423.00	$9,993.00	$2,500.00
Total	**$28,221,911.60**	**$28,663,575.20**	**$28,671,517.20**

Students are assigned to Ward using the address provided at the time of their DCTAG application. Students may be assigned to a different Ward across the years. "Ward Unknown" refers to wards of the state and students facing homelessness.

(c) Average DC TAG award amount for: (1) the District overall; and (2) broken down by ward.

Average DCTAG Award Amount by Ward

Ward	2021-22	2022-23	2023-24
Ward 1	$6,738.80	$7,122.40	$6,474.00
Ward 2	$7,604.40	$7,639.60	$7,749.90
Ward 3	$8,799.80	$8,753.40	$8,370.00
Ward 4	$7,301.00	$7,338.00	$7,184.50
Ward 5	$7,225.40	$7,483.80	$7,319.10
Ward 6	$7,876.00	$8,311.80	$8,015.70
Ward 7	$7,418.20	$7,681.40	$7,594.90
Ward 8	$7,121.00	$7,580.00	$7,441.40
Ward Unknown	$5,855.80	$3,331.00	$2,500.00
District Average	**$7,476.00**	**$7,684.60**	**$7,480.20**

Students are assigned to Ward using the address provided at the time of their DCTAG application. Students may be assigned to a different Ward across the years. "Ward Unknown" refers to wards of the state and students facing homelessness.

(d) Graduation rate for students receiving a DC TAG award.

DCTAG Graduation Rates

First year in DCTAG	Six Year Graduation Rate
2012/2013	47.0%
2013/2014	51.8%
2014/2015	51.4%
2015/2016	52.6%
2016/2017	50.0%
2017/2018	45.3%
2018/2019	49.0%

(e) List of institutions DC TAG students attend and the number of DC TAG students who attend each institution.

Please see attachment: Q66 – DCTAG Institutions.xlsx

67.   Please give a detailed description of the current career and technical education (CTE) landscape in the District, including the type of programs available to students, the number of students enrolled in each program, and the number of students who are concentrators (taking three or more classes) in each program. Please provide updates on the existing Advanced Technical Centers.

About Career and Technical Education

DC's career and technical education (CTE) programs promote real-world learning by combining academic and high-quality, real-world experiences to prepare students for life after high school in high-wage, in-demand, and high-skill careers. CTE programs of study (POS) provide pathways to careers for middle school and high school students. By providing academic and technical instruction aligned to student interests, these pathways offer meaningful skills and real-world experiences that lead to options for college and rewarding careers for today's learners. DC has expanded CTE programs significantly in recent years, with strong results: Between the 2019-20 school year and the 2023-24 school year, DC experienced a 90 percent increase in CTE participants (students who earn at least one credit in an OSSE approved CTE program of study) and a 123 percent increase in CTE concentrators (students who earn three or more credits in a single CTE program of study). Furthermore, in the 2023-24 school year, 96 percent of CTE concentrators graduated within four years, and 81 percent were either enrolled in postsecondary education or employed within six months of high school graduation.

OSSE currently offers 39 industry-validated CTE POS. An OSSE-recognized POS includes a sequence of four or more, non-duplicative courses aligned to a high-skills, high-wage, and/or in-demand career in the DC region. A POS incorporates industry-validated and OSSE-approved standards while providing students with work-based learning experiences, leading to an OSSE-approved, industry-recognized credential. Pursuing a POS expands post-high school opportunities by coupling classroom instruction with opportunities for internships, mentorship, earning industry credentials, and gaining college credit all before graduating high school.

Participation Data

High Schools

DC CTE Participation Growth

School Year	Secondary Participants*	Secondary Concentrators**
2019-20	3,052	679
2022-23	5,019	1,142
2023-24	5,787	1,515
Percent Increase from SY19-20 to SY23-24	90%	123%

An individual who earns not less than one credit in an OSSE-approved career and technical education (CTE) program of study (POS).

** An individual who has earned at least three credits in a single OSSE-approved CTE POS.*

OSSE-Funded High School CTE Participation

Career Clusters	SY23-24 Participants	SY23-24 Concentrators
Agri. Food & Nat. Res.	111	48
Arch. & Const.	121	70
Arts, AV, Tech & Comm.	671	156
Business Mgmt. & Admin.	313	22
Education & Training	143	38
Finance	377	24
Govt. & Public Admin.	808	123
Health Science	845	243
Hospitality & Tourism	442	115
Human Services	132	1
Information Technology	1,057	249
Law, Public Safety, Cor. & Sec.	44	5
STEM	1,132	451
Transp. Distr. & Logis.	57	20
Total	**5,787**	**1,515**

32 high schools participate in OSSE-funded CTE programs (18 DCPS and 14 PCS). 28 high schools across 9 LEAs provide stand-alone CTE programs, and 4 high schools solely participate in ATC programs. 4 additional high schools participate in ATC programs but do not receive grant funds for school-based CTE programs. In the 2023-24 school year, 2,317 students who enrolled in CTE courses participated in at least one industry recognized credential or industry validated assessment. Of those 2,317 students, 1,295 students (56% of students that sat for a credential or assessment) earned at least 1 industry recognized credential or passed an industry validated

assessment. The following 22 industry recognized credentials were available to DC students in the 2023-24 school year:

- Adobe Premiere Pro
- ASE Brakes
- Autodesk Certified User (Revit)
- Autodesk Certified User (Fusion) 360
- Biotechnician Assistant Credentialing Exam (BACE)
- Childcare Development Assistant (CDA)
- Certified Secure Computer User
- CompTIA A+
- CompTIA IT Fundamentals+
- First Aid CPR and AED
- Google IT Professional Certification
- Guest Service Pro
- ICEV Nursing Assistant Skills Exam
- IT Fundamentals
- Microsoft Office – PPT and/or Word
- Microsoft Office Associate
- Microsoft Office Expert NCCER
- OSHA 10 Construction
- OSHA 10 General Industry
- PLTW End of Course Exams
- ProStart
- ServeSafe

Work-based learning is a key component of CTE programs. The work-based learning continuum progresses from career awareness and exploration activities—such as guest speakers, site visits, and job shadowing—to more advanced experiences like internships and pre-apprenticeships. Since SY21-22, OSSE has managed a school-year and summer internship for CTE students aligned to their field of study that currently pays $17 per hour. The Advanced Internship Program (AIP) is the school-year internship, which awards academic credit alongside pay, and Career Ready Internship (CRI) is the summer internship. 4,288 (64 percent) secondary students participated in at least one work-based learning opportunity in the 2023-24 school year. 1,983 (30 percent) secondary students participated in four or more work-based learning opportunities in SY23-24. 1,023 secondary students participated in an internship or apprenticeship in SY23-24 (includes CRI, AIP, and other opportunities).

Institutions of Higher Education (IHE)

OSSE provides federal Perkins (CTE) funding and some local funding to one IHE (FY25 - $693,077.95): UDC Community College. In the 2023-24 school year, these funds supported 1,543 postsecondary students, and 988 postsecondary student concentrators. (A CTE concentrator at the postsecondary level is an individual taking courses from eligible IHE recipient (in this case, UDC-CC) who has earned at least 12 credits within a CTE POS; or

completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.)

OSSE-Funded IHE CTE Participation

Career Clusters	SY23-24 Participants	SY23-24 Concentrators
Arch. & Const.	56	23
Business Mgmt. & Admin.	676	116
Education & Training	687	447
Health Science	660	117
Hospitality & Tourism	274	37
Human Services	269	15
Information Technology	568	70
Law, Public Safety, Cor. & Sec.	547	159
STEM	283	8
Transp. Distr. & Logis.	166	37
Total	**1,543**	**988**

Middle Schools

OSSE provided federal funding to 21 middle schools to support CTE programming in the 2023-24 school year. Unlike high school CTE, middle school CTE does not directly align to any one program of study. Schools may implement CTE through various models that include a whole school approach or a course-based offering. Middle school CTE introduces students to college and career options, industry credential pathways, and information about high school program offerings.

Advanced Technical Centers (ATC)

The Ward 5 ATC is the District's first District-wide CTE hub. It supplements DC's school-based CTE programming with programs of study that are aligned to high-growth industries in DC and often difficult for schools to offer due to their high equipment costs and/or limited access to qualified CTE faculty. Through the ATC, high school students can participate in a two-year CTE dual enrollment program where they can specialize in cybersecurity or a variety of healthcare pathways. ATC programs are designed to allow students to remain enrolled in the high school of their choosing while also taking career-focused college classes. All pathways include opportunities for students to participate in paid, pathway-aligned internships, earn industry recognized credentials, and accrue up to 26 tuition-free college credits.

Thanks to the success of the initial Ward 5 ATC, which opened its doors in August 2022, OSSE is now planning to launch a second ATC in the 2025-26 school year. It will be co-located in the Whitman Walker-Max Robinson Center in Ward 8. The Ward 8 ATC will initially offer two high-quality pathway opportunities in the health care industry: Emergency Medical Technician

(postsecondary alignment with the paramedic credential and nursing degrees); and Certified Clinical Medical Assistant (postsecondary alignment with nursing degrees).

The first two ATC cohorts earned a combined 2,316 college credits worth more than $1.6 million in tuition, and the program has grown every year in response to student demand.

ATC	SCHOOL YEAR	PARTNER SCHOOLS	ENROLLMENT
Ward 5	2022-23	8	96
Ward 5	2023-24	15	191
Ward 5	2024-25	22	277
Ward 5*	2025-26	TBD	300
Ward 8*	2025-26	TBD	50

*Expected Enrollment

Program and Facility Expansion

The ATC moved into a renovated facility at the Penn Center in August 2023. Currently, plans are under way to expand into the first floor of the building. The 20,000 sq ft of space will house two medical service providers (10,000 sq ft) and additional instructional space (10,000 sq ft), which will be necessary to continue increasing enrollment and expand programming options. Bringing clinical providers into the Penn Center will create new education-employer partnerships to enhance student preparation. Construction is set to begin in 2025 and be completed by the 2026-27 school year.

<u>Group E: Teaching Supports</u>

68.   Describe OSSE's efforts to monitor and provide support to LEAs with regard to the student achievement for English Language Learners in fiscal years 2023 and 2024.

In FY23 and FY24, OSSE supported and monitored LEAs to promote positive outcomes for English learners (ELs) through targeted funding, professional learning for educators, and programmatic support aligned with federal requirements.

Supporting LEAs with EL Student Achievement
OSSE administers federal Title III, Part A grants to support LEAs with a high concentration of EL students. These federal funds enhance language instruction educational programs (LIEPs) and provide professional learning for educators working with EL students. Additionally, these grants support family engagement activities and the development of resources to help EL students meet academic standards and improve English proficiency.

In August 2024, OSSE leveraged Title III funds to host the 2024 OSSE Multilingual Learner Institute. This convening, attended by 125 DC educators, provided robust professional learning on best practices for instructing EL students and data analysis strategies for leveraging ACCESS for ELLs assessment data.

In alignment with the focus on improving literacy in DC, OSSE developed a three-part professional learning series on the Science of Reading for ELs. OSSE partnered with DCPS to offer the training during a professional learning day, with over 120 DCPS educators engaging in the series. The training is available to all DC educators via the LMS.

OSSE leveraged Charter School Program (CSP) grant funds to provide two professional learning sessions for DC educators centered on ELs with limited or interrupted formal education who are new to the United States. The in-person workshop was led by the Center for Applied Linguistics (CAL) in FY24.

OSSE hosts a monthly EL point of contact (POC) meeting for EL Coordinators to ensure compliance with policies and guidelines supporting EL students. Additionally, OSSE leads and facilitates the Title III Advisory Committee, which meets bi-monthly and offers expertise in identifying strengths and most significant areas of need for EL students in the District.

Monitoring EL Student Achievement
OSSE leverages data from the ACCESS for ELLs assessment to track EL outcomes. This assessment data informs ongoing refinements to EL professional learning programming for teachers supporting ELs across the District. In FY24, OSSE provided technical assistance to LEAs to utilize ACCESS data, including a specific session led by OSSE's Division of Assessments and Research (DAR) during the 2024 OSSE Multilingual Learner Institute.

In FY24, OSSE offered professional learning training focused on second language acquisition, culturally responsive instruction, World-class Instructional Design and Assessment (WIDA) standards implementation, biliteracy skill development and strategies for fostering collaboration between general education teachers and EL specialists. These professional learning opportunities empowered educators to enhance the planning and delivery of services for ELs, promoted cultural competency among students and the community, and encouraged interaction in culturally and linguistically diverse environments.

69. **Please provide an update of literacy grant programs administered by OSSE in fiscal years 2024 and 2025 (through January 31). For each fiscal year and each grant, include in your description: (1) the total amount of grant funds OSSE budgeted; (2) the total amount of grant funds that OSSE awarded; (3) the name of each grant recipient and the amount the entity received; and (4) the outcomes observed by these organizations as a result of the grant.**

Across fiscal years 2024 and 2025, OSSE has administered two grant programs explicitly focused on literacy: the Early Literacy Intervention Initiative (ELII) grant (local funds) and the Comprehensive Literacy State Development (CLSD) grant (federal funds).

In FY24, the ELII grant was budgeted at $2.6 million. OSSE awarded FY24 ELIII grant funding to four community-based organizations (CBOs) to provide literacy tutoring at sites across the District: Reading Partners, The Literacy Lab, Ed Solutions, and Reading Assist. Each grantee focused on early literacy interventions for students in District of Columbia Public Schools (DCPS) and DC public charter schools. The grantees have worked with hundreds of students to increase literacy proficiency rates. OSSE has conducted site visits to ensure fidelity to all grant requirements.

Fiscal Year 2024 Early Literacy Intervention Initiative (ELII) Grantee Funding and Impact			
Organization Name	**FY24 Award**	**Students Served**	**Tutoring Time Provided**
The Literacy Lab	$1,249,000	261	2,319 hours
Reading Partners	$746,000	144	2,923 hours
Reading Assist	$319,000	88	1,566 hours
Ed Solutions	$286,000	62	1,140 hours
TOTAL	**$2,600,000**	**555**	**7,948 hours**

In FY25, ELII was budgeted at $2.1 million as a continuation grant. The grant was awarded to the same four CBOs to continue their work to provide intensive, small-group literacy instruction for DC students. FY25 ELII grant implementation is currently in progress. OSSE is currently monitoring the spending and programming for each grantee. OSSE will conduct site visits to each grantee in early 2025. Grantees will submit final data and outcome reports at the end of the grant cycle.

In September 2020, OSSE was awarded a five-year, Comprehensive Literacy State Development (CLSD) grant from the U.S. Department of Education. FY25 will be the final year of the current CLSD grant cycle; however, OSSE applied and was awarded roughly $50M in additional CLSD grant funding for fiscal years 2024 through 2029.

OSSE is required to subgrant 95% of funding to community-based organizations and LEAs serving children birth to age 5 and students in grades K-12. For FY24 and FY25, the following community-based organizations and LEAs received CLSD funding:

Fiscal Years 2024 and 2025 Comprehensive Literacy State Development (CLSD) Subgrantee Funding			
Subgrantee	**Grade Bands Served**	**FY24 Award**	**FY25 Award**
AppleTree Institute	Birth to Age 5	$338,356.50	$338,356.50
Bright Beginnings Inc.	Birth to Age 5	$89,358.60	$89,358.60
DC Prep PCS	Grades K-5	$345,736.00	$345,736.00
DC Scholars PCS	Grades 6-8	$112,379.80	$112,379.80
Eagle Academy*	Grades K-3	$450,020.85	$450,020.85*
Friendship PCS	Grades K-5	$376,972.02	$376,972.02
Friendship PCS	Grades 6-12	$605,258.25	$605,258.25
KIPP DC PCS	Grades 6-12	$231,841.35	$231,841.35
Martha's Table	Birth to Age 5	$172,284.90	$172,284.90
Meridian PCS	Grades K-5	$427,271.13	$427,271.13
Meridian PCS	Grades 6-8	$422,520.60	$422,520.60
SEED PCS	Grades 9-12	$228,000.00	$228,000.00
TOTAL		**$3,800,000.00**	**$3,800,000.00**

*Eagle Academy closed in August 2024. OSSE is working with CLSD K-5 subgrantees to reallocate these funds.

With the remaining 5% of available CLSD funds, OSSE has supported professional learning rooted in the science of reading, as well as city-wide literacy convenings. Using CLSD funding, OSSE has supported 150 educators in accessing the Language Essentials for Teachers of Reading and Spelling (LETRS) training. In FY24, OSSE hosted a virtual city-wide convening which was attended by 270 educators from across the District. This event provided robust professional learning opportunities for teachers and school leaders across the birth to grade 12 continuum Several sessions during this convening were led by OSSE team members. CLSD's Government Performance and Results Act (GPRA) measures for SY23-24 are included in the table below.

Comprehensive Literacy State Development (CLSD) Grant Government Performance and Results Act (GPRA) Measures	SY2023-24 Results (Change from SY2022-23)
The percentage of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure.	67.1% (+10.6%)
The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.	22.4% (+0.6%)

The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.	35.4% (+0.4%)
The percentage of participating high school students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.	22.8% (+0.2%)

70. **The Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020, effective March 16, 2021, requires OSSE to (1) provide kindergarten, first grade, and second grade educators with professional development on recognizing reading difficulties, screening for reading difficulties, and implementing instruction that meet the needs of students with reading difficulties; (2) provide reading difficulty awareness training to all educators in the District of Columbia; (3) compile a list of recommended screening instruments and protocols that a local education agency (LEA) or school may use to identify students who are at risk of reading difficulties; and (4) provide guidance on specialized, multi-tiered remediation and intervention instruction which is aligned to a science-based reading program. Please provide an update to each requirement and if not completed, a deadline when each requirement will be completed.**

OSSE continues to successfully implement the requirements of D.C. Law 23-191.

Requirement 1: OSSE has provided professional learning on recognizing reading difficulties for educators, specifically for educators serving grades kindergarten through second grade. The training, titled "Screener Data Analysis and Response," is focused on analyzing student data for required screener components and providing evidence-based practices. As of Dec. 30, 2024, 1,331 early elementary educators have completed the asynchronous training on preventing reading difficulties.

Requirement 2: OSSE has provided reading difficulty awareness training to all DC educators. In May 2024, OSSE publicly released dyslexia awareness training modules on OSSE's learning management system (LMS), and dyslexia awareness training was tailored to offer a more targeted approach to supporting educators working with different age groups; defining dyslexia, screening for reading difficulties, and evidence-based practices for supporting students at-risk for dyslexia were differentiated by grade band. As of Dec. 30, 2024, OSSE has provided asynchronous dyslexia awareness training to 14,262 educators. In accordance with the legislation, all DC LEAs submitted compliance documentation to OSSE by Oct. 31, 2024.

Requirement 3: OSSE compiled and published a list of recommended screening protocols. In April 2024, OSSE provided an updated list of universal screening tools for LEAs. In May 2024, OSSE publicly released a list of science-based literacy programs (Appendix A) for K-5 serving LEAs, a rubric for evaluating literacy programs for grades K-5 called the high-quality instructional materials (HQIM) rubric, and guidance to support LEAs in adopting a science-based literacy program in accordance with DC Law 23-191. OSSE supported LEAs through a Community of Practice focused on using an HQIM rubric to evaluate literacy programs, weekly office hours to provide technical assistance, and collaborative meetings with LEAs using a science-based literacy program to promote shared learning and implementation fidelity.

Requirement 4: OSSE has provided guidance on specialized, multi-tiered remediation and intervention instruction grounded in science-based reading. All K-2 serving LEAs submitted compliance documentation certifying students were screened three times a year, notifications

were sent to families of students identified as being at risk, and intervention was provided based on screener results. Compliance documentation can be found on the OSSE website: 2023-24 Dyslexia Compliance. Additionally, in FY24 and FY25, OSSE offered training to all LEAs on leveraging Multi-Tiered System of Supports (MTSS) to support literacy.

LEA Dyslexia Compliance
Per the timeline required by the legislation, DCPS and DCPCS self-reported these data to OSSE by Oct. 31, 2024.

Criteria	DC Public Schools	DC Public Charter Schools
Dyslexia Awareness Training Completion by School	77%	96%
K-2 Training on Preventing Reading Difficulties Completion by School	100%	100%
K-2 Universal Screening Compliance	100%	100%
Science-Based Literacy Program	DCPS has evaluated its core K-5 literacy programming using the High-Quality Instructional Materials (HQIM) Rubic and submitted evidence of alignment to the science of reading to the Office of the State Superintendent of Education (OSSE). The programs are currently under review.	22 LEAs have adopted a core literacy program represented on OSSE's HQIM List. 17 LEAs have evaluated their core K-5 literacy programming using the High-Quality Instructional Materials (HQIM) Rubric and submitted evidence of alignment to the science of reading to the Office of the State Superintendent of Education (OSSE). The programs are currently under review.

71.   Please provide an update regarding OSSE's teacher apprenticeship program and what the agency has learned from its first year of implementing the program.

In April 2022, OSSE awarded funds to two DC Educator Preparation Providers (EPPs) through the first competition of the Grow Your Own (GYO) grant. Over three fiscal years, OSSE provided funding to four DC EPPs, which in turn provided tuition-free programming to individuals seeking either a bachelor's or master's degree in education. However, OSSE found the program inefficient due to the high cost of full tuition. Over three fiscal years, the program cost $1,650,000 to serve only 39 individuals pursuing a bachelor's or master's degree in education.

To address this issue, and utilizing lessons learned from the GYO grant program, OSSE began designing the OSSE Apprenticeship in Teaching program in collaboration with District leaders and stakeholders. On April 11, 2024, OSSE received unanimous approval from the DC Apprenticeship Council on the proposed teacher apprenticeship standards, making the program available to all DC paraprofessionals seeking a bachelor's degree in education. OSSE is proud to report that during the four weeks that the application was open, over 400 individuals applied to the program, demonstrating overwhelming demand from paraprofessionals to advance their careers and become licensed teachers in the District.

In July 2024, the DC Apprenticeship Council unanimously approved all 17 of OSSE's proposed employer sponsors, representing the 17 LEAs hoping to partner with OSSE, including DCPS and 16 public charter schools. During that meeting, the DC Apprenticeship Council praised how OSSE collaborated with multiple DC Government agencies (Department of Employee Services and the University of the District of Columbia) to provide programming and strengthen the DC Workforce, stating that "this is how DC Government should be operating and collaborating with each other."

On August 14, 2024, OSSE hosted the inaugural teacher apprenticeship "signing day" event. By leveraging a strategic partnership with the University of the District of Columbia, combined with federal grant opportunities such as Pell Grants, OSSE welcomed 48 apprentices from 35 schools during the 2024-25 school year and plans to welcome a similar size cohort in the 2025-26 school year. This will result in nearly 100 candidates pursuing a DC teaching credential over two fiscal years with an allocation cost of $2.1 million. This compares to the GYO program, which produced 39 candidates over three fiscal years at a cost of $1.6 million – meaning that the per-educator cost is half as much under the apprenticeship model as under the GYO program.

Among our 2024-25 apprentice cohort:
- 50% of apprentices are from DCPS, and 50% are from DC Charter LEAs;
- 96% of apprentices identify as people of color;
- 40% of apprentices are currently serving in a Ward 7 or Ward 8 classroom;
- 33% of apprentices are seeking a credential in special education; and
- On average, apprentices began the program with more than five years of classroom experience as paraprofessionals.

72. **(a) In table format, please supply the number of licensees/certified professionals/registered professionals, broken down by status, that OSSE received and approved in fiscal years 2023, 2024, and 2025 (through January 31).**

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY23	5,134	4,488
FY24	4,765	4,132
FY25 to date*	1,339	1,073

As of Jan. 31, 2025.

(b) List and describe all the alternative certification/licensure programs that are currently available in the District in fiscal years 2024 and 2025 (through January 31). How many individuals were licensed through those programs during each fiscal year?

Alternative Certification Provider	Program Type	OSSE Licenses Issued (FY24)	OSSE Licenses Issued (FY25 to date*)
Capital Teaching Residency – KIPP DC	Alt route, non-IHE-based	1	1
Georgetown University**	Alt route, IHE-based	0	0
iTEACHDC	IHE-based	1	0
Relay Graduate School of Education	Alt route, IHE-based	0	0
The George Washington University	Alt route, IHE-based	1	0
Teach for America	Alt route, non-IHE-based	0	0
Moreland University	Alt route, IHE-based	2	0
City Teaching Alliance (formerly Urban Teachers Center)	Alt route, non-IHE-based	21	1

As of Jan. 31, 2025.

73. **Describe the training, support and oversight provided by OSSE during School Year 2023-2024 to ensure that LEAs are appropriately serving students with disabilities in the least restrictive environment. For each training/support offered, provide the list of participating LEAs.**

The least restrictive environment (LRE), defined by the Individuals with Disabilities Education Act (IDEA), is a legal concept that mandates students with disabilities be educated with children who are nondisabled to the maximum extent possible. This principle ensures students with disabilities are only removed from the general education classroom if the nature and severity of the disabilities are such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. To adhere to this requirement, schools must embrace inclusion and incorporate inclusive practices in all classrooms.

In the District, most students with disabilities spend a significant portion of their school day in general education settings. OSSE delivers comprehensive professional learning and support emphasizing inclusive practices to assist LEAs in meeting the needs of students with disabilities in all settings. During the 2023-24 school year, OSSE offered the following professional learning opportunities in support of LRE:
- OSSE Special Education Institute;
- The Foundations of Special Education Cohort Program and Special Education Micro-credentials;
- The Inclusive Leadership Cohort;
- New LEA Special Education Point of Contact Orientation to support LEA start of school activities and to provide an overview of special education placement oversight process;
- Professional learning opportunities focused on inclusive practices (Universal Design for Learning, Section 504, Social Emotional Learning and Restorative Justice Practices, Multi-Tiered Systems of Support, Secondary Transition, LEA Special Education Points of Contact training); and
- A robust special education placement oversight process that provides direct technical assistance to LEAs on improving and expanding their continuum of placements.

Additional information on the content covered in each course offering is detailed below:

OSSE Special Education Institute: OSSE hosted the 2024 OSSE Special Education Institute, *Building Capacity for a Brighter Future,* in August 2024. LEA, school and special education leaders engaged in professional learning anchored in the Special Education Performance Report (SEPR), working to enhance the knowledge and skills to improve outcomes for students with disabilities. The Special Education Institute included content sessions from OSSE, the Rehabilitation Services Administration, the Department on Disability Services, and other educational partners across the District. Educators from twenty-seven LEAs participated in the 2024 OSSE Special Education Institute.

2024 OSSE Special Education Institute: LEA Participants		
AppleTree PCS	E.L. Haynes PCS	LAYC Career Academy

Capital City PCS	E.W. Stokes PCS	Mary McLeod Bethune Day Academy PCS
Cesar Chavez PCS	Eagle Academy PCS	Maya Angelou PCS
Creative Minds PCS	Friendship PCS	Rocketship PCS
DC Bilingual PCS	Harmony PCS	SEED PCS
DC Prep PCS	Howard University Middle School of Math and Science PCS	Shining Stars PCS
DC Public Schools	Ingenuity Prep PCS	Social Justice School
DC Wildflower PCS	Inspired Teaching PCS	Two Rivers PCS
Digital Pioneers Academy PCS	KIPP DC PCS	Washington Global PCS

Foundations of Special Education Cohort Program: The Foundations of Special Education cohort program developed essential knowledge and skills for District educators to serve students with disabilities. This professional learning opportunity was open to all DC educators. OSSE-led cohorts targeted the needs of different educator groups to expand the scope of educators who are able to support LRE.

Special Education Endorsement: The Special Education Endorsement program is geared toward pre-K through grade 12 educators with a current OSSE standard teaching credential in any area other than special education. Through this program, eligible individuals engage in professional learning focused on serving students with disabilities and ultimately earn special education micro-credentials. Participating educators completed coursework, two micro-credentials, and were required to pass the Special Education Praxis exam to apply for the special education endorsement. In FY24, 112 educators from the 8 LEAs listed below earned the special education endorsement. OSSE has continued to offer the program in FY25.

Foundations of Special Education Endorsement Cohorts: LEA Participants	
Capital City PCS	Ingenuity Prep
Center City PCS	Inspired Teaching PCS
DC Public Schools	Meridian PCS
E.W. Stokes PCS	SELA PCS
Friendship PCS	Two Rivers PCS

Special Education Micro-credentials: OSSE offered two special education micro-credential opportunities: (1) How to effectively conduct Individualized Education Plan (IEP) Meetings and (2) Data-Informed Instructional Planning. Educators engaged with the Foundations of Special Education coursework and completed assessments to demonstrate competency for both micro-credentials. The special education micro-credential was open to all teachers, paraprofessionals, and support staff in the District. The following LEAs and community-based organizations participated.

Special Education Micro-credentials: LEA and Community-Based Organization Participants		
BASIS DC	DC International PCS	Ingenuity Prep

Bridges PCS	DC Prep	KIPP DC PCS
Briya PCS	DC Public Schools	Lee Montessori PCS
Cedar Tree PCS	E.W. Stokes PCS	Mundo Verde PCS
Center City PCS	Educare DC	Paul PCS
Creative Minds International PCS	Friendship PCS	Washington Latin PCS

Inclusive Leadership Cohort: The Inclusive Leadership Cohort (ILC) program focused on improving leadership, instruction, and engagement to support inclusion and LRE through learning activities and targeted coaching for LEA and school leaders. Through a series of six modules, the ILC focused on supports for inclusive practices, the development of professional learning modules, and the creation of Vision of Excellence (VOE). The professional learning modules focus on creating sustainable practices for inclusion and special education. The VOE is a guiding document for evidence and research-based practices to support inclusion and special education in the District.

Inclusive Leadership Cohort: LEA Participants		
Achievement Prep PCS	Center City PCS	Howard University Middle School PCS
AppleTree PCS	DC Public Schools	Social Justice School PCS
Bridges PCS	Friendship PCS	Washington Latin PCS

New **LEA Special Education Point of Contact Orientation: Overview of special education placement oversight process:** As part of the Start of School webinar training series, the new LEA Special Education Point of Contact (LEA SPED POC) Orientation was held in August 2023. This training outlined the responsibilities of a newly created LEA SPED POC. This included information about the systems and supports OSSE provides to help LEAs maintain compliance with the Individuals with Disabilities Education Act (IDEA) and the required actions every LEA must take throughout the year. The orientation covered special education data systems, monitoring, and policy.

New LEA Special Education Point of Contact Orientation (August 15, 2023) - Overview of special education placement oversight process		
Washington Global PCS	Hope Community PCS	Paul PCS
Cesar Chavez PCS	DC Public Schools	Creative Minds PCS
Kingsman Academy PCS	Community College Preparatory Academy PCS	LEARN DC PCS
DC Prep PCS	Maya Angelou PCS	Statesmen College Prep Academy PCS
Rocketship DC PCS	Bridges PCS	Two Rivers PCS

Mary McLeod Bethune Day Academy PCS	Friendship PCS	BASIS DC PCS

Ongoing LEA Special Education Points of Contact Training: On a monthly basis, OSSE provides training for LEA Special Education Points of Contact, which are individuals determined by each LEA. The roster of participating LEAs is included below. Each month's content provided training on student transportation, data systems, IDEA monitoring, and special education policy.

All monthly trainings are recorded and posted on the OSSE website.

LRE POC Monthly Meetings		
Achievement Preparatory Academy PCS	Early Childhood Academy PCS	Maya Angelou PCS
AppleTree PCS	E. W. Stokes Community Freedom PCS	Meridian PCS
BASIS DC PCS	Friendship PCS	Paul PCS
Bridges PCS (Co-op)	Girls Global Academy	Perry Street Preparatory PCS
Briya PCS	Global Citizens PCS	Richard Wright PCS for Journalism and Media Arts
Capital City PCS	Goodwill Excel Center PCS	Rocketship DC PCS
Capital Village PCS	Harmony DC PCS	Roots PCS
Cedar Tree Academy PCS	Hope Community PCS	SEED PCS of Washington, D.C.
Center City PCS	Howard University Middle School of Mathematics and Science PCS	Sela PCS
César Chávez PCS for Public Policy	I Dream School PCS	Shining Stars Montessori Academy PCS
Children's Guild DC PCS	Ingenuity Prep PCS	Social Justice
Community College Preparatory Academy PCS	Inspired Teaching PCS	St. Coletta Special Education PCS
Creative Minds International PCS	Integrated Design Electronics Academy PCS	Statesmen College Preparatory Academy
DC Bilingual PCS	Kingsman Academy PCS	The Next Step/El Proximo Paso PCS
DC Prep PCS	KIPP DC PCS	Thurgood Marshall Academy PCS
DC Scholars PCS	Latin American Montessori Bilingual PCS	Two Rivers PCS
DC Wildflower PCS	LAYC Career Academy PCS	Washington Global PCS
Digital Pioneers PCS	Learn DC PCS	Washington Latin PCS
District of Columbia Public Schools	Lee Montessori PCS	Washington Leadership Academy PCS

E.L. Haynes PCS	Mary McLeod Bethune Day Academy PCS	Washington Yu Ying PCS

Universal Design for Learning (UDL): UDL is an evidence-based framework to enhance teaching and learning experiences for all individuals, drawing upon scientific insights into human learning. The Every Student Succeeds Act (20 U.S.C. § 6301) endorsed UDL principles as a means to foster more equitable instructional environments. OSSE offered professional learning about UDL in-person and virtually in FY24. Participants from 28 LEAs engaged with UDL professional learning in FY24.

FY24 Universal Design for Learning (UDL) Professional Learning: LEA Participants		
Bridges PCS	E.L. Haynes PCS	Maya Angelou PCS
Briya PCS	E.W. Stokes PCS	Meridian PCS
Capital City PCS	Friendship PCS	Mary McLeod Bethune PCS
Cedar Tree PCS	IDEA PCS	Mundo Verde PCS
Center City PCS	Ingenuity Prep PCS	Paul PCS
Creative Minds PCS	Inspired Teaching PCS	Social Justice School PCS
DC International PCS	KIPP DC PCS	Two Rivers PCS
DC Prep PCS	LAYC Career Academy	Washington Leadership Academy PCS
DC Public Schools	Learn DC PCS	
DC Scholars PCS	Lee Montessori PCS	

Section 504: The Section 504 regulations require an LEA to provide a Free Appropriate Public Education (FAPE) to each student with a qualifying disability who is enrolled in the LEA's jurisdiction. FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs and ensure that students with disabilities are educated with their non-disabled peers to the maximum extent appropriate. OSSE is developing self-paced professional learning that will be available on the Learning Management System.

Social-Emotional Learning: In FY24, OSSE developed the statewide K through Adult Social Emotional Learning Standards, offered a series of professional learning, and maintained an SEL Advisory Committee in support of positive behavior support and inclusive discipline practices.

The SEL Advisory Committee supported the development of the state SEL Standards. The SEL Standards empower students and staff with essential skills such as Self-Awareness, Self-Management, Social & Cultural Awareness, Relationship Skills, and Decision-Making & Agency. OSSE also developed tools and resources to support implementation:
- Educator Toolkit: A primary tool for teachers and administrators to integrate systemic and instructional SEL.
- Parent, Family, & Caregiver Guide: Offers a wide range of tools to promote social and emotional learning in the home.

- SEL Wheel Poster: A visual anchor for instructional and behavioral climate support.
- 3-Year Roadmap: Provides guidance, transparency, and vision to LEA leaders regarding SEL implementation.

OSSE SEL Advisory Committee		
AppleTree PCS	DCPS Becoming	Peace of Mind
BASIS DC PCS	Deputy Mayor of Education	Restorative DC
Capital Village PCS	E.L Haynes PCS	Richard Wright PCS
Cardozo High School	E.W Stokes PCS	School Talk DC
Carlos Rosario PCS	Empower K-12	SMYAL
Center City Brightwood PCS	Guerilla Arts	The Family Place PCS
Critical Exposure	Kindred	Transcend
DC Reengagement Center	KIPP DC PCS	Washington Teachers' Union
DC Public Schools	PAVE	

The FY24 SEL professional learning included trauma-informed practices, restorative justice practices, social and emotional learning (SEL), and mindfulness, which promote practices that allow students to remain in the least restrictive environment.

FY24 SEL Professional Learning: LEA Participants		
AppleTree PCS	Global Citizens PCS	SEED PCS
Breakthrough Montessori PCS	Harmony PCS	Sela PCS
Bridges PCS	Howard University Middle School of Mathematics and Science PCS	Shining Stars Montessori Academy
Capital City PCS	I Dream PCS	The Social Justice School PCS
Capital Village PCS	IDEA PCS	The Sojourner Truth PCS
Ceasar Chavez PCS	Ingenuity Prep PCS	St. Coletta Special Education PCS
Cedar Tree Academy PCS	Inspired Teaching Demonstration School PCS	Statesmen College Prep Academy
Center City PCS	KIPP DC PCS	The Children's Guild PCS
Community College Preparatory Academy PCS	LAMB PCS	The Next Step PCS
Creative Minds PCS	LAYC Career Academy PCS	Thurgood Marshall
DC International PCS	LEARN DC PCS	Two Rivers PCS

DC Prep PCS	Mary McLeod Bethune PCS	Washington Latin PCS
DC Public Schools	Maya Angelou PCS	Washington Leadership Academy
Digital Pioneers Academy	Meridian PCS	Washington Yu Ying PCS
DYRS	Monument Academy PCS	YouthBuild PCS
E.L. Haynes PCS	Mundo Verde Bilingual PCS	
E.W. Stokes Community Freedom PCS	Paul PCS	
Friendship PCS	Perry Street PCS	

Multi-Tiered Systems of Support (MTSS): MTSS is an evidence-based approach for improving learning outcomes for all students and identifying and supporting students with learning and behavior needs early. High-quality instruction, universal screening of all students, and data-based decision create a strong Tier 1 foundation for all students from which more intensive Tier 2 and Tier 3 interventions can be built.

In FY24, OSSE's MTSS Coaching Academy enhanced educators' ability to support the unique needs of all students through MTSS implementation. The coaching academy included 50 participants from 10 LEAs.

FY24 OSSE MTSS Coaching Academy: LEA Participants	
AppleTree PCS	E.L. Haynes PCS
Bridges PCS	Shining Stars Montessori Academy PCS
Capital City PCS	Social Justice School PCS
Ceasar Chavez PCS	Two Rivers PCS
DC Public Schools	Meridian PCS

Secondary Transition: OSSE, in partnership with WestEd, provided targeted technical assistance and training to enhance secondary transition practices for selected LEAs. This initiative involved a series of virtual and in-person training sessions, culminating in the development of strategic action plans. Participants were equipped with evidence-based practices, resources, and ongoing support to implement a Career Development Model. LEAs were chosen based on their performance on specific indicators, aiming to improve outcomes for students with disabilities in secondary transition.

2023-24 Statewide Secondary Transition Capacity Building Cohort: LEA Participants		
DC Public Schools	KIPP DC PCS	Friendship PCS
Girls Global Academy PCS	YouthBuild PCS	Paul PCS

Least Restrictive Environment Technical Assistance

OSSE provides ongoing technical assistance to LEAs to ensure students are learning in the least restrictive environment (LRE) appropriate to meet their learning needs. As part of OSSE's robust oversight process, OSSE published the Special Education Process Handbook (September 2023) which provides an overview of requirements and best practices from referral through exiting special education. OSSE offers this non-regulatory guidance as a resource to support LEAs in understanding and implementing key responsibilities under the Individuals with Disabilities Education Act (IDEA) and District of Columbia Municipal Regulations (Chapter 30).

74.   **OSSE allocated nearly $17 million from the State and Local Recovery Fund in the American Rescue Plan Act of 2021 to address High Impact Tutoring in fiscal year 2024, which was the last year of a three-year $33 million initiative. How has OSSE used this funding for the purpose of high dosage tutoring?**

HIT Fund Use

OSSE invested $32 million over three years (fiscal years 2022-24) to fund high-impact tutoring (HIT) in math and literacy. The goal of the initiative was to reach 10,000 DC students with OSSE-funded HIT services, with a focus on students who are furthest from opportunity. By the end of fiscal year 2024, the initiative surpassed this goal by reaching 12,487 unique students (and an aggregate total of 15,832 students). In the 2023-24 school year, 71 percent of students served were identified as economically disadvantaged, compared to 50 percent of all K-12 students in the District.

HIT funding includes $4 million of ESSER funds and approximately $29 million of additional recovery funds under the American Rescue Plan Act from the U.S. Department of the Treasury. Below is a summary of actual expenditures for FY22, FY23, and FY24, inclusive of grant programs, partnerships, and HIT capacity-building supports.

FY22	FY23	FY24	Total
$4.2 Million	$12.2 Million	$15.55 Million	$31.95 Million

Approximately $29 million, or 90 percent of total funds, for the HIT initiative were directed to multi-year grant awards. OSSE funded the following three rounds of high-impact tutoring grant programs:

- **Round One - FY22 HIT Grant:** OSSE partnered with the Office of Out of School Time Grants and Youth Outcomes (OST) to run a grant competition in FY22.
  - Eight tutoring providers were selected for the awards, expending nearly $2.9 million to reach 1,200 students.
  - FY22 Grant Awardees: AARP, Higher Achievement, Horton's Kids, Kid Power, Reading Partners, Springboard Collaborative, The House, Literacy Lab.

- **Round Two - FY22-FY23-FY24 HIT Grant:** OSSE stood up a multi-year grant competition to support the expansion of quality HIT programs in priority schools and community-based sites across DC through three grant types. Priority schools for the HIT programs are those that serve the highest percentages of students designated as at-risk.
  - Scaling Grants: $11 million was awarded to nine providers to expand services to 8,800 students across FY22, FY23, and FY24.
    - FY22-FY24 HIT Scaling Grant Awardees: Blueprint Schools Network, City Year, GWU Math Matters, Kid Power, Maryland Teacher Tutors, Reading Partners, Saga Education, Springboard Collaborative, The Literacy Lab.

- Strategic Program Supports Grant: $7.7 million was awarded to a strategic program supports partner (CityTutor DC), which helps build the capacity of schools and providers to implement HIT, incubates and directly funds new tutoring providers, and directly funds non-school tutoring sites called "Hubs."
  - Program Evaluation Grant: $500,000 was awarded to the National Student Support Accelerator (NSSA) out of Stanford University to conduct a robust analysis of the HIT initiative. The final report was published in February 2025.

- **Round Three - FY23-FY24 HIT Grant:** The third HIT grant competition funded additional tutoring providers to further expand quality HIT programs, with a continued focus on students who are economically disadvantaged.
  - Scaling Grants: $6.6 million was awarded to nine providers to expand services to 3,600 students across FY23 and FY24.
  - FY23-FY24 HIT Scaling Grant Awardees: AU Future Teacher Tutors, Bright Minds, Dance Makers, Great Oaks Foundation, Horton's Kids, Multicultural Career Intern Program, The House, Lana Learn, Tutor Partners

Throughout the HIT initiative, OSSE dedicated funds to targeted supports, such as full-time high-impact tutor manager positions for eleven Comprehensive Supports and Improvement (CSI) schools (approximately $2.5 million) during the 2022-23 and 2023-24 school years. HIT managers designed, coordinated, and facilitated the continuous improvement of robust HIT programs for students at their respective CSI schools. Four of the eleven schools leveraged their school budgets to sustain the HIT manager roles during the 2024-25 school year.

OSSE also partnered with the DC Public Library to promote awareness and usage of the Brainfuse HelpNOW on-demand tutoring platform ($400,000). The remaining HIT funds (approximately $1.4 million) have gone toward HIT program staff capacity and other HIT professional learning supports.

Outcomes

Academic Achievement

On school year 2023-24 DC CAPE statewide assessment scores, economically disadvantaged HIT students outpaced the academic growth of their non-HIT peers. In ELA, economically disadvantaged HIT students saw a median increase in their scale score of five points, while their non-HIT peers saw a median scale score increase of two points – meaning that economically disadvantaged **HIT students experienced 250 percent more growth in ELA**. In math, economically disadvantaged HIT students saw a median increase in their scale score of three points, while their non-HIT peers saw a median scale score increase of one point – meaning that economically disadvantaged **HIT students experienced 300 percent more growth in math**.

Third party analysis of interim assessment data also provides evidence of more significant academic growth among students served through OSSE's HIT initiative. While these findings are not causal, they shed light on the academic trajectory of HIT students through the year.

OSSE's formal program evaluation, led by Stanford University's National Student Support Accelerator (NSSA), showed that participating students reduced the academic performance gap between themselves and their peers over the course of the school year on most standardized interim assessments. According to interim assessment data from DIBELS, i-Ready, and Reading Inventory, students with lower academic performance at the beginning of the year were more likely to participate in OSSE tutoring programs than their grade-level peers. At the end of the year, they remained behind their peers; however, the gap was smaller, and they were closer to the average performance of similar students who were not selected for OSSE tutoring. In general, students who received 20 or more sessions saw greater gains on their non-participating peers than students who received less sessions.

In addition, analysis conducted by EmpowerK12 also found increased scores on interim assessments. For reading in grades 2-4, students who received more than 900 minutes of reading tutoring outgrew similar students who did not receive HIT by the equivalent of an additional **12.3 instructional days** from fall to spring. In math, across all grades, students who received 900 minutes of math tutoring demonstrated growth equivalent to **12.8 instructional days** compared to their peers. The results were even more pronounced for students who received double the minimum HIT threshold with at least 1,800 minutes of math tutoring. Those students' math growth was equivalent to receiving **22 additional instructional days**. At-risk students who received 900 minutes of HIT during school year 2022-23 were nearly seven percent more likely to achieve their academic growth goals on interim assessments (MAP or i-Ready) than other students.

Social-Emotional Benefits

There are critical social and emotional benefits from the relationships developed between tutors and students. According to a well-being survey conducted by CityTutorDC:
- 94 percent of students who receive tutoring report that there is an adult at school they can go to for help versus 81 percent for those not receiving tutoring.
- 81 percent of students receiving HIT agreed that it is important to attend school every day of the week compared to 72 percent for those not receiving HIT.

Attendance Benefits

HIT improves daily attendance. NSSA found that students receiving OSSE-funded HIT were more likely to come to school on days when tutoring sessions occurred, which translated to a seven percent decrease in the probability of absence in SY22-23. This effect was even more pronounced among HIT students with the highest absentee rates, translating into these students attending 5.2 more days of school over the course of the year. In the second full year of the initiative, NSSA found that HIT continued to positively affect attendance. The effect

translated into a .5 percent decrease in the probability of absence on days students had tutoring sessions scheduled, and a .8 percent decrease when sessions were scheduled during the school day rather than after school.

75. **As of January 31, 2025, what percentage of K-2 general education teachers, K-5 reading specialists/interventionists, K-12 special education teachers, and school administrators with responsibility for evaluating K-5 literacy teachers and instructional coaches have completed appropriate structured literacy training or demonstrated literacy competency through a passing score on assessment?**

OSSE cannot answer this question as asked, as OSSE does not collect information on structured literacy trainings completed by DC educators independently or through their LEA. However, OSSE can report that, as of December 12, 2024, eight percent of K-12 DC educators have completed structured literacy trainings offered through OSSE, with 583 educators completing OSSE's Science of Reading course on the OSSE LMS and 104 educators completing OSSE-funded Language Essentials for Teachers of Reading and Spelling (LETRS) 3rd Edition training. OSSE leveraged federal funds (CLSD and ESSER) to finance these training opportunities. The reported eight percent does not include 84 Early Childhood Educators (ECE) who completed LETRS for Early Childhood in July 2024 with financial support from OSSE. OSSE does not have training data disaggregated by educator role to enable reporting on the percentage for distinct educator groups (e.g., general education teachers, reading interventionists, special education teachers).

OSSE continues to support professional learning for educators in structured literacy rooted in the science of reading in FY25. OSSE is currently supporting 56 K-5 school administrators and instructional coaches in LETRS training for administrators. OSSE anticipates that these 56 educators will complete this training in June 2025. OSSE is also supporting 80 additional K-5 educators in LETRS 3rd Edition who are currently enrolled in volume 2 and have an anticipated completion date of June 2025. The Science of Reading training hosted on OSSE's learning management system (LMS) has 838 educators enrolled, which is an increase from 523 educators in FY23. Educators can complete this asynchronous training at any time. OSSE is in the process of launching a new comprehensive adolescent literacy course on the OSSE LMS. The training will focus on instructional practices for supporting students in middle and secondary school with foundational literacy skills. OSSE anticipates releasing this training by March 2025.

76. **As of January 31, 2025, how many educators have completed LETRS training in the 2024-25 school year?**

OSSE is strategically leveraging federal funding from our Comprehensive Literacy State Development (CLSD) grant award and Elementary and Secondary School Emergency Relief (ESSER) grant award to provide LETRS training to DC educators. As of December 2024, 104 educators completed LETRS 3rd Edition volumes 1 and 2, funded through the CLSD grant. OSSE has leveraged ESSER funds to support additional cohorts of administrators and educators in the completion of LETRS 3rd Edition, a two-year program for K-5 educators. Educators participate in 16 three-hour facilitated sessions over the course of two years. Educators also complete independent reading and online work for each of the eight units, spending approximately nine hours on each unit over a two-year period. Finally, educators spend about two hours focused on bridge to practice activities for each unit. 80 currently enrolled K-5 educators should complete volume 2 of LETRS 3rd Edition in June 2025.

OSSE has also leveraged ESSER funds to provide LETRS for Administrators training for 56 District K-5 administrators and instructional coaches. Administrators are participating in eight three-hour facilitated sessions over two years. Participants have completed independent reading and online work for each of the four units, spending 30-35 hours total to complete the work over a two-year period. Educators are more than halfway through the training, with an anticipated completion date of June 2025.

In FY24, 84 (out of 90) educators enrolled in LETRS for Early Childhood Educators (ECE) successfully completed this course. Educators participated in four three-hour facilitated sessions focused on foundational reading skills and dedicated approximately five hours to bridge-to-practice activities. ECE educators enrolled in the training committed to an additional 10-15 hours of independent reading and online modules related to the training.

The above cited figures do not reflect educators who have completed training via an LEA (e.g., through the DC Reading Clinic), including those who have completed training in an LEA as a subrecipient of OSSE, or independently, as OSSE does not collect these data.

77. **As of January 31, 2025, how many educators have completed the Science of Reading course on OSSE's Learning Management System in the 2024-25 school year?**

As of December 12, 2024, 583 educators completed OSSE's Science of Reading course. This high-quality asynchronous course is available to all District educators through OSSE's Learning Management System (LMS). Educators are required to complete an end of course survey at the end of the course in order to receive completion credit.

78. **What is the status of the walkthrough tool recommended by the Literacy Task Force's recommendations? What is the timeline and plan to roll out the use of that tool? OSSE diligently worked with DC literacy stakeholders, including educators, instructional coaches, school leaders and LEA leaders to develop an effective walkthrough tool aligned with the Literacy Task Force recommendations.**

OSSE published the tool in July 2024 and is sharing the resource through OSSE communication platforms, such as the *LEA Look Forward* newsletter and direct communication with LEAs. Furthermore, OSSE is providing intensive professional learning, coaching services and implementation support to a select number of LEAs (based on a competitive application process) during the 2024-25 school year to support the implementation of the instructional walkthrough tool. These schools receive direct support on topics such as norming on the use of the tool, taking low inference observation notes, providing high-leverage action steps for teachers, and creating coaching systems in their school buildings. In addition, in March 2025, OSSE will provide additional asynchronous training modules to enable all LEAs to effectively leverage the walkthrough tool to support high-quality literacy instructional practices.

Members of the walkthrough tool advisory groups include the following:

OSSE Literacy Advisory Group Membership	
Role	Represented Organization
School Librarian	DCPS: Noyes Elementary School
Multilingual Teacher	DC Charter School: Center City
Literacy Instructional Coach	DC Charter School: Friendship Charter
Literacy Instructional Coach	DCPS: Garrison
Kindergarten Teacher	DCPS: Dorothy Height Elementary
Director of Literacy	DC Charter School: Two Rivers
Manager, Elementary ELA and Social Studies	DCPS Central Office: Office of Teaching and Learning
Director Reading Clinic	DCPS Central Office
Director of Literacy Strategy	DCPS Central Office: Office of Teaching and Learning
Director of Elementary Literacy	DCPS Central Office: Office of Teaching and Learning
Program Quality Specialist	DC Special Education Cooperative
Program Quality Specialist	DC Special Education Cooperative
Specialist, Intergovernmental Relations	DC Public Charter School Board

79. **Please share the list of approved structured literacy trainings as required under the Implementation of the Early Literacy Education Task Force Recommendations Amendment Act of 2024.**

OSSE published the recommended structured literacy training list in July 2024. The Structured Literacy Training List can be found on OSSE's website, as well as in the table below. Through the development of the list, a structured literacy training rubric was developed to analyze structured literacy training. OSSE created a request for information (RFI) that was publicly posted online. Vendors were invited to submit training materials for review by the OSSE literacy team. The list was vetted with District and school leaders, instructional coaches, and educators in both DCPS and DCPCS.

OSSE's Recommended Structured Literacy Training List	
Vendor & Training	**Total Training Hours**
95% Group: Top 10 Tools	45 hours
AIM Institute for Learning & Research: Pathways to Proficient Reading	55 hours
DC Reading Clinic + The Science of Reading: Language Comprehension	55 hours
Keys to Literacy: Keys to Beginning Reading	40-50 hours
Lexia: LETRS	168 hours, over 2 years
Literacy Architects: Building Skilled Readers with Structured Literacy Routines	37 hours
OSSE & TNTP: The Science of Reading	25 hours
Unbound Ed: Online Language & Literacy Academy	45-55 hours

OSSE published the recommended list of high-quality instructional materials rooted in the science of reading in May 2024. The Science-Based Reading Program List can be found on the OSSE website. OSSE developed a rubric for the evaluation of HQIM in collaboration with internal and external stakeholders, including other state education agencies, national educational organizations, and school leaders, coaches, and educators from both DCPS and DC public charter schools. The rubric was used in the development of the science-based reading program list, and LEAs were provided access to the tool to evaluate their own programming.

OSSE's Recommended Science-Based Reading Program List*	
Program Name	**Provider**
CKLA	Amplify Education
Open Court	McGraw Hill
EL Education**	Open Up Resources
EL Education**	Imagine Learning
The Superkids Reading Program	Zaner Bloser

OSSE anticipates updating this list by June 2025 as OSSE reviews additional literacy programs.
**Platform supported by two vendors*

80.   How will OSSE use the funding from the Comprehensive Literacy State Development (CLSD) Grant and how do CLSD funds support OSSE's overall literacy strategy?

OSSE will subgrant the Comprehensive Literacy State Development (CLSD) grant funding to Local Education Agencies (LEAs) and community-based organizations (CBOs) to advance literacy student outcomes in DC. As required by the US Department of Education, OSSE must subgrant 15 percent of the total $49.8M CLSD award to organizations that serve ages birth to 5, 40 percent of the CLSD award to LEAs serving grades K-5, and 40 percent to LEAs serving grades 6-12. LEAs that are awarded the grant will be required to create local literacy plans, train all their educators in the science of reading, and improve implementation of evidence-based instructional practices and interventions through coaching and purchasing supplemental materials. As part of the grant award, five percent of the awarded funds ($2.49M) remain within the SEA. From FY25 – FY29, OSSE will have a budget to conduct at least one annual literacy convening for CLSD grantees, develop and conduct a coaching academy for CLSD literacy coaches, and fund two and half OSSE employees (FTEs) to administer and manage the grant, grant activities, and state activities.

The CLSD grant goals are aligned with the recommendations from the Early Literacy Education Task Force (LTF) - evidence-based materials, professional learning, and instructional coaching. 95 percent of the grant award will be awarded directly to LEAs and CBOs through a competitive grant competition. In alignment with the LTF recommendations, each grantee (awards to be determined in late 2025) will be required to comply with the grant requirements, which include professional learning for educators in structured literacy and the science of reading, literacy instructional on the job coaching, and implementation supports for evidence-based instructional materials.

There is a clear throughline of the work in CLSD, the LTF, and the overall literacy strategy. Funding for literacy will be supported through federal CLSD funds and local funds. The subset of LEAs and CBOs awarded CLSD funding will be required to train educators and administrators in structured literacy, in alignment with Recommendations 1 and 2 of the LTF Report. The CLSD subgrantee LEAs and CBOs will use CLSD funding for coaching and implementing high-quality instructional materials rooted in the science of reading, which support Recommendations 3 and 4 from the LTF Report. Thus, by winning the nearly $50 million federal CLSD award in 2024, OSSE has advanced the Early Literacy Education Task Force's 2023 recommendations, which were informed by OSSE's 2021 District of Columbia Comprehensive Literacy Plan.

81. **In table format, how many students were enrolled in preK3 and preK4 in the District in School Years 2022-2023, 2023-2024, and 2024-2025 (through January 31)? Please list by sector, ward, and race.**

Please see attachment: Q81 – PreK Enrollment

82. **For School Years 2022-2023, 2023-2024, and 2024-2025 (through January 31), as an attachment, please provide the number of students who are English Language Learners (ELL), broken down by: (1) LEA; (2) age; (3) grade level; (4) special education status; and (5) ELL classification.**

Please see attachment: Q82 – ELLs.xlsx

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

Please see attachment: Q83 – Languages Spoken.xlsx

84. **For each LEA and for School Years 2022-2023, 2023-2024, and 2024-2025 (through January 31), as an attachment, provide the number of: (1) homeless youth; (2) foster care youth; (3) TANF eligible; (4) SNAP eligible; and (5) high school students one year older or more than the expected age for grade in which the student is enrolled.**

Please see attachment: Q84 – At-Risk Counts.xlsx

For Part 3 and 4, note that TANF eligible and SNAP eligible are a combined value. Our data sharing agreement with the Department of Health & Human Services changed, and OSSE can only share combined values.

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

Please see attachment: Q85 – Mobility.xlsx

Please note that, consistent with previous mid-year movement reporting, the mobility data includes data from October-May of each school year.

(a) **Please provide an updated chart including mid-year student movement from October to June for School Year 14-15 through School Year 2023-2024 and School Year 2024-2025 to date.**

Please see attachment: Q85 – Mobility.xlsx

86. **How does OSSE categorize dropouts and students no longer enrolled? Are these students' education and employment outcomes tracked after leaving the public school system, and if so, for how long?**

OSSE categorizes dropouts as "disengaged youth" – or students who are between the ages of 16-24 who are not enrolled in school or educational programs and who do not have a high school diploma or credential.

If students are disengaged, their education outcomes are tracked by OSSE through their disengagement from educational programs. If the students enroll in post-secondary education, OSSE can track the student by name, universal student identification number, and birthdate through post-secondary graduation using National Student Clearinghouse (NSC) Research Center data. OSSE also tracks post-secondary enrollment funded by the DC TAG and DC Futures programs for DC K-12 students who end up participating in these post-secondary programs.

For career and technical education (CTE) and adult and family education participants, OSSE tracks employment status for federal reporting purposes. OSSE is working with the DME's office to provide pre-K—12 and postsecondary education data for the DME's new Education through Employment Data System. This system aims to allow agencies and the public to track and evaluate the impact of education and training programs on students' career outcomes.

> **(a) In table format, for each public high school in the District, provide the number and percentage of students in the graduating class of 2022, 2023, and 2024 that dropped out.**

Please see attachment: Q86 (A and B) – ACGR and Outcomes.xlsx

> **(b) In table format, for each public high school in the District, provide the number and percentage of students in the graduating class of 2022, 2023, and 2024 that enrolled in a post-secondary school.**

Please see attachment: Q86 (A and B) – ACGR and Outcomes.xlsx

Note: OSSE updated the postsecondary enrollment rates for the class of 2023 in this version of the report to reflect updated National Student Clearinghouse data that became available after the submission of OSSE's FY2023 performance oversight hearing. For the class of 2023, this metric reflects all postsecondary enrollments that started on or before Dec. 31, 2023. For the class of 2024, this metric reflects all postsecondary enrollments that started on or before Dec. 31, 2024.

87. **Every year OSSE releases "State of Discipline" for the previous school year, pursuant to data collection and reporting requirements under the Student Fair Access to School Amendment Act of 2018 ("SFASAA"). What is the status of the report for the 2023-2024 school year? Please provide an update on how these reports have been used to inform/revise OSSE discipline policies, procedures, and practices, including OSSE guidance to LEAs and schools, and any other supports OSSE provides to LEAs and schools to address positive school climate and behavioral supports for students.**

Through the annual report on the State of Discipline, OSSE fulfills local reporting requirements and provides the public important information on school discipline. The report includes analysis that provides insight into the statewide discipline data reported on the DC School Report Card. These data include in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, and incidences of violence, including bullying and harassment. These data are also available by student group. OSSE will publish the 2023-24 report in the upcoming weeks. Discipline data from the 2023-24 school year is publicly available on the DC School Report Card and in an accompanying data file located [here].

Over the past several years, OSSE has done meaningful analysis into school discipline through these reports, and those findings have impacted our work. The 2019-20 discipline report examined disproportionate exclusionary discipline rates among students with disabilities and found students whose primary disability is emotional disturbance are more likely to be suspended than other students with disabilities. These findings motivated OSSE's work focusing on special education and our Roadmap to Accelerating Outcomes for Student with Disabilities—for example, establishing special education micro-credentials to enhance classroom practices. Improving classroom practices reduces behavioral incidents and reliance on exclusionary discipline.

Recent discipline reports have consistently shown that disruptive behavior and fighting are the most frequent reasons for disciplinary actions. To support improved school climate and culture, OSSE offers trainings, resources, and technical assistance in trauma-informed practices, restorative justice, social emotional learning, and more. Our trainings are for classroom teachers, student support teams, and administrators who want to improve school climate. OSSE's overarching school culture and climate programming and resources related to these topics can be found on OSSE's website [here].

A key initiative OSSE deploys to support LEAs in their efforts to engage in inclusive, equitable, and effective discipline is [RestorativeDC] (RDC), which provides restorative justice training and technical assistance to District of Columbia Public Schools (DCPS) and DC public charter schools (PCS). Restorative justice is an approach to promoting school safety and stability, while also supporting the behavioral needs of students and enabling positive culture shifts within schools. In addition to revising discipline policies to include restorative practices, such as restorative mediations, re-entry circles, and support circles, DC schools have implemented other elements

of the whole school approach, such as youth voice and community engagement, to help reduce the use of exclusionary discipline.

We are investing in a school climate survey for students, school staff, and caregivers, which is launching the spring of 2025. It is our hope that school and community leaders use these data to improve the student experience and the overall school environment. We believe in building schools where students feel respected and valued and where students see a clear link between their school day and their future. Doing so will help promote higher attendance rates and fewer disciplinary incidents.

As part of OSSE's discipline data collection, OSSE now collects data on incidents that result in a restorative justice action from the school. Nearly 40% of the discipline actions reported by LEAs in 2023-24 resulted in restorative justice action. Collecting these data allows OSSE to see and report a more complete picture of incidents and the ways in which schools respond to them.

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

Yes, in December 2024, OSSE published the following 12 data files (and an updated technical guide to complement the DC School Report Card website for school year 2023-24):

- Accountability Scores
- Advanced Coursework and SAT-Metric Scores
- Aggregate Enrollment Data
- Assessment – Metric Scores
- Attendance – Metric Scores
- CLASS – Metric Scores
- Discipline – Metric Scores
- Educator Data
- Floors and Targets
- Graduation and College Enrollment – Metric Scores
- School Directory Information
- Student Movement – Metric Scores

Files are available for download on the OSSE DC School Report Card Resources webpage, which is linked from the main DC School Report Card website. The data file related to faculty and staff is also available on the OSSE DC Educator Workforce webpage.

89. **Provide the findings from the testing integrity investigations for School Year 2022-2023 and the status of the investigation reports for School Year 2021-2022.**

The Office of the State Superintendent of Education (OSSE) provides test security guidelines and resources to ensure that schools and local education agencies (LEAs) deliver statewide assessments in a uniform and equitable manner. Documentation on OSSE's test security and integrity processes, requirements, and templates, as well as the test security investigations process can be found on OSSE's website. OSSE's practice is to publish test integrity investigation closeout letters on OSSE's website only if findings are determined to be significant or critical and to issue appropriate sanctions based on the severity of issues. There have been no substantiated findings from post-administration investigations that resulted in official OSSE sanctions following test administrations since the 2016-17 school year.

The statewide assessments administered in spring 2024 included ACCESS for English Language Learners (ACCESS for ELLS), WIDA Alternate ACCESS, the Multi-State Alternate Assessment (MSAA), Dynamic Learning Maps Alternate Science Assessment (DLM), and the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE). OSSE provided test security and test integrity training to local education agency (LEA) staff to communicate norms and uniform procedures for the administration of the assessments. Throughout the spring 2024 administration windows, OSSE monitored test security and test integrity incidents and issued corrective actions for individual schools and LEAs during the assessment administration windows when appropriate. In accordance with established procedures, OSSE's Office of Assessments also provided relevant information to LEAs to conduct further inquiries if test security incidents were reported directly to OSSE by individuals, rather than being reported to the LEA.

OSSE carefully reviews and analyzes statewide academic assessment practices and results every year to ensure that the results are valid and trustworthy, in accordance with its obligations under the DC Testing Integrity Amendment Act of 2015 (DC Official Code §38-771.01, *et seq.*). Throughout testing, OSSE collects information in various ways (e.g., assessment team observations, desktop monitoring, incident report submissions, monitoring visits, and anonymous tips). Based on the information collected, OSSE determined that more information was needed to fully understand the test security issues that occurred at four schools and one LEA.

Upon a review of the documentation collected during the 2023-24 post-administration investigations, OSSE issued findings for four schools from two LEAs. While the severity of the findings did not rise to the level of formal sanctions against any individual, school or LEA, OSSE's Office of Assessments did issue a number of corrective actions to be implemented and monitored by OSSE in the school year 2024-25 assessment administration, including developing an action plan, requiring early submission deadlines for test security plans, and regular progress monitoring for adherence to the corrective action plan.

90. **Provide the following information regarding children who exited Part C services in fiscal year 2024:**

(1) number and percent of children who are meeting age-expectations in areas of previous delay at exit;

These performance metrics are based on federal fiscal years. The data presented below are from federal fiscal year 2022 (FFY22) which spans the period July 1, 2022, to June 30, 2023. This reflects the most recent data finalized.

FFY22 data from the IDEA Annual Performance Reports Outcome

Outcomes	Number of Children	Percentage	Target	Status
Outcome A – Positive social emotional skills (including social relationships)	431	59.45%	71.50%	Did not meet target
Outcome B – Acquisition and use of knowledge and skills (including early language/communication)	332	45.79%	55.00%	Did not meet target
Outcome C – Use of appropriate behaviors to meet their needs	503	69.38%	76.20%	Did not meet target

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

These metrics are based on federal fiscal years. The data presented below are from FFY23 which represents the 2023-24 school year.

Reporting Year	Students with timely IEP[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely IEP
FFY23 (SY2023-24)	154	160	96.3%

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

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

These metrics are based on federal fiscal years. The data presented below are from FFY23 which represents the 2023-24 school year.

Reporting Year	Students with timely placement[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely placement[3]
FFY23 (SY2023-24)	148	160	92.5%

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

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

These data are unavailable for FFY23. In the first quarter of FFY24, 56.4 percent of eligible children have all their IEP special education and related services commenced by age three.

(5) percent of the time that Part B and LEA staff attend transition conferences;

In FY24, 916 transition meetings were held. LEA staff attended 890 of those meetings (97.2 percent attendance rate). This is 4.4 percentage points higher than last year. Twenty-six meetings were held without the LEA due to parent/guardian request or because the child was transitioning to a private placement.

(6) number of children exited, broken down by type of placement or services, after age three; and

These metrics are based on federal fiscal years. The data presented below are from FFY23 which represents the 2023-24 school year.

Reporting Year	DCPS	Charter	Extended IFSP[1]	Total Students who received services after transitioning from Part C[2]
FFY23 (SY2023-24)	134	25	310	469

[1]*Number of students who were on an Extended Individual Family Service Plan (IFSPS) as of their third birthday.*
[2]*Total number of students who transitioned from Part C to Part B or who continued to receive Part C services.*

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

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

These metrics are based on federal fiscal years. The data presented below are from FFY23 which represents the 2023-24 school year.

Reporting Year	Students deemed eligible for Part B[1]	Students served by Part C and referred to Part B[2]	Percentage of students deemed eligible for Part B
FFY23 (SY2023-24)	679	877	77.4%

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

91. **(a) How many District students have IEPs? Please provide, as an attachment, a breakdown of these students by age, grade level, and LEA;**

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

92. **(a) In table format, for School Years 2022-2023 and 2023-2024, how many DC students with IEPs graduated from high school with a diploma? With a certificate of completion? Please break down the numbers by LEA and students' nonpublic status. Please provide a reason for each student's exit without a diploma or certificate (e.g., transferred to another state, dropped out).**

Please see attachment: Q92 (A and B) – IEP Graduates and Outcomes.xslx

Aligned to OSSE's data processing and federal reporting deadlines, data on student exits is currently available and included for students with IEPs who exited in school year 2022-23.

(b) For each DCPS and public charter school, please provide outcomes data for students with disabilities transitioning out of school into adulthood, including the following data for School Years 2022-2023 and 2023-2024: (1) the number of students connected to a postsecondary pathway to graduation; and (2) the number of students attending college within a year of high school graduation.

Please see attachment: Q92 (A and B) – IEP Graduates and Outcomes.xslx

93. **(a) In past years OSSE's school report card data file has included a rate of school-based arrests. Please provide an updated count of student arrests that occurred in SY 2023-2024 and 2024-2025, to date, on or immediately adjacent to DC And DC public charter school campuses by: Sector (DCPS vs Charter), Ward of the school (overall, for DCPS schools, and for public charter schools), Gender, Race/Ethnicity, Reason for arrest (including type of weapon if arrest was weapons related).**

There were nine school-based arrests in the 2023-2024 school year. There has been one school-based arrest in the 2024-2025 school year (as of Dec. 18). For privacy reasons, OSSE cannot disaggregate these data by sector, ward, gender, race/ethnicity, or reason for arrest due to the small n-size.

(b) Please also provide the arrest count at the school level for the ten schools in each grade span (elementary, middle, high) with the most school-based arrests.

OSSE cannot provide the arrest count at the school level due to privacy reasons (i.e., the small n-size).

94. **Please provide spring 2024 ELA and Math proficiency rates (across both DC CAPE and MSAA assessments) by ward of the school, for each major racial group, for assessments overall (all grades), and for 3rd grade.**

Please see attachment: Q94 – Proficiency Rates.xlsx

95. **Please share in-school and out-of-school suspension rates by ward of the school for the 2023-2024 school year.**

Ward	Out-of-School Suspension Rate	In-School Suspension Rate
1	3.0%	1.0%
2	3.7%	1.3%
3	2.9%	1.3%
4	3.8%	1.1%
5	6.9%	1.5%
6	4.3%	1.2%
7	9.5%	1.0%
8	7.5%	1.8%

Note: Students are included at all schools where they were enrolled. Adult students are included. Students are only counted once per school regardless of the number of suspensions experienced.

Group G: Early Learning

96.   Provide a detailed description of the childcare sector in the District for fiscal years 2023, 2024, and 2025 (through January 31). Include in that discussion:

Early childhood education in the District of Columbia is delivered through a mixed delivery system that, as of December 2024, includes child development homes (44); expanded child development homes (58); and child development centers (345) operated by independent businesses, non-profits, and faith-based organizations; as well as pre-k and afterschool programs operated by community-based organizations, District of Columbia Public Schools and charter LEAs. This mixed delivery system provides a range of options for families. The District's 447 licensed child development facilities, as of December 2024, have a licensed capacity to serve 25,261 children ages 6 weeks through 13 years old.

To assist families with the costs of care, the District of Columbia funds child care subsidies for children in low-income families or who meet other characteristics of need. Roughly half of the District's licensed child care facilities participate in the subsidy system. Child care facilities that participate in Early Head Start, Head Start, or the District's publicly funded pre-k program also receive public funding through these programs, but the majority of child care funding in the District comes from tuition payments made by parents.

In FY24, OSSE worked to continue the District's progress towards increasing the accessibility, quality, and affordability of child care for all District families. In FY24, these efforts included the following:

- OSSE completed distribution of $24.88 million in supplemental Child Care and Development Funds (CCDF) funds that the District received through the American Rescue Plan Act (ARPA). These funds were used to make payments in the DC Child Care Subsidy Program and to support the District Leading Educators Towards Advanced Degrees (DC LEAD) scholarship program.
- OSSE continued implementation of the Early Childhood Educator Pay Equity Fund (Fund), which distributed more than $67 million to 365 child development facilities to raise wages for more than 3,600 early childhood educators in FY24. By increasing the compensation of early childhood educators, these funds supported the recruitment and retention of child care staff. FY24 was the first year in which OSSE made payments via a funding formula to child development facilities, instead of issuing direct payments to individual educators. In February, OSSE reconvened the Early Childhood Educator Equitable Compensation Task Force (Task Force) and, at the Council's direction, worked with the Task Force to develop and implement, with stakeholder engagement and support, changes to the Fund that more efficiently and strategically distribute resources.
- OSSE raised payment rates for providers participating in the DC Child Care Subsidy Program, effective Oct. 1, 2023, based on the District's child care cost modeling and to address increased costs to deliver care. This increase helped child care providers remain in operation, with the infant-toddler payment rate increasing by 15 to 29 percent for

homes and centers participating in the subsidy program, depending on their Capital Quality designation.

- OSSE also raised income eligibility for child care assistance from 250 to 300 percent of the federal poverty level, or $74,580 for a family of three, to expand access to more District families. After enrollment in the DC Child Care Subsidy Program declined during the pandemic, enrollment rose in FY24 with the number of children served increasing from 5,000 in October 2023 to over 5,767 in October 2024.

- In April 2024, OSSE updated Capital Quality designations for child care providers for the first time since the pandemic. The percentage of child care providers with ratings of "quality" or "high-quality" rose from 54 percent to 83 percent, demonstrating meaningful progress in improving the quality of child care available to District families.

- OSSE developed a new Child Care Subsidy Policy Manual, which became effective Oct. 1, 2024. The updated policies and procedures clarified existing requirements, streamlined the application and eligibility determination process to ease the burden on families and providers, brought the program in line with federal requirements, and made other needed updates.

- In December 2023, OSSE issued a Notice of Emergency and Proposed Rulemaking updating the minimum education requirements in the child care licensing regulations (5A DCMR Chapter 1), which maintained strong education requirements for early educators while providing additional pathways for educators to meet high standards. As a result of these changes, the share of early educators meeting credential requirements increased by at least 6 percent and as much as 28 percent, depending on the role.

- In May 2023, OSSE promulgated a Notice of Proposed Rulemaking proposing broader revisions to the current licensing regulations to update the operating standards for child development facilities to reflect recent research and best practices in child development and child care regulations; reduce burdens on child care program operators while maintaining strong health and safety standards to protect children in care; incorporate lessons learned from the coronavirus (COVID-19) pandemic; and bring licensing regulations into alignment with changes to federal and local laws.

- The Shared Service Business Alliance (SSBA) continued to enhance the financial well-being of child development homes and centers by providing business supports to any child development home or center that chooses to participate, at no cost to providers. During FY24, 58 licensed child development homes and expanded homes and 65 child development centers participated in the DC SSBA program.

- OSSE launched a grant program, Access to Quality Child Care for Children with Disabilities, with authority granted in the Fiscal Year 2024 Budget Support Act of 2023, to provide direct child care services for children with disabilities. OSSE awarded grants to four grantees to provide services for up to 78 infants and toddlers in FY25.

(a) Data on the capacity, subsidy enrollment, and subsidy utilization of all infant, toddler, and preschool age, and school age licensed capacity child care programs in the District) broken down by ward, family income bracket (0-50% FPL, 51-100% FPL, etc. up to 300% FPL), and program type (i.e. center, home, or LEA);

By Ward, FY24

Infants and Toddlers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	35	745	1,153	64.6%
2	59	372	2,286	16.3%
3	35	42	1,435	2.9%
4	88	873	1,897	46.0%
5	64	702	1,634	43.0%
6	42	225	1,408	16.0%
7	54	904	1,392	64.9%
8	67	1,269	1,698	74.7%
Total	**444**	**5,132**	**12,903**	**39.8%**

Preschoolers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	31	282	1,024	27.5%
2	54	45	1,616	2.8%
3	34	14	1,996	.7%
4	75	261	1,498	17.4%
5	47	146	921	15.9%
6	40	71	901	7.9%
7	41	212	773	27.4%
8	62	432	1,853	23.3%
Total	**384**	**1,463**	**10,582**	**13.8%**

School Age				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	11	202	675	29.9%
2	11	66	264	25%
3	3	n<10	142	DS
4	19	259	820	31.6%
5	10	259	688	37.6%
6	7	DS	381	DS

7	13	241	604	39.9%
8	27	432	1,183	36.5%
Total	**101**	**1,526**	**4,757**	**32.1%**

By Program Type, FY24

Infants and Toddlers				
Program Type	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
Centers	331	4,981	12,218	40.8%
Homes	113	151	685	22%
Total	**444**	**5,132**	**12,903**	**39.8%**

Preschoolers				
Program Type	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
Centers	315	1,438	10,410	13.8%
Homes	69	25	172	14.5%
Total	**384**	**1,463**	**10,582**	**13.8%**

School Age				
Program Type	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
Centers	95	1,502	4,748	31.6%
Homes	6	24	9	266.7%*
Total	**101**	**1,526**	**4,757**	**32.1%**

Utilization exceeds 100 percent due to home providers who enroll school age children but do not have a designated capacity for school age children.

By Income, FY24

Federal poverty level (FPL)	Infants and Toddlers		Preschoolers		School Age	
	Subsidy Enrollment	**Utilization by Children**	**Subsidy Enrollment**	**Utilization by Children**	**Subsidy Enrollment**	**Utilization by Children**

		Receiving Subsidy		Receiving Subsidy		Receiving Subsidy
0-50%	2,676	20.7%	627	5.9%	467	9.8%
50.1-100%	443	3.4%	137	1.3%	141	3%
100.1-200%	1,336	10.4%	473	4.5%	582	12.2%
200.1-300%	529	4.1%	181	1.7%	276	5.8%
N/A*	148	1.1%	45	0.4%	60	1.3%
Total	5,132	39.80%	1,463	13.80%	1,526	32.10%

Table shows utilization of total licensed capacity for age group by household income of subsidy recipient.

*Recipients may be in an exempt category or in a graduated phaseout (above 300%).

By Ward, FY25 to date

Infants and Toddlers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	34	562	1,138	49.4%
2	50	361	1,804	20.0%
3	33	53	1,403	3.8%
4	83	674	1,860	36.2%
5	56	517	1,476	35.0%
6	41	151	1,417	10.7%
7	50	603	1,342	44.9%
8	60	927	1,565	59.2%
Total	407	3,848	12,005	32.1%

Preschoolers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	29	248	971	25.5%
2	45	67	1,315	5.1%
3	31	11	1,894	.6%
4	72	217	1,474	14.7%
5	43	109	801	13.6%
6	39	43	853	5.0%
7	39	196	756	25.9%
8	56	337	1,583	21.3%
Total	354	1,228	9,647	12.7%

School Age				
Ward	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
1	9	150	585	25.6%
2	7	72	211	34.1%
3	3	12	142	8.5%
4	18	205	819	25.0%
5	9	183	633	28.9%
6	6	22	195	11.3%
7	12	202	589	34.3%
8	25	347	882	39.3%
Total	**89**	**1,193**	**4,056**	**29.4%**

By Program Type, FY25 to date

Infants and Toddlers				
Program Type	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
Centers	304	3,738	11,382	32.8%
Homes	103	110	623	17.7%
Total	**407**	**3,848**	**12,005**	**32.1%**

Preschoolers				
Program Type	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
Centers	289	1,210	9,481	12.8%
Homes	65	18	166	10.8%
Total	**354**	**1,228**	**9,647**	**12.7%**

School Age				
Program Type	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
Centers	85	1,173	4,049	29%
Homes	4	20	7	285.7%*
Total	**89**	**1,193**	**4,056**	**29.4%**

Utilization exceeds 100 percent due to home providers who enroll school age children but do not have a designated capacity for school age children.

By Income, FY25 To Date

Federal poverty level (FPL)	Infants and Toddlers		Preschoolers		School Age	
	Subsidy Enrollment	Utilization by Children Receiving Subsidy	Subsidy Enrollment	Utilization by Children Receiving Subsidy	Subsidy Enrollment	Utilization by Children Receiving Subsidy
0-50%	2,169	18.1%	513	5.3%	410	10.1%
50.1-100%	312	2.6%	122	1.3%	101	2.5%
100.1-200%	885	7.4%	390	4%	424	10.5%
200.1-300%	365	3%	160	1.7%	204	5%
N/A*	117	1%	43	.4%	54	1.3%
Total	3,848	32.1%	1,228	12.7%	1,193	29.4%

Table shows utilization of total licensed capacity for age group by household income of subsidy recipient.
*Recipients may be in an exempt category or in a graduated phaseout (above 300%).

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

FY24

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
1	CDC (Child Development Center)	26	37	70.3%
	CDH (Child Development Home)	0	2	0%
	CDX (Expanded Child Development Home)	1	4	25%
2	CDC (Child Development Center)	19	60	31.7%
	CDH (Child Development Home)	0	1	0%
	CDX (Expanded Child Development Home)	1	1	100%

Ward	Facility Type			
3	CDC (Child Development Center)	13	40	32.5%
	CDH (Child Development Home)	0	0	0%
	CDX (Expanded Child Development Home)	0	1	0%
4	CDC (Child Development Center)	42	60	70%
	CDH (Child Development Home)	3	14	21.4%
	CDX (Expanded Child Development Home)	2	22	9.1%
5	CDC (Child Development Center)	30	51	58.8%
	CDH (Child Development Home)	3	10	30%
	CDX (Expanded Child Development Home)	2	10	20%
6	CDC (Child Development Center)	17	44	38.6%
	CDH (Child Development Home)	0	1	0%
	CDX (Expanded Child Development Home)	0	3	0%
7	CDC (Child Development Center)	34	38	89.5%
	CDH (Child Development Home)	7	10	70%
	CDX (Expanded Child Development Home)	7	12	58.3%
8	CDC (Child Development Center)	46	55	83.6%
	CDH (Child Development Home)	9	13	69.2%
	CDX (Expanded Child Development Home)	7	9	77.8%

FY25 TD

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies

1	CDC (Child Development Center)	26	34	76.5%
	CDH (Child Development Home)	0	2	0%
	CDX (Expanded Child Development Home)	1	4	25%
2	CDC (Child Development Center)	19	51	37.3%
	CDH (Child Development Home)	0	1	0%
	CDX (Expanded Child Development Home)	1	1	100%
3	CDC (Child Development Center)	14	37	37.8%
	CDH (Child Development Home)	0	0	0%
	CDX (Expanded Child Development Home)	0	1	0%
4	CDC (Child Development Center)	44	58	75.9%
	CDH (Child Development Home)	3	13	23.1%
	CDX (Expanded Child Development Home)	2	20	10%
5	CDC (Child Development Center)	30	46	65.2%
	CDH (Child Development Home)	3	8	37.5%
	CDX (Expanded Child Development Home)	1	9	11.1%
6	CDC (Child Development Center)	17	42	40.5%
	CDH (Child Development Home)	0	1	0%
	CDX (Expanded Child Development Home)	0	3	0%
7	CDC (Child Development Center)	33	35	94.3%
	CDH (Child Development Home)	6	9	66.7%
	CDX (Expanded Child Development Home)	7	12	58.3%

8	CDC (Child Development Center)	46	50	92%
	CDH (Child Development Home)	9	11	81.8%
	CDX (Expanded Child Development Home)	8	8	100%

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

OSSE does not collect data on the universe of infants and toddlers residing in the District. The following demographic data from the American Community Survey provide the number of children under age 3 by Ward:

2023 Birth to Three Population Estimate

Ward	Estimate of Children Under 3
Ward 1	2,668
Ward 2	1,587
Ward 3	1,929
Ward 4	3,684
Ward 5	3,311
Ward 6	3,030
Ward 7	4,009
Ward 8	3,758
Total	**23,976**

Source: U.S. Census Bureau, American Community Survey, 2018-2023 5-year estimates.

(d) Number and percentage of facilities that have closed in 2024 and 2025 (through January 31);

Fiscal Year	Open Facilities	Closed Facilities	Total Facilities	Percentage of Closed Facilities
FY22	487	30	517	5.8%
FY23	459	48	507	9.5%
FY24	450	48	498	9.6%
FY25 YTD	443	13	456	2.9%

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

Ward	Provider	Infant	Toddler	Pre-School	School Age	Total Payment
Ward 1	AppleTree Early Learning Public Charter School*	$0	$0	$71,775	$1,407	$73,182
	Associates For Renewal In Education	$21,060	$12,281	$17,639	$12,365	$63,345
	Barbara Chambers Children's Center*	$347,413	$2,579,836	$2,038,034	$176,382	$5,141,665
	CentroNia Inc.*	$502,510	$2,438,789	$1,599,523	$440,717	$4,981,538
	Creative Minds Child Care LLC	$39,305	$97,917	$1,378	$0	$138,600
	David's Stars CDC*	$10,050	$74,631	$17,961	$0	$102,643
	Early Learners Academy	$50,237	$305,844	$146,503	$14,910	$517,493
	Easterseals Serving DC-MD-VA, Inc.	$231,308	$626,032	$207,760	$3,086	$1,068,185
	Elsa Gaiem/Our Children First, LLC	$26,003	$50,468	$9,904	$567	$86,942
	Jubilee Jumpstart	$61,969	$296,092	$121,403	$0	$479,463
	KCE Champions LLC	$0	$0	$73,282	$171,891	$245,173
	Kids Corner Day Care, INC	$10,334	$80,058	$2,057	$0	$92,450
	LKS Kids LLC	$86,553	$658,256	$265,118	$5,453	$1,015,380
	Love First Child Development Center	$143,521	$702,907	$255,283	$0	$1,101,711

	Martha's Table, Inc.*	$71,314	$550,675	$74,116	$0	$696,105
	Mesac Child Development Center	$753	$376	$0	$0	$1,129
	Multicultural Career Intern Program	$217,524	$616,119	$137,589	$0	$971,231
	Rosemount Center	$84,385	$563,590	$407,595	$0	$1,055,570
	United Planning Organization *	$6,578	$42,375	$0	$0	$48,954
	Woodbridge Day Care Centers*	$115,181	$621,365	$94,142	$1,603	$832,291
	YMCA Metropolitan Washington*	$0	$0	$86,140	$94,100	$180,241
Ward 2	Barbara Chambers Children's Center	$124,542	$754,773	$194,465	$0	$1,073,780
	CentroNia Inc.	$62,971	$388,376	$44,580	$0	$495,928
	Edward C. Mazique Parent Child Center, Inc.*	$248,562	$1,459,324	$409,979	$0	$2,117,865
	KinderCare Education LLC*	$47,719	$47,657	$14,721	($22)	$110,075
	Kingman Boys Club	$0	$0	$0	$230,377	$230,377
	Logan-Shaw Child Care	$9,644	$0	$0	$0	$9,644
	Milestone Enrichment Center Inc	$95,164	$420,276	$123,290	$21	$638,752
	Ms. P's Child & Family Services	$27,953	$98,542	$12,537	$0	$139,031

	Radiant Minds, LLC	$10,852	$0	$0	$0	$10,852
	Tiny Findings, Inc.	$13,355	$134,763	$43,373	$0	$191,491
	Tomorrow's Promise Learning Center	$69,647	$364,891	$37,968	$0	$472,506
Ward 3	Broadcasters Child Development Center, Inc.	$1,833	$2,097	$0	$0	$3,930
	Cleveland Park Kinderhaus	$138	$138	$0	$0	$276
	Communikids Preschool LLC	$13,924	$109,380	$31,148	$2,741	$157,193
	Curious Explorers Center LLC	$2,503	$21,009	$12,673	$0	$36,185
	Embassy Row Child Development Center	$6,680	$41,507	$10,789	$0	$58,975
	Hatch Workspace 4001 Brandywine LLC	$0	$31,057	$15,955	$0	$47,012
	KinderCare Education LLC	$32,354	$27,387	$8,505	$3,833	$72,079
	St. Albans Early Childhood Center	$107	$27,066	$58,797	$0	$85,970
	Two Birds 2300 N ST, NW LLC	$24,181	$10,424	$630	$0	$35,235
	Wonders Child Care Center*	$0	$0	$0	$7,057	$7,057

Ward 4	2 New Heights CDC	$99,243	$339,153	$148,539	$794	$587,729
	ABC Child Development Center	$21,499	$151,223	$138,490	$40,252	$351,465
	Blandi's Child Learning Center	$20,313	$57,213	$50,617	$0	$128,142
	Blooming Minds CDH, LLC	$18,819	$18,733	$0	$0	$37,552
	Bright Start Child Care, LLC	$31,195	$111,802	$95,203	$8,554	$246,755
	CentroNia Inc.	$89,182	$503,487	$105,050	$0	$697,719
	Chantelle's Quality CDC Inc.	$75,811	$264,195	$207,941	$84,898	$632,845
	Children's Hut LLC	$199,874	$957,864	$340,504	$0	$1,498,243
	Curious Explorers Home Day Care LLC	$19,087	$50,587	$0	$0	$69,673
	David's Stars CDC	$61,684	$186,549	$16,068	$0	$264,301
	DC Kids LLC	$5,685	$18,830	$26,665	$0	$51,179
	Estrellitas Child Development Center	$0	$39,388	$18,496	$0	$57,885
	Euphemia L Haynes Public Charter School	$0	$0	$53,617	$194,210	$247,826
	Friendship Public Charter Schools, Inc.*	$0	$0	$33,671	$67,904	$101,575
	Gap Community	$88,812	$408,255	$262,369	$0	$759,436

Childcare Center, Inc.					
Growing Seeds	$99,124	$171,309	$151,933	$31,663	$454,029
Ideal Child Care Development Center	$16,374	$91,896	$70,226	$735	$179,231
Infancia Feliz CDX	$11,670	$43,351	$12,255	$0	$67,276
Kings & Queens Child Care Center	$8,294	$49,801	$4,625	$0	$62,721
Little Blessings LLC/ Irma Yolanda Tzul-De Morale	$11,377	$36,241	$0	$0	$47,618
Love & Care Child Development Center Inc*	$22,185	$117,757	$3,780	$0	$143,722
Loving Care Day Nursery, Inc.*	$290,032	$948,972	$231,666	$0	$1,470,670
Lynn Carol's Academy Of Early Learning	$6,190	$34,853	$102,986	$48,232	$192,261
Mana Bilingual Child Development Center	$140,296	$592,243	$49,715	$0	$782,254
Meriam Academy LLC	$62,982	$263,109	$48,497	$0	$374,587
Newlen Early Childhood Readiness Center	$0	$150,868	$166,997	$1,714	$319,579
Quickie Becky Child Care	$343,452	$1,437,352	$664,153	$0	$2,444,957

	Roots Activity Learning Center	$129,781	$381,052	$140,223	$12,453	$663,509
	Rosa Pelaez	$2,110	$3,578	$3,670	$0	$9,359
	Shepherd Park Children's Academy	$5,097	$7,553	$6,418	$0	$19,068
	Spanish Education Development Center	$213,354	$1,589,938	$1,013,265	$0	$2,816,557
	The Bridges Academy, Inc.	$131,163	$531,781	$769,333	$734,259	$2,166,536
	The Learning Curve CDC IV	$12,924	$213,874	$21,431	$588	$248,817
	The Learning Curve III	$2,457	$74,420	$28,604	$0	$105,480
	Tyson Family Services, LLC*	$187,432	$637,305	$167,879	$0	$992,616
	United Planning Organization	$0	$36,545	$0	$0	$36,545
	Wonders Child Care Center	$0	$0	$0	$4,127	$4,127
Ward 5	18th Street Early Learning Child Development Center	$24,673	$220,986	$23,087	$0	$268,745
	A Step Above Child Development Center	$23,583	$147,211	$26,271	$0	$197,064
	Bellas Artes Child Creativity Center	$57,407	$137,530	$76,034	$0	$270,970

Bennett Babies, Inc.	$35,386	$377,608	$83,431	$0	$496,425
Bright Start Brentwood	$205,683	$832,515	$89,643	$0	$1,127,841
CentroNia Inc.	$2,846	$11,105	$0	$0	$13,950
Children Of The Future CDC	$53,527	$165,580	$57,651	$0	$276,758
Emergent Preparatory Academy*	$108,264	$474,792	$130,160	$45,065	$758,281
Franklin Commons Intergenerational	$72	$0	$0	$0	$72
Friendship Public Charter Schools, Inc	$0	$0	$92,174	$236,594	$328,768
Gatari Children Development Center	$155,653	$1,096,428	$315,409	$0	$1,567,491
Growth Spurts Child Learning Center, LLC*	$2,622	$27,642	$31,316	$86,197	$147,776
Happy Faces Early Learning Academy, LLC	$267,798	$1,003,790	$334,274	$0	$1,605,862
Home Away From Home CDC, Inc.*	$182,458	$486,408	$285,613	$32,987	$987,465
I Care Child Development Center	$7,433	$21,480	$18,302	$0	$47,215
Israel Manor Inc	$43,567	$160,407	$50,986	$42,654	$297,614
KCE Champions LLC	$0	$0	$0	$97	$97

Kennedy Child Development Center	$30,240	$198,719	$36,376	$0	$265,335
Love & Care Child Development Center Inc	$97,281	$401,195	$75,182	$0	$573,659
Loving Care Day Nursery, Inc.	$377,331	$1,941,869	$505,652	$0	$2,824,852
Newlen Early Childhood School Readiness Center # 2, LLC	$63,371	$396,575	$22,157	$0	$482,103
Rocketship Education D.C. Public Charter School, Inc.	$0	$0	$28,224	$41,080	$69,305
Tyraee Carter @The Carter's Heaven Arms Home Care Center	$0	$15,454	$15,404	$0	$30,857
United Planning Organization	$25,677	$65,982	$15,177	$0	$106,836
Voices Of Little Angels Child Care Development Home	$0	$7,440	$0	$0	$7,440
Woodbridge Day Care Centers	$113,200	$536,007	$101,104	$4,773	$755,083
YMCA Metropolitan Washington	$0	$0	$88,023	$277,005	$365,029

Ward 6	AppleTree Early Learning Public Charter School	$0	$0	$83,850	$257	$84,107
	Board Of Child Care Of The United Methodist Church, Inc.	$67,075	$628,670	$177,871	$0	$873,616
	Bright Start NOMA LLC	$26,639	$62,778	$183,399	$16,427	$289,243
	District Montessori	$0	$71,944	$10,904	$0	$82,849
	Eagle Academy Public Charter School	$0	$0	$43,733	$9,140	$52,872
	Edward C. Mazique Parent Child Center, Inc.	$0	$66,060	$7,514	$0	$73,574
	Friendship Public Charter Schools, Inc	$0	$0	$68,833	$171,041	$239,874
	Kiddie University H Street	$793	$17,429	$0	$0	$18,222
	Kids Come First*	$104,976	$684,667	$90,023	$0	$879,666
	Kidz Care Unlimited Child Developments Center, LLC	$128,904	$745,208	$274,147	$20,514	$1,168,773
	KU Kids Deanwood, LLC	$167,850	$632,875	$159,611	$0	$960,337
	New Life Early	$2,882	$3,765	$0	$0	$6,647

	Learning Center					
	Reggio's Treehouse, LLC	$54,347	$56,157	$39,331	$0	$149,835
	Rising Stars Early Learning Center	$32,866	$257,498	$97,996	$3,634	$391,995
	Springfield Baptist Church CDC	$52,035	$413,314	$78,632	$0	$543,981
	Stem Preschool	$1,480	$102,058	$18,744	$0	$122,282
	STORY TIME KIDS LLC	$43,880	$85,533	$12,220	$0	$141,633
	Taylored Educational LLC / The Goddard School	$140,160	$374,968	$44,984	$0	$560,112
Ward 7	Agape Woodland Tigers Youth Academy Inc	$102,440	$359,870	$157,282	$3,344	$622,936
	Amen Family Child Care	$24,986	$149,420	$47,211	$17,079	$238,696
	AppleTree Early Learning Public Charter School	$0	$0	$39,861	$5,598	$45,460
	Arimitia J. Mitchell	$19,192	$8,278	$31,135	$40	$58,645
	Assembly of the Saints CDC	$0	$47,123	$61,657	$28,725	$137,505
	Baby Einstein II Child Development Center	$0	$6,010	$14,656	$0	$20,666

Community Educational Research Group*	$72,359	$623,299	$499,766	$348,511	$1,543,934
Diane Jackson	$0	$0	$0	$7,277	$7,277
Educare of Washington DC	$76,982	$800,394	$479,699	$1,190	$1,358,265
First Rock Baptist Church Child Development Center	$149,713	$608,245	$178,487	$0	$936,445
Friendship Public Charter Schools, Inc	$0	$0	$56,126	$94,361	$150,488
Future Stars Early Learning Center, LLC	$0	$113,289	$29,154	$0	$142,443
Grandma's Hands Daycare	$8,772	$68,581	$24,373	$0	$101,726
Growth Spurts Child Learning Center, LLC	$12,482	$143,393	$24,695	$4,710	$185,280
House of Ruth	$131,662	$652,756	$324,223	$0	$1,108,641
Kids Are People Too CDC	$195,778	$1,032,323	$163,237	$118	$1,391,455
La Juanda D. Hill	$6,848	$28,598	$17,274	$15,974	$68,695
Lena Sears Child Development Center	$82,223	$391,216	$67,054	$0	$540,493
Lia's Rainbow LLC	$69,782	$387,038	$119,094	$1,976	$577,890

Little Samaritan Child Development Center	$39,403	$168,544	$67,440	$29,691	$305,077
LTH Infants and Toddlers Center, LLC	$21,797	$147,457	$12,558	$0	$181,811
Manley Science & Technology Center MSTC	$46,855	$366,292	$37,855	$0	$451,002
Promoting Love and Wisdom Childcare Home	$24,646	$13,672	$6,771	$2,680	$47,769
Rainbow Child Learning Center	$54,725	$119,563	$50,519	$0	$224,807
REDHEAD Laugh Learn and Play Child Care	$16,182	$80,503	$19,380	$0	$116,065
Rocketship Education D.C. Public Charter School, Inc.	$0	$0	$54,827	$64,115	$118,942
Sheila Harley	$5,362	$4,973	$36,636	$1,340	$48,310
Shining Star 2	$39,427	$155,174	$34,802	$0	$229,403
Shining Star Early Learning Center LLC	$64,163	$313,498	$62,196	$15,657	$455,513
St. Timothy's Episcopal Church CDC	$29,842	$442,210	$130,710	$64,155	$666,917
Stephanie Dobson	$24,365	$27,816	$11,692	$6,637	$70,511
Sukarno Glory	$215,138	$527,726	$88,109	$0	$830,973

	Childcare Development Center					
	The Happy Kids Learning Center	$62,966	$100,504	$20,963	$0	$184,433
	Tyson Family Services, LLC	$25,659	$77,628	$22,551	$0	$125,838
	United Planning Organization	$10,193	$92,372	$3,717	$0	$106,282
	Wibble Wobble Child Development Center	$0	$39,051	$115,285	$1,985	$156,321
	Winters Wonderland Early Child Care	$15,075	$109,511	$20,970	$0	$145,555
	World's Youngest Scholars	$24,177	$49,281	$50	$0	$73,508
	YMCA Metropolitan Washington	$0	$0	$52,491	$131,208	$183,698
Ward 8	Adeola Oyekola	$0	$49,118	$3,448	$0	$52,566
	Angel's Arena Child Care, LLC	($9,300)	$99,603	$30,152	$0	$120,454
	AppleTree Early Learning Public Charter School	$0	$0	$115,822	$0	$115,822
	Baby Einstein CDC	$79,866	$294,218	$135,572	$10,334	$519,990
	Barbara P. Joaquin	$0	$0	$0	$7,921	$7,921
	Berts Family Child Care	$0	$459	$3,136	$8,652	$12,246

Bethel Christian Fellowship Church	$67,587	$296,893	$197,443	$73,329	$635,251
Big Mama's Children's Center	$97,662	$504,406	$322,057	$144,218	$1,068,342
Bright Beginnings, Inc.	$22,760	$378,124	$208,427	$0	$609,312
Community Educational Research Group	$189,911	$739,010	$281,565	$691	$1,211,176
Creative Korner Early Learning Center	$75,430	$252,615	$101,308	$9,437	$438,790
Dawn To Dusk Child Development Center	$136,330	$676,160	$333,467	$43,484	$1,189,441
Eagle Academy Public Charter School	$0	$0	$40,191	$63,213	$103,404
Early Childhood Academy Public Charter School	$0	$0	$1,464	$366	$1,831
Emergent Preparatory Academy	$194,275	$1,021,826	$257,530	$171,521	$1,645,153
Friendship Public Charter Schools, Inc	$0	$0	$50,180	$192,475	$242,656
Home Away From Home CDC, Inc.	$91,103	$610,819	$181,588	$15,935	$899,444

Independent Church Of God CDC	$35,834	$247,920	$69,504	$29,160	$382,419
Jewel's New Beginning Learning Center, LLC	$250,957	$911,471	$382,020	$38,050	$1,582,498
Joyce Bagley	$0	$3,708	$0	$0	$3,708
Jynell Williams	$4,551	$43,270	$7,765	$6,870	$62,456
KCE Champions LLC	$0	$0	$0	$151	$151
KD's Klubhouse LLC	$174,893	$470,630	$171,447	$108,742	$925,711
Kiddie Academy Child Development	$20,388	$37,420	$21,805	$0	$79,613
Kiddies Incorporated	$257,053	$1,017,119	$248,637	$0	$1,522,808
Kids Are Us Learning Center, Inc	$92,338	$740,167	$132,786	$0	$965,291
Kids Come First	$30,789	$98,617	$14,926	$0	$144,332
Kuumba Learning Center	$13,014	$51,793	$47,815	$30,552	$143,173
Linda T Waller	$12,850	$62,115	$18,555	$0	$93,521
Little Apple Child Care Center, LLC	$46,826	$177,451	$53,010	$15,475	$292,763
Little Emotions Child Development Center, LLC	$5,268	$9,524	$8,919	$0	$23,711
Martha's Table, Inc.	$44,096	$465,544	$193,530	$2,976	$706,146

Matthews Memorial Baptist Church	$74,607	$334,297	$70,656	$38,232	$517,792
Miriam's Growing Seeds Daycare	$7,344	$41,124	$30,303	$0	$78,771
National Children's Center, Inc.	$287,840	$1,939,523	$712,749	$26,124	$2,966,236
New Creation Child Development Center	$0	$223,446	$82,674	$0	$306,121
Ngegha Beginner Child Care	$34,849	$101,255	$22,042	$16,514	$174,660
Paramount Child Development Center	$0	$316,396	$264,520	$0	$580,915
Phase Family Center DC, LLC	$0	$5,467	$6,726	$0	$12,194
POC Learning Academy, LLC	$11,556	$111,906	$6,412	$0	$129,874
Rehoboth Baptist Church Day Center	$0	$119,612	$323,909	$239,631	$683,152
Rocketship Education D.C. Public Charter School, Inc.	$0	$0	$16,078	$65,262	$81,339
Runn and Shoot With Me LLC	$3,543	$41,858	$2,331	$0	$47,731
St. Philip's Child Development Center	$165,507	$676,289	$260,248	$0	$1,102,044

Sunshine Early Learning Center	$203,543	$1,358,029	$719,625	$80,416	$2,361,614
The Learning Curve CDC	$0	$141,366	$265,562	$106,638	$513,567
Tiny Tots Childcare Development Home LLC	$20,421	$22,868	$7,673	$7,512	$58,474
Toddlers On The Hill	$965	$62,586	$79,339	$0	$142,890
Tucker's Day Care Center	$41,000	$364,683	$53,354	$0	$459,036
United Planning Organization	$60,433	$273,730	$49,044	$0	$383,208
Vee's Child Development Center	$1,795	$213,153	$54,858	$0	$269,806
WLTG, LLC	$16,911	$97,884	$10,695	$13,670	$139,161
YMCA Metropolitan Washington	$0	$249	$9,031	$20,288	$29,568
TOTAL	$12,485,567	$61,668,327	$25,561,344	$5,818,545	$105,533,782

Amount includes payment made at the provider-level to a provider that operates facilities in multiple wards.

(f) A list of the childcare facilities that were newly licensed during fiscal year 2024 and 2025 (through January 31).

Fiscal Year License Obtained	Facility Name
FY24	Amen Child Development Learning Center
FY24	Arsema Childcare
FY24	Bright Start Brentwood
FY24	Capital City Public Charter School
FY24	Carmen's Pride & Joy D/B/A Pride & Joy Early Learning Academy
FY24	Casa LaLa, LLC
FY24	Cedar Tree Academy PCS
FY24	Centronia - Bunker Hill
FY24	Diplotots/Brynmor Lorton, LLC
FY24	Discovery Learning Academy II
FY24	Early Childhood Academy Public Charter School

FY24	FTC Child Care Center By Reggio's Treehouse
FY24	Kiddie Blossom University LLC Child Development Home
FY24	La Petite Academy DBA Everbrook Academy @FERC
FY24	Little Garden Child Development
FY24	Little Rockets, LLC
FY24	Maria Paola Miranda Valencia
FY24	Mario Natanni
FY24	Miriams Growing Seeds Daycare
FY24	Mundo De Fantasia LLC
FY24	Peaceful Play Bilingual Child Development Home Daycare II
FY24	Petit Scholars Brookland
FY24	Petit Scholars Capitol Hill
FY24	Prep Enrichment Center 3
FY24	Starling Montessori School
FY24	This Little Light CDH INC
FY24	Tikva Daycare
FY24	UPO-OEL @ Randle Highland Early Childhood Education Center
FY24	YMCA of Metropolitan Washington @ KIPP Douglass
FY24	YMCA of Metropolitan Washington @ KIPP Smilow
FY24	YMCA of Metropolitan Washington @ KIPP Webb
FY24	YMCA of Metropolitan Washington @ KIPP Wheeler
FY25	A Place to Grow Child Development Home
FY25	Bambini Play & Learn at Federal Triangle
FY25	Bambini Play & Learn at Golden Triangle
FY25	Bambini Play & Learn at Mount Vernon
FY25	Bambini Play & Learn at Navy Yard
FY25	Bambini Play & Learn at Noma
FY25	Communikids Preschool LLC IX
FY25	Crystal Child Development Center
FY25	Curious Explorers Home #1 LLC
FY25	De Colores Learning Center III
FY25	IMF Childcare Center /2555 LP - Learning Leaf LLC
FY25	KinderCare LLC @ Old Banneker Building
FY25	Playsafe Play House Childcare Home
FY25	TGS Union Row LLC
FY25	University For Kids Capitol Riverfront
FY25	YMCA of Metropolitan Washington @ KIPP Shaw

This table is up to date as of Dec. 18, 2024.

97. **Please describe the status of Capital Quality at the end of FY 2024. Include:**
(a) How many programs participate in Capital Quality? What are their ratings?
(b) Have there been any delays or changes in the implementation of Capital Quality in FY2024?
(c) What proportion of participating Capital Quality programs do not participate in the child care subsidy program?

Capital Quality is DC's tiered quality rating and improvement system (QRIS) for child development facilities. There are four main components of Capital Quality: 1) a facility designation (e.g., developing, progressing, quality, high-quality) that is determined by the use of research-based metrics; 2) a continuous quality improvement plan that is aligned with research-based quality standards; 3) a quality profile to support families in selecting an early care and education setting that best meets their child's needs; and 4) one-on-one technical assistance. The number of participants fluctuates based on participation in the Child Care Subsidy program and the number of providers that do not provide subsidized child care but opt into Capital Quality.

In FY24, 269 of 457 licensed child development facilities, or 59 percent, participated in Capital Quality. Of those 269 providers, 239 (89 percent) participated in the child care subsidy program and were required to participate in Capital Quality; the remaining 30 (11 percent) are non-subsidy facilities that opted to participate voluntarily. Below is a breakdown of participating facilities by facility type and participation in the Child Care Subsidy program as of December 2024.

Facilities Participating in Capital Quality as of December 2024

Facility type	Number Participating in Child Care Subsidy Program	Number Not Participating in Child Care Subsidy Program	Total Facilities
Child development centers	194	17	211
Child development homes	21	4	25
Expanded child development homes	21	12	33

The table below shows the number of facilities holding each Capital Quality designation, as of January and September 2024. In FY24, the number of facilities with a "quality" or high quality" designation (the District's metric for quality programs) increased by 31 percent, from 96 facilities to 186 facilities.

Capital Quality Designation	Number of Facilities as of January 2024	Number of Facilities as of September 2024
Preliminary	74	53

Developing	8	1
Progressing	62	21
Quality	65	73
High-Quality	31	113
Total	**240**	**261**

Capital Quality designations for all participating facilities are available on the MyChildCareDC website.

Due to the COVID-19 pandemic, OSSE was unable to collect observation data for all Capital Quality participating programs in FY20, FY21, and FY22 and, as a result, did not update Capital Quality designations from FY21-FY23. In 2023 Capital Quality resumed onsite observations for all participating providers, which OSSE used to calculate updated Capital Quality ratings and designations in March 2024, using one year of valid observation data collected in 2023. Updated designations were reflected in subsidy reimbursement rates and available on the My Child Care DC website in April 2024. Child care providers participating in the child care subsidy program who received a higher designation received increased child care subsidy reimbursement rates associated with the new designation.

Beginning in FY24, Capital Quality ratings and designations were calculated using data collected within the calendar year (i.e., January-December); previously, Capital Quality ratings and designations were calculated using data collected in a program year (e.g., September-May). Accordingly, the timeline for Capital Quality ratings and designations was adjusted to reflect the change in the data collection timeline, with calculations occurring in March and updated subsidy reimbursement rates going into effect in April.

98. **Please list by ward, the number of licensed assistant teachers, teachers, associate caregiver, expanded home provider, home provider, Montessori Assistant Teachers, and Montessori teachers employed at facilities with active licenses as of May 16, 2023.**

Below you will find the number of child care facility staff by ward as of Nov. 30, 2024. Montessori teachers and assistant teachers are included in the counts for teachers and assistant teachers, respectively.

FY25 Licensed Facilities Staff by Ward and Role (as of November 2024)									
	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Total
Assistant Teacher	186	269	209	238	203	194	140	176	**1,615**
Associate Caregiver	10	3	2	41	29	4	29	15	**133**
Expanded Home Assistant/Substitute	0	0	0	0	0	0	0	0	**0**
Expanded Home Provider	3	1	1	19	8	2	12	7	**53**
Home Provider	2	1	0	13	8	1	9	11	**45**
Home Provider Assistant/Substitute	2	0	0	1	1	0	2	0	**6**
Teacher	141	278	185	262	198	220	153	200	**1,637**
Total	**344**	**552**	**397**	**574**	**447**	**421**	**345**	**409**	**3,489**

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

OSSE's child development facility licensing regulations, 5-A DCMR §§100-199, seek to improve the skills, knowledge, and competencies of the early care and education workforce and ensure that staff have the necessary qualifications and credentials to educate and care for young children. OSSE has issued several revisions to the licensing regulations since first released in December 2016 to provide the workforce sufficient time to complete credentials and has invested significant resources to help child care educators meet the education requirements through free Child Development Associate (CDA) credential programs, postsecondary scholarships, and financial incentives and supports for credential/degree completion. Many of the District's early childhood educators have taken advantage of the support provided by OSSE and worked hard to complete credentials and degrees. OSSE has also, since 2016, increased child care subsidy payment rates and implemented the Early Childhood Educator Pay Equity Fund in recognition that higher expectations for child care staff should be accompanied by higher pay.

In December 2022, the bachelor's degree requirement for center directors went into effect, and OSSE began to enforce this requirement as part of regular licensing inspections. As of October 2024, 92.2 percent of directors met the education requirement, and the remaining 7.8 percent of directors are in a program to meet the minimum education requirement for their staff type. In December 2023, OSSE promulgated a Notice of Emergency and Proposed Rulemaking (NEPRM) for the Licensing of Child Development Facilities to revise the education requirements for early childhood educators included in the current licensing regulations (5-A DCMR Chapter 1). OSSE's changes maintain strong education requirements for early educators while providing additional pathways for meeting those standards. The rule broadened the types of credentials and degrees that can be considered to meet education requirements, including allowing college degrees earned outside the United States to be used to meet the education requirements if accompanied by a foreign credential evaluation and equivalency report that meets or exceeds the requirements in the regulations; broadening the list of majors that can be considered degrees in early childhood or a related field; reducing the number of early childhood credit hours required for educators who obtained an associate, bachelor's or other postsecondary degree in a field other than early childhood; and allowing state-issued credentials from other states to be accepted in place of a Child Development Associate credential, upon review and approval by OSSE.

In addition, the rule changes allowed early childhood educators who are currently enrolled in credential or degree programs to meet the education requirements for their position but have not yet completed their studies to be employed in a role while working toward meeting the education requirements. This change, which mirrors the approach taken by "alternative pathway" teacher preparation programs for public school teachers, provides additional time for current early educators to complete degrees and credentials, while also holding them accountable to make progress towards those requirements, and fosters the development of a pipeline of future qualified professionals for early childhood educator roles, by allowing newly

hired educators to work in child development facilities while they pursue studies to meet education requirements.

The rule also allows individuals who qualify for their roles based on 10 years of continuous service or enrollment in a degree or credential program to apply directly to OSSE for a certification documenting that they are deemed to meet requirements for their positions, which they can carry across employers.

All of these policy changes increase the number of early educators meeting credential requirements without substantively reducing the standards OSSE previously set for the early childhood workforce.

The education requirements in effect as of Dec. 20, 2023, are as follows:

	Position	Degree/Credential Pathways
Center-based	Director	• Bachelor's degree in early childhood education[1] or closely related field
		• Bachelor's degree in any subject area with at least 12 credit hours in early childhood education
	Teacher	• Associate degree (or higher) in early childhood education or a closely related field
		• Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education
		• Enrollment in a degree program provided that the teacher holders a Child Development Associate (CDA) and earns an associate degree (or higher) within four years of their initial date of hire as a teacher at a child development center
	Assistant Teacher	• Child Development Associate (CDA)
		• Associate degree (or higher) in any subject area
		• Completion of at least 60 credit hours in any subject area
		• State-awarded certificate comparable to a Child Development Associate (CDA) that is approved by OSSE
		• High school diploma or equivalent, provided the individual earns a Child Development Associate (CDA) within two years of their initial date of hire

	Position	Degree/Credential Pathways
		as an Assistant Teacher at a child development center
Home-based	Expanded Home Caregiver	• Associate degree (or higher) in early childhood education or a closely related field
		• Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education
		• Enrollment a degree program provided the Expanded Home Caregiver holds a Child Development Associate (CDA) and earns an associate degree (or higher) within four years of opening the expanded child development home
	Home Caregiver	• Child Development Associate (CDA)
		• State-award certificate comparable to a Child Development Associate (CDA) that is approved by OSSE
		• Associate degree (or higher) in early childhood education or a closely related field
		• Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education
	Associate Home Caregiver	• Child Development Associate (CDA)
		• State-awarded certificate comparable to a Child Development Associate (CDA) that is approved by OSSE
		• Completion of at least 60 credit hours or an associate degree (or higher) in any subject area
		• High school diploma or equivalent, provided the individual earns a Child Development Associate (CDA) within two years of their initial date of hire as an Associate Caregiver at a child development home or expanded child development home

[1] *Includes early childhood development, elementary education, early childhood special education, child and family studies.*

Upon implementation of the NEPRM, which went into effect on Dec. 20, 2023, the share of child development center teachers meeting the revised education requirements immediately increased by 21 percent; the share of center assistant teachers meeting the revised education requirements increased by 28 percent; the share of expanded home caregivers meeting the revised education requirements increased by 15 percent; the share of home caregivers meeting the revised education requirements increased by 6 percent; and the share of associate home caregivers meeting the revised education requirements increased by 26 percent. The number of educators meeting the requirement has continued to increase since then.

Early Childhood Educators Meeting the Minimum Education Requirement, as of October 2024

Role	Total Staff	Number of Staff Who Meet Education Requirement	Percent of Staff Who Meet Education Requirement
Center Director	308	284	92.2%
Teacher	1,665	1,345	80.8%
Assistant Teacher	1,635	1,373	84%
Expanded Home Caregiver	51	40	78.4%
Home Caregiver	44	36	81.8%
Associate Home Caregiver	141	124	87.9%

Please note that these increases do not reflect the full impact of the revised credential requirements, as they reflect only those modifications to the credential requirement for which OSSE already collects data. OSSE has not previously collected data on some categories of early educators who may now meet the requirement, such as those who completed postsecondary degrees outside the United States, those who hold state-issued certificates from other states, or those whose ten or more years of experience were disrupted by personal caregiving responsibilities. As those individuals submit documentation to OSSE or apply for certification of their credentials and experience, the number of early educators meeting minimum education requirements is expected to further increase.

OSSE has taken numerous other steps to ensure that the early care and education workforce meets the enhanced educational requirements, including through the following supports:

DC Leading Educators toward Advanced Degrees (DC LEAD)

DC LEAD offers scholarships that cover the cost of tuition and books for child care educators who work in licensed child development facilities in DC and are pursuing postsecondary education to meet the minimum child care facility education requirements. In FY24, the DC LEAD scholarships enabled 479 child care educators to enroll in at least one, three-credit course

at a partner Institute of Higher Education (IHE). A total of 48 scholars received their degrees in FY24, including 32 who completed an associate degree, 15 who completed a bachelor's degree, and one who completed a certificate program that met the minimum education requirement for their staff type.

CDA Training and Preparation Program

During FY24, two OSSE-funded CDA grantees, CentroNía Institute and Southeast Children's Fund (SCF) supported 609 early childhood educators to complete CDA coursework or renew their CDA credential. 374 early childhood educators received their initial or renewal CDA credential in FY24, and the CDA grantees continue to support 235 early childhood educators working to obtain or renew CDA credentials. OSSE grantees also support CDA scholars who complete coursework through Quorum eLearning (an asynchronous online professional development platform) or with training organizations outside of the OSSE-funded CDA training and preparation programs (e.g., Briya, UPO) to complete the CDA credential process, including by covering the cost of their credential application. Additionally, OSSE partnered with the Council for Professional Recognition and CentroNía Institute to offer the CDA exam in Amharic, thereby reducing barriers to CDA completion for Amharic-speaking scholars.

First Step

First Step: A CDA Credential and Career and Technical Education Program (First Step), supports students in earning their CDA while simultaneously completing their high school diploma. First Step provides students with an experienced instructor, school-based support, more than the required 120 classroom hours, funding for first aid/CPR training, background checks, physical examinations, and an opportunity to receive paid internships as they work to complete the 480 practicum hours needed to obtain the CDA credential. While working in DC child development centers, scholars gain professional experience, connect classroom concepts with work experience, and receive valuable feedback from instructors, teachers, and administrative staff. First Step students commit to participation over two school years to obtain the CDA credential. OSSE's Division of Early Learning, partners with OSSE's Division of Postsecondary and Career Education (PCE), to fund and oversee First Step programs in public and public charter high schools in DC. In FY24, the First Step program at IDEA Public Charter School supported 42 scholars with funding support from OSSE. An additional three DC Public Schools (Columbia Heights Education Campus, Garnett Patterson Stay and Ballou Stay Opportunity Academy) support 143 students through the First Step program with oversight by PCE but are not funded directly through OSSE.

Learning Management System

In June 2023, OSSE launched a new professional development learning system, the OSSE Learning Management System (LMS), to support all educators in the District working in early learning programs and public school grades PK-12 access high-quality professional development coursework. For early educators, the LMS replaced the Professional Development Information

System (PDIS) previously administered by OSSE. The LMS organizes robust eLearning content in a centralized location, provides unlimited access to professional learning and tracks and maintains user progress. Through the LMS, users: log in, search, and register for courses; access a transcript of courses they have taken in the LMS (as well as courses taken through PDIS which is the former LMS that was in place prior to June 2023); and access course content, including webinar links, supplemental materials, and assessments or surveys related to their courses. The purpose of the LMS is to empower early childhood educators, child care providers, and administrative staff with a seamless learning and development system that covers continued professional learning content needs.

Quorum eLearning

OSSE contracts with Quorum eLearning by Teaching Strategies to provide DC early childhood educators free access to a membership-based online professional development platform that allows them to access required CDA coursework and complete all health and safety trainings required by OSSE's licensing regulations (excluding initial CPR training, as that is required to be in-person, unless it is a renewal). In FY24, more than 9,500 registered educators completed a total of 27,371 courses.

Additional Postsecondary Scholarships

Eligible early childhood educators may also apply for postsecondary scholarships through OSSE's Division of Postsecondary and Career Education, including the DC Tuition Assistance Grant (DC TAG), DC Futures, and Mayor's Scholars programs.

The Early Childhood Education (ECE) Help Desk

The ECE Help Desk assists early childhood educators to understand and meet OSSE's minimum education requirements by providing technical assistance, answering questions, and identifying appropriate postsecondary or credential programs and scholarship opportunities for which they might be eligible. The ECE Help Desk provides resources, assists with planning, and offers individualized guidance with professional development tracking. In FY24, the ECE Help Desk helped answer 2,017 inquiries from early childhood educators and stakeholders via email, phone, or in-person.

100. **Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program for fiscal years 2024 and 2025 (through January 31). For each of these grants, provide the following information: (1) the award recipient; (2) the amount awarded; (3) the type and amount of funds used to support the program; (4) the number of at-risk students served, (broken down by ward); (5) the criteria used to select the grant recipients; (6) the number of participating facilities that enroll at least 35% of children with a child care subsidy voucher and/or participate in Head Start, and; (7) the number of students served by these facilities.**

The Pre-K Enhancement and Expansion Act of 2008 (Pre-K Act) authorized OSSE to administer funding to community-based organizations (CBOs) to operate high-quality pre-K programs as part of the District's mixed delivery pre-K system that also includes DCPS and public charter schools. PKEEP grantees receive funding, based on audited enrollment, at levels comparable to public school pre-K programs, and are required to meet eligibility requirements and high-quality standards as defined by the Pre-K Act and OSSE PKEEP regulations. OSSE's PKEEP regulations (5-A DCMR Chapter 35) define general eligibility requirements that each pre-K program must meet, including required class sizes, operating hours, and participation in the Child and Adult Care Food Program (CACFP).

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

Consistent with the Pre-K Act, OSSE conducts the annual Pre-K Enhancement and Expansion Program High-Quality Designation Application process, through which applicant CBOs may demonstrate that they meet the PKEEP eligibility and high-quality standards to participate in the PKEEP program.

Once awarded, a PKEEP high-quality designation remains in effect for three years, with each program's funding level determined annually based on enrollment, as verified through OSSE's enrollment audit process, which confirms students meet the same age and residency requirements that apply to DCPS and public charter pre-k students.

Fiscal Year 2024

In FY24, OSSE awarded PKEEP funding to 27 CBOs (including those whose three-year high-quality designations were continuing) consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. Since then, one CBO closed its business and did not receive its FY24 PKEEP award. The list of FY24 award recipients is provided in the table below.

Overview of FY24 Pre-K Enhancement and Expansion Grant Participants

Program Name	Total Award	Local Funds	Federal Funds	Total Students	Subsidy and/or Head Start	At Risk	Ward
Associates for Renewal in Education*†	$403,367	$252,957	$150,410	16	12	12	5
Barbara Chambers†	$2,830,205	$1,952,307	$877,898	128	73	31	1 & 2
Bright Beginnings†	$393,663	$266,393	$127,270	25	20	14	8
Bright Start Childcare and Preschool	$737,135	$621,435	$115,700	37	10	n<10	4, 5, & 6
CentroNía†	$2,212,614	$1,406,872	$805,742	93	67	40	1, 2, & 4
Children's Hut†	$332,238	$193,398	$138,840	14	12	n<10	4
CommuniKids Preschool	$4,231,673	$4,231,673	$ -	244	n<10	n<10	3
Dawn to Dusk Child Development Center†	$339,123	$211,853	$127,270	13	11	12	8

Easterseals Child Development Center†	$232,598	$186,318	$46,280	11	n<10	n<10	1 & 5
Educare of Washington DC†	$1,042,818	$799,848	$242,970	61	51	49	7
Edward Mazique, Parent Child Center, Inc.†	$305,516	$197,282	$108,234	12	n<10	10	2 & 6
Estrellitas Montessori School	$1,034,304	$1,034,304	$ -	60	n<10	n<10	4
GAP Community Child Development Center†	$249,933	$157,373	$92,560	11	n<10	n<10	4
Home Away From Home Child Development Center	$235,353	$235,353	$ -	12	n<10	n<10	5 & 8
Ideal Child Development Center	$199,607	$199,607	$ -	11	n<10	n<10	4
Jubilee Jumpstart†	$289,593	$197,033	$92,560	13	n<10	n<10	1
KD's Discovery Learning Centers (formerly Happy Faces Early Learning Academy, Inc.)†	$351,546	$212,706	$138,840	14	12	n<10	5
Kiddie Academy of West End	$678,665	$678,665	$ -	39	n<10	n<10	2

Kuumba Learning Center, Inc.	$132,288	$132,288	$-	7	n<10	n<10	8
National Children's Center†	$865,056	$528,328	$336,728	35	28	18	8
Paramount Child Development Center†	$323,093	$242,103	$80,990	14	n<10	n<10	8
Rosemount Center	$953,713	$780,163	$173,550	48	15	n<10	1
Spanish Education Development Center†	$1,136,172	$615,522	$520,650	45	45	15	4
St. Albans	$1,160,332	$1,160,332	$-	67	n<10	n<10	3
St. Phillips Child Development Center†	$291,534	$152,694	$138,840	12	12	n<10	8
Sunshine Early Learning†	$795,515	$494,695	$300,820	31	26	25	8
Two Birds	$663,812	$652,472	$11,340	39	n<10	n<10	2 & 3
Total	**$22,421,466**	**$17,793,974**	**$4,627,492**	**1,111**	**432****	**286****	**NA**

Associates for Renewal in Education closed its PKEEP program effective Dec. 15, 2023
**The total number of children includes children in programs where the data has been suppressed and therefore does not equal the sum of this column.*
†*Enroll at least 35 percent of children with a child care subsidy voucher and/or participate in Head Start.*

As noted above, the PKEEP high-quality designation is awarded for a three-year period. As shown in the table below, 20 CBOs maintained their Pre-K High-Quality designation for FY24 and were not required to complete a new full PKEEP application, and seven CBOs renewed their Pre-K High-Quality designation for FY24 following the expiration of their three-year high-quality designation.

FY24 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY24	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY24

Associates for Renewal in Education, Inc.	CommuniKids Preschool and Children's Language Center
Barbara Chambers Children's Center	Educare of Washington DC
Bright Beginnings	Edward C. Mazique Parent Child Center, Inc.
Bright Start Childcare and Preschool	Estrellitas Montessori School
CentroNía	GAP Community Child Development Center
Children's Hut	Home Away from Home Child Development Center
Dawn to Dusk Child Development Center	Paramount Child Development Center
Easterseals Child Development Center	
Happy Faces Early Learning Academy	
Ideal Child Development Center	
Jubilee JumpStart	
Kiddie Academy of West End	
Kuumba Learning Center, Inc.	
National Children's Center	
Rosemount Center	
Spanish Education Development (SED) Center	
St. Phillips Child Development Center	
Sunshine Early Learning	
St. Alban's Early Childhood School	
Two Birds Childcare	

Fiscal Year 2025

OSSE allocated funding to 26 CBOs at levels consistent with the UPSFF. The list of FY25 award recipients is provided in the table below. Note that the below data represent FY25 projections. The final funding amounts will be adjusted after the conclusion of the PKEEP enrollment audit reconciliation process for the 2024-25 school year.

Overview of FY25 Pre-K Enhancement and Expansion Grant Participants

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from the CCDF Subsidy Federal Grant	Number of At-Risk Children	Total Projected Student Enrollment
Barbara Chambers	$3,394,648	$2,131,939	$1,262,709	35	128
Bright Beginnings	$614,692	$302,016	$312,676	26	25
Bright Start Childcare and Preschool	$944,121	$715,627	$228,494	20	37

CentroNía	$2,463,243	$1,657,514	$805,729	40	93
Children's Hut	$446,008	$277,644	$168,364	n<10	16
CommuniKids Preschool	$4,897,964	$4,717,574	$180,390	10	244
Dawn to Dusk Child Development Center	$486,840	$294,424	$192,416	14	16
Easterseals Child Development Center	$410,966	$278,680	$132,286	n<10	15
Educare of Washington DC	$1,302,588	$904,608	$397,980	51	61
Edward Mazique, Parent Child Center, Inc.*	$459,007	$273,887	$185,120	n<10	16
Estrellitas Montessori School	$1,253,420	$1,137,720	$115,700	n<10	60
GAP Community Child Development Center	$397,667	$325,511	$72,156	10	16
Home Away From Home Child Development Center	$442,970	$269,414	$173,556	10	15
Ideal Child Development Center	$384,176	$312,020	$72,156	n<10	15
Jubilee Jumpstart	$389,747	$257,461	$132,286	n<10	16
KD's Discovery Learning Centers (formerly Happy Faces Early Learning Academy, Inc.)	$463,209	$289,653	$173,556	15	15
Kiddie Academy of West End	$787,764	$741,484	$46,280	n<10	39
Kuumba Learning Center, Inc.	$496,914	$304,498	$192,416	16	15
National Children's Center	$1,083,332	$662,429	$420,903	35	35

Paramount Child Development Center	$436,327	$267,963	$168,364	10	15
Rosemount Center	$964,214	$723,694	$240,520	n<10	48
Spanish Education Development Center	$1,252,426	$723,282	$529,144	14	45
St. Albans	$1,324,101	$1,312,075	$12,026	n<10	67
St. Phillips Child Development Center*	$453,988	$261,572	$192,416	n<10	16
Sunshine Early Learning	$937,131	$564,325	$372,806	25	31
Two Birds	$745,615	$734,045	$11,570	n<10	38
Total	**$27,233,078**	**$20,441,059**	**$6,792,019**	****383**	**1137**

CBO exited the PKEEP program during FY25.
**The total number of at-risk children includes children in programs where the data has been suppressed and therefore does not equal the sum of this column.*

As noted previously, the PKEEP high-quality designation is awarded for a three-year period. As shown in the table below, 23 CBOs maintained their Pre-K High-Quality designation for FY25 and were not required to complete a new full PKEEP application and three CBOs renewed their Pre-K High-Quality designation in FY24 following the expiration of their three-year high-quality designation.

FY25 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY25	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY25
Barbara Chambers Children's Center	Children's Hut
Bright Beginnings	Rosemount Center
Bright Start Childcare and Preschool	Spanish Education Development (SED) Center
CentroNía	
CommuniKids Preschool and Children's Language Center	
Dawn to Dusk Child Development Center	
Easterseals Child Development Center	
Educare of Washington DC	
Edward C. Mazique Parent Child Center, Inc.	
Estrellitas Montessori School	
GAP Community Child Development Center	

Home Away from Home Child Development Center	
Ideal Child Development Center	
Jubilee JumpStart	
KD's Discovery Learning Centers (formerly Happy Faces Early Learning Academy)	
Kiddie Academy of West End	
Kuumba Learning Center, Inc.	
National Children's Center	
Paramount Child Development Center	
St. Phillips Child Development Center	
Sunshine Early Learning	
St. Alban's Early Childhood School	
Two Birds	

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

The federal U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (OHS) awards grants directly to public and private non-profit and for-profit agencies to provide Head Start and Early Head Start (EHS) services in the District; OSSE received of one of these grants. OSSE leveraged the Early Head Start-Child Care Partnership (EHS-CCP) grant to develop the Quality Improvement Network (QIN), as authorized by the Early Learning Quality Improvement Network Amendment Act of 2015.

Administering the EHS-CCP Grants

In 2015, OSSE was awarded the initial EHS-CCP grant to bring together EHS and child care through layered funding to provide comprehensive and continuous services to infants, toddlers and their families who have low incomes and/or meet other categorical eligibility and priority population criteria (i.e., children in foster care, families receiving Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP)). During FY24, the QIN was implemented through one city-wide hub, the United Planning Organization (UPO), serving as OSSE's delegate agency, receiving federal and local funds to deliver EHS services in the District. In FY24, the QIN received $4,797,659 across all funding sources. Of this amount, $556,745 (in local funds) was allocated to Easterseals to support 14 child development homes, and $4,076,526 ($2,422,352 in federal funds and $1,654,174 in local funds) was allocated to UPO. OSSE utilized the remaining $164,388 (3.4 percent) to administer the program. OSSE, through UPO and Easterseals, used federal and local funds to support a network of 27 child development facilities—13 child development centers and 14 child development home—in the implementation of EHS. As of Dec. 6, 2024, the QIN enrolled 335 children supported through federal and local funds.

The tables below provide the names of participating child care facilities and the ward in which they are located. A total of 13 child development centers and 14 child development homes/expanded homes participated in FY24:

QIN Site: Center Name	Ward
Bell Teen Parent & Child Development Center	1
Big Mama's Children Center	8
Board of Child Care	7
Community Educational Research Group	7
Community Educational Research Group	8
House of Ruth Kidspace Child and Family Development Center	7
Jubilee Jumpstart	1

QIN Site: Center Name	Ward
Kennedy Child Development Center	5
Kids Are People Too V	7
Kids Are Us Learning Center	8
Love First Child Development Center	1
Loving Care Day Nursery, Inc.	5
Sunshine Early Learning Center	8

QIN Site: Home Name	Ward
Ada Masin Guzman	4
Alethea Etinoff	8
Angelique Speight	2
Anita Miller-Tolliver	8
Elsa Gaiem	1
Irma Tzul de Morales	5
Latrell Duncan-Fitchett	7
Lubertha Payne	8
Miriam Powell-Bowie	8
Muluwork Kenea	7
Paulette Sansbury	4
Renita Hill	8
Sylvia Crews	7
Towana McMickens	8

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

The District of Columbia early intervention program, Strong Start, supports and complies with the federal law and regulations that require early intervention services to be family-centered, community-based, and provided in the natural environment, to the maximum extent appropriate. Research shows that children learn best when they are participating in naturally occurring learning opportunities that are a part of everyday routines and activities within the real life of the child and family. Evidence-based natural learning environment practices (NLEP) start with looking at the activities infants and toddlers participate in during their everyday life at home and in the community; these everyday activities provide learning opportunities which, in turn, can lead to increased participation and skill development for the child. NLEP also focuses on child interests to increase engagement, as well as parent responsiveness to the child, to support child learning and development. Consistent with the NLEP approach, Strong Start's work does not just provide services to children but also supports parents and other adults in a child's daily life to build adults' capacity to promote children's development and learning in the natural learning environment. In FY24, Strong Start enhanced the implementation of NLEP across the early intervention system and with families through the following:

Coaching Fidelity Compliance (Self-Assessment and Observation)

In FY24, OSSE's Strong Start program increased the fidelity requirements for all early intervention providers to enhance oversight, setting a new expectation that all early intervention providers (currently 147) employed by Strong Start vendors in the Early Intervention Part C system complete a self-assessment and two coaching observations with their agency's fidelity observer in FY24 (an increase from one coaching observation in FY23). At least one member of the Part C State Leadership team will attend quarterly local vendor agency meetings to provide updates on fidelity compliance completion rates and assist vendors in meeting the new requirements.

Enhanced Training/Professional Development Opportunities

OSSE added new training and professional development (PD) opportunities to enhance NLEP practices. New opportunities included: Coaching Fidelity Observer training; PD on connecting the Assessment, Evaluation, and Programming System (AEPS) to child outcome data; and PD on supporting caregivers and child learning during and between early intervention visits.

Pyramid Model Institute (PMI) Framework Implementation

In 2023, OSSE established the goal of developing an Infant Mental Health (IMH) framework for early intervention in DC to be used in conjunction with the coaching interaction style and the principles of the NLEP to build the capacity of early interventionists to recognize, reflect upon, and support families with their social emotional wellness. Through stakeholder engagement

with the Interagency Coordinated Council (ICC), OSSE decided to provide this capacity building framework and experience for early interventionists by implementing the Pyramid Model.

In FY24, Strong Start identified three vendor agencies for cohort 1 to begin the implementation of the Pyramid Model framework in Part C early intervention. Strong Start created a state leadership team comprised of state staff, local providers, vendor agency leads, and service coordinators to help guide implementation and oversight. In July 2024, 20 members of the newly established DC PMI state leadership team participated in a two-day PMI Leadership Training Institute that oriented participants on how the PMI model will look within the early intervention Part C lens and the basics of how the tiered systems of support approach is implemented at scale. OSSE's Strong Start team also held their first state leadership team meeting in October where the pilot vendor agencies drafted preliminary action plans to be updated and discussed at each monthly meeting. Additional trainings are being secured with guidance from the PMI consortium to continue with implementation of the PMI framework in FY25.

103. For OSSE's strong start program, provide the following:

(a) Number of evaluations by source of payment (Medicaid, MCO, or EIP), discipline of the evaluator(s) involved, and provider/contractor;

Source of Payment and Evaluation Agency	Number of Evaluations
DCEIP	**896**
Coastal Healthcare	115
1Kids in Motion	136
Milestone Therapeutic Services	126
National Therapy Center	68
OSSE	310
Playwell, LLC	141
MCO	**744**
Coastal Healthcare	136
Kids in Motion	150
Milestone Therapeutic Services	163
National Therapy Center	109
OSSE	0
Playwell, LLC	186
Total	**1,640**

Below is the breakdown by discipline of the evaluator(s). Please note that most evaluations are conducted by two members from different disciplines (except when only an Assessment, Evaluation and Programming System (AEPS) is requested), so the row numbers will not sum to the total.

Evaluation Agency / Discipline of Evaluator	# of Evaluations (DC EIP Payer)	# of Evaluations (MCO Payer)
Coastal Healthcare	**115**	**139**
Development Therapist	1	0
Occupational Therapist	40	66
Physical Therapist	74	73
Speech-Language Pathologist	115	139
Kids in Motion	**136**	**150**
Occupational Therapist	22	23
Physical Therapist	116	127
Speech-Language Pathologist	133	150
Milestone Therapeutic Services	**126**	**163**
Occupational Therapist	77	110
Physical Therapist	37	50

Speech-Language Pathologist	116	158
National Therapy Center	**68**	**109**
Occupational Therapist	49	72
Physical Therapist	63	30
Speech-Language Pathologist	24	109
OSSE	**310**	**0**
Development Therapist	86	0
Occupational Therapist	154	0
Physical Therapist	158	0
Speech-Language Pathologist	222	0
Playwell, LLC	**141**	**186**
Occupational Therapist	136	183
Physical Therapist	21	34
Speech-Language Pathologist	125	155
Total	**897**	**747**

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

OSSE reports annually to the U.S. Department of Education in its Annual Performance Report (APR) on the percent of eligible infants and toddlers with an Individualized Family Service Plan (IFSPs) for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. Indicator 7 in the APR, which is submitted in February of each year and published on the OSSE website upon finalization, includes the number and percent of children receiving an eligibility determination and initial IFSP within 45 days of referral. The most recent approved data is for Federal Fiscal Year (FFY) 2023 (July 1, 2023, to June 30, 2024). OSSE does not provide USED with ward level data; however, this data is provided below.

Year	Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline	Number of documented delays attributable to exceptional family circumstances*	Number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted	Percent of children receiving an eligibility determination and initial IFSP within 45 days of referral
Federal Fiscal Year (FFY) 2022 (July 2022 - June 2023)	877	422	1,397	93%

Federal Fiscal Year (FFY) 2023 (July 2023 - June 2024)	1019	322	1,487	90%

*As per USED guidelines, the number of documented delays attributable to exceptional family circumstances is added to the "Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline" field to calculate the numerator for this indicator.

Ward	Number of Timely Children (FFY23)	% Timely (FFY2023)
1	131	88%
2	57	86%
3	90	92%
4	256	93%
5	193	91%
6	129	90%
7	211	91%
8	265	88%
Out of District	9	100%
Total	**1,341**	**90%**

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

OSSE reports annually to the U.S. Department of Education in its Annual Performance Report (APR) on the percentage of infants and toddlers with Individual Family Service Plans (IFSPs) who receive early intervention services on their IFSPs in a timely manner. Indicator 1 in the APR includes data on the number and percentage of children receiving services within 30 days of a child's Individualized Family Service Plan. The most recent approved data is for FFY2023. OSSE does not provide USED with ward level data; however, this information is provided below.

Year	Number of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Number of documented delays attributable to exceptional family circumstances*	Total number of infants and toddlers with IFSPs	Percent of children receiving services within 30 days of a child's IFSP
Federal Fiscal Year (FFY) 2022 (July 2022 - June 2023)	1,000	150	1,334	86.2%
Federal Fiscal Year (FFY) 2023	1,220	155	1,564	87.9%

(July 2023 - June 2024)				

As per USED guidelines, the number of documented delays attributable to exceptional family circumstances is added to the "Number of infants and toddlers with IFSPs who receive their early intervention services on their IFSPs in a timely manner" field above to calculate the numerator for this indicator.

Ward	Number of Timely Children (FFY23)	% Timely (FFY2023)
1	147	92%
2	63	93%
3	95	90%
4	252	91%
5	193	85%
6	133	89%
7	212	88%
8	270	83%
Out of District	10	91%
Total*	1,375	88%

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

Service*	Number of children receiving service (FY23)	Number of children receiving service (FY24)
Speech/Language Pathology (SLP)	1,513	1,460
Physical Therapy (PT)	514	579
Occupational Therapy (OT)	443	480
Developmental Therapy (DT)	417	389
DT – Applied Behavior Analysis (ABA)	99	78
Vision Services	14	16
Hearing Services	11	n<10
Assistive Technology	n<10	n<10
Transportation	n<10	n<10
Respite	n<10	n<10

Family counseling/training/home visitation)	n<10	n<10

A child may receive more than one service.

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

Funding Source	# of Children (FY22)	Percentages (FY22)	# of Children (FY23)	Percentages (FY23)
DC EIP	1,044	44.1%	1,150	43.5%
Medicaid MCO	1,262	53.3%	1,350	51.1%
Fee for Service Medicaid	61	2.6%	143	5.4%
Total	**2,367**	**100%**	**2,643**	**100%**

Funding Source	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Out of District	Total
DC EIP	109	86	142	206	177	168	145	113	4	**1,150**
Fee for Service Medicaid	11	4	4	16	20	11	27	44	6	**143**
Medicaid MCO	143	39	29	267	179	79	254	348	12	**1,350**
Total	**263**	**129**	**175**	**489**	**376**	**258**	**426**	**505**	**22**	**2,643**

104. **Describe what OSSE has done in fiscal year 2024 to increase the number of infants and toddlers receiving Early Intervention services, as mandated by Part C of the Individuals with Disabilities Education Act (IDEA). In your responses, please explain the following:**

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

Strong Start is the District of Columbia's Early Intervention Program, which provides support and services to families with children, from birth through three, with developmental delays and disabilities. Strong Start continues working through a variety of strategies to increase evaluation completion and participation rates for children in Wards 5, 7, and 8. Strategies implemented in FY24 included the following:

- *Family Support Groups*
  Strong Start surveyed service coordinators and caregivers to identify topics for family support groups. Using the feedback received, Strong Start held six virtual family support groups covering topics that included: Understanding Developmental Delay and Diagnosis; Communication for Neurodivergent Children; and Sensory Processing. An average of six families attended each session.

- *Community Playgroups*
  Strong Start continued with their partnership with DC Public Libraries hosting community-based inclusive playgroups across three locations in DC: Mt. Pleasant Library, Francis Gregory Library and Woodridge Library. In FY24, 233 children participated in the community playgroup program, with a monthly average of 7.7 families per playgroup. Strong Start received 32 playgroup feedback survey responses from families. Of the responses received, 100 percent stated that collaborating with Strong Start community playgroup staff was at least "Beneficial or Highly Beneficial" in helping build their knowledge and capacity to provide developmentally appropriate learning opportunities for their child, and their knowledge and capacity to access appropriate resources and relevant information.

- *Ages and Stages Questionnaire (ASQ)*
  In FY24, OSSE's Strong Start team continued to partner with DC Health to increase the number of child development facilities (CDF) using ASQ Online and to support CDF staff effectively implement and use ASQ Online screening results. Through an MOU, DC Health provided funding to cover the costs of the ASQ Online tool and for two OSSE program analysts to lead the initiative. The analysts (who began work in April 2024) successfully recruited and trained 80 new CDFs on the ASQ Online tool. Over half of the newly onboarded CDFs are located in Wards 5, 7, and 8. In FY24, 107 facilities completed 3,775 ASQ Online screenings.

- *Review of Closed Cases Prior to Eligibility Evaluation*

Starting in June 2024, program analysts funded by DC Health contacted families whose cases closed prior to an eligibility determination to understand the reasons families choose not to complete the eligibility determination process for Strong Start services.

Between June and October, program analysts reviewed 239 cases and attempted to contact individuals from 113 cases identified as being closed due to disengagement with the program. OSSE did this to learn more about why families disengage from the referral process and, where appropriate, reengage these families. Program analysts successfully reached 57 (50 percent) of the 113 families and supported 29 families with submitting a new referral to reengage with the Strong Start program. Of the 113 cases, 78 percent of the families living in Wards 5, 7, and 8 are also served by Medicaid. Of the 29 families who requested to have their Strong Start case reopened, 17 (58 percent) were living in Wards 5, 7, or 8, and 26 (90 percent) had a child served by Medicaid. The top reasons families shared for why they did not complete the eligibility determination process were families not having concerns for their child's development; families not moving forward due to scheduling/capacity issues; and the child not residing in DC. OSSE program analysts will continue to contact families, support families with re-submitting referrals, and share findings with the Strong Start state and local teams.

- *Interagency Coordinating Council (ICC)*
  OSSE filled multiple essential positions in the ICC, including adding two additional parent representatives to better provide the Strong Start program with direct caregiver insight and guidance. This will aid the program's communication moving forward.

- *Learning Management System (LMS) Training Portfolio*
  In FY24, Strong Start's child find unit was able to increase the number of recurring training courses available to child development facilities in the Division of Early Learning's (DEL) Learning Management System portfolio. A total of 14 trainings were held in FY24 through the DEL LMS training platform. Across the 14 trainings, Strong Start received 329 training evaluation responses from participants with 100% of responses indicating they "Agreed" with: 1) "the presentation increasing their knowledge"; 2) "the concepts/skills presented assisting them in doing their job or fulfilling their role better"; and 3) "the training session met their expectations."

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

OSSE experienced an increase in referrals and the number of children referred to providers. The number of unduplicated referrals from FY23 to FY24 increased by 11 percent from 2,525 in FY23 to 2,810 in FY24. As a result, the number of children referred for evaluation increased by 8 percent from 1,521 in FY23 to 1,643 in FY24. OSSE will continue to work with community partners and providers to increase the number of children referred and evaluated.

105. **Provide an update on the work of the Early Childhood Development Coordinating Council in fiscal years 2024 and 2025 (through January 31). Include the following information in your response: (1) a list of all members of the Council, including the organization they represent and how long they have served on the Council; (2) a list of the date and time of all meetings; and (3) a narrative description of any action items taken or recommendations made by the Council.**

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

First Name	Last Name	Affiliation	Appointment Date
Sean	Compagnucci	Early Stages, District of Columbia Public Schools (DCPS)	5/9/2014
Carrie	Thornhill	DC Early Learning Collaborative	5/9/2014
Cynthia	Davis	Kings and Queens Childcare	4/24/2015
Jack	McCarthy	AppleTree Institute for Education Innovation and AppleTree Early Learning Public Charter School	4/24/2015
Laura	Zeilinger	Department of Human Services (DHS)	6/3/2015
Brenda	Harris	DC Child Care Connections	5/17/2017
Linda	Moore	Elsie Whitlow Stokes Community Freedom Public Charter School	6/2/2017
Barbara	Bazron	Department of Behavioral Health	4/9/2019
Cheryl	Ohlson	District of Columbia Public Schools	2/21/2019
Marica	Cox Mitchell	Bainum Family Foundation	11/25/2019
Kim	Ford	Martha's Table	11/25/2019
Michelle	Walker-Davis	Public Charter School Board	8/1/2020
Sara	Mead	OSSE	8/3/2020
Ruqiyyah	Anbar-Shaheen	DC Action	4/2/2021
Amaya	Garcia	Parent representative	9/13/2021
Syrita	Robinson	United Planning Organization (UPO)	6/3/2022
Ayanna	Bennett	DC Health	6/8/2023
Kimberly	Cobb	Child and Family Services Agency	10/25/2023
Bridget	Hall	Big Mama's Children's Center	2/21/2024
Maria Cristina	Encinas	President of Multicultural Spanish Speaking Providers Association	2/21/2024
Antoinette	Mitchell	Interim State Superintendent of Education	6/24/2024

The table below provides a listing of the dates and times of all meetings in FY24 and to date in FY25.

Date	Time
Nov. 15, 2023	3:00-4:30 p.m.
Feb. 21, 2024	3:00-4:30 p.m.
May 15, 2024	3:00-4:30 p.m.
Aug. 21, 2024	3:00-4:30 p.m.
Nov. 20, 2024	3:00-4:30 p.m.
Feb. 19, 2025	3:00-4:30 p.m.

The State Early Childhood Development Coordinating Council ensures statewide coordination and collaboration of early childhood development activities. In FY24 and FY25 to date, SECDCC discussion topics have included:
- Child Care and Development Fund (CCDF) State Plan Process
- Early Childhood Educator Pay Equity Fund
- The DC Child Care Subsidy Program
- OSSE Fiscal Year 2024 (FY24) Budget Overview
- Results from the 2022-2023 Implementation of the Early Development Instrument (EDI)
- Preschool Development Grant Birth Through Five (PDG B-5)
- HealthCare4ChildCare
- OSSE's 2024 Cost Model Analysis & CCDF Alternative Methodology
- Child care for children with disabilities & Access to Quality Child Care for Children with Disabilities Grant
- ASQ Online Initiative
- Child Care Emergency Preparedness and Response Plan (CCEPRP)
- Findings of the Urban Institute's DC Child Care Research Partnership
  o An Implementation Study of the District of Columbia's Early Childhood Educator Pay Equity Fund Initiative 2024
  o A Study of DC Public Prekindergarten 2024 Family Survey and Focus Groups

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

106. OSSE shared that the funds that were temporarily redirected from OSSE's Division of Early Learning (DEL) to supplement the 21st CCLC grant have been returned to DEL's child care subsidy budget to support before-and-after care and that beginning in fiscal year 2024 DEL would be expanding child care services for children with disabilities, including school-age children. What is the status of this program?

In 2023, OSSE made a strategic decision to discontinue use of local child care subsidy funds for the 21st CCLC program and shift the program to be entirely federally funded. This decision was made collaboratively by OSSE's Division of Strategic Funding for School Quality (formerly the Division of Systems and Supports K-12) and Division of Early Learning, upon advice of the U.S. Department of Education, to improve the effectiveness and accountability of the 21st CCLC program and better meet the needs of the District's children, families and LEAs. In FY24, to support CBOs that previously received 21st CCLC funding during this transition, OSSE transferred $3.4 million to the DME's Office of Out of School Time programs to supplement grants the OST office makes to OST CBOs. This transfer was for one year only to support CBOs during the transition in the 21st CCLC program. As of FY25, no local child care subsidy funds are used to support 21st CCLC grants. In FY24, OSSE spent $5,818,545 on child care subsidy payments for school-aged children receiving before and/or after care during the school year, or full-day care during periods (e.g. summer and holiday breaks) when public schools are closed.

The *FY24 Budget Support Act* authorized OSSE to launch a grant program to provide direct child care services for children with disabilities. Throughout FY24, DEL gathered input from stakeholders on the design of the grant program. In April 2024, OSSE issued a Request for Applications (RFA) for the Access to Quality Child Care for Children with Disabilities (A2QCCD) grant program. This competitive grant program was designed to expand the supply of child care options that meet the needs of infants, toddlers, and school-age children with disabilities, including those who require intensive health, behavior, and other supports to successfully participate in early learning and out-of-school time programs. While the RFA was open to infant and toddler child care providers and out-of-school time providers, OSSE only received applications from infant and toddler child care providers.

In August 2024, OSSE awarded grants to four child care programs: CentroNía Inc., Easterseals Serving DC-MD-VA, Inc., Educare of Washington DC, and National Children's Center, Inc. Grantees received funding from OSSE to enroll eligible children in slots funded by the A2QCCD grant. Grantees must accept children with disabilities in grant funded slots upon referral from OSSE, DC Child Care Connections, or other District agencies, provided a slot in the program is available. Grant funds support a total of 78 child care slots for infants and toddlers with disabilities.

In FY25, OSSE will use a portion of funds received from a federal Preschool Development Grant, Birth to 5 (PDG-B-5) to hire a program manager for the A2QCCD grant program to provide technical assistance to grantees to support their implementation of grant-funded child care slots for children with disabilities, identify barriers and challenges child care programs face in serving children with disabilities, and develop recommendations for addressing barriers and

leveraging other resources and funding sources across the early childhood and health systems to expand access to quality child care for infants, toddlers and children with disabilities. As part of this work, the program manager will engage representatives of OST programs, LEAs, and families of school age children with disabilities to understand what barriers OST providers face in serving children with disabilities, identify application barriers for the first round of A2QCCD grants, and identify challenges that families and LEAs experience in accessing OST care for school-aged children with disabilities.

107. **How many childcare facilities participated in the Early Childhood Educator Pay Equity Fund in FY 24 by program type (i.e., center, home/expanded) and ward.**

FY24 ECE Pay Equity Fund Participation

Facility Type	Ward								Total
	1	2	3	4	5	6	7	8	**Total**
Child Development Center (CDC)	26	49	33	46	36	34	31	40	**295**
Child Development Home (CDH)	1	1	0	3	8	0	7	11	**31**
Expanded Child Development Home (CDX)	2	1	0	12	5	3	8	8	**39**
Total	29	51	33	61	49	37	46	59	365

108. How many early educators were included in facility Early Childhood Educatory Pay Equity Fund Awards in FY24 by quarter, role/credential, and ward?

Ward	Staff Type	Credential	Q1	Q2	Q3	Q4
Ward 1	Assistant Teacher	Less than CDA	54	46	44	39
		CDA	89	103	107	113
		AA or higher	34	41	44	47
	Teacher	Less than CDA	1			
		CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	98	83	81	81
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	20	26	24	27
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	24	30	35	37
	Associate Home Caregiver	Less than CDA	3	4	3	3
		CDA	1	2	3	3
		AA or higher	1	2	2	2
	Home Caregiver	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE		1	1	1
	Expanded Home Caregiver	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	1	1	1	1
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	1	1	1	1
	Subtotal		**327**	**340**	**346**	**355**
Ward 2	Assistant Teacher	Less than CDA	142	113	105	98
		CDA	53	94	118	106
		AA or higher	50	55	60	59
	Teacher	Less than CDA	1			
		CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	208	166	147	150
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	37	41	45	45
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	58	84	90	86
	Associate Home Caregiver	Less than CDA		3	2	1
		CDA	2			
		AA or higher	1	1	1	1

	Home Caregiver	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE		1	1	1
	Expanded Home Caregiver	BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	1	1	1	1
	Subtotal		**553**	**559**	**570**	**548**
Ward 3	Assistant Teacher	Less than CDA	76	51	50	48
		CDA	70	103	115	103
		AA or higher	91	99	106	106
	Teacher	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	111	67	75	81
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	32	33	34	32
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	69	116	112	107
	Subtotal		**449**	**469**	**492**	**477**
Ward 4	Assistant Teacher	Less than CDA	85	73	65	66
		CDA	71	108	124	132
		AA or higher	26	33	35	39
	Teacher	Less than CDA	2			
		CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	162	118	115	124
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	53	55	57	64
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	41	63	67	65
	Associate Home Caregiver	Less than CDA	5	4	5	4
		CDA	13	15	20	20
		AA or higher	1	1	1	2
	Home Caregiver	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	2	2	1	2
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE			1	1
	Expanded Home Caregiver	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	5	3	3	3
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	2	3	5	3

Ward	Role	Education				
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	3	4	4	5
	Subtotal		**471**	**482**	**503**	**530**
Ward 5	Assistant Teacher	Less than CDA	104	98	95	100
		CDA	32	47	72	87
		AA or higher	7	12	16	17
	Teacher	Less than CDA	1			
		CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	117	112	109	113
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	21	33	40	39
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	15	23	29	36
	Associate Home Caregiver	Less than CDA	4	6	3	4
		CDA	6	7	8	9
		AA or higher	3	7	6	7
	Home Caregiver	Less than CDA	1	1		1
		CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	2	3	2	2
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	1	1	1	1
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)		2	2	2
	Expanded Home Caregiver	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	2	3	4	4
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	1	1	1	1
	Subtotal		**317**	**356**	**388**	**423**
Ward 6	Assistant Teacher	Less than CDA	126	114	101	98
		CDA	45	80	86	101
		AA or higher	24	26	36	43
	Teacher	Less than CDA	2			
		CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	148	128	127	123

Ward	Role	Credential				
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	28	33	40	47
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	47	68	73	77
	Associate Home Caregiver	Less than CDA	2	1	1	1
		CDA		3	3	3
		AA or higher	1	1	1	1
	Expanded Home Caregiver	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE		1	1	1
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	2	2	2	2
	Subtotal		**425**	**457**	**471**	**497**
Ward 7	Assistant Teacher	Less than CDA	79	64	64	57
		CDA	41	57	56	67
		AA or higher	13	14	18	19
	Teacher	Less than CDA	1			
		CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	101	85	80	81
		AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	27	34	34	32
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	21	32	40	43
	Associate Home Caregiver	Less than CDA	9	11	10	11
		CDA	4	6	7	5
		AA or higher	4	6	6	7
	Home Caregiver	Less than CDA	1	1		
		CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	6	6	7	7
	Expanded Home Caregiver	Less than CDA	1	1	1	1
		CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	4	5	5	5
		BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	2	2	2	2
	Subtotal		**314**	**324**	**330**	**337**
Ward 8	Assistant Teacher	Less than CDA	87	75	70	70
		CDA	47	85	93	96

	AA or higher	20	33	30	27
Teacher	Less than CDA	2			
	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	174	157	147	135
	AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	41	44	49	44
	BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	25	34	39	39
Associate Home Caregiver	Less than CDA	13	9	9	8
	CDA	4	8	10	9
	AA or higher	7	7	7	5
Home Caregiver	Less than CDA	2	2	2	1
	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	9	8	8	8
	AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE				1
	BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	1	1	1	1
Expanded Home Caregiver	AA degree in ECE or AA degree with greater than or equal to 24 credit hours in ECE	2	2	2	2
	BA in ECE or BA with greater than or equal to 24 credit hours in ECE (or higher)	4	4	5	4
Subtotal		**438**	**469**	**472**	**450**
FY24 Total		**3,294**	**3,456**	**3,572**	**3,617**

109. **What was the total amount of facility awards by quarter in FY24 and FY25 to date of the Early Childhood Educator Equity Fund?**

FY24

Quarter	CDF Payroll Formula Award
Q1	$13,986,157.20
Q2	$17,223,023.14
Q3	$17,941,480.57
Q4	$18,165,476.46
Total	**$67,316,137.37**

FY25 (YTD)

Quarter	CDF Payroll Formula Award
Q1	$14,674,275.74

110. **How many facilities were on waivers because they could not meet the required minimum salaries, broken down by Ward and facility type, in FY 2024? Provide a summary of the common barriers to meeting salary minimums on waiver applications. Please also provide this data for FY 2025, if available.**

OSSE established the waiver process to increase participation among Child Development Facilities (CDFs) that lack sufficient revenue to meet the minimum salary requirements. In order to receive a waiver of the minimum salary requirements, a child care provider must demonstrate to OSSE that the provider lacks sufficient funds to pay the required minimum salaries without operating at an unsustainable budget deficit, even after taking into account funds the child care provider receives from the Early Childhood Educator Pay Equity Fund, as well as other funding sources (e.g., child care subsidies, parent tuition). Revenue is the primary barrier to implementation of the minimum salary requirements. In FY24, a total of 39 waivers were approved covering 50 facilities.

In FY25, OSSE made changes to the waiver criteria to ensure that only facilities most in need of a waiver would be eligible. To date, OSSE has approved 12 waivers covering 14 facilities. Providers may continue to submit waiver requests throughout FY25.

Facilities with a FY24 Pay Equity Waiver by Ward and Facility Type

	Ward							
	1	2	3	4	5	6	7	8
Child Development Center (CDC)	3	3	0	7	5	6	7	4
Child Development Home (CDH)	1	0	0	1	0	0	0	0
Expanded Child Development Home (CDX)	2	0	0	5	0	1	2	3
Total	6	3	0	13	5	7	9	7

Facilities with a FY25 Pay Equity Waiver by Ward and Facility Type

	Ward							
	1	2	3	4	5	6	7	8
Child Development Center (CDC)	1	0	0	2	3	0	0	2
Child Development Home (CDH)	1	0	0	3	0	0	0	0
Expanded Child Development Home (CDX)	0	1	0	1	0	0	0	0
Total	2	1	0	6	3	0	0	2

111. **What is the share of PEF funding (excluding funding for the HC4CC) that CDF's are spending on eligible educators' salaries and separately for employer-provided benefits outside of HC4CC?**

Child care providers that participate in the Early Childhood Educator Pay Equity Fund must pay eligible educators wages or salaries that are equal to or exceed the minimum salary requirements set by OSSE. Child care providers are expected to meet the minimum salary requirements through funding received from the Early Childhood Educator Pay Equity Fund quarterly awards and other sources of revenue (e.g., parent tuition, child care subsidies). OSSE monitors all providers for compliance with the minimum salary requirements but does not otherwise track how facilities use quarterly award payments, including the share spent on educator salaries or benefits.

112. How do you expect the changes to the Child Care Subsidy Policy manual to impact caseloads and enrollment?

In October 2024, OSSE published an updated DC Child Care Subsidy Program Policy Manual. Policy changes included in the manual were intended to help eligible families access child care subsidies promptly and efficiently; enhance program effectiveness by simplifying and streamlining processes to better meet the needs of children and families and reduce the burden on eligibility workers; and align District policies with new federal regulations, including a federal requirement to pay child care providers that accept subsidies based on enrollment of subsidized children rather than attendance.

The changes largely simplify and reduce paperwork burdens on families already eligible for subsidy rather than expand the pool of eligible families. As such, OSSE does not anticipate a significant impact on caseloads as a result of the changes. To the extent that OSSE expanded specific eligibility categories, those changes were intended to direct subsidy investments toward families who need help the most and to reduce paperwork burden on all families applying for subsidy. While the marginal impact on numbers of families qualifying for subsidy as a result of these changes is likely modest, the benefits of reduced paperwork burden will benefit all subsidy eligible families, as well as Level II providers (providers approved to determine subsidy eligibility on behalf of OSSE) and DHS staff who implement the eligibility determinations. Prior to the release of the policy manual, and continuing to-date, subsidy caseloads have been slowly rising but still remain below levels experienced prior to 2020 and the onset of the COVID-19 pandemic.

While caseloads remain below pre-pandemic levels, the overall cost of the Subsidy Program is trending upwards due to multiple factors. In October 2023, OSSE updated subsidy payment rates in response to increased child care provider costs. Additionally, in April 2024, OSSE updated Capital Quality designations for child care providers for the first time since the pandemic. The percentage of child care providers with ratings of "quality" or "high-quality" rose from 54 percent to 83 percent. Because providers with higher rates receive higher reimbursement rates, this translated into higher program costs. Finally, the new federal requirement to pay subsidized child care providers based on enrollment, rather than attendance, will also increase costs, since the District will no longer reduce payments for days children are absent from care.

Group H: Transportation

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

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

As of December 31, 2024, OSSE-DOT operates 603 school buses and 20 vans.

As OSSE's first step towards electrification, OSSE applied for and won $7.625 million in federal funding to electrify school buses through the Environmental Protection Agency's (EPA) 2022 Clean School Bus Rebate program. The District of Columbia was one of just 27 districts nationwide to win the maximum rebate for 25 school buses. OSSE-DOT is currently in the manufacturing phase to obtain these 25 buses from two manufacturers, with an anticipated delivery date of October 2025. Due to manufacturing challenges faced by both vendors, the delivery of the buses was shifted from the original October 2024 deadline.

To further increase the number of electric buses, OSSE-DOT applied for the 2023 Clean School Bus Rebate Program on February 14, 2024, and received an award notification of $6.825 million in federal rebate funding toward the purchase of 25 additional electric buses.

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

All of OSSE-DOT's 603 school buses and 20 vans (100%) have a GPS device installed.

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

As of December 31, 2024, OSSE-DOT has 144 buses with internal cameras installed, representing approximately 24 percent of OSSE's active bus fleet.

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

Parents are able to track their child's location by calling the DOT Parent Resource Center and speaking with a customer service agent. OSSE-DOT is currently working on a capital project that will enable parents to track their child's location using a mobile device.

(e) How many drivers does OSSE-DOT currently employ? On average, how long does a driver position remain vacant? What number of drivers does OSSE-DOT need to be fully staffed? Describe OSSE-DOT's efforts to fill vacancies and recruit more bus drivers in FY24 and what additional plans OSSE has for FY25?

As of December 31, 2024, OSSE-DOT has 513 bus drivers. A driver position can remain vacant for up to one year. The necessary number of fully staffed positions fluctuates based on OSSE-

DOT's student ridership demand. OSSE-DOT currently needs to fill 31 additional drivers to be fully staffed.

In an effort to fill vacancies, OSSE-DOT participated in four DCHR hiring fair events in 2024 that resulted in the hiring of 22 drivers. Additionally, in the fall of the 2024-25 school year, OSSE-DOT partnered with the District of Columbia Department of Public Works (DPW) to provide CDL training for OSSE-DOT Attendants. The training cohort for bus attendants resulted in five attendants who successfully completed the program and earned their Commercial Driver's License (CDL). The class was conducted during the midday break between the AM and PM commutes to accommodate their schedules. As of January 2025, all five graduates have completed the program and are currently undergoing the hiring process. They are expected to onboard as Motor Vehicle Operators (MVO) in February 2025.

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

OSSE-DOT Ridership*										
	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Other ***	Total
Number of Students**	281	98	132	511	647	290	951	1126	84	4,120
% of Students	6.8%	2.4%	3.2%	12.4%	15.7%	7.0%	23.1%	27.3%	2.1%	100%

Information is by Ward of the student's address, not by Ward of the school attended, through Dec. 31, 2024
**Above figures represent the number of active students in which a school has submitted a transportation request form. Not all students may regularly ride the bus.*
*** "Other" identifies students that live outside of DC but are transported by OSSE-DOT (e.g., Wards of DC, through McKinney-Vento, or in Foster Care)*

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

As of December 31,2024:

OSSE-DOT SY24-25 Ridership to Nonpublic Schools				
	DC	Maryland	Virginia	Total
Students Transported to Nonpublic Schools	71	305	91	**467**
School Locations	4	27	6	**37**

(h) How many students did not have a confirmed route by their LEAs first day of school years 2023-2024 and 2024-2025? By the third school day? By the fifth school day? By the tenth school day? What were the top 3 reasons routes that were not confirmed by the first day of school?

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

Although OSSE-DOT does not collect aggregate data on the reasons why routes are not confirmed by the first day of school, the most recurring issues include: TRFs being submitted past the submission deadline by the LEAs, students changing schools due to lottery waitlist decisions, and TRFs submitted by LEAs having incorrect information (e.g., invalid home address).

The following table represents student routing status of all TRFs that OSSE-DOT received before the first day of school for school years 2023-24 and 2024-25. Please note that, in the 2024-25 school year, OSSE-DOT began using a more precise routing measurement by incorporating all waves of LEA start dates (rather than using DCPS' start date for all LEAs). This makes year-over-year comparisons invalid but provides a more accurate reflection of the confirmed routes for all LEAs.

	SY2023-24	SY2024-25
% of TRFs submitted by LEAs on time	3,640 of 3,878 (94%)	3,605 of 3,968 (91%)
% Routed* for 1st Day of School	3,640 of 3,878 (94%)	3,605 of 3,968 (91%)
% Routed for 3rd School Day	3,689 of 3,878 (95%)	3,610 of 3,968 (91%)
% Routed for 5th School Day	3,643 of 3,878 (94%)	3,605 of 3,968 (91%)
% Routed for 10th School Day	3,709 of 3,878 (97%)	3,649 of 3,968 (92%)

*"Routed" represents students whose name is recorded in OSSE's routing system and displayed on the trip ticket.

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

OSSE does not have this data. OSSE's attendance code system does not track the many reasons students are absent from school (e.g., sickness, transportation issue, doctor's appointment, dentist appointment, vacation, attending a baseball game, babysitting, court appointment, etc.), and families may self-transport their students when a bus route is down. Please note that families may be reimbursed for bringing their child to school if bus service is unavailable.

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

When OSSE-DOT transitioned back to its legacy routing system in January 2023, the agency established a process to collect daily reportable data on whether a bus is "late" based on a bus departing its terminal later than its scheduled time. For FY24, this methodology was the most accurate proxy measure to determine whether students experienced service delays and arrived late to school. The below chart represents monthly on-time departure performance in fiscal year 2024 and fiscal year 2025 through December 2024.

Date (Month of)	% of on-time bus departure
October 2023	96.7%
November 2023	95.0%
December 2023	95.1%
January 2024	94.9%
February 2024	95.0%
March 2024	96.4%
April 2024	95.7%
May 2024	91.5%
June 2024	98.2%
July 2024	99.0%
August 2024	99.0%
September 2024	97.8%
October 2024	98.3%
November 2024	95.7%
December 2024	92.6%

OSSE established a new process to measure whether a bus arrived at school on time in August 2024. To date, OSSE-DOT's school buses have had 93 percent average on-time school arrival rate in the 2024-25 school year.

114. **With regard to special education transportation, please provide the following information for School Year 2023-2024 and 2024-2025 (through January 31):**

(a) Any actions taken over the last year or planned for the next year to improve the education transportation system, including improvements to communication with parents and schools regarding arrivals and pick-ups;

<u>**Actions Completed in FY24**</u>

Expansion of Private Routes

In FY24, OSSE-DOT expanded its contracted route capacity to mitigate staffing challenges and increase operational efficiency. OSSE-DOT increased from 87 contracted routes in SY23-24 to 150 on the first day of school in SY24-25 to meet our service demand.

Expansion of Parent Stipend Program

In FY24, OSSE-DOT significantly expanded the volume of program participants in the Parent Stipend Program. The program offers a monthly stipend for eligible students to help families who self-transport their students to school. The goal of this program is to reduce student ridership demand during the nationwide bus driver shortage by providing cost subsidies to families for self-transportation. The program provides $400 per month per qualified student to each participating household. 165 families were receiving parent stipend payments at the end of the 2023-24 school year. As of December 31, 2024, the program has 356 parent recipients participating in the program, which has reduced the demand for services of our existing fleet. The Parent Stipend Program is one of the most cost-efficient methods to address OSSE's growing student ridership and staffing challenges, enabling guardians to transport their students at one-tenth the cost per student of OSSE-DOT's traditional yellow bus services.
To improve program participation and efficacy, OSSE-DOT upgraded our technology system to automate the payment process. Upon approval by a DOT reviewer, the system sends an alert to the District Integrated Financial System (DIFS), the platform that disburses payments to participating families. This feature ensures that parents receive their stipend on a timely basis, fostering greater confidence in the parent stipend program.

Stop Arm Project

OSSE-DOT, in partnership with the District Department of Transportation's (DDOT), launched the Stop Arm Program that became part of the city's automated traffic enforcement system (Mayor's Order 2019-085). A total of 25 OSSE-DOT school buses have cameras installed to capture moving violations. The program has contributed to student safety by enforcing District law requiring motor vehicles to obey stop arm instructions when school buses stop to board or unload students.

Integrated Data Submission (IDS) Transportation Request Form (TRF) Enhancements

The Integrated Data Submission (IDS) Transportation Request Form (TRF) system allows LEAs to submit TRFs for students eligible for transportation. Significant enhancements were made to the system beginning January 1, 2024, for easier, more accurate data submission. These enhancements include:

- *Calendar Submission Enhancements*: The Calendar Submission module in IDS TRF allows schools to define their schedules. The new enhancements allow users to submit calendar changes throughout the school year directly in the system rather than raising a help desk ticket with OSSE, which increases the routing system's efficiency.
- *Multiple Device Compatibility*: The TRF system was made mobile-compatible. LEA users can now access the app and submit data from different devices (mobile, tablets, desktop).
- *Auto Cancellation Feature*: OSSE introduced an auto cancellation feature whereby the system automatically cancels a student's TRF for a school if the student's latest enrollment record indicated that the student was no longer enrolled in that school. This enhancement meant fewer ineligible transportation request forms and ultimately reduced transportation waste and improved routing efficiency.

DOT Case Management

OSSE added new features to the Case Management Application system to improve coordination among the OSSE-DOT teams responsible for case resolution, including an immediate notification module. This system enhancement enables OSSE-DOT's dispatch team and agency leadership to automatically receive accident information in real-time as investigative members on scene complete a form within the DOT Case Management system.
Following submission, the system promptly emails all relevant internal stakeholders and sends a text alert to OSSE-DOT leadership. Moreover, the system now automatically generates a case based on received notifications, significantly minimizing duplication of effort among team members. These improvements have increased operational efficiency and promoted a more responsive and coordinated approach to addressing the needs of affected students.

OSSE Messaging Center

The Parent Resource Center (PRC) within OSSE-DOT utilizes the OSSE Messaging Center to inform parents and schools about any changes or delays in a student's transportation status. This year, OSSE unveiled a new multi-language translation feature to further enhance this communication. This feature allows notifications to be translated into the guardian's preferred language, ensuring that important information regarding a student's transportation status is accessible to all families. By implementing this feature, OSSE strives to eliminate potential barriers in communication and create a more inclusive and supportive environment for the families we serve.

Actions Planned for FY25

DOT Routing System

OSSE-DOT's FY25 capital budget includes $3.2 million across three years for the agency to procure a state-of-the-art routing and GPS system that will equip every bus with a GPS-enabled tablet, including software technology that will be able to track aggregate student-level bus performance, including when every student is picked up from home, dropped off at school in the morning, picked up from school, and dropped off at home in the afternoon. All of this information will be collected system-wide and in real time, then be quickly made available to front-line route managers and central leadership for analysis. The GPS-enabled tablets will also allow families to track the location of their students' bus. The GPS-enabled tablets will remove the need for paper-based trip tickets used by bus staff. This will also provide cost savings to OSSE-DOT operations by removing the need to prepare, print, distribute, collect and scan paper-trip tickets each day. The new technology will also include a new routing system that is expected to create more efficient bus routes for OSSE-DOT. The routing system will help to accommodate OSSE-DOT's door-to-door transportation service requirements, provide more efficient coordination working with multiple school calendars, and allow for real-time reporting of operational outcomes, including student ridership data.

The estimated timeline and current status for this project are as follows:
i. In July 2024, OSSE-DOT issued a request for information (RFI) to routing system vendors that have successfully implemented student transportation routing systems in other major-city school jurisdictions.
ii. In August 2024, OSSE-DOT submitted a statement of work (SOW) to the Office of Contract and Procurement as required by District of Columbia contracting law.
iii. In October 2024, OSSE onboarded project management contractors to document its terminal operational process and understand current GPS chip functionalities and limitations so that post-contract award work goes as efficiently as possible.
iv. By April 2025, OSSE-DOT anticipates finalizing the method of procurement and determining its preferred new routing system vendor. Once a vendor is selected and awarded, OSSE-DOT will move into the implementation phase.
v. OSSE-DOT anticipates having the new system in operation during the SY 2025-26 but intends to complete multiple rounds of pilot testing (and system changes as necessary) to ensure a successful system-wide implementation.

OSSE continues to approach this project with utmost priority and urgency.

Electrification

In FY25, using the funds received from EPA's Clean School Bus rebate program, OSSE-DOT, in collaboration with DGS, will install its first electric charging stations at the Adams Place terminal. OSSE-DOT expects to receive 25 electric buses by October 2025. This will be the first series of electric buses toward a wider replacement of existing vehicles and part of a long-term strategy for OSSE-DOT to reduce its carbon footprint.

New Terminal

OSSE-DOT, in collaboration with the Department of General Services (DGS), is scheduled to open a new W Street school bus terminal (1601 W. Street, NE). The new terminal will replace the Fifth Street terminal and have on-site maintenance, a repair facility, and electric charging stations. The new facility is scheduled to be completed in September 2025.

Customer Service Improvement

OSSE-DOT participates in at least three community engagement events quarterly. The purpose of these community events is to proactively host outreach functions for stakeholders that will enable OSSE-DOT to deepen community relationships and trust. OSSE prioritizes holding events in historically marginalized neighborhoods, with most engagement in Wards 7 and 8. OSSE-DOT also develops and publishes a family handbook to streamline school year related communications to parents and families. The handbook is updated annually.

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

As of December 31, 2024, OSSE-DOT is responsible for the transportation of 4,120 students. Of them, 3,498 utilize OSSE-DOT provided yellow school bus or van services.

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

As of December 31, 2024, there are 622 students transported across eight private contractors.

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

When OSSE-DOT transitioned back to its legacy routing system in January 2023, the agency established a process to collect daily reportable data on whether a bus is "late" based on a bus departing its terminal later than its scheduled time. For FY24, this methodology was the most accurate proxy measure to determine whether students experienced service delays and arrived late to school. The below chart represents monthly on-time departure performance in fiscal year 2024 and fiscal year 2025 through December 2024.

Date (Month of)	% of on-time bus departure
October 2023	96.7%
November 2023	95.0%
December 2023	95.1%
January 2024	94.9%
February 2024	95.0%

March 2024	96.4%
April 2024	95.7%
May 2024	91.5%
June 2024	98.2%
July 2024	99.0%
August 2024	99.0%
September 2024	97.8%
October 2024	98.3%
November 2024	95.7%
December 2024	92.6%

OSSE established a new process to measure whether a bus arrived at school on time in August 2024. To date, OSSE-DOT's school buses have had 93 percent average on-time school arrival rate in the 2024-25 school year.

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

Approximately 21 percent of OSSE-DOT's students have ride times over an hour. Student ride times are determined by several factors including the student's individual needs and accommodations, the capacity of the student's bus, and the student's school location. Some ride times will always be over an hour because OSSE-DOT is mandated to provide transportation to students that travel outside of the District of Columbia. OSSE-DOT must also include sufficient onboarding times for every special education student to facilitate safe pick-up. Students attending school outside of the District regularly experience longer ride times, with increased onboarding and travel time needs.

Percentage of Routes Requiring More Than 60-Minute Ride Times

Oct 23	Nov 23	Dec 23	Jan 24	Feb 24	Mar 24	Apr 24	May 24	Jun 24	Jul 24	Aug 24	Sep 24	Oct 24	Nov 24	Dec 24
21%	20%	20%	21%	23%	20%	22%	23%	25%	14%	22%	16%	25%	22%	24%

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

Complaint Category	Oct '23	Nov '23	Dec '23	Jan '24	Feb '24	Mar '24	Apr '24	May '24	Jun '24	Jul '24	Aug '24	Sep '24	Total
Unprofessional Conduct	46	25	17	20	35	38	21	24	10	10	16	33	**295**
Student Behavior	7	5	6	5	9	4	3	7	2	1	0	11	**60**
Late Buses	77	57	64	56	56	58	44	82	14	29	39	116	**692**
Routing	9	8	4	6	6	3	11	10	0	3	4	14	**78**

Student Accommodation	1	2	0	0	1	1	2	2	1	2	1	1	**14**
Administrative	4	1	1	5	0	4	7	3	0	0	0	7	**32**
Fleet Issues	9	2	0	0	0	0	3	7	0	3	5	5	**34**
Incorrect Information	3	5	8	14	6	12	9	13	4	3	0	7	**84**
Total	**156**	**105**	**100**	**106**	**113**	**120**	**100**	**148**	**31**	**51**	**65**	**194**	**1,289**

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

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

OSSE-DOT provides transportation as a related service pursuant to IDEA and its implementing regulations. Transportation is a related service under the IDEA and is limited to "travel to and from school and between schools, travel in and around school buildings . . . if required to provide special transportation for a child with a disability." 34 CFR §§ 300.34(a) and (c)(16). However, when possible, OSSE-DOT has provided additional transportation services to accommodate the needs of our students, families, and school partners. For example, OSSE-DOT annually provides transportation services to the Special Olympics, the White House turkey pardoning event, and occasional field trips.

> **(h) The current policy or procedure for monitoring the amount of specialized instruction or related services that students miss due to OSSE-DOT transportation errors, cancellations, or delays.**

The Local Education Agencies hold the responsibility to monitor the proper provision of specialized instruction or related services based on a student's IEP. LEA IEP teams are responsible for determining when missed services amount to a denial of FAPE and therefore require make-up services. OSSE maintains a related services policy for LEAs that addresses missed services due to a child's absence. If a child's IEP team believes that missed related services could be deemed a denial of FAPE, LEAs are to follow this policy guidance and provide make-up related services sessions to the fullest extent possible. OSSE is available to work with LEAs to authorize appropriate services and minimize potential educational harm caused by student absence. Such services may include tutoring in the areas of most concern for the student, as well as related services that are prescribed in a student's IEP.

Compensatory education is an equitable remedy that a court or hearing officer may order after a finding that a student has suffered educational harm that constitutes a denial of a free and appropriate public education (FAPE). Such a finding is an individualized determination by a court or hearing officer based on the individual child, the particular services lost, and the educational harm, if any. Accordingly, OSSE complies with every order of a court or hearing officer to provide compensatory education when due.

115.   Please describe OSSE DOT's operating procedures for notifying schools and caregivers when bus delays or cancellations occur under the following circumstances: (1) Buses are delayed or cancelled for morning pick-up; and (2) Buses arrive late to transport students from school to their evening drop-off locations. If no such operating procedures exist, please describe the limitations that prevent OSSE DOT from developing operating procedures that address these communication issues. Finally, please describe the efforts required for OSSE DOT to develop and implement operating procedures to address communication lapses. Include in your response a description of any efforts to ensure these communications comply with the DC Language Access Act.

OSSE-DOT's internal process for identifying a late bus begins at the departing terminal, where staff track bus departures and assignments in real time. Each morning, terminal staff assess whether all scheduled drivers have reported for duty and if buses are assigned accordingly. If a driver is late or absent or a bus experiences maintenance issues, staff determine that the route is likely to depart late, which in turn means it will arrive at school later than scheduled.

Once terminals confirm that a morning pickup route is delayed or canceled, this information is relayed to the Parent Resource Center (PRC). The PRC then sends text and voice messages to guardians, informing them of the delay or cancellation. Additionally, emails are sent to impacted schools, notifying them that a specific route is running late or has been canceled. Once en route, drivers are required to report any on road delays (such as accidents, breakdowns, and medical or student incidents) directly to the dispatch unit. The dispatch unit verifies all relevant information with the bus staff and relays this information to the PRC, who then communicate delays via text and automated calls to parents and schools. GPS and other monitoring tools support this process to accurately report the vehicle's location to families, schools, and emergency responders, as needed.

For afternoon drop-offs, the process follows a similar structure. Dispatch utilizes terminal departure time and subsequent arrival to the school to identify whether routes will be timely. If any delay is identified, whether due to late departure from terminal, late departure from the school, or reported on road delays, dispatch will provide this information to the PRC, which then notifies guardians via text and automated calls and informs schools via email. In addition, OSSE hosts a webpage that uniformly informs all parents of their students' morning and afternoon route status.

To further enhance communication, OSSE introduced a new message translation feature this year. This feature ensures that text notifications are translated automatically into each guardian's preferred language, making transportation updates more accessible. Through this update, OSSE is addressing language barriers and fostering a more inclusive communication process for the families we serve.

116. **(a) What were the top three compliance issues that OSSE faced with regard to special education transportation in school years 2023-2024 and 2024-2025 (through January 31)?**

The top three complaints in FY24 were: 1) delayed student pickup; 2) unsatisfactory bus attendant performance; and 3) unsatisfactory driver performance.

(b) What steps has OSSE taken in fiscal years 2024 and 2025 (through January 31) to remedy these issues?

Please see our response to question 114(a).

117. Provide an update on the Transportation Advisory Council. Please include: (1) the list of representatives serving on the Council; (2) the number of meetings held in fiscal years 2024 and 2025 (through January 31); (3) priorities identified by the Council; and (4) what changes to improve special education transportation that OSSE has undertaken as a result of the Advisory Council.

The Transportation Advisory Council (TAC), listed below, represents a cohort of individuals from diverse backgrounds who possess diverse skillsets and knowledge of special education services for students with disabilities.

Name	Affiliation	Role
Michael Riley	OSSE-DOT	Advisory
Yvonne Smith	OSSE-DOT	Advisory
Thomas Bolden	OSSE-DOT	Advisory
(Youlanda Clark)*	OSSE-DOT	Chair
Keisha Nelson	WHUR/Howard University	Member
Tracy Talbert	DC Child and Family Services Agency	Member
Ian Paregol	DC Coalition of Disability Service Providers	Member
Shandell Matthews	St. Coletta of Greater Washington	Member
Charles DeSantis	Parent	Member
JaVaan Veal	KIPP DC	Member
Maria Slewion	EL Haynes PCS	Member
Krystle Grier	OSSE-DOT	Member
Julienne Metellus	OSSE-DOT	Member
Dionne McAdoo	OSSE-DOT	Secretary
Chelcia Greer	OSSE-DOT	Secretary

Note: In FY24, a representative from the Children's Law Center requested to be removed from the TAC list due to other commitments.
*The Chair position is held by OSSE-DOT's Office of Customer Engagement Associate Director. This position was filled by Youlanda Clark on Feb. 10, 2025, and she will soon assume the role of TAC chair.

In FY24, the TAC hosted two of four quarterly meetings. Meetings were limited because the Chairperson of the TAC was vacant. OSSE-DOT recently backfilled this role and looks forward to urgently re-establishing a regular quarterly meeting series.

The FY24 TAC meetings focused on community engagement, technology modernization efforts, transportation status updates, non-public school information submission processes, non-riders, and non-matching residential addresses. These meetings helped OSSE-DOT promote outreach events, gather feedback and support for our parent-texting programs and GPS upgrade project, and strengthen communications to non-public schools regarding timely transportation request form completion and calendar submissions. In addition, the meetings informed OSSE's update of the SY24-25 Student Transportation Family Handbook.

The TAC has proven instrumental in strengthening OSSE-DOT's feedback loop from the community. OSSE-DOT is actively working to re-establish new goals for the current fiscal year to support the following focus areas:

- Enhancing the efficiency of transportation services for students with disabilities;
- Addressing concerns related to student safety, accessibility, and timeliness of student transportation services;
- Improving coordination between OSSE-DOT and families to streamline transportation requests form (TRF) completion and timely resolve TRF issues; and
- Reviewing and updating policies, procedures, and materials, including the Student Transportation Family Handbook, to reflect current needs and best practices.

118. **Describe any technology upgrades OSSE's Department of Transportation (OSSE-DOT) has taken in fiscal years 2024 and 2025 (through January 31) to improve the tracking of buses and to communicate with parents and schools regarding arrivals and pick-ups.**

GPS Enhancement

In FY24, OSSE-DOT completed a comprehensive review of all existing GPS systems in its fleet, ensuring that all devices are up-to-date, fully operational, and consistently tracking in real time. This effort significantly improved the Parent Resource Center's ability to track every route. In the anticipation of the upcoming capital-funded routing system project, the agency has also initiated the process of redefining geo-fences around each school and student home address. This initiative will enable precise monitoring of bus arrival times once the capital project is completed, enhancing efficiency and accountability in transportation operations.

OSSE Messaging Center (Multi-Language Feature)

The Parent Resource Center (PRC) within OSSE-DOT utilizes the OSSE Messaging Center to inform parents and schools about any changes or delays in a student's transportation status. This year, OSSE unveiled a new multi-language translation feature to further enhance parent communication. This feature allows notifications to be translated into the guardian's preferred language, ensuring that important information regarding a student's transportation status is accessible to all families. By implementing this feature, OSSE strives to eliminate potential barriers in communication and create a more inclusive and supportive environment for the families we serve.

Integrated Data System (IDS) Transportation Request Form (TRF) Enhancements:

The IDS TRF system allows LEAs to submit Transportation Request Forms (TRFs) for students eligible for transportation. Significant enhancements were made to the system beginning January 1, 2024, for easier, more accurate data submission. These enhancements include:
- *Calendar Submission Enhancements*: The Calendar Submission module in IDS TRF allows schools to define their schedules. The new enhancements allow users to submit calendar changes throughout the school year directly in the system rather than raising a help desk ticket with OSSE, which increases the routing system's efficiency.
- *Multiple Device Compatibility*: The TRF system was made mobile-compatible. LEA users can now access the app and submit data from different devices (mobile, tablets, desktop).
- *Auto Cancellation Feature*: OSSE introduced an auto cancellation feature whereby the system automatically cancels a student's TRF for a school if the student's latest enrollment record indicated that the student was no longer enrolled in that school. This enhancement meant fewer ineligible transportation request forms and ultimately reduced transportation waste and improved routing efficiency.

Stop Arm Project

OSSE-DOT, in partnership with the District Department of Transportation's (DDOT), launched the Stop Arm Program that became part of the city's automated traffic enforcement system

(Mayor's Order 2019-085). A total of 25 OSSE-DOT school buses have cameras installed to capture moving violations. The program has contributed to student safety by incentivizing motor vehicles to obey stop arm instructions when school buses stop to board or unload students.

DOT Case Management
OSSE added new features to the Case Management Application system to improve coordination among the OSSE-DOT teams responsible for case resolution, including an immediate notification module. This system enhancement enables OSSE-DOT's dispatch team and agency leadership to automatically receive accident information in real-time as investigative members on scene complete a form within the DOT Case Management system.

Following submission, the system promptly emails all relevant internal stakeholders and sends a text alert to OSSE-DOT leadership. Moreover, the system now automatically generates a case based on received notifications, significantly minimizing duplication of effort among team members. These improvements have increased operational efficiency and promoted a more responsive and coordinated approach to addressing the needs of affected students.

119. **Please provide an update on OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. For School Years 2023-2024 and 2024-2025 (through January 31), provide the number of drivers/aides needed and how many of each were employed.**

In order for OSSE-DOT to meet its ridership demand and provide timely transportation services to all students, the agency maintains positions for 544 bus drivers and 571 bus attendants. As of December 31, 2024, OSSE-DOT has 513 bus drivers and 535 bus attendants and is actively working to fill all vacant positions.

FY24 Retention and Recruitment Efforts
The transportation industry continues to experience a nationwide shortage of bus drivers and attendants. To address staffing challenges, OSSE-DOT will continue its participation in District-wide hiring events to recruit and attract talented individuals. OSSE-DOT conducted several hiring events to address remaining vacancies to further improve hiring and reduce vacancies.

To augment staff retention and attendance, OSSE-DOT introduced a driver and attendant attendance incentive in FY24. For the duration of the 2023-24 school year, staff were offered $200 per week whenever perfect weekly attendance requirements were met. This performance-based incentive program created the opportunity for bus drivers and bus attendants to increase their salary by up to $7,200 a year.

In addition, OSSE-DOT has established a partnership with DPW to host a CDL training academy. The training academy serves as an internal mechanism to promote and develop the skillset of current employees to meet future demands and agency needs. The CDL-focused training program provides specialized training to enable OSSE-DOT employees to obtain a CDL permit and the required endorsements to drive school buses in the District of Columbia.

120.   Please share an update on the implementation of the DOT bus tracking application.

OSSE-DOT's FY25 capital budget includes $3.2 million across three years for the agency to procure a state-of-the-art routing and GPS system that will equip every bus with a GPS-enabled tablet, including software technology that will be able to track aggregate student-level bus performance, including when every student is picked up from home, dropped off at school in the morning, picked up from school, and dropped off at home in the afternoon. All of this information will be collected system-wide and in real time, then be quickly made available to front-line route managers and central leadership for analysis. The GPS-enabled tablets will also allow families to track the location of their students' bus. The GPS-enabled tablets will remove the need for paper-based trip tickets used by bus staff. This will also provide cost savings to OSSE-DOT operations by removing the need to prepare, print, distribute, collect and scan paper-trip tickets each day. The new technology will also include a new routing system that is expected to create more efficient bus routes for OSSE-DOT. The routing system will help to accommodate OSSE-DOT's door-to-door transportation service requirements, provide more efficient coordination working with multiple school calendars, and allow for real-time reporting of operational outcomes, including student ridership data.

The estimated timeline and current status for this project are as follows:
   i.   In July 2024, OSSE-DOT issued a request for information (RFI) to routing system vendors that have successfully implemented student transportation routing systems in other major-city school jurisdictions.
   ii.   In August 2024, OSSE-DOT submitted a statement of work (SOW) to the Office of Contract and Procurement as required by District of Columbia contracting law.
   iii. In October 2024, OSSE onboarded project management contractors to document its terminal operational process and understand current GPS chip functionalities and limitations so that post-contract award work goes as efficiently as possible.
   iv.   By April 2025, OSSE-DOT anticipates finalizing the method of procurement and determining its preferred new routing system vendor. Once a vendor is selected and awarded, OSSE-DOT will move into the implementation phase.
   v.   OSSE-DOT anticipates having the new system in operation during the 2025-26 school year but intends to complete multiple rounds of pilot testing (and system changes as necessary) to ensure a successful system-wide implementation.

OSSE continues to approach this project with utmost priority and urgency.