

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



Responses to FY 2025 & 2026 Performance Oversight Questions

Paul Kihn, Deputy Mayor for Education

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

February 17, 2026

## Acronym List

ATC – Advanced Technical Center  
CBO – Community-Based Organization  
CFSA – Children and Family Services Agency  
DBH - Department of Behavioral Health  
DCHR – DC Department of Human Resources  
DCPL – DC Public Library  
DCPS – District of Columbia Public Schools  
DCSAA – DC State Athletics Association  
DDOT – District Department of Transportation  
DGS – Department of General Services  
DHS – Department of Human Services  
DME – Deputy Mayor for Education  
DMPED – Deputy Mayor for Planning and Economic Development  
DMPSJ – Deputy Mayor for Public Safety and Justice  
DOES – Department of Employment Services  
DOC – Department of Corrections  
DOH – DC Department of Health  
DPR – Department of Parks and Recreation  
DYRS – Department of Youth Rehabilitation Services  
EDC – Every Day Counts! Task Force  
EDL – EveryDay Labs  
EOM – Executive Office of the Mayor  
ETEP – Office of Education Through Employment Pathways  
KRF – Kids Ride Free  
LEA – Local Education Agency  
MBSYEP - Marion S. Barry Summer Youth Employment Program  
MPD – Metropolitan Police Department  
MTPD – Metro Transit Police Department  
OAG – Office of the Attorney General  
OCA – Office of the City Administrator  
OCTO – Office of the Chief Technology Officer  
OSSE – Office of the State Superintendent of Education  
OST – Out of School Time  
MOST-DC – My Out of School Time DC  
MOTA – Mayor's Office of Talent and Appointments  
PCSB – Public Charter School Board  
SCDC – Students in the Care of DC  
UDC – University of the District of Columbia  
UPSFF - Uniform Per Student Funding Formula  
WIC – Workforce Investment Council  
WIOA – Workforce Innovation and Opportunity Act

- 1. Please provide a Schedule A for your agency which identifies all employees by title/position, in descending order by current salary, fringe benefits, and program office as of January 31, 2026. Please indicate all vacant positions in the agency and do not include Social Security numbers.**

Please see attachment Q1\_Schedule A\_Position Funding Report (POH 2026).

- 2. Please list through January 31, 2026, all employees detailed to or from your agency. For each employee identified, please provide the name of the agency the employee is detailed to or from, the reason for the detail, the date the detail began, and the employee's actual or projected date of return.**

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

- 3. (a) For FY25, please list each employee whose salary was \$125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay.**

<b>Name</b>	<b>Title</b>	<b>Salary</b>	<b>Overtime</b>	<b>Bonus</b>
Botstein, Clara	Senior Director of Policy	\$143,858.00	-	-
Comey, Jennifer T.	Director of Data Analysis and Planning	\$153,760.07	-	-
Copeland, Phillip	Director, Safety	\$136,019.00	-	-
Dodge, Monica	Executive Director, Office of Education Through Employment Pathways	\$155,000.00	-	-
Ewing-Boyd, Abdul-Karim	Director of Strategic Initiatives	\$136,019.00	-	-
Goldsmith, Pamela H	Director of Communications	\$130,000.00	-	-
Goldstein, Marisa	Deputy Chief of Staff	\$146,300.00	-	-
Holmes, Anika	Chief of Staff, Workforce Investment Council	\$145,000.00	-	-
Hubbard, Drew E	Executive Director, Workforce Investment Council	\$202,052.30	-	-
Kihn, Paul T.	Deputy Mayor for Education	\$231,468.94	-	-
Kiper, Melina	Chief of Staff	\$154,804	-	-
Lee, Rebecca	Policy Advisor	\$141,707.00	-	-

Lowe, Shontia L.	Executive Director, Office of Out-of-School Time Grants and Youth Outcomes	\$171,662.00	-	-
Lynch, Tara T.	Special Assistant	\$150,000.00	-	-
McLaughlin, Aimee	Data Governance Manager	\$127,615.00	-	-
Russell, Deborah	Associate Director, Workforce Investment Council	\$135,406.00	-	-
Samson, Shanna	Deputy Director, Out of School Time & Youth Outcomes	\$147,950.00	-	-
Sell, Timothy	Director, Budget and Performance Management	\$130,800.40	-	-
Shapiro, Seth A.	Director, IT	\$132,452.00	-	-

**(b) For FY26, please list each employee whose salary is or was \$125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay as of the date of your response.**

Name	Title	Salary	Overtime	Bonus
Botstein, Clara	Chief of Staff	\$166,436.00	-	-
Comey, Jennifer T.	Director of Data Analysis and Planning	\$153,760.67	-	-
Dodge, Monica	Executive Director, Office of Education Through Employment Pathways	\$155,000.00	-	-
Copeland, Phillip	Director, Safety	\$136,019.00	-	-
Ewing-Boyd, Abdul-Karim	Director of Strategic Initiatives	\$136,019.00	-	-
Goldstein, Marisa E	Deputy Chief of Staff	\$146,300.00	-	-
Holmes, Anika	Chief of Staff, Workforce Investment Council	\$145,000.00	-	-
Hubbard, Drew E	Executive Director, Workforce Investment Council	\$202,052.30	-	-
Hutson, Alvincent	General Counsel/Senior Advisor	\$155,000.00	-	-
Kihn, Paul T.	Deputy Mayor for Education	\$231,468.94	-	-
Lee, Rebecca	Policy Advisor	\$141,707.00	-	-

Lowe, Shontia L.	Executive Director, Office of Out-of-School Time Grants and Youth Outcomes	\$171,662.00	-	-
Lynch, Tara T.	Special Assistant	\$150,000.00	-	-
Philippe, Patrice	Business Services Manager	\$140,000.00	-	-
McLaughlin, Aimee	Data Governance Manager	\$127,615.00	-	-
Russell, Deborah	Associate Director, Workforce Investment Council	\$135,406.00	-	-
Samson, Shanna	Deputy Director, Out of School Time & Youth Outcomes	\$147,950.00	-	-
Sell, Timothy	Director, Budget and Performance Management	\$130,800.44	-	-
Shapiro, Seth A.	Director, IT	\$132,452.00	-	-

- 4. Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2026. For each, state the employee’s name, position or title, salary, and aggregate overtime pay.**

No DME staff received overtime in FY26.

- 5. For FY25 and FY26 (through January 31), please provide a list of employee bonuses or special award pay granted, the amount budgeted for those bonuses, the amount disbursed, and the criteria for the bonus or special pay.**

No DME staff received bonuses or a special pay award during FY25 or FY26 (through January 31).

- 6. For FY25 and FY26 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.**

There were no DME employees who were separated from the agency with separation pay in FY25 or FY26 (through January 31).

7. For FY25 and FY26 (through January 31), please state the total number of employees receiving worker’s compensation payments.

There were no DME employees who received worker’s compensation payments in FY25 or FY26 (through January 31).

8. Please provide, as an attachment, the name of each employee who was or is on administrative leave in FY25 and FY26 (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 (e.g., investigation pending, returned to duty, employee separated, etc.). “Inactive” and listing dates is not responsive as to status.

No employees were placed on administrative leave in FY25 or FY26 through January 31, 2026.

9. For FY25 and FY26 (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 provide the month, day, and year of the transfer.

**Transferred to DME (GW0):**

No funding was transferred to DME during this period.

**Transferred from DME (GW0):**

Seller agency name	Service period (dates)	Description of MOU services, including name of project or initiative	Total MOU amount	Date that funds were transferred
Office of the Chief Technology Officer	10/01/2024 - 9/30/2025	FY25 MOST-DC Portal Build	\$250,000	No transfer of funds due to interagency in DIFS
University of the District of Columbia	10/01/2024 - 9/30/2025	The Institute – Quality Consultants, Professional Development, Site Visits, and External Assessments	\$265,000	11/19/2024
Office of the State Superintendent of Education	10/01/2024 - 9/30/2025	Funding transfer for the Ward 8 ATC	\$471,120	No transfer of funds due to interagency in DIFS
District of Columbia Public Libraries	10/01/2024 - 9/30/2025	MLK Library Venue Rental for OST Summer-in-the-City Event	\$1,200	

District of Columbia Public Schools	10/01/2024 - 9/30/2025	Financial support to DCPS to cover school security during OST operating hours.	\$12,673.58	No transfer of funds due to interagency in DIFS
DC Human Resources	10/01/2024 - 9/30/2025	Coverage for two DME participants in the Executive Leadership Program	\$26,262.30	No transfer of funds due to interagency in DIFS
DC Human Resources	10/01/2024 - 9/30/2025	FY25 OST Provider Background Checks	\$81,038	No transfer of funds due to interagency in DIFS
Executive Office of the Mayor	10/01/2024 - 9/30/2025	FY25 EOM Support Services	\$6,000	No transfer of funds due to interagency in DIFS
Office of the Chief Technology Officer	10/01/2025 - 9/30/2026	FY26 MOST-DC Portal Build	\$250,000	No transfer of funds due to interagency in DIFS
Office of the Chief Technology Officer	10/01/2025 - 9/30/2026	FY26 Telecoms Coverage	\$38,093.41	No transfer of funds due to interagency in DIFS
University of the District of Columbia	10/01/2025 - 9/30/2026	The Institute – Quality Consultants, Professional Development, Site Visits, and External Assessments	\$348,285	
Office of the State Superintendent of Education	10/01/2025 - 9/30/2026	Funding transfer for the Ward 8 Advanced Technical Center	\$471,120	No transfer of funds due to interagency in DIFS
DC Human Resources	10/01/2025 - 9/30/2026	FY26 OST Provider Background Checks	\$82,137	No transfer of funds due to interagency in DIFS
Executive Office of the Mayor	10/01/2025 - 9/30/2026	FY26 EOM Support Services	\$6,000	No transfer of funds due to interagency in DIFS

10. Please list, in chronological order, every reprogramming of funds into or out of the agency for FY25 and FY26 (through January 31). Include a “bottom line” that explains the revised final budget for your agency. For each reprogramming, list the reprogramming number (if submitted to the Council for approval), the date, the amount, and the rationale.

The agency did not have reprogrammings of funds into or out of the agency for fiscal years 2025 and 2026.

11. Please list, in chronological order, every reprogramming within your agency during FY26. Also, include both known and anticipated intra-agency reprogrammings. For each, give the date, amount, and rationale.

**FY25 Reprogrammings within GW0:**

<b>Sending Activity Code</b>	<b>Receiving Activity Code</b>	<b>Date of Execution (Actual or Expected)</b>	<b>Dollar Amount (Actual or Expected)</b>	<b>Rationale</b>
Deputy Mayor for Education (GW0)	Deputy Mayor for Education (GW0)	12/26/2025	\$65,899.92	Funds were needed to execute the approved contracts and expenditures in the agency spend plan.
Total			\$65,899.92	

12. Please provide a table showing your agency’s Council-approved original budget, revised budget (after reprogrammings, etc.) for FY25 and the first quarter of 2026. In addition, please explain the variances between fiscal year appropriations and actual expenditures for FY25 and FY26.

<b>FY</b>	<b>Approved Budget (\$)</b>	<b>Revised Budget (\$)</b>	<b>Expenditures (\$)</b>	<b>Variance (\$)</b>	<b>Explanation</b>
2026 Q1	37,246,262.00	37,872,663.73	14,335,998.60	23,526,691.33	Variance is largely due to obligated OST grant agreements which will be invoiced and expended as we move through the fiscal year.
2025	39,305,323	39,514,328.48	38,715,885.47	798,443.02	90% of the variance is due to unspent allocations in capital funding for the ETEP project. Because ETEP is a multi-year project to implement, we anticipate using this funding in FY26.

13. Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during FY25 and FY26 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.

<b>Fiscal Year</b>	<b>Agency</b>	<b>Purpose</b>	<b>Service Period (Dates)</b>
FY25	OCTO	MOST-DC Portal Buildout	10/01/2024-09/30/2025
FY25	DCHR	OST Background Checks	10/01/2024-09/30/2025
FY25	DOES	WIOA	10/01/2024-06/30/2025
FY25	DCHR	Executive Leadership Program	10/01/2024-09/30/2025
FY25	EOM	EOM Support Services	10/01/2024-09/30/2025
FY25	OSSE	Advanced Technical Center	10/01/2024-09/30/2025
FY25	OSSE	Virtual Course Hub	10/01/2024-09/30/2025
FY25	OSSE	The Institute Trainings	10/01/2024-09/30/2025
FY25	UDC	Quality Control Services	10/01/2024-09/30/2025
FY26	UDC	Quality Control Services	10/01/2025-09/30/2026
FY26	OSSE	The Institute Trainings	10/01/2025-09/30/2026
FY26	OSSE	Advanced Technical Center	10/01/2025-09/30/2026
FY26	EOM	Support Services	10/01/2025-09/30/2026
FY26	DCHR	Grantee Background Checks	10/01/2025-09/30/2026
FY26	OCTO	MOST-DC Portal	10/01/2025-09/30/2026
FY26	OCTO	Telecom and telephone charges	10/01/2025-09/30/2026

- 14. 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 FY24, FY25, or FY26.**

This request asks for information that is protected from disclosure by the deliberative process and executive privileges.

- 15. Please list all currently open capital projects for your agency 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 status of the project. Also, indicate which projects are experiencing delays and which require additional funding.**

DME has one capital project – the Education Through Employment Data System (ETEP). This project funds the build of the IT system, which will allow the District to gain a longitudinal understanding of how residents are served across education and workforce programs.

The ETEP data system launched for internal agency use at the start of FY26; the contract for this build was awarded in July 2024 and the contractor started work on the project September 1, 2024. The total estimated cost for the project is \$3.6M, which is what has been approved in the Capital Improvements Plan (CIP) across FY24, FY25, and FY26. This funding continues to support connecting data sources from five government agencies across education, workforce, and social service in order to understand outcomes for District residents who have engaged with District-provided supports and services.

Project Title	Lifetime Authority	Lifetime Expenditures	Project Start & End Dates	Status
Education through Employment Data System	\$3,576,507	\$2,909,150	7/12/2024 - 9/30/2026	Data system launched at the start of FY26; additional work underway in FY26 to add additional data sets and prepare to accept requests from external researchers in FY27

- 16. Please list all pending lawsuits in which the agency, or its officers or employees acting in their official capacities, are named as defendants, and for each case, provide the following:**
- a. The case name;**
  - b. Court where the suit was filed;**
  - c. Case docket number;**
  - d. Case status;**
  - e. If the case potentially exposes the District to significant liability in terms of money and/or change in practices; and**
  - f. An explanation of the issues of the case.**

There are no pending lawsuits that name DME as a party at this time.

- 17. Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2025 and FY 2026 to date. Briefly describe each and the sanction, if any.**

There were no lawsuits that name DME as a party during this period.

- 18. Please list each settlement the agency or the District, on behalf of the agency, entered into in FY25 and FY26 to date that involved claims against the agency, or its officers or employees in their official capacity, including any settlements covered by D.C. Code § 2-402(a)(3). For each settlement, provide:**
- a. The amount of the settlement;**
  - b. If related to litigation, the case name and brief description; and**
  - c. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g., administrative complaint, etc.).**

There were no settlements entered into by the agency or by the District on behalf of the agency in FY25 or FY26 to date.

- 19. Please list all administrative complaints or grievances that the agency received in FY25 and FY26 through January 31. For each complaint, list:**
- a. The source of the complaint;**
  - b. The process utilized to respond to the complaint or grievance;**
  - c. Any changes to agency policies or procedures that resulted from the complaint or grievance; and**
  - d. If resolved, describe the situation.**

DME received and investigated one (1) administrative complaint in FY25. The details of this complaint and subsequent investigation and findings are confidential and, depending on the details of the specific situation, official action taken may range from a verbal reprimand to termination. Please note that the DME response includes any and all complaints from the Office of Out of School Time (OST) and the Workforce Investment Council (WIC). DME has received one (1) administrative complaint in FY26, to date.

- 20. In table format, please list the following for FY25 and FY26 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).**

<b>Name</b>	<b>Title</b>	<b>Purchase Limit</b>	<b>Total Spent FY 2025</b>	<b>Total Spent FY 2026</b>
Tara Lynch	Special Assistant/ Office Manager	\$10,000 per day	\$12,642	\$5,197.37
Fern Hawkins	Staff Assistant (WIC)	\$10,000 per day	\$55,596.01	\$2,779.57

- 21. Please fill out the attached spreadsheet titled “Question 21 Grants Received,” and list all federal and/or private grants received by your agency in FY25 and FY26 to date, current balances, and indicate any that lapsed during or at the end of FY25.**
- a. Please submit the completed document in both Excel and PDF formats.
  - b. Please include your Agency Code in the filename (e.g., question\_21\_GW0\_2026.xls).

Please see attachment Question\_21\_GW0\_2026.

- 22. List all grants issued by your agency in FY25 and FY26 to date in the attachment labeled “Question 22 Grants Issued.”**
- a. Please submit the completed document in both Excel and PDF formats.
  - b. Please include your Agency Code in the filename (e.g., Question\_22\_GW0\_2026.xls).

Please see attachment Question\_22\_GW0\_2026.

- 23. In table format, please provide the following information for fiscal years 2025 and 2026 (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). Categorize the answer by event or trip.**

<b>Destination</b>	<b>Employee/Title</b>	<b>Date</b>	<b>Cost</b>	<b>Agency</b>	<b>Purpose</b>
Jobs for the Future Pathways to Prosperity Fall	Clara Botstein (Senior Director, Policy)	October 22-23, 2024	\$813.88	DME	Met with Network members and state coalition

Convening (Boston, MA)					partners to discuss strategies to prepare youth for the workforce.
Council of Chief State School Officers Community of Innovation (San Antonio, TX)	Monica Dodge (Executive Director, ETEP)	October 28-30, 2024	\$1,257.37	Externally funded by the Council of Chief State School Officers	Learn from other jurisdictions about best practices related to developing integrated data systems
Post-Secondary Employment Outcomes Conference (Denver, CO)	Monica Dodge (Executive Director, ETEP)	April 29 – May 1, 2025	\$1,709.82	Externally funded by the Strada Education Foundation	DC recently joined the Post-Secondary Employment Outcomes Coalition, and this conference was an opportunity to learn about the work underway in other jurisdictions to apply to DC
National Workforce Development Professionals Conference (Virginia Beach, VA)	Drew Hubbard (Executive Director, WIC)	May 5-7, 2025	\$701.52	WIC	To learn about the latest developments in workforce policy and to build connections in other jurisdiction to drive progress for DC’s workforce.
The Education Commission of the States Chair’s Initiative Meeting (Jackson Hole, WY)	Abdu’l-Karim Ewing-Boyd (Director of Strategic Initiatives, PK-12)	September 22-24, 2025	\$1,437.00	Externally funded by Education Commission of the States	To learn more about the Community Hubs for Addressing Needs for Greater Education (CHANGE) Initiative

Indianapolis Local Education Alliance Task Force Meeting (Indianapolis, IN)	Paul Kihn (Deputy Mayor for Education)	October 23-24, 2025	\$1,031.35	Externally funded by Indiana Local Education Alliance	To share insights on public education governance with local education officials
Council of Chief State School Officers Community of Innovation (San Diego, CA)	Monica Dodge (Executive Director, ETEP), Seth Shapiro (IT Director, ETEP)	October 27-30, 2025	\$3,283.89	Externally funded by the Council of Chief State School Officers	To present about DC's work building the Education Through Employment Data System, and learn from national best practices
Winter Commissioners Meeting (Orlando, FL)	Paul Kihn (Deputy Mayor for Education)	December 2-3, 2025	\$450.00	Externally funded by Education Commission of the States	To connect with other ECS Commissioners from across the country to learn about developments in their education systems.

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

Overview

The DME strives to be a transparent agency in its work within the education community and with our residents more broadly. As part of this work, we publicly share data, analysis, and recommendations to guide District-wide decision making and regularly engage with stakeholders. We are proud of the deep community engagement we have conducted over the past few years through the development of studies, publication and visualization of data, and direct outreach.

In FY25 and FY26, the DME is again conducting studies and convening working groups in response to Council requests and identified needs. This includes the Dual Language Feasibility Study and Vocational Education Report. Information about these projects is included below.

*Dual Language Feasibility Study*

Families in Wards 7 and 8 currently lack nearby dual language middle school options and must travel significantly farther than families from other wards to access dual language opportunities. The Dual Language Feasibility Study assesses ways to provide access to high-quality dual

language middle school programming for students East of the River. The study reviews enrollment trends for dual language schools and English learners in Wards 7 and 8, analyzes demand for dual language programming for families from these wards, and identifies five potential options that address the need. The study collected feedback from Ward 7 and Ward 8 families via four school meetings, eight community and ANC meetings, six focus groups, and an online poll where 191 community members shared their perspectives. The data analysis and community feedback are helping to inform the final report. Preliminary results will be shared with community members prior to publication.

### *Vocational Education Report*

In FY25, the DC Council directed the Office of Education Through Employment Pathways to publish a report that examined the history of vocational education in the District of Columbia, programmatic gaps between past vocational education programming and current offerings, best practices in career preparation in other jurisdictions, and recommendations for improving the District's existing programs. In addition to quantitative analyses on current labor market outcomes and career preparation programs, *From Education to Opportunity: An Examination of Youth Workforce Programming in the District of Columbia*<sup>1</sup> included qualitative interviews with local alumni and leaders from the District's public schools and vocational education programs to shine a light on these programs, their history and impact, and the evolution of career preparation in the District.

### Ongoing community engagement work

Community and stakeholder engagement around studies and working groups creates opportunities to build new connections across the District, deepen existing relationships, and improve the transparency and quality of policymaking.

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

In addition, the DME employs an Associate Director of Community Engagement who is based in the community – at schools, recreation centers, libraries, and programs – hearing from residents, elevating their priorities, and sharing information about the DME. The Associate Director of Community Engagement works to ensure that community voices, especially those less connected to organized education advocacy, are incorporated into government decision-making and priority projects. Through active listening and outreach efforts, community engagement provides real-time insights into the needs, concerns, and priorities of the residents we serve. This ongoing

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<sup>1</sup> Office of Education Through Employment Pathways, *From Education to Opportunity: An Examination of Youth Workforce Programming in the District of Columbia*, October 2025, [https://dme.dc.gov/sites/default/files/dc/sites/dme/page\\_content/attachments/From Education to Opportunity-An Examination of Youth Workforce Programming in the District of Columbia Report.pdf](https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/From%20Education%20to%20Opportunity-An%20Examination%20of%20Youth%20Workforce%20Programming%20in%20the%20District%20of%20Columbia%20Report.pdf).

relationship building strengthens trust, promotes transparency, and facilitates the development of programs and initiatives that address the unique challenges faced by the communities we serve.

Improving transparency with the students we serve has been a particular focus for the DME. During school year 2024-25, the DME launched a Youth Think Tank in partnership with the Mikva Challenge. The Youth Think Tank convened a group of around 15 high school students from DC public and public charter schools every month to provide a platform for students to inform the DME and other government partners about our policy priorities and implementation. This work was guided by the Associate Director of Community Engagement and Senior Policy Analyst and stemmed from recommendations developed by the DME's 2024 MBSYEP intern, who mapped youth engagement efforts across the District and identified opportunities for improved outreach. Students participating in the Youth Think Tank shared their perspective on a range of topics including graduation requirements, attendance, school safety, and out of school time offerings.

Following the re-launch of the Students in the Care of DC (SCDC) coordinating committee, DME engagements with local SCDC stakeholders have focused on understanding the challenges students, families, and school teams face in supporting the needs of system-involved youth, particularly over-aged and under-credited students navigating the intersections of the juvenile justice, foster care, and education systems. To inform SCDC's ongoing work, the DME team met with 20 school teams (13 DCPS and 7 public charter schools) to discuss supports and barriers for this population. Additionally, the team engaged with 28 community-based partners who support students in care and conducted 6 direct engagements within DYRS and DOC facilities to hear from youth themselves.

The Youth Safety team conducted 129 engagements with school leaders and safety teams. These conversations provided direct technical assistance, connecting schools with MPD, Safe Passage, and other government providers, while also informing key safety priorities for the DME. The team completed 25 formal school safety inventories focused on schools in the Anacostia, Congress Heights, and NoMa communities, and engaged approximately 40 community-based partners to assess the safety needs of individual school communities.

During this performance period, the DME has also launched Compact 2043, a District-wide vision and blueprint for "pathways" initiatives to prepare DC students for higher education and good jobs. The Compact coalition of 50+ members includes a wide range of government agencies and nonprofit, higher education, and employer partners and is meeting regularly this year.

The DME also promotes transparency by making data and trends accessible through a number of channels, including through the online [EdScape data warehouse](#) and the publication of [Edsights](#) highlighting current trends in education and the workforce. In FY25, the DME updated EdScape with the most recent school, student, facility, and population data, and continued to expand the available school years and dis-aggregations by geography and subpopulations. Some new pages include [where chronically absent students live](#), the [modernization status of DCPS schools](#), and where students [enroll from each DCPS boundary](#). The web hits for DME's EdScape reached approximately 41,400 views in FY25. Our Planning and Analysis team will continue to release

analytical pieces through EdScape and Edsights, which contribute to a shared understanding and fact base in the education field and are used by policymakers and stakeholders to inform school planning decisions.

In FY25, the DME worked with PCSB and DCPS to develop an aligned and transparent planning process for opening new schools and campuses in both sectors stemming from recommendation 23 in the [2023 Boundary Study](#). In February 2025, the DME published the [implementation plan](#) for the 2023 Boundary Study to identify key actions, timelines, and agency owners to bring these recommendations to fruition, and we continue to track the implementation of those recommendations.

Part of the DME's role is to support and share information with leaders and staff across agencies and sectors. To that end, the DME holds regular calls for LEA leaders on key topics, such as academic acceleration, health and safety, postsecondary pathways, and District-wide planning. Our legislative team holds regular office hours for LEA leaders and staff to discuss policy and legislative topics. DME staff regularly convene meetings within and across clusters on collaborative work. The DME also regularly visits schools and meets with advocates and residents to hear their perspectives on our work and gather feedback. Finally, the Deputy Mayor and staff regularly attend local and national conferences to share successful work happening in DC and learn from other jurisdictions and organizations.

#### Offices within the DME Umbrella

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

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

The OST Office, which sits within the DME, conducts stakeholder and community engagement and strategic communications to increase feedback and transparency. Examples of regular communication channels and engagement opportunities for stakeholders are captured below.

- The OST Commission: The OST Commission serves in an advisory capacity to the Learn24 Network, which the OST Office leads. The Commission is an avenue for the public to engage in real time with members of the Learn24 Network (including the OST Office), and with the OST Commission, which is made up of members of the public and District government employees. In FY25 and FY26 to date, the OST Commission has maintained its regular schedule of meetings as well as regular committee meetings focused on Quality, Funding and Capacity, Governance, Coordination and Collaboration, and Outcomes and Needs Assessment. Up-to-date information on the OST Commission and its Committees is accessible here: <https://learn24.dc.gov/page/ost-commission>.
- Monthly OST Office Grantee Hours: During FY25, the OST Office led monthly office hours for grantees to share information and receive grants management support.
- Quarterly Executive Director (ED) Roundtable discussions: The OST Office established these standing convenings between the Executive Director and grantees in FY24 and continues to hold quarterly meetings with grantees during FY25 and FY26. The

roundtables provide a space for existing OST Office grantees to share candid feedback with the Office about grantees' experiences across the Office's bodies of work.

- Grantee Technical Support Office Hours: The OST Office holds Technical Assistance Office Hours twice a week on Tuesdays and Thursdays, focusing on supporting grantees' navigation of the OST Office's online grants management system and providing technical support for grantees with varied levels of experience and skills with technology.
- OST Community Advisory Network (OST-CAN): The OST Office implemented OST-CAN during FY24 and it has continued into FY25 and FY26. The purpose of OST-CAN is to ensure the OST Office is being responsive to and considerate of the needs of the greater OST-DC community. OST-CAN is composed of a diverse set of stakeholders that have an interest in promoting high-quality OST programming via community engagement, collaboration, and inclusivity in the youth-centered OST services offered by the OST Office and its partner OST-affiliated organizations and agencies. The OST-CAN has four active members and is in the process of onboarding seven additional members, all of whom are current or aspiring OST grantees, selected through an application and interview process.
- OST Youth Advisory Committee (YAC): The OST Office created the OST Youth Advisory Committee in June 2025. The purpose of the YAC is to gather input and feedback from DC youth on afterschool and summer program offerings and program needs. Currently, there are five members who are current public and private school students, current college students, and recent college graduates.
- OST Office Grants Listening Sessions: During FY25, the OST Office's Executive Director held a series of listening sessions to gather feedback from current and prospective grantees to inform the design of and approach to the new cycle of grants that begins in FY27. Sessions took place in January, February, and March of 2025, with a follow-up recap meeting occurring in November of 2025. Current and prospective grantees were able to provide insight into the grant competitions offered, the grant application evaluation metrics and rubric, and the grant application's overall content.
- Learn24 newsletters and annual reports: The OST Office regularly releases Learn24 newsletters to its network of over 15,000 subscribers and publishes an annual report, which provides a list of organizations that have been awarded grants through the Office. These reports are available on the Learn24 Network website for the general public, at <https://learn24.dc.gov/page/ost-office-annual-reports>.
- MOST-DC portal build community engagement: In FY24, the OST Office received additional local funding for the purpose of building a centralized portal for families to access OST and to implement school-based grants in response to community calls for more school-based OST options in service to youth safety and youth development programming. This investment resulted in the initiation of the build-out of the first-of-its-kind Mayoral initiative, the My Out of School Time DC (MOST-DC) portal. The OST Office team organized six MOST-DC working groups, including participants from seven District agencies and 20+ stakeholders. The six working groups were 1) MOST-DC Public Facing "USER" Functions, 2) MOST-DC Portal Admin "Back-end" Functions, 3) Marketing and Advertising MOST-DC, 4) Parent Advisory Group, 5) Grantee Advisory Group, and 6) MOST-DC Special Populations Inclusion, Access, Training, and Supports. These groups participated in weekly sessions to provide input and feedback on the portal. Additionally, MOST-DC created a parent advisory group and OST provider advisory

group that provided weekly feedback to inform portal developments. In FY25, working group and advisory group members served as internal testers to support the portal's successful launch in March 2025. Moreover, the OST Office has engaged in multiple activities to spread the word about MOST-DC and gather feedback. The following are examples of places where the OST team presented and/or shared information on MOST-DC as well as the work of the Office and citywide OST program opportunities:

- *OSSE Parent Advisory Committee (PAC) Meeting, October 7, 2024.* The OST Office presented at a quarterly PAC meeting organized by OSSE to engage parents on District-wide education issues. This session included a 30-minute walk through of the MOST-DC vision and implementation plans and offered opportunities for engagement and feedback.
- *OST Youth and Family Summit, October 19, 2024.* PAVE hosted an opportunity for parents, school leaders, OST providers, policymakers, and community partners to hear directly from young people about their experiences - and in particular, why OST programs are so important to their future and the future of DC.
- *ED Fest, December 7, 2024, December 14, 2024, December 6, 2025, and December 13, 2025.* The OST Office tabled at Ed Fest, DC's largest school resource fair for families.
- *Summer in the City, March 29, 2025-* The OST Office organizes this annual resource fair that connects District families with the summer out of school time program options that are designed for the District's children and youth ages 5-21.
- *DCPS Back to School Block Party, September 13, 2025:* The OST Office joined this event, which welcomes students, families, teachers, school administration, and community members to a new school year.
- Ongoing MOST-DC engagement:
  - Trained over 250 staff members across agencies on how to use the platform and support families to access offerings.
  - Worked with DCPS schools to help families to directly register for the platform, including providing support in Spanish.
  - Provided direct, real-time support to DCPS staff and parents, including resolving over 600 support tickets in FY25.

#### *Office of Education through Employment Pathways*

To spread awareness about the Education Through Employment Data System and ensure community needs are met through this work, the Office of Education Through Employment Pathways (ETEP) continued connecting with families, school staff, and community stakeholders to gather input and share key insights from research projects. Core community groups the team collaborated with throughout the year include DC PAVE (Parents Amplifying Voices in Education), the DC Postsecondary Success Collaborative, SHAPPE (Senior High Parents, Principals and Educators), CityWorks DC, DC College Access Program, the DC Education Research Collaborative, and the ETEP Public Stakeholder Advisory Board. The team worked closely with these partners to collect feedback that has shaped the development of data dashboards, which will be released to the public this year. Through a series of design workshops, agencies, community partners, and families provided input regarding which types of data visualizations and tools would best reflect focus areas outlined in the ETEP research agenda,

including how particular dashboard features could be most impactful to drive data-informed decision-making about policymaking, program development, and postsecondary planning.

The ETEP team also collaborated with community partner organizations to conduct seven additional presentations at local meetings and conferences. Through these presentations, ETEP shared research findings about the paths that DCPS and public charter school alumni from the classes of 2017-2019 have taken after high school. ETEP has also shared findings from recent reports on the University of the District of Columbia’s program alignment with local labor market demand, as well as findings from the Vocational Education report. Sharing these insights has allowed ETEP to equip partners with actionable data that supports their strategic priorities and highlights areas of opportunity to better serve District residents.

Looking ahead, the team will continue promoting transparency and conducting outreach to ensure this work aligns with community needs, drives continuous improvements to support program development, and fosters strategic cross-sector partnerships that strengthen pathways to quality careers. The ETEP team will also continue leveraging its Public Stakeholder Advisory Board as a forum for ongoing feedback from families, youth advocates, and other community partners.

Across all these priority initiatives and in all these ways, DME has demonstrated its strong commitment to community engagement and transparency, which we will continue for the remainder of FY26 and beyond.

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

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

**26. Please identify any legislative modifications that would enable the agency to better meet its mission.**

There are no legislative modifications that would enable the DME to better meet our mission at this time.

**27. (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) 2024, 2025, and 2026?**

<b>KPI</b>	<b>FY24 Report</b>	<b>FY25 Report</b>	<b>FY26 Q1 Report</b>
Number of K-12 youth served by publicly funded OST office grants	17,318	18,891	10,359

Percent of schools located in Wards 7 and 8 that are scoring in the top one-third in the state accountability framework	New in FY25	0%	Annual Measure
Percent decrease of public-school students that are chronically absent	9%	0%	Data Pending
Number of students participating in Career and Technical Education	New in FY25	5,787	Annual Measure
Number of students participating in the Advanced Technical Center	191	377	Annual Measure
Number of non-profits organizations awarded grants for OST	New in 2025	149	125
Number of youth served by OST office grants during the summer	New in 2026	New in 2026	Annual Measure
Number of grants awarded by the OST Office	New in 2026	New in 2026	143
Number of youth with disabilities served by OST Office grant-funded programs	New in 2026	New in 2026	1,055
Number of OST youth scholarships awarded for summer	New in 2026	New in 2026	Annual Measure
Number of OST youth scholarships awarded	New in 2026	New in 2026	95
Number of MOST-DC grants awarded by OST office.	22	21	20
Number of MOST-DC grant competition schools served by OST office.	New in 2026	New in 2026	Annual Measure
Number of students served at identified priority MOST-DC schools by OST office	948	1,476	2,498
Number of youth with disabilities served through MOST-DC by OST office.	New in 2025	178	Annual Measure
Total Number of OST Programs visible in the MOST-DC Portal	New in 2026	New in 2026	789
Total Number of partnering agencies on the MOST-DC Portal	New in 2026	New in 2026	Annual Measure
Number of MOST-DC portal website visits	New in 2026	New in 2026	2,105
Number of parent accounts created in MOST-DC portal	New in 2026	New in 2026	157
Number of community engagement events held to amplify MOST-DC Portal	New in 2026	New in 2026	6
Number of trainings and workshop events held for OST providers	New in 2025	23	17
Number of trainings focused on service to special populations for OST providers	New in 2026	New in 2026	5
Number of OST Training Attendees	New in 2025	1,575	382

Number of students contacted through Every Day Labs (EDL)	63,707	67,472	60,996
Number of events and communications posted, placed, and/or held	618	139	No Data Available
Number of school safety engagements held by DME	New in FY25	145	31
Number of SCDC Coordinating Committee engagements	0	28	5
Total DME public engagements	New in 2026	New in 2026	Data Pending
Number of published analysis pieces based on ETEP data collection	New in 2025	2	6
Number of ETEP public engagements	New in 2025	2	3

Some of the DME’s FY26 Q1 data is not yet available. The DME can provide this data to the Council after it is submitted and approved by the Office of the City Administrator (OCA).

**(b) What KPIs have been dropped (or changed) since 2025? List each specifically and explain why it was dropped or changed.**

New or updated in FY25:

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

Removed KPIs in FY25:

- 1) Percent decrease in unemployment rate for Black residents across the District
  - a. DME does not collect nor report employment statistics for District residents and instead relies on labor statistics reported by other agencies.
- 2) Percent of 4-and-5 STAR schools located in wards 7 and 8
  - a. The District has moved away from the STAR model and now utilizes the School Report Card. The new performance plan reflects this change.

New or updated in FY2026

- 1) Number of eligible youth that completed OST surveys
- 2) Number of youth served by OST office grants during the summer
- 3) Number of grants awarded by the OST Office
- 4) Number of youth with disabilities served by OST Office grant-funded programs
- 5) Number of OST youth scholarships awarded for summer
- 6) Number of MOST-DC grant competition schools served
- 7) Total Number of OST Programs visible in the MOST-DC Portal
- 8) Total Number of partnering agencies on the MOST-DC Portal

- 9) Number of MOST-DC portal website visits
- 10) Number of parent accounts created in the MOST-DC portal
- 11) Number of government agencies represented in the MOST-DC Portal
- 12) Number of community engagement events held to amplify the MOST-DC Portal
- 13) Number of OST trainings focused on service to special populations
- 14) Total public engagements by DME Office
- 15) Number of ETEP public engagements

Removed in FY 2026

- 1) Number of ETEP interagency engagements
  - a. With the foundation for ETEP and data-sharing agreements now established, this measure no longer accurately reflects the nature of future engagements.
- 2) Number of Engage DC Meetings held with ED cluster agencies
  - a. This measure was designed as an internal pilot to inform agency processes rather than serve as a public-facing indicator.
- 3) Percent of agency investments that are on track to meet goals
  - a. The original measure lacked sufficient context for public understanding. To enhance transparency and clarity, DME replaced it with a set of objectives, activities, and measures that are more specific and aligned with the agency's core mission.
- 4) Number of students enrolled in Virtual Course Hub courses
  - a. The Virtual Course Hub initiative was not funded in FY 2026.
- 5) Number of students living in Wards 7 and 8 that are participating in college and career readiness programming
  - a. DME does not collect nor report this data and instead relies on data collected by agencies within the education cluster delivering college and career readiness programming, including DCPS and OSSE. DME will continue to advance this goal through Compact 2043, ensuring greater access to college and career readiness programming across the District in FY 2026 and beyond.
- 6) Number of students enrolled in college and career readiness programming, consistent with the state accountability system, to include Dual Enrollment, AP, and IB
  - a. DME does not collect nor report this data and instead relies on data collected by agencies within the Education cluster delivering college and career readiness programming, including DCPS and OSSE. DME will continue to advance this goal through Compact 2043, ensuring greater access to college and career readiness programming across the District in FY 2026 and beyond.
- 7) Percent of public-school students receiving high-impact tutoring services
  - a. DME has not administered high-impact tutoring funding for a number of years; because OSSE has administered the District's HIT funding, the DME has removed this KPI from our performance plan and refer to OSSE moving forward.

**28. What are your top five priorities for the agency? Please provide a detailed explanation for how the agency made progress toward these priorities in 2025 and 2026.**

The DME team, under the leadership of Mayor Bowser, works to create a District that attracts and retains families, where young people thrive in high-quality schools surrounded by caring, supportive adults, and where students graduate prepared for fulfilling lives and good careers in DC and beyond.

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

- 2024 National Assessment of Educational Progress (NAEP) results show improvements across the board, with 4<sup>th</sup> grade math proficiency increasing by 8 percentage points and tying with Delaware for the jurisdiction demonstrating the largest improvement nationally. Fourth grade reading, 8<sup>th</sup> grade math, and 8<sup>th</sup> grade reading all increased by 2 points, bucking national trends that saw a decline in all of these areas. On the Trial Urban District Assessment (TUDA), DCPS 4<sup>th</sup> and 8<sup>th</sup> reading scores now surpass pre-pandemic levels, and 4<sup>th</sup> grade math improved by 10 points from 2022. DCPS is the only TUDA district to make significant or nominal increases in all four grade and subject combinations tested and continues to be recognized as the fastest improving urban school district.
- Statewide CAPE proficiency rates grew by 3.6 percentage points in both ELA and math, maintaining our positive trajectory and demonstrating the impact of sustained investments in the science of reading, high-impact tutoring, and world-class teachers.
- Graduation rates have continued to climb, growing to an all-time high of 78.7% in the 2024-25 school year and rising 2.6 percentage points from the previous school year. Since 2015, graduation rates have grown by 23% or 14.7 percentage points.
- DC ranks at the top of the nation for parental satisfaction, with 86% of families reporting they have sufficient school choice options and 53% of parents reporting being “very satisfied” with their child’s school, which is 8 percentage points above the national average.
- On the first District-wide administration of the DC Survey About Your School (DC SAYS) school climate survey, 88% of student respondents noted that they enjoy supportive relationships with teachers, family members, and friends.

The DME looks forward to continuing this progress through FY26 and beyond. The DME’s five priority areas of work are listed below and have been consistent over several years. Throughout these areas, we seek to develop policies and investments with community input and through interagency coordination and planning. Our priority areas are designed to close opportunity gaps and ensure that more residents, especially those furthest from opportunity, access and complete education and training programs that prepare them for success in life.

1. Accelerating learning across our system
2. Strengthening youth well-being and safety
3. Expanding pathways to prosperity

4. Improving coordination and public engagement
5. Strengthening our cross-sector public education system

#### Accelerating learning across our system

A priority area for the DME continues to be supporting schools to help students rebound from the setbacks of the pandemic and to grow academically, with an emphasis on closing opportunity gaps.

#### *Investing in our schools and evidence-based initiatives*

We believe that schools are best positioned to support their students, and therefore we are proud that the Bowser administration has made historic investments in public education, including five years in a row of historic UPSFF increases, which have brought the foundation to \$15,070, with equity-based weights for English learners, students with special needs, students designated as at-risk, residential schools, and alternative programs. Every student who meets the definition of at-risk (e.g., is homeless, is in foster care, qualifies for TANF or SNAP, or is over-age for their grade if they are in high school) receives an additional \$4,521 through the funding formula. Education funding has increased by 93% since FY16.

To ensure investments in student learning are as impactful as possible, the DME has focused on programs and interventions with a robust evidence base for closing access gaps and improving achievement. These initiatives include high-impact tutoring (HIT), where DC is a national leader and has served 12,487 unique students (and 15,832 students in aggregate), surpassing its goal of 10,000. Of the students served by OSSE-funded HIT, over 70% are economically disadvantaged, meaning resources are being targeted to students who can most benefit from additional academic support.

In DC, HIT is improving academic outcomes. OSSE's internal analysis demonstrated that students who participated in at least 40 math tutoring sessions grew their math scale scores 4.5 points more than similar students (a statistically significant difference). Research from EmpowerK12 showed that students receiving 900 minutes of HIT in math during SY24-25 gained the equivalent of 59 additional instructional days, or three additional months of learning, compared to peers who did not receive tutoring.<sup>2</sup> These analyses confirm earlier findings from the National Student Support Accelerator (NSSA) showing that 9<sup>th</sup> grade students who participated in HIT closed the gap with their non-tutored peers by almost 8 months on the MAP math assessment.<sup>3</sup>

Another example of our strategic investment is structured literacy, where OSSE has made steady progress implementing [recommendations](#) from the Early Literacy Education Task Force, in

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<sup>2</sup> Josh Boots and Rose Hoffman, *Analysis of CitySchools Collaborative Supports for Tutoring Providers and Student Outcomes*, EmpowerK12, October 2025, <https://static1.squarespace.com/static/5f9857f027d55d2170cd92ac/t/68ed22e0fb6a01312abc21fb/1760371424526/CitySchools+Collaborative+2024-25+HIT+Impact+Report+-+October+2025.pdf>.

<sup>3</sup> Cynthia Pollard, et al., *Implementation of the OSSE HIT Initiative: First Year Report School Year 2022-2023*, National Student Support Accelerator, August 2024, <https://nssa.stanford.edu/sites/default/files/Implementation%20of%20the%20OSSE%20High%20Impact%20Tutoring%20Initiative.pdf>.

which DME participated. To further support literacy development, OSSE released dyslexia training modules, which have been delivered asynchronously to over 14,000 educators (including 100% of DCPS and PCS K-2 educators by the end of October 2024) and provided stipends to more than 750 teachers to complete trainings on the science of reading. OSSE also launched a new training for administrators on the science of reading to support schoolwide implementation of structured literacy practices. They have identified recommended dyslexia screening tools, published an implementation guide on evidence-based practices for screening students, and developed a Structured Literacy Walkthrough Tool. OSSE has also now published information on which instructional materials LEAs are using. At DCPS, the DC Reading Clinic has training over 600 teachers on structured literacy, and through a partnership with American University, provided coaching for around 180 teachers in early reading strategies. Beginning in school year 2026-27, all kindergarten teachers will be required to demonstrate competency in structured literacy, and we expect to see both near-term and long-term impacts of this commitment to evidence-based practice on student learning outcomes.

DME also participated in OSSE's Math Task Force, which developed recommendations to inform the District-wide math strategy, similar to the approach of the literacy task force, which drew on national best practices for improving student achievement in mathematics. The Math Task Force issued the following recommendations:

- All LEAs should select, adopt, and implement high-quality math instructional materials for grades K-8 and all math courses required for graduation.
- Educators should be required to demonstrate competency in evidence-based math instruction and major grade-band content.
- OSSE should develop or adopt a non-evaluative observation tool in math and pilot a math instructional leader cohort.
- OSSE should provide tools and resources for LEAs to support alignment between math intervention and core instruction.
- LEAs should engage with family members and caregivers about math skill development, student performance data in math, and the importance of developing a growth mindset in math.
- OSSE should explore the prospect of adopting an Integrated Math pathway for DC high school students.

In recognition of its work in math education, the District received a \$20M anonymous donation to support the launch of the Capital Math Collective, a public-private partnership to accelerate math outcomes and achieve the ambitious goal of making DC the first urban school district where every student outperforms the national average in math by 2030. The Capital Math Collective will train more than 2,000 math teachers, help more than 700 educators to earn graduate-level credentials, connect 6,000 additional students to high-impact tutoring, and strengthen family engagement activities and opportunities. DCPS has already launched the first DREAM Math Center at Ballou HS with 40 students and 20 tutors and participation from nearby elementary schools. These investments will continue the District's momentum as the fastest-improving urban school district and put more students on a path to improved academic outcomes.

### *Investing in teachers*

In addition to investing in educators' instructional skills and development, DC teachers are among the best compensated in the country. DC teachers now earn 22% more on average than their peers nationwide and have the fastest path to a \$100,000 salary, ensuring the District is a desirable place for educators to work and live. We have invested in these increases in both sectors, including a \$30.7M grant program administered by OSSE in FY26 to fund pay increases in the public charter sector.

As a result of these investments, we continue to see growth in educator retention. In SY25-26, 88% of DC public school teachers stayed in the system (whether in the same school, same role, or a new role within the system), and 78% remained in the same school they taught in during the 2024-25 school year (up from 76% the prior year). Additionally, 8% of teachers moved to a new school within the District and 2% changed role type (e.g., becoming a coach or a principal). For school leaders, 81% of principals remained in their school in the same role during the 2025-26 school year and the overall principal retention rate was 90%. These positive trends suggest that investments in teacher pay and professional growth are making a difference in retaining teachers and leaders.

We have also deepened investments in the teacher pipeline. OSSE launched the District's first teacher apprenticeship program to train aspiring teachers, most of whom are current paraprofessionals, to earn degrees in early childhood, elementary education, and special education. The program is in its second cohort, with applications currently open for a third cohort. To date, the apprenticeship has supported 69 apprentices representing 18 LEAs and 52 schools across all eight Wards.

### Strengthening youth well-being and safety

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

### *Attendance*

Attendance continues to be a priority focus of the DME to promote both learning acceleration and youth well-being and safety. This work includes our partnership with EveryDay Labs to provide student attendance data insights, attendance team professional development, and evidence-based nudge technology to support schools in reaching out to students with attendance challenges, as well as our District-wide coordination work through the Every Day Counts! (EDC!) Task Force. In SY 24-25, DME continued its work with EveryDay Labs, which sends personalized text and mail nudges with the goal of improving student attendance and supporting families. EveryDay Labs also supports a 24/7 Support ChatBot and a multilingual Family Support Team. In DC, the program now partners with 37 LEAs, representing 115 DCPS and 95 public charter schools serving almost 83,000 students and contacts the families of nearly 48,000 distinct students each year with nudge interventions. Among students who received the intervention, 47% improved their attendance rate, including 20% of students who moved from chronically absent to not chronically absent by the end of the year. Early in FY25, the DME

relaunched the EDC! Task Force, which brought together national and local experts to discuss how DC, along with national peers participating in the 50% Challenge set by Attendance Works, EdTrust, and AEI, could cut chronic absenteeism in half in five years. The DME also has supported the Department of Human Services (DHS) in launching a pilot program that strengthens the truancy referral process to provide more supportive case management for students and families with the goal of improving attendance.

### *Out-of-School Time (OST)*

One of the pillars that undergird positive youth development is ensuring their physical, mental, and emotional safety. OST provides safe, enriching spaces for our students beyond the school day.

The OST Office is making significant strides toward the goal of universal access to OST. Since the OST Office was established just over eight years ago with a grantmaking budget of \$4 million, the Office has supported the facilitation of OST programming for more than 101,000 students through more than \$140 million in awards to District nonprofits (through FY25). In FY25, the OST Office issued 169 grants and served 18,921 students, the highest numbers yet (17,475 students were served in FY24). To streamline the process for OST providers and to create consistency and continuity of services for students, school year and year-round grantees are now on a three-year grant cycle (first awarded in FY24 and continuing through FY26, subject to availability of funds). 15,113 of these OST funded seats are projected for school-year or year-round programs.

In support of student and school safety, school-based OST programs were funded through the My Afterschool DC grant competition. Participating schools were identified in partnership with DC Public Schools and DC public charter schools based on the demand for OST in comparison to the number of available seats. The identified schools were categorized as “priority schools.” Twenty-two grantees were selected in FY25 to serve twenty priority schools. In FY24, \$3,124,638 funds were awarded to grantees and 948 students were served via MADDC, primarily due to a mid-year start. In FY25 (year two of the continuation grant), a total of \$3,461,713 was awarded to public charters and community-based organizations, and 1,480 students (unduplicated) were served (exceeding the target of 1,353).

In March 2025, the OST Office also launched the My Out of School Time-DC (MOST-DC) portal. This initiative, formerly known as My Afterschool DC, came about as a result of the Mayor’s ongoing and expansive investment in OST and creates a one-stop shop for families to learn about and register for OST programs offered across the District. The Office partnered with OCTO on the technical build out of the platform and led a robust stakeholder engagement and testing process. To inform the development of the portal, a diverse group of stakeholders were engaged in six MOST-DC working groups, which included participants from seven District agencies and 20+ stakeholders. Additionally, a parent advisory group and OST provider advisory group provided weekly feedback during portal development. Working group members and advisory groups acted as internal testers to support the successful launch of the MOST-DC portal.

MOST-DC's launch has been a resounding success. Over 7,000 parents registered for the portal and linked to their child/children in the system within two days post-launch. The portal also withstood high usage rates without any gaps in service due to OCTO's diligence in designing and testing the platform to withstand this surge. Once parents are on the platform, they can see offerings from 1,268 unique OST programs across DCPS, DPR, DCPL, DOES, and OST Office grantees. Families can search by school or home address and filter by distance, ward, type of program, grade, and cost (e.g., free, offers sliding scale, offers financial assistance). MOST-DC also replaced DCPS's legacy afterschool enrollment system with a modern, scalable solution that avoided any system crashes or other technical errors that have created challenges for families in the past.

The OST Office is now working to integrate offerings from DC public charter schools to further expand upon and improve families' ease of accessing the District's robust OST offerings. Since the portal's launch on March 19, 2025, MOST-DC was visited more than 36,000 times and more than 9,000 parents registered.

The OST Office conducted extensive outreach to support families during the transition to the MOST-DC portal, participating in major events like DCPS Back to School Bash and EdFest, as well as individualized efforts with advocacy groups such as PAVE and the DC Charter Alliance to support families as they sought to access and use the portal. The team developed training guides and user manuals to help families navigate the new system, trained 250+ staff members across agencies on how to use the platform and on how to support families as they sought to access the OST offerings, and partnered with DCPS schools to assist families with registration, including Spanish-language support through parent registration hubs. MOST-DC user guides have been developed in English, Spanish, Vietnamese, and Chinese. Additionally, the OST Office team provided real-time, on-the-ground registration support and technical assistance to DCPS staff and parents, resolving 600+ support tickets in FY25, ensuring a smooth transition to the portal and improved OST access for families using the new and improved centralized OST access portal.

The OST Office's professional development arm, the Institute for Youth Development, continues to support youth safety by ensuring that those working with D.C.'s students are well trained and qualified through the provision of free trainings opportunities throughout the fiscal year. The Institute also works to ensure program quality is high through the conducting of site visits in support of continuous quality improvement. In FY25, the Institute organized 100 events for 1,575 unique attendees, with a focus on trainings around youth development, special populations, and quality improvement. During FY25, the OST Office's Institute partnered with DCPS, DPR, DCPL, DMPSJ, and DYRS to provide professional development trainings for their direct service providers; in FY25 and FY26, this partnership expanded to include OSSE to support the training of their 21<sup>st</sup> Century Community Learning Center grant providers.

In FY25 the OST Commission's Quality committee developed the framework to launch the inaugural Institute's Youth Assessor Corps in partnership with UDC. The Corps will represent a cohort of select high school juniors, seniors, and UDC college students interested in the field of education, youth development, and/or program evaluation, creating a first of its kind professional pathway to the program evaluation and youth development fields, one avenue through which

youth safety is assured (program evaluation and assessments). The Youth Assessor Corps will partner with The Institute team to conduct OST Program Quality Assessments throughout DC and provide authentic youth voice in the assessment of OST programs. With over 60 applications received for the inaugural Corps to date, it is slated to launch in the spring of 2026.

### *Improving school safety and coordination*

In FY25 and FY26 to date, the DME's Youth Safety team worked with school communities to respond to pressing safety needs and to implement recommendations from DME reports including *Strengthening School Safety in Washington, DC* and the *DC School Connect Working Group Report*.

- **School Safety Inventories:** In SY24-25, the Youth Safety team developed and piloted the District's School Safety Inventory (SSI), engaging 21 DCPS schools, 27 charter schools, 10 community-based organizations, and two state school safety centers (Maryland and Texas) to inform its design. The SSI assesses a range of school safety needs—including traffic safety, concerns about facilities, community-based violence, behavioral health supports, and the composition and resource needs of school safety teams. Since the tool's development, the team has conducted 25 inventories across Anacostia, Congress Heights, and NoMa communities. These assessments identify both individual school needs and community-level trends to inform more efficient resource allocation. Information from the inventories are shared with individual school teams to support their planning and used by the Youth Safety team to inform cross-agency coordination
- **Communication Pilot:** Feedback from school safety inventories and broader school leader engagements consistently highlighted the need for improved communication and coordination, particularly when incidents occur. In response, the team designed a non-emergency communication pilot to connect school safety teams across 19 DCPS and public charter schools in the Congress Heights, Bellevue, and Washington Highlands community cluster in Ward 8. This community was selected based on violent crime statistics over the past four years, which identified this footprint as having the highest rate of violent crime citywide. The pilot aims to strengthen real-time coordination among schools during safety incidents and improve information-sharing across the cluster.
- **DC School Connect Working Group:** The DC School Connect Working Group was established by the FY25 Budget Support Act and directed the DME to convene a cross-agency working group to examine opportunities for improved efficiency of the DC School Connect program and identify potential new agency homes for the program. DC School Connect is a microtransit program established in 2021 to provide safe transportation options for students in Wards 7 and 8. The working group formally met four times with government agency representatives from the Department of For Hire Vehicles, District Department of Transportation, Office of the City Administrator, Office of the Deputy Mayor for Public Safety and Justice, and Office of the State Superintendent of Education. Beyond government stakeholders, the working group convened focus groups of parents, students, and school leaders from both DCPS and DC public charter schools, as well as reviewing survey data from school leaders and parents. The working

group released its report in May 2025 and identified the following possible future approaches for the program:

- **Option 1: Continue to operate the current program model with operational efficiencies:** Strengthen the program’s existing structure by refining eligibility criteria, optimizing routes, and further reducing costs to expand coverage.
- **Option 2: Expand the current model to include scope changes:** Supplement core shuttle routes with targeted, on-demand solutions for students experiencing acute safety threats or for those requiring short connections between Metro stations and schools.
- **Option 3: Consider converting to a grant program:** Offer grants to local education agencies (LEAs) to design and operate tailored solutions that meet communities’ needs.
- **DC School Connect Prioritization:** Transportation emerged as a critical need across schools assessed through the SSI. Notably, 91 percent of schools assessed indicated need for transportation programs like DC School Connect, and the majority identified specific student populations, including those with safety or attendance concerns, who would most benefit from targeted supports. To better target these resources, the Youth Safety team worked with DFHV, the Every Day Counts! Safety and Belonging Working Group, and school leaders to develop eligibility criteria prioritizing students with safety or attendance concerns, including victims of violence, chronically absent students, families experiencing homelessness, foster youth, and students transitioning from DYRS facilities. Based on this, 25-50 emergency seats were established this school year for students with immediate safety needs, with a streamlined referral process for schools with the highest absenteeism rates in Wards 7 and 8.
- **Campus Safety Summit:** In collaboration with DCPS, DC PCSB, and the DC Charter Alliance, the DME hosted the 3rd Annual Citywide Campus Safety Summit in July 2025. The summit convened school safety teams from across the District, totaling 495 attendees, for workshops and trainings on topics including crisis management, active shooter/threat awareness, Safe Passage coordination, gang activity prevention, de-escalation strategies, and trauma-informed approaches to school safety. Several DC Agencies including DDOT, DMPSJ, MPD, MTPD, and WMATA made connections and shared standard operating procedures and school-facing resources to improve collaboration and system knowledge. The summit provided an opportunity for safety teams to share best practices, strengthen cross-sector relationships, and build capacity to respond to safety incidents.
- **School Emergency Preparedness and Response Playbook:** The Youth Safety team coordinated a multi-agency revision of the [\*District of Columbia School Emergency Preparedness and Response Playbook\*](#), finalizing the updated document in 2025. DME convened and facilitated conversations with DBH, DC Fire and EMS, DCPS, DC PCSB, DHS, HSEMA, MPD, and OSSE and to align the playbook with the District Emergency Management Framework and incorporate lessons learned since the original 2020 version was created. The original playbook was created by the School Safety Emergency Alliance, a working group establish to develop school facing guidance based on the Redbook (the seminal emergency response guidelines for the District). Given the School Safety Emergency Alliance working group was dissolved in 2021, school facing guidance

had not been updated to capture important lessons learned from COVID-19 and other critical emergency response framework updates. Seeing a need to provide schools with the most up to date and relevant guidance, DME reconvened these stakeholders to participate in updates and revisions. The revised playbook provides schools with comprehensive guidance on emergency preparedness principles, plan development, and training requirements, covering universal emergency procedures such as evacuation, lockdown, shelter-in-place, and severe weather response. Notably, the revision incorporates new requirements for Cardiac Emergency Response Plans (CERPs) mandated by legislation passed in September 2024, which requires all schools to have CERPs in place by SY25-26. The playbook serves as the foundational resource for school-based emergency response teams across both DCPS and public charter schools.

### *Students in the Care of DC Coordinating Committee*

The Students in the Care of DC (SCDC) Coordinating Committee connects governmental and non-governmental partners to improve educational outcomes for District residents under 25 years of age who are in the care of the foster care or justice systems. SCDC identified key priorities for the next one to three years in three areas: preventative support, in-care support, and transitional support. These include strengthening early intervention and data systems, ensuring proper evaluations and expanding educational programs, and improving records transfers and wraparound services.

In the area of preventative supports, work in FY25 focused on recommendations for the field to strengthen interagency communication for early intervention and to establish a student data and intervention system. For in-care supports, the priorities included expanding workforce development opportunities to encourage student engagement and reduce recidivism, as well as expanding placement options for DC youth, aligning with the recommendations to broaden educational and placement opportunities. In transitional supports, the emphasis was on what elements would be needed to implement at a partial credit system.

The Committee convened its inaugural meeting in November 2024 and has since held six meetings, including a special session to vote on emerging recommendations. Four working groups were launched in FY25 to advance these priorities: (1) Expand In-Facility Program Options, (2) Expand District Operated Placement Options, (3) Strengthen Interagency Communication and Student Data Systems, and (4) Partial Credit/Educational Continuity. Two additional working groups will launch in FY26: (5) Student and Family Engagement, and (6) Supporting Students with Disabilities.

SCDC voted to approve a set of recommendations which will be released publicly once the FY25 annual report has been finalized and approved by the committee.

### Offering pathways to prosperity

DME and our partners are deeply invested in preparing all DC students for success in higher education and good jobs, in the District and beyond. To that end, we have made deep investments in pathways initiatives starting in secondary school, including the Advanced Technical Centers, school-based Career and Technical Education (CTE) programs, and paid internships. We have established a robust cross-agency Education Through Employment

Pathways Data System to understand the impact of education and training programs on participants' career outcomes. And we have created Compact 2043, a District-wide, coalition-driven vision and blueprint for pathways work.

### *Reimagining high schools*

We have continued to blur the artificial lines between high school, college, and career to build new opportunities for students to explore flexible and personalized learning that is directly connected to their future goals.

A flagship initiative is the Advanced Technical Center (ATC), a first-of-its-kind program in the District that allows students, regardless of LEA, to access college credit-bearing Career and Technical Education (CTE) courses and credentials in high-demand, high-wage fields. The ATCs expand access to CTE and dual enrollment and allow students to gain paid work experience in their selected career pathways. All courses at the ATC are taught by college faculty from partner universities and count for college and high school credit (dual credit). Students can earn up to 26 college credits and certificates while at the ATC. Since the first year of the program in SY22-23, students have earned approximately 4,800 college credits collectively. Students also participate in paid and for-credit internships in their fields of study. The ATCs currently offer cybersecurity and nursing pathways, which can be expensive and challenging for individual schools to provide. The ATCs are very popular, with over 370 students from 25 schools currently participating and hundreds on the waitlist. Since the launch of the first ATC in SY22-23, enrollment and retention have increased substantially.

In recognition of the ATC's success, DC received a \$9.5M gift from Bloomberg Philanthropies over three years to expand the ATC in Ward 5 and establish a campus in Ward 8, which opened in SY25-26 with a focus on health careers. At the Ward 5 ATC site, we are adding health clinics on site at the ATC to expand community health access and provide students with hands-on learning and internship opportunities with employer partners Children's National Hospital and MedStar Health. The Ward 8 ATC is located at the Whitman-Walker Center at the St. Elizabeths East campus, facilitating partnerships with Whitman-Walker Health and the Cedar Hill Regional Medical Center. The employer partnerships for the health care pathways at the ATC are facilitated by the DC Healthcare Workforce Partnership, a health care sector partnership launched through funding from the WIC during the pandemic.

The ATCs are made possible by our employer and higher education partners, including UDC and Trinity Washington University, Whitman-Walker Health, Children's National, and MedStar. DME has worked closely with OSSE, DCPS, and public charter school LEAs, alongside our higher education and employer partners, to design and coordinate the programming. Philanthropic investments have also unlocked opportunities for students after graduation, including apprenticeships such as the DC Health and Employment Link (DC HEAL) apprenticeship in health care. DC HEAL offers recent graduates year-long, full-time apprenticeships through which they gain hands-on learning experience, mentorship from practicing professionals, and a living wage.

The ATCs are part of the fabric of the District's Career and Technical Education (CTE) initiatives, which have increased participants (students who complete one CTE course) by 90%

since 2019 and concentrators (students who complete three CTE courses) by 120%, reaching over 7,000 students overall. Moreover, OSSE has expanded school-year internships for CTE students (the Advanced Internship Program, or AIP) to reach 375 students and summer internships (Career Ready Internships, or CRI) to reach 500 students. These internships pay a competitive wage of \$17 per hour, are aligned to CTE fields of study, and – in the case of AIP – award credit.

### *Reimagining workforce*

As part of Compact 2043,<sup>4</sup> we seek to expand CTE and dual enrollment pathways, increase enrollment and completion of degrees and credentials, and expand paid internships, pre-apprenticeships, and apprenticeships, all with a focus on high-demand, high-wage fields. These pathways should be informed by employer partners, ideally through sector partnerships or intermediaries, which bring together key employers to speak with a unified voice about their talent and hiring needs.

We are proud to have seen the growth of paid internships for youth offered through OSSE and DOES. The Marion S. Barry Summer Youth Employment Program (MBSYEP) serves almost 13,000 youth ages 14-24, the High School Internship Program serves around 1,000 youth ages 14-21, and OSSE internships for CTE students reach over 800 students.

Moreover, our apprenticeship options have expanded. The DC HEAL apprenticeship in health care serves around 15 high school graduates, the Accenture Tech Hub at UDC serves around 50, the Pathways to Public Service Program for HBCU graduates serves 25, and DOES' Capital Workforce Innovation Consortium, including pre-apprenticeships and apprenticeships, serves over 300 participants. These apprenticeships offer pathways to good jobs for high school graduates by providing hands-on, paid work experience, training, and mentorship.

Building on this foundation, DC has taken a leadership role in the Talent Capital initiative, established to support the thousands of displaced federal and other workers looking for jobs, in large part due to dramatic cuts to the federal workforce and cascading impacts on the regional economy. DME and its workforce agencies, DOES and WIC, alongside DMPED, have spearheaded [TalentCapital.AI](#), the first free, public-use AI workforce platform of its kind in the nation designed to connect job seekers to career services and employment opportunities. This platform, including the AI tools, robust job board, and cost-free career services, are available to District, Maryland, and Virginia residents and signifies a regional approach to workforce and economic development. We look forward to strengthening and expanding the technology and services offered and conducting deeper employer engagement in FY26 and beyond so the Talent Capital can be an effective tool for attracting and retaining talent and employment in the region.

### *Data-driven decision making*

For the first time, we are able to evaluate the long-term education and career impact of our investments at the high school level and beyond through our Education Through Employment Data System. This data system measures the impact of education and workforce programs on the career outcomes and economic mobility of District residents, allowing residents and policymakers to comprehensively and accurately understand how well District programs are

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<sup>4</sup> For more information on Compact 2043, see question 43 or <https://dme.dc.gov/page/compact-2043>.

serving the public and specific populations within the District. ETEP has made impressive progress during its second year, including:

- ETEP completed the development of the Education Through Employment Data System with the support of 12 participating agencies and key partners, making this initiative one of the largest integrated data efforts in District government history. The insights generated from this data system will position the Office to share public dashboards highlighting outcomes from 10 years' worth of longitudinal data in spring 2026.
- Toward ETEP's goal of promoting informed decision-making through enhanced access to actionable data insights, the Office released several research publications focused on college and career outcomes:
  - The first two in a series of three research briefs focused on college, career, and quality-of-life outcomes for DCPS and public charter school alumni from the high school classes of 2017 – 2019.
  - A research report focused on employment outcomes for graduates from the University of the District of Columbia (UDC) in collaboration with UDC leadership and partners at the U.S. Census' Post-Secondary Employment Outcomes Bureau.
  - Research examining the District's landscape of youth career-oriented programming and alignment with labor market demand.
- The ETEP team remained dedicated to fostering awareness about this work by connecting with local community stakeholders through forums such as the ETEP Public Stakeholder Advisory Board, DC Education Research Collaborative, DC Postsecondary Success Collaborative, DC PAVE (Parents Amplifying Voices in Education), and SHAPPE (Senior High Alliance of Parents, Principals and Educators), as well as national audiences like the Coleridge Initiative, Multistate Data Collaborative convened by the National Association of State Workforce Agencies, Council of Chief State School Officers, and Georgetown University's Massive Data Institute.
- To uphold data integrity, operate in alignment with precedent set by partners at OCTO, and preserve the privacy of DC residents, ETEP worked closely with agencies to solidify data governance policies and protocols that centered access and use, privacy and security, retention and destruction, maintenance, and disclosure avoidance.
- All of these efforts opened the doors to secure grant funding this past year for powerful opportunities that will continue moving forward into 2026:
  - The team has been awarded \$250,000 in grant funding and philanthropic support toward work to build data tools, reports, and training focused on uncovering and leveraging data insights about college and career pathways. These tools will be available to all high schools and secondary-serving LEAs in winter 2026. Public-facing dashboards and tools focused on LEA and school post-high school alumni outcomes will also be available in 2027.
  - ETEP has also secured grant funding to launch a two-year partnership with Maryland and Virginia focused on uncovering insights about secondary, postsecondary, and employment outcomes for students enrolled in DC, Virginia, and Maryland K-12 public schools. This partnership is the first of its kind in the region and will allow us to better understand regional mobility and its implications for student opportunity.

- The ETEP team was accepted and participated in the Coleridge Initiative's Applied Data Analytics training to examine education pathways from K-12 to college and career in collaboration with DME, OSSE, and CFSA.

#### Improving coordination and public engagement

The DME's office is committed to building coherence across District agencies and investments to better serve students and families. Initiatives such as the Students in the Care of DC Coordinating Committee, Every Day Counts! Task Force, Compact 2043, Talent Capital, and Newcomer Education Cluster Network (focused on students and families who have recently arrived in this country) are some of the initiatives we are leading or partnering in to better align District services and improve the experiences of participating residents.

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

Our office continues to host the EngageDC Initiative, partnering with cluster agencies to elevate insights, concerns, and lived experiences directly from residents. This community-centered practice connects engagement-specific staff whose primary role is working directly with families and community members. Through this approach, we are able to proactively troubleshoot barriers, strengthen communication strategies, and ensure intentional staff participation that meaningfully informs policy and practice.

As part of this initiative, the DME hosted a citywide art competition highlighting the intersection of student voice, creativity, and lived experiences. The competition included 17 participating schools, with student artists ranging from 2nd graders to graduating seniors and alumni. All education sectors were represented, including DCPS, public charter schools, and private schools. The student art was installed in the DME Office this fall as part of an awards ceremony.

#### Strengthening our cross-sector public education system

In spring 2024, the DME published the 2023 Boundary and Student Assignment Study (Boundary Study), which focused on clear feeder rights, adequate capacity of geographically-zoned DCPS facilities, and equitable access to high-quality public schools. It also sought to address current as well as anticipated challenges facing the system in the next 10 years. Following the report's release, the DME has worked closely with DCPS to develop the implementation plan for the study, which was published in February 2025.<sup>5</sup> The implementation plan identifies the key actions, timelines, and owner(s) to implement each of the 23

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<sup>5</sup> Office of the Deputy Mayor for Education and District of Columbia Public Schools, *2023 Boundary and Student Assignment Study: Implementation Plan*, February 2025, available from <https://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/2023BoundaryStudyImplementationPlan%20FINAL.pdf>.

recommendations put forth in the study. The DME and DCPS also partnered with the DC Public Charter School Board on the implementation of recommendation 23, which directed the DME to work with DCPS and DC PCSB to create an aligned and transparent planning process for opening new schools and campuses and identifying grade configurations in both sectors that considers the full ecosystem. The DME developed a draft framework with input and feedback from DCPS and DC PCSB and is now exploring how the framework can be integrated with DC PCSB’s planning policies.

The DME also led a dual language feasibility study as required by the FY26 Budget Support Act (BSA). The BSA required the DME to consider the feasibility for the development and operation of a new dual language middle school program in Wards 7 or 8. To examine the feasibility of this proposal, the DME engaged families and school communities in Wards 7 and 8, consulted with dual language programming experts, examined historical enrollment and lottery application trends, and analyzed implications of any new proposals on demand for existing schools. The forthcoming dual language study also addresses several recommendations put forth by the 2023 Boundary Study that focused on improving access to dual language programming in both sectors.

**29. How many vacancies were posted for DME during fiscal years 2025 and 2026 (through January 31)? What were/are the positions, and why was the position vacated? In addition, note how long the position was vacant, what steps have been taken to fill the position, whether the position has been filled, and the position’s funding source.**

Office	Position	Status	Funding Source
DME	General Counsel	New Position Filled July 2025	Local
DME	Director of Communications	Vacated October 2025, Offer has been made to candidate to fill position	Local
DME	Chief of Staff	Vacated April 2025 Filled July 2025	Local
DME	Policy Analyst	Vacated October 2024 Filled February 2025	Local
DME	Policy Analyst	Vacated June 2025; Hiring was frozen per Mayor's Order 2025-053 and vacancies are being evaluated according to hiring needs and timeline	Local
DME	Senior Policy & Data Analyst	Vacated January 2025; Hiring was frozen per Mayor's Order 2025-053 and vacancies are being evaluated according to hiring needs and timeline	Local

OST	Grants Management Specialist	New Position Created in FY25; Hiring was frozen per Mayor's Order 2025-053 and vacancies are being evaluated according to hiring needs and timeline	Local
OST	Quality Assurance Specialist	New Position Created in FY25; Hiring was frozen per Mayor's Order 2025-053 and vacancies are being evaluated according to hiring needs and timeline	Local
OST	Public Affairs Specialist	Vacated April 2025; Hiring was frozen per Mayor's Order 2025-053 and vacancies are being evaluated according to hiring needs and timeline	Local
OST	Supervisory Grants Management Specialist	Vacated December 2024 Filled February 2025	Local
OST	Data Analyst	Vacated February 2024 Filled January 2025	Local
WIC	Workforce Development Program Manager	New FY24 position, Hiring was frozen per Mayor's Order 2025-053 and vacancies are being evaluated according to hiring needs and timeline	Local
WIC	Program Analyst	New FY24 position, vacated January 2025; Hiring was frozen per Mayor's Order 2025-053 and an offer is now pending	Local
WIC	Business Services Manager	New FY24 position, vacated January 2025; Mayor's Order 2025-053 and an offer is now pending	Local
WIC	Program Analyst	Vacated January 2025; Hiring was frozen per Mayor's Order 2025-053 and an offer has been extended	Local
WIC	Workforce Investment Specialist	Vacated January 2025; Hiring was frozen per Mayor's Order 2025-053	Local

		and an offer has been extended	
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We are working closely with our partners at DCHR and MOTA to recruit and select exceptional talent to join our team.

- 30. Please identify and provide an update on what actions have been taken to address all recommendations made during the previous three years by:**
- a. Office of the Inspector General;
  - b. DC Auditor;
  - c. Internal audit; and
  - d. Any other federal or local oversight entities.

The DME did not have any recommendations issued by the Office of the Inspector General, DC Auditor, internal audit, or any other federal or local oversight entities in the previous three years.

- 31. Describe any spending pressures that existing in FY25 or FY26. In your response, please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.**

The DME did not have spending pressures in FY25 or FY26.

- 32. In a filterable and sortable spreadsheet, please list all electronic databases maintained by your agency, including the following:**
- a. A detailed description of the information tracked within each system;
  - b. The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and
  - c. Whether the public can be granted access to all or part of the system.

Please see attachment Q32\_Electronic Databases.

- 33. Please provide a list of all studies, research papers, and analyses (“studies”) the agency of an agency’s employee requested, prepared, presented, or contracted for in FY25. For each study please list:**
- a. The status;
  - b. The purpose; and
  - c. A link (if published) to the study, research paper, or analysis

Report	Status	Purpose	Link
Pathways to Opportunity: Alignment between University of the District of Columbia Programming and	Published	Respond to ETEP research agenda, including the question “Which postsecondary degree-granting programs and workforce training programs	<a href="https://dme.dc.gov/sites/default/files/dc/site/s/dme/page_content/attachments/UDC%20Research%20Brief%20Jan%202025.pdf">https://dme.dc.gov/sites/default/files/dc/site/s/dme/page_content/attachments/UDC%20Research%20Brief%20Jan%202025.pdf</a>

Labor Market Demand		are most associated with full-time employment among graduates; highest salaries among graduates; economic mobility and wealth attainment among graduates?	
DC School Connect Working Group Report	Published	The Fiscal Year 2025 (FY25) Budget Support Act (BSA) required the Office of the Deputy Mayor for Education (DME) to establish a Working Group to explore the future of the DCSC program.	<a href="https://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/DC%20School%20Connect%20Working%20Group%20Report.pdf">https://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/DC%20School%20Connect%20Working%20Group%20Report.pdf</a>
DC Alumni Early Career Outcomes Survey (Brief #1)	Published	Respond to ETEP research agenda, including “What can we learn about the employment, financial well-being, and overall well-being of survey respondents?”	<a href="https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/DC%20Alumni%20Early%20Career%20Outcomes%20Survey%20Brief%201.pdf">https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/DC%20Alumni%20Early%20Career%20Outcomes%20Survey%20Brief%201.pdf</a>
DC Alumni Early Career Outcomes Survey (Brief #2)	Published	Respond to ETEP research agenda with a focus on understanding why high school graduates make decisions about the pathway they pursue, and what barriers they have faced.	<a href="https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/DC%20Alumni%20Early%20Career%20Outcomes%20Survey%20Brief%202_0.pdf">https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/DC%20Alumni%20Early%20Career%20Outcomes%20Survey%20Brief%202_0.pdf</a>
Earnings and Return on Investment of a University of the District of Columbia (UDC) Bachelor’s Degree	Published	Examine outcomes for graduates of UDC bachelor’s degree programs with a focus on understanding earnings, return on investment of a UDC degree, and the extent to which UDC graduates are employed in high-demand areas in the District	<a href="https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/ETEP-UDC_Earnings-ROI_Brief.pdf">https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/ETEP-UDC_Earnings-ROI_Brief.pdf</a>
From Education to Opportunity: An Examination of Youth Workforce Programming in the District of Columbia	Published	Examine the history of DC vocational education offerings and current youth workforce development offerings as required by the FY25 Budget Support Act.	<a href="https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/From%20Education%20to%20Opportunity-An%20Examination">https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/From%20Education%20to%20Opportunity-An%20Examination</a>

			<a href="#">%20of%20Youth%20Workforce%20Programming%20in%20the%20District%20of%20Columbia%20Report.pdf</a>
OST Needs Assessment	In progress	Identify the needs for out-of-school time programs and measure the progress made towards meeting the targeted needs.	n/a
OSSE’S Report on the Uniform per Student Funding Formula	Published	Section 112(a)(2) of the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998 requires the Mayor to submit to the Council a report every two years that reviews the Uniform Per Student Funding Formula (“UPSFF”) and includes recommendations for revisions to the UPSFF based upon a study of actual costs of education in the District, research in education and education finance, and public comment.	<a href="https://osse.dc.gov/page/2024-25-uniform-student-funding-formula-upsff-working-group">https://osse.dc.gov/page/2024-25-uniform-student-funding-formula-upsff-working-group</a>

DME Coordination and Priorities

**34. Discuss each of the programmatic and policy initiatives the DME has worked on in FY25 and FY26. Please include details about how these initiatives, both new and ongoing, are part of a long-term strategic plan for city-wide education.**

The DME continues to be a driving force toward increasing access, strengthening alignment, and improving outcomes in public education and workforce development, collaborating with the agencies in the education and workforce development cluster to set priorities and leverage their talents and resources to achieve our shared goals.

The table below provides descriptions of DME’s FY25 and FY26 key strategic initiatives included in the DME’s performance plan. The list below does not represent the full body of work of the DME and the education and workforce development cluster but rather snapshots of DME-led priority work. For more information about DME priorities and how they relate to the DME’s vision for public education in the District, please see the response to question 28.

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

<p>UPSFF Report</p>	<p>Per DC Official Code § 38-2911(a)(1), a UPSFF Working Group with representatives of DCPS, DC public charter schools, PCSB, the public, and government representatives to solicit input and recommendations for a final report regarding revisions to the formula. This project will provide updates specific to the report.</p>
<p>Workforce Summit</p>	<p>The Workforce Investment Council organizes and hosts this conference that brings together multiple District front-line staff for training and skills development to enhance their ability to serve jobseekers and meet business needs.</p>
<p>WIOA State Plan</p>	<p>The Workforce Investment Council will facilitate and provide oversight for the development of the WIOA State Plan. The State Plan guides the District’s workforce systems’ goals, vision, and related activities.</p>
<p>Workforce Alignment and Training Compliance Hub (WATCH)</p>	<p>Oversee the compliance and approval processes for training providers through a Clearinghouse. Ensure that all programs are rigorously evaluated and meet the District’s established standards for quality and outcomes, with a focus on expanding the number of quality and compliant providers.</p>
<p>Career Pathways</p>	<p>Develop and enhance Career Pathways by establishing sector-specific partnerships. This will involve mapping career trajectories within high-demand industries, informed by real-time business needs, and providing targeted support to workforce providers. To aid in the socialization and provide a better understanding of career pathways, the Workforce Investment Council will provide six career pathway training opportunities with a minimum of 50 attendees for training.</p>
<p>Every Day Counts!</p>	<p>In FY25, the Taskforce collaboratively reframed absenteeism as a public health challenge, reengaged youth voice, and sustained prior attendance gains. It advanced truancy reform through the DHS Truancy Reduction pilot, convened a multi-agency Restorative Practices working group, and expanded use of Every Day Labs’ data analytics and nudge technology to support schools and families with evidence-based interventions.</p>
<p>Talent Capital</p>	<p>In FY25, the DME and DMPED and its cluster agencies worked with partners in Maryland and Virginia to develop a regional response to help displaced workers, including federal workers and contractors, connect with employment and career</p>

	resources. This work culminated in the launch of talentcapital.ai on 10/1/25.
Compact 2043	The DME is spearheading a coalition effort, with government agencies and education, higher education, nonprofit, and employer partners, called Compact 2043. Compact 2043 is DC’s vision and blueprint for preparing DC students for higher education and good jobs. Compact 2043 includes signature initiatives such as the Advanced Technical Center. In FY25, the Compact coalition developed and finalized the Compact documents.

<b>FY26 Strategic Initiatives</b>	<b>Description</b>
Education Through Employment Data System	By the close of FY26, the DME, in collaboration with relevant partner agencies, will have established a fully operational and secure data infrastructure. The Education through Employment Data System will be equipped to intake and fulfill complex data requests, manage high-volume resident data with efficiency, and uphold rigorous standards for data privacy and protection. As part of a broader regional effort, the program will also engage in strategic data-sharing partnerships with neighboring states, incorporating relevant information received to enhance cross-jurisdictional insights and inform decision-making.
RJE Work Racial Justice & Equity Action Plan (REAP)	By the close of FY26, the DME will have executed at least two thirds of the supportive actions outline in its strategic plan. These supportive actions are aligned to four overarching goals that the DME has committed to advance
Dual Language Feasibility Study	By the end of FY26, the DME will conduct a one-time feasibility study that will assess demographic trends, academic needs, facility readiness, financial implications, and community interest to determine whether such an expansion is viable and sustainable.
MOST-DC	In March 2025, The Office of Out-of-School Time and Youth Outcomes piloted MOST-DC, an online platform designed to make it easier for families to find and register for afterschool and summer programs. It will expand to incorporate most District-funded programming, allowing the user to find programs based on address, ward, age, school, activity type, host organization, and even government agency affiliation

Students in the Care of DC Coordinating Committees	Develop recommendations for strengthening education and workforce development policies, procedures and programs for students in District care via a collaborative multi-stakeholder/agency process.
Career Pathways	Develop and enhance Career Pathways by establishing sector-specific partnerships. This will involve mapping career trajectories within high-demand industries, informed by real-time business needs, and providing targeted support to workforce providers.
Every Day Counts!	In FY26, the Taskforce will develop a public-health attendance framework for collaborative use across schools and agencies and relaunch of Attendance.DC.gov as an information hub.
Talent Capital	On October 1, 2025, the DMV region, with leadership support from DME and DMPED, launched talentcapital.ai, a regional talent marketplace that connects job seekers, including displaced federal workers, with employment and career navigation services. In FY26, DME is working closely with our regional partners to enhance the platform, broaden its reach, and expand available training, coaching, and other career services.
Compact 2043	The DME is spearheading a coalition effort, with government agencies and education, higher education, nonprofit, and employer partners, called Compact 2043. Compact 2043 is DC's vision and blueprint for preparing DC students for higher education and good jobs. Compact 2043 includes signature initiatives such as the Advanced Technical Center. In FY26, the Compact coalition has identified priorities and is working on deliverables to advance them.

**35. Describe the Office's efforts in fiscal years 2025 and 2026 to date to enhance interagency cooperation for the agencies under its purview and with the other Deputy Mayors' offices to address and coordinate education policies, programs, and initiatives across the District of Columbia's public education system.**

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

career. DME's coordinating work includes vision setting, guidance, direct support, and partnership development.

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

### Learning Acceleration

We continue to support coordination across agencies and partners to ensure that students develop the academic, social, and emotional skills and competencies needed to thrive in college, careers, and life.

**Attendance:** The Every Day Counts! Task Force (EDC!) is a District-wide effort initiated by Mayor Bowser to encourage every student to attend school daily. The EDC! Task Force, comprised of public agency and non-governmental stakeholders, helps to develop a District-wide response to address attendance issues through quarterly task force meetings and working groups focused on four key issues: (1) Guidance and Communications, (2) Relationships and Capacity Building, (3) Safety and Belonging, and (4) Learning Opportunities and Supports.

Working group members include representatives from government agencies in the education cluster (e.g., DCPS, DC Public Charter School LEAs, OSSE, Office of Out of School Time Grants and Youth Outcomes, DC Public Libraries, State Board of Education), representatives from other cluster agencies (e.g., Office of the Deputy Mayor for Health and Human Services, Department of Behavioral Health), other government partners (e.g., DC Council, Criminal Justice Coordinating Committee), and non-governmental partners (e.g., Access Youth, Children's National, DC Policy Center).

In addition to EDC!, the DME worked closely with the Department of Human Services (DHS) to develop and launch a pilot program for chronically truant students. For SY25-26, the program is operating in nine high schools and one middle school across DCPS and DC public charter schools. When students at these high schools accrue 15 unexcused absences, they are referred to DHS for supportive interventions rather than to Court Social Services; for the participating middle school, students 13 and younger are referred to DHS at 10 unexcused absences and then to Child and Family Services Agency if parents do not respond to DHS outreach within 10 business days or if they decline services. Depending on the reasons for a student's unexcused absences, families may receive truancy education, external referrals to address external barriers to attendance (e.g., housing instability), or more intensive case management. In the first year of the pilot, 83% of students who completed case management services by the end of SY24-25 improved their scores on CAFAS (a measure of behavioral functioning), 47% percent of students who completed Brief Case Management improved their attendance, and 50% of students who completed Parent & Adolescent Support Services Intensive Case Management (PASS ICM) improved their attendance. Students whose families spoke with DHS on the phone and received Truancy Education even without receiving Case Management had better attendance outcomes than the students whose families DHS did not reach. Additionally, participating schools had higher CAPE scores than socio-demographically similar schools that did not participate in the pilot. This pilot is a prime example of how interagency coordination can improve the experiences and outcomes for young people.

The DME actively supports increased coordination across the youth development ecosystem in response to attendance. DME now provides Every Day Labs (EDL) services to 36 charter LEAs (an increase of 50%) representing 95 public charter schools (an increase of 46%) serving 31,760 students (an increase of 38%). In July 2025, DME staff presented at the inaugural DC Charter School Attendance Summit organized by the DC Charter School Alliance, at the PCSB New School Leader Orientation, and at the DC Special Education Cooperative's SPED Leader Bootcamp to encourage the use of DME's investment in EDL as an early warning system, as a source of professional development for attendance teams, and as a data warehouse and dashboard to inform targeted intervention.

Additionally, the DME has convened staff from across several youth-facing agencies to begin coordination of Restorative Practices training and implementation as a means of increasing student sense of safety and increasing staff capacity at building meaningful and supportive relationships with youth. Previously, implementation of Restorative Practices was siloed across schools and LEAs, OSSE, DYRS, OAG, and a number of community-based organizations. An interagency group now exists that has supported greater efficiencies and has increased access to staff training through improved information sharing, which addresses barriers staff had previously identified. Next steps include increasing technical support and training for staff at schools and at CBOs supporting school and community safety and creating warm hand-off protocols for Restorative Practices coordinators in DYRS facilities and at schools to which young people are returning upon release from detention.

#### Youth Safety and Well-Being

**MOST-DC:** The launch of My Out of School Time DC (formerly My Afterschool DC/MADC) came in direct response to families' calls for a centralized platform to locate OST opportunities. It also supports the District's goal of reaching more students with school-based OST programming, with a focus on students and communities with the greatest needs. The launch of the MOST-DC grant competition and portal required extensive interagency collaboration and coordination between the DME's OST Office and DCPL DCPS, OSSE, DPR, amongst others to ascertain the need and to strategically and cohesively coordinate across agencies. These coordinated efforts resulted in the identification of "priority schools" in partnership with DCPS and the DC PCSB for the MOST-DC grant competition, and with community and DC government OST-affiliated agency representatives for the successful and integrative launch of the MOST-DC portal. The OST Office also worked closely with DCPS to seamlessly integrate their Afterschool Program into MOST-DC.

Beyond MOST-DC, the OST Office, as the Coordinating Entity for the Learn24 Network, meets monthly with OST-affiliated government agencies for cross-agency collaboration and coordination meetings. Representatives from DCPS, OSSE, DC Public Charter Schools, DYRS, and DPR were regular attendees over the course of FY25, and engagement of sister agencies continues to grow into FY26. During FY25, these sessions focused on OST sustainability, program quality, coordination and collaboration, and the production and driving of results. In these ways, the DME's OST Office is spearheading cross-agency coordination in service of strong programs and outcomes for children, youth, and families and across DC.

## **Youth Safety:**

*DC School Connect Prioritization:* Transportation emerged as a critical need across schools assessed through school safety inventories, with 91 percent indicating the necessity of programs like DC School Connect. To better target these resources, the Youth Safety team worked with DFHV, the Every Day Counts! Safety and Belonging Working Group, and school leaders to develop eligibility criteria prioritizing students with safety or attendance concerns—including victims of violence, chronically absent students, families experiencing homelessness, foster youth, and students transitioning from DYRS facilities. Based on this feedback and recommendations from the DC School Connect Working Group report, 25-50 emergency seats were established this school year for students with immediate safety needs, with a streamlined referral process for schools in wards with the highest absenteeism rates. These shifts also reflect learnings from the DC School Connect Working Group, which convened agency leaders from DDOT, DFHV, DMPSJ, OCA, and OSSE to identify recommendations for the future of the program.

*Congress Heights Community Cluster:* The Congress Heights / Bellevue / Washington Highlands community cluster in Ward 8 was identified as a priority area based on violent crime statistics over the past four years—this footprint had the highest rate of violent crime citywide. The Youth Safety team has concentrated resources in this community through multiple coordinated efforts:

- *School Safety Inventories:* The team conducted 25 formal school safety inventories across Anacostia, Congress Heights, and NoMa communities, assessing needs ranging from traffic safety and facilities concerns to community-based violence and behavioral health supports. This comprehensive inventory was designed after national models from Texas and Maryland. These assessments identify both individual school needs and community-level trends to inform efficient resource allocation.
- *Communication Pilot:* In response to consistent feedback from school leaders about the need for improved coordination during incidents, the team designed a communication pilot to connect school safety teams across 19 DCPS and charter schools in the Congress Heights / Bellevue / Washington Highlands community cluster. The pilot strengthens real-time coordination among schools during safety incidents and improves information-sharing. This year, we have been able to rapidly coordinate with MPD and DMPSJ's Safe Passage teams.
- *Connecting Schools to High Fidelity Wraparound Supports:* The CJCC (2022) released a report highlighting that unexcused absences triple the likelihood of justice involvement, and youth with IEPs are 2.32 times more likely to become justice involved. Based on these indicators, an identified set of schools in the Congress Heights cluster are being connected to DBH's Intensive Care Coordination (ICC) high-fidelity wraparound services through coordination with their community-based providers to identify students with the highest absenteeism rates and existing IEPs who may be in need of additional supports.

*Sports Protocols:* The DME convened DCPS, DC public charter school, and private school leaders to discuss, decide on, and implement new safety protocols for football and basketball games. These changes were introduced after several high-profile safety incidents at football games. Protocols have been successful in reducing subsequent safety incidents and improving coordination and predictability for school staff and communities so that student athletes and their supporters could enjoy a safe and productive season. The DME continues to connect law

enforcement and public safety partners with school-based teams to better coordinate support at sporting events.

**Students in the Care of DC:** In FY25, the DME re-launched the Students in the Care of DC (SCDC) Coordinating Committee to support youth involved with the foster care and/or juvenile justice system. Prior to re-launch, the DME engaged with nearly 70 stakeholders, including school leaders, governmental and non-governmental partners, and national experts, to identify systemic gaps at the intersection of youth justice, foster care, and education.

The Committee convened its inaugural meeting in November 2024 and has since held six meetings, including a special session to vote on emerging recommendations. Currently, 26 of 30 Committee members have been selected or confirmed, including 23 voting members.

In FY25, the Committee adopted six recommendations organized into two focus areas: (1) Expanding DC's Behavioral Health Continuum, which includes establishing Partial Hospitalization Programs, exploring development of a therapeutic academy, and designating a centralized referral system; and (2) Improving Educational Continuity, which includes strengthening records management and credit transfer, expanding transitional staff supports, and advancing an educational continuity policy package.

These recommendations required sustained coordination across agencies representing the child welfare, criminal and juvenile justice, behavioral health, and education systems District-wide. Four working groups were launched in FY25 to advance these priorities: (1) Expand In-Facility Program Options, (2) Expand District Operated Placement Options, (3) Strengthen Interagency Communication and Student Data Systems, and (4) Partial Credit/Educational Continuity. Two additional working groups will launch in FY26: (5) Student and Family Engagement, and (6) Supporting Students with Disabilities.

#### Pathways to Prosperity

**Education Through Employment Pathways:** In FY25, the DME worked closely with 12 DC government partner agencies through monthly convenings of both the Education Through Employment Pathways (ETEP) Data Governance Subcommittee and Research Subcommittee to confirm cross-agency readiness for the Fall 2025 launch of the ETE Data System which utilizes cross-agency data for future researchers' approved use in producing longitudinal insights for District program providers, policymakers, agency leaders, educators, and the public to better understand the impact of education and workforce programs on employment outcomes for District residents.

ETEP led the Data Governance Subcommittee to advance several critical policies with a two-thirds majority vote including the Data Privacy and Security Policy, the Disclosure Avoidance Policy and the Data Retention and Destruction Policy. Monthly engagements and related assigned tasks also included the production of agency-specific data dictionaries, detailed discussions regarding the ETE Data System's alignment with OCTO standards, compliance with FERPA and other relevant federal laws, and procedural best practices for data governance.

ETEP also convened partner agencies through monthly Research Subcommittee meetings where members served as subject matter experts for domain-specific research discussions related to the

ETE Data System's mission and established priorities. Partner agencies also confirmed ETEP's establishment of a sound process for review and approval of incoming research requests.

**Advanced Technical Centers and DC HEAL:** After securing a \$9.5M contribution from Bloomberg Philanthropies to match local support, the DME has continued to support the expansion of the ATCs. Specifically, DME worked with OSSE to support the establishment of onsite clinics and classroom space at the Ward 5 ATC and the launch of the Ward 8 ATC by facilitating regular cross-agency sessions with DGS and DC Health and coordinating with the DC Healthcare Workforce Partnership around employer partnerships with local hospitals and clinics. DME also provided coordination and strategic support to the new DC Health Care and Employment Link (DC HEAL) apprenticeship for ATC and other CTE graduates led by the DC Hospital Association and CityWorksDC. To date, 12 graduates are serving as apprentices through DC HEAL with five employer partners - Whitman-Walker Health, Children's National, Stoddard Baptist Nursing Home, Forest Hills, and Cedar Hill Regional Medical Center.

**Compact 2043:** In FY25, DME convened a coalition of agencies, nonprofit partners, K-12 and higher education institutions, and employer partners to develop [Compact 2043](#). Compact 2043 is a citywide commitment and blueprint to strengthen and expand postsecondary pathways for DC students so that all children born today will graduate from high school prepared for success in higher education and good jobs.

Compact 2043 is anchored around three big goals:

- **DC students graduate high school prepared to enter college and careers**
  - By 2043, all graduating public school students in DC will complete at least one OSSE-approved pathway; DC's graduation rate will be at least 90%; 100% of graduates will have a postsecondary plan.
- **DC high school graduates earn postsecondary degrees and credentials that give access to the good jobs of today and tomorrow.**
  - 80% of 2043 DC public school graduates will complete a postsecondary degree or credential of value within six years.
- **DC's education and workforce system drives economic mobility and prosperity for residents and the local economy.**
  - 80% of employed 2043 DC public school graduates will earn a living wage within five years of graduation and 95% will do so within ten years.

In FY25, DME took the lead in convening coalition members and authoring the [Compact 2043](#) overview and action plan. In FY26, DME has launched a working group to identify and advance the priorities for this year. The group includes over 50 members that span government agencies and nonprofit, employer, and higher education partners

**Talent Capital:** In response to the significant downsizing of the federal government in 2025, the DME, in partnership with DMPED, spearheaded the launch of [Talent Capital](#), a new regional workforce and economic development initiative built in coalition with local education, workforce, and employer partners. Talent Capital, accessible at [TalentCapital.AI](#) and housed at the Metropolitan Washington Council of Governments, supports jobseekers and employers across the District of Columbia, Maryland, and Virginia, with a particular focus on workers

navigating transition, including displaced federal employees and contractors. Talent Capital is the first free, public-use AI talent marketplace in the nation designed specifically for regional workforce systems.

The Talent Capital platform is powered by a deep agent architecture capable of engaging users in more than 100 languages. Jobseekers receive personalized job matches and see how their skills can transfer across occupations, which is particularly valuable for jobseekers transitioning into a new sector or career path. Moreover, Talent Capital collects and maintains its own regional job inventory, making full-time job opportunities visible across jurisdictions and reducing duplication and fragmentation that jobseekers experience. By combining direct capture of job demand with AI-facilitated engagement from jobseekers, the platform helps regional partners better understand where jobs exist, what skills employers need, and how talent is moving across sectors in near real time.

Since the launch of TalentCapital.AI on October 1, 2025, we have seen strong and accelerating engagement across the region:

- 84,000 visitors explored the platform for workforce resources and employment opportunities.
- 62,000 + unique users actively engaged with AI-powered career navigation and job matching tools.
- 200+ participants enrolled in free, job-aligned training programs designed to support near-term employment outcomes, including Project Management Certification and career coaching programs.

The DME will continue working with its workforce agencies, DMPED, and regional partners to develop, strengthen, and promote talentcapital.ai and the regional approach to workforce and economic development. This includes enhancing the technology, supporting residents in securing good jobs in the DMV through subsidized training and apprenticeship opportunities, aligning regional policies, and increasing employer engagement in the talent pipeline, especially in high-growth sectors aligned to the Comeback Plan.

**36. Please list all of the agencies under the DME and the priorities and goals both set and met for those agencies for FY25 and FY26. Include any agencies added in the past year or planned to add for FY26 to the DME's portfolio and how any of these changes alter the priorities of the DME.**

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

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

Please see the attached folder entitled Q36\_Agency Goals for a summary of FY25 goals set and met and FY26 goals for the DME and its cluster agencies.

**37. Please describe actions taken by the DME to collaborate with the Office of the Deputy Mayor for Public Safety and Justice to oversee the Safe Passage Safe Blocks program.**

Safe Passage, Safe Blocks was established by the DME in FY22 in response to safety concerns, based on a promising model in Chicago. The program management shifted to DMPSJ in FY24. Prior to the shift, DME staff met with DMPSJ staff to transfer files, including school points of contact for Safe Passage management. The DME provided DMPSJ several data sets to support the analysis resulting in priority area designation and school site selection for safe passage services. On October 2, 2023, the DME and DMPSJ convened all schools receiving Safe Passage services to review the programmatic changes under DMPSJ's leadership and the updated Standard Operating Procedures. The DME and DMPSJ engaged school leaders in a conversation about the transition. DME staff and DMPSJ staff meet routinely to review data, programmatic updates and challenges, and support continuous improvement. For example, DME staff provide DMPSJ staff with school-based data like DCPS incident reporting tool and data distilled from school discipline reports to help identify schools in need of violence intervention support. The offices also collaborate on weekly Safe Passage priority areas calls with CBO providers, public safety partners, and school leaders.

DME staff also continue to provide technical assistance to schools to support them with connecting with CBOs and creating meaningful relationships, conduct pop up visits to provide quality assurance, and engage in monthly calls with DCPS and PCS principals. The Youth Safety Team incorporates feedback from school engagements and School Safety Inventories to help coordinate supports with Safe Passage teams. The OST Office's Institute for Youth Development also partners with DMPSJ to provide their OST service providers with trainings needed to ensure they are well-equipped and versed on how to work best with children and youth using the positive youth development framework. Additionally, the DME also participated in planning sessions with DMPSJ to map out Safe Passage Routes. DMPSJ's Safe Passage team then presented those updated routes to school safety teams/squads for feedback in the District-wide Campus Safety Summit.

**38. In 2024, the DME released the report *Strengthening School Safety in Washington, DC*, which laid out recommendations for improving school safety. For each recommendation, please provide a progress update, a timeline for implementation, and any barriers to implementation.**

Recommendation	Status	Notes
1a. Implement a pilot for <b>staggered arrival and dismissal times</b> in safe passage priority areas with multiple schools.	Planning	-The DME added questions about staggered dismissals into the School Safety Inventory (SSI) which can be used to identify a cluster of schools to pilot a staggered dismissal schedule between neighboring schools
1b. Enforce penalties for <b>illegal activities near schools</b> , including enforcement of drug free and gun free zones, and increased awareness of penalties.	In Progress	-The DME convened a meeting with MPD Youth and Family Services Division and District Commanders in October 2024 and have continued coordination efforts based on school need. -The DME elevates identified hotspots from school safety inventories (SSIs) to MPD Youth and Family Services Division. -MPD has assigned patrols to Safe Passage routes during dismissal times.
1c. Revise the criteria for <b>designating safe passage priority areas</b> to ensure clarity and consistency.	Planning	-CJCC and the DME have compiled information on neighborhoods with a high volume of violent crime involving a gun and shared this with DMPSJ for future planning purposes.
1d. Establish a baseline of <b>school safety infrastructure</b> and provide funding and oversight to ensure compliance across all schools. <ul style="list-style-type: none"> <li>• Implement program with OVSJG to provide schools and child development facilities with <b>external cameras</b>.</li> </ul>	Planning	-OVSJG’s current “ <a href="#">Private Security Camera Rebate Program</a> ” is open to nonprofit organizations, including Charter LEAs.
1e. Reform the <b>truancy referral process</b> to provide more support to students and families to attend school.	In Progress	-DHS is currently in the second year of piloting a more supportive approach to truancy in nine high schools and one middle school.
1f. Provide <b>transportation</b> for high-risk students in safety “hot spot” areas.	In Progress	-DC School Connect Working Group explored this recommendation in its <a href="#">report</a> . -The DME worked with DFHV and school leaders to compile an eligibility criteria list for DC School Connect and prioritized seats using these criteria in SY25-26.

		-In SY 25-26, DFHV reserved 25-50 emergency seats for students with acute needs mid-year.
1g. Expand <b>Safe Passage, Safe Blocks teams</b> to cover all schools and non-school priority locations within safe passage priority areas, and to include any need for “surge” capacity in other places.	Planning	-DMPSJ shifted Safe Passage operations from school-based supports to community-based supports, which has expanded the program’s reach.
2a. Require all schools to <b>establish School Safety Teams</b> comprised of core functions.	DCPS – Complete PCS – In Progress	-DCPS mandated Safety Squads for all middle and high schools. -The DME has disseminated best practice protocols to LEAs. -The DME is conducting School Safety Inventories with pilot schools to provide technical assistance and inform the development/coordination of systemwide resources.
2b. Create and share <b>best practice protocols</b> for school safety teams. <ul style="list-style-type: none"> <li>Convey to schools best practices in <b>engaging MPD and public safety partners.</b></li> </ul>	Complete	-The DME developed a <a href="#">School Safety Team resource guide</a> which has been distributed to school leadership teams. -The DME developed and facilitated a workshop at the 2025 District-wide Campus Safety Summit. -The DME connects schools directly with MPD and public safety partners based on school safety inventory responses.
2c. <b>Establish career pathways</b> for hardest-to-fill safety roles to strengthen recruitment and retention.	Not yet started	-Agencies including MPD, OUC, and DOC, are building options for CTE and career development in the public safety and justice field, starting with first responders.
2d. Establish a <b>school safety “hub” for public charter schools</b> to mirror DCPS’ central safety team.	Planning	-The DME is working with the National Center for School Safety and centers from other states to identify best practices. -The DME is developing enhanced communication protocols (expanding from the Communication Pilot) in collaboration with DMPSJ, MPD, PCSB, and DCPS, in addition to the development of new communication tools.
3a. Help schools limit <b>cell phone and social media</b> use.	Complete	-DCPS implemented a bell-to-bell cellphone ban in SY25-26 and public charter schools that have not already implemented a ban will be required to have one in place by SY26-27 per DC law. OSSE is developing model policy to support LEAs’ transition.
3b. Increase <b>monitoring of youth engagement on social media</b> coupled with increased communication with school safety points of contact to prevent in-school and out-of-school conflict escalation.	In Progress	-Law enforcement agencies monitor social media trends and share with relevant agencies and school leaders. -A communication pilot was launched which has increased communication between 19 DCPS & PCS school safety teams/squads. DME checks in with this group 3 times a day to better coordinate supports for arrival and dismissal periods.

<p>3c. Elevate and approve the <b>conflict resolution state standards</b> that OSSE is completing as part of its comprehensive social-emotional learning standards.</p>	<p>Complete</p>	<p>-OSSE published social-emotional learning standards in May 2024.</p>
<p>3d. Strengthen capacity of school staff to implement conflict resolution.</p>	<p>Complete</p>	<p>-The DME convenes monthly a group of youth-serving agencies and organizations to expand shared access to Restorative Practices training. This convening puts shared resources to use to supplement and support the RP Technical Assistance provided through OSSE.</p>
<p>3e. Provide schools with the highest rates of out-of-school suspension and incidents of in-school violence a <b>temporary Restorative Justice Coach as a pilot through OSSE</b> to strengthen the capacity of the school to implement restorative justice</p>	<p>Complete</p>	<p>-OSSE is continuing to provide restorative justice professional development opportunities where school teams gain access to workshops and coaching throughout SY 2025-26. For more information see the <a href="https://osse.dc.gov/page/restorative-justice-trainings-and-resources">https://osse.dc.gov/page/restorative-justice-trainings-and-resources</a>                      -The DME established an interagency working group to strengthen restorative practices citywide.</p>
<p>3f. Expand <b>youth employment and career pathway opportunities</b> in safe passage priority areas.</p>	<p>Planning</p>	<p>-The Ward 8 Advanced Technical Center launched in the Congress Heights Safe Passage priority area (at Whitman Walker) in SY25-26 and is offering college credit and credential pathways and internships in health care.                      -The DC HEAL apprenticeship in health care includes Whitman Walker at St. Elizabeths East and Cedar Hill Regional Medical Center.                      -The DME is working to implement recommendation 3b from the School Funding study focused on piloting a neighborhood transformation zone, which would include a focus on employment and career pathways.</p>
<p>3g. Expand <b>mentorship programs</b> in safe passage priority areas.</p>	<p>Planning</p>	<p>-The DME is conducting a landscape analysis of existing organizations providing mentorship opportunities and is partnering with the OST Office on a long-term strategy to expand mentorship programming.</p>
<p>3h. Dramatically expand <b>out of school time (including recreation) programming</b> in safe passage priority areas.</p>	<p>In Progress</p>	<p>-The DME is collaborating with the OST Office on long-term strategy to expand OST programming in Safe Passage priority areas.</p>
<p>4a. Publish <b>lists</b> of all school and agency safety points of contact.</p>	<p>In Progress</p>	<p>-Student Safety Contact Information can now be entered into OSSE’s Integrated Data System (IDS) and can be used to compile a school-based safety points of contact list.</p>

4b. Establish <b>standard operating procedures (SOPs) for safety communications</b> among schools and public safety service providers and agencies.	In Progress	-The DME is finalizing a proposal for enhanced communication protocols in collaboration with DMPSJ, MPD, PCSB, and DCPS to improve communication across sectors and communities.
4c. Create a consistent <b>student transfer file</b> developed by OSSE.	In Progress	-SCDC’s Improving Interagency Communication and Data Sharing working group is developing recommendations for implementation. -OSSE is exploring external funding opportunities.
4d. Establish a <b>real-time alert system</b> through HSEMA for schools, safe-passage workers and residents to obtain immediate notification of community-based violence.	In Progress	-RAVE app launched in all DCPS, PCS, and independent schools SY24-25.
4e. Establish a <b>Student Data and Intervention system</b> to share information across government agencies.	In Progress	-SCDC’s Improving Interagency Communication and Data Sharing working group is identifying recommendations based on lessons from other systems.
5a. Modify the <b>suspension code</b> to allow for suspensions for additional serious infractions	In Progress	-Contemplated by Mayor Bowser’s introduced UPLIFT legislation.
5b. Expand the therapeutic <b>in-school suspension</b> model to support social and academic development.	In Progress	-Contemplated by Mayor Bowser’s introduced UPLIFT legislation.
5c. Establish a temporary, highly supportive <b>placement in an alternative setting</b> for students involved in the most serious safety incidents and with the greatest behavioral challenges.	In Progress	-Launched a new SCDC working group in April 2025 focused on Expanding District Operated Placement Options. Recommendations are being finalized. -Contemplated by Mayor Bowser’s proposed UPLIFT legislation
6a. <b>Identify students at greatest risk</b> of involvement in serious safety incidents.	In Progress	-The DME is engaging with CJCC, JJAG, EDC (safety and belonging), DMPSJ, DBH, and SCDC on possible next steps. -The DME is working closely with DBH’s High-Fidelity Wrap Around Services to connect a cluster of schools in the Congress Heights community to available services for youth at greatest risk of safety incidents.
6b. Identify a <b>menu of supportive resources</b> for students and families at greatest risk of involvement in violence	In Progress	-CJCC is conducting a landscape analysis; their contractor will provide trainings on what services are available citywide.
6c. Address <b>service gaps</b> .	In Progress	-SCDC launched a new working group in April 2025 focused on Expanding District Operated Placement Options.

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

For several years, DME staff have participated in the DBH Coordinating Council on School Behavioral Health to inform the continued expansion of the DBH School-based Behavioral Health Program (SBHP). Through this, the DME works to elevate the voices of stakeholders and highlight relevant work happening across the education cluster agencies during the monthly Coordinating Council on School Behavioral Health meetings. Although DBH is not an agency within the DME cluster, this collaboration demonstrates the importance of interagency cooperation and coordination across health and education agencies to support the District's school communities. For example, OSSE's federal Advancing the Recruitment and Retention of Our Workforce (ARROW) grant is designed to build knowledge, skills, professional opportunities, and job satisfaction for school behavioral health professionals to enter and remain in the workforce, which demonstrates how agencies can work together to build the pipeline for behavioral health clinicians.

As DBH has documented, a national shortage of behavioral health practitioners has prevented the SBHP from achieving its goal of placing a clinician in every DCPS and public charter school in the District and these ongoing challenges have prompted a shift in how the SBHP will be structured in coming school years. We understand DBH's position and proposal, and we have also heard concerns from stakeholders about the timeline to transition the program and the shift away from working with CBOs. While we are not the lead agency for this program, we will continue to partner with DBH, the Coordinating Council on School Behavioral Health, and school communities to support the transition of the program and mitigate concerns as they arise.

Absenteeism

40. Provide a complete accounting of the city's investment to reduce absenteeism and boost overall attendance for each agency involved. Please include the following and be sure to address parts (b) and (c):
- (a) A description of the investment (program, personnel, etc.);
  - (b) Total funding budgeted for FY25 and FY26;
  - (c) Total amount spent in FY25 and FY26;
  - (d) The number of schools impacted by the investment
  - (e) A description of the target population;
  - (f) The maximum capacity of the program, if any;
  - (g) The total number of youths impacted; and
  - (h) Any evaluation data/key outcomes observed in FY25 and FY26 because of the investment.

Please see attachment Q40\_Attendance Investments.

Attendance remains fundamentally anchored in the work of schools. Our efforts to improve attendance focus on creating safe and supportive learning environments, investing in teachers, implementing relevant and engaging curricula, and building strong connections between students, peers, and trusted adults. In addition to this foundational work, we continue to invest in targeted programming and interventions designed to reduce absenteeism.

Attendance investments in FY25 and FY26 through January 31 include:

- **Evidence-based attendance nudge interventions** through our partnership with Every Day Labs, a Tier I strategy that leverages attendance data to send personalized text and mail communications to families of students at risk of chronic absenteeism. In SY24-25, 46,480 K-12 students received attendance nudges, with 43% improving their attendance rate and 15% moving from chronically absent to non-chronically absent. For SY25-26, 37 charter LEAs and DCPS are participating, collectively serving approximately 83,000 PK-12 students in Washington, DC. Additionally, in analysis of students who remained enrolled for two years across EDL schools, 46.9% of students had improved attendance, including:
  - 28.6% of Moderately Chronically Absent students who moved out of chronic absence
    - 5.2% to Satisfactory and
    - 23.3% to At-Risk
  - 40.7% of Severely Chronically Absent students
    - 1.6% to Satisfactory,
    - 5.4% to At-Risk, and
    - 33.8% to Moderately Chronic
  - 36.8% of Profoundly Chronically Absent students
    - 1.2% to Satisfactory,
    - 2.7% to At-Risk,
    - 13.2% to Moderate, and
    - 19.7% to Severe.

- An additional 25.6% maintained their attendance tier, meaning that 72.5% of students either improved or maintained their attendance.
- **Support for DHS Truancy Reduction Pilot:** This program refers middle and high school students with significant unexcused absences to DHS for education, case management, and supportive services. In the first year of the pilot (SY24-25), early outcomes showed improved attendance for nearly 50% of referred students within 90 days, as well as strong engagement from families (44% accepted services).
- **Community-based interventions:** OSSE’s Show Up, Stand Out (SUSO) program continues to provide case management and family engagement for elementary and middle school students showing early warning signs of attendance issues. In FY25, SUSO served 779 students across 15 DCPS schools, conducted 366 attendance meetings, and led 51 parent engagement events.
- **Information and resource dissemination:** OSSE mailed and texted over 21,000 Truancy Resource Guides to families of students with 10+ unexcused absences, with QR code tracking showing a significant increase in engagement following outreach.

These investments build on the work of the Every Day Counts! Task Force, providing critical capacity and continuing the most effective interventions identified through previous pilots, tailored to the needs of school communities.

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

**41. Provide a comprehensive overview of the Every Day Counts Taskforce’s work in FY25 and FY26. Please include outcomes to date and a copy of the Taskforce strategic plan. Please also describe any changes to the task force’s organization or plans moving forward.**

Research is clear that supportive interventions, rather than punitive approaches, are most effective for improving attendance. Accordingly, this has been the focus of EDC! coordination.

In June 2024, the consulting firm EducationCounsel delivered its report “Understanding Cross-Agency & Community Collaboration to Address Chronic Absenteeism” to the EDC! Taskforce. In it, EdCounsel laid out a plan for reshaping the work of the Taskforce from collaboration to collective action and noted that this shift in approach required a mindset shift and greater ongoing infrastructure and capacity as well as ongoing improvements in areas such as understanding of root causes, agency roles, points of contact, timely data, stakeholder engagement, and continuous improvement. This year, the monthly meetings of the Steering Committee and of the Working Groups and the quarterly meetings of the Taskforce have

therefore been used to establish chronic absenteeism as an indicator of community distress best addressed through public health frameworks.

Cross-agency collaboration leading to shared action in the past year includes the mutually supportive work between CFSA and DHS at Kramer Middle School, input from DCPS and public charter school stakeholders to provide input on changes to the attendance.dc.gov website, preventative attendance screening pediatric well-child visits, the inclusion of attendance talking points in DC Health perinatal home-visiting programs, and collaborative work among several youth-facing agencies to increase access to Restorative Practices training to improve students' sense of safety at school. More work is continuing now. This year's expansion of the DHS pilot to Kramer Middle School changed the initial referral from CFSA to DHS and required DHS to refer students to CFSA if parents did not respond to DHS's outreach or declined services. This necessitated a new way for agencies to work together around the truancy referral process. The DME's Office convened staff at both agencies to help operationalize a reporting pathway for DHS to CFSA in the event that DHS truancy supports were rejected by the parents. To date, the majority of Kramer MS parents referred to DHS for Truancy Support have engaged with DHS and only one case has been forwarded from DHS to CFSA.

Consultations among agencies are also underway to engage the public health infrastructure in monitoring absenteeism at the community level, to share the experience of DCPS's successful codification of staff behaviors that lead to supportive adult relationships with other LEAs, and to identify best practices for MTSS for attendance with schools and human services agencies. In addition, EDC! continues to coordinate with agencies, schools, and other partners on key initiatives that impact school attendance, including the DHS Truancy Reduction Pilot Program, Safe Passage, Safe Blocks, DC SchoolConnect, OST programs, DDOT and WMATA's KRF program, and DBH school-based behavioral health supports. By June 2026, the EDC! Taskforce will commit to a strategic plan and issue a list of recommendations for a Unified Attendance Response Guide, a redesigned attendance resource website, and a plan for ongoing student engagement.

## Workforce Development and Career Pathways

### **42. (a) Describe how the DME supports the Workforce Investment Council and its priority initiatives in FY25 and FY26.**

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

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

In FY25 and 26, the DME has worked closely with WIC alongside DOES, DMPED, and regional partners to launch the Talent Capital initiative. As mentioned in response to question 34, [TalentCapital.AI](#) was created in response to significant reductions within the federal government and the ensuing disruption to our workforce and local economy. Talent Capital is housed at the Metropolitan Washington Council of Governments and connects jobseekers and employers across the District of Columbia, Maryland, and Virginia. It is the first free, public-use AI workforce platform in the nation designed specifically for regional workforce systems. Funding from WIC in FY25 and FY26 has supported no-cost coaching and training for Talent Capital participants.

The DME will continue working with WIC, alongside DOES, DMPED and regional partners, to develop, strengthen, and promote the Talent Capital initiative and the regional approach to workforce and economic development. This includes enhancing the TalentCapital.AI platform, expanding subsidized training and apprenticeship opportunities, and increasing employer engagement in the talent pipeline, especially in high-growth sectors aligned to the Comeback Plan.

On the data side, in addition to updating and maintaining the Expenditure Guide, the WIC participates in the Data Governance and Research subcommittees for the Education Through Employment Data System within the DME. This data-focused work helps policymakers and the public to understand outcomes from publicly funded workforce programs and identify opportunities to strengthen existing programming and address gaps.

**(b) Describe any efforts, initiatives, programs, or policies regarding workforce development that were developed or supported by the DME in FY25 and FY26. In your response indicate who in your office is responsible for overseeing these programs, the number of individuals who took part in each program, and a narrative description of the results and outcomes of this program.**

The DME is proud to support workforce initiatives focused on connecting DC residents to family-sustaining jobs here in the District.

Key initiatives include the ATCs, which offer high school students (370 in SY25-26) from DCPS and public charter schools across the District the opportunity to earn college credit and credentials and gain work experience in the high-demand fields of nursing and cybersecurity. The DME, including the Deputy Mayor and Chief of Staff, worked closely with OSSE and industry partners to expand this program, including establishing health clinics run by employer partners on site at the existing ATC in Ward 5, launching the Ward 8 ATC (co-located with Whitman-Walker Health), and supporting the new DC HEAL apprenticeship in health for ATC and other high school graduates. The DME's role includes cross-agency coordination and convening, working with philanthropy to secure resources, and identifying employer partners to facilitate pathways after graduation. For more on the ATCs and DC HEAL, please see the response to questions 28 and 35.

In addition, the DME works closely with UDC to support its vision to serve as a workforce engine of the District. The Deputy Mayor, Chief of Staff, and ETEP Executive Director meet regularly with UDC leadership to support the University's strategic plan and vision through thought partnership, connections, and research and analysis. An example of UDC delivering on its vision is the new Tech Hub in cybersecurity led by Accenture and located at UDC's Ward 8 campus. This hands-on training opportunity offers the 48 participants wages of \$60,000 to train and learn on the job with priority in hiring at Accenture once they complete the program.

Moreover, insights from the Education through Employment Data System have informed UDC's approach to program offering and investments. As an example, ETEP released two reports focused on analyzing earnings and employment outcomes for UDC graduates. Findings revealed that UDC bachelor's degree graduates earn \$1.9M more over their lifetime than their peers with only a high school diploma, and that a UDC bachelor's degree meets the standard for minimum economic return as defined by the Postsecondary Value Commission. However, findings also showed that UDC graduates pursue in-state employment at a lower rate compared to graduates from other public state institutions. These insights are being used by the University to support advancement of strategic priorities and student success. The Education through Employment Pathways team is composed of an Executive Director, IT Director, Data Governance Manager, and Policy and Engagement Specialist.

In addition to ETEP's work with UDC, the Office also produced an analysis of historical vocational education programs and current career-focused programming. *From Education to Opportunity: An Examination of Youth Workforce Programming in the District of Columbia* found that DC offers robust programming, including 121 youth workforce programs that offer 4,600 seats annually. Half (20 out of 40) of historical vocational education programs are still offered today, including auto repair and carpentry. More than 85% of current programs prepare

youth for at least one occupation that does not require a college degree, but fewer than half of programs lead to occupations that are high-wage, high-demand, and do not require a college degree. These findings offer insights on opportunities to better target youth workforce programming in the future.

The DME team, including the Chief of Staff and ETEP Executive Director, alongside colleagues at WIC and DOES, engage regularly with sector partnerships in the District (e.g., construction, hospitality, IT, healthcare) through working groups and regular meetings to support these employer-driven initiatives to train and hire DC residents and set them up for success in good jobs and careers in the District.

The Talent Capital initiative, described in the response to question 35, is a workforce initiative spearheaded by the DME and its cluster agencies alongside DMPED.

Since the launch of TalentCapital.AI on October 1, 2025, we have seen strong engagement across the region:

- 84,000 visitors explored the platform for workforce resources and employment opportunities.
- 62,000 + unique users actively engaged with AI-powered career navigation and job matching tools.
- 200+ participants enrolled in free, job-aligned training programs designed to support near-term employment outcomes, including Project Management Certification and career coaching programs.

The Deputy Mayor and Chief of Staff have been deeply involved in the concept creation, coalition building, initiative execution, and ongoing development and promotion of the Talent Capital.

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

The DME is proud of the work its education and workforce agencies have done to expand youth workforce and career pathways. Compact 2043, which DME is spearheading, lays out the vision and blueprint for this work moving forward, with roles outlined for each agency. DME meets regularly with each agency in its cluster at the Director and staff levels and brings together education and workforce agencies and partners when there are opportunities for collaboration.

The following paragraphs provide a snapshot of priority youth workforce preparation and career pathways initiatives. OSSE, DC's State Education Agency, oversees CTE and academically aligned work-based learning. Federal Perkins funding, which supports CTE, flows through OSSE to LEAs. OSSE funds CTE campus-based programming at 30 high schools as well as UDC-CC, and for adults in the Department of Corrections.

Since 2019, DC has expanded CTE dramatically. DC increased from 2 to 41 industry-validated CTE programs of study and experienced a 90 percent increase in secondary CTE participants (those who complete one CTE course) and a more than 120 percent increase in

secondary CTE concentrators (those who complete three CTE courses). In total, over 7,000 secondary students were enrolled in CTE courses across 30 high schools in SY2024-25. Moreover, OSSE supports adult charter schools and nonprofits organizations through the Adult Education and Family Literacy initiative, which supports GED, diploma, and credential pathways for adult learners aligned with the local labor market. OSSE and the DME work with WIC to align the CTE and WIOA state plans

Dual enrollment, which allows high school students to earn high school and college credit simultaneously, is proven to increase student enrollment and completion of higher education while also reducing costs. While most school-based CTE does not include dual enrollment opportunities, the ATCs expand access to this premier model of career preparation that allows students to earn college credit and credentials through a CTE program of study. OSSE manages the ATCs and the higher education partnerships with support as needed from DME. UDC is a higher education partner of the ATC as is Trinity Washington University. Both of these institutions, along with George Washington University and Bard College, offer early college programs to DC high school students, allowing them to earn associate's degrees, free of charge alongside a high school diploma. OSSE also runs a Dual Enrollment Consortium that allows high school students across the District a chance to access tuition-free courses at local area institutions of higher education. The DME is a champion of dual enrollment and early college education and provides policy and strategic support as needed.

DOES has a large portfolio that includes signature youth workforce programs like the Marion Barry Summer Youth Employment Program and the High School Internship Program. These internships are open to all students, not just CTE students. Schools, OST programs, recreation centers, and government agencies including the DME serve as host sites. The DME recently incorporated DOES youth-facing programs into the MOST-DC portal, discussed in the response to questions 28 and 51, to increase awareness and access for families to these opportunities that touch so many DME cluster agencies.

Through Compact 2043, the DME works with its agencies to strengthen youth workforce and career pathways and coordinate across government and external partners. Our goal is for evidence-based college and career programs to expand and reach more students. The DME produces insights to guide the field through the Office of Education Through Employment Pathways. In FY24 and FY25, the Office of Education Through Employment Pathways published multiple research briefs on opportunities within the education and workforce systems, including analysis of career-oriented opportunities for youth and program offerings at the University of the District of Columbia (UDC).

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

- Findings from the ETEP's report, "From Education to Opportunity: An Examination of Youth Workforce Programming in the District of Columbia" indicate that half of historical vocational education programs are currently offered today. These programs overwhelmingly prepare youth for multiple pathways to careers, with 85% of

programs preparing youth for at least one occupation that does not require a college degree.

- [Research focused on UDC program offerings](#) showed over 80% of bachelor's degree students are enrolled in programs associated with jobs paying a living wage of \$56K or greater compared to 20% of associate's degree students.

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

**b. What is the DME's vision for building a pathway for DC students to good careers and continuing professional, workforce, and academic development? How is the DME working with K-12, higher education, and employer partners to achieve it?**

**Compact 2043** is the articulation of the DME's vision for building pathways for students to good careers and ongoing academic, workforce, and professional development. Specifically, Compact 2043 is a citywide commitment and blueprint to strengthen and expand postsecondary pathways for DC students so that all children born today will graduate from high school prepared for success in higher education and good jobs. To draft Compact 2043, the DME convened a coalition of agencies, nonprofit partners, K-12 and higher education institutions, and employer partners.

Compact 2043 is anchored around three primary goals:

- **DC students graduate high school prepared to enter college and careers**
  - By 2043, all graduating public school students in DC will complete at least one OSSE-approved pathway; DC's graduation rate will be at least 90%; 100% of graduates will have a postsecondary plan.
- **DC high school graduates earn postsecondary degrees and credentials that give access to the good jobs of today and tomorrow.**
  - 80% of 2043 DC public school graduates will complete a postsecondary degree or credential of value within six years.
- **DC's education and workforce system drives economic mobility and prosperity for residents and the local economy.**
  - 80% of employed 2043 DC public school graduates will earn a living wage within five years of graduation and 95% will do so within ten years.

The Compact document outlines the vision, goals, desired conditions, programmatic and policy levers, and action plan. The DME has launched a working group focused on identifying and executing priorities for FY26. More information can be found at <https://dme.dc.gov/page/compact-2043>.

**44. Please describe the Office’s work on Education Through Employment Pathways (ETEP) in FY25 and FY26 to date. Please also describe forthcoming studies or projects ETEP plans to undertake in FY26 and FY27. How has progress been measured and how will it be measured?**

**Research and Insights**

ETEP continues to focus on publishing insights to inform policy and practice across the education and workforce system. In FY25 and FY26 to date this has included publishing the following reports and dashboards:

- ["Pathways to Opportunity: Alignment between University of the District of Columbia Programming and Labor Market Demand."](#)
  - o [Dashboard 1 \(Annual Salary-Median Annual Salary-Net Growth\)](#)
  - o [Dashboard 2 \(Labor Market Demand for UDC Programs\)](#)
  - o [Quick facts](#)
- [From Education to Opportunity: An Examination of Youth Workforce Programming in the District of Columbia](#)
  - o [Appendix A-C: History of individual vocational schools; Chart comparison of current and historical offerings; Program labor market analysis](#)
  - o [Appendix D: Occupational data sources and variables](#)
  - o [Appendix E: Map of Program Offerings and Occupations](#)
- DC High School Alumni Survey
  - o [Brief 1: Understanding alumni employment, finances and well-being](#)
  - o [One-page summary of brief 1](#)
  - o [Brief 2: Decisions on post-high school pathways](#)
  - o [One-page summary of brief 2](#)
- Employment Outcomes for Graduates of the University of the District of Columbia
  - o [Brief 1: Earnings and return on investment of a UDC bachelor’s degree](#)
    - [Summary of Brief 1](#)
  - o [Brief 2: UDC’s role in building a local talent pipeline](#)
    - [Summary of Brief 2](#)
  - o [Dashboard 1 \(Earnings Outcomes for UDC Graduates\)](#)
  - o [Dashboard 2 \(Employment Industry Sector and Location of UDC Graduates Five Years After Graduation\)](#)

**Technology and Data Governance**

In FY25, the Office successfully built a longitudinal data system to collect and analyze data from five agencies for the first time, a critical step in advancing the Office’s mission. This system established standardized data protocols, integration processes, and governance frameworks. By collaborating closely with agency partners, we identified key data sources across multiple partners, enabling a unified method to connect agency data to understand education and workforce outcomes.

Privacy and security were prioritized throughout implementation. Robust safeguards—including encryption, role-based access controls, and compliance with all applicable regulations—were embedded to protect sensitive information and maintain stakeholder trust. This achievement provides the foundation for future developments in FY26, supporting improved transparency,

data-driven decision-making, and alignment between education programs and employment opportunities.

The cross-agency ETEP Data Governance Subcommittee advanced several critical policies and processes to strengthen data security and governance. Key milestones included finalizing and approving the **Data Privacy and Security Policy** in March, followed by the **Disclosure Avoidance Policy** in May and the **Data Retention and Destruction Policy** in July. Discussions emphasized alignment with OCTO standards, FERPA compliance, and strategies for maintaining privacy given small populations. Action items for members focused on reviewing updated policies, contributing feedback on data suppression rules, and preparing agency-specific data dictionaries. Early results demonstrate the value of these efforts: agency researchers can now apply to access unified, secure data that informs program design and resource allocation. This progress positions ETEP to deliver more targeted interventions, improve workforce alignment, and ultimately create clearer pathways from education to employment for District residents.

### **Measuring Progress**

ETEP measures progress in two primary ways. First, the Office is focused on producing actionable analysis that can inform policy and practice. This work can be measured based both on the number of research briefs and dashboards published (see Research and Insights section above), as well as examples of application of these insights within the education and workforce system. For example, UDC is already using data from ETEP reports and dashboards to inform their degree offerings and approach to student advising. In addition, ETEP tracked progress toward the development and launch of the Education Through Employment Data System, including the necessary data governance and data sharing agreements. This stage of the work is now complete, and progress in the future will be tracked as it relates to the continued management of the system in a way that prioritizes privacy, security, and user experience.

### **Looking Ahead**

Now that the system is underway, the Office has already received multiple agency data requests which are under consideration by the Subcommittees. Once approved, these projects will launch and deliver insights in FY26. Anticipated projects in FY26 focus on the following topics:

- Post-high school outcomes for students participating in Career and Technical Education.
- Impact of adult education program enrollment on employment opportunities for residents.
- Two-generation impact of social service programming.
- Examination of post-high school outcomes by LEA and school

The system will open to external research requests in FY27.

In addition, ETEP has received multiple grants that have allowed it to launch projects focused on delivering value to key stakeholders:

1. **Data Tools for Schools:** ETEP is developing data tools for LEAs and schools to understand the post-high school, college, workforce credential, and employment outcomes of their alumni. This project includes personalized dashboards for every secondary-serving LEA and the ability to examine outcomes at the LEA and school-level. This project also includes training for LEA and school staff on how to apply these insights to inform their support for students. This project emerged based on feedback

from school staff about the need for scaffolded support to make use of information provided through ETEP. This information and training will be delivered to schools and LEAs by the end of 2026.

2. **Public Reporting:** ETEP is developing public dashboards that will allow members of the public to view post-high school employment outcomes by LEA and high school. This project is grounded in consistent feedback from families and public stakeholders and will be informed by public engagement in spring 2026. This project also includes identification of bright spots from schools that have demonstrated particularly strong results for their alumni in order to share best practices with other LEAs and schools. This information will be available in FY27.
3. **Multi-State Collaboration:** ETEP has launched a project with the Maryland Longitudinal Data System Center and Virginia Longitudinal Data System to understand regional mobility and education and workforce outcomes for students who begin in K-12 schools and are employed in the region. This project is the first of its kind and will shed light on further opportunities for regional collaboration.

**45. How will ETEP engage DC residents, including current and former DCPS and public charter students, youth workforce development program alumni, youth disengaged from education (high school and postsecondary) in developing research priorities and projects?**

In the development of ETEP’s initial research agenda, the Office held focus groups with youth in order to get feedback on research priorities and projects. We have also completed the first two of a series of three research briefs examining early career outcomes for DCPS and public charter school alumni from the classes of 2017-2019 to gather additional data on outcomes and barriers for students who pursue postsecondary education and who go directly into the workforce. All projects moving forward are required to align with the priorities set in that research agenda, which was informed by youth voice. As the work evolves, ETEP continues to work closely with partners to ensure that we are bringing in youth voice and responsive to community feedback.

**(a) How is the Office prioritizing analyzing outcomes and learnings for youth previously designated as at-risk students, youth who had an IEP or experienced learning disabilities, youth who experienced homelessness as a child, and youth who experienced other structural barriers to academic success or participation in/completion of the District’s youth workforce development programs?**

All projects that leverage data within the Education Through Employment Data System are required to disaggregate data in alignment with the focus populations identified in the Office’s research agenda. This reflects the one of the criteria identified by the research subcommittee in crafting the research agenda, noting that “There should be a clear use case for how the question will inform action to drive equitable outcomes by improving public supports for DC residents furthest from opportunity.” This includes outcomes for youth designated as at-risk, students with disabilities, youth who have experienced homelessness, and youth who have experienced other structural barriers. In all of ETEP’s public outcomes reporting, the Office is prioritizing disaggregated outcomes to the extent feasible based on student privacy and data availability.

Completed and forthcoming research projects will also examine outcomes for youth who have participated in the District's youth workforce development programs.

**(b) Will research requests be limited to District agencies? If the public can initiate research requests, please explain the request process.**

In the first year of the ETE Data System following the system's launch in fall 2025, research requests are only accepted by District agencies, offering ETEP and cross-agency subcommittees a phased approach to the rollout of this multi-agency longitudinal research interface. This limited allowance of requests in year one allows for a steady cross-agency vetting of the process to identify and address challenges, risks, and potential future improvements.

In fall 2026, research requests will open to external researchers. The review process in year two will also prioritize requests which most closely align with the ETEP mission and research priorities established this year. The full ETE Data System research agenda is available here: <https://dme.dc.gov/node/1751786>.

Studies and Planning

**46. Please describe progress, timeline, and barriers to implementing the following recommendations of the 2023 *Boundary and Student Assignment Study*:**

- a. Recommendation 20 regarding lottery seats for at-risk students;**
- b. Recommendation 21 regarding socioeconomic integration; and**
- c. Recommendations 23 and 23.1 regarding sector-aligned school planning.**

The 2023 Boundary and Student Assignment Study outlined 23 recommendations to solve current and anticipated future challenges relating to clear rights, adequate capacity, and equitable access to public schools for the next 10 years. In February 2025, the DME partnered with DCPS to publish the 2023 Boundary and Student Assignment Study Implementation Plan which outlines the key actions, timeline, and agency owner for each of the study’s recommendations.

Recommendation 20 states that DCPS and public charter schools enrolling less than the citywide average of at-risk students should set aside or designate lottery seats for students meeting the at-risk criteria. This means that the My School DC lottery holds a specific number of seats for students meeting the criteria during and after the lottery to accommodate those who miss the lottery deadline.

For SY25-26, 39 DCPS and public charter schools offered Equitable Access *designated seats*. Public charter schools offered these seats across all grades while most of the DCPS offerings were limited to PK3 and PK4 seats to ensure that children who meet at-risk criteria are prioritized for enrollment in valuable early childhood education at their in-boundary school. Schools are also able to offer an Equitable Access *preference* that works in conjunction with all other preferences offered in the common lottery. Another 24 DCPS and public charter schools offered this preference, again public charter across all grades and DCPS limited to PK3 and PK4. The following table lists the number of schools that offered Equitable Access designated seats or preferences for SY25-26 (not limited by a school’s at-risk percentage).

**# of Schools Offering Equitable Access Seats for SY25-26, Any At-Risk %**

<b>Equitable Access type</b>	<b>DCPS</b>	<b>PCS</b>	<b>Total</b>
Designated seats	18	21	39
Across all grades	1	21	
PK3 and PK4 only	6*	0	
In boundary PK3 and PK4 only	11	n/a	
Preference	18	8	26
Across all grades	0	8	
In boundary PK3 and PK4 only	18	n/a	

*Note: only DCPS schools can enroll using a neighborhood boundary so it is not applicable (n/a) for public charter schools.*

*\*The 6 schools offering only PK3 and PK4 seats are at DCPS citywide schools where no boundary designation applies.*

A total of 70 schools had at-risk enrollment rates below the citywide average of 49% in SY24-25 (43 DCPS and 27 public charter). Of those 70 schools, 25 DCPS and public charter schools

offered designated Equitable Access seats and 12 offered the Equitable Access preference for the SY25-26 lottery. The following table shows the offerings by sector.

Three DCPS schools with at-risk enrollments lower than the citywide average offered designated seats for the first time in SY25-26, and another five DCPS schools with lower than citywide average of at-risk enrollment offered the preference for the first time. No new public charter schools with less than the citywide at-risk average offered either the designated seats or preference for SY25-26 (although other public charter schools with above average at-risk enrollments did).

**# of Schools Offering Equitable Access Seats for SY25-26, < Citywide At-Risk %**

	<b>DCPS</b>	<b>PCS</b>	<b>Total</b>
Schools <49% At-Risk Enrollment	43	27	70
Designated seat	9	15	24
Preference	11	1	12

Recommendation 21 focused on supporting socioeconomic integration across nearby schools, specifically at Maury Elementary School and Miner Elementary School. Maury Elementary School’s at-risk population was 11% in SY23-24 (at the time of the study), below the citywide average of 49%, as compared to Miner Elementary School’s at-risk enrollment rate of 69%. For the SY25-26 lottery, Maury Elementary School offered seven in-boundary PK3 and PK4 Equitable Access designated seats for the first time; six students submitted applications meeting the criteria, and five were matched at the time of the lottery. The DCPS Central Services team and Maury Elementary School leadership will assess the impact of the Equitable Access designated seats moving forward. Considerations for whether and how to structure a community working group (CWG) to effectively explore a paired school model between Maury and Miner Elementary Schools will begin no earlier than SY26-27.

Regarding Recommendation 23, DME worked closely with DCPS and the DC Public Charter School Board (DC PCSB) to develop a draft framework assessing the need and impact of opening or expanding new schools in the public school ecosystem. When assessing needs, the framework considers seats, quality, programming, and choice. When assessing the impact, it considers the historic saturation and churn of previous openings and closings, the estimated enrollment impact on surrounding schools, and how a potential new school could impact travel time for the neighborhood’s students.

Draft frameworks were shared with education stakeholders throughout the spring and summer of 2025, and stakeholders’ feedback continues to be incorporated. For instance, based on stakeholder feedback, the team added additional metrics about the saturation of schools and the churn of opening and closing schools on neighborhoods. The DME is using the framework to analyze the impact of the Dual Language Feasibility options (for more information on this, see question 24) and the DME continues to work with the DC PCSB and DCPS leadership to incorporate the framework and findings into any new or expanded schools or programs. The charter application and expansion process has a new fall 2026 timeframe.

Students in the Care of DC

**47. Provide a comprehensive update on the Students in the Care of DC Coordinating Committee including confirmed and appointed members; mission and vision statements; meetings held in FY25, and FY26 and agendas for those meetings; and any other relevant interagency, community, or sector partner engagement for FY25 and FY26.**

The mission of the Students in the Care of DC Coordinating Committee is to improve educational outcomes for students in the care of DC by fostering collaboration among agencies responsible for their education and well-being. The Committee envisions a future where all students in the care of DC receive a high-quality education, tailored supports, and opportunities for post-secondary success.

Following the appointment of the new Director of Strategic Initiatives in July 2024 to oversee the work of the SCDC Coordinating Committee, the Committee convened its inaugural meeting on November 7, 2024. A total of 19 out of 29 Committee members attended, meeting the statutory quorum requirement with 17 of the 25 voting members present, thereby fulfilling the mandate for two-thirds voting member participation. The Ombudsperson for Children was subsequently added after the Committee was first established, which increased the total Committee to 30 total members. Currently, 26 of 30 members have been confirmed, including 23 voting members, with one non-government voting seat in the process of being filled.

A full list of Committee members with their status is listed below.

Resolution	Appointee	Position	Term Expiration
PR24-680	Claire Blumenson	Non-Government Voting Member +	15-Nov-26
PR24-677	David Domenici	Non-Government Voting Member +	15-Nov-26
PR24-679	Kesha Fitzhugh	Non-Government Voting Member +	15-Nov-26
PR24-678	Dr. Felecia Hayward	Non-Government Voting Member +	15-Nov-26
PR25-389	Nickie Cardamone	Non-Government Voting Member +	15-Nov-25
PR26-64	Dr. Andria Wisler	Non-Government Voting Member +	15-Nov-28
PR26-62	Tomeka Watson-Lewis	Non-Government Voting Member +	15-Nov-28
	Vacant	Non-Government Voting Member +	TBD
	Vacant	Non-Government Voting Member +	TBD
	Alison Losey	Government Voting Member (OSSE)	N/A
	Veronica Simmons	Government Voting Member (ReEngagement Center)	N/A
	Turnesha Fish	Government Voting Member (DYRS)	N/A
	Tanya Torres Trice	Government Voting Member (CFSA)	N/A
	Jason McCrady	Government Voting Member (DOC)	N/A
	Deitra Bryant-Mallory	Government Voting Member (DCPS)	N/A
	Audrey Williams	Government Voting Member (PCSB)	N/A
	Dr. Maurice Edington	Government Voting Member (UDC)	N/A
	Dr. Barbara Bazron	Government Voting Member (DBH)	N/A
	Willina Robson	Government Voting Member (DDS)	N/A

	Sarah Comeau	Government Voting Member (OAG)	N/A
	Nakisha Winston	Government Voting Member (DC Public Defender Services)	N/A
	Petrina Jones-Jesz	Office of the Ombudsperson for Children	N/A
	Paul Kihn	Government Voting Member (DME)	N/A
	Camille Tucker-Mills	Government Voting Member (Family Court Social Services)	N/A
	Judge Darlene Soltys	Government Voting Member (Superior Court of the District of Columbia)	N/A
	Vacant	Government Voting Member (CIC)	N/A
	Ayorkor Austin	Government Nonvoting Member (CSOSA)	N/A
	Leslie Cooper	Government Nonvoting Member (Pretrial Services)	N/A
	Phillip Copeland	Non-Voting Director	N/A
	Vacant	Government Nonvoting Member (Federal BOP)	N/A

**Committee Meetings Held:**

To access meeting recordings and presentation materials from SCDC’s Coordinating Committee, visit: <https://dme.dc.gov/page/office-students-care-dc-scdc>.

	<b>Meeting Date</b>	<b>Agenda</b>
<i>FY25</i>	November 7, 2024 (Inaugural Meeting)	<ul style="list-style-type: none"> <li>• Welcome and Call to Order</li> <li>• Introductions of Committee Members</li> <li>• SCDC: Who We Are</li> <li>• What We Know About Students in the Care of DC</li> <li>• Review of Previous Recommendations and Work</li> <li>• Identifying Potential Priorities</li> <li>• Next Steps and Action Items</li> </ul>
	March 6, 2025 (Q2 Meeting)	<ul style="list-style-type: none"> <li>• Welcome and Call to Order</li> <li>• Introductions of Committee Members</li> <li>• Landscape Update: DYRS, DOC, CFSA</li> <li>• Agency / Organization Priorities</li> <li>• Review of Identified Priorities</li> <li>• Working Group Updates</li> <li>• Next Steps &amp; Action Items</li> </ul>
	June 5, 2025 (Q3 Meeting)	<ul style="list-style-type: none"> <li>• Welcome and Call to Order</li> <li>• Introductions of Committee Members</li> <li>• Landscape Update</li> </ul>

		<ul style="list-style-type: none"> <li>• Establishing a Centralized State School Counselor (CSSC) Team</li> <li>• Guest Presenter – Bellwether: Transforming Education Data Sharing for Nebraska’s Court-</li> <li>• Involved Students Through Cross-Agency Collaboration</li> <li>• Establishing a Partial Credit System</li> <li>• Expanding In-Facility Programming</li> <li>• Expanding District Operated Placement Options</li> <li>• Next Steps &amp; Action Items</li> </ul>
	September 4, 2025 (Q4 Meeting)	<ul style="list-style-type: none"> <li>• Welcome and Call to Order</li> <li>• Introductions of Committee Members</li> <li>• Introduction to the Education Through Employment Data System</li> <li>• Introduction of Emerging Recommendations</li> <li>• Feedback / Prioritization</li> <li>• Next Steps: Recommendation Voting Schedule</li> </ul>
	October 16, 2025 (Special Vote on Emerging Recommendations)	<ul style="list-style-type: none"> <li>• Welcome &amp; Roll Call</li> <li>• Review of Consensus Building Protocol</li> <li>• Consensus Building: Review of Our Recommendations</li> <li>• Consensus Check: Potential Refinements</li> <li>• Approval of Recommendations</li> <li>• Next Steps &amp; Action Items</li> </ul>
FY26	December 4, 2025 (Q1 Meeting)	<ul style="list-style-type: none"> <li>• Welcome &amp; Roll Call</li> <li>• Introduction: Draft FY2025 Report</li> <li>• Working Group Updates</li> <li>• FY2026 Priorities</li> <li>• Next Steps &amp; Action Items</li> </ul>
	February 19, 2026 (scheduled; Q2 Meeting)	<ul style="list-style-type: none"> <li>• Welcome &amp; Roll Call</li> <li>• Working Group Updates</li> <li>• Introduction of new Working Groups</li> <li>• Review: Draft FY2025 Report</li> <li>• Next Steps &amp; Action Items</li> <li>• Adjournment</li> </ul>
	March 19, 2026 (Special Vote on Annual Report)	<ul style="list-style-type: none"> <li>• Scheduled vote on the final FY25 Annual Report</li> </ul>

Key accomplishments of SCDC include:

#### Identifying Areas of Focus

After engaging multiple government and nongovernmental partners, the DME identified key priorities for the next one to three years in three areas: preventative support, in-care support, and transitional support. These include strengthening early intervention and data systems, ensuring proper evaluations and expanding educational programs, and improving records transfers and wraparound services. Each focus area is organized into short-, mid-, and long-term goals to drive targeted, effective support for students in DC's care. Since the first SCDC meeting in FY25, four working groups were established: (1) Expand In-Facility Program Options, (2) Expand District Operated Placement Options, (3) Strengthen Interagency Communication and Student Data Systems, and (4) Partial Credit/Educational Continuity.

#### Identifying Recommendations

The SCDC Coordinating Committee developed and adopted six recommendations organized into two complementary focus areas:

##### **Part 1: Expanding DC's Behavioral Health Continuum for Youth in Care**

1. Explore the establishment of a District-Operated Partial Hospitalization Program (PHPs)
2. Explore the Development of a Therapeutic Academy
3. Designate 211 Warmline & LinkU as Centralized Referral System

##### **Part 2: Improving Educational Continuity for Students in the Care of DC**

4. Strengthen Educational Records Management & Credit Transfer
5. Expand Transitional Staff Supports
6. Educational Continuity Policy Package

*How They Connect:* Part 1 focuses on expanding DC's continuum of care that keep students in DC and connected to educational settings, while Part 2 ensures that regardless of where students are placed, their academic progress follows them. Together, these recommendations address both the "where" and the "how" of serving students in care.

#### Launched the OST Students in the Care of DC Grant

In partnership with the OST Office, SCDC launched the first OST grant competition to provide OST programming for students under the custody of the Department of Corrections (DOC) and committed to DYRS. The OST Office funded OST programming for court-involved youth through the Students in the Care of DC grant. In FY24 and continued into FY25 and FY26, \$400,000 per year was awarded to one grantee – The Petey Greene Program – to serve 260 court-involved or incarcerated youth. In FY25, 471 incarcerated youth were served by their program. The number of youth to be served in FY26 is TBD as their funding is a continuation grant of \$400,000/year (in year three of a three-year grant) to serve a minimum of 260 court involved youth.

**48. What steps has DME taken to implement the recommendations from the final report of the Students in the Care of DC Working Group? What are the planned action items for the remainder of FY26?**

The DME has initiated significant steps to implement the 2018 SCDC Working Group recommendations by re-launching SCDC in FY25. This committee utilized stakeholder engagement and the 2018 report to establish SCDC's areas of focus categorized into Preventative, In-Care, and Transitional Supports:

**Preventative Support**

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

**In-Care Support:**

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

**Transitional Support:**

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

These efforts have directly informed the FY25 strategic priorities that mirror key recommendations from the 2018 SCDC Working Group Recommendations. In the area of preventative supports, in FY25 the Committee focused on strengthening interagency communication for early intervention and exploring what would be needed to establish a student information sharing and intervention system. For in-care supports, the priorities included diversifying workforce development and educational offerings that would encourage student engagement and reduce recidivism, as well as opportunities to expand placement options for DC youth, aligning with the recommendations to broaden educational and placement opportunities within the District. In transitional supports, the Committee focused on the short-term expansion of a partial credit system, building from the work already underway at DCPS.

The Committee convened its inaugural meeting in November 2024 and has since held six meetings, including a special session to vote on emerging recommendations. This work is part of a broader interagency effort to strengthen supports for students in the care of DC. Four working groups were launched in FY25 to advance these priorities: (1) Expand In-Facility Program Options, (2) Expand District Operated Placement Options, (3) Strengthen Interagency Communication and Student Data Systems, and (4) Partial Credit/Educational Continuity. Two additional working groups will launch in FY26: (5) Student and Family Engagement, and (6) Supporting Students with Disabilities. The recommendations that will be published in the SCDC

FY25 Annual Report will reflect the collaborative insights driven by the array of experts who participated in each working group meeting.

Moving forward, the Expand In-Facility Program Options working group, Expand District Operated Placement Options working group, and Strengthen Interagency Communication and Student Data Systems working group will continue to meet monthly to finalize a set of recommendations. There are plans in Q2 to launch two additional working groups focusing on Supporting Students with Disabilities and Engaging Students and Families. These groups will develop a comprehensive set of options for the overall Committee to review. The Committee will meet quarterly (next meeting scheduled for February 19, 2026) to review the Draft FY25 Annual Report. These scheduled meetings and continued stakeholder engagements are key to refining the recommendations and ensuring their effective integration throughout the system.

### **FY2026 Priorities**

1. Finalize and vote on FY25 Annual Report (Q2 FY26).
2. Advance implementation planning for adopted recommendations.
3. Launch Student & Family Engagement Working Group
4. Launch Supporting Students with Disabilities Working Group.
5. Relaunch the Strengthen Interagency Communication & Student Data System Working Group.

Out of School Time

49. As a single table, for each OST grant program (i.e., Year-Round, Small Non-Profit, Summer Strong), please provide

- a. The total available dollars;
- b. The percentage of dollars received of the total available dollars by CBO, charter LEA, DCPS, or another relevant category of grantee;
- c. The total number of students served;
- d. The percentage of students served by CBO, charter LEA, DCPS, or another relevant category of grantee;
- e. Average program quality score, average attendance, and average dosage for all grantees broken down for CBOs, charter LEAs, DCPS, or other relevant category of grantee; and
- f. The mean, median, and mode of grant award.

<b>(a) Total available dollars</b>	School Year My Afterschool DC (MADC)	\$3,461,712.55
	School Year OST	\$2,140,475.70
	School Year Small Nonprofit Program (SNP)	\$100,324.00
	Year-Round OST	\$16,866,857.64
	Year-Round Small Nonprofits	\$800,860.00
	Year-Round OST Youth Scholarships	\$799,999.00
	Year-Round Mentorship	\$500,000.00
	Year-Round Students in the Care of DC	\$400,000.00
	Year-Round Coordinating Entity OST	\$661,500.00
	Summer Strong DC	\$1,574,159.00
<b>(b) The percentage of dollars received of the total available dollars by CBO, charter LEA, DCPS, or another relevant category of grantee</b>	% of dollars awarded to public charter school across competitions	8.4%
	% of dollars awarded to CBOs across competitions:	91.6%
<b>(c) The total number of students served</b>	FY25 OST:	15,090
	FY25 MADC:	1,897
	FY25 Summer Strong DC:	1,194
	FY25 Special Competitions:	740
<b>(d) The percentage of students served by CBO, charter LEA, DCPS, or another relevant category of grantee;</b>	% of students served by public charter school grantees	38%
	% of students served by CBOs	62%
<b>(e) Average program quality score, average attendance, and average dosage for all grantees</b>	<b>Average Weekly Attendance Rate</b>	
	OST Grant Competition	83%
	MADC Grant Competition	80%

<b>broken down for CBOs, charter LEAs, DCPS, or other relevant category of grantee</b>	Summer Strong Grant Competition	92%
	Special Grant Competitions	93%
	<b>Average Program Days Dosage</b>	
	OST Grant Competitions	95 days
	MADC Grant Competition	87 days
	Summer Strong Grant Competition	25 days
	Special Grant Competitions	32 days
	<b>Average Program Hours Dosage</b>	
	OST Grant Competitions	286 hours
	MADC Grant Competition	246 hours
	Summer Strong Grant Competition	147 hours
	Special Grant Competitions	154 hours
	<b>Average Program Quality Score (scale: 0-100)</b>	
	School Year (SY)	Nonprofit/CBO: 90 PCS: 88
	Year-Round (YR)	Nonprofit/CBO: 85 PCS: N/A (none are YR)
	MADC	Nonprofit/CBO: 88 PCS: 88
	Summer Strong	Nonprofit/CBO: 85 PCS: 85
<b>(f) The mean, median, and mode of grant award</b>	FY25 Year-Round OST	Mean: \$209,319.23 Median: \$228,000 Mode: \$228,000
	FY25 School Year OST	Mean: \$103,023.79 Median: \$124,000 Mode: \$128,000
	FY25 Year-Round Small Nonprofit	Mean: \$57,204.29 Median: \$63,680 Mode: \$64,000
	FY25 School Year Small Nonprofit	Mean: \$45,081 Median: \$36,000 Mode: NA There were no reoccurring numbers for SY SNP award amounts, as each award amount was different/unique.
	FY25 My Afterschool DC (MADC)	Mean: \$172,128.94 Median: \$181,110.95 Mode: \$187,500
	FY25 Year-Round Coordinating Entity OST	Mean: \$220,500 Median: \$220,500 Mode: \$220,500
	FY25 Summer Strong DC	Mean: \$72,354.74 Median: \$85,483.50 Mode: \$90,000

	FY25 Students in the Care of DC (SCDC)	Mean: \$400,000 Median: \$400,000 Mode: \$400,000
	FY25 OST Youth Scholarships	Mean: \$799,999 Median: \$799,999 Mode: \$799,999
	FY25 Year-Round Mentorship	Mean: \$500,000 Median: \$500,000 Mode: \$500,000

**50. For the My Afterschool DC grant program specifically, what percentage of grant dollars go to LEAs compared to CBOs? What are the uses of the dollars provided to LEAs?**

The OST Office awarded MADC continuation grants in FY25 to 21 eligible applicants in the amount of \$3,461,713. The 21 grantees were awarded to provide services at 20 identified priority schools, including eight elementary schools, six K-8/educational campuses, and six middle schools. In total, during FY25 (year two of a three-year grant), 1,480 students (unduplicated) were served through MADC, with 11 of the 20 schools clearing their OST waitlists as a result of the grant. 100% of all MADC grant dollars were awarded to nonprofit organizations to provide school-based out of school time programs at designated priority schools in DCPS and the public charter school sector. List of schools with cleared waitlists:

<b>FY25 MADC Schools – Cleared Waitlists</b>
<b>Elementary Schools</b>
Kimball Elementary
King Elementary
Shirley Chisholm Elementary
<b>K – 8 Schools</b>
Browne Education Campus
Hope Community PCS
Mary McLeod Bethune Day Academy PCS
<b>Middle Schools</b>
Brookland MS
Excel Academy (MS Only)
Johnson MS
Sousa MS
Washington Global PCS

**51. (a) Please share the most recent data, rollout metrics of success, budget plans, timeline, community engagement efforts, plans for improvement or expansion, or contract or MOU agreements related to the completion of the My Out of School Time DC (MOST-DC) program database and online registration portal, including the details of any work being performed by the Office of the Chief Technology Officer or any other District agency.**

**(b) Relative to the initial MOST-DC portal development timeline, what portions of portal development are ahead, behind, or on schedule? Why?**

Launched through a phased approach, the MOST-DC portal has completed Phases 1 and 2 of implementation and is now preparing for Phase 3. Phases and implementations are proceeding on track and on schedule. The OST Office works closely with OCTO, who manages all front-end design and integration. The Office has an MOU with OCTO to cover four domains of work including Development, Data Integration, Testing, and Sysadmin.

### **Phase 1**

The implementation of MOST-DC has been through multiple Phases. Phase 1 included the integration of all DCPS afterschool programs and the accompanying enrollment process, the integration of OST Office administered grants, and the integration of DPR programs. These were all fully integrated in March 2025, with DCPS programs officially available and accessible to the public in May 2025.

### **Advancing Through Phase 2**

Phase 2 marked significant progress in expanding access and improving functionality:

- **Expanded Provider Visibility:** DC Public Library programs are now fully integrated and visible on the MOST-DC portal, broadening OST opportunities for families across the District.
- **Enhanced Administrative Workflows:** Key backend processes for DCPS and other agencies providing OST offerings have been streamlined, improving efficiency and system management.
- **Improved User Experience:** Several front-end features were redesigned to make the portal more intuitive and user-friendly for families navigating OST options.
- **Workforce Development Integration:** The portal now incorporates employment and workforce development opportunities for older youth through collaboration with the Department of Employment Services (DOES).
- **DC Public Charter School Engagement:** Active efforts are underway to onboard DC public charter schools.

### **Where We're Going: Preparing for Phase 3**

Phase 3, launching in late 2026, will focus on strategic analysis and long-term planning:

- **Needs Assessment & Landscape Analysis:** Building on a comprehensive OST needs assessment, the District will conduct a full infrastructure analysis to identify service gaps and opportunities to improve equity and access.
- **Data-Driven Grant Design:** Insights from this analysis will inform grants planning in future fiscal years, with the goal of ensuring grants align with community needs and evidence-based priorities.
- **Continued System Enhancements:** Ongoing improvements will further strengthen the portal’s functionality and user experience.

**Impact to Date (March 19, 2025 – January 31, 2026)**

- 9,447 parents registered
- 7,938 unique parent user accounts created
- 1,500+ programs listed
- 5 government agencies represented (DCPS, OST Office, Department of Parks and Recreation, DC Public Libraries, Department of Employment Services)
- 36,095 total website visits

**52. How many individual students were served by Learn24 OST programming in FY25 and FY26?**

**(a) Please provide a breakdown by the agency that served the student.**

Below is the breakdown of youth served by Learn24 agencies, as reported to the OST Office.

<b>OST Program</b>	<b>Total Youth Served (2025)</b>
DCPS Summer Learning/Enrichment Programs	4,023
DOES Career Ready Early Scholars Program (CRESP)	536
DOES Summer Youth Employment Program	12,807
DOES Youth Leadership Institute	535
DPR Afterschool Programs	548
DPR Rec for All Programs	3,558
DYRS Achievement Centers	573
OAG Leaders of Tomorrow Grant Programs	1,054

OSSE 21st CCLC Programs	7,641
OSSE Advanced Internship Program	364
OSSE Career Ready Internship Program	766
OSSE Subsidized Child Care	1,843
OST Office Grant Programs	18,921
<b>TOTAL</b>	<b>53,169</b>

In addition to students served above, DCPL offered 4,359 programs in FY25 with a total attendance of 123,261. Attendance numbers include non-school age youth (e.g., a baby-caregiver class counts both the baby and the caregiver) which is why they are included separately, but DCPL’s drop-in programs are an important part of the District’s OST ecosystem.

As of the end of Quarter 1 for FY26, the number of youth served through OST Office funds was 10,359. The OST Office’s next data report will be generated at the end of Quarter 2 (in April 2026).

**(b) Please provide a breakdown of student characteristics by Ward, at-risk designation, special education designation, and race/ethnicity.**

In FY25, the distribution of grant funds continued to reflect the areas of greatest need, with the largest percentage of youth served residing in wards 5, 7, and 8. The following chart represents the actual percentage of youth served by ward of residence in FY25 and those proposed to be served in FY26.

Some programs do not disaggregate participation by grade or ward, while others report only partial distributions across grade or ward levels. As a result, percentages reflect only records with complete data. Similar challenges with missing or incomplete data on race/ethnicity means this information cannot be provided at this time.

OST Office								
Ward	1	2	3	4	5	6	7	8
FY25 PROPOSED	9%	7%	5%	11%	17%	10%	20%	21%
FY25 ACTUAL	9%	2%	2%	13%	17%	6%	23%	28%
FY26 PROPOSED	9%	7%	5%	11%	17%	10%	20%	21%

Below is the demographic breakdown of the actual youth served by OST grantees in FY25:

<b>K-5<sup>th</sup></b>	45%
<b>6<sup>th</sup>-8<sup>th</sup></b>	22%
<b>9<sup>th</sup>-12<sup>th</sup></b>	32%

<b>Economically Disadvantaged Youth</b>	80%
<b>Youth Experiencing Homelessness</b>	6%
<b>Youth in Foster Care</b>	3%
<b>Over-aged High School Youth</b>	3%
<b>English Learners</b>	7%
<b>Youth with Disabilities</b>	14%

**53. What efforts has the Office of Out of School Time Grants and Youth Outcomes made to increase access to OST programs for students with disabilities in FY25 and FY26?**

The OST Office has made great strides to increase access for students with disabilities. In FY25, of the \$799,999 awarded by the Greater Washington Community Foundation for the administration of scholarships for fee-based OST programs, one third was earmarked for students with disabilities. Of the 152 scholarships awarded in FY25, 68 (or 48%) were provided to students with disabilities. Of the 95 scholarships awarded in FY26 to date, 50 (or 53%) have been provided to students with disabilities.

In addition, the OST Office has increased its trainings for providers to help them serve students with disabilities. As of FY24, all OST grantees are required to attend a minimum of one training annually that is focused on best practices for serving students with disabilities and/or other vulnerable or underserved populations. This requirement continued into FY25 and FY26.

Trainings offered by the Institute for Youth Development to during FY25 to support OST for this special population and other special populations include:

- Youth Mental Health First Aid
- Domains of Belonging: Safety & Dignity
- Domains of Belonging: Connection & Community, Contribution & Competency, Domains of Belonging: Agency & Repair
- Gender: Engaging Girls
- Gender: Healthy Masculinity
- Increasing Accessibility for Youth with Physical Disabilities 101
- Increasing Accessibility for Youth with Physical Disabilities 102
- Working with Multilingual Learners in OST
- Strategies for Special Populations
- Neurodiversity 101
- Activity and Game Design

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

The OST Office has engaged with a range of youth-serving agencies and stakeholders to align priorities and services and to coordinate interagency funding and reporting standardization, as illustrated below:

**Align Priorities and Services:**

- Collaborating with OSSE, DCPS, and DC PCSB to select My Afterschool DC (MADC) priority schools, including identifying schools with existing waitlists that did not receive 21<sup>st</sup> Century Community Learning Centers (CCLC) grant funding, and reviewing the list of priority schools in FY25 and for FY26 to ensure the list of DCPS and public charter priority schools reflect evolving OST needs.
- Collaborating with DCPS to determine partnership opportunities with DCPS Summer School sites for 2025 and 2026 Summer Strong applicants, as well as for ensuring some summer sites are open until 6 p.m. to support the needs of working families and OST Office grant requirement structures.
- Partnering with OSSE, DCPS, public charter schools, DPR, and other government agencies in planning for and integrating their OST services into the MOST-DC portal using a phased approach.
- Extending Institute for Youth Development trainings to OSSE, DPR, DCPL, and DCPS staff and OST direct service providers.
- Engaging with DCPS and OSSE to align professional development expectations from FY25 into FY26, including offering Learn24 network partners (DCPS and 21<sup>st</sup> CCLC funded providers) Program Quality Assessment training and the self-assessment development and training series offered by the Institute for Youth Development.

**Coordinate Interagency Funding and Reporting Standardization:**

- Launched a new MOST-DC portal system in service of expanding access to OST, with the ability to generate reports that capture system usage across partner agencies.
- Successfully integrated DCPS's Afterschool Program into the MOST-DC portal, bringing us one step closer to the integration and centralization of all DC government-funded OST options.
- Collaborated with DCPS on cost allocations for MOST-DC build, use, and maintenance.
- Worked with the OST Commission and its committees to establish a biennial progress report for centralized and standardized reporting purposes for all Learn24 Network government agencies, to roll out in FY26.

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

The OST Office funds OST programming offered onsite to youth engaged with District of Columbia Housing Authority and DHS. In FY25, this included \$661,500 awarded to four Coordinating Entity grantees. In FY25, one Coordinating Entity grantee shifted to the OST Year-Round competition, with expansion funds provided to all three remaining Coordinating Entity grantees, encompassing \$661,500 in grant funding to serve 397 youth in public housing. The OST Office also funds OST programming for court-involved youth through the Students in the Care of DC grant. In FY25, \$400,000 was awarded to one grantee – The Petey Greene Program – to serve 471 court-involved or incarcerated youth. FY26 numbers of students served are to be determined, but the award amount for each competition will remain the same as grantees are in year three of a three-year continuation grant.

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

The aggregate results for the 7,116 youth in grades 4<sup>th</sup>-12<sup>th</sup> that had parental consent and completed the SAYO-Y in FY25 are below.

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

<b>At this program how do you feel?</b>			
1. Do you like coming here?	2. Do you have fun when you're here?	3. Do you feel bored when you're here?	4. Can you always find things that you like to do here?
3.6	3.6	1.8	3.5
<b>What are the teachers and staff members like at this program?</b>			
1. Is there an adult here who is interested in what you think about things?	2. Is there an adult here you can talk to when you are upset?	3. Is there an adult here who helps you when you have a problem?	4. Is there an adult here who you will listen to and respect?
3.5	3.5	3.6	3.8
<b>When you are at this program...</b>			

1. Do you get help to plan activities for the program?	2. Do you get the chance to lead an activity?	3. Are you in charge of doing something to help the program?	4. Do you get to help make decisions or rules for the program?	5. Do you get to do things that help people in your community?
3.0	3.0	2.7	2.6	3.2

<b>What are you like as a learner? Read each sentence. Do you agree?</b>				
1. I like to give new things a try, even if they look hard.	2. In school, I'm as good as other kids.	3. I'm good at solving problems.	4. I'm as good as other kids my age at learning new things.	5. When I can't learn something right away, I keep trying until I get it.
3.3	3.3	3.2	3.3	3.3

<b>How do you get along with others? Read each sentence. Do you agree?</b>			
1. It's very easy for me to get along with other kids.	2. When I meet someone new, I know he or she will like me.	3. I get along with friends as well as other kids my age.	4. It's easy for me to join a new group of kids.
3.1	2.7	3.2	2.9

<b>How else has this program helped you?</b>		
1. Coming here has helped me to get my homework done.	2. Coming here has helped me to try harder in school.	3. Coming here has helped me to do better in school.
2.7	3.0	3.0

<b>What are you doing right now to make sure you will reach your future goals?</b>			
1. I try hard in school.	2. I tell myself that doing well in school now will help me later.	3. When I don't understand my homework, I get help so I can get it done.	4. I set goals for myself. For instance, things I want to learn or get better at.
3.5	3.4	3.2	3.4

The following table demonstrates the total number of 4<sup>th</sup>-12<sup>th</sup> grade youth responses to the SAYO-Y survey in FY25 by the ward that the OST grant program they participated in is located within:

<b>Number of Youth Responses by Ward</b>							
1	2	3	4	5	6	7	8
354	134	113	768	989	548	1862	2348

**57. How many students applied for the OST scholarship in FY25 and in FY26, to date? Of applicants, how many received a scholarship? What was the average scholarship award amount dispersed for afterschool program participation and for summer program participation?**

**a. Please share any data available regarding scholarship recipients' Ward of residence, Ward of school, age/grade span, race/ethnicity, "at-risk" status, or disability status.**

**b. Scholarships are available on a rolling basis. When was the FY25 (SY24-25) scholarship balance exhausted)? When is the FY26 fund balance projected to be exhausted?**

Of the 272 youth who applied for an OST scholarship in FY25, 152 received a scholarship award. All scholarship recipients were identified as belonging to a target population (i.e., "at-risk," students with disabilities, English learners, or youth residing in wards 5, 7, or 8). In FY25, one-third of the scholarships were earmarked to serve youth with disabilities, with a cap of \$10,000 per scholarship for year-round awards. As a result of expansion funds in the amount of \$49,999, 50 additional scholarships were awarded in FY25. Of the 95 scholarships awarded in FY26 to date, 50 (or 53%) have been provided to students with disabilities.

The breakdown of recipients for FY25 are listed below:

Category	Number of scholarships	Total funding awarded
<b>Scholarships by student group</b>		
Youth with disabilities	69	\$308,058.81
Male	58	\$231,982.00
Female	95	\$412,366.81
English learner	30	\$128,868.00
Unhoused	9	\$43,455.00
Foster care	14	\$63,826.00
Over age, under credited	15	\$64,075.00
TANF/SNAP/FARMS recipient	115	\$492,136.81
<b>By Ward</b>		
Ward 1	5	\$17,720.00
Ward 2	0	N/A
Ward 3	3	\$12,955.00
Ward 4	24	\$87,734.81
Ward 5	29	\$108,646.00
Ward 6	19	\$79,761.00
Ward 7	37	\$167,807.00
Ward 8	36	\$169,725.00

By race/ethnicity		
Black	136	\$576,279.81
White	3	\$10,478
Latino/Hispanic	3	\$16,106
Middle Eastern / North African	0	N/A
Multiple races	8	\$28,985

*Note: Information on race/ethnicity is not available for all students.*

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

Category	Number of scholarships	Total funding awarded
Mentorship/Coaching/Tutoring	29	\$133,246
Academics	15	\$47,159
Camps (including summer as well as non-summer camp experiences)	24	\$74,128.81
Sports	17	\$95,624
Arts & Media	1	\$3,250
Dance/Cheer/Performing Arts	37	\$131,134
Before/After Care	3	\$16,844
Therapeutic Programs	20	\$91,724
Travel experiences	6	\$40,000

**58. What actions have been taken to align Learn24 Office funding, policies, data reporting, or other policies to the academic school year rather than fiscal year? Be sure to address when attendance data was collected for SY25-26.**

In FY25 and FY26, OST data collection and reporting has been aligned with DCPS academic quarters, with program reports being due within the month following the end of each academic quarter. The DME and OST Office budget is currently aligned with the District’s fiscal year (October 1 – September 30). To support grantees that begin operating OST programming prior to October 1, the OST Office provides 50% of a grantee’s award upon execution of the grant agreement so they can retroactively cover the costs accrued. OST school year and year-round grants were also awarded with the option of two continuation years to support a more consistent cycle of funding, subject to appropriations. Grantees are now in year three of a three-year cycle for continuation grants. Moreover, the OST Office permits grantees to carry over funding from the end of the program year to support start-up costs in August and September of any continuation year. The Office’s data sharing agreements with DCPS and OSSE (which feeds information for students in public charter schools) also take into consideration when data (such

as information on student attendance) will be available at a given point in the school year, with quarterly data sharing provisions that account for the school year cycle within which DCPS and OSSE operate. Our current data sharing cycle with DCPS and OSSE are on the following data reporting dates:

- FY26
  - Q1: 11/21/2025
  - Q2: 12/30/2025
  - Q3: 03/06/2026
  - Q4: 05/22/2026
  - Summer: 07/15/2026
- FY25
  - Q1: 12/02/2024
  - Q2: 01/30/2025
  - Q3: 03/15/2025
  - Q4: 05/26/2025
  - Summer: 07/18/2025