

PeopleSoft  
Position Funding Report

Title	Name	Vacant Status	Salary	FTE x Dist %
Executive Director	HUBBARD,DREW E	F	\$ 202,052	1
Deputy Director		V	\$ 152,435	1
Deputy Mayor for Education	Kihn,Paul T	F	\$ 246,930	1
Director of Strategic Initiati	Ewing-Boyd,Abdul -Karim	F	\$ 136,019	1
Communications and Outreach Ma		V	\$ 116,483	1
Director of Data Analysis and	Comey,Jennifer T	F	\$ 153,761	1
Workforce Investment Specialis	Bates,Portia	F	\$ 124,091	0.27
Workforce Investment Specialis	Bates,Portia	F	\$ 124,091	0.3
Workforce Investment Specialis	Bates,Portia	F	\$ 124,091	0.43
Policy Advisor	Lee,Rebecca	F	\$ 141,707	1
Director of Budget and Perform	SELL,TIMOTHY	F	\$ 130,800	1
Chief of Staff	Botstein,Clara	F	\$ 166,436	1
Policy Analyst		V	\$ 93,069	1
General Counsel	Hutson,Alvincent	F	\$ 155,000	1
Deputy Chief of Staff	Goldstein,Marisa E	F	\$ 146,300	1
Administrative Officer	Diggs,Kimberly M	F	\$ 113,950	1
Chief of Staff	Holmes,Anika	F	\$ 145,000	0.108
Chief of Staff	Holmes,Anika	F	\$ 145,000	0.12
Chief of Staff	Holmes,Anika	F	\$ 145,000	0.172
Chief of Staff	Holmes,Anika	F	\$ 145,000	0.6
Data Analyst	Lawless,Rory	F	\$ 107,984	1
Special Projects Manager	Tucker,Hillary	F	\$ 122,528	1
Policy Analyst	Goodson,Sharlie J.	F	\$ 93,311	1
Manager of Youthe Development	Cataldo,Kevin	F	\$ 119,258	1
Workforce Investment Special.	Goodman,Chandra A	F	\$ 102,018	0.24
Workforce Investment Special.	Goodman,Chandra A	F	\$ 102,018	0.267
Workforce Investment Special.	Goodman,Chandra A	F	\$ 102,018	0.383
Workforce Investment Special.	Goodman,Chandra A	F	\$ 102,018	0.11
Resource Allocation Analyst		V	\$ 93,069	1
Executive Director	Copeland,Phillip R.L	F	\$ 136,019	1
Supervisory Grants Management	Weinberger,Mark	F	\$ 110,000	1
Grants Management Specialist	Dhanaraj,Norma	F	\$ 103,333	1
Program Analyst		V	\$ 80,784	1
Staff Assistant	Hawkins,Fern	F	\$ 82,069	1
Workforce Investment Special.		V	\$ 93,069	1
Bus Services Manager	Philippe,Patrice	F	\$ 140,000	1
Workforce Investment Manager (	Russell,Deborah	F	\$ 135,406	0.189
Workforce Investment Manager (	Russell,Deborah	F	\$ 135,406	0.21
Workforce Investment Manager (	Russell,Deborah	F	\$ 135,406	0.301
Workforce Investment Manager (	Russell,Deborah	F	\$ 135,406	0.3
Resource Allocation Analyst	Eckles,Troy	F	\$ 105,001	1
Grants Management Specialist	Shaw,Marcus	F	\$ 88,300	1
Program Analyst	Silver,Brittany T	F	\$ 107,984	1

Policy and Data Analyst		V	\$ 93,069	1
Resource Allocation Analyst	Lam,Aundrea	F	\$ 103,333	1
Grants Management Specialist		V	\$ 80,784	1
Grants Management Specialist	Green,Karida Y	F	\$ 90,805	1
Data Analyst		V	\$ 80,784	1
Executive Director of Educatio	Dodge,Monica	F	\$ 155,000	1
Data Analyst and Evaluation Ma	Garrison,D'Andre	F	\$ 119,416	1
Grants Management Specialist	Lesseig,Camille	F	\$ 103,333	1
Quality Assurance Specialist		V	\$ 80,784	1
Policy and Engagement Speciali	Chandler,Jade	F	\$ 113,950	1
Public Affairs Specialist		V	\$ 80,784	1
Project Manager	Burnett,Tabbitha Aleen	F	\$ 119,916	1
Operations Specialist	Jones,Khadija A	F	\$ 103,333	1
IT Project Manager	Shapiro,Seth Adam	F	\$ 132,452	1
Data Governance Lead	McLaughlin,Aimee	F	\$ 127,615	1
Associate Director Community E	Brooks,DeAndra Simone	F	\$ 120,569	1
Executive Director (Out of Sch	Lowe,Shontia L.	F	\$ 171,662	1
Deputy Director (Office of Out	Samson,Shanna	F	\$ 147,950	1
Special Assistant	Lynch,Tara Terrentia	F	\$ 150,000	1

<b>Fund</b>	<b>Fund Name</b>	<b>Program</b>
4020002	FEDERAL GRANTS	500181
4020002	FEDERAL GRANTS	500181
1010001	LOCAL FUNDS	100096
4020002	FEDERAL GRANTS	500181
4020002	FEDERAL GRANTS	500193
4020002	FEDERAL GRANTS	500181
1010001	LOCAL FUNDS	100096
1010001	LOCAL FUNDS	400388
4020002	FEDERAL GRANTS	500181
4020002	FEDERAL GRANTS	500193
4020002	FEDERAL GRANTS	500181
1010001	LOCAL FUNDS	400388
1010001	LOCAL FUNDS	100096
1010001	LOCAL FUNDS	100096
1010001	LOCAL FUNDS	100096
1010001	LOCAL FUNDS	400385
4020002	FEDERAL GRANTS	500181
4020002	FEDERAL GRANTS	500193
4020002	FEDERAL GRANTS	500181
1010001	LOCAL FUNDS	400388
1010001	LOCAL FUNDS	400388
1010001	LOCAL FUNDS	400386
1010001	LOCAL FUNDS	400385
1010001	LOCAL FUNDS	400385
1010001	LOCAL FUNDS	400385
1010001	LOCAL FUNDS	400388
4020002	FEDERAL GRANTS	500181
4020002	FEDERAL GRANTS	500193
4020002	FEDERAL GRANTS	500181
1010001	LOCAL FUNDS	400388
1010001	LOCAL FUNDS	100096
1010001	LOCAL FUNDS	400385
1010001	LOCAL FUNDS	400385
1010001	LOCAL FUNDS	400388

1010001 LOCAL FUNDS	100096
1010001 LOCAL FUNDS	400385
1010001 LOCAL FUNDS	100096
1010001 LOCAL FUNDS	400385
1010001 LOCAL FUNDS	100096
1010001 LOCAL FUNDS	400385
3030304 SHORT - TERM BONDS	100096
1010001 LOCAL FUNDS	100096
1010001 LOCAL FUNDS	100096
1010001 LOCAL FUNDS	400385
1010001 LOCAL FUNDS	400385
1010001 LOCAL FUNDS	100096













Grant Number	Grant Purpose - Description of Services	Competitive or Sole Source	GrantTotal if multi-year	FY25 Grant Amount	Funding Source (local, federal, private, special revenue, specify if ARPA)	Notes
FY24-OST-SY-826DC2	SY 2024-25 Out of School Time	Competitive	\$ 79,200.00	\$ 79,200.00	Local	
FY24-OST-YR-AGW2	FY25 Year-Round Out of School Time	Competitive	\$ 192,800.00	\$ 192,800.00	Local	
FY24-OST-YR-ASAS2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-ACM-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 240,625.00	\$ 240,625.00	Local	
FY24-OST-YR-ACM2	FY25 Year-Round Out of School Time	Competitive	\$ 199,500.00	\$ 199,500.00	Local	
FY24-OST-SY-AL2	SY 2024-25 Out of School Time	Competitive	\$ 120,000.00	\$ 120,000.00	Local	
FY24-OST-SY-SNP-AJ	SY 2024-25 Small Nonprofit Out of School Time	Competitive	\$ 32,000.00	\$ 32,000.00	Local	
FY24-AFL-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 93,750.00	\$ 93,750.00	Local	
FY24-OST-YR-SNP-AF	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 64,000.00	\$ 64,000.00	Local	
FY24-OST-YR-AALEA2	FY25 Year-Round Out of School Time	Competitive	\$ 218,713.00	\$ 218,713.00	Local	
FY24-OST-YR-BH2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-MOST-BEST2	FY25 Year-Round Mentorship Out of School Time	Competitive	\$ 500,000.00	\$ 500,000.00	Local	
FY24-OST-YR-SNP-BC	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 64,000.00	\$ 64,000.00	Local	
FY24-OST-YR-BK12	FY25 Year-Round Out of School Time	Competitive	\$ 285,000.00	\$ 285,000.00	Local	
FY24-OST-YR-BBBSN	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-OST-YR-BGCGV	FY25 Year-Round Out of School Time	Competitive	\$ 227,995.00	\$ 227,995.00	Local	
FY24-OST-YR-CCPCS	FY25 Year-Round Out of School Time	Competitive	\$ 284,450.00	\$ 284,450.00	Local	
FY24-CHBC-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 75,000.00	\$ 75,000.00	Local	
FY24-OST-YR-CHBC2	FY25 Year-Round Out of School Time	Competitive	\$ 140,000.00	\$ 140,000.00	Local	
FY24-OST-SY-SNP-CN	SY 2024-25 Small Nonprofit Out of School Time	Competitive	\$ 28,324.00	\$ 28,324.00	Local	
FY24-OST-SY-CIT2	SY 2024-25 Out of School Time	Competitive	\$ 80,000.00	\$ 80,000.00	Local	
FY24-OST-YR-CCI2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-OST-YR-CLT2	FY25 Year-Round Out of School Time	Competitive	\$ 64,000.00	\$ 64,000.00	Local	
FY24-OST-YR-CB2	FY25 Year-Round Out of School Time	Competitive	\$ 158,304.00	\$ 158,304.00	Local	
FY24-OST-YR-CKWP2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-OST-SY-CT2	SY 2024-25 Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local	
FY24-OST-YR-CT2	FY25 Year-Round Out of School Time	Competitive	\$ 70,000.00	\$ 70,000.00	Local	
FY24-OST-YR-CGCF2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-OST-YR-CSF2	FY25 Year-Round Out of School Time	Competitive	\$ 227,993.00	\$ 227,993.00	Local	
FY24-OST-YR-CRCI2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-DADI-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 168,610.95	\$ 168,610.95	Local	
FY24-OST-YR-SNP-DC	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 56,000.00	\$ 56,000.00	Local	
FY24-DMI-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 187,500.00	\$ 187,500.00	Local	
FY24-OST-YR-DMI2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-OST-YR-DP2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-OST-YR-DE2	FY25 Year-Round Out of School Time	Competitive	\$ 63,000.00	\$ 63,000.00	Local	
FY24-OST-SY-DCBPC	SY 2024-25 Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local	
FY24-OST-YR-SNP-DD	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 63,360.00	\$ 63,360.00	Local	
FY24-DCS-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 281,110.95	\$ 281,110.95	Local	
FY24-DCS-MADC2	FY25 Year-Round Out of School Time	Competitive	\$ 285,000.00	\$ 285,000.00	Local	
FY24-OST-SY-DCYOP	SY 2024-25 Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local	
FY24-OST-YR-ERBGS	FY25 Year-Round Out of School Time	Competitive	\$ 177,486.00	\$ 177,486.00	Local	
FY24-OST-YR-CE-ERF	FY25 Year-Round Coordinating Entity Out of School Time	Competitive	\$ 120,500.00	\$ 120,500.00	Local	
FY24-OST-YR-CE-ERF	FY25 Year-Round Coordinating Entity Out of School Time	Competitive	\$ 100,000.00	\$ 100,000.00	Private	
FY24-EEEII-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 256,110.95	\$ 256,110.95	Local	
FY24-OST-YR-EEII2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-OST-YR-CE-ETC	FY25 Year-Round Out of School Time	Competitive	\$ 191,680.00	\$ 191,680.00	Local	
FY24-OST-YR-CE-ETC	FY25 Year-Round Coordinating Entity Out of School Time	Competitive	\$ 120,500.00	\$ 120,500.00	Local	
FY24-OST-YR-CE-ETC	FY25 Year-Round Coordinating Entity Out of School Time	Competitive	\$ 100,000.00	\$ 100,000.00	Private	
FY24-OST-YR-FAN2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-FFM-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 124,979.00	\$ 124,979.00	Local	
FY24-OST-YR-FFM2	FY25 Year-Round Out of School Time	Competitive	\$ 213,786.00	\$ 213,786.00	Local	
FY24-OST-YR-GALA2	FY25 Year-Round Out of School Time	Competitive	\$ 79,984.00	\$ 79,984.00	Local	
FY24-OST-YR-SNP-GV	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 56,000.00	\$ 56,000.00	Local	
FY24-OST-SY-GCPCS	SY 2024-25 Out of School Time	Competitive	\$ 28,000.00	\$ 28,000.00	Local	
FY24-OST-YR-GKI2	FY25 Year-Round Out of School Time	Competitive	\$ 285,000.00	\$ 285,000.00	Local	
FY24-OST-YR-GOOD2	FY25 Year-Round Out of School Time	Competitive	\$ 199,403.00	\$ 199,403.00	Local	
FY24-SCHOLAR-GWC	FY25 Year-Round 2023-24 Scholarships for OST	Competitive	\$ 799,999.00	\$ 799,999.00	Local	
FY24-OST-YR-HBP2	FY25 Year-Round Out of School Time	Competitive	\$ 205,174.00	\$ 205,174.00	Local	
FY24-HAP-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 50,000.00	\$ 50,000.00	Local	
FY24-OST-SY-HAP2	SY 2024-25 Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local	
FY24-OST-YR-HGW2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	
FY24-OST-YR-HK2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local	

FY24-OST-YR-SNP-H1	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 64,000.00	\$ 64,000.00	Local
FY24-OST-SY-SNP-JK	SY 2024-25 Small Nonprofit Out of School Time	Competitive	\$ 40,000.00	\$ 40,000.00	Local
FY24-OST-YR-JH12	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-KP12	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-LAYC2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-LTYC2	FY25 Year-Round Out of School Time	Competitive	\$ 114,000.00	\$ 114,000.00	Local
FY24-OST-SY-LSI2	SY 2024-25 Out of School Time	Competitive	\$ 78,050.00	\$ 78,050.00	Local
FY24-OST-YR-LP2	FY25 Year-Round Out of School Time	Competitive	\$ 200,297.00	\$ 200,297.00	Local
FY24-OST-YR-LPTM2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-LLUM2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-LSCCY1	FY25 Year-Round Out of School Time	Competitive	\$ 165,409.00	\$ 165,409.00	Local
FY24-OST-YR-MLOV2	FY25 Year-Round Out of School Time	Competitive	\$ 285,000.00	\$ 285,000.00	Local
FY24-MMB-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 418,610.95	\$ 418,610.95	Local
FY24-OST-SY-MAPCS	SY 2024-25 Out of School Time	Competitive	\$ 46,400.00	\$ 46,400.00	Local
FY24-OST-SY-MCSR2	SY 2024-25 Out of School Time	Competitive	\$ 112,000.00	\$ 112,000.00	Local
FY24-MOMIE-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 187,500.00	\$ 187,500.00	Local
FY24-OST-YR-MOMIE	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-SNP-M	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 52,500.00	\$ 52,500.00	Local
FY24-OST-SY-MCDC2	SY 2024-25 Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local
FY24-OST-SY-MFH2	SY 2024-25 Out of School Time	Competitive	\$ 38,477.00	\$ 38,477.00	Local
FY24-OST-SY-MA2	SY 2024-25 Out of School Time	Competitive	\$ 80,000.00	\$ 80,000.00	Local
FY24-OST-YR-MCIP2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-SNP-NC	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 35,000.00	\$ 35,000.00	Local
FY24-OST-YR-OCU2	FY25 Year-Round Out of School Time	Competitive	\$ 99,750.00	\$ 99,750.00	Local
FY24-OWE-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 62,500.00	\$ 62,500.00	Local
FY24-OST-SY-OWE2	SY 2024-25 Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local
FY24-OST-YR-OGP2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-SNP-UF	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 64,000.00	\$ 64,000.00	Local
FY24-OST-YR-PSP2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-SY-PFF2	SY 2024-25 Out of School Time	Competitive	\$ 80,000.00	\$ 80,000.00	Local
FY24-OST-YR-PCDC2	FY25 Year-Round Out of School Time	Competitive	\$ 285,000.00	\$ 285,000.00	Local
FY24-RI-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 40,000.00	\$ 40,000.00	Local
FY24-OST-SY-RPDC2	SY 2024-25 Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local
FY24-OST-YR-RISE2	FY25 Year-Round Out of School Time	Competitive	\$ 200,000.00	\$ 200,000.00	Local
FY24-OST-YR-SBY2	FY25 Year-Round Out of School Time	Competitive	\$ 199,494.00	\$ 199,494.00	Local
FY24-OST-YR-SCM2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-SAC2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-SFTS2	FY25 Year-Round Out of School Time	Competitive	\$ 227,970.00	\$ 227,970.00	Local
FY24-OST-YR-SNP-SC	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 50,000.00	\$ 50,000.00	Local
FY24-OST-SY-STJ2	SY 2024-25 Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local
FY24-OST-YR-SNP-TI	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 64,000.00	\$ 64,000.00	Local
FY24-TAKTC-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 50,000.00	\$ 50,000.00	Local
FY24-OST-SY-AKTC2	SY 2024-25 Out of School Time	Competitive	\$ 18,348.00	\$ 18,348.00	Local
FY24-OST-YR-DIW2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-TFS2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-SNP-H	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 64,000.00	\$ 64,000.00	Local
FY24-THI-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 75,000.00	\$ 75,000.00	Local
FY24-OST-YR-THI2	FY25 Year-Round Out of School Time	Competitive	\$ 180,000.00	\$ 180,000.00	Local
FY24-OST-YR-LSF2	FY25 Year-Round Out of School Time	Competitive	\$ 100,000.00	\$ 100,000.00	Local
FY24-OST-YR-SNP-M	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 64,000.00	\$ 64,000.00	Local
FY24-OST-YR-MMTI2	FY25 Year-Round Out of School Time	Competitive	\$ 209,760.00	\$ 209,760.00	Local
FY24-OST-YR-TMS2	FY25 Year-Round Out of School Time	Competitive	\$ 285,000.00	\$ 285,000.00	Local
FY24-OST-YR-CE-NC	FY25 Year-Round Coordinating Entity Out of School Time	Competitive	\$ 170,500.00	\$ 170,500.00	Local
FY24-OST-YR-CE-NC	FY25 Year-Round Coordinating Entity Out of School Time	Competitive	\$ 50,000.00	\$ 50,000.00	Private
FY24-OST-YR-NCCF2	FY25 Year-Round Out of School Time	Competitive	\$ 249,743.00	\$ 249,743.00	Local
FY24-SCDC-PGP2	FY25 Year-Round SCDC Out of School Time	Competitive	\$ 400,000.00	\$ 400,000.00	Local
FY24-OST-YR-TMA2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-TDC2	FY25 Year-Round Out of School Time	Competitive	\$ 184,946.00	\$ 184,946.00	Local
FY24-TC-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 193,610.95	\$ 193,610.95	Local
FY24-TC-MADC2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-UPO2	FY25 Year-Round Out of School Time	Competitive	\$ 160,097.00	\$ 160,097.00	Local
FY24-OST-YR-UTR2	FY25 Year-Round Out of School Time	Competitive	\$ 200,000.00	\$ 200,000.00	Local
FY24-OST-YR-SNP-UC	FY25 Year-Round Small Nonprofit Out of School Time	Competitive	\$ 40,000.00	\$ 40,000.00	Local
FY24-OST-YR-UA2	FY25 Year-Round Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local
FY24-WGPCS-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 188,610.95	\$ 188,610.95	Local
FY24-OST-YR-WNP2	FY25 Year-Round Out of School Time	Competitive	\$ 199,500.00	\$ 199,500.00	Local
FY24-OST-YR-WSG2	FY25 Year-Round Out of School Time	Competitive	\$ 218,074.00	\$ 218,074.00	Local
FY24-OST-YR-WTEF2	FY25 Year-Round Out of School Time	Competitive	\$ 285,000.00	\$ 285,000.00	Local
FY24-OST-YR-WTYSE	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-WBL-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 181,110.95	\$ 181,110.95	Local

FY24-OST-YR-WBL2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-YPT-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 93,610.95	\$ 93,610.95	Local
FY24-OST-YR-YPT2	FY25 Year-Round Out of School Time	Competitive	\$ 285,000.00	\$ 285,000.00	Local
FY24-OST-SY-YWP2	SY 2024-25 Out of School Time	Competitive	\$ 128,000.00	\$ 128,000.00	Local
FY24-OST-YR-YEI2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-BR-YR-YG	FY25 Year-Round OST Bridge	Competitive	\$ 106,300.00	\$ 106,300.00	Local
FY24-OST-YR-YWCA2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-CDE2	FY25 Year-Round Out of School Time	Competitive	\$ 100,000.00	\$ 100,000.00	Local
FY24-OST-BR-YR-LVI	FY25 Year-Round OST Bridge	Competitive	\$ 64,000.00	\$ 64,000.00	Local
FY24-OST-BR-SY-MO	FY25 School Year OST Bridge	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-DWTF2	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-OST-YR-LM2	FY25 Year-Round Out of School Time	Competitive	\$ 199,500.00	\$ 199,500.00	Local
FY24-OST-YR-ECSDC	FY25 Year-Round Out of School Time	Competitive	\$ 228,000.00	\$ 228,000.00	Local
FY24-TM-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 43,610.00	\$ 43,610.00	Local
	The Institute		\$ 75,000.00	\$ 75,000.00	Local
FY24-OST-YR-EP22	FY25 Year-Round Out of School Time	Competitive	\$ 200,000.00	\$ 200,000.00	Local
FY24-RPCS-MADC2	FY25 My Afterschool DC (MADC)	Competitive	\$ 418,610.95	\$ 418,610.95	Local
	The Institute		\$ 74,404.98	\$ 74,404.98	Local
AHMI-SS25	FY25 Summer Strong	Competitive	\$ 45,000.00	\$ 45,000.00	Local
APAC-SS25	FY25 Summer Strong	Competitive	\$ 31,500.00	\$ 31,500.00	Local
CSPPPCS-SS25	FY25 Summer Strong	Competitive	\$ 90,000.00	\$ 90,000.00	Local
CTC-SS25	FY25 Summer Strong	Competitive	\$ 53,500.00	\$ 53,500.00	Local
EWSCFFPCS-SS25	FY25 Summer Strong	Competitive	\$ 90,000.00	\$ 90,000.00	Local
FFM-SS25	FY25 Summer Strong	Competitive	\$ 44,878.00	\$ 44,878.00	Local
GWU-SS25	FY25 Summer Strong	Competitive	\$ 90,000.00	\$ 90,000.00	Local
WICLF-SS25	FY25 Summer Strong	Competitive	\$ 45,000.00	\$ 45,000.00	Local
WGPCS-SS25	FY25 Summer Strong	Competitive	\$ 100,000.00	\$ 100,000.00	Local
TRPCS-SS25	FY25 Summer Strong	Competitive	\$ 89,944.00	\$ 89,944.00	Local
TSA-SS25	FY25 Summer Strong	Competitive	\$ 82,069.00	\$ 82,069.00	Local
THI-SS25	FY25 Summer Strong	Competitive	\$ 45,000.00	\$ 45,000.00	Local
TDS-SS25	FY25 Summer Strong	Competitive	\$ 82,000.00	\$ 82,000.00	Local
SODCI-SS25	FY25 Summer Strong	Competitive	\$ 90,000.00	\$ 90,000.00	Local
RPSDC-SS25	FY25 Summer Strong	Competitive	\$ 100,000.00	\$ 100,000.00	Local
RAVF-SS25	FY25 Summer Strong	Competitive	\$ 45,000.00	\$ 45,000.00	Local
PLOE-SS25	FY25 Summer Strong	Competitive	\$ 100,000.00	\$ 100,000.00	Local
STUI-SS25	FY25 Summer Strong	Competitive	\$ 48,879.00	\$ 48,879.00	Local
MJTTV-SS25	FY25 Summer Strong	Competitive	\$ 100,000.00	\$ 100,000.00	Local
CSC-SS25	FY25 Summer Strong	Competitive	\$ 90,000.00	\$ 90,000.00	Local
FY24SS252	FY25 Summer Strong	Competitive	\$ 88,898.00	\$ 88,898.00	Local
OWL-SS25	FY25 Summer Strong	Competitive	\$ 22,500.00	\$ 22,500.00	Local

Grant Number	Grant Purpose - Description of Services	Competitive or Sole Source	Grant total, if multi-year	FY26 Grant Amount	Funding Source (local, federal, private, special revenue, specify if ARPA)	Notes
826DC3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 79,200.00	\$79,200.00	Local	
AGW3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 192,800.00	\$192,800.00	Local	
ASAS3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
ACM-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 240,625.00	\$240,625.00	Local	
ACM3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 199,500.00	\$199,500.00	Local	
AL3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 120,000.00	\$120,000.00	Local	
AJGI3	FY26 Out-of-School-Time Programming School-Year SNP	Competitive	\$ 36,500.00	\$36,500.00	Local	
DADI3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 62,000.00	\$62,000.00	Local	
AFOC3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 70,000.00	\$70,000.00	Local	
AALEDYF3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 218,712.80	\$218,712.80	Local	
BH3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
BEST3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 285,000.00	\$285,000.00	Local	
BEST-MENTOR3	FY26 Out-of-School-Time Programming Mentorship	Competitive	\$ 500,000.00	\$500,000.00	Local	
BOSS3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 70,000.00	\$70,000.00	Local	
BBBSNCA3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
BGCGW3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 227,995.20	\$227,995.20	Local	
CCPCS3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 284,450.00	\$284,450.00	Local	
CHBC-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 124,999.00	\$124,999.00	Local	
CHBC3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 140,000.00	\$140,000.00	Local	
CMI3	FY26 Out-of-School-Time Programming School-Year SNP	Competitive	\$ 32,824.00	\$32,824.00	Local	
CIT3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 80,000.00	\$80,000.00	Local	
CCI3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
CLT3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 64,000.00	\$64,000.00	Local	
CB3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 158,304.00	\$158,304.00	Local	
CDE3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 100,000.00	\$100,000.00	Local	
CKWP3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
CTrack3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 128,000.00	\$128,000.00	Local	
CTribe3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 70,000.00	\$70,000.00	Local	
CGCF3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
CSF3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 227,992.80	\$227,992.80	Local	
CRCI3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
TDIW3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
DMI-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 187,500.00	\$187,500.00	Local	
DMI3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
ALMD-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 106,250.00	\$106,250.00	Local	
DE3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 53,550.00	\$53,550.00	Local	
DADI-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 168,610.95	\$168,610.95	Local	
PSPPCS3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
DCS-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 281,110.95	\$281,110.95	Local	
DCS3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 285,000.00	\$285,000.00	Local	
DP3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 193,800.00	\$193,800.00	Local	
DWTDC3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
NCCF-CE3	FY26 Out-of-School-Time Programming Year-Round CE	Competitive	\$ 50,000.00	\$50,000.00	Private	
NCCF-CE3	FY26 Out-of-School-Time Programming Year-Round CE	Competitive	\$ 170,500.00	\$170,500.00	Local	
ERBGSI3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 150,863.10	\$150,863.10	Local	
ERFSC-CE3	FY26 Out-of-School-Time Programming Year-Round CE	Competitive	\$ 100,000.00	\$100,000.00	Private	
ERFSC-CE3	FY26 Out-of-School-Time Programming Year-Round CE	Competitive	\$ 120,500.00	\$120,500.00	Local	
EP23	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 200,000.00	\$200,000.00	Local	
EElI-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 306,109.95	\$306,109.95	Local	
EElI3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
TECSDC3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
ETC-CE3	FY26 Out-of-School-Time Programming Year-Round CE	Competitive	\$ 100,000.00	\$100,000.00	Private	
ETC-CE3	FY26 Out-of-School-Time Programming Year-Round CE	Competitive	\$ 120,500.00	\$120,500.00	Local	
ETC3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 191,680.00	\$191,680.00	Local	
	FY26 INSTITUTE	Competitive	\$ 75,000.00	\$75,000.00	Local	
FAN3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
FFM-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 124,979.00	\$124,979.00	Local	
FFM3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 213,786.40	\$213,786.40	Local	
GALA3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 79,984.00	\$79,984.00	Local	

GWED3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 62,000.00	\$62,000.00	Local	
GPCS3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 28,000.00	\$28,000.00	Local	
GK13	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 285,000.00	\$285,000.00	Local	
GOOD3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 199,403.40	\$199,403.40	Local	
GWCF3	FY26 Out-of-School-Time Programming SCHOLARSHIP	Competitive	\$ 849,998.00	\$849,998.00	Local	
HBP3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 205,173.60	\$205,173.60	Local	
HOPE3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 70,000.00	\$70,000.00	Local	
HGW3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
HK3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
HTML3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 70,000.00	\$70,000.00	Local	
JK13	FY26 Out-of-School-Time Programming School-Year SNP	Competitive	\$ 44,500.00	\$44,500.00	Local	
JH13	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
KPI3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
LAYC3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
TLSF3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 100,000.00	\$100,000.00	Local	
LSI3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 78,050.40	\$78,050.40	Local	
LM3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 199,500.00	\$199,500.00	Local	
LP3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 200,297.24	\$200,297.24	Local	
LPTM3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
LSCCYF3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 165,408.80	\$165,408.80	Local	
LLUM3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
LV13	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 70,000.00	\$70,000.00	Local	
MLOV3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 285,000.00	\$285,000.00	Local	
MMDA-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 418,610.95	\$418,610.95	Local	
NCCF3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 249,743.00	\$249,743.00	Local	
MCSR3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 112,000.00	\$112,000.00	Local	
MOMIE3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
MYA3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 58,500.00	\$58,500.00	Local	
MCDC3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 128,000.00	\$128,000.00	Local	
MFHG3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 38,476.90	\$38,476.90	Local	
DCIFF3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 69,360.00	\$69,360.00	Local	
MORE3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
MMT13	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 178,296.00	\$178,296.00	Local	
MCIP3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
OWE-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 112,499.00	\$112,499.00	Local	
OWE3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 128,000.00	\$128,000.00	Local	
WBL-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 231,109.95	\$231,109.95	Local	
OPH3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 70,000.00	\$70,000.00	Local	
DCYOP3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 128,000.00	\$128,000.00	Local	
PFF3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 80,000.00	\$80,000.00	Local	
PCDC3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 285,000.00	\$285,000.00	Local	
MAPCS3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 80,000.00	\$80,000.00	Local	
RPDC3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 108,800.00	\$108,800.00	Local	
RISE3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 200,000.00	\$200,000.00	Local	
RPCS-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 418,610.95	\$418,610.95	Local	
SBY3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 199,493.70	\$199,493.70	Local	
SCM13	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$-	\$-	Local	This line can be removed since this organization forfeited their grant due to board disagreements that caused them to pause programming.
SAI3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
SFTS3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 227,969.60	\$227,969.60	Local	
SOUL3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 56,000.00	\$56,000.00	Local	
STJ3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 128,000.00	\$128,000.00	Local	
TTU3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 70,000.00	\$70,000.00	Local	
TAKTC-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 50,000.00	\$50,000.00	Local	
TAKTC3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 18,348.00	\$18,348.00	Local	
TFS3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
HAP-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 50,000.00	\$50,000.00	Local	
HAP3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 128,000.00	\$128,000.00	Local	
THI-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 75,000.00	\$75,000.00	Local	
THI3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 180,000.00	\$180,000.00	Local	
MAYA3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 70,000.00	\$70,000.00	Local	
TM-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 43,610.95	\$43,610.95	Local	
TM3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 285,000.00	\$285,000.00	Local	

RI-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 40,000.00	\$40,000.00	Local	
OGP3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
DCBOCS3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 128,000.00	\$128,000.00	Local	
TPGP3	FY26 Out-of-School-Time Programming SCDC	Competitive	\$ 346,691.96	\$346,691.96	Local	
TPGP3	FY26 Out-of-School-Time Programming SCDC	Competitive	\$ 53,308.04	\$53,308.04	Local	
TMA3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
TDC3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 184,946.30	\$184,946.30	Local	
TC-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 193,610.95	\$193,610.95	Local	
TC3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
UPO3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 160,096.80	\$160,096.80	Local	
UOY3	FY26 Out-of-School-Time Programming Year-Round SNP	Competitive	\$ 46,000.00	\$46,000.00	Local	
UA3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 128,000.00	\$128,000.00	Local	
WGPCS-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 188,610.95	\$188,610.95	Local	
WNP3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 199,500.00	\$199,500.00	Local	
WSG3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 218,074.40	\$218,074.40	Local	
WTEF3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 285,000.00	\$285,000.00	Local	
WTYSEP3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
MAPCS3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 46,400.00	\$46,400.00	Local	
WBL3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
YPT-MADC3	FY26 Out-of-School-Time Programming My-Out-of-School-Time DC	Competitive	\$ 93,610.95	\$93,610.95	Local	
YPT3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 285,000.00	\$285,000.00	Local	
YWP3	FY26 Out-of-School-Time Programming School-Year	Competitive	\$ 128,000.00	\$128,000.00	Local	
YEI3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	
YG3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 106,300.00	\$106,300.00	Local	
UTR3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 170,000.00	\$170,000.00	Local	
YWCA3	FY26 Out-of-School-Time Programming Year-Round	Competitive	\$ 228,000.00	\$228,000.00	Local	

Name of Database	Description of Information Tracked
EdScape	Set of interactive visualizations and downloadable data about adult and child population, student demographics, school and facility characteristics, and housing indicators that help support school planning in the District.
CitySpan	Grantee profile information (based on their initial grant application and amendments as deemed appropriate), student attendance, grantee compliance performance metrics, and additional information.
My Out of School Time DC portal	# of website visits, # of parent accounts created, # of students matched to parent accounts, etc.
ETE Data System	P20W system understands wage outcomes of DC students and residents. System includes data from OSSE, CSFA, DHS (TANF), DOES (program and wage data), UDC

<b>Age of the System</b>	<b>Completed or Planned Upgrades</b>
8 years	Annual updates of information including new metrics
2-3 years	Integrate other grant performance, administration, and management items and metrics into system
<1 year	Integration of additional programs and agencies into the portal
1 year	New data ingestion annually

## **Public Access**

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The public can access the downloadable datasets through EdScape directly or via the DC government's Open Data, Enterprise System.

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No.

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There is a user/account sign up that families can create to have an account. Families can also view available OST programs via the portal.

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Currently only DC agencies can access the system. ETEP will open to external research requests in FY27.

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## Notes

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<https://opendata.dc.gov/pages/edi-overview;>

<https://edscape.dc.gov/>

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<https://opendata.dc.gov/apps/3813a94dbac5470f88f5b735ff506b4a/about>

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**DISTRICT OF COLUMBIA PUBLIC LIBRARY  
FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

This document is the Fiscal Year 2025 Performance Accountability Report (PAR) for the District of Columbia Public Library.

The PAR is the second of two agency performance documents published each year. A Performance Plan is published at the start of the fiscal year when budget decisions have been finalized. A PAR is published in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

**PAR Structure:** PARs are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects, and related Performance Measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

**Objectives:** Objectives are statements of the desired benefits that are expected from the performance of an agency’s mission. They describe the goals of the agency.

**Administrative Structures:** Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

**Activities:** Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

**Projects:** Projects are planned efforts that end once a particular outcome or goal is achieved.

**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency’s overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase “Number of...”.	“Number of public art projects completed”
Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	“Percent of claims processed within 10 business days”
Outcome	Outcome measures assess the results or impact of an agency’s work. These measures describe the intended ultimate benefits associated with a program or service.	“Percent of families returning to homelessness within 6- 12 months”

(continued)

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## 2 DISTRICT OF COLUMBIA PUBLIC LIBRARY OVERVIEW

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**Mission:** The District of Columbia Public Library (DCPL) supports children, teens and adults with services and materials that promote reading, success in school, lifelong learning and personal growth.

**Summary of Services:** The District of Columbia Public Library (DCPL) is a dynamic source of information, programs, books and other library materials and services that improve the quality of life for District residents of all ages that, when combined with expert staff, helps build a thriving city. The Library provides environments that invite reading, community conversation, creative inspiration and exploration, lectures, films, computer access and use, workforce and economic development, story times for children and much more. DC Public Library includes a central library and 25 neighborhood libraries and also provides services in non-traditional settings outside of the library buildings. DCPL enriches and nourishes the lives and minds of all DC residents, provides them with the services and tools needed to transform lives, and builds and supports community throughout the District of Columbia.

**Objectives:**

1. Strengthen communities
2. Build and cultivate literacy and a love of reading
3. Connect residents to local history and culture
4. Support digital citizenship
5. Efficient, Transparent, and Responsive Government

### 3 2025 ACCOMPLISHMENTS

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#### 3.1 EXPANDED EXHIBITIONS AT NEIGHBORHOOD LIBRARIES

In FY25 DCPL hosted eighteen exhibitions at MLK and our neighborhood libraries, with the number of exhibits taking place at neighborhood libraries doubling compared to FY24. These exhibitions have provided engaging content that is in many cases neighborhood-specific, informing and delighting library customers with exhibitions on a wide variety of topics.

**Impact:** Exhibits at DC Public Library locations increased visitors' awareness of D.C.'s history and culture and strengthened their connection to the city's cultural heritage, their neighbors, their community, and their city. Many visitors expressed appreciation for DCPL's role in presenting such impactful exhibitions, leading to a heightened sense of belonging and a greater likelihood of recommending the library to others. They brought more visitors to our library buildings, providing an opportunity for visitors to learn about other services that the Library has to offer.

#### 3.2 PROVIDED CULTURAL PROGRAMMING AT MLK LIBRARY

FY 25 marked a transformative year for cultural programming at the MLK Library, with 89 signature events that celebrated the vibrancy and diversity of the District. These events strengthened interagency collaboration, celebrated the District's cultural diversity, and enhanced access to inclusive, high-quality programming for residents and visitors. Community-focused events attracted broad participation and reinforced the library's mission to foster learning, connection, and belonging.

**Impact:** Through powerful partnerships with city agencies and national institutions, the library became a dynamic hub for connection, learning, and cultural pride - reinforcing its role at the center of D.C.'s creative and civic life.

#### 3.3 INCREASED MENTAL HEALTH SUPPORTS AT LIBRARIES

DCPL hired a Mental Health Specialist (MHS) to provide low-barrier resources to individuals at libraries and to make our libraries more welcoming to all. Recurring weekly service at six locations (MLK, Anacostia, Mount Pleasant, Petworth, Shaw/Watha T. Daniel, and West End) includes one-on-one consultations and referrals to community and crisis supports. The MHS is also offering psycho-education programs to support greater community knowledge of mental health issues and resources. Since February, the MHS has had 1,200 engagements with 161 leading to connections with other providers.

**Impact:** This service has been very well received by customers, who are able to receive low-barrier support and connections to sustaining support, as well as by DCPL staff who have a new internal resource that contributes to an overall welcoming environment in library spaces. Coordination between the MHS and DCPL's Peer Support Specialists has increased the Library's ability to connect customers with the best resources for their needs.

## 4 OBJECTIVES

### 4.1 STRENGTHEN COMMUNITIES

Strengthen communities through services, programs, outreach, and increased utilization of the Library's physical campus.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Library Visits</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	3,500,255	3,289,861
<b>Number of attendees at Library sponsored outreach sessions</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	62,325	53,590
<b>Number of attendees at Library sponsored programs</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	193,029	204,070

#### Explanation of Missed Targets:

1. Number of attendees at Library sponsored programs: Target was not met due to a higher than expected number planned and unplanned closures of library locations. Unplanned closures were primarily due to either staffing shortages or facility issues. Staffing was limited due to hiring freeze and PS budget.

### 4.2 BUILD AND CULTIVATE LITERACY AND A LOVE OF READING

Provide services and programs that build and cultivate literacy and a love of reading.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Circulation per capita</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	9.8	10.5
<b>Number of active library accounts</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	469,611	432,625
<b>Number of attendees at programs for children in their first five years</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	70,988	71,728
<b>Total circulation of books and other library materials including digital circulation</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	6,877,773	7,159,726
<b>Library accounts as a percent of total population</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	67%	63.7%

#### Explanation of Missed Targets:

1. Circulation per capita: There were several reasons the target was not met including: Reduced funding to purchase materials; the migration of the Integrated Library System created some circulation disruptions; higher than expected number of planned and unplanned closures of library locations.
2. Number of attendees at programs for children in their first five years: Target was not met due to a higher than expected number of planned and unplanned closures of library locations. Unplanned closures were primarily due to either staffing shortages or facility issues. Staffing was limited due to hiring freeze and PS budget.
3. Total circulation of books and other library materials including digital circulation: There were several reasons the target was not met including: Reduced funding to purchase materials; the migration of the Integrated Library System created some circulation disruptions; higher than expected number of planned and unplanned closures of library locations.

### 4.3 CONNECT RESIDENTS TO LOCAL HISTORY AND CULTURE

Connect residents to the city’s past and future by providing access to, experiences in, and support for local history and culture.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Dig DC Visits</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	No data available	73,215

### 4.4 SUPPORT DIGITAL CITIZENSHIP

Support digital citizenship through technology and internet access and training.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of people receiving technology training</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	6,835	7,113
<b>Wi-Fi Connections</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	705,932	613,138

*Explanation of Missed Targets:*

1. Number of people receiving technology training: Target was not met due to higher than expected number of planned and unplanned closures of library locations. Unplanned closures were primarily due to either staffing shortages or facility issues. Staffing was limited due to hiring freeze and PS budget.

### 4.5 EFFICIENT, TRANSPARENT, AND RESPONSIVE GOVERNMENT

Create and maintain a highly efficient, transparent, and responsive District government.

*No Related Measures*

## 5 ACTIVITIES

### 5.1 CAPITAL PROJECTS

Capital Projects include various library projects in the Capital Plan.

*No Related Measures*

### 5.2 STRATEGIC PLANNING/DATA ANALYSIS

Support agency operations through strategic planning and data analysis.

*No Related Measures*

### 5.3 MAINTAIN LIBRARY FACILITIES

Custodial and maintenance of libraries funded through operating funds.

*No Related Measures*

### 5.4 INFORM RESIDENTS OF LIBRARY PROGRAMS, SERVICES AND PROJECTS

Communications and outreach in support of DCPL programs, services, projects and operations.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Social media engagement rate</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	5.77	Target not required

### 5.5 OPERATE NEIGHBORHOOD LIBRARIES

Operate neighborhood library locations throughout the District.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of hours of unplanned closures at locations systemwide</b>							
Outcome	Down is Better	Annual	Annual	Annual	Annual	1,034	Target not required

### 5.6 CAPITAL FUNDED LIBRARY MAINTENANCE AND GENERAL IMPROVEMENTS

General Improvements in the Capital Budget.

*No Related Measures*

### 5.7 PROVIDE COMPUTER AND TECHNOLOGY ACCESS

DCPL provides technology access through publicly available computers, printers and the internet.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of sessions on public access computers</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	679,298	Target not required

## 5.8 PROVIDE COMPUTER AND TECHNOLOGY TRAINING AND ASSISTANCE

Libraries throughout the District provide technology and internet training and assistance.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of computer and technology training programs and sessions systemwide</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	1,212	Target not required

## 5.9 PROVIDE ACCESS TO LOCAL HISTORY AND CULTURE

Provide access to local history and culture through special collections, programs, and services at libraries throughout the District.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Studio and Fabrication Lab Sessions</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	208	Target not required

## 5.10 PROVIDE LIBRARY SERVICES TO STUDENTS AND EDUCATORS

Offer programs, services and support for students and educators.

*No Related Measures*

## 5.11 ACQUIRE BOOKS AND OTHER LIBRARY MATERIALS

Through its collections, DCPL is a resource for printed and digital resources and information - such as books, e-books, databases, periodicals, etc.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Database Interactions</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	3,396,480	Target not required
<b>Digital Circulation</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	3,737,672	Target not required
<b>Local Book Budget</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	4,780,432	Target not required

## 5.12 OPERATE THE CENTER FOR ACCESSIBILITY

The Center for Accessibility (formerly Adaptive Services) helps the deaf community, visually impaired, older adults, veterans and injured service people to better use the Library.

*No Related Measures*

### 5.13 EARLY LITERACY PROGRAMS

The Library offers a range of services and programs to improve early literacy, such as story time and Sing, Talk and Read programs.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of programs for children in their first five years</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	2,245	Target not required

### 5.14 ADULT LITERACY SERVICES

DC Public Library offers adult literacy services through the Adult Literacy Resource Center.

*No Related Measures*

### 5.15 SERVE AS A COMMUNITY HUB: MEETING AND STUDY SPACES

The Library provides meeting and study spaces for the public at neighborhood libraries as well as at Martin Luther King Jr. Memorial Library.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of community sponsored meetings systemwide</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	24,322	Target not required
<b>Number of study room sessions</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	60,714	Target not required

### 5.16 COMMUNITY OUTREACH

The Library serves the community by providing access to DCPL services and programs outside of our buildings.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of outreach sessions</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	1,124	Target not required

### 5.17 PROGRAMS AND SERVICES

The Library offers programs to users of all ages.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Library programs offered</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	8,658	Target not required

## 6 PROJECTS

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### 6.1 PROVIDE CULTURAL PROGRAMMING AT MLK LIBRARY

**Related Activity Name:** Provide access to local history and culture

**Project Description:** DCPL will continue and expand MLK Library’s cultural programming to continue to increase visits to the downtown core in support of DC’s economic recovery. This includes hiring for a position dedicated to this cultural programming and acting as a liaison with partners in the Downtown Activation Plan. Cultural programming will include innovative discussions and activations around current events, books, heritage celebrations, and once-in-a-lifetime opportunities and events.

**Start Date:** October 1, 2024

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Execution

**Project Status:** In FY25, the MLK Library significantly expanded its role as a cultural and civic anchor for the District through the successful delivery of 89 signature cultural programs. These events strengthened interagency collaboration, celebrated the District’s cultural diversity, and enhanced access to inclusive, high-quality programming for residents and visitors. Community-focused events attracted broad participation and reinforced the library’s mission to foster learning, connection, and belonging. A candidate has been identified for the Cultural Programming Specialist that will ensure continued development, coordination, and growth of the library’s expanding cultural programming portfolio.

### 6.2 WELCOMING LIBRARIES

**Related Activity Name:** Programs and services

**Project Description:** DCPL will create more welcoming spaces by engaging two mental health specialists to provide group therapy and drop-in counseling services to DCPL customers. They will connect people to mental health resources that can stabilize individuals experiencing mental health challenges. Individuals will have access to more mental health resources in places they already regularly visit, and our libraries will be more welcoming to all customers. Service will be provided in all eight wards.

**Start Date:** October 1, 2024

**Date Completed:** September 30, 2025

**Current Project Phase:** Completed

**Project Status:** DCPL hired one of two Mental Health Specialists (MHS), with the second position frozen in the District’s hiring pause. Recurring weekly service at MLK, Anacostia, Mount Pleasant, Petworth, Shaw/Watha T. Daniel, and West End locations includes one-on-one consultations and referrals to community and crisis supports. The Mental Health Specialist has had 1,200 engagements with 161 more intensive sessions that led to connections to other providers. The MHS also began offering psycho-education programs to support greater community knowledge of mental health issues and resources. This service has been very well received by customers, who are able to receive low-barrier support and connections to sustaining support, as well as by DCPL staff who have a new internal resource that contributes to an overall welcoming environment in library spaces.

### 6.3 EXPAND EXHIBITIONS AT NEIGHBORHOOD LIBRARIES

**Related Activity Name:** Provide access to local history and culture

**Project Description:** DCPL will expand exhibitions installed at Neighborhood Libraries. This will include the Building Stories exhibits planned in partnership with the National Building Museum for FY24 but delayed and the Negro Motorist Green Book exhibit, a partnership with Smithsonian’s Traveling Exhibition program, scheduled for November 2024 to March 2025. DCPL strives to create exhibitions that speak directly to the experiences of D.C. residents throughout the city. We strive to create unique, neighborhood-specific exhibits, providing information and experiences that literally meet people where they are.

**Start Date:** October 1, 2023  
**Date Completed:** September 30, 2025  
**Current Project Phase:** Completed

**Project Status:** Throughout FY25, DC Public Library has hosted eighteen exhibitions at MLK and our neighborhood libraries, from the currently-installed “DIY in the District” exhibition mounted in the Great Hall of the MLK Library featuring the stories of independent artist-run spaces in the District, to “Art on View: Art from the Lorton Art Program” at the Georgetown Neighborhood Library. The number of exhibits taking place at neighborhood libraries doubled in FY25 compared to the prior fiscal year. These exhibitions have provided engaging content that is in many cases neighborhood-specific, informing and delighting library customers with exhibitions on a wide variety of topics. Two of those exhibitions, “Negro Motorist Green Book” and “Wonders of D.C. Trees,” began with large installations at the MLK Library and included smaller, satellite exhibitions at neighborhood libraries. Several of the exhibitions, including the currently installed “Barry Farm: Uplifting a Living History, Ensuring a Just Future” and “Service is Everywhere in D.C.” were small exhibitions that rotated to MLK and other neighborhood libraries throughout the year. This year, we expanded our exhibition program further by working with partners to install smaller exhibitions specific to one neighborhood library, such as the “We are Your Neighbors” exhibition at Cleveland Park, a partnership with the Cleveland and Woodley Park Villages.

## 6.4 BEHAVIORAL GUIDELINES DEVELOPMENT

**Related Activity Name:** Operate neighborhood libraries

**Project Description:** DCPL will continue the process of co-creating its revised Behavior Guidelines and rules with District residents. While the co-creation will involve residents across the District emphasis will be placed on involving residents who are unhoused and organizations that serve/support these residents as well as teens, both of whom are key users of libraries and who are mostly people of color.

**Start Date:** October 1, 2022  
**Date Completed:** September 30, 2025  
**Current Project Phase:** Completed

**Project Status:** DC Public Library continued the process of updating the Library’s Rules of Behavior. In FY ’25, work included analysis of staff input that had been conducted in Q4 of FY ’24; completion of community engagement (including 10+ focus groups, a customer survey, and intercept interviews at all 26 DC Public Library locations); analysis of the engagement; and drafting of the updated rules. A new name was selected for the policy – Code of Conduct – to better reflect the goal of the rules. The draft policy was presented to the Board of Library Trustees at their May meeting; the board voted unanimously to approve the new policy at the July 16 meeting. The policy was then posted on the DC Register for 30 days. No comments were submitted, and the policy was deemed to be adopted. While the project solicited feedback from a broad range of customers, emphasis was placed on customers experiencing homelessness and the social service providers who support them as well as teens. Both of these groups are key users of the library, often are people of color, and may be particularly affected by some of the Library’s rules.

## 6.5 FINALIZE SITE SELECTION FOR A NEW NEIGHBORHOOD LIBRARY IN ECKINGTON-EDGEWOOD

**Related Activity Name:** Operate neighborhood libraries

**Project Description:** Based on stakeholder feedback solicited in FY24, the Library will finalize the most appropriate of the short-listed sites for a new library in the Eckington-Edgewood Neighborhood.

**Start Date:** October 1, 2022  
**Date Completed:** September 30, 2025  
**Current Project Phase:** Completed

**Project Status:** Discussions with the developer and the City are ongoing to finalize the most appropriate site for the Eckington-Edgewood Neighborhood Library, and to determine funding implications based on acquisition versus lease

scenarios.

## **6.6 CONSTRUCT AND OPEN A NEW FULL-SERVICE DEANWOOD NEIGHBORHOOD LIBRARY**

**Related Activity Name:** Capital Projects

**Project Description:** The Library will construct and open a new stand-alone, full-service library at the Deanwood Metro station to replace the existing undersized library co-located at the Deanwood Recreation Center. The project will require extensive coordination during construction with WMATA as well as the developer of the adjoining WMATA-led development.

**Start Date:** October 1, 2022

**Planned Completion Date:** September 30, 2030

**Current Project Phase:** 1/3 Milestones Complete

**Project Status:** Negotiation of site lease terms with WMATA is underway. A two-step design team selection process shortlisted firms in fall 2024, and the top teams were issued the full scope to respond to in spring 2025. Community members attended the design presentations by the shortlisted firms. A design team has been selected, and contract finalization and project kickoff scheduling are underway.

## **6.7 RENOVATE THE PETWORTH NEIGHBORHOOD LIBRARY**

**Related Activity Name:** Capital Projects

**Project Description:** The Library will complete the renovation of the Petworth Neighborhood Library. The renovation will reconfigure the spatial layout and install associated furniture, fixtures and equipment, power, and lighting to better meet the needs of the patrons. The renovation will require a five-month closure.

**Start Date:** October 1, 2022

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** 1/3 Milestones Complete

**Project Status:** Project design was completed, and the DOB permit was issued in October 2024. Scope and budget reconciliation followed in fall 2024, after which the project was placed on hold due to the need for additional funding, which was requested as part of the FY25 Supplemental Budget. Following approval of the Mayor's Budget in summer 2025, the Guaranteed Maximum Price (GMP) was finalized, and a package recommending the full value of the GMP is underway for Council's approval.

## **6.8 CONSTRUCT AND OPEN A NEW FULL-SERVICE LIBRARY IN CONGRESS HEIGHTS**

**Related Activity Name:** Capital Projects

**Project Description:** Library will construct a new full-service library in Congress Heights to replace the Parklands Turner Neighborhood Library. The new library at the Congress Heights Metro station entails extensive coordination through construction with WMATA and the Office of the Deputy Mayor for Planning and Economic Development.

**Start Date:** October 1, 2021

**Planned Completion Date:** September 30, 2027

**Current Project Phase:** 1/3 Milestones Complete

**Project Status:** Project design and permitting are underway with the City and WMATA. Negotiations for the Joint Development Agreement and Ground Lease with WMATA remain in progress. The project received Commission of Fine Arts approval in spring 2024, and in May 2025 the Library team presented a design update to the Friends of the Library group. Coordination with the Office of the Deputy Mayor for Planning and Economic Development and WMATA on 13th Street improvements is ongoing and will inform the overall project schedule.

## 6.9 RENOVATE AND RE-OPEN THE SOUTHEAST NEIGHBORHOOD LIBRARY

**Related Activity Name:** Capital Projects

**Project Description:** Library will complete the extensive renovation of the Southeast Neighborhood Library, restoring the historic structure and expanding the library both on site and below grade - nearly doubling its size. Move Services will be used to transfer existing collections from storage back to the library, along with new collections purchased for the reopening.

**Start Date:** December 1, 2018

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** 1/3 Milestones Complete

**Project Status:** The project marked one year of construction in January 2025. Throughout FY25, the Library and its contractor continued active participation in ANC 6B Task Force meetings to keep the community informed of construction progress. Major activities during FY25 included completion of support-of-excavation work—underpinning, mini-pile installation, wall bracing, tiebacks, and full excavation for the new third level beneath the historic structure. Structural progress advanced with rebar, formwork, and concrete pours at the two lower levels, allowing removal of temporary steel by early 2025. Permanent power and water service were established, and MEP rough-ins progressed across all levels through spring 2025. Preparatory work for the library's two skylights, along with installation of the permanent water meter and power equipment, followed in summer 2025. The construction schedule was impacted by coordination with Washington Gas to abandon an existing main on South Carolina Avenue and install a new line, resulting in some delay. The contractor is implementing recovery measures to regain lost time and maintain the overall project completion schedule.



**DISTRICT OF COLUMBIA PUBLIC SCHOOLS  
FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

This document is the Fiscal Year 2025 Performance Accountability Report (PAR) for the District of Columbia Public Schools.

The PAR is the second of two agency performance documents published each year. A Performance Plan is published at the start of the fiscal year when budget decisions have been finalized. A PAR is published in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

**PAR Structure:** PARs are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects, and related Performance Measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

**Objectives:** Objectives are statements of the desired benefits that are expected from the performance of an agency’s mission. They describe the goals of the agency.

**Administrative Structures:** Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

**Activities:** Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

**Projects:** Projects are planned efforts that end once a particular outcome or goal is achieved.

**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency’s overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase “Number of...”.	“Number of public art projects completed”
Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	“Percent of claims processed within 10 business days”
Outcome	Outcome measures assess the results or impact of an agency’s work. These measures describe the intended ultimate benefits associated with a program or service.	“Percent of families returning to homelessness within 6- 12 months”

(continued)

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## 2 DISTRICT OF COLUMBIA PUBLIC SCHOOLS OVERVIEW

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**Mission:** Our mission is to ensure that every school guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

**Summary of Services:** DCPS delivers all services required to provide students with a quality education. These include: 1. Operating schools that provide a consistent foundation in academics, strong support for social/emotional needs, and challenging themes and programs; 2. Hiring, developing, and rewarding teachers, principals, aides, and other staff; 3. Developing and implementing academic programs that provide all students with meaningful options for life; 4. Collecting data and providing decision- and policy-makers with accurate information about how our students and the school district are performing; 5. Providing schools the administrative and operational support they need to foster student achievement; creating forums for interaction and continued dialogue between DCPS and its community stakeholders.

**Objectives:**

1. Ensure an equitable and inclusive school system
2. Provide a well-rounded education
3. Ensure a safe, supportive and culturally affirming learning environment
4. Ensure students are prepared to graduate on time and participate in a postsecondary pathway
5. Recruit, develop and retain a talented, caring, and diverse team
6. Establish and maintain meaningful partnerships with our community
7. Efficient, transparent, and responsive District government

### 3 2025 ACCOMPLISHMENTS

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#### 3.1 FY25 BUDGET DEVELOPMENT

In FY25, DCPS launched a school sustainability fund, and new public budgeting worksheets focused on transparency and long-term planning. For DC residents with children in public schools, the fund ensures that schools with steady enrollment can afford previously budgeted positions despite rising costs. This led to greater stability across schools, particularly in maintaining instructional staff.

**Impact:** Greater stability led to a smoother budgeting and hiring season. The new budget allocation worksheets clarified expected teacher positions and funding at each school, enhancing transparency. This allowed DCPS school leaders to spend more time on strategic budgeting with their Local School Advisory Team and school communities. Additionally, the classroom teacher budgeting requirement ensured that the appropriate number of staff were in schools to support our strategic priority of students succeeding academically.

#### 3.2 FY25 TALENT & STAFFING

DCPS prioritized staffing strategies for a strong start to SY25-26, improving hiring outcomes and reducing instructional vacancies. Schools opened with a teacher vacancy rate near 1% (66 vacancies vs. 77 last year), with 38% being temporary positions due to extended leave. Also, vacancy rates declined for Educational Aides (4%), School Psychologists (6%), and Social Workers (3%) demonstrating a decline from last year's vacancy rates across all three critical roles. These results reflect DCPS' continued focus on ensuring students have access to high-quality instruction and support from day one.

**Impact:** DCPS's focus on recruiting and retaining top talent led to a record-low 1% teacher vacancy rate and improved staffing across key roles. More students began the year with consistent instruction and services. With 4,933 teacher applicants—32% from DC—DCPS advanced local hiring and reduced offer times. 65% of approved candidates identified as members of the global majority, helping ensure our workforce reflects our students. These efforts strengthen public education and expand career opportunities for residents.

#### 3.3 SCHOOL YEAR 2024-25 CAPE OUTCOMES

DCPS saw major improvements in both ELA and Math DC CAPE results during the 2024-25 school year. In Math, students demonstrated a 30.6% proficiency rate (Levels 4 and 5), a 4.2% increase from the previous year, and the largest gain since 2015. In ELA, students achieved a 42.6% proficiency rate (Levels 4 and 5), a 4.4% increase from the previous academic year, and a 2.7% increase compared to DCPS's pre-pandemic peak in SY18-19.

**Impact:** This accomplishment increased families' confidence in our school's ability to improve student outcomes in literacy and math. It also reflects progress toward the goals outlined in our five-year Strategic Plan. Thus, rising proficiency shows students strengthened their ability to independently apply math and literacy knowledge and skills. Also, the growth demonstrates more DCPS students are succeeding academically and better prepared for postsecondary success. These results embody what's possible when staff align on instructional best practices and sustain momentum to close opportunity gaps.

## 4 OBJECTIVES

### 4.1 ENSURE AN EQUITABLE AND INCLUSIVE SCHOOL SYSTEM

DCPS will provide intensive, targeted support based on the need to eliminate barriers to academic and social success for our students furthest from opportunity: Black and Hispanic/Latino students, students receiving special education services, and multilingual learners.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Graduation rate of Black students</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	77%	76%
<b>Graduation rate of Hispanic students</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	70.4%	78%
<b>Graduation rate of Multilingual Learner students</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	62%	67%
<b>In-seat attendance (ISA) rate</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	87.2%	Target not required
<b>Percent of Black students who pass, meet, or exceed performance expectations on the English state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	50.4%	48%
<b>Percent of Black students who pass, meet, or exceed performance expectations on the math state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	35.4%	32%
<b>Percent of Hispanic students that pass, meet, or exceed performance expectations on the math state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	48.7%	46%
<b>Percent of Hispanic students who pass, meet, or exceed performance expectations on the English state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	55%	55%
<b>Percent of Multilingual Learner students who pass, meet, or exceed performance expectations on the English state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	45.4%	47%
<b>Percent of Multilingual Learner students who pass, meet, or exceed performance expectations on the math state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	43.8%	43%
<b>Percent of Special Education students who pass, meet, or exceed performance expectations on the English state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	27.3%	25%
<b>Percent of Special Education students who pass, meet, or exceed performance expectations on the math state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	22.4%	20%

#### Explanation of Missed Targets:

1. Graduation rate of Hispanic students: DCPS aims to ensure all students graduate on time. We will continue to provide the necessary support to ensure timely graduation for Hispanic students.
2. Graduation rate of Multilingual Learner students: DCPS aims to ensure all students graduate on time. We will continue to provide the necessary support to ensure timely graduation for Multilingual Learner Students.
3. Percent of Multilingual Learner students who pass, meet, or exceed performance expectations on the English state standardized assessment: DCPS remains committed to academic success for all students, including Multilingual Learners, by promoting reading and writing across all subjects. The percentage of students who passed, met, or exceeded performance expectations on the English state standardized assessment fell short of the target by less than 2%. DCPS is dedicated to reflecting on this data and implementing strategies to accelerate progress.

## 4.2 PROVIDE A WELL-ROUNDED EDUCATION

DCPS will ensure students are mathematically strong and are reading and writing across all subjects.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>School Year Enrollment Total</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	52,030	Target not required
<b>Percent of students enrolled in Algebra 1 in middle school</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	37.8%	40%
<b>Percent of students who pass, meet, or exceed performance expectations on the English state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	61.1%	60%
<b>Percent of students who pass, meet, or exceed performance expectations on the science state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	Data is pending	15%
<b>Year over year change in student enrollment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	735	Target not required

### Explanation of Missed Targets:

1. Percent of students enrolled in Algebra 1 in middle school: DCPS remains committed to academic success and to strengthening math achievement for all students. The percentage of students enrolled in Algebra I in middle school fell short of the target by 2%. DCPS is committed to reflecting on this data and implementing strategies to further build pathways to Algebra I in middle school.

## 4.3 ENSURE A SAFE, SUPPORTIVE AND CULTURALLY AFFIRMING LEARNING ENVIRONMENT

DCPS will ensure students are safe and have a sense of belonging and have equitable access to opportunities.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>In-seat attendance rate for 9th Grade Academy students</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	78%	New in 2025
<b>In-seat attendance rate for 6th Grade Academy Students</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	91%	75%
<b>Percent of students who feel a sense of belonging at schools that are fully implementing the Connected Schools initiative per the Panorama survey data</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	53.4%	58%

### Explanation of Missed Targets:

1. Percent of students who feel a sense of belonging at schools that are fully implementing the Connected Schools initiative per the Panorama survey data: During Summer 2024, Panorama updated questions and answer choices to promote readability and access. This impacted data calculation for “students who feel a sense of belonging at school” and “students who feel a sense of safety”. Because of this shift, DCPS’ baseline data from SY23-24 is not fully comparable to the SY24-25 version of questions and answers. However, based on survey data from Fall to Spring during SY24-25, we experienced 3.1% growth in the percentage of students who feel a Sense of Belonging. This amplifies similar year-to-year growth from SY23-24 with the old questions and answers on the Panorama survey. This growth is in the context of a two-percentage point national decline from Fall to Spring. Lastly, fully implemented Connected Schools experienced a 6.5% growth from Fall to Spring during SY24-25.

#### 4.4 ENSURE STUDENTS ARE PREPARED TO GRADUATE ON TIME AND PARTICIPATE IN A POSTSECONDARY PATHWAY

Our students graduate on time and participate in a postsecondary pathway.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>4-year graduation rate</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	77.6%	77%
<b>On-time, 9th grade student promotion</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	90%	89%

#### 4.5 RECRUIT, DEVELOP AND RETAIN A TALENTED, CARING, AND DIVERSE TEAM

DCPS is committed to valuing our people by boosting professional development, supporting employee wellness and establishing new pathways for support staff to become educators in our schools.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of employees that are District residents</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	48.45%	Target not required
<b>Percent of new hires that are District residents (Peoplesoft)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	53.1%	Target not required
<b>Percent of new hires that are current District residents and received a high school diploma from a DCPS or a District Public Charter School, or received an equivalent credential from the District of Columbia (eRecruit)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	No data available	Target not required
<b>Retention rate of teachers rated effective or highly effective on IMPACT</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	94.7%	95%

#### 4.6 ESTABLISH AND MAINTAIN MEANINGFUL PARTNERSHIPS WITH OUR COMMUNITY

Maintain communication and deepen partnerships with families, DC government agencies, local businesses and community-based organizations.

*No Related Measures*

#### 4.7 EFFICIENT, TRANSPARENT, AND RESPONSIVE DISTRICT GOVERNMENT

DCPS Strives for Operational Excellence by maintaining a highly efficient, transparent, and responsive District government.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	96.67%	Target not required
<b>Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	No incidents	Target not required

## 5 ACTIVITIES

### 5.1 TALENT AND STAFFING

DCPS aims to recruit, select, and retain top instructional talent in its pursuit to leverage talent as a lever for equity. Through various initiatives, we will continue to maintain a sustainable and effective talent ecosystem necessary for fostering cohesive, supportive, and equitable educational community for all students.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of Black and Hispanic/Latino teachers retained in the District</b>							
Quality	Up is Better	Annual	Annual	Annual	Annual	90%	90%
<b>Percent of teachers retained in the District</b>							
Quality	Up is Better	Annual	Annual	Annual	Annual	90.1%	90%

### 5.2 COMMUNITY AND PARTNERSHIP ENGAGEMENT

The Office of External Affairs (OEA) will provide families with information via Parent University content, district-wide emails, focused listening sessions with target school communities, and more. Additionally, OEA will explore various platforms to increase engagement with families to deepen parent knowledge and engagement in academic partnerships with teachers.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of views of on-demand Parent University sessions in English and Spanish</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	590	250

### 5.3 OPERATIONS MANAGEMENT

We will provide schools with administrative and operational support to foster student achievement while creating opportunities for interaction and continued dialogue between DCPS and all stakeholders.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of proposed Network Infrastructure projects completed</b>							
Efficiency	Neutral	Annual	Annual	Annual	Annual	100%	New in 2025

### 5.4 LITERACY ACHIEVEMENT

A well-rounded education marked by achievement in literacy is key to unlocking academic success for our students. DCPS students will receive a stronger foundation in literacy, starting in PreK and leading to accelerated outcomes for middle and high school students.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of Kindergarten-2nd grade students who perform at or above benchmark for the foundational literacy assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	79%	79%

## 5.5 KEY TRANSITIONS

To ensure students are prepared for what’s next at every stage, DCPS will guide students through their entire PreK-12 experience. With additional reinforcement for critical grade level transitions, this guidance will include providing individualized planning, multiple pathways, and alumni support.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of 6th Grade Academy Students promoted to the next grade level</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	91%	91%
<b>Percent of all 6th Grade Students promoted to the next grade level</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	89%	New in 2025
<b>Percent of graduates enrolled in at least one college-level course during high school</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	Data is pending	79%

## 5.6 MATH EXCELLENCE

A well-rounded education marked by math excellence is key to unlocking academic success for our students. By focusing on early numeracy, mathematical reasoning, and algebra readiness, we will drive math excellence across the district and prepare students for advanced courses in high school and STEM-focused career opportunities.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of middle school students who pass, meet, or exceed performance expectations on the Algebra I state assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	66%	66%
<b>Percent of students who pass, meet, or exceed performance expectations on the math state standardized assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	50.9%	48%

## 6 PROJECTS

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### 6.1 STRATEGIC RECRUITMENT OF INSTRUCTIONAL TALENT

**Related Activity Name:** Talent and Staffing

**Project Description:** The Office of Employee Services' priority is to ensure DCPS has the instructional talent (i.e., teachers, educational aides, related service providers) to meet the needs of our school communities. Through our strategic recruitment, marketing, and selection efforts, we aspire to provide a deep pool of teacher talent that is racially representative of our student population. We will also strengthen our efforts around pipeline development, credentialing oversight, and retention as we know these are key components of a sustainable talent strategy.

**Start Date:** October 1, 2024

**Planned Completion Date:** September 29, 2028

**Current Project Phase:** Monitoring

**Project Status:** DCPS prioritized staffing strategies to ensure a strong start to SY25–26, resulting in improved hiring outcomes and reduced vacancies. Schools opened with a teacher vacancy rate near 1% (66 vacancies vs. 77 last year). Also, vacancy rates declined across three critical roles: Educational Aides (4%), School Psychologists (6%), and Social Workers (3%). Our commitment to early hiring ensures schools are staffed on Day 1 allowing educators to focus on high-quality instruction. Of 4,900+ teacher applicants, 65% of those who advanced to the hiring pool identified as part of the global majority. DCPS also reduced the average selection-to-offer time from 9 to 6.5 days, strengthening efforts to attract and retain top talent to serve our students.

### 6.2 FY2025-2030 BIG BOX A/V EQUIPMENT UPGRADE

**Related Activity Name:** Operations Management

**Project Description:** Upgrade the audio/visual technology in all 'big box' spaces at schools (e.g., auditoriums, gymnasiums, black boxes, multipurpose rooms, etc.) including displays, projectors, speakers, microphones, sound controllers, etc.

**Start Date:** October 1, 2024

**Planned Completion Date:** September 30, 2029

**Current Project Phase:** Planning

**Project Status:** During FY25, DCPS developed a comprehensive statement of work and established project governance to engage an audio/visual installation vendor. To better align with ongoing facilities projects, the initiative transitioned from the Office of Data and Technology to the Office of Operations. Planning also began around design standardization, installation, and portfolio-wide support for the most frequently used spaces in schools, including gyms, auditoriums, and multipurpose rooms. The Facilities' Planning and Design Team looks forward to advancing this workstream and implementing it during future fiscal years, including the specification definition for the audio-visual technology of auditoriums at schools across all grade bands.

### 6.3 FY2025-2030 NETWORK INFRASTRUCTURE UPGRADE

**Related Activity Name:** Operations Management

**Project Description:** All DC Public Schools receive a network infrastructure update every 5-7 years. Year over year the projects will replace end-of-life network components and increase the density of WiFi 6 coverage schools. All schools with older wireless access points will be upgraded to the WiFi 6 capability by 2029, which allows for enhanced features including additional the 6Ghz wireless frequency; CleanAir Pro technology, alleviating performance problems arising from wireless interference; Optimized AP Roaming; and air quality monitoring. Infrastructure upgrades for schools are prioritized based on enrollment size and projective enrollment, with consideration given to the future modernization schedule.

**Start Date:** October 1, 2024

**Planned Completion Date:** September 30, 2029

**Current Project Phase:** Monitoring

**Project Status:** In SY24-25, the Office of the Chief Technology Officer, as the implementing agency for DCPS infrastructure upgrade projects, upgraded the wireless infrastructure for sixteen schools, upgraded the network and power infrastructure for five schools, and upgraded the internet routers and fiber connectivity for forty-two schools.

## 6.4 SCHOOL YEAR 2024-2029 MODERNIZATIONS

**Related Activity Name:** Operations Management

**Project Description:** DCPS has shifted our existing three-year model to four years to improve modernization planning and execution. This shift gives DGS & DCPS more time to sort out the scope, procurement, permitting, site surveying, and pre-design activities. During SY24-25, DCPS will complete modernizations for about 5 campuses, continue major renovations and additions and transition some schools into swing spaces before the start of the school year. During SY25-26, DCPS will complete 8 modernization and addition projects, continue construction and design for 10 school communities, and begin modernization engagement for 4 projects.

**Start Date:** October 1, 2024

**Planned Completion Date:** June 30, 2029

**Current Project Phase:** Monitoring

**Project Status:** The Facilities Planning and Design (FP&D) division reached key milestones in modernization, additions, and swing space transitions, aligned with the Capital Improvement Plan and PACE Act of 2016. Several newly modernized schools and additions were completed and occupied by August to start the academic year. For projects entering construction, schools were relocated to swing spaces through coordination with the Small Capital Projects team. For design-phase projects, FP&D engaged School Improvement Teams and Central Office stakeholders to ensure clarity and alignment. These informed decisions ensure consistency with DCPS standards, educational specifications, and school needs to create learning environments where students thrive.

## 6.5 SMALL CAPITAL PROJECTS

**Related Activity Name:** Operations Management

**Project Description:** During FY25, we will deliver about 100+ small capital projects across all DC Public schools. Small capital projects are (relatively) small renovation projects that solve a specific problem or make a targeted improvement to a building. They are typically completed within one-two fiscal years and are implemented at schools to meet the occupancy, safety, programmatic, or ADA needs of staff and students. Exceptions to the one fiscal year norm are full HVAC replacements, building additions, and elevators, which take approximately two fiscal years.

**Start Date:** October 1, 2024

**Date Completed:** September 30, 2025

**Current Project Phase:** Completed

**Project Status:** The Facilities Planning and Design division successfully delivered over 40 small capital projects by the first day of school, with nearly 40 additional projects scheduled for completion shortly thereafter. These projects provided essential upgrades that improved safety, security, and learning environments across nearly 60 schools citywide. The Small Capital Project team has also begun detailing spend plans for the next cycle of small capital investments. These efforts are part of the broader development of the upcoming Capital Improvement Plan (CIP), which is designed to guide future projects through a more equitable and transparent process—ensuring our schools continue to grow as safe, welcoming spaces for every student.

## 6.6 FOSTERING COMMUNICATION AND ENGAGEMENT

**Related Activity Name:** Community and Partnership Engagement

**Project Description:** In alignment with our Capital Commitment, DCPS' Office of External Affairs will build upon its Parent University initiative with a hybrid of virtual and in-person (4) experiences to inform and empower parents to partner with the district on their child's education. Additionally, DCPS will streamline its digital footprint by auditing and consolidating Central Service digital platforms and accounts, to ensure ease of family communication and resource sharing.

**Start Date:** October 1, 2024

**Date Completed:** September 15, 2025

**Current Project Phase:** Completed

**Project Status:** The Family and Community Engagement (FCE) team successfully achieved all intended goals for FY25. In collaboration with central services and school-based teams, the FCE team led, supported, and contributed to numerous engagements across the city. We hosted nine Chancellor's Advisory Board meetings, including two joint sessions that brought together parents, students, teachers, and school leaders. Additionally, we organized multiple public engagement sessions focused on the budget and strategic plan and hosted a Back-to-School Information Session. Lastly, the FCE team hosted a Block Party, facilitated an LSAT professional learning community series, and supported schools and central services teams in executing meaningful community events.

## 6.7 IMPLEMENT CONNECTED SCHOOLS MODEL

**Project Description:** To better support students feeling connected to school, we will implement and expand the Connected Schools Model with a focus on Anacostia and Ballou feeder patterns. The Connected Schools model takes a whole child, whole school, whole community approach by creating school spaces that support a student's academic development, but also a family's overall wellbeing through access to resources related to health, employment, housing, and more. DCPS will collaborate with school leaders in the Anacostia and Ballou feeder pattern on how to leverage local school budgets to fund the Connected School Manager role and core services for students and families.

**Start Date:** October 1, 2024

**Planned Completion Date:** September 29, 2028

**Current Project Phase:** Execution

**Project Status:** In SY24-25, Connected Schools launched at six new school sites, expanding the reach of Connected Schools to twenty sites and 8,900 students. Specifically, Connected Schools reached 4,945 of those students directly through ongoing partner-led programming and services, on average serving 63% of students. Across the cohort, there were 358 active partnerships between community organizations and schools. Additionally, 85% of Connected Schools grew or surpassed the DCPS Average on the percent of Students Feeling a Sense of Belonging from Fall 2024 to Spring 2025 on the Panorama Stakeholder survey.

## 6.8 DCPS READING CLINIC SECONDARY EXPANSION PILOT

**Related Activity Name:** Literacy Achievement

**Project Description:** During FY25, we launch the DCPS Reading Clinic Secondary Expansion Pilot into 4 DCPS Middle Schools: Wells, Jefferson, MacFarland and Kramer. Through this pilot, DCRC will support a strategy for developing knowledge of The Science of Reading and implementing Structured Literacy-aligned intervention with our secondary educators.

**Start Date:** August 26, 2024

**Date Completed:** September 15, 2025

**Current Project Phase:** Completed

**Project Status:** The DCPS Reading Clinic Secondary Expansion met its first-year pilot goals. We successfully launched the program, and teachers learned new content and practices, providing valuable and positive feedback. Students outperformed their peers in other intervention programs based on a small sample size, and interviews showed that students found greater value in this experience compared to previous intervention classes.

## 6.9 6TH GRADE ACADEMY

**Related Activity Name:** Key Transitions

**Project Description:** In SY23-24, 6th Grade Academies increased the pass rate from 83% to 90% among 11 Academy schools. This year, there is a pass rate goal for both 6GA students and all 6th graders in DCPS. The goal: At least 92% of 6GA students will pass their core classes, and at least 90% of all 6th graders in DCPS will pass their core classes. Meeting this goal will mean more 6th grade students are promoted to 7th grade and on track to graduate from middle school and high school on time.

**Start Date:** July 31, 2024

**Date Completed:** August 1, 2025

**Current Project Phase:** Completed

**Project Status:** During the 2024–2025 school year, 6th Grade Academies continued to strengthen students’ transition into middle school by emphasizing attendance, academic success, and a strong sense of belonging. As a result, 91% of 6th Grade Academy students were on track to promote, narrowly missing the academy goal of 92%. However, the overall goal was achieved, with 90% of all first-time 6th graders passing their core four classes. These outcomes reflect steady progress toward ensuring all students enter middle school with the academic foundation and confidence needed for long-term success, while ensuring DCPS implements strategies to reinforce critical grade-level transitions.

## 6.10 6TH GRADE ACADEMY: CHRONIC ABSENTEEISM

**Related Activity Name:** Key Transitions

**Project Description:** DCPS 6th Grade Academies support a smooth transition to middle school for students and families by focusing on student attendance, academic performance, and students’ sense of belonging across 11 Academy schools. 6th Grade Academy strives to provide well-rounded educational experiences and create a close-knit community of learners working toward individual and collective goals while building self-confidence in support of academic success. Every academic year, DCPS implements a pass rate goal for 6GA students and all 6th graders in DCPS.

**Start Date:** July 31, 2024

**Date Completed:** July 15, 2025

**Current Project Phase:** Completed

**Project Status:** During the 2024–2025 school year, 6th Grade Academies continued to focus on improving student attendance through proactive family engagement, targeted interventions, and bi-weekly attendance competitions. As a result, 30% of 6th Grade Academy students were chronically absent—a slight increase of one point from the previous year, but ten points lower than two years ago and five points below the rate for other 6th graders at Title I schools. These results demonstrate sustained progress in reducing chronic absenteeism and highlight the positive impact of ongoing family engagement and incentive-based attendance supports.

## 6.11 MAINTAIN EFFECTIVE 9TH GRADE ACADEMIES

**Related Activity Name:** Key Transitions

**Project Description:** Effective Ninth Grade Academies in DCPS provide rich, responsive, and well-rounded educational experiences throughout the academic year, as well as personalized instruction, solid connections to adults and clear expectations about school for students transitioning from 8th grade to succeed in 9th grade and beyond. The goal is for students to have meaningful reasons to engage with school, experience energetic learning to work toward individual and shared goals for future studies and work and build a mutual support network by maintaining a high-quality learning environment. Every academic year, DCPS sets a pass rate goal for 9GA students and all 9th graders within our school system based on student results and performance during the previous school year.

**Start Date:** July 31, 2024

**Planned Completion Date:** September 29, 2028

**Current Project Phase:** Execution

**Project Status:** During the 2024-2025 school year, 9th Grade Academy effectively supported students' transition into high school by fostering strong relationships, personalized instruction, and engaging learning experiences. These efforts resulted in 86% of 9th Grade Academy students being on track to promote, surpassing the academy goal of 85%. When combined with non-academy students, 88% of all first-time 9th graders met the on-track target, demonstrating continued progress toward ensuring all students are prepared to succeed in 9th grade and beyond.

## 6.12 PILOT PATHWAY EXPLORERS PROGRAM

**Related Activity Name:** Math Excellence

**Project Description:** During FY25, we will design and pilot a plan that supports all 6th grade students on a pathway to Algebra 1. Participating schools will receive both program resources and coaching, in addition to closely monitoring student data.

**Start Date:** July 23, 2024

**Date Completed:** August 29, 2025

**Current Project Phase:** Completed

**Project Status:** During SY24-25, we partnered with a subset of middle schools that enrolled all (or nearly all) of their 6th grade students in Accelerated 6th Grade Math. School leaders received coaching and walkthrough support, while Instructional Coaches and Teachers participated in targeted professional development. By the end of the year, students in this course showed greater growth than their 6th grade peers. Also, their CAPE performance improved compared to last year's 6th graders, and more of these students entered 7th grade testing on grade level. This year, we will continue supporting these students and their teachers to ensure continued success in 7th grade math.

## 6.13 HIGH QUALITY INSTRUCTIONAL MATERIALS (HQIM) IN K-5 LITERACY CLASSROOMS

**Related Activity Name:** Literacy Achievement

**Project Description:** During FY25, we will convene a Curriculum Steering Committee to support deciding on a pathway to implementing high quality instructional materials (HQIM) in grades K-5 literacy classrooms. The committee will articulate a vision for our literacy curriculum, conduct a curriculum review, and decide on an implementation plan. This will support DCPS with meeting OSSE's FY26 requirements for implementing HQIM in Elementary literacy classrooms.

**Start Date:** July 11, 2024

**Date Completed:** August 1, 2025

**Current Project Phase:** Completed

**Project Status:** The DCPS Office of Teaching and Learning responded to stakeholder feedback by supporting schools interested in purchasing and piloting OSSE-approved curricular materials, while continuing to refine DCPS-provided K-5 ELA resources. In response to SY2024-2025 audit feedback from OSSE, we identified three key areas for revision and successfully developed a comprehensive Scope & Sequence for the comprehension curriculum, fluency instructional guidance for grades 3-5, and small group instruction/differentiation guidance for grades K-5.



**OFFICE OF THE DEPUTY MAYOR FOR EDUCATION  
FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

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This document is the Fiscal Year 2025 Performance Accountability Report (PAR) for the Office of the Deputy Mayor for Education.

The PAR is the second of two agency performance documents published each year. A Performance Plan is published at the start of the fiscal year when budget decisions have been finalized. A PAR is published in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

**PAR Structure:** PARs are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects, and related Performance Measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

**Objectives:** Objectives are statements of the desired benefits that are expected from the performance of an agency’s mission. They describe the goals of the agency.

**Administrative Structures:** Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

**Activities:** Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

**Projects:** Projects are planned efforts that end once a particular outcome or goal is achieved.

**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency’s overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase “Number of...”.	“Number of public art projects completed”
Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	“Percent of claims processed within 10 business days”
Outcome	Outcome measures assess the results or impact of an agency’s work. These measures describe the intended ultimate benefits associated with a program or service.	“Percent of families returning to homelessness within 6- 12 months”

(continued)

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## 2 OFFICE OF THE DEPUTY MAYOR FOR EDUCATION OVERVIEW

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**Mission:** The Office of the Deputy Mayor for Education (DME) develops and and advances the Mayor’s vision for educational and workforce excellence in the District of Columbia. DME listens to residents, and actively coordinates government agencies, non-profit and private sector partners to maintain a high-quality education and workforce continuum from birth to adulthood. The office works tirelessly to create a city where all children, youth, and adults thrive; every child knows joy, feels safe, and is ready to learn; every student attends a high-quality school; and every youth and adult has opportunities for strong continuing education and family-sustaining jobs.

**Summary of Services:** The function of the DME is to plan, coordinate, and supervise all public education and education-related policies and activities under its jurisdiction. This includes developing and supporting policies to improve the delivery of educational services and opportunities from early childhood to the post-secondary education level; innovating and managing strategies for addressing the needs of children and families; and coordinating interagency initiatives targeted at supporting students and schools.

### **Objectives:**

1. Community Engagement and Impact
2. District-Wide Planning
3. Strategic Coordination
4. Agency Support
5. Racial Justice and Equity
6. Efficient, Transparent, and Responsive Government

### **Administrative Structures:**

1. Office of Out of School Time Grants and Youth Outcomes
2. Office of Education through Employment Pathways
3. DME Main

## 3 2025 ACCOMPLISHMENTS

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### 3.1 PATHWAYS TO COLLEGE, CAREERS, AND RESILIENCE

In FY 2025, we advanced Pathways through two transformative initiatives: the Ward 8 Advanced Technical Center and DC HEAL health apprenticeship, which expand Career and Technical Education by offering high school students tuition-free college courses, paid internships, and clinical experience in healthcare careers; and Talent Capital, a regional effort providing displaced workers personalized coaching, no-cost credentials, and training in high-demand fields like AI, data science, and project management.

**Impact:** These programs opened doors for students to earn college credits, industry credentials, and hands-on healthcare experience, while helping displaced workers access career coaching, pro bono support from 3,000+ coaches, and training for growth sectors. Together, they strengthen economic mobility, keep top talent rooted in the region, and position the District as a leader in future-ready education and workforce development strategies.

### 3.2 EDUCATION THROUGH EMPLOYMENT PATHWAYS

In FY 2025, the Office of Education Through Employment Pathways released groundbreaking research that sheds new light on how well UDC's programs align with real-world labor market demands—and reveals the post-graduation journeys of DC high school alumni. This work is helping reshape how we prepare students for the future, ensuring education leads to opportunity.

**Impact:** These research publications have deepened our understanding of the pathways students take after high school and how well District higher education programs align with labor market needs. This insight is critical to ensuring DC students are on a path to long-term economic mobility and prosperity. By investing in data-driven analysis, DME is strengthening college and career pathways across the education and workforce system—laying the foundation for more responsive, equitable, and future-ready opportunities.

### 3.3 MOST-DC

In FY25, the Office of Out of School Time and Youth Outcome launched My Out of School Time DC (MOST-DC), a one stop shop portal for afterschool and summer programs for school-aged youth in both District of Columbia Public Schools (DCPS) and public charter schools.

**Impact:** The portal is a major step toward universal access to out-of-school time opportunities—making it easier for families to discover, compare, and register for nearly 1,000 after-school programs that support student learning, safety, and joy. By streamlining a once-fragmented process into a single, user-friendly platform, we're delivering equitable access and generating the data needed to expand high-demand programs and close service gaps.

## 4 OBJECTIVES

### 4.1 COMMUNITY ENGAGEMENT AND IMPACT

Engage residents and community partners for input on initiatives, and to ensure quality services are delivered to residents.

*No Related Measures*

### 4.2 DISTRICT-WIDE PLANNING

Plan for and support a high-quality, interconnected education and workforce system.

*No Related Measures*

### 4.3 STRATEGIC COORDINATION

Build collaboration and coordination among government agencies, non-profit partners, and the private sector.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of high school students enrolled in college and career programming, consistent with the state accountability system, including Dual Enrollment, Early College High School, Advanced Placement, and International Baccalaureate courses</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	2,308	New in 2025
<b>Percent of public-school students receiving high-impact tutoring services</b>							
Quantity	Up is Better	1.9%	5.9%	5.2%	0.3%	6.3%	6%
<b>Number of students living in Wards 7 and 8 that are participating in college and career readiness programming</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	737	New in 2025

### 4.4 AGENCY SUPPORT

Provide agencies with guidance, support and oversight to achieve agency goals and the Mayor's city-wide priorities.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of agency investments that are on track to meet goals</b>							
Outcome	Up is Better	82%	85%	Data is pending	82%	83%	80%

### 4.5 RACIAL JUSTICE AND EQUITY

Eliminate racial disparities and improve outcomes that will systematically change how residents of color view the educational and workforce system in the District and advance equitable and sustainable opportunities for persons of color to thrive.

*No Related Measures*

### 4.6 EFFICIENT, TRANSPARENT, AND RESPONSIVE GOVERNMENT

Create and maintain a highly efficient, transparent, and responsive District government.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	22.22%	Target not required
<b>Percent of employees that are District residents</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	69.05%	Target not required
<b>Percent of new hires that are District residents (Peoplesoft)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	75%	Target not required
<b>Percent of new hires that are current District residents and received a high school diploma from a DCPS or a District Public Charter School, or received an equivalent credential from the District of Columbia (eRecruit)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	25%	Target not required
<b>Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	No incidents	Target not required

## 5 ADMINISTRATIVE STRUCTURES

### 5.1 OFFICE OF OUT OF SCHOOL TIME GRANTS AND YOUTH OUTCOMES

Activities under Office of Out of School Time Grants and Youth Outcomes:

#### Afterschool and Summer

Award targeted grants to community-based organizations to deliver high-quality afterschool & summer programs.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of K-12 youth served by publicly funded Out-Of-School Time office grants</b>							
Quantity	Up is Better	8,665	Pending	Pending	Pending	18,045	18,000
<b>Number of eligible youth with completed SAYO-Y Surveys</b>							
Quantity	Up is Better	2,884	240	1,460	3,882	8,466	Target not required
<b>Number of non-profit organizations awarded Out-of-School Time office grants</b>							
Quantity	Up is Better	127	0	22	0	149	150

Explanation of Missed Targets:

1. Number of non-profit organizations awarded Out-of-School Time office grants: One charter had its charter revoked

#### Youth Scholarship

Award one grant/agreement to an intermediary to deliver a scholarship program to increase access to Out of School Time programs and for youth with disabilities.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of scholarships awarded to youth with disabilities</b>							
Quantity	Up is Better	36	0	32	0	68	40
<b>Number of youth scholarships awarded</b>							
Quantity	Up is Better	81	0	71	0	152	110

#### OST Resources

Support OST Providers with resources to deliver high-quality programs through trainings, workshops and learning opportunities for practitioners.

No Related Measures

#### My Out of School Time DC (MOST-DC)

Pilot program to award grants to community-based organizations and schools (public and public charter) to provide afterschool programming opportunities to students at priority schools across the District?.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of MOST-DC grants awarded *</b>							
Quantity	Up is Better	21	0	0	0	21	20

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of students served at identified priority MOST-DC schools</b>							
Outcome	Neutral	948	2,933	1,472	1,476	1,476	Target not required
<b>Number of youth with disabilities served through MOST-DC</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	178	<b>200</b>

\* Agency corrected FY25 target on January 12, 2026.

*Explanation of Missed Targets:*

1. Number of youth with disabilities served through MOST-DC: Challenges included school coordination with partner schools to recruit youth from this population, inability to match student data due to lack of ability to secure student Universal Student IDs, lack of FERPA verifications, e.g.- mismatched addresses. These have all been accounted for in their Accountability Reviews and their assigned Grants Management Specialist are working with them to support a turnaround.

## 5.2 OFFICE OF EDUCATION THROUGH EMPLOYMENT PATHWAYS

### Activities under Office of Education through Employment Pathways:

#### Vocational Study

In FY24, Council requested the Office of the Deputy Mayor for Education to conduct a historical review of the evolution of youth-based career preparation programming with a focus on vocational high schools.

*No Related Measures*

#### Stakeholder Engagement

Community feedback to guide the priorities and publications of the Education Through Employment Pathways data system

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Education Through Employment Pathways board meetings held</b>							
Outcome	Up is Better	1	0	0	1	2	<b>2</b>
<b>Number of published analysis pieces based on Education Through Employment Pathways data collection</b>							
Outcome	Up is Better	0	1	1	0	2	<b>4</b>

*Explanation of Missed Targets:*

1. Number of published analysis pieces based on Education Through Employment Pathways data collection: The two remaining publications that were planned for FY25 were released publicly on October 14, 2025 (FY26). Promotion of these publications to key audiences is ongoing.

#### Source Utilization

Provide insight about the return on investment for education and workforce programs and the impact on residents' long-term outcomes including employment and earnings.

*No Related Measures*

#### Education to Employment Data System

Data system, which connects education and workforce data and provides the foundation to better understand early career outcomes and the impact of specific educational programming on youth workforce opportunities.

No Related Measures

### 5.3 DME MAIN

#### Activities under DME Main:

#### 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.

No Related Measures

#### School Communication

Facilitate cross-sector engagements with school communities to address and respond to their safety concerns.

No Related Measures

#### SCDC Coordinating Committee

Develop recommendations for strengthening education and workforce development policies, procedures and programs for students in District care via a collaborative multi-stakeholder/agency process.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Students in the Care of DC Coordinating Committee meetings</b>							
Outcome	Neutral	1	7	12	8	28	Target not required

#### Racial Justice and Equity Action Plan Implementation (REAP)

A comprehensive strategic plan outlining the DME’s commitment to achieving racial justice and equity. The REAP provides a landscape analysis of DME community engagement, strategic documents, and data sources that inform the DME’s current project priorities.

No Related Measures

#### Interagency Coordination

The Office of the Deputy Mayor for Education will enhance interagency coordination to streamline communication and collaboration among existing programs focused on youth safety.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of interagency engagements</b>							
Quantity	Up is Better	3	4	5	4	16	10

#### Every Day Labs

Offers every public and public charter school serving K-12 students access to interventions that target communications to families based on attendance records.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of students contacted through Every Day Labs</b>							
Outcome	Neutral	34,521	60,416	67,472	67,472	67,472	Target not required
<b>Percent decrease of public-school students that are chronically absent</b>							
Outcome	Up is Better	9%	3%	1%	0%	0%	5%

*Explanation of Missed Targets:*

1. Percent decrease of public-school students that are chronically absent: Economic and social pressures should have driven absenteeism dramatically higher based on outcomes observed in other jurisdictions, but held steady in DC.

**Data Resources**

Publish visualization and data resources on DCPS and Public Charter Schools.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of unique web views on data resources</b>							
Quantity	Up is Better	9,878	11,095	8,988	11,433	41,394	Target not required

**Community Engagement**

Facilitate cross-sector engagements with school communities to address and respond to their concerns.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of events and communications posted, placed and/or held</b>							
Quantity	Neutral	126	No data available	13	No data available	139	Target not required
<b>Number of school safety engagements</b>							
Quantity	Up is Better	41	30	26	48	145	50

**Virtual Course Hub**

The Virtual Course Hub will provide high school students access to high-quality, rare courses not typically offered in high school or ones that are harder to staff and sustain based on individual school enrollments.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of students enrolled in Virtual Course Hub courses</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	110	Target not required

## 6 PROJECTS

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### 6.1 VOCATIONAL EDUCATION STUDY

**Related Administrative Structure:** Office of Education through Employment Pathways

**Related Activity Name:** Vocational Study

**Project Description:** In FY24, Council requested the Office of the Deputy Mayor for Education to conduct a historical review of the evolution of youth-focused career preparation programming with a focus on vocational high schools.

**Start Date:** October 1, 2024

**Planned Completion Date:** September 30, 2025

**Current Project Phase:** Closeout

**Project Status:** This report is complete and was published in October 2025

### 6.2 RACIAL JUSTICE AND EQUITY ACTION PLAN IMPLEMENTATION (REAP)

**Related Activity Name:** Racial Justice and Equity Action Plan Implementation (REAP)

**Project Description:** The Office of the Deputy Mayor for Education will have a Racial Justice, and Equity Guide to inform all project priorities implementation of racial justice and equity and ensure meaningful community engagement with the populations we serve to achieve equitable outcomes.

By the end of FY26, the DME will have executed at least two thirds of the supportive actions outlined in its strategic plan. These supportive actions are aligned to four overarching goals that the DME has committed to advance.

**Start Date:** October 1, 2024

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Execution

**Project Status:** Currently exploring how to implement strategies and goals

### 6.3 RJE PROFESSIONAL DEVELOPMENT

**Related Activity Name:** Racial Justice and Equity Action Plan Implementation (REAP)

**Project Description:** A number of racial, justice, and equity focused professional development opportunities will be held for the Office of the Deputy Mayor for Education throughout fiscal years 2025 and 2026.

**Start Date:** October 1, 2024

**Date Completed:** September 10, 2025

**Current Project Phase:** Completed

**Project Status:** The course of 4 trainings have been completed in partnership with the vendor. Products shared with DME staff.

### 6.4 EDUCATION THROUGH EMPLOYMENT DATA SYSTEM

**Related Administrative Structure:** Office of Education through Employment Pathways

**Related Activity Name:** Education to Employment Data System

**Project Description:** The Office of the Deputy Mayor for Education in partnership with involved agencies will have published a three-year research agenda, developed foundational data governance policies and procedures, and launched the Education Through Employment Data System.

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 used to understand insights about outcomes for DC residents served by the education and workforce systems, while upholding rigorous standards for data privacy and protection. As part of a broader regional effort, the program will also lay the foundation for a data-sharing partnership with neighboring states..

**Start Date:** October 1, 2024

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Closeout

**Project Status:** The office has integrated all data for the launch of the system and established all foundational policies for launch.

## 6.5 UPSFF WORKING GROUP

**Related Activity Name:** Working Group

**Project Description:** 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.

**Start Date:** September 11, 2024

**Date Completed:** NA

**Current Project Phase:** Completed

## 6.6 UPSFF REPORT

**Related Activity Name:** Working Group

**Project Description:** 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.

**Start Date:** September 9, 2024

**Date Completed:** NA

**Current Project Phase:** Completed



**DEPARTMENT OF EMPLOYMENT SERVICES  
FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

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This document is the Fiscal Year 2025 Performance Accountability Report (PAR) for the Department of Employment Services.

The PAR is the second of two agency performance documents published each year. A Performance Plan is published at the start of the fiscal year when budget decisions have been finalized. A PAR is published in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

**PAR Structure:** PARs are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects, and related Performance Measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

**Objectives:** Objectives are statements of the desired benefits that are expected from the performance of an agency's mission. They describe the goals of the agency.

**Administrative Structures:** Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

**Activities:** Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

**Projects:** Projects are planned efforts that end once a particular outcome or goal is achieved.

**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency's overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like "How much did we do?", "How well did we do it?", "How quickly did we do it?", and "Is anyone better off?" as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase "Number of...".	"Number of public art projects completed"
Quality	Quality measures assess how well an agency's work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	"Percent of citations issued that were appealed"
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	"Percent of claims processed within 10 business days"
Outcome	Outcome measures assess the results or impact of an agency's work. These measures describe the intended ultimate benefits associated with a program or service.	"Percent of families returning to homelessness within 6- 12 months"

(continued)

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## 2 DEPARTMENT OF EMPLOYMENT SERVICES OVERVIEW

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**Mission:** The Department of Employment Services (DOES) puts people to work. DOES achieves its mission by providing the necessary tools for the District of Columbia workforce to become more competitive using tailored approaches to ensure that workers and employers are successfully paired. DOES also fosters and promotes the welfare of job seekers and wage earners by ensuring safe working conditions, advancing opportunities for employment, helping employers find qualified workers, and tracking labor market information and other national economic measurements impacting the District of Columbia.

**Summary of Services:** DOES, the District of Columbia's lead labor and workforce development agency, provides customers with a comprehensive menu of workforce development services funded through a combination of federal grants and Local appropriations. DOES delivers basic income support services to unemployed or underemployed persons who lost their jobs through no fault of their own through the Unemployment Insurance division. The Labor Standards division ensures a safe and healthy work environment for workers in the District, administers a program to provide benefits to qualified individuals with employment-related injuries or illnesses, administers the District's wage-and-hour laws, and provides hearing and adjudication services to settle workers' compensation disputes. DOES's Workforce Development division provides job seekers with workforce development and training programs and services to ensure employers have access to qualified job candidates. Finally, DOES provides District youth with job training, academic enrichment, leadership, and employment opportunities through its Year-Round, Summer Youth, Mayor's Youth Leadership Institute, and other youth programs.

### **Objectives:**

1. Unemployment Insurance
2. Labor Standards
3. Workforce Development
4. Organizational Excellence
5. Employer Connections
6. Universal Paid Family Leave Benefits
7. Efficient, Transparent, and Responsive Government

### **Administrative Structures:**

1. Office of Unemployment Benefits and Tax
2. Labor Standards Bureau
3. Customer Navigation Center (Customer Experience)
4. Office of Paid Family Leave
5. Workforce Development
6. Employer Services

### 3 2025 ACCOMPLISHMENTS

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#### 3.1 COLLEGE FELLOWSHIP PROGRAM

Launched on February 10, 2025, the College Fellowship Program is already demonstrating strong outcomes for DC graduates. Three fellows have secured full-time roles at District agencies and Whitman-Walker, while 26 remain active in career-track placements. In FY2025, the program generated \$819,820 in unsubsidized wages, with salaries ranging from \$55,744 to \$76,060 across public service, technology, and operations.

**Impact:** The College Fellowship Program is strengthening DC's workforce pipeline by converting subsidized training into stable, middle-income employment for recent graduates. Early placements demonstrate employer confidence and create nearly \$1 million in annual wages reinvested into the local economy. By connecting fellows to roles across government, nonprofit, and technology sectors, the program expands access to long-term career mobility and supports the goals of the DOES HOPE Strategic Plan.

#### 3.2 PAID FAMILY LEAVE BENEFITS DISTRIBUTION

During Q3 FY25, the Office of Paid Family Leave Benefits Division disbursed a total of \$36,339,361.87 in PFL benefits to eligible claimants. This amount reflects a \$3.4 million increase over Q2, as well as a \$3 million increase compared to Q3 FY24. This increase demonstrates the PFL Benefits Division's ongoing commitment to supporting claimants through every step of the process, ensuring timely claim approvals and efficient distribution of benefits.

**Impact:** Paid Family Leave increase in benefits distribution helps to push the agency forward in serving as a world-class labor and workforce agency by ensuring that eligible individuals receive benefits and support in their time of need.

#### 3.3 UI TAX EFFECTIVE AUDIT MEASURE

During the third quarter of FY 2025, the Audit Unit delivered outstanding results, demonstrating both efficiency and impact. A total of 184 audits were completed, with 73 of those resulting in wage adjustments. Following the completion of these audits, the unit reviewed over \$199 million in reported wages. This thorough review uncovered \$33.6 million in underreported wages, which led to an additional \$173,367 being contributed to the Trust Fund. The audits also identified 949 misclassified workers, highlighting the unit's effectiveness in ensuring proper worker classification.

**Impact:** \$33,620,819 was found in underreported wages, resulting in an addition of \$173,367 to the Trust Fund. Further, 949 misclassified workers were found. Moreover, the Division passed the Effective Audit Measure (EAM) for the quarter. By passing Effective Audit Measures, UI Tax complies with the standards established by the Department of Labor for audits.

## 4 OBJECTIVES

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### 4.1 UNEMPLOYMENT INSURANCE

Deliver unemployment compensation benefits and unemployment tax services to claimants and District employers.

*No Related Measures*

### 4.2 LABOR STANDARDS

Administer programs and systems to promote workplace safety, prevent workers from exposure to unsafe working environments, and from falling beneath an unacceptable income level at times of unemployment due to injury or illness.

*No Related Measures*

### 4.3 WORKFORCE DEVELOPMENT

Improve employment outcomes for District residents by providing high-quality training programs for adults and youth that are aligned with the District's high-demand occupations and lead to sustainable employment opportunities.

*No Related Measures*

### 4.4 ORGANIZATIONAL EXCELLENCE

Establish standards and processes to engage and motivate staff to deliver services that fulfill internal and external stakeholder needs.

*No Related Measures*

### 4.5 EMPLOYER CONNECTIONS

Ensure employers are connected to the Department of Employment Services to address their workforce needs thereby ensuring positive employment and placement outcomes for residents.

*No Related Measures*

### 4.6 UNIVERSAL PAID FAMILY LEAVE BENEFITS

Implement Universal Paid Family Leave Benefits to provide temporary weekly benefits to eligible individuals.

*No Related Measures*

### 4.7 EFFICIENT, TRANSPARENT, AND RESPONSIVE GOVERNMENT

Create and maintain a highly efficient, transparent, and responsive District government.

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Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE2O4) training facilitated by ORE within the past two years</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	67.59%	Target not required
<b>Percent of employees that are District residents</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Outcome	Up is Better	Annual	Annual	Annual	Annual	54.86%	Target not required
<b>Percent of new hires that are District residents (Peoplesoft)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	64.8%	Target not required
<b>Percent of new hires that are current District residents and received a high school diploma from a DCPS or a District Public Charter School, or received an equivalent credential from the District of Columbia (eRecruit)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	21.43%	Target not required
<b>Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	28.57%	Target not required

## 5 ADMINISTRATIVE STRUCTURES

### 5.1 OFFICE OF UNEMPLOYMENT BENEFITS AND TAX

Deliver unemployment compensation benefits and unemployment tax services to claimants and District employers.

#### Activities under Office of Unemployment Benefits and Tax:

#### Unemployment Benefits

Providing temporary weekly benefits to workers who become unemployed due to no fault of their own.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Average number of issues resolved by Benefits Claims Examiners</b>							
Quantity	Neutral	260	225	385	345	303.75	Target not required
<b>Percent of all first unemployment insurance payments made to eligible claimants within 14 days (UI Benefits)</b>							
Quality	Up is Better	57%	72.48%	66.14%	79.98%	68.9%	New in 2025
<b>Percent of the fraudulent registrations out of the total new registrations (UI TAX)</b>							
Quality	Up is Better	5.68%	6.9%	12.57%	9.59%	8.69%	New in 2025
<b>Percent of Nonmonetary Determinations (Separations and Nonseparations) made within 21 days of the date of detection (UI Benefits)</b>							
Efficiency	Up is Better	59.5%	58.03%	60.87%	77.27%	63.92%	60%
<b>Percent of new unemployment insurance status determinations made within 90 calendar days (UI TAX)</b>							
Efficiency	Up is Better	83.7%	82.4%	82.47%	84.11%	83.17%	70%
<b>Percent of payments (current employers) that are processed within three business days (UI TAX)</b>							
Efficiency	Up is Better	96.35%	96.24%	93.74%	98.18%	96.13%	New in 2025

### 5.2 LABOR STANDARDS BUREAU

Administer programs and systems to promote workplace safety, prevent workers from exposure to unsafe working environments, and from falling beneath an unacceptable income level at times of unemployment due to injury or illness.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Average number of working days between assignment of Workers' Compensation Act Applications for Review ("AFR") of Compensation Orders to panel, and disposition of Decisions and Orders</b>							
Outcome	Down is Better	34.72	23.48	17.9	33	27.28	New in 2025
<b>Percent of workers compensation formal hearings finalized within 120 calendar days</b>							
Outcome	Up is Better	90%	85%	91%	85%	87.75%	80%
<b>Percent of Memoranda of Informal Conferences sent out within 20 business days of holding the Informal Conference</b>							
Efficiency	Up is Better	100%	100%	100%	100%	100%	90%

#### Activities under Labor Standards Bureau:

#### First Source Management, Monitoring, and Enforcement

Manage and monitor First Source Employment Agreements as well as handle all reporting regarding the agreements specified in the "First Source Employment Agreement Act"; e.g. the regular reports sent to the Council of the District of Columbia.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of beneficiaries fined</b>							
Quantity	Neutral	40	4	11	13	68	Target not required
<b>Number of beneficiaries that paid fines</b>							
Quantity	Neutral	8	20	11	4	43	Target not required

### 5.3 CUSTOMER NAVIGATION CENTER (CUSTOMER EXPERIENCE)

Establish standards and processes to engage and motivate staff to deliver services that fulfill internal and external stakeholder needs.

#### Activities under Customer Navigation Center (Customer Experience):

##### Customer Experience

Deliver professional, helpful, high quality service in a timely manner while providing clear thoughtful and deliberate messaging to both internal and external customers.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Total number of emails received (CNC)</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	No incidents	Target not required
<b>Total number of telephone calls received (CNC)</b>							
Quantity	Neutral	39,860	54,172	53,254	53,389	200,675	Target not required
<b>Total number of voicemails received (CNC)</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	No incidents	Target not required
<b>Average telephone call hold time in minutes (CNC)</b>							
Efficiency	Down is Better	3.3 min	3.2 min	3.36 min	2.08 min	2.99 min	4 min
<b>Average telephone call wait time (CNC)</b>							
Efficiency	Down is Better	8.16 min	14.5 min	12.35 min	6.02 min	10.26 min	8 min
<b>Percent of telephone calls answered (CNC)</b>							
Efficiency	Up is Better	80%	75%	80%	77%	78%	75%
<b>Voicemail response time percentage (CNC)</b>							
Efficiency	Up is Better	Annual	Annual	Annual	Annual	No incidents	90%

#### Explanation of Missed Targets:

1. Average telephone call wait time (CNC): The target average wait time was not achieved due to an increase in call volume observed during the second, third, and fourth quarters of the previous fiscal year. Concurrently, a hiring freeze was instituted, which constrained our capacity to recruit and onboard additional customer service representatives. This staffing limitation hindered our ability to adequately address the elevated call demand, thereby resulting in longer-than-projected average wait times.

## 5.4 OFFICE OF PAID FAMILY LEAVE

Provides temporary weekly benefits to eligible individuals.

### Activities under Office of Paid Family Leave:

#### Paid Family Leave Benefits Implementation

Implement the program to provide temporary weekly benefits to eligible individuals.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of New Claims Filed</b>							
Quantity	Neutral	5,283	5,163	5,169	5,484	21,099	Target not required
<b>Number of PFL Claims Filed - Medical</b>							
Quantity	Neutral	2,189	1,910	2,082	2,212	8,393	New in 2025
<b>Number of PFL Claims Filed - Parental</b>							
Quantity	Neutral	2,296	2,427	2,219	2,449	9,391	New in 2025
<b>Number of PFL Claims Filed - Pre-natal</b>							
Quantity	Neutral	282	302	289	303	1,176	New in 2025
<b>Number of PFL Claims Filed- Family</b>							
Quantity	Neutral	516	524	579	520	2,139	New in 2025
<b>Total Amount of Benefits Disbursement</b>							
Quantity	Up is Better	37,917,909	32,901,054	36,339,362	41,616,945	148,775,269	New in 2025
<b>Percent of Claims Processed Within 10 Business Days</b>							
Outcome	Up is Better	91.9	92.7	88.1	92.6	91.33	New in 2025
<b>Total Amount of Paid Family Leave Payments Processed (PFL Tax)</b>							
Efficiency	Up is Better	123,338,934	126,679,135	109,171,650	106,321,549	465,511,268	New in 2025

## 5.5 WORKFORCE DEVELOPMENT

Providing job seekers with a number of employment opportunities. Each center provides career counseling, resume assistance, job placement, vocational training, access to online services, information about local and national labor markets, and unemployment insurance.

### Activities under Workforce Development:

#### Office Of Apprenticeship Info and Training

The Office of Apprenticeship, Information and Training (OAIT) oversees the apprenticeship system in the District of Columbia. OAIT also safeguards the well-being of apprentices, ensures the quality of programs, provides integrated employment and training information to sponsors, employers and trainers. OAIT also staffs the District of Columbia Apprenticeship Council. Applicants for apprenticeships must be at least 16 years old and meet the sponsor's qualifications. Generally, applicants must demonstrate to sponsors that they have the ability, aptitude, and education to master the rudiments of the occupation and complete related instruction.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of credentials earned among participants that completed the program</b>							
Quantity	Up is Better	0	47	6	6	59	New in 2025
<b>Total number of individuals entering the program</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Quantity	Up is Better	0	47	6	25	78	New in 2025
<b>Total number of individuals completing the program</b>							
Efficiency	Up is Better	0	43	6	24	73	New in 2025

### Marion Barry Youth Leadership Institute (MBYLI)

The Marion Barry Youth Leadership Institute (MBYLI) was founded in 1979 as a year-round program to train District of Columbia youth in the concepts of leadership and self-development. The MBYLI training model emphasizes practical, hands-on experience and a holistic approach to developing leaders for the 21st century. Each year, over 500 youth participate in the Program. Thousands of DC youth have received leadership training to date.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Total participants in the Marion Barry Youth Leadership Institute (MBYLI)</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	431	Target not required

### DC Infrastructure Academy

The District of Columbia Infrastructure Academy (DCIA) is a key initiative of Mayor Muriel Bowser's Administration to meet the need for skilled infrastructure professionals in Washington, DC. DCIA coordinates, trains, screens and recruits residents to fulfill the needs of the infrastructure industry and infrastructure jobs with leading companies in this high-demand field.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of participants newly enrolled in a DCIA training program</b>							
Quantity	Neutral	102	87	117	63	369	Target not required
<b>Percent of new enrollments from Wards 7 &amp; 8 at DC Infrastructure Academy</b>							
Quantity	Neutral	56%	48%	39%	60%	50.75%	Target not required
<b>Number of new enrollments in DCIA</b>							
Outcome	Down is Better	108	56	114	34	312	New in 2025
<b>Number of participant completions</b>							
Outcome	Neutral	26	126	77	171	400	New in 2025
<b>Number of participants in unsubsidized placements (DCIA)</b>							
Outcome	Up is Better	24	40	10	4	78	New in 2025

### Veteran Affairs

The DC Department of Employment Services (DOES) requires that Priority of Service be given to veterans and eligible spouses who meet the eligibility criteria in accordance with applicable laws, policies and federally mandated programs. Priority of service also requires that veterans and eligible spouses receive priority over non-covered persons earlier in time for the full array of services provided at an American Job Centers (AJC). These services include the receipt of employment, training, and placement services in any workforce preparation program directly funded, in whole or in part, by the US Department of Labor. Specialized federal services such as the Vocational Rehabilitation & Employment (VR&E) program are also available to eligible veterans.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Employment Rate: 2nd quarter after exit</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	44.9%	Target not required
<b>Employment Rate: 4th quarter after exit</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	31%	Target not required

### Senior Service (SCSEP)

The Senior Community Service Employment Program (SCSEP) is a federal program to help older Americans get back into or remain active in the workforce. It is a part-time community service and work-based training program where participants gain career skills through on the job training in community based organizations in identified growth industries. SCSEP also works with the business community to identify employers who are interested in hiring qualified, trained mature workers.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Employment Rate: 2nd quarter after exit</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	0%	Target not required
<b>Employment Rate: 4th quarter after exit</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	0%	Target not required

### Summer Youth Employment Program

The Marion Barry Summer Youth Employment Program (MBSYEP or Summer Youth) is a program allowing young people 14-24 to gain work experience during the school year's summer break. This locally funded program is considered one of the best in the country with thousands of young people finding employment through the program.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Applicants</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	21,219	Target not required

### Year Round Youth Program

The Year Round Youth program is federally funded opportunities for young people 14-24 to gain work experience and job readiness training. In-School Youth will continue their secondary school studies while having counseling and coaching to prepare them for the workplace. Out-of-School Youth, 18-24, have either already completed secondary school or are working toward a GED or other nationally recognized secondary school equivalence while receiving coaching and job leads.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of applicants</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	3,092	Target not required
<b>Number of participants that earn a credential</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Quantity	Neutral	Annual	Annual	Annual	Annual	No data available	Target not required
<b>Total Enrollments</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	1,164	Target not required
<b>Percent of participants successfully completing the program</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	100%	Target not required

### Transitional Employment (TEP)

For over 20 years, Project Empowerment (TEP) has helped to reduce economic disparity in the district by serving thousands of individuals with multiple barriers to employment. The Program's work readiness model is designed to provide nearly 700 unemployed District residents with opportunities to grow in education, training, and subsidized employment placements each year. Project Empowerment achieves its mission of moving participants into the workforce by partnering with government, non-profit, and private businesses across the DMV area to recruit, train, match, and coach candidates for successful employment.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of participants enrolled in occupational skills training</b>							
Quantity	Neutral	17	12	20	0	49	Target not required
<b>Number of participants placed in unsubsidized employment (DC Career Connections)</b>							
Quantity	Up is Better	No data available	No data available	No data available	No data available	Pending	New in 2025
<b>Number of participants who enrolled in DSI Special Programs</b>							
Quantity	Up is Better	201	51	17	0	269	New in 2025
<b>Number of participants who obtained unsubsidized employment (All Programs)</b>							
Quantity	Neutral	216	135	79	63	493	Target not required
<b>Number of participants who completed DSI Special Programs</b>							
Outcome	Up is Better	119	105	54	32	310	New in 2025
<b>Number of participants who completed Job Readiness Training (JRT)</b>							
Outcome	Neutral	245	187	58	60	550	Target not required
<b>Number of participants who completed Work Experience (WEX)</b>							
Outcome	Neutral	79	52	60	58	249	Target not required
<b>Number of participants who enrolled in Job Readiness Training (JRT)</b>							
Outcome	Neutral	72	191	42	27	332	Target not required
<b>Number of participants who enrolled in Work Experience (WEX)</b>							
Outcome	Neutral	36	61	48	40	185	Target not required
<b>Percent of individuals who completed JRT and were subsequently employed</b>							
Efficiency	Up is Better	0%	No data available	No data available	No data available	45%	New in 2025

### American Job Centers

Providing job seekers with a number of employment opportunities. Each center provides career counseling, resume assistance, job placement, vocational training, access to online services, information about local and national labor markets, and unemployment insurance.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of participants that earn a nationally or regionally recognized credential</b>							
Quantity	Neutral	12	10	57	74	153	Target not required
<b>Number of referrals made at the American Job Centers by Workforce Development Specialists to assistive programs at DOES or at other DC Agencies</b>							
Quantity	Neutral	163	482	490	490	1,625	Target not required
<b>Percent of participants successfully completing skills training through an Individual Training Account (ITA)</b>							
Quantity	Neutral	100%	16.67%	86%	92%	73.67%	Target not required
<b>Total number of Unique Customers who come to American Job Centers</b>							
Quantity	Neutral	4,121	6,567	8,841	7,977	27,506	Target not required
<b>Total number of Visits to all American Job Centers</b>							
Quantity	Neutral	4,178	6,997	9,617	9,419	30,211	Target not required
<b>Number of workers completing sectoral job training programs</b>							
Outcome	Up is Better	9	9	96	44	158	Target not required
<b>Percent of New Enrollments with barriers to employment</b>							
District-Wide Indicator	Neutral	97%	95.4%	84%	100%	94.1%	Target not required

## 5.6 EMPLOYER SERVICES

Ensure employers are connected to the Department of Employment Services to address their workforce needs thereby ensuring positive employment and placement outcomes for residents.

### Activities under Employer Services:

#### Talent and Client Services

Manage employer relationships, connect them to the American Job Centers, and brokers products and services provided by DOES. Encourage local businesses to participate in District employment programs and to take advantage of the many free services that support their business needs; e.g., Office of Safety and Health consultations.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of new employers self-registered in DC Networks</b>							
Quantity	Neutral	75	102	62	75	314	Target not required

## 6 PROJECTS

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### 6.1 DC APPRENTICESHIP MANAGEMENT SYSTEM

**Project Description:** This project will replace the legacy DCAMS system and improve functionality, reliability, and performance and lower ongoing expenses to maintain the system. The replacement system will serve the job seekers, apprentices, and job sponsors of the District. This will impact the Apprenticeship team by providing a comprehensive system that is secure, robust, flexible, and fully automated, which will improve staff productivity.

**Start Date:** October 1, 2023

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Monitoring

**Project Status:** In 2025, the DC Apprenticeship Management System completed its first full year of successful operation following its modernization in late 2024. The system has consistently delivered smooth, reliable performance with no major issues, enabling sponsors and apprentices to manage agreements and records efficiently. Minor enhancements, such as improved search functionality and industry categorization, have further optimized usability, while proactive monitoring and stakeholder collaboration ensured real-time issue resolution and sustained confidence in the platform.

### 6.2 DC INFRASTRUCTURE ACADEMY

**Project Description:** The DC Infrastructure Academy will build a new facility that focuses on occupational skills training and work-based learning initiatives related to the utility, energy efficiency, and transportation and logistics sectors. At the Academy, industry partners, training providers, such as labor unions and trade associations, will offer diverse skills training allowing District residents to obtain the tools to begin and sustain careers. The participants will be able to access career counseling and planning, resume assistance, direct job placement, and information about local and regional infrastructure jobs and apprenticeships.

**Start Date:** October 1, 2023

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Construction > 50%

**Project Status:** The DCIA Spingarn facility construction has progressed steadily, with over 50% of work completed. The original target for opening in September FY25 has been adjusted, with the projected timeline for the facility to open between January and February 2026. Preparations for the relocation continue, with teams maintaining readiness and coordinating efforts to ensure a smooth transition once the facility is available. The Spingarn facility is now scheduled to open in the Spring of 2026.

### 6.3 UI MODERNIZATION PROJECT

**Project Description:** The objective of this project is to develop and deploy a robust, fully-integrated Unemployment Benefits and Tax Solution resulting in efficiencies and the ability to offer broader services to the residents of DC. All systems within the Unemployment Insurance will be integrated including the Document Imaging System and ACD/IVR System. Finally, with the deployment of the project, the agency will reduce its dependency on external contractors.

**Start Date:** October 1, 2023

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Monitoring

**Project Status:** The UI Tax Modernization Project has continued to progress in accomplishing desired initiatives. During the fourth quarter (Q4), a solicitation for a new system was publicly posted on August 19, 2025. Procurement milestones included the solicitation advertisement on August 19, 2025, the pre-proposal conference on August 22, 2025, the deadline for receipt of offeror inquiries on August 26, 2025, the District's response to inquiries on September 1, 2025, and the proposal due date on October 18, 2025. DOES received six different proposals for the modernization project, and the UI Tax Division is working in tangent with OIT to evaluate submissions and select a vendor during FY2026. In addition to this

accomplishment, the Tax Division began several initiatives during Q4, including reviewing old accounts closed due to administrative action to document the correct dates employers stopped paying DC wages, ensuring delinquent tax balances were accurately reflected in the accounts receivable balance, and evaluating estimated wage balances on employer accounts to ensure accurate amounts owed are reflected. The Tax Division will continue these initiatives into FY2026, Quarter 1.



**DEPARTMENT OF PARKS AND RECREATION  
FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

This document is the Fiscal Year 2025 Performance Accountability Report (PAR) for the Department of Parks and Recreation.

The PAR is the second of two agency performance documents published each year. A Performance Plan is published at the start of the fiscal year when budget decisions have been finalized. A PAR is published in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

**PAR Structure:** PARs are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects, and related Performance Measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

**Objectives:** Objectives are statements of the desired benefits that are expected from the performance of an agency’s mission. They describe the goals of the agency.

**Administrative Structures:** Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

**Activities:** Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

**Projects:** Projects are planned efforts that end once a particular outcome or goal is achieved.

**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency’s overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase “Number of...”.	“Number of public art projects completed”
Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	“Percent of claims processed within 10 business days”
Outcome	Outcome measures assess the results or impact of an agency’s work. These measures describe the intended ultimate benefits associated with a program or service.	“Percent of families returning to homelessness within 6- 12 months”

(continued)

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## 2 DEPARTMENT OF PARKS AND RECREATION OVERVIEW

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**Mission:** The mission of the Department of Parks and Recreation (DPR) is to provide equitable access to Gold Standard recreational programs, services, and facilities - across all 8 Wards

**Summary of Services:** DPR provides a wide range of recreational activities to individuals and groups of all ages throughout the District of Columbia, including aquatics, athletics, fitness, urban camps, therapeutic recreation, environmental education and food and nutrition programs. To offer such diversified activities and services, DPR promotes recreation and leisure at over 851 acres of parkland, 80 recreation and community centers, 35 aquatic facilities, and several additional recreational facilities including playgrounds, athletic fields and play courts.

**Objectives:**

1. Effectively manage parks and facilities
2. Equal access to high quality, outcomes-based programs, facilities, and services
3. High quality customer care
4. Efficient, Transparent, and Responsive Government

### 3 2025 ACCOMPLISHMENTS

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#### 3.1 JOY EVANS THERAPEUTIC RECREATION OPENING

In Fiscal-25 DPR opened up a world class therapeutic recreation center in Ward 7. This \$40M facility includes pools, basketball court, fitness center, sensory room and a playground with a splashpad. Additionally the architects used a biophilic design and attained a LEED Gold certification.

**Impact:** This facility is designed to meet the various needs of residents in the city. It is the first and largest facility in the DPR inventory dedicated to those with special physical abilities.

#### 3.2 YOUTH DEVELOPMENT CERTIFICATE COHORT 1

The agency celebrated its first cohort of the Youth Development Certificate Program at George Washington University. This certificate will be awarded to 24 participants who have spent the past 9-months in immersive learning, coaching, leadership training and mentoring.

**Impact:** The program will help professionalize play at the agency, and keep its frontline personnel skilled and trained to meet the needs of the city's youth and young-adults.

## 4 OBJECTIVES

### 4.1 EFFECTIVELY MANAGE PARKS AND FACILITIES

Effectively manage parks and facilities by constantly focusing on elevating operations in every area of the agency.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of functioning equipment in DPR Facilities</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	88.99%	New in 2025
<b>Percent of staff with professional certifications</b>							
Quality	Up is Better	Annual	Annual	Annual	Annual	26.27%	25%
<b>Percent increase of agency generated revenue</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	+3%	+3%
<b>Percent of functioning equipment in fitness centers, tech lounges, computer labs, pools, and other amenities</b>							
Efficiency	Up is Better	Annual	Annual	Annual	Annual	88.99%	85%

### 4.2 EQUAL ACCESS TO HIGH QUALITY, OUTCOMES-BASED PROGRAMS, FACILITIES, AND SERVICES

Ensure that all Residents of the District of Columbia have equal access to high quality, outcomes-based programs, facilities, and services.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Net Promoter Score</b>							
Outcome	Up is Better	No incidents	No data available	No data available	58%	57.88%	50%
<b>Number of students participating in evidence-based tutoring programs (Boost Camps)</b>							
Outcome	Up is Better	No incidents	No incidents	No incidents	No data available	No data available	1,256
<b>Number of students participating in evidence-based tutoring programs (Summer Plus)</b>							
Outcome	Up is Better	No incidents	No incidents	No incidents	No data available	No data available	392
<b>Percent of agency's budget supplemented by outside resources</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	5.02%	5%
<b>Percent of evaluated programs meeting minimum quality standards</b>							
Outcome	Up is Better	No incidents	Data is pending	Data is pending	87.06%	87.06%	85%
<b>Percent of participants who report meeting program goals</b>							
Outcome	Up is Better	No incidents	No data available	No data available	87.06%	87.06%	83%
<b>Percent of youth completing at least one summer plus camp session</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	No data available	80%

### 4.3 HIGH QUALITY CUSTOMER CARE

Provide high quality customer care through community engagement and transparent informational resources and staff.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of customers rating their experience at DPR as positive</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Outcome	Up is Better	86.21%	88.12%	84.05%	89.41%	86.95%	85%
<b>Percent of staff receiving customer service training annually</b>							
Efficiency	Up is Better	Annual	Annual	Annual	Annual	100%	85%

#### 4.4 EFFICIENT, TRANSPARENT, AND RESPONSIVE GOVERNMENT

Create and maintain a highly efficient, transparent, and responsive District government.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	57.58%	Target not required
<b>Percent of employees that are District residents</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	74.95%	Target not required
<b>Percent of new hires that are District residents (Peoplesoft)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	81.24%	Target not required
<b>Percent of new hires that are current District residents and received a high school diploma from a DCPS or a District Public Charter School, or received an equivalent credential from the District of Columbia (eRecruit)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	45.45%	Target not required
<b>Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	50%	Target not required

## 5 ACTIVITIES

### 5.1 PARKS POLICY AND PROGRAMS

DPR operates District parks and provides programs and activities to promote environmental stewardship and sustainability.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of residents participating in classes</b>							
Quantity	Neutral	0	0	21	143	164	Target not required
<b>Program enrollment rate</b>							
Quantity	Up is Better	0%	0%	52.5%	53.51%	53.36%	<b>75%</b>

*Explanation of Missed Targets:*

1. Program enrollment rate: Needs Update

### 5.2 VOLUNTEERS

DPR recruits and manages volunteers to support DPR programs and activities.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of volunteer hours</b>							
Quantity	Up is Better	18,226	6,495	26,017	17,202.25	67,150	<b>50,000</b>
<b>Number of volunteers</b>							
Quantity	Up is Better	406	413	426	481	2,037	<b>2,000</b>

### 5.3 SPECIAL EVENTS

DPR hosts community and citywide special events to promote healthy lifestyles and encourage participation in DPR programs and activities.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of events hosted at eastern market metro park</b>							
Quantity	Up is Better	0	0	5	4	9	Target not required
<b>Number of events with late-night operating hours</b>							
Quantity	Up is Better	1	1	6	16	24	Target not required
<b>Number of external special events served</b>							
Quantity	Neutral	18	6	16	7	47	Target not required
<b>Number of participants at special events</b>							
Quantity	Up is Better	15,400	14,830	56,400	19,500	106,130	Target not required
<b>Number of spaces activated in ward 1 (Columbia heights Plaza, 14th and Girard Park and Unity Plaza)</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Quantity	Up is Better	32	36	75	96	239	Target not required
<b>Number of special event surveys collected</b>							
Quantity	Up is Better	0	0	0	0	0	Target not required
<b>Number of special events</b>							
Quantity	Neutral	101	200	207	75	583	Target not required

## 5.4 COMMUNITY RECREATION

DPR operates the District's recreation centers and provides recreational programs and activities such as camps; sports, health and fitness; youth; senior; therapeutic recreation; environmental; and personal enrichment programs.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Hours of Community Engagements</b>							
Quantity	Neutral	406	2,179	1,946	2,451	6,982	Target not required
<b>Number of camps delivered during the summer plus camps</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	No data available	Target not required
<b>Number of programs provided</b>							
Quantity	Up is Better	45	234	97	480	856	Target not required
<b>Number of students participating in the summer plus camps</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	No data available	Target not required
<b>Number of visitors at recreation centers</b>							
Quantity	Up is Better	440,481	458,681	660,107	689,035	2,248,304	Target not required
<b>Program enrollment rate</b>							
Quantity	Up is Better	70.41%	73.08%	No data available	87.47%	76.99%	No Target Provided

## 5.5 PLANNING AND DESIGN

DPR plans, designs, and manages capital projects to renovate existing or build new playgrounds, recreation centers, aquatic facilities, and parks.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of capital projects completed</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	15	Target not required

## 5.6 PARTNERSHIPS AND GRANTS

DPR solicits and manages grants, donations, partnerships, and sponsorships to support DPR programs and facilities.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Dollar amount from external resources</b>							
Quantity	Up is Better	\$614.05k	\$736.67k	\$148.66k	\$278.61k	\$1,778k	<b>\$700k</b>
<b>Number of FitDC3 programs delivered</b>							
Quantity	Up is Better	1	2	2	11	16	Target not required
<b>Number of agency grants issued</b>							
Quantity	Neutral	Semi-annual	5	Semi-annual	5	112	Target not required
<b>Number of park partners</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	112	Target not required
<b>Number of programmatic partners</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	193	Target not required
<b>Number of residents served by partners</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	2,005	<b>1,100</b>

## 5.7 HUMAN RESOURCES

DPR's Human Resources division provides services for the agency's workforce through employee recruitment, professional development, payroll, compliance, employee benefits, and wellness.

*No Related Measures*

## 5.8 AQUATIC FACILITIES AND PROGRAMS

DPR operates the District's aquatic facilities and provides aquatic programs and activities such as learn to swim, water aerobics, and swim teams.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of aquatics programs provided</b>							
Quantity	Up is Better	189	195	210	128	722	800
<b>Number of lifeguards trained in the international lifeguard training program</b>							
Quantity	Up is Better	Semi-annual	97	Semi-annual	97	191	<b>300</b>
<b>Number of visitors at aquatic facilities</b>							
Quantity	Up is Better	86,856	114,620	199,859	278,094	679,429	650,000
<b>Program enrollment rate</b>							
Quantity	Up is Better	92.43%	87.25%	90.51%	83.91%	88.53%	Target not required
<b>Number of youth learning to swim</b>							
Outcome	Neutral	857	157	143	97	1,254	Target not required

*Explanation of Missed Targets:*

1. Number of lifeguards trained in the international lifeguard training program: Needs Update

## 5.9 PERMITS

DPR issues permits for ball fields, parks, picnic areas, and other facilities and equipment operated and maintained by the agency.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of permit applications received</b>							
Quantity	Neutral	16,948	9,845	20,981	15,420	63,194	Target not required
<b>Number of permits issued</b>							
Quantity	Neutral	10,440	7,124	14,580	10,714	42,858	Target not required

## 5.10 INFORMATION TECHNOLOGY

Provides recreational facilities and staff with operational and technical support.

*No Related Measures*

## 5.11 OFFICE OF THE DIRECTOR

The office of the Director provides vision and guidance to senior managers to achieve the agency's mission and goals.

*No Related Measures*

## 5.12 SUPPORT SERVICES

Agency operations are supported by stagecraft, warehouse, and transportation services. Transportation is provided for program participants and constituents to various programs, activities, and events.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of external transportation trips executed</b>							
Quantity	Neutral	2	4	63	42	111	Target not required
<b>Number of inter-district/government events supported</b>							
Quantity	Neutral	51	44	55	48	198	Target not required
<b>Number of internal transportation trips executed</b>							
Quantity	Neutral	209	134	193	225	761	Target not required
<b>Number of Level 1 Maintenance requests completed</b>							
Outcome	Up is Better	127	177	130	145	579	Target not required

## 5.13 FOOD AND NUTRITION SERVICES

Provides nutritious meals and nutritional supplements to eligible children and families in the District of Columbia enrolled in recreational programming outside school hours.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of meals served through nutrition programs</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Quantity	Up is Better	Annual	Annual	Annual	Annual	268,133	Target not required

## 5.14 COMMUNITY PROGRAMS

Develops, organizes and evaluates agency programs and services, such as environmental programs, sports, fitness, out-of-school time, teens, seniors, and therapeutic recreation.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Community Gardening Classes</b>							
Quantity	Up is Better	0	0	2	6	8	20

## 5.15 CUSTOMER SERVICE

DPR measures and improves customer satisfaction by soliciting community input and feedback.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of customer care calls received</b>							
Quantity	Neutral	10,850	14,355	10,750	6,570	42,525	Target not required
<b>Number of customer service surveys collected</b>							
Quantity	Up is Better	1,450	29	1,523	301	3,303	3,000
<b>Number of program surveys collected</b>							
Quantity	Up is Better	1,450	1	1,210	0	2,661	700
<b>Number of staff trained in customer care standards</b>							
Efficiency	Neutral	0	26	26	351	450	50

## 5.16 COMMUNICATIONS

The Communications Division keeps District residents, visitors, and staff informed about DPR programs, activities, and events through media campaigns, social media, printed materials, etc.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of followers</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	67,406	400,000
<b>Number of posts on social media</b>							
Quantity	Neutral	411	704	877	653	2,645	Target not required

## 5.17 ROVING LEADERS

Provides specialized outreach services to District children and youth ages 9 to 21 who are at risk of negative social behavior, by providing opportunities in education, employment, community services, and scholarship.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Mobile Rec. Center deployments conducted</b>							
Quantity	Up is Better	No incidents	21	46	269	336	Target not required
<b>Number of Mobile Recreation activations</b>							
Quantity	Neutral	41	19	46	269	375	Target not required
<b>Number of Playground Visits</b>							
Quantity	Neutral	444	879	1,516	1,692	4,531	Target not required
<b>Number of School Visits by Roving Leaders</b>							
Quantity	Neutral	799	1,049	1,196	491	3,535	Target not required
<b>Number of at-risk youth connected through the Roving Leaders services</b>							
Quantity	Neutral	19,879	25,604	33,906	47,158	126,547	Target not required

## 5.18 EXTERNAL AFFAIRS

The External Affairs Division is responsible for cultivating and managing relationships with DPR's diverse constituents; responding to and resolving constituent issues and inquiries arising from DPR's facilities, programs, and services; and implementing DPR's external outreach strategy, with the goal of increasing awareness of and participation in DPR's programs, events, and activities.

*No Related Measures*

## 6 PROJECTS

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### 6.1 ALTERNATIVES TO YOUTH VIOLENCE

**Project Description:** The Department of Parks and Recreation will continue its alternatives to youth violence project by executing various mobile recreation activations and extended late night hours at recreation centers. This is a carryover of the ARPA funded projects, with the goal of reaching at least 10,000 youth via late night operating hours, and 8,000 youth via mobile recreation in targeted communities. DPR will develop a comprehensive schedule of activities quarterly and collect data on attendees and program offerings.

**Start Date:** October 1, 2024

**Date Completed:** September 30, 2025

**Current Project Phase:** Completed

**Project Status:** DPR completed another successful year administering the various alternatives to youth violence programs/activities. Mobile Recreation specialists provided services at several housing authority sites, led the annual Roving Leaders Day celebration, and completed their summer play in the park series. The agency conducted ten Late night Hype events, serving over 10,000 residents at our centers and pools. The city continues to experience lower crime rates, and record investments in youth services. Overall we are pleased with this initiative and believe these activities are critical to keeping youth engaged, safe, and having fun.



# **SPECIAL EDUCATION TRANSPORTATION FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

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**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency’s overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase “Number of...”.	“Number of public art projects completed”
Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	“Percent of claims processed within 10 business days”
Outcome	Outcome measures assess the results or impact of an agency’s work. These measures describe the intended ultimate benefits associated with a program or service.	“Percent of families returning to homelessness within 6- 12 months”

(continued)

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## 2 SPECIAL EDUCATION TRANSPORTATION OVERVIEW

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**Mission:** The mission of the Division of Student Transportation is to provide safe, reliable, and efficient transportation services that positively support learning opportunities for eligible students from the District of Columbia. The agency's work is designed to achieve four main objectives: Safety, Efficiency, Reliability, and Customer Focus.

**Summary of Services:** Special Education Transportation is a Division within the Office of the State Superintendent of Education

### **Objectives:**

1. Customer Service
2. Safety
3. Reliability
4. Efficiency
5. Efficient, Transparent, and Responsive Government

### 3 2025 ACCOMPLISHMENTS

---

#### 3.1 PARENT STIPEND PROGRAM

A cornerstone achievement for FY25 was the successful launch of the Parent Stipend Program at the start of the 2024-2025 school year. This initiative, designed to offer families greater flexibility and empowerment, provides a \$400 monthly stipend to eligible parents and guardians who choose to self-transport their special education students to and from school, including for related special services.

**Impact:** Initially, the program aimed to support 250 approved participants. However, the program currently has 813 parents, serving 915 students enrolled, due to the integration of the Parent Stipend option directly into the OSSE Parent Portal. This allowed families to identify self-transportation as their preferred method for the 2025-2026 school year. This digital milestone marked another example of how the Division continues to modernize services and place families at the center of its operations

#### 3.2 AVERAGE ON-TIME TERMINAL DISPATCH RATE

This Fiscal Year, OSSE-DOT set an ambitious goal: achieving an average on-time terminal dispatch rate of 94%. Through strategic planning, staff accountability, and process improvements, the Division not only met but surpassed this benchmark, achieving a 95% on-time dispatch average for FY25.

**Impact:** This accomplishment reflects the collective dedication of our transportation teams to ensuring that students with special needs arrive at school safely and on time every day.

#### 3.3 AVERAGE ON- TIME TERMINAL DISPATCH RATE

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**Impact:** This accomplishment reflects the collective dedication of our transportation teams to ensuring that students with special needs arrive at school safely and on time every day.

## 4 OBJECTIVES

### 4.1 CUSTOMER SERVICE

Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of calls answered</b>							
Outcome	Up is Better	79.6%	71%	92%	69.6%	72.69%	<b>92%</b>

#### Explanation of Missed Targets:

1. Percent of calls answered: The Parent Resource Center experienced a 30% increase in call volume for FY25. Additionally, the hiring freeze prevented us from back filling vacancies to support the increase in the call volume. Q4: Over 9,000 more calls in Q4 along with a decrease in the number of staff impacted our overall a calls answered percentage.

### 4.2 SAFETY

Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Average preventable accidents per 100,000 miles</b>							
Outcome	Down is Better	4.78	3.58	4.2	4.94	4.48	<b>0.97</b>

#### Explanation of Missed Targets:

1. Average preventable accidents per 100,000 miles: In FY25, staffing shortages have caused an increase in drive time, pickups, and the number of runs per assignment. Before Q4 of FY25, there was an increase in eligible students, which also contributed to the number of vehicles on the road.

### 4.3 RELIABILITY

Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of families enrolled in Parent Stipend</b>							
Quantity	Neutral	359	351	318	813	813	New in 2025
<b>Average percent of routes dispatched on-time from terminal</b>							
Efficiency	Up is Better	98%	92%	92%	98%	95%	<b>94%</b>
<b>Daily percent of Bus Attendants available (Includes the need for 1:1 aides)</b>							
Efficiency	Up is Better	11.47%	16.67%	15.88%	13.78%	-11.47%	<b>10%</b>
<b>Daily percent of daily Bus Drivers available</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Efficiency	Up is Better	7.31%	14.07%	13.4%	15.15%	-7.31%	10%

*Explanation of Missed Targets:*

1. Daily percent of Bus Attendants available (Includes the need for 1:1 aides): We have been unable to fill Bus Attendant vacancies due to the hiring freeze. Steps that DOT has taken to combat chronic staff absenteeism: Introduction of the Parent Portal in Q4, which helped to reduce the number of students requiring transportation, additional private route assignments, and working with Human Resources to develop strategies to increase employee attendance.
2. Daily percent of daily Bus Drivers available: DOT maintains a daily call-out rate of 25%. Additionally, we have been unable to fill Bus Driver vacancies due to the hiring freeze. Steps that DOT has taken to combat chronic staff absenteeism: Introduction of the Parent Portal in Q4, which helped to reduce the number of students requiring transportation, additional private route assignments, and working with Human Resources to develop strategies to increase employee attendance.

### 4.4 EFFICIENCY

Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Average variable cost per route (fuel, maintenance, overtime)</b>							
Efficiency	Down is Better	\$1,303	\$1,259	\$5,478	\$9,184	\$4,306	\$1,700

*Explanation of Missed Targets:*

1. Average variable cost per route (fuel, maintenance, overtime): Overtime costs are higher in FY25 Q3 than FY25Q2 due to two extra pay periods being captured based on the check date (May 2025 had 3 pay periods), as well as pay period 1 not being included in Q2 reporting due to the check date. Please note that for Q4, maintenance costs increased by almost \$100k from the previous quarter, partly because additional funding was released in addition to the start of school. Overtime and fuel costs decreased along with the number of routes. The significant decrease in the number of routes caused the average cost per route to be higher for Q4. Q4 overtime cost has been updated as well to reflect the final pay period of the quarter, where one week landed in FY25 and the other in FY26.

### 4.5 EFFICIENT, TRANSPARENT, AND RESPONSIVE GOVERNMENT

Create and maintain a highly efficient, transparent, and responsive District government.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	No data available	Target not required
<b>Percent of employees that are District residents</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Outcome	Up is Better	Annual	Annual	Annual	Annual	56.7%	Target not required
<b>Percent of new hires that are District residents (Peoplesoft)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	57.14%	Target not required
<b>Percent of new hires that are current District residents and received a high school diploma from a DCPS or a District Public Charter School, or received an equivalent credential from the District of Columbia (eRecruit)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	0%	Target not required
<b>Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	No incidents	Target not required

## 5 ACTIVITIES

### 5.1 PROVIDE COORDINATION AND OVERSIGHT OF FLEET AND TERMINALS/ FACILITIES

Coordinate maintenance for all fleet vehicles ensuring they are reliable for transportation. Enhance bus operations in order to improve on time arrival at school.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of buses in service</b>							
Outcome	Up is Better	78%	75%	74%	72%	74.75%	Target not required
<b>Number of school bus breakdowns</b>							
Efficiency	Down is Better	73	77	85	110	345	Target not required

### 5.2 INTERNAL MANAGEMENT TO IMPROVE EXTERNAL SERVICES

Monitor and track operations in order to improve services as well as support student transportation in the most cost effective manner.

*No Related Measures*

### 5.3 ENHANCE BUS SAFETY BY FOCUSING ON STAFF TRAINING AND IMPROVING OPERATIONS

Ensure DOT compliance with federal and state regulations pertaining to motor vehicle operations, student accommodations, specialized equipment and professional development.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of bus drivers and attendants</b>							
Quantity	Up is Better	1,055	1,030	859	970	1,018	Target not required
<b>Number of training offered for bus drivers and attendants</b>							
Efficiency	Up is Better	44	46	47	43	180	Target not required

### 5.4 COORDINATE AND EXECUTE STRATEGIC INTERNAL AND EXTERNAL COMMUNICATIONS

Coordinate and expand communication to OSSE-DOT staff, other OSSE departments, schools/ LEAs, and students and families who use student transportation through efforts led by OSSE-DOT Office of Customer Engagement.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of schools supported</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	205	Target not required
<b>Number of students receiving school bus transportation</b>							
Quantity	Up is Better	4,120	4,189	4,321	2,543	3,793	Target not required
<b>Number of students whose parents receive reimbursement or participating in the Metro farecard, token or DC One Card Program</b>							

(continued)

<b>Measure Type</b>	<b>Directionality</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Annual</b>	<b>Target</b>
Quantity	Up is Better	Annual	Annual	Annual	Annual	111	Target not required

## 6 PROJECTS

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### 6.1 CUSTOMER ENGAGEMENT

**Project Description:** In order to help address inequities, promote equitable access, and build a broader communication pipeline that will support OSSE-DOT decision-making, in FY25, OSSE DOT will host at least 12 community engagement events, with a focus on neighborhoods in Wards 7 and 8. These events will be held quarterly, aiming to strengthen relationships and trust by reaching out to communities that have historically had less access to government services.

**Start Date:** September 29, 2024

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Execution

**Project Status:** In FY25, the community engagement efforts were focused on promoting awareness and use of OSSE Parent Portal. It is now used for guardians to directly submit transportation preferences for their transportation-eligible students. From the Parent Portal launch on June 9, 2025, OSSE- DOT held in-person sessions 3 days a week, then shifted to 5 days a week in September, and provided families with technical assistance. The OSSE DOT Outreach team, in collaboration with the OCIO, made visits to 51 residents' homes in wards 7 & 8, and 24 visits to all other wards to assist and guide families in using the new Parent Portal. This outreach allowed us to address issues related to accessibility and provide an immediate response to parents' concerns.

### 6.2 NEW W STREET SCHOOL BUS TERMINAL

**Project Description:** OSSE DOT, in collaboration with DGS, will complete its work on the development of a new W Street school bus terminal, 1601 W Street, NE. The new terminal will encompass an on-site maintenance and repair facility. The plan also includes 10 electric charging stations.

**Start Date:** September 29, 2024

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Construction > 50%

**Project Status:** The new facility is scheduled to be completed in Spring 2026. The building is currently at a 75% completion rate, while the site itself is currently at a 40% completion rate. Some key milestones this FY include the completion of the watertight building, the green roof, and mechanical units, and the Verizon fiber optic cables being installed. Ongoing work includes interior painting and finishes, furniture installation, mechanical and electrical system startups, site excavation, and pile installation. DGS is performing in-depth schedule reviews and meetings with contractors to improve the delivery date.

### 6.3 PARENT STIPEND

**Project Description:** In FY26 OSSE will maximize usage of the Parent Stipend Program, providing a \$400 monthly stipend to eligible parents/guardians who choose to self-transport their special education students to and from school, including for related special services. Enrollment will be open to parents or guardians of transportation-eligible students, with an unlimited number of participants throughout the school year. (Subject to Eligibility)

**Start Date:** September 29, 2024

**Date Completed:** September 30, 2025

**Current Project Phase:** Completed

**Project Status:** OSSE- DOT has surpassed its goal of servicing 250 participants throughout the school year by currently servicing 813 parents at the conclusion of Q4.

## 6.4 PRIVATE ROUTES

**Project Description:** In FY26, OSSE DOT will reduce spending on private transportation vendor routes while still ensuring that all transportation-eligible students receive timely and reliable service. This goal includes improving coordination with vendors, reducing redundancy in routing, and enhancing service quality, particularly for special education, 504, and McKinney-Vento students. Performance metrics will be monitored quarterly to better meet families' needs and agency objectives.

**Start Date:** September 29, 2024

**Date Completed:** September 30, 2025

**Current Project Phase:** Completed

**Project Status:** In FY24, OSSE-DOT, in partnership with the Office of Contracting and Procurement (OCP), expanded OSSE-DOT's contracted route capacity to mitigate staffing challenges and increase OSSE-DOT's operational efficiency. OSSE-DOT increased from 87 contracted routes in SY23-24 to 150 on the first day of school in SY24-25 to meet our performance obligations to parents and families. Due to budgetary constraints for SY 24-25, that number has since been reduced and has fluctuated between 60- 90 routes

## 6.5 STUDENT RIDERSHIP AND GPS SYSTEM

**Project Description:** By the end of FY25, OSSE DOT will complete all procurement activities to select a new vendor system that offers a comprehensive student routing, GPS, and transportation management solution. This system will integrate with existing internal agency systems, provide real-time GPS tracking, electronic student ridership management, and support streamlined reporting for federal, local, and Medicaid purposes for transportation reimbursement. Implementation of the selected system will begin within the fiscal year.

**Start Date:** September 29, 2024

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Monitoring

**Project Status:** The GPS system project is awaiting funding, which leaves DOT in limbo until the procurement is funded. The Ridership app is on track for a launch date by the start of school to train staff 2026.



**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

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This document is the Fiscal Year 2025 Performance Accountability Report (PAR) for the Office of the State Superintendent of Education.

The PAR is the second of two agency performance documents published each year. A Performance Plan is published at the start of the fiscal year when budget decisions have been finalized. A PAR is published in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

**PAR Structure:** PARs are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects, and related Performance Measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

**Objectives:** Objectives are statements of the desired benefits that are expected from the performance of an agency’s mission. They describe the goals of the agency.

**Administrative Structures:** Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

**Activities:** Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

**Projects:** Projects are planned efforts that end once a particular outcome or goal is achieved.

**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency’s overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
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Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	“Percent of claims processed within 10 business days”
Outcome	Outcome measures assess the results or impact of an agency’s work. These measures describe the intended ultimate benefits associated with a program or service.	“Percent of families returning to homelessness within 6- 12 months”

(continued)

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## 2 OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION OVERVIEW

---

**Mission:** The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways so District residents receive an excellent education and are prepared to achieve success in college, careers, and life.

**Summary of Services:** The Office of the State Superintendent of Education serves as the District of Columbia's State Education Agency (SEA). In this role, OSSE manages and distributes federal funding to education providers and exercises oversight responsibility over federal education programs and related grants administered in the District to ensure quality and compliance. OSSE also serves as the standard-bearer in education for the District of Columbia. OSSE develops state-level education policies and standards aligned with school, college, and workforce readiness expectations. OSSE further ensures that the District collects and reports accurate and reliable data. OSSE provides technical support to increase effectiveness among education providers, thereby improving outcomes for all students. OSSE also leads the Special Education Transportation (Agency Code GOO), Non-public Tuition (Agency Code GNO), and administers the District of Columbia Public Charter Schools Payments.

### **Objectives:**

1. High quality and actionable data
2. Quality and equity focus
3. Responsive & consistent service
4. Top notch talent
5. Efficient, Transparent, and Responsive Government

### 3 2025 ACCOMPLISHMENTS

---

#### 3.1 ACCELERATING MATH PROFICIENCY

For another consecutive year, DC celebrated the increase in student math proficiency on the 2025 DC CAPE assessment. Additionally, OSSE developed the consensus recommendations for evidence-based math instruction with the DC Math Task Force, which lays out a comprehensive vision for improving math instruction and student outcomes in the District. These recommendations will be published in early FY26.

**Impact:** The recommendations prescribe a path towards ensuring that students and families benefit from highly trained teachers, high quality math curricula and coursework, strong interventions and better communication from schools. The implementation of the Task Force recommendations will ultimately lead to higher math proficiency, ensuring that all students thrive in college, careers, or the life paths of their choice.

#### 3.2 STRENGTHENING CAREER-FOCUSED EDUCATION

In August 2025, OSSE opened its second Advanced Technical Center in Ward 8. This center focuses on Emergency Medical Technician (EMT) and Certified Clinical Medical Assistant (CCMA) pathways, enrolling 60 students from 15 high schools. With the opening of the Ward 8 center, OSSE's Advanced Technical Centers have served over 600 students throughout FY25.

#### 3.3 EXPANDING EDUCATOR PATHWAYS

The OSSE Apprenticeship in Teaching launched in 2024, providing district paraprofessionals with a cost-free pathway to earn a bachelor's degree in Early Childhood, Elementary, or Special Education. To date, the OSSE Apprenticeship in Teaching has over 70 apprentices working to become effective educators in the district. This program has enrolled apprentices working across 52 schools and 18 Local Education Agencies throughout all eight wards. In FY25, OSSE has collaborated with High-Impact Tutoring (HIT) providers to launch a HIT pathway for aspiring tutors to become apprentices as well.

**Impact:** Building on the success of the paraprofessional and HIT provider pathways, OSSE has begun to lay the foundation for the launch of the master's degree-granting pathway in 2026, which will provide school leaders with a short-term and long-term development tool to strengthen the educator pipeline in their school community.

## 4 OBJECTIVES

### 4.1 HIGH QUALITY AND ACTIONABLE DATA

OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of all students graduating from high school in four years</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	78.7%	75.7%
<b>Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	29.1%	42.8%
<b>Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	37.4%	44.9%
<b>Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	15%	34.2%
<b>Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	38.5%	45%
<b>Percent of user requests via the services portal solved and closed within five days of receipt</b>							
Efficiency	Up is Better	Annual	Annual	Annual	Annual	60.25%	80%

#### Explanation of Missed Targets:

1. Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment: Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement – and for 2025, the year-over-year increase in math and was the highest since prior to the COVID-19 pandemic.
2. Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment: Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement – and for 2025, the year-over-year increase in ELA and was the highest since prior to the COVID-19 pandemic.
3. Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment: Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement – and for 2025, the year-over-year increase in math and was the highest since prior to the COVID-19 pandemic.
4. Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment: Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement – and for 2025, the year-over-year increase in ELA and was the highest since prior to the COVID-19 pandemic.
5. Percent of user requests via the services portal solved and closed within five days of receipt: There was an increase in tickets from FY24 and staff shortages resulting from the budget freeze hiring have created capacity constraints. System enhancements are in development and once implemented, should lead to better performance.

## 4.2 QUALITY AND EQUITY FOCUS

OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of DC residents receiving postsecondary support by DC Futures</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	927	900
<b>Number of dual enrollment seats filled by high school students</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	715	250
<b>Number of students placed in an internship through OSSE's CTE Advanced Internship Program</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	364	300
<b>Percent of students served with OSSE-funded HIT programs who are identified as economically disadvantaged</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	72.6%	70%
<b>Number of students receiving HIT in OSSE-funded programs</b>							
Outcome	Up is Better	1,919	5,944	5,246	292	6,297	6,000
<b>Percent of DC public and public charter school graduates completing a post-secondary degree within six years of high school graduation</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	Data is pending	36%
<b>Percent of enrolled students in OSSE AFE Integrated Education &amp; Training (IE&amp;T) programs who achieve a Measurable Skill Gain (MSG)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	69.63%	55%
<b>Percent of low-performing schools that show improvement in academic achievement</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	0%	80%
<b>Percent of target schools engaging with OSSE on HIT</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	Data is pending	90%

### Explanation of Missed Targets:

1. Percent of low-performing schools that show improvement in academic achievement: None of the ten schools identified as CSI in 2024 saw at least a 1pp increase in both their math and ELA scores between 2024 and 2025. Two schools saw at least a 1pp increase in math but not ELA, and four schools saw at least a 1pp increase in ELA, but not math. Additionally, one CSI school closed.

## 4.3 RESPONSIVE & CONSISTENT SERVICE

OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Single Audit audit findings</b>							
Quantity	Down is Better	Annual	Annual	Annual	Annual	2	0
<b>Percent of IEPs reviewed that comply with secondary transition requirements</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	52%	70%
<b>Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision</b>							
Efficiency	Down is Better	3.1	3.3	3.24	3.41	3.26	15
<b>Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period</b>							
Efficiency	Up is Better	Annual	Annual	Annual	Annual	Data is pending	100%

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of grant funds reimbursed within 30 days of receipt of approvable invoice</b>							
Efficiency	Up is Better	87.1%	86.9%	83.52%	98.2%	89%	92%
<b>Percent of timely Individuals with Disabilities Act (IDEA) due process hearing decisions</b>							
Efficiency	Up is Better	100%	100%	100%	100%	100%	98%
<b>Percent of timely completion of state complaint investigations</b>							
Efficiency	Up is Better	Annual	Annual	Annual	Annual	100%	100%

**Explanation of Missed Targets:**

1. Number of Single Audit audit findings: There was a single finding for OCFO and one for FFATA reporting.
2. Percent of IEPs reviewed that comply with secondary transition requirements: OSSE transitioned to a new special education data system during the 2023-2024 school year. During the first year of implementation, OSSE, in collaboration with LEAs, identified system limitations, one of which impacted secondary transition compliance. Despite ongoing collaboration, the second year of implementation saw continued data system limitations impacting secondary transition compliance. Specifically, LEAs could not generate student letters of invitation for students aged 16-17 within the system during the entirety of the reporting period. Through State oversight activities, OSSE found that students frequently attended IEP meetings. OSSE is providing additional guidance to LEAs to ensure clarity of compliance requirements for student opportunities to participate in transition discussions. The District has resolved the data system limitations referenced here as of the date of this report. Taking the limitations into account, OSSE analyzed the data and found that the secondary transition compliance rate, excluding the student letter of invitation (LOI) component, was 80% compliant, representing an increase from the 2023-2024 compliance rate of 64%.
3. Percent of grant funds reimbursed within 30 days of receipt of approvable invoice: Some programs exceeded their approval times.

**4.4 TOP NOTCH TALENT**

OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education.

No Related Measures

**4.5 EFFICIENT, TRANSPARENT, AND RESPONSIVE GOVERNMENT**

Create and maintain a highly efficient, transparent, and responsive District government.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	43.67%	Target not required
<b>Percent of employees that are District residents</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	44.32%	Target not required
<b>Percent of new hires that are District residents (Peoplesoft)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	53.85%	Target not required

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of new hires that are current District residents and received a high school diploma from a DCPS or a District Public Charter School, or received an equivalent credential from the District of Columbia (eRecruit)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	6.67%	Target not required
<b>Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	50.91%	Target not required

## 5 ACTIVITIES

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### 5.1 KEY EDUCATION ISSUES

Conduct research and data analysis for key education issues for the District e.g., Student Mobility Report, Equity Reports, evaluations of key programs/projects, next generation assessment results, and fulfillment of additional data requests.

*No Related Measures*

### 5.2 CONTINUOUS IMPROVEMENT

Support accountability and continuous improvement across the District's education landscape. Manage state accountability system. Provide transparency on key education data.

*No Related Measures*

### 5.3 TECHNICAL ASSISTANCE AND SUPPORT TO LEAS

Provide technical assistance, oversight, and support to improve performance of low-performing schools and boost college- and career-readiness of students and equitable access to effective educators.

*No Related Measures*

### 5.4 REPORTING TO THE US DEPARTMENT OF EDUCATION

Collect, validate and aggregate data for federal reporting from LEAs.

*No Related Measures*

### 5.5 FEDERAL MEAL PROGRAMS

Administer national school breakfast, national school lunch, and child and adult food care programs and federal meal programs designed to provide nutritious meals throughout the day, particularly for low income child and students.

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Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Total number of meals served for the Child and Adult Care Food Program (CACFP)</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	Data is pending	Target not required

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### 5.6 IMPLEMENT POLICY AGENDA

Implement policy agenda, including coordinating with program offices to draft regulations and required reports. OSSE engages with LEAs and the public regarding proposed regulations through outreach and discussion with major stakeholder groups through means such as working groups, meetings, and public hearings. In addition, OSSE informs LEAs of new or updated regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. OSSE provides a formal public comment period for proposed regulations (generally 30 days).

*No Related Measures*

### 5.7 RECRUITMENT, PROFESSIONAL DEVELOPMENT, PROGRESSIVE DISCIPLINE, COMPLIANCE, AND LEAVE AND PAYROLL FOR OSSE AND OSSE DOT EMPLOYEES

Quality design and effective implementation of Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees.

*No Related Measures*

## 5.8 ALTERNATIVE DISPUTE RESOLUTION PROCESS

Provide a fair and equitable alternative dispute resolution process.

*No Related Measures*

## 5.9 CHILD CARE FACILITIES

License child care facilities and administer child care subsidies. Promote accountability and excellence; hold system accountable for results; provide high-quality, safe, and healthy early care and education opportunities for children.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of children enrolled in the District's child care subsidy program</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	6,554	Target not required
<b>Number of infant and toddler slots at licensed child development facilities</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	12,267	Target not required
<b>Number of infant/toddlers receiving IDEA Part C early intervention services</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	1,405	Target not required

## 5.10 ADMINISTER DC TUITION ASSISTANCE GRANT (DCTAG) AND MAYOR'S SCHOLARS PROGRAMS

Administer DCTAG and Mayor's Scholars Programs to support college access for DC high school seniors.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of high school seniors completing a DC TAG application</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	26.76%	Target not required

## 5.11 PROFESSIONAL DEVELOPMENT

Provide professional development to educators on a variety of topics that is high quality and responsive to the needs of LEAs.

*No Related Measures*

## 5.12 SUMMER FOOD SERVICE PROGRAM

Oversee the Summer Food Service Program: federal meal program operated during summer months when school is out and ensures youth have access to nutritious meals all year round.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Total number of summer meals served through the entire summer</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	Data is pending	Target not required

### 5.13 INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Provide oversight and support to LEAs with implementation of the Individuals with Disabilities Education Act. Ensure that children with qualifying developmental disabilities access and receive timely and high-quality services.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Amount of Medicaid reimbursement collected</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	Data is pending	Target not required
<b>Number of students with Individualized Education Programs (IEPs)</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	Data is pending	Target not required

### 5.14 ACCESS TO PROGRAMS

Support increased access to and participation in programs that promote academic, physical, and emotional health and well-being of students. Activities range from implementation of the Healthy Schools Act programs including school gardens to implementation of the DC State Athletics Association.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Total number of meals served during the school year through the School Nutrition Programs</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	Data is pending	Target not required

### 5.15 STUDENT ENROLLMENT

Manage annual student enrollment audit and ongoing student residency verification.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of PK-12 students in public and public charter schools</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	99,652	Target not required

### 5.16 ADULT LITERACY

Provide adult literacy, occupational literacy, and postsecondary education training to DC residents. Includes coordination with DOES and WIC.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of enrolled students (fundable under the National Reporting System (NRS) for Adult Education) in OSSE AFE IE\&amp;T programs</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	1,169	Target not required
<b>Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	292	Target not required

### 5.17 ADMINISTER GRANTS

Administer federal and local grants to LEAs, CBOs, and other organizations on a variety of topics e.g., Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Perkins, Community Schools, environmental literacy, school gardens, McKinneyVento.

*No Related Measures*

### 5.18 RE-ENGAGEMENT

Oversee the DC Re-Engagement Center and share learnings from its operations with other city agencies and nonprofits engaged in related work with youth.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of disconnected youth that were re-enrolled in an educational program through the reengagement center</b>							
Quantity	Neutral	0	No data available	Data is pending	2	10	Target not required

### 5.19 ADMINISTER ANNUAL STATE ASSESSMENT PROGRAM

Successfully administer the assessment portfolio (Partnership for Assessment of Readiness for College and Career (PARCC), National Center and State Collaborative (NCSC), Science, Science Alt, Assessing Comprehension and Communication in English State to State (ACCESS)) providing clear guidance and documentation to LEAs prior to test administration, and realtime triage and comprehensive support to LEAs during test administration. Provide meaningful distribution of results to the public, LEAs, schools, and families. [www.osse.dc.gov/parcc](http://www.osse.dc.gov/parcc)

*No Related Measures*

### 5.20 TRANSPARENT AND RESPONSIVE COMMUNICATIONS

Maintain transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data. [osse.dc.gov](http://osse.dc.gov) [learndc.org](http://learndc.org) [results.osse.dc.gov](http://results.osse.dc.gov) [mcff.osse.dc.gov](http://mcff.osse.dc.gov)

*No Related Measures*

## 6 PROJECTS

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### 6.1 COURSE DATA COLLECTION SYSTEM AND PROCEDURES

**Project Description:** OSSE will continue to develop its course data collection system and procedures, requiring 100% of Local Education Agencies to report data via the Integrated Data System (IDS) platform and the Automated Data Transfer (ADT) server. Key insights regarding specialized courses, course credits, and professional learning will be shared out after implementation.

**Start Date:** July 1, 2024

**Date Completed:** NA

**Current Project Phase:** Completed

### 6.2 EXPANDING CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMMING

**Project Description:** OSSE will increase the accessibility of its Career and Technical Education (CTE) programming by working towards the expansion of the Advanced Technical Center (ATC) Penn Center location and opening of an additional ATC location in Ward 8. The expansion of the Penn Center location will include partnering with Children's National Hospital to open a Pediatric Urgent Care Center while also building out an additional 10,000 square feet of classroom space. This will allow OSSE to increase the maximum annual enrollment at the ATC from 300 students to up to 450 students while also adding one to two new career pathways to our existing nursing and cybersecurity pathways. The Ward 8 Center will have an enrollment capacity of 150 and will offer two to three healthcare career pathway options aligned to the needs of our core industry partners and the District's most in-demand healthcare occupations. By the 2025-26 school year, OSSE will institute a CTE teacher licensure policy requirement and will ensure that 100 percent of CTE state course standards will include employability skills, digital literacy, and workforce-aligned industry-recognized credentials (IRCs).

**Start Date:** July 1, 2024

**Planned Completion Date:** August 1, 2026

**Current Project Phase:** Design

**Project Status:** DGS continues to lead negotiations with both Children's and Medstar regarding the lease agreements for the Ward 5 ATC. We are through much of the design work associated with the renovation of both the Ward 8 and Ward 5 spaces and construction is tentatively scheduled to start at Ward 5 by end of October and at Ward 8 in January of 2026 and both will be completed by July of 2026. SY25/26 has begun and we have 59 students enrolled in the new W8 ATC and 310 students enrolled in the W5 ATC. Teacher licensure regulations are under review from EOM and we hope the updated draft should be ready to be released for public comment in the near future. All CTE programs of study have had their standards updated to include employability skills and IRCs.

### 6.3 HIGH-IMPACT TUTORING

**Project Description:** OSSE will further embed high-quality, high-impact tutoring (HIT) into the DC education ecosystem in FY25 by awarding grant funds directly to local education agencies (LEAs) and by contracting with tutoring providers to deliver HIT services to students in schools. OSSE-funded HIT programs aim to reach 5% of DC students in each year and will target students who were disproportionately impacted by COVID and have historically been furthest from opportunity to help them overcome the effects of interrupted instruction and accelerate their learning.

**Start Date:** July 1, 2024

**Planned Completion Date:** June 30, 2026

**Current Project Phase:** Monitoring

**Project Status:** Summer High-Impact Tutoring (HIT) programs funded by OSSE concluded, reaching nearly 300 students. In July, OSSE led end-of-year consultations with each of the 15 LEA awardees that ran HIT programs, as well as the 10 HIT providers OSSE funded to operate programs in schools, to discuss successes, barriers to success, plans for the HIT in the SY25-26 school year, and how OSSE can help support them moving forward.

## 6.4 LITERACY INVESTMENTS

**Project Description:** OSSE will continue to implement a literacy strategy focused on 1) improving access to resources, such as high-quality instructional materials aligned to the science of reading and structured literacy, 2) implementing DC Law 23-191, Addressing Dyslexia and Other Reading Difficulties, and 3) managing the Comprehensive State Literacy Development (CLSD) Grant for Local Education Agencies (LEAs) and Community-Based Organizations (CBOs). OSSE will further develop resources, trainings and outreach to support literacy rates across the District through the strengthening of investments in implementing the Literacy Task Force recommendations and Structured Literacy legislation.

**Start Date:** July 1, 2024

**Planned Completion Date:** June 30, 2026

**Current Project Phase:** Execution

**Project Status:** Literacy professional learning continues to be offered to all LEAs through the Learning Management System (LMS). The Science of Reading (SoR) and structured literacy training remain top options for LEAs when looking for coursework related to SoR. Adolescent training is available via the LMS. Additional training was offered to school leaders on understanding and implementing the structured literacy walkthrough tool and was met with great success and desire for additional offerings. The kindergarten structured literacy walkthrough tool pilot has provided 10 educators, across 5 LEAs access to intensive professional learning and training focused on the walkthrough tool. The dyslexia awareness training was released on July 30, 2025 for the 25-26 school year. Two in-person trainings were offered at OSSE to provide an alternate training modality. As of Oct. 6, 2025, over 9,000 educators have completed the dyslexia awareness training.



# **DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

## **FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

This document is the Fiscal Year 2025 Performance Accountability Report (PAR) for the District of Columbia Public Charter School Board.

The PAR is the second of two agency performance documents published each year. A Performance Plan is published at the start of the fiscal year when budget decisions have been finalized. A PAR is published in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

**PAR Structure:** PARs are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects, and related Performance Measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

**Objectives:** Objectives are statements of the desired benefits that are expected from the performance of an agency’s mission. They describe the goals of the agency.

**Administrative Structures:** Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

**Activities:** Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

**Projects:** Projects are planned efforts that end once a particular outcome or goal is achieved.

**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency’s overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase “Number of...”.	“Number of public art projects completed”
Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	“Percent of claims processed within 10 business days”
Outcome	Outcome measures assess the results or impact of an agency’s work. These measures describe the intended ultimate benefits associated with a program or service.	“Percent of families returning to homelessness within 6- 12 months”

(continued)

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## **2 DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD OVERVIEW**

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**Mission:** The D.C. Public Charter School Board's (PCSB) mission is to provide quality public school options for DC students, families, and communities by conducting a comprehensive application review process, providing effective oversight of and meaningful support to DC public charter schools, and by actively engaging key stakeholders.

**Summary of Services:** The PCSB carries out four key functions. 1) ensure that only the highest quality organizations are approved to open charter schools which is accomplished through our comprehensive application review process, 2) make effective oversight decisions in the interest of students and hold charter schools to high standards with respect to results, 3) provide clear feedback to charter schools and maintain a system of rewards and consequences to manage progress towards desired outcomes, 4) actively engage key stakeholders to ensure transparency and accountability through an exchange process that facilitates the sharing of critical information and feedback regarding community impact and preferences.

### **Objectives:**

1. Pilot and begin to implement the Annual School Performance Index Report & Evaluation (ASPIRE) accountability framework to improve school quality
2. Enhance DC PCSB's talent systems and policies to align with the strategic plan and talent philosophy, and to retain DC PCSB staff
3. Enhance the effectiveness of DC PCSB's fiscal and compliance oversight by strengthening governance, school management organization, and other oversight areas.
4. Develop processes to authentically engage stakeholders to increase community engagement and parent education on the value of strong authorizing practices in meeting the needs of DC families and communities.
5. Cultivate relationships with a diverse group of stakeholders including DC agencies and other organizations to improve supports and outcomes for DC students

## 3 2025 ACCOMPLISHMENTS

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### 3.1 LAUNCHED THREE YEAR STRATEGIC ROADMAP

Our 2025-2028 Strategic Roadmap continues to center the students within the District. This plan will steer our efforts in three key areas: Excellent Schools, Enduring Partnerships, and Effective Organization.

**Impact:** Strategic Roadmap We've rolled out our Strategic Roadmap, designed to guide our efforts and reflect a pivotal evolution in the role, function, and mission of DC PCSB. This Strategic Roadmap will guide our work in three areas: Excellent Schools, Enduring Partnerships, and Effective Organization.

Why It's Important

Our Strategic Roadmap outlines five core principles to guide our efforts and ensure we effectively fulfill our mission, vision, and strategic priorities, while upholding our commitment to fostering a culture that considers multiple perspectives. These principles directly support DC

## **4 OBJECTIVES**

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### **4.1 PILOT AND BEGIN TO IMPLEMENT THE ANNUAL SCHOOL PERFORMANCE INDEX REPORT & EVALUATION (ASPIRE) ACCOUNTABILITY FRAMEWORK TO IMPROVE SCHOOL QUALITY**

*No Related Measures*

### **4.2 ENHANCE DC PCSB'S TALENT SYSTEMS AND POLICIES TO ALIGN WITH THE STRATEGIC PLAN AND TALENT PHILOSOPHY, AND TO RETAIN DC PCSB STAFF**

*No Related Measures*

### **4.3 ENHANCE THE EFFECTIVENESS OF DC PCSB'S FISCAL AND COMPLIANCE OVERSIGHT BY STRENGTHENING GOVERNANCE, SCHOOL MANAGEMENT ORGANIZATION, AND OTHER OVERSIGHT AREAS.**

*No Related Measures*

### **4.4 DEVELOP PROCESSES TO AUTHENTICALLY ENGAGE STAKEHOLDERS TO INCREASE COMMUNITY ENGAGEMENT AND PARENT EDUCATION ON THE VALUE OF STRONG AUTHORIZING PRACTICES IN MEETING THE NEEDS OF DC FAMILIES AND COMMUNITIES.**

*No Related Measures*

### **4.5 CULTIVATE RELATIONSHIPS WITH A DIVERSE GROUP OF STAKEHOLDERS INCLUDING DC AGENCIES AND OTHER ORGANIZATIONS TO IMPROVE SUPPORTS AND OUTCOMES FOR DC STUDENTS**

*No Related Measures*

## 5 ACTIVITIES

### 5.1 ENHANCE INTERNAL TALENT SYSTEMS

Operationalize DC PCSB internal talent philosophy.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Continue to implement a system and tools to facilitate high-quality onboarding to PCSB to be delivered in partnership by HR and people leaders</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	100%	New in 2025

### 5.2 PROMOTE DC PCSB'S TALENT SYSTEM TO DELIVER ON MISSION AND VISION.

Design learning systems for DC PCSB staff and continue to socialize our mission and vision across the agency.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Create a learning plan for all DC PCSB staff to align with DC PCSB mission and vision.</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	100%	Target not required

### 5.3 COMMUNITY ENGAGEMENT

Inform a diverse group of stakeholders on the ASPIRE framework.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Continue implementing the communications strategy to engage diverse stakeholders around the ASPIRE framework</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	100%	Target not required

### 5.4 ACCOUNTABILITY

Phased release of Local Education Agencies (LEA) ASPIRE

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Launch the ASPIRE framework</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	100%	Target not required

### 5.5 OVERSIGHT EFFECTIVENESS

Effectively manage collection and review of Local Education Agencies (LEA) financial and compliance submissions throughout the school year

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Complete enrollment projections process</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	100%	Target not required

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Strengthen DC PCSB's financial oversight policies</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	100%	New in 2025

## 5.6 INTERAGENCY COORDINATION

Coordinate with diverse stakeholders including DC government agencies to facilitate charter schools and students access to services and supports

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Attend relevant task force meetings and groups</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	100%	Target not required
<b>Design and implement one engagement plan across diverse relevant parties, including ed- and ed-adjacent partners</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	100%	Target not required



**WORKFORCE INVESTMENT COUNCIL  
FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

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This document is the Fiscal Year 2025 Performance Accountability Report (PAR) for the Workforce Investment Council.

The PAR is the second of two agency performance documents published each year. A Performance Plan is published at the start of the fiscal year when budget decisions have been finalized. A PAR is published in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

**PAR Structure:** PARs are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects, and related Performance Measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

**Objectives:** Objectives are statements of the desired benefits that are expected from the performance of an agency’s mission. They describe the goals of the agency.

**Administrative Structures:** Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

**Activities:** Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

**Projects:** Projects are planned efforts that end once a particular outcome or goal is achieved.

**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency’s overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase “Number of...”.	“Number of public art projects completed”
Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	“Percent of claims processed within 10 business days”
Outcome	Outcome measures assess the results or impact of an agency’s work. These measures describe the intended ultimate benefits associated with a program or service.	“Percent of families returning to homelessness within 6- 12 months”

(continued)

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## 2 WORKFORCE INVESTMENT COUNCIL OVERVIEW

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**Mission:** The District of Columbia Workforce Investment Council (DC WIC) will lead with urgency and precision to create a fully integrated and comprehensive workforce development system that not only meets but anticipates the needs of job seekers and businesses. The DC WIC is dedicated to fostering a unified workforce system that ensures transparency, accountability, and high performance while reducing redundancy across the workforce ecosystem. Our commitment is to provide effective leadership and coordination at all levels.

**Summary of Services:** The Workforce Investment Council Board oversees the implementation of the District of Columbia's Strategic Four-Year Plan under WIOA, driving a unified workforce strategy aligned with the District's economic needs and targeted sectors. By convening key stakeholders including businesses, training providers, and government agencies the DC WIC ensures that workforce initiatives effectively meet industry demands. Through strategic planning, technical assistance, and continuous monitoring, the DC WIC maximizes program efficiency, promotes transparency and ensures accountability in all workforce development efforts.

### **Objectives:**

1. Enhancing Accessibility and Continuous System Improvement
2. Integrating a Comprehensive Workforce Development System
3. Providing System Coordination, Transparency, and Accountability
4. Efficient, Transparent, and Responsive Government

### **Administrative Structures:**

1. Business Engagement
2. Performance and Impact
3. Operations

### 3 2025 ACCOMPLISHMENTS

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#### 3.1 COMMUNITY OF PRACTICE

The DCWIC convened 4 quarterly meetings with an average 25 participants. The goal of community of practice is to bring together stakeholders within the workforce development system to accomplish the following:  
Information sharing (CoP is the intersection of information sharing within the workforce system) Strategy Development (CoP is represented in the District's WIOA State Plan committing to expanding the network and improving alignment)  
Responding to economic conditions creating innovative client-focused approaches Understanding the Communities we Serve

**Impact:** The WIC serves as a convener of groups that impact the District's workforce system. The Community of Practice is one of many convenings led by the WIC. These convenings serve as the vehicles for braiding programs, funding and strategies.

#### 3.2 PLAN TO PIVOT - FRONTLINE WORKERS

In addition to workshops for federal workers, the DC WIC also recognized the need to train the District's frontline workers responsible for coaching federal workers that have and will continue reaching out for assistance and support in transitioning into private sector opportunities. The DC WIC created a seven-part series for frontline workers that included topics such as: Transitioning federal jobs into private sector opportunities Using AI to create resumes Networking and connecting with LinkedIn

**Impact:** The DC WIC offered a total of 6 all-day trainings and trained over 120 frontline workers. The WIC received many positive responses from agency staff, indicating it being one of the best trainings they've received and very positively indicated that the content will help them serve this new demographic of jobseekers.

#### 3.3 PLAN TO PIVOT PROGRAM FOR FEDERAL WORKERS

More than 275,000 United States federal civil service layoffs were announced by the second Trump administration. Nearly 450,000 federal workers live in the Maryland, DC, Virginia area. Over 160,000 are District residents. Workshops were launched in July through August and were offered twice a week for two hours. DC WIC in partnership with our One Stop Operator, created a registration page so interested participants were able to register in advance. With limited marketing, the library was able to publish the workshop schedule in their weekly newsletter.

**Impact:** More than 100 individuals registered for the workshops. The WIC created Plan Pivot, a workshop series developed specifically for federal workers who have been laid off, that provides instruction on transitioning from federal jobs and competing for private sector opportunities. As a result of delivering these workshops, participants were better prepared for the reality of today's job market.

## **4 OBJECTIVES**

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### **4.1 ENHANCING ACCESSIBILITY AND CONTINUOUS SYSTEM IMPROVEMENT**

Improve access to workforce development programs and continuously refine processes to serve partners better.

*No Related Measures*

### **4.2 INTEGRATING A COMPREHENSIVE WORKFORCE DEVELOPMENT SYSTEM**

Create a unified system that consolidates workforce development efforts across the District and lead innovative initiatives that strengthen partnerships and advance workforce development.

*No Related Measures*

### **4.3 PROVIDING SYSTEM COORDINATION, TRANSPARENCY, AND ACCOUNTABILITY**

Ensure stakeholders have a clear understanding of the workforce system and its processes and foster a performance-driven ecosystem defined by clear, data-driven goals and outcomes.

*No Related Measures*

### **4.4 EFFICIENT, TRANSPARENT, AND RESPONSIVE GOVERNMENT**

Create and maintain a highly efficient, transparent, and responsive District government.

*No Related Measures*

## 5 ADMINISTRATIVE STRUCTURES

### 5.1 BUSINESS ENGAGEMENT

Increase and improve business relationships within the District and region to align workforce training programs with employer needs. Ensure that programs meet the District's compliance and performance standards by actively involving businesses in the design and evaluation of training initiatives.

#### Activities under Business Engagement:

##### Eligible Training Provider Management and Oversight

Oversee the approval and renewal process for all workforce development training providers. Recruit and evaluate new applications and ensure ongoing compliance of existing providers with WIOA and local standards. The renewal process is based on performance metrics, requiring providers to demonstrate success in delivering effective training that leads to employment in high-demand sectors.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of eligible training providers</b>							
Quantity	Neutral	3	0	4	6	13	Target not required
<b>Number of training providers reviewed annually for compliance with industry standards</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	2	New in 2025

##### Systems Analysis

Conduct in-depth research on DC landscape to identify gaps that may exist in education, training, and support services. Additionally, collect and analyze data from various workforce related sources to aid in system coordination and enhancement.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Businesses Providing Feedback on Training Programs</b>							
Quantity	Up is Better	0	0	3	14	17	4
<b>Number of participants expressing satisfaction with career pathways programs, as measured through surveys</b>							
Quantity	Up is Better	0	0	5	40	45	New in 2025

##### Collaboration, Partnership, and Engagement

Facilitate and manage collaborative projects and initiatives that involve multiple government agencies to enhance the efficiency and effectiveness of workforce development efforts within the District. As well as, host roundtables and discussions with business leaders to align training efforts with industry demands. Develop and strengthen partnerships with regional entities, including neighboring jurisdictions, regional workforce boards, and industry consortia, to enhance workforce development efforts.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of New Partnerships Established</b>							
Quantity	Up is Better	1	0	4	6	11	10
<b>Number of business leaders actively engaged</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Quantity	Up is Better	2	0	26	65	93	40
<b>Number of businesses actively vetting and endorsing career pathways based on sector needs</b>							
Quantity	Up is Better	0	0	6	11	17	10
<b>Number of partnerships with regional entities, including neighboring jurisdictions, regional workforce boards, and industry consortia, to enhance workforce development efforts</b>							
Quantity	Up is Better	Semi-annual	3	Semi-annual	3	9	New in 2025
<b>Number of regional speaking engagements</b>							
Quantity	Up is Better	0	1	2	2	5	8
<b>Number of workforce providers who participate in sectoral partnerships meetings to enhance communication on demand sector needs</b>							
Quantity	Up is Better	4	0	2	166	172	25

**Explanation of Missed Targets:**

1. Number of regional speaking engagements: Due to regional climate shifts and the federal landscape, we consolidated our efforts with our regional partners, which required fewer regional speaking engagements.

**Training and Skills Development**

Provide training for workforce system partners, stakeholders, community-based organizations, businesses, etc. Facilitate webinars, meetings, and teleconferences to enhance partner awareness. Provide ongoing support to training providers through regular consultations, workshops, and resource sharing to improve the quality and relevance of their programs. Provide technical assistance for continuous improvement of performance

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Businesses Participating in Sector Partnership Meetings</b>							
Quantity	Up is Better	0	0	2	70	72	25
<b>Number of District residents educated annually on career opportunities using career pathways maps</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	120	New in 2025
<b>Number of people trained through Technical Assistance activities</b>							
Quantity	Up is Better	4	1	6	177	188	120
<b>Number of training sessions hosted annually as part of career pathways program</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	7	New in 2025
<b>Number of workforce development professionals participating in career pathways training</b>							
Quantity	Up is Better	0	0	12	40	52	New in 2025
<b>Number of workforce professionals participating in Technical Assistance activities</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	119	100

**5.2 PERFORMANCE AND IMPACT**

Performance and Impact Team is responsible for oversight and compliance.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of new training providers recruited and successfully approved for inclusion in the clearinghouse</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	6	New in 2025

**Activities under Performance and Impact:**

### One Stop Operator

Management of the WIOA mandated One Stop Operator (OSO) contract, where they are responsible for convening WIOA core partners.

No Related Measures

### Labor Market Analysis and Dissemination

Develop labor market information and increase its utilization in shaping training programs by identifying industry insights, skills gaps, and employer needs.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of businesses engaged</b>							
Quantity	Up is Better	0	1	26	18	45	50

### Policy Development and Guidance

Provide high level policy development through the dissemination of a WIC WIOA Policy Manual, WIC Unified State Plan Modification; the issuance of important implementation information and updates through Workforce Implementation Guidance Letters (WIGLS), and by facilitating technical assistance webinars and teleconferences. Partner agencies to establish corresponding Standard Operating Procedures that follow the policies and guidance put in place by the WIC.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of monitoring visits conducted annually to workforce system partners to ensure adherence to provisions and the implementation of policy guidance</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	6	New in 2025
<b>Number of policy guidance documents issued annually to ensure consistent adherence to WIOA provisions</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	4	New in 2025

### Compliance and Oversight

Operate as the District's entity to evaluate workforce related programming, services, and activities and ensure they meet the standards and guidelines issued by local and federal policies.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of agencies that reported data</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	24	New in 2025
<b>Number of Submission and Approval of WIOA State Plan</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	1	New in 2025

## 5.3 OPERATIONS

The Operations Department manages all Human Resources, finance related matters, government efficiency matters, and board management.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years</b>							

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
Outcome	Up is Better	Annual	Annual	Annual	Annual	No data available	Target not required
<b>Percent of employees that are District residents</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	No data available	Target not required
<b>Percent of new hires that are District residents (Peoplesoft)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	0%	Target not required
<b>Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	No incidents	Target not required

## 6 PROJECTS

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### 6.1 WORKFORCE ALIGNMENT AND TRAINING COMPLIANCE HUB (WATCH)

**Related Administrative Structure:** Performance and Impact

**Related Activity Name:** Compliance and Oversight

**Project Description:** 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.

**Start Date:** April 1, 2025

**Planned Completion Date:** September 30, 2028

**Current Project Phase:** Monitoring

**Project Status:** The Workforce Alignment and Training Compliance Hub (WATCH) remains an active, ongoing initiative. During the previous program year, the Workforce Investment Council completed an evaluation of 16 agencies based on funding allocations through the expenditure compliance, using the District's Expenditure Guide as the primary review framework.

The next phase of WATCH will focus on training provider-level review to ensure that all funded programs meet established quality training standards, including verification of credentials, alignment with industry-recognized certifications, and documented employment outcomes. This phase will also assess return on investment by examining whether employment outcomes justify training costs and result in sustainable, high-quality job placements. Findings from this review will inform future approval, compliance actions, and provider eligibility.

### 6.2 CAREER PATHWAYS

**Related Administrative Structure:** Business Engagement

**Related Activity Name:** Training and Skills Development

**Project Description:** 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.

**Start Date:** October 1, 2024

**Planned Completion Date:** September 30, 2026

**Current Project Phase:** Execution

**Project Status:** Career Pathways development activities are underway, with a focus on strengthening sector-specific partnerships and aligning training pathways with high-demand industries informed by real-time employer needs. Current efforts include mapping career trajectories, engaging business partners to validate skills requirements, and preparing targeted support for workforce providers. Due to shifts in federal priorities and changes in the regional labor market resulting from federal downsizing, the DC Workforce Investment Council (DC WIC) has begun to reevaluation of the District's economic landscape to ensure Career Pathways align with employer demand across the region. This reassessment will guide adjustments to sector focus areas and hiring priorities to reflect evolving workforce needs. Updated labor market data and employer-informed analysis will be completed by March 2026 and will be used to revise and finalize the District's Career Pathways framework, ensuring training investments remain responsive, relevant, and outcome-driven.

### 6.3 WORKFORCE SUMMIT

**Related Administrative Structure:** Performance and Impact

**Related Activity Name:** Training and Skills Development

**Project Description:** The Workforce Investment Council organizes and hosts this conference that brings together multiple District front-line staff for training and skills development to enhance their ability to serve job-seekers and meet business needs.

**Start Date:** October 1, 2024

**Date Cancelled:** August 1, 2025

**Current Project Phase:** Cancelled

**Project Status:** This event was cancelled due to lack of funding

## **6.4 WIOA STATE PLAN**

**Related Administrative Structure:** Performance and Impact

**Related Activity Name:** Compliance and Oversight

**Project Description:** 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.

**Start Date:** October 1, 2024

**Date Completed:** August 1, 2025

**Current Project Phase:** Completed

**Project Status:** This event was cancelled due to lack of funding

**Related Measures:**

- Number of Submission and Approval of WIOA State Plan
- Number of people trained through Technical Assistance activities

Name	Description	Total Funding Budgeted in FY25 and FY26	Total Amount Spent in FY25 and FY26	Number of Schools Impacted by the Investment	Description of Target Population	Total Number of Youth Impacted	Evaluation Data/Key Outcomes Observed in FY24 and FY25 as of January 31 as a result of the Investment	Description of Target Population	Maximum Capacity of the Program, if any	Total Number of Youth Impacted	Evaluation Data/Key Outcomes
<b>DHS</b>											
Truancy Reduction Pilot	The DHS Truancy Reduction Program refers middle school students who accrue 10 unexcused absences and high school students who accrue 15 unexcused absences to DHS for truancy reduction education, external referrals, and supportive case management rather than referring them to the Child and Family Services Agency or to Court Social Services.	FY25: \$3,303,765.00 FY26: \$4,015,988.38	FY25: \$1,263,803.12 FY26 (as of 12/31/25): \$331,774.25	FY25: 5 FY26: 10	Youth aged 11-13 who have accrued 10 unexcused absences and are enrolled at Kramer MS, and youth aged 14-17 who have accrued 15 unexcused absences and are enrolled at one of nine participating high schools (Anacostia, Eastern, H.D. Woodson, Cardozo Education Campus, KIPP DC Legacy College Preparatory PCS, KIPP DC College Preparatory PCS, Friendship Technology Preparatory Academy PCS, and Cesar Chavez PCS for Public Policy).	FY25: 480 FY26 (as of 01/31/26): 352	<ul style="list-style-type: none"> <li>Contacted 92% of referred families in year 1.</li> <li>Engaged families up to a year more quickly (i.e., within 2 business days compared to over a year to receive outreach through OAG/CSSD).</li> <li>Recognized family interest in support services is nearly twice what was initially estimated (estimated 25% of families would want services, but 44% accepted).</li> <li>Completed DHS Truancy Education protocol with 441 families.</li> <li>Improved CAFAS scores for 83% of students enrolled in case management services.</li> <li>Improved attendance in nearly 50% of Year 1 students in 90 days.</li> <li>Provided students and families support in a wide variety of areas that contribute to truancy, especially emergency assistance (such as housing, clothing, and food support), educational support, and skill building.</li> </ul> <p>Kramer Middle School Kramer Middle School is the first middle school being served by the Truancy Pilot.</p> <ul style="list-style-type: none"> <li>BHS and DME met with CFSA during the summer prior to SY 25-26 to determine the best way to address Kramer referrals.</li> <li>BHS trained Kramer staff on the DHS referral in September 2025.</li> <li>Kramer went live for referrals on October 6th, 2025</li> <li>If the parent or guardian of a referred Kramer student does not accept services or is unable to be contacted, DHS completes a referral to CFSA for Educational Neglect.</li> <li>To date, 8 referrals have been made to the pilot from Kramer. Three students have been referred to CFSA and all have been screened out.</li> </ul>				
Alternatives to Court Experience (ACE)	ACE receives both truancy and low-level delinquency diversions. Attendance-related services are available to all youth. Many (FY25: 64%, FY26: 67%) of the youth diverted for delinquency are also truant. Attendance-related services are available to all youth.	FY25: \$4,073,036.27 FY26: \$4,174,533.30	FY25: \$3,894,992.75 FY26 (as of 12/31/25): \$997,729.03	FY 24: 75 schools (DCPS and public charters) FY 25: 69 schools (DCPS and public charters) FY26 (through 1/31): 76 (DCPS and DC PCS)	Youth who have allegedly committed status or low-level delinquency offenses in DC are diverted to ACE by MPD or OAG; Youth diverted to ACE are 12-17 years old.	FY25: 394 youth FY26 (through Jan 31): 250	<p>In FY25:</p> <ul style="list-style-type: none"> <li>-183 out of 194 youth (94%) that completed ACE in FY 25 improved their functionality (decrease in CAFAS score);</li> <li>-187 of the 194 youth (96%) that completed ACE in FY25 did not have additional legal involvement (an additional arrest or prosecution) during their participation in ACE;</li> <li>-77 of the 141 youth (55%) who completed ACE in FY25 with identified truancy issues improved their attendance while in ACE.</li> </ul> <p>In FY26: (10/1/25-12/31/25):</p> <ul style="list-style-type: none"> <li>-96 of the 104 youth (92%) that completed ACE FY26 improved their functionality (decrease in CAFAS score);</li> <li>-102 of the 104 youth (97%) that completed ACE in FY26 did not have legal involvement (an additional arrest or prosecution) during their participation in ACE;</li> <li>-42 of the 77 youth (55%) with identified truancy issues who completed ACE in FY26 improved their attendance while in ACE.</li> </ul>	Youth who have allegedly committed status or low-level delinquency offenses in DC are diverted to ACE by MPD or OAG; Youth diverted to ACE are 12-17 years old.	No maximum capacity	FY22: 318 youth FY23 Q1 (10/1/22-12/31/22): 89 youth	In FY22: 119 out of 127 youth (93.7%) that completed ACE in FY 22 improved their functionality (decrease in CAFAS score); 120 of the 127 youth (94.5%) that completed ACE in FY22 did not have additional legal involvement (an additional arrest or prosecution).
Parent and Adolescent Support Services (PASS)	PASS ICM assists youth aged 10 to 17 who have engaged in status offenses (noncriminal acts considered offenses because of a youth's status as a minor). Common status offenses include truancy, running away from home, violating curfew, and underage use of alcohol. Referrals are accepted via phone, email, or fax for any District youth committing status offenses. PASS ICM Program provides intensive case management services to identify and address the underlying causes of status offenses, and it connects youth to services to get back on track.	FY25: \$1,376,967.95 FY26: \$2,877,275.05	FY25: \$2,973,421.40 FY26 (as of 12/31/25): \$795,405.88	FY25: 62 (DCPS and DC PCS) FY26 (through 1/31): 49 (DCPS and DC PCS)	PASS programs work with District youth ages 10-17 years old who are truant, extremely disobedient, or in need of intensive support. The ICM Program provides intensive case management services to identify and address the underlying causes of status offenses, and it connects youth to services to get back on track. The FFT program serves those that are at risk for and/or presenting with delinquency, violence, substance use, Conduct Disorder, Oppositional Defiant Disorder, or Disruptive Behavior Disorder. It has also been used for adolescents at risk for foster care placement.	FY25: 279 FY26 Q1: 131	<p>PASS ICM can serve approximately 300 youth annually.</p> <p>FY25:</p> <ul style="list-style-type: none"> <li>• 146 out of 166 youth (89%) that completed PASS ICM in FY 25 improved their functionality (decrease in CAFAS score);</li> <li>• 162 of the 166 youth (98%) that completed PASS in FY25 did not have additional legal involvement (an additional arrest or prosecution) during their participation in PASS ICM;</li> <li>• 110 of the 150 youth (73%) who completed PASS ICM in FY25 with identified truancy issues improved their attendance while in PASS.</li> </ul> <p>In FY26 (Q1)</p> <ul style="list-style-type: none"> <li>• 26 of the 28 youth (93%) that completed PASS in Q1 FY26 improved their functionality (decrease in CAFAS score);</li> <li>• 27 of the 28 youth (96%) that completed PASS in Q1 FY26 did not have legal involvement (an additional arrest or prosecution) during their participation in PASS;</li> <li>• 14 of the 23 youth (61%) with identified truancy issues who completed PASS in Q1 FY26 improved their attendance while in PASS.</li> </ul>	PASS programs work with District youth ages 10-17 years old who are truant, extremely disobedient, or in need of intensive support. The ICM Program provides intensive case management services to identify and address the underlying causes of status offenses, and it connects youth to services to get back on track. The FFT program serves those that are at risk for and/or presenting with delinquency, violence	Intensive Case Management (ICM): 13 case workers (max 15 cases per case worker); Functional Family Therapy (FFT): 6 case workers (max 8 cases per case worker); PASS Crisis and Stabilization Team (PCAST): 5 case worker (5 cases per case worker). Due to the nature of the work, PCAST does not have a maximum capacity (no waitlist).	FY20: 364 FY21: 155	In FY20: 187 out of 213 youth (88%) that completed PASS in FY 20 improved their functionality (decrease in CAFAS score); 205 of the 213 youth (96%) that completed PASS in FY20 did not have legal involvement (an arrest or prosecution) during their participation in PASS (Note: the KPI that measures attendance was
<b>CFSA</b>											
Increased Capacity at CFSA	This investment will increase staff for (1) CFSA Educational Neglect Triage Unit to assist and work with LEAs once a report of educational neglect is received and the referral warrants additional information as it pertains to attendance, enrollment concerns, and assisting LEAs and caregivers in engaging about educational concerns, (2) the Older Youth Empowerment Administration at CFSA provides individual support to children in the foster care system around education, vocation and overall life skills.			All DCPS and DC PCS and five private schools	1.) Children 5 to 13 who have 10 or more unexcused absences 2.) Children in Foster Care and in school	1.) N/A 2.) 241 youths in DCPS and DC PCS	The Educational Neglect Triage supervisor has provided training and weekly meetings for consultation purposes. These supports are also available for CFSA staff as well.				
<b>DME</b>											

Every Day Labs (EDL)	The DME continued its investment in EveryDay Labs in FY25 and FY26. EveryDay Labs is a Tier I intervention that leverages attendance data to target text and mail communication to families of students at risk of becoming chronically absent. It also makes data visualizations and professional development available to school and LEA based attendance teams.	FY25: \$395,000 FY26: \$395,000	FY25: \$395,000 FY26, ytd: \$375,000	Approximately 210 schools	Students at participating LEAs with attendance rates between 5% and 95%	46,480 students in SY24-25	In SY24-25 <ul style="list-style-type: none"> <li>46,480 K-12 students received attendance nudges</li> <li>43% of students improved their attendance rate</li> <li>15% of students improved from chronically absent to non-chronically absent</li> </ul> <p>Additionally, in analysis of students who remained enrolled for two years across EDL schools, 46.9% of students had improved attendance, including:  <ul style="list-style-type: none"> <li>* 28.6% of Moderately Chronically Absent students who moved out of chronic absence (5.2% to Satisfactory and 23.3% to At-Risk)</li> <li>* 40.7% of Severely Chronically Absent students (1.6% to Satisfactory, 5.4% to At-Risk, and 33.8% to Moderately Chronic)</li> <li>* 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).</li> </ul> An additional 25.6% maintained their attendance tier, meaning that 72.5% of students either improved or maintained their attendance.</p>	Parents of high school students (Kininvolved)	6 schools (Kininvolved)	Approximately 75,000 students for EveryDay Labs; and 30,000 students for Kininvolved.	While both technology interventions were not fully implemented until School Year 2022-23, there is early evidence that absenteeism is down slightly compared to School Year 2021-22. As of the end of January 2023, chronic absenteeism was
<b>DCPS</b>											
Attendance Counselors	Attendance POCs provide school-based support to improve student attendance. The objective of this role is to monitor and support the school's compliance with DCPS attendance policies and procedures and implementation of truancy and attendance improvement strategies.	F25: \$4,322,805.92 (63 FTE) FY26: \$3,926,679.56 (55.5 FTE)	N/A N/A	FY 24: All schools have an attendance POC FY25: All schools have an attendance POC FY26 (as of 1/31/26): All schools have an attendance POC	All students.	N/A	N/A	All students, especially those at risk of truancy.	None	N/A	N/A
Attendance Team	There are several programs supported by this team, including central specialists providing support to schools on data, policies, and improvement strategies. The team provides districtwide support such as attendance letters, robo-calls and data collection and analysis. Some anticipated initiatives include "nudge" notices to a subset of families of students who missed 5% or more of school days the previous school year, and the Postcard Initiative, which shares information with families not only about the number of student absences but also what content learning was lost as a result.	FY25: \$2,512,711.72 FY26: \$2,536,152.28 (This includes personnel and non-personnel expenses)	FY25: \$2,360,831.84 FY26: \$829,448.91 (through 2/5/26)	All schools (117) receive central supports	All schools.	All students and schools are supported by districtwide central attendance support.	N/A	All schools, especially those with greater number of students who are at risk of truancy or chronic absenteeism.	None	All students and schools are supported by districtwide central attendance support.	N/A
<b>OSSE</b>											
Truancy Resource Guide Distribution	OSSE prints and mails truancy prevention information and resources to parents with students who have been identified by LEAs as having accumulated 10+ unexcused absences. Based on other analyses, up to 18,500 should be sent each year. OSSE is required to provide the families of truant students with a truancy prevention resource guide (see D.C. Code § 38-2602).			All DCPS and DC PCS and five private schools	Students who have accumulated 10 or more unexcused absences and their parents/caregivers		OSSE successfully disseminated the Truancy Resource Guide using a combination of hard copy mailings and text messages across two dissemination campaigns.  Over the course of two mailings (April and August 2025), OSSE delivered 21,250 out of 24,909 Truancy Resource Guides to families via postal mail and 20,639 out of 21,319 via text messaging.  For the second year, OSSE tracked views of the Truancy Resource Guide using QR codes.  OSSE had approximately 2,080 views in the three weeks after the second mailing and texts went out, compared to 15 views in the prior month.  Since the Truancy Resource Guide's dissemination, approximately 20 parents contacted OSSE to provide feedback on the guide and receive resources.	Students who have accumulated 10 or more unexcused absences and their parents/caregivers	NA	33,100 students	Outcome or evaluation data is not conducted for the truancy packets program.
Attendance Reports	OSSE publishes an Attendance Report each November, as Council requires. The report summarizes attendance trends by demographics and geography and analyzes trends. In SY23-24, OSSE found that: 1) A 10-percentage point increase in a student's in-seat attendance was associated with an average increase of 2.8 percentiles on their ELA SGP and 3.2 percentiles on their math SGP. 2) Students were, on average, 4.5 percentage points more likely to be absent on early dismissal days compared to regular school days. 3) There was a significant relationship between pre-kindergarten and kindergarten attendance. 4) There was no statistically significant relationship observed between high school students' travel times and absenteeism. 5) On average, chronic absenteeism decreased by 3.9 percentage points and chronic truancy decreased by 6.6 percentage points. 6) Throughout the year, the proportion of chronically absent students was lower than the past two years for every month. 7) Middle school chronic truancy rates decreased by 7.3 percentage points and high school chronic truancy rates decreased by 15.8 percentage points. 8) Profound chronic absence (missing 30%+) jumps from 5.5% to 27.3% between 8th grade and 9th grade.			n/a	n/a	n/a	n/a	Elementary school students in economically disadvantaged communities and their parents/caregivers; prioritizes schools with high rates of chronic truism	\$600,000 of one time funding for awards up to \$300,000	For FY21: Approximately 506 (only Turner ES received a no cost extension to continue program into FY21)	The DC Truancy Prevention Pilot measured progress towards key goals including (as self-reported by subgrantees)  Turner ES: Outcomes/Progress Towards Goal #1: Reduce student absenteeism: 2.11% increase in in-seat attendance; A 35.22% decrease in truancy; and a 9.47% decrease in chronic

Show Up, Stand Out (SUSO)	<p>Show Up, Stand Out (SUSO) is a community-based truancy reduction program that helps parents/caregivers get their children to school every day. The program partners with schools to work with families of elementary and middle school students. SUSO serves as a first step intervention when students show early warning signs of attendance issues. SUSO grantees works directly with youth, parents, and caregivers to strengthen school attendance by providing them with the opportunity to receive case management and targeted resources to meet their needs.</p>			15 DC Public Schools	Elementary school students with five to nine unexcused absences; Middle school students with more than five unexcused absences	<p>SY 2024-2025: 779 students  SY 2025-2026: Grantee Mid-year reports are due in late February 2026.</p>	<p>OSSE maintained existing SUSO program structures for FY25 while researching and designing program updates for FY26.</p> <ul style="list-style-type: none"> <li>• SUSO grantees served 15 DCPS schools, providing case management, attendance initiatives, and workshops such as healthy relationships.</li> <li>• OSSE prioritized immersive, qualitative engagement with grantees and school sites throughout FY25.</li> <li>• 18 OSSE site visits in FY25 found that grantees:: <ul style="list-style-type: none"> <li>o Provide case management support through student attendance-related goal setting, referral to external resources, one-on-one student check-ins, whole-group student check-ins/discussions, and student-targeted incentives; and</li> <li>o Act as part of attendance and student wellness teams.</li> </ul> </li> <li>• OSSE hosted a grantee community of practice in February 2025 to share resources, present their program models, and engage with problems of practice.</li> <li>• Through a newly created OSSE final year progress report, grantees reported that across 15 schools, they had used SUSO funds in FY25 to: <ul style="list-style-type: none"> <li>o Serve 779 students;</li> <li>o Attend 366 attendance meetings;</li> <li>o Participate in 740 student conferences; and</li> <li>o Lead 51 parent and family engagement events &amp; 350 student engagement events.</li> </ul> </li> </ul>	<p>Students in grades K-8 students with 3-5 consecutive unexcused absences</p> <p>Students in grades K-8 students with 5-9 total unexcused absences</p>	<p>N/A; based on referral from schools, average of 25/case worker</p>	<p>FY20-21: 1,334 referred  315 engaged  FY21-22: 1,831 referred,  444 engaged</p>	<p>79% of elementary and middle school students engaged in Year 9, (2020-2021) were not re-referred to the program in Year 10 (2021-2022) for unexcused absences.</p>
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