

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



Responses to Fiscal Year 2025 and 2026 Performance Oversight Questions

Antoinette S. Mitchell, PhD
State Superintendent of Education

Submission to:

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

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

February 25, 2026

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

Dear Chairman Mendelson,

Please find enclosed the Office of the State Superintendent of Education's (OSSE) Fiscal Years 2025-2026 Performance Oversight responses.

Per your request, OSSE is providing two printed copies of the responses. Additionally, all responses and attachments will be submitted electronically to the Committee of the Whole.

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

Sincerely,

A handwritten signature in black ink that reads "Antoinette S. Mitchell". The signature is written in a cursive, flowing style.

Antoinette S. Mitchell, Ph. D.

- 1. Please provide, as an attachment to your answers, a current organizational chart for your agency with the number of vacant and filled FTEs marked in each box. Include the names of all senior personnel. Also include the effective date on the chart.**

Please see attachment: Q1 – OSSE Org Chart.pdf

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

Please see attachment: Q2 – OSSE Schedule A.pdf

The attached Schedule A is inclusive of, and ordered by, the three agency codes collectively representing OSSE. The three agency codes are as follows:

- GD: OSSE Main
- GN: Non-Public Tuition
- GO: OSSE Division of Transportation

- 3. Please list through January 31, 2026, all employees detailed to or from your agency, if any, anytime this fiscal year (up to the date of your answer). For each employee identified, please provide the name of the agency the employee is detailed to or from, the reason for the detail, the date the detail began, and the employee's actual or projected date of return.**

There were no employees detailed to other agencies during the period in question.

4. (a) For fiscal year 2025, please list each employee whose salary was \$150,000 or more. For each employee listed, provide the name, position title, salary, and amount of any overtime and any bonus pay.

Name	Title	Salary	Overtime/Bonus Pay
Mitchell, Antoinette	State Superintendent of Education	\$207,555.00	N/A
Epstein, Carol	General Counsel	\$200,029.00	N/A
Mead, Sara	Assistant Superintendent Early Childhood Education	\$197,337.00	N/A
Park, Raphael	Deputy Superintendent of Operations	\$197,337.00	N/A
Davis, Stephanie	Chief Information Officer	\$195,623.58	N/A
Edmunds, Carmela	Supervisory Attorney Advisor	\$190,489.83	N/A
Stewart, Nikki	Assistant Superintendent for Systems & Support	\$188,000.00	N/A
Miller, Taneka	Chief of Staff	\$188,000.00	N/A
Mullen, Chantel	Attorney Advisor	\$182,206.00	N/A
Thompson, Keinan	Chief Operations Officer	\$181,000.00	N/A
Cuthrell, Sheila	Assistant Superintendent for Human Resources	\$177,839.00	N/A
Boardman-Schroyer, Kilin	Assistant Superintendent, Postsecondary Education	\$175,572.40	N/A
Scholl, Kelley	Assistant Superintendent, Data, Assessment, and Research	\$175,225.78	N/A
Ross, Elizabeth	Assistant Superintendent for Teaching and Learning	\$175,000.00	N/A
Davis, Don	Supervisory Information Technology Specialist	\$174,231.43	N/A
Powell, James	Deputy Chief Information Officer	\$173,000.00	N/A
Bowker, Elizabeth	Attorney Advisor	\$171,492.00	N/A
Proctor-Laguerre, Eva	Director, Compliance and Licensing	\$169,074.47	N/A
DeBose, Theola	Director of Communications	\$165,000.00	N/A
Matthews, Hannah	Director, Policy Planning	\$165,000.00	N/A
Mahon, Nancy	Director of Federal Grants Compliance	\$161,081.15	N/A
Gargiulo, Emily	Deputy Chief of Staff	\$160,217.75	N/A
Del Valle, Ernesto	Supervisory IT Specialist	\$159,074.26	N/A
Zhang, Wei	Supervisory IT Specialist	\$159,074.23	N/A

Name	Title	Salary	Overtime/Bonus Pay
Pemberton, Victoria	Director of Special Education	\$157,858.60	N/A
Ketelsen, Celina	Director, Teaching & Learning	\$157,585.56	N/A
Snyder, Stephanie	Director, Accountability & Assessment	\$156,451.59	N/A
Kirk, Angie	Deputy Chief of Staff	\$153,871.46	N/A
Rubinstein, Gwen	Director, Data Governance	\$153,871.46	N/A
Esquith, David	Director, Policy Planning	\$153,022.52	N/A
Rivas, Karen	Director of Special Populations	\$152,000.00	N/A
Campbell, Jason	Program Manager	\$150,257.48	N/A
Jue, Alexander	Director, Accountability & Assessment	\$150,000.00	N/A

(b) For fiscal year 2026 (through January 31), please list each employee whose salary is or was \$150,000 or more. For each employee listed, provide the name, position title, salary, and amount of any overtime and any bonus pay as of the date of your response.

As of January 12, 2026:

Name	Title	Salary	Overtime/Bonus Pay
Mitchell, Antoinette	State Superintendent of Education	\$207,555.00	N/A
Epstein, Carol	General Counsel	\$200,029.00	N/A
Mead, Sara	Assistant Superintendent, Early Childhood Education	\$197,337.00	N/A
Park, Raphael	Deputy Superintendent of Operations	\$197,337.00	N/A
Davis, Stephanie	Chief Information Officer	\$195,623.58	N/A
Edmunds, Carmela	Supervisory Attorney Advisor	\$190,489.83	N/A
Stewart, Nikki	Assistant Superintendent for Systems & Support	\$188,000.00	N/A
Miller, Taneka	Chief of Staff	\$188,000.00	N/A
Mullen, Chantel	Attorney Advisor	\$187,672.00	N/A
Thompson, Keinan	Chief Operations Officer	\$181,000.00	N/A
Cuthrell, Sheila	Assistant Superintendent for Human Resources	\$177,839.00	N/A
Bowker, Elizabeth	Attorney Advisor	\$176,637.00	N/A
Boardman-Schroyer, Kilin	Assistant Superintendent, Postsecondary Education	\$175,572.40	N/A

Name	Title	Salary	Overtime/Bonus Pay
Scholl, Kelley	Assistant Superintendent Data, Assessment and Research	\$175,225.78	N/A
Ross, Elizabeth	Assistant Superintendent for Teaching and Learning	\$175,000.00	N/A
Davis, Don R	Supervisory Information Technology Specialist	\$174,231.43	N/A
Powell, James	Deputy Chief Information Officer	\$173,000.00	N/A
Proctor-Laguerre, Eva	Director, Compliance and Licensing	\$169,074.47	N/A
Sadlon, Rachel	Interim Assistant Superintendent of Health and Wellness	\$166,750.00	N/A
DeBose, Theola	Director of Communications	\$165,000.00	N/A
Matthews, Hannah	Director, Policy Planning	\$165,000.00	N/A
Mahon, Nancy	Director of Federal Grants Compliance	\$161,081.15	N/A
Gargiulo, Emily	Deputy Chief of Staff	\$160,217.75	N/A
Del Valle, Ernesto	Supervisory IT Specialist	\$159,074.26	N/A
Zhang, Wei	Supervisor IT Specialist	\$159,074.23	N/A
Pemberton, Victoria	Director of Special Education	\$157,858.60	N/A
Ketelsen, Celina	Director, Teaching & Learning	\$157,585.56	N/A
Snyder, Stephanie	Director, Accountability & Assessment	\$156,451.59	N/A
Kirk, Angie	Deputy Chief of Staff	\$153,871.46	N/A
Rubinstein, Gwen	Director, Data Governance	\$153,871.46	N/A
Esquith, David	Director, Policy Planning	\$153,022.52	N/A
Rivas, Karen	Director of Special Populations	\$152,000.00	N/A
Campbell, Jason	Program Manager	\$150,257.48	N/A
Jue, Alexander	Director, Accountability & Assessment	\$150,000.00	N/A

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

	Name	Title	Salary	Aggregate OT
1	Caldwell Sr, Danny	Motor Vehicle Operator	\$ 72,113.60	\$ 56,603.16
2	Fontaine, Jean	Motor Vehicle Operator	\$ 63,172.20	\$ 43,795.37
3	Joseph, Emmanuel	Motor Vehicle Operator	\$ 63,172.20	\$ 43,617.49
4	Pointejour, Rony	Motor Vehicle Operator	\$ 72,113.60	\$ 42,041.77
5	Ruffin, Cherise	Motor Vehicle Operator	\$ 72,113.60	\$ 40,832.63
6	Augustin, Joseph	Motor Vehicle Operator	\$ 72,113.60	\$ 40,802.30
7	Wilson, Ingrid-Penelope	Special Assistant	\$ 141,707.00	\$ 40,332.01
8	Montina, Marie	Motor Vehicle Operator	\$ 70,033.60	\$ 38,769.74
9	Brooks, Theresa	Fleet Maintenance Assistant	\$ 76,211.20	\$ 37,545.76
10	Hunt Johnson, Tarina	Investigator	\$ 84,167.00	\$ 36,226.20
11	Jean Pierre, Mario	Motor Vehicle Operator	\$ 63,172.20	\$ 34,736.01
12	Abelard, Georgette	Bus Attendant	\$ 56,264.00	\$ 33,237.66
13	Wills, Natasha	Motor Vehicle Operator	\$ 72,113.60	\$ 32,932.20
14	Legendre, Wilbert	Motor Vehicle Operator	\$ 72,113.60	\$ 30,201.90
15	Webb, Michael	Motor Vehicle Operator	\$ 61,352.20	\$ 29,268.73

6. For fiscal years 2025 and 2026 (through January 31), please provide a list of employee bonuses or special award pay granted, the amount budgeted for those bonuses, the amount disbursed, and the criteria for receiving the bonus or special pay.

There were no monetary bonuses or special pay awards granted during FY25 or FY26 to date (as of January 2026).

7. For fiscal years 2025 and 2026 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.

Employee	Amount	Number of weeks	Reason for Separation
Employee 1	\$30,512	8	Resignation with settlement agreement

8. For fiscal years 2024, 2025, and 2026 (through January 31), please state the total number of employees receiving workers' compensation payments.

The table below lists, for FY24-26, the number of employees receiving worker's compensation payments. Note that employees' claims in the table below could have been granted in prior fiscal years.

Fiscal Year	Total Employees Receiving Worker's Compensation
2024	28
2025	24
2026*	9

** As of Dec. 1, 2025*

9. Please provide the name of each employee who was or is on administrative leave in fiscal years 2025 and 2026 (through January 31). In addition, for each employee identified, please provide: (1) their position; (2) a brief description of the reason they were placed on leave; (3) the dates they were/are on administrative leave; (4) whether the leave was/is paid or unpaid; and (5) their current status (through January 31).

All of the employees listed below received their regular rate of pay during the period they were placed on administrative leave. On the advice of counsel, names are withheld to respect employee policy.

Position	Description	Start Date	End Date	Current Status
Motor Vehicle Operator	Post-Accident	5/8/24	10/24/24	Returned to Duty
Motor Vehicle Operator	Post-Accident	11/1/24	11/13/24	Returned to Duty
Motor Vehicle Operator	Post-Accident	11/4/24	11/14/24	Returned to Duty
Motor Vehicle Operator	Post-Accident	10/29/24	11/15/24	Returned to Duty
Motor Vehicle Operator	Drug Test	7/24/24	11/22/24	Separation
Motor Vehicle Operator	Post-Accident	12/2/24	12/4/24	Returned to Duty
Motor Vehicle Operator	Post-Accident	12/20/24	1/8/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	12/13/24	1/15/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	1/14/25	1/21/25	Returned to Duty
Early Intervention Specialist	Investigation	1/7/25	1/27/25	Separation
Bus Attendant	Drug Test	1/13/25	2/6/25	Separation
Motor Vehicle Operator	Post-Accident	2/6/25	2/18/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	2/18/25	2/25/25	Returned to Duty
Bus Attendant	Post-Accident	3/8/24	2/26/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	8/29/24	2/26/25	Returned to Duty
Bus Attendant	Investigation	9/24/24	3/4/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	9/20/24	3/5/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	10/2/24	3/12/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	10/21/24	3/13/25	Returned to Duty
Bus Attendant	Investigation	11/7/24	3/21/25	Separation
Motor Vehicle Operator	Post-Accident	3/18/25	3/26/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	3/25/25	4/1/25	Returned to Duty
Motor Vehicle Operator	Investigation	3/28/25	4/4/25	Returned to Duty
Bus Attendant	Investigation	3/28/25	4/4/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	11/18/24	4/9/25	Returned to Duty
Bus Attendant	Drug Test	8/27/24	4/11/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	9/17/24	4/11/25	Returned to Duty
Bus Attendant	Investigation	9/25/24	4/11/25	Returned to Duty
Bus Attendant	Investigation	10/22/24	4/11/25	Returned to Duty

Position	Description	Start Date	End Date	Current Status
Motor Vehicle Operator	Post-Accident	10/31/24	4/11/25	Separation
Bus Attendant	Investigation	11/7/24	4/11/25	Returned to Duty
Motor Vehicle Operator	Investigation	1/31/25	4/14/25	Returned to Duty
Bus Attendant	Investigation	1/31/25	4/14/25	Returned to Duty
Bus Attendant	Post-Accident	9/11/24	4/15/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	11/14/24	4/17/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	2/18/25	4/17/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	3/5/25	4/17/25	Returned to Duty
Motor Vehicle Operator	Investigation	10/22/24	4/18/25	Returned to Duty
Motor Vehicle Operator	Drug Test	11/14/24	4/18/25	Separation
Motor Vehicle Operator	Post-Accident	4/14/25	4/21/25	Returned to Duty
Motor Vehicle Operator	Investigation	8/14/24	4/22/25	Returned to Duty
Motor Vehicle Operator	Investigation	2/6/25	4/22/25	Returned to Duty
Bus Attendant	Investigation	2/11/25	4/25/25	Returned to Duty
Motor Vehicle Operator	Investigation	2/11/25	4/25/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	2/18/25	4/25/25	Returned to Duty
Bus Attendant	Investigation	3/12/25	4/25/25	Returned to Duty
Motor Vehicle Operator	Investigation	3/12/25	4/25/25	Returned to Duty
Motor Vehicle Operator	Investigation	3/12/25	4/25/25	Returned to Duty
Motor Vehicle Operator	Investigation	2/3/25	4/28/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	2/20/25	4/28/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	3/3/25	4/28/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	4/3/25	4/29/25	Separation
Motor Vehicle Operator	Post-Accident	4/3/25	4/29/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	4/3/25	4/29/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	1/10/25	5/1/25	Returned to Duty
Bus Attendant	Investigation	12/9/24	5/7/25	Returned to Duty
Motor Vehicle Operator	Investigation	12/9/24	5/9/25	Returned to Duty
Automotive Mechanic	Investigation	12/4/24	5/12/25	Returned to Duty
Motor Vehicle Operator	Investigation	12/12/24	5/12/25	Returned to Duty
Motor Vehicle Operator	Drug Test	2/21/25	5/16/25	Returned to Duty
Bus Attendant	Investigation	12/13/24	5/20/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	5/1/25	5/23/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	1/15/25	6/2/25	Returned to Duty
Motor Vehicle Operator	Investigation	2/3/25	6/2/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	1/29/25	6/3/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	1/29/25	6/3/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	2/3/25	6/3/25	Returned to Duty
Motor Vehicle Operator	Investigation	3/10/25	6/3/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	5/30/25	6/4/25	Returned to Duty

Position	Description	Start Date	End Date	Current Status
Bus Attendant	Investigation	3/10/25	6/5/25	Returned to Duty
Bus Attendant	Drug Test	4/23/25	6/6/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	6/2/25	6/11/25	Returned to Duty
Bus Attendant	Investigation	2/6/25	6/18/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	6/9/25	6/25/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	10/21/24	6/27/25	Separation
Motor Vehicle Operator	Post-Accident	2/27/25	6/30/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	3/24/25	7/1/25	Returned to Duty
Bus Attendant	Investigation	2/3/25	7/10/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	10/8/24	7/14/25	Separation
Motor Vehicle Operator	Investigation	4/8/25	7/18/25	Returned to Duty
Motor Vehicle Operator	Investigation	4/21/25	7/25/25	Returned to Duty
Motor Vehicle Operator	Investigation	2/3/25	7/29/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	2/18/25	7/29/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	3/17/25	7/29/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	3/18/25	7/29/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	2/24/25	7/31/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	5/8/25	8/1/25	Returned to Duty
Deputy Terminal Manager	Investigation	7/8/25	8/4/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	7/31/25	8/5/25	Returned to Duty
Motor Vehicle Operator	Investigation	2/18/25	8/7/25	Returned to Duty
Bus Attendant	Investigation	4/4/25	8/12/25	Returned to Duty
Motor Vehicle Operator	Investigation	6/9/25	8/13/25	Returned to Duty
Bus Attendant	Investigation	6/9/25	8/13/25	Returned to Duty
Bus Attendant	Investigation	1/27/25	8/15/25	Separation
Motor Vehicle Operator	Post-Accident	3/20/24	8/16/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	6/13/25	8/25/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	8/25/25	8/27/25	Returned to Duty
Bus Attendant	Investigation	5/21/25	8/28/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	7/29/25	8/29/25	Returned to Duty
Motor Vehicle Operator	Drug Test	1/15/25	9/1/25	Returned to Duty
Motor Vehicle Operator	Drug Test	6/16/25	9/3/25	Returned to Duty
Bus Attendant	Investigation	3/20/25	9/5/25	Returned to Duty
Bus Attendant	Investigation	5/15/25	9/5/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	6/11/25	9/5/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	6/5/25	9/9/25	Returned to Duty
Bus Attendant	Investigation	4/10/25	9/12/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	6/5/25	9/15/25	Returned to Duty
Supervisory Terminal Management Specialist	Investigation	7/8/25	9/18/25	Returned to Duty

Position	Description	Start Date	End Date	Current Status
Motor Vehicle Operator	Drug Test	12/17/24	9/19/25	Returned to Duty
Bus Attendant	Investigation	6/5/25	9/19/25	Returned to Duty
Bus Attendant	Investigation	5/15/25	9/23/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	5/29/25	9/23/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	9/2/25	9/24/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	9/19/25	9/24/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	6/3/25	9/30/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	9/10/25	9/30/25	Returned to Duty
Bus Attendant	Investigation	4/22/25	10/3/25	Returned to Duty
Bus Attendant	Drug Test	9/18/25	10/3/25	Returned to Duty
Bus Attendant	Investigation	9/16/24	10/4/25	Separation
Motor Vehicle Operator	Post-Accident	4/24/25	10/6/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	9/16/25	10/6/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	8/25/25	10/15/25	Returned to Duty
Motor Vehicle Operator	Investigation	5/12/25	10/20/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	8/26/25	10/20/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	7/10/25	10/22/25	Separation
Motor Vehicle Operator	Post-Accident	9/22/25	10/22/25	Separation
Motor Vehicle Operator	Post-Accident	9/30/25	10/22/25	Returned to Duty
Bus Attendant	Investigation	10/22/24	10/25/25	Separation
Bus Attendant	Post-Accident	10/23/24	10/25/25	Separation
Motor Vehicle Operator	Post-Accident	10/6/25	10/27/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	9/24/25	10/30/25	Returned to Duty
Bus Attendant	Investigation	5/19/25	11/3/25	Returned to Duty
Motor Vehicle Dispatcher	Investigation	7/24/25	11/3/25	Returned to Duty
Motor Vehicle Operator	Drug Test	9/18/25	11/3/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	8/26/25	11/5/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	10/22/25	11/14/25	Returned to Duty
Bus Attendant	Investigation	11/13/25	11/17/25	Returned to Duty
Bus Attendant	Investigation	11/13/25	11/17/25	Returned to Duty
Bus Attendant	Investigation	11/13/25	11/17/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	10/24/25	12/10/25	Returned to Duty
Motor Vehicle Operator	Investigation	11/5/25	12/12/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	8/29/25	12/19/25	Returned to Duty
Motor Vehicle Operator	Post-Accident	10/1/25	12/19/25	Returned to Duty
Bus Attendant	Investigation	10/1/25	12/22/25	Returned to Duty
Bus Attendant	Investigation	10/1/25	12/22/25	Returned to Duty
Bus Attendant	Post-Accident	11/3/25	1/6/26	Returned to Duty
Motor Vehicle Operator	Post-Accident	11/13/25	1/9/26	Returned to Duty
Motor Vehicle Operator	Drug Test	1/6/26	1/9/26	Returned to Duty

Position	Description	Start Date	End Date	Current Status
Bus Attendant	Investigation	10/2/25	1/12/26	Returned to Duty
Deputy Terminal Manager	Investigation	9/2/25	1/27/26	Separation
Terminal Manager	Investigation	9/8/25	1/31/26	Separation
Bus Attendant	Investigation	10/14/25	2/4/26	Returned to Duty
Bus Attendant	Investigation	11/4/25	2/4/26	Returned to Duty
Early Intervention Specialist	Investigation	11/4/25	2/4/26	Returned to Duty
Motor Vehicle Operator	Post-Accident	1/5/26	2/4/26	Returned to Duty
Motor Vehicle Operator	Investigation	1/13/26	2/4/26	Returned to Duty
Bus Attendant	Investigation	6/4/25	Active	Open Investigation
Motor Vehicle Operator	Investigation	6/5/25	Active	Open Investigation
Motor Vehicle Operator	Post-Accident	8/21/25	Active	Open Investigation
Supervisory Terminal Management Specialist	Investigation	10/20/25	Active	Open Investigation
Motor Vehicle Operator	Post-Accident	10/24/25	Active	Open Investigation
Bus Attendant	Investigation	10/24/25	Active	Open Investigation
Motor Vehicle Operator	Investigation	10/28/25	Active	Open Investigation
Motor Vehicle Operator	Post-Accident	10/31/25	Active	Open Investigation
Bus Attendant	Investigation	11/3/25	Active	Open Investigation
Bus Attendant	Investigation	11/5/25	Active	Open Investigation
Motor Vehicle Operator	Investigation	11/13/25	Active	Open Investigation
Bus Attendant	Investigation	11/13/25	Active	Open Investigation
Motor Vehicle Operator	Investigation	11/13/25	Active	Open Investigation
Bus Attendant	Investigation	11/20/25	Active	Open Investigation
Bus Attendant	Investigation	12/11/25	Active	Open Investigation
Bus Attendant	Drug Test	12/11/25	Active	Open Investigation
Bus Attendant	Investigation	12/22/25	Active	Open Investigation
Motor Vehicle Operator	Post-Accident	12/22/25	Active	Open Investigation
Motor Vehicle Operator	Investigation	1/5/26	Active	Open Investigation
Bus Attendant	Investigation	1/6/26	Active	Open Investigation
Bus Attendant	Investigation	1/12/26	Active	Open Investigation
Bus Attendant	Investigation	1/12/26	Active	Open Investigation
Motor Vehicle Operator	Investigation	1/15/26	Active	Open Investigation
Bus Attendant	Investigation	1/15/26	Active	Open Investigation
Bus Attendant	Investigation	1/15/26	Active	Open Investigation
Motor Vehicle Operator	Investigation	1/21/26	Active	Open Investigation
Motor Vehicle Operator	Post-Accident	1/22/26	Active	Open Investigation

- 10. For fiscal years 2025 and 2026 (through January 31), please list, in chronological order, all intra-district transfers to or from the agency. Give the date, amount, and reason for the transfer.**

Please see attachment: Q10 – Intra-District Transfers.pdf

- 11. Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2025 and 2026 (through January 31). Include a “bottom line” that explains the revised final budget for your agency. For each reprogramming, list the reprogramming number (if submitted to the Council for approval), the date, the amount, and the rationale.**

Please see attachment: Q11 – Reprogrammings.pdf

- 12. For fiscal years 2025 and 2026 (through January 31), please identify each special purpose revenue fund maintained by, used by, or available for use by your agency. For each fund identified, provide: (1) the revenue source name and code; (2) the source of funding; (3) a description of the programs that generate the funds; (4) the amount of funds generated annually by each source or program; and (5) expenditures of funds, including the purpose of each expenditure. For (4) and (5), provide specific data for fiscal years 2024, 2025, and 2026 (through January 31) and give starting and ending balances. You may wish to present this information first as a list (for numbers 1-5) and then as separate tables for numbers 4 and 5.**

Please see attachment: Q12 – Special Purpose Revenue Funds.xlsx

- 13. Please provide a table showing your agency’s Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2024, 2025, and the first quarter of 2026. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2024 and 2025.**

Please see attachment: Q13 – OSSE Budget.pdf

- 14. Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2025 and 2026 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.**

Please see attachment: Q14 – MOUs.pdf

- 15. D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the “Form B” for all District agencies (See D.C. Code § 47- 318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2024, 2025, and 2026.**

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

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

Project:	IT Modernization for Student Success
Project Description:	This project is to complete the modernization of OSSE systems that will benefit students, parents, teachers, administrators, and other stakeholders in the District of Columbia. The modernization will centralize and connect datasets and enable publicly available insights into students' educational journeys in the District. The modernization will also ensure the agency's data collection and storage requirements are continued to be met. This work will complement the ongoing work of the DC Report Card and support the work of DME's Office of Education Through Employment Pathways.
Estimated Cost:	\$4,649,683.82
Expenditures to Date:	\$0
Start/Completion Dates:	Start: 2026 End: 2031
Current Status:	Not started
Delay:	No

Project:	Bus Vehicle Replacement
Project Description:	This project supports OSSE-DOT's replacement of bus vehicles as they reach the end of their useful life. OSSE-DOT uses the vehicles to provide transportation services for students with disabilities.
Estimated Cost:	\$43,368,613.54
Expenditures to Date:	\$30,148,697.79
Start/Completion Dates:	2011 - Ongoing (no end date yet projected)
Current Status:	OSSE continues to purchase vehicles for student transportation.
Delay:	No

Project:	DOT GPS System
Project Description:	This project modernizes OSSE-DOT's student transportation system through GPS-enabled tablets and an automated routing platform. The new enterprise system will provide real-time student-level ride tracking, family access to live bus locations, and improved route efficiency while supporting complex operational requirements such as door-to-door service and

	multiple school calendars. It will also eliminate paper trip tickets, creating operational efficiencies and long-term cost savings.
Estimated Cost:	\$3,200,000.00
Expenditures to Date:	\$2,093,064.62
Start/Completion Dates:	10/1/2025 - Ongoing (estimated project completion FY27)
Current Status:	<p>In November 2025, OSSE executed a letter contract with Tyler Technologies, Inc., which initiated the following tasks:</p> <ul style="list-style-type: none"> (1) GIS Map Integration (2) Data Preparation <p>On January 31, 2026, a final definitive contract was awarded. OSSE held the official project kickoff meeting with the vendor in February 2025. The scope of the final contract includes:</p> <ul style="list-style-type: none"> (1) Finish Data Preparation (includes bus profiles, user accounts, parent accounts, historical route data, and student profiles) – <i>began under letter contract</i> (2) Launch Routing System (3) Install Hardware (tablets) (4) Train OSSE Staff (5) Launch Parent App
Delay:	No

Project:	Common Lottery: My School DC
Project Description:	MySchool DC is the common application and common lottery for the District’s public school options with the overarching purpose of simplifying the process for families to learn about, apply to and enroll in school. The common lottery application serves 240 schools and more than 35,000 District residents annually and OCTO has developed it for over a decade. The use of smartphones, tablets, and different browsers has risen when using the common lottery application; this necessitates OSSE to modernize the decade old system to meet these new, increased demands.
Estimated Cost:	\$1,094,000
Expenditures to Date:	\$0
Start/Completion Dates:	Ongoing – no end date yet projected.
Current Status:	OSSE is working with OCP to award the contract.
Delay:	No

Project:	Advanced Technical Center (ATC)
Project Description:	The Ward 5 ATC is a centralized program in the Penn Center building, which provides dual-credit CTE programming to students from high schools across the city to prepare them for high-wage, high-skill, and in-demand careers. This funding will be used to renovate the first floor of the Penn Center location to support partnerships with two healthcare providers and enable more students to be served through ATC programming.
Estimated Cost:	\$26,552,167.04
Expenditures to Date:	\$9,987,098.04
Start/Completion Dates:	Ongoing – no end date yet projected.
Current Status:	OSSE is coordinating with DGS and the vendor on the project.
Delay:	No

17. Please list all budget enhancements in FY26 and provide a status report on the implementation of each enhancement.

Program	Description	Amount	Status
Non-Public Tuition Payments	Funding to support tuition payments for Non-Public students.	\$6,700,000	Utilizing funds to cover the costs of Non-Public Tuition.
Childcare Pay Equity Fund	Early Childhood Educator Pay Equity Fund	\$2,500,000	OSSE is actively administering the Early Childhood Educator Pay Equity Fund program. With the passage of the Early Childhood Pay Scales Amendment Act of 2025, OSSE projects the program’s budget will stay within the available funds.
Child Care Subsidy Program	Funding to address child care subsidy shortfall	\$9,500,000	With this one-time enhancement, child care subsidy program funding in FY26 is ~\$100M from all sources. This is sufficient to serve 5,300 children at current payment rates; however, >7,000 children are currently enrolled and receiving services. If nothing else changes, OSSE projects a shortfall of >\$32M for the program in FY26.
Community Schools	Community Schools create and enhance school and community-based partnerships to ensure that students and their caregivers have access to services that help them achieve success in school and in life.	\$2,400,000	In FY26, OSSE distributed \$2.4 million to seven grantees serving 17 schools to incentivize the establishment of community schools and develop plans to sustain these partnerships at the end of grant funding.

Program	Description	Amount	Status
Course Data Collection	Funding to sustain two FTEs and contractual services to develop systems and support LEAs for the collection of course catalogs and student-teacher-course linked data.	\$430,000	OSSE is collecting course catalogs and student-level course enrollment information from all schools in the District. In December 2025, OSSE included course catalogs on the DC School Report Card for the first time and received significant positive feedback from families and advocates. OSSE’s analysis revealed that 100% of District high schools offer specialized coursework (AP, IB, Dual Enrollment or Carer and Technical Education). OSSE will continue to use this data to alleviate reporting burdens from LEAs and share actionable insights about educational opportunities in DC.
DC Futures Emergency Funds & Stipends	Additional funding to cover coaching services/stipends and emergency funds supports for current program enrollees.	\$1,103,350	In late October, OSSE issued a continuation grant to our coaching provider, and all 600 DC Futures recipients have begun receiving coaching services and stipends. The emergency fund MOUs are signed, and the funding has been made available to our IHE partners to provide to DC Futures recipients in need.
DC Futures Tuition Assistance	Funding tuition assistance for current enrollees in FY26, to support the completion of the degree programs started through DC Futures	\$1,106,323	In SY25-26, 600 DC residents successfully applied to maintain their participation in DC Futures, and in the fall semester, 442 of those participants enrolled in college classes and had tuition costs covered with DCF funding.

Program	Description	Amount	Status
District's education Research Practice Partnership	One-time earmarked funding for the District's education Research Practice Partnership (the Education Research Collaborative)	\$400,000	As of Dec. 11, 2025, OSSE has not yet disbursed these funds. The RPP continues to function as an independent entity as required in its authorizing legislation. The five-year Master Service Agreement (MSA) that the District has with the RPP through OSSE expires in September 2026, and OSSE has begun work to establish a new MSA with the RPP so that there is no lapse.
Educator Wellness Grant	Funding supports grants to help schools adopt organization-level approaches to create workplaces centered on educator well-being.	\$300,000	OSSE awarded \$300,000 to two community-based organizations (EmpowerEd and SchoolTalk, Inc.) to deliver technical assistance and educator wellness programming across 11 schools and child development facilities. A grantee orientation was held in early December.
High Impact Tutoring (HIT)	One-year funding to support grants to LEAs to implement HIT programs and three OSSE FTEs to manage grants and contracts with high-impact tutoring providers and support high-quality HIT implementation.	\$3,000,000	OSSE leveraged local funds for continuation grant awards to 14 LEAs to provide high-impact tutoring to 3,000 students during SY25-26, with a focus on those students who are furthest from opportunity and students who are enrolled in the lowest performing DC schools according to OSSE's accountability system.
Live It Learn It Earmark	One-time earmarked grant of \$500,000 to Live It Learn It to facilitate experiential learning at high-needs schools.	\$500,000	OSSE executed the GAN for this program, and the funds became available to the organization on January 6, 2026.

Program	Description	Amount	Status
Nurse Aide Summer Training Grant	One-time funding for a nurse aide summer training grant program to be implemented during fiscal year 2026	\$150,000	Building off our partnership with Trinity and the smaller CNA course offered at the ATC last summer, OSSE plans to work with our higher education partners to expand this work to an additional 20-25 ATC students in summer of 2026.
Pay Equity Health Care program	Provides free or low-cost health plans to early educators (both DC residents and non-residents) and their dependents, preventing benefit loss from salary increases.	\$12,000,000	OSSE continues this program in collaboration with DC Health Benefits Exchange in FY26. Federal changes to premium assistance for individuals will only have a minor impact on costs because most early educators benefitting from the program are served through employer plans purchased on the small business exchange (i.e., are not impacted by reductions in federal premium subsidies).
Literacy Coaching Pilot	Funding and FTE authority for a literacy coaching pilot to provide direct support to schools for the high-quality implementation of structured literacy curriculum	\$245,260	OSSE hired the literacy coaching manager in February 2025. OSSE extended offers to four literacy coaches in March 2025 but paused hiring due to the citywide hiring freeze. OSSE is onboarding one literacy coach in March 2026 and will seek new hires to fill the remaining positions.
Various non-personnel services	One-year funding across multiple OSSE units to cover basic, but critical office supplies for staff.	\$784,000	OSSE is currently on track to fully spend these funds on professional services, office support, equipment and machinery, and IT.
Pre-K Enhancement and Expansion Program (PKEEP)	Additional funding to cover operating costs for high-quality public pre-K in community-based organizations	\$7,840,000	Funding is supporting ~950 children (pending enrollment audit) in PKEEP CBOs in FY26.

Program	Description	Amount	Status
School Improvement	Added funding for 2.0 FTEs (CS-13) to support the work of OSSE's School Support Office	\$300,216	OSSE onboarded these individuals on Feb. 23, 2026. In the interim, OSSE utilized existing staff for beginning of year monitoring; OSSE received requests for additional support from these schools, which the new hires will provide.
Equipment Purchases	Funding for operational needs.	\$625,000	Funds were utilized to purchase IT equipment for DOT operations.
Nursing Services	Funding to provide nursing services to eligible students.	\$2,400,000	Funding is being actively utilized to pay for nursing services for 50+ students.
Parent Stipend	Funding for the parent stipend program.	\$1,100,000	Funding is being actively utilized, helping to drive significant year-over-year increased participation.
Private Routes	Funding for operating vendor operated routes.	\$7,700,000	Funding is being actively utilized to cover the cost of privately contracted student transportation routes.
Supervisory Terminal Managers	To support additional supervisors for bus terminal operations.	\$750,000	Hired several new STMS and continue to reduce manger to staff ratio.

- 18. Please fill out the attached spreadsheet titled “Question 18 Grants Received,” and list all federal and/or private grants received by your agency in FY25 and FY26 to date, current balances, and indicate any that lapsed during or at the end of FY2025.**
- a. Please submit the completed document in both Excel and PDF formats.**
 - b. Please include your Agency Code in the filename (e.g., question_18_AB0_2026.xls).**

Please see attachment: Q18 – GD0 OSSE Grants Received.pdf

Please see attachment: Q18 – GD0 OSSE Grants Received.xlsx

Please note that OSSE encompasses three agency codes, and GD0 is the OSSE Main Office agency code. Two additional agency codes, Special Education Transportation (agency code GO0) and Non-Public Tuition (agency code GN0) are also encompassed in the attachments.

- 19. List all grants issued by your agency in FY25 and FY26, to date, in the attachment labeled “Question 19 Grants Issued”.**
- a. Please submit the completed document in both Excel and PDF formats.**
 - b. Please include your Agency Code in the filename (e.g., Question_19_AB0_2026.xls).**

Please see attachment: Q19 – GD0 OSSE Grants Issued.xlsx

Please see attachment: Q19 – GD0 OSSE Grants Issued.pdf

Please note that OSSE encompasses three agency codes, and GD0 is the OSSE Main Office agency code. Two additional agency codes, Special Education Transportation (agency code GO0) and Non-Public Tuition (agency code GN0) are also encompassed in the attachments.

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

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

Case Name & Docket Number	Court	Case Status	Case Description
D.L., et al. v. District of Columbia* (D.D.C. 05-1437)	US District Court for the District of Columbia	Post-trial	Class action lawsuit involving alleged IDEA violations including the alleged failure to perform Child Find for children from 3 to 5
Charles H., et al. v. District of Columbia (D.D.C. 21-997)	US District Court for the District of Columbia	Active	Provisionally certified class-action lawsuit, involving alleged IDEA violations (a settlement agreement has been reached but the court retains jurisdiction for monitoring and enforcement of the settlement agreement until it expires in August 2025)
Robertson (D.R.), et al. v. District of Columbia (No. 1:24-cv-00656-PLF)	US District Court for the District of Columbia	Active	Purported class-action lawsuit alleging violations of various laws including the IDEA, Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act and the D.C. Human Rights Act arising from the alleged

Case Name & Docket Number	Court	Case Status	Case Description
			failure of OSSE to provide appropriate transportation to students with disabilities
Barnes (M.B.), et al. v. District of Columbia (Case No. 1:24-cv-750-RCL)	US District Court for the District of Columbia	Active	Purported class-action lawsuit alleging violations of IDEA arising from the alleged failure of OSSE to provide free appropriate public education for District of Columbia code offenders with disabilities who are incarcerated at Bureau of Prisons facilities around the country
A. Davis v. District of Columbia (D.D.C. 21-02884)	US District Court for the District of Columbia	Active	IDEA violations
Robert Fenner v. District of Columbia (2024-CAB-001206)	Superior Court of the District of Columbia	Active	Personal injury lawsuit regarding bus accident
Marga Pierre-Noel v. District of Columbia et al. (1:25-cv-03605)	Superior Court of the District of Columbia	Active	IDEA violations
I.G.A. et al. v. Lewis Ferebee (1:2025-cv-03533)	Superior Court of the District of Columbia	Active	Appeal of IDEA Due Processes Case
Stacy Dawkins v. District of Columbia (2025 CAB 07566)	Superior Court of the District of Columbia	Active	IDEA violations
Jorge Sanchez-Nataren v. District of Columbia (2025-CAB-7292)	Superior Court of the District of Columbia	Active	Personal injury lawsuit regarding bus accident

Case Name & Docket Number	Court	Case Status	Case Description
Thaddeus Corley et al. v. District of Columbia, et al., (2025-CAB-006671)	Superior Court of the District of Columbia	Active	Personal injury lawsuit regarding bus accident
Olga Jean Baptiste v. Thorne, Nelson (Docket No. D-05-CV-25-034861)	District Court for Prince George's County	Active	Personal injury lawsuit regarding bus accident
Jaguar Brown v. District of Columbia (2025-CAB-000331)	Superior Court of the District of Columbia	Active	Personal injury lawsuit regarding bus accident
E.R., et al. v. District of Columbia (1:25-cv-03196)	Superior Court of the District of Columbia	Active	Appeal of IDEA Due Process Case
Christopher Mozee v. District of Columbia (2025 CAB 000074)	Superior Court of the District of Columbia	Active	Personal injury lawsuit regarding bus accident
A.H., et al. v. District of Columbia Government (1:24-cv-03598 (BAH))	Superior Court of the District of Columbia	Active	Appeal of IDEA Due Processes Case
A.L. v. District of Columbia (1:25-cv-00608)	US District Court for the District of Columbia	Dismissal pending	Petition for attorney fees
Debra Muldrow v. District of Columbia (2024-CAB-3895)	Superior Court of the District of Columbia	Active	Employment discrimination lawsuit
Jeneka Reed v. District of Columbia (22-03122 (AHA))	US District Court for the District of Columbia	Active	Employment discrimination lawsuit

Case Name & Docket Number	Court	Case Status	Case Description
Andre Brooks v. District of Columbia (24-cv-01049 (JMC))	US District Court for the District of Columbia	Active	Employment discrimination lawsuit
Andre Brooks v. Office of Risk Management (2023-PSWC-00003)	Office of Administrative Hearings	Active	Employment discrimination lawsuit
Jerri Johnston-Stewart v. District of Columbia (2025-CAB-00015)	Office of Human Rights	Active	Employment discrimination lawsuit
Brandon Dickens v. District of Columbia (23-cv-02900 (CRC))	US District Court for the District of Columbia	Active	Employment discrimination lawsuit

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

- 21. Please list the total amount of money the agency or the District, on behalf of the agency, expended to settle claims against it, or its officers or employees acting in their official capacities, in FY25 and FY26 to date. Briefly describe each and the sanction, if any.**

The total amount of settlement money is \$13,322,040.60. Each settlement and/or sanction is listed in the chart in the response to question 22.

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

Litigation Settlements

Case Name	Description	Settlement Amount
E. Lynn, <i>et al.</i> v. District of Columbia (D.D.C. 24-01483)	Action seeking attorneys' fees under the IDEA	Settled for \$36,861.60
M. Pierre-Noel v. District of Columbia & Bridges Public Charter School (D.D.C. 23-0070)	Appeal of an administrative action under the IDEA, on remand from the D.C. Court of Appeals	Settled for \$150,000
Mayra Quintero v. District of Columbia (2023-CAB-004485)	Personal injury lawsuit re. bus accident	Settled for \$35,000
Alexander v. District of Columbia (2023 CAB 003941)	Personal injury lawsuit re. bus accident	Settled for \$12,500
Antoine Bruce v. District of Columbia (2023 CAB 000874)	Personal injury lawsuit re. bus accident	Settled for \$50,000
Abulange v. District of Columbia (2023-CAB-002861)	Personal injury lawsuit re. bus accident	Jury verdict for \$11,480,979
Mark Schnabel v. District of Columbia (2022 CA 000114)	Personal injury lawsuit re. bus accident	Settled for \$400,000

Case Name	Description	Settlement Amount
Richard Wilson v. District of Columbia (2022 CA 002833 V)	Personal injury lawsuit re. bus accident	Jury verdict for \$892,700
Gregory S. Wills v. District of Columbia (2023-CAB-001162)	Personal injury lawsuit re. bus accident	Settled for \$200,000
Stacy Ann Marshall v. District of Columbia (2024-CAB-006095)	Personal injury lawsuit re. bus accident	Settled for \$17,500
Ramirez v. District of Columbia (D-05-CV-24-011239)	Personal injury lawsuit re. bus accident	Settled for \$22,500
Hamilton v. District of Columbia (2020-CA-003471-B)	Employment discrimination lawsuit	Decision in favor of the District
Hope Jones v. District of Columbia (2024-CAB-007483)	Personal injury lawsuit re. bus accident	Settled for \$24,000
Terrance Campbell v. District of Columbia (2023-CAB-0053)	Personal injury lawsuit re. bus accident	Dismissed and closed

Non-Litigation Settlements

On or around October 7, 2024, OSSE provided a former employee with a \$30,000 settlement after the employee filed an EEO claim alleging disability discrimination based on a failure to accommodate.

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

The applicable grievance official receives and responds to each grievance or administrative complaint received in accordance with the procedures defined in the applicable collective bargaining agreement or the grievance process defined in the [District Personnel Manual](#), as applicable. The list of grievances received in FY25 and FY26 through January 31 is listed below.

Date Filed	Terminal	Union	Nature of Grievance	Completion Date	Disposition
10/7/2024	Fifth Street	Teamsters	Discipline and Discharge	1/13/2025	Unsubstantiated
10/22/2024	Southwest	Teamsters	Matters Not Covered	4/4/2025	Unsubstantiated
10/31/2024	Adams Place	Teamsters	Discipline and Discharge	12/10/2024	Unsubstantiated
11/8/2024	New York Avenue	AFSCME	Discipline and Discharge	1/16/2025	Unsubstantiated
11/19/2024	Adams Place	Teamsters	Discipline and Discharge	1/13/2025	Unsubstantiated
1/24/2025	Adams Place	Teamsters	Leave Provisions	3/28/2025	Unsubstantiated
1/28/2025	Adams Place	Teamsters	Leave Provisions	3/28/2025	Unsubstantiated
3/11/2025	Adams Place	Teamsters	Discipline and Discharge	Unknown	Unsubstantiated
4/2/2025	Adams Place	AFSCME	Fair Practices & Discipline	5/14/2025	Employee Resigned
4/2/2025	Adams Place	Teamsters	Route Assignment	4/8/2025	Unsubstantiated
4/3/2025	Adams Place	Teamsters	Route Assignment	5/23/2025	Unsubstantiated
4/3/2025	Adams Place	Teamsters	Route Assignment	5/27/2025	Unsubstantiated
4/23/2025	Fifth Street	Teamsters	Discipline and Discharge	7/21/2025	Unsubstantiated

Date Filed	Terminal	Union	Nature of Grievance	Completion Date	Disposition
5/7/2025	Adams Place	AFSCME	Fair Practices & Discipline	10/10/2025	Unsubstantiated
5/12/2025	Southwest	Teamsters	Discipline and Discharge	6/6/2025	Unsubstantiated
5/12/2025	Southwest	Teamsters	Discipline and Discharge	6/6/2025	Unsubstantiated
5/12/2025	Fifth Street	Teamsters	Seniority	6/11/2025	Unsubstantiated
5/12/2025	Fifth Street	Teamsters	Seniority	6/11/2025	Unsubstantiated
5/13/2025	Fifth Street	Teamsters	Seniority	6/11/2025	Unsubstantiated
5/29/2025	Fifth Street	Teamsters	Discipline and Discharge	7/24/2025	Resolved – Reduced suspension, and time reimbursed.
6/25/2025	Adams Place	Teamsters	Discipline and Discharge	9/16/2025	Resolved – Suspension reduced, and time reimbursed
7/30/2025	Fifth Street	AFSCME	Route Assignment	11/14/2025	Unsubstantiated
8/5/2025	Fifth Street	AFSCME	Fair Practices & Discipline	10/24/2025	Resolved – Suspension removed and time reimbursed.
10/25/2025	Fifth Street	Teamsters	Route Assignment	12/4/2025	Unsubstantiated
11/7/2025	Southwest	Teamsters	Discipline and Discharge	11/14/2025	Unsubstantiated
12/8/2025	Adams Place	Teamsters	Seniority	Pending	Pending
12/17/2025	Southwest	Teamsters	Discipline and Discharge	Pending	Pending

- 24. Is the agency currently party to any active non-disclosure agreements? If so, please provide all allowable information on all such agreements, including:**
- a. The number of agreements;**
 - b. The department(s) within the agency associated with each agreement; and**
 - c. Whether any agreements are required for specific positions (please list each position by division and program, and indicate whether the position is contracted)**

OSSE does not currently have any active non-disclosure agreements.

25. Please list and describe any ongoing investigations, audits, or reports on your agency or any employee of your agency, or any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed during FY25 and FY26 to date.

Fiscal Year	Entity Conducting Audit/Investigation	Title	Description
2025	District of Columbia Office of Integrity and Oversight (OIO)	Audit of the Direct Loan and Credit Enhancement Fund's Revenue and Expenditure Report for the Fiscal Year that ended September 30, 2024	OIO audited the revenue and expenditure report of the Direct Loan and Credit Enhancement fund, pursuant to Public Law 108-335, for the fiscal year that ended September 30, 2024. OIO's opinion was that the revenue and expenditure report presented fairly, in all material respects, the result of operations of the Direct Loan and Credit Enhancement fund.
2025	United States Department of Education, United States Department of Health and Human Services and United States Department of Agriculture	District of Columbia Single Audit	Annual audit of OSSE's financial administration and compliance with federal awards that exceed \$750,000.
2024 (completed in FY25)	United States Department of Agriculture (USDA), Food and Nutrition (FNS) Services Mid-Atlantic Regional Office (MARO)	USDA, Food and Nutrition Service Fiscal Year 2024 Summer Food Service Program (SFSP) Management Evaluation (ME)	The purpose of the routine review is to assess OSSE's compliance with federal regulations, instructions, and policies pertaining to SFSP, provide technical assistance, and promote a collaborative relationship between the federal government and OSSE.
2025	United States Department of Agriculture (USDA), Food and Nutrition (FNS) Services Mid-Atlantic Regional Office (MARO)	USDA, Food and Nutrition Service Fiscal Year 2025 Child and Adult Food Program (CACFP) Management Evaluation (ME)	The purpose of the routine review is to assess OSSE's compliance with federal regulations, instructions, and policies pertaining to CACFP, provide technical assistance, and promote a collaborative relationship between the federal government and OSSE.

2025	Office of the District of Columbia Auditor (ODCA)	Review of the District Strategies to Address Student Suicide Risk	The Office of the D.C. Auditor (ODCA) assessed suicide prevention in the District of Columbia public school system, in both traditional and charter schools. This primarily reviewed the implementation of the D.C. Department of Behavioral Health’s (DBH) School Behavioral Health Program. It also reviewed steps taken by OSSE, DCPS, and PCSB.
2026	Office of the District of Columbia Auditor (ODCA)	Study of Education Governance	On Feb. 13, 2026, ODCA provided a draft copy of a “Study of Education Agency Roles.” OSSE will provide a robust response to the draft report to help improve the report’s accuracy and analysis.

Internal Investigations

Employee	Description	Fiscal Year
Employee 1	Workplace Misconduct	2025
Employee 2	Workplace Misconduct	2025
Employee 3	Workplace Misconduct	2025
Employee 4	Workplace Misconduct	2025
Employee 5	Workplace Misconduct	2025
Employee 6	Workplace Misconduct	2025
Employee 7	Complaint	2025
Employee 8	Workplace Misconduct	2025
Employee 9	Complaint	2025
Employee 10	Complaint	2025
Employee 11	Complaint	2025
Employee 12	Sexual Harassment	2025
Employee 13	Sexual Harassment	2025
Employee 14	Sexual Harassment	2025
Employee 15	Sexual Harassment	2025
Employee 16	Sexual Harassment	2025
Employee 17	Sexual Harassment	2025
Employee 18	Sexual Harassment	2025
Employee 19	Sexual Harassment	2025
Employee 20	Sexual Harassment	2025
Employee 21	Complaint	2026

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

DC Auditor: On July 21, 2025, the Office of the DC Auditor released a report titled, “Review of District Strategies to Address Student Suicide Risk,” which stated that OSSE should “collect, document, and maintain an understanding of existing school-provided resources within all DCPS and PCS schools” through our “annual School Health Profile reporting requirement.” OSSE continues to meet this expectation by maintaining our school health profile data collection, which includes data on the number of clinical staff in schools, the name and email address of the school behavioral health coordinator, and the name of partner organizations that provide behavioral health services in each school. OSSE also continues to [publish](#) this information publicly.

U.S. Department of Education – Charter School Program: In 2023, the U.S. Department of Education (USED) monitored OSSE on its Expanding Opportunities Through Quality Charter Schools Program (CSP) grants to ensure compliance with federal requirements of the grant program. CSP provides start-up funds via subgrants to charter schools that have been approved to open or expand by the District’s Public Charter School Board (PCSB). New and expanding LEAs typically use the grant to hire staff and purchase classroom materials so they are prepared to receive new students.

The monitoring concluded in June 2024 and resulted in four findings. USED confirmed in April 2024 that OSSE had closed all findings through its submission of documentation and evidence. The four findings and OSSE’s actions are described below:

- *Selection of subgrantees for monitoring:* USED found that the process OSSE used to select LEAs for monitoring would not guarantee that a CSP subgrantee would be selected; OSSE’s risk assessment considered subgrantee performance across a variety of grant programs. To address this, OSSE incorporated a CSP grant-specific risk factor into the LEA selection process to ensure that one or more CSP subgrantees would be selected for monitoring going forward. Since then, OSSE has completed monitoring on a CSP subgrantee.
- *Meeting proposed sub-grant pipeline projection:* Applicants who competed for the USED grant award in 2020 were required to include a projection of subgrants. In our application, OSSE proposed making 18 subgrants over five years (an average of three to four per year), based on the number of public charter schools PCSB had been approving each year. OSSE has not met this pipeline projection as very few public charters have submitted applications to PCSB or been approved to open or expand since the pandemic. To close this finding, OSSE submitted a revised pipeline projection to USED, which was approved. Additionally, OSSE submitted and was

approved for an extension on the grant and has made two additional subgrants as a result.

- *Meeting maximum percentage on state uses:* Grantees can use no more than 10 percent of CSP funding on state activities and administration. The 10 percent threshold is based on how much has been sub-granted to and spent by LEAs, and, because OSSE's budget plan was based on the original sub-grant projection but OSSE made far fewer subgrants than anticipated, the agency exceeded the 10 percent maximum. To address this issue, OSSE stopped spending CSP grant funds on state activities and administration and applied for and was granted an extension to award more sub-grants beyond the initial five-year award period.
- *Charter management organization (CMO) data:* OSSE erroneously applied the local (rather than the federal) definition of a CMO in the submitted annual reporting data. OSSE has since revised its federal reporting to apply USED's definition, which is much broader and includes LEAs that work with both for-profit and non-profit organizations that provide management services or are the charter holder.

U.S. Department of Education – 21st Century Community Learning Centers: In FY23, USED conducted comprehensive monitoring of OSSE's 21st Century Community Learning Centers (21st CCLC) program. The review, held in July 2023, assessed OSSE's implementation of the program in alignment with Title IV, Part B of the Elementary and Secondary Education Act (ESEA). USED found that OSSE:

- Allocates and uses 21st CCLC funds in line with allowable activities.
- Implements the program consistent with its approved state plan.
- Effectively monitors subgrantees and oversees state-level activities.

During and after monitoring, USED acknowledged OSSE's responsiveness and preparation, including the timely submission of materials addressing all required monitoring elements. They issued two findings and OSSE's responsive actions are described below:

- *Enhancements to grant award notifications (GANs):* USED requested that OSSE submit a sub-grant award notice that includes all elements listed in 2 CFR §200.332(a), including an identification of whether the award is research and development. OSSE is actively working to update federally-funded GANs to include this information.
- *Plan for comprehensive evaluation of the effectiveness of the 21st CCLC program:* USED asked OSSE to submit a description of its plan to conduct a comprehensive evaluation of the effectiveness of the 21st CCLC programs. OSSE subsequently shared with USED its 21st CCLC multi-year evaluation framework and plan outlining the components necessary to assess program outcomes and support continuous improvement in November 2023. OSSE has contracted an external evaluator to conduct a multi-year program evaluation and provide annual independent analysis of program effectiveness.

USED has closed all monitoring findings from the FY23 21st CCLC monitoring visit.

U.S. Department of Agriculture (USDA): USDA conducts routine and cyclical management evaluations of OSSE's implementation of USDA Child Nutrition Programs. Management

evaluations are a formal, systematic review conducted by the USDA Food and Nutrition Service (FNS) to ensure all state agencies and local operators comply with federal regulations for school meals, summer food services, and child care food programs (the National School Lunch Program, School Breakfast Program, Summer Food Service Program, and Child and Adult Care Food Program). These routine evaluations assess program integrity, financial management, and operational accuracy. Management evaluations typically involve on-site visits, examination of records, and reviewing state-level policies and administration of programs. Following each review, USDA issues findings to the state agency that require a corrective action plan. Over the previous three years, OSSE has received routine and noncontroversial findings. All findings have been satisfactorily addressed and corrective actions approved by FNS. FNS also highlights noteworthy initiatives implemented statewide. All management evaluations have been successfully closed and there are currently no open CNP management evaluations.

27. In table format, please list the following for fiscal years 2025 and 2026 (through January 31) regarding the agency’s use of SmartPay (credit) cards for agency purchases: (1) individuals (by name and title/position) authorized to use the cards; (2) purchase limits (per person, per day, etc.); and (3) total spent (by person and for the agency).

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY25 Expenditures
Alicia Gadsden	Financial Programs Analyst	\$20,000	\$5,000	\$261,442.41*
Angelia McDuffie	Financial Management Analyst	\$20,000	\$5,000	\$21,251.72
David Harper	Intervention Specialist	\$20,000	\$5,000	\$2,653.50
Dolly Cruz	Management Analyst	\$20,000	\$5,000	\$33,479.58
Elante Moore	Lead Customer Service Specialist	\$20,000	\$5,000	\$39,534.59
Gil Francisco	Financial Programs Analyst	\$20,000	\$5,000	\$26,116.71
LaToya Smith	Staff Assistant	\$20,000	\$5,000	\$6,984.79
Maisha Hayes	Executive Assistant	\$20,000	\$5,000	\$6,602.24
Nicole Boykin	Financial Programs Analyst	\$20,000	\$5,000	\$37,576.56
Sarah Mack	Management Analyst	\$20,000	\$5,000	\$54,340.07
Shante Thomas	Executive Assistant	\$20,000	\$5,000	\$49,417.53
Terrell Bryant	Program Support Specialist	\$20,000	\$5,000	\$20,600.65
Toshia Dark-Berry	Financial Management Analyst	\$20,000	\$5,000	\$73,356.08

*Approved waivers permitted the individual to exceed the monthly credit limit.

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY26 Expenditures*
Alicia Gadsden	Financial Programs Analyst	\$40,000	\$10,000	\$39,119.88
Angelia McDuffie	Financial Management Analyst	\$40,000	\$10,000	\$10,107.53
David Harper	Intervention Specialist	\$40,000	\$10,000	\$906.97
Dolly Cruz	Management Analyst	\$40,000	\$10,000	\$20,000.00
Elante Moore	Lead Customer Service Specialist	\$40,000	\$10,000	\$22,083.73
Gil Francisco	Financial Programs Analyst	\$40,000	\$10,000	\$12,400.32
Justin Flemmings	Director of Budget and Finance	\$40,000	\$10,000	\$0.00
LaToya Smith	Staff Assistant	\$40,000	\$10,000	\$0.00
Maisha Hayes	Executive Assistant	\$40,000	\$10,000	\$3,778.60
Nicole Boykin	Financial Programs Analyst	\$40,000	\$10,000	\$625.40
Sarah Mack	Management Analyst	\$40,000	\$10,000	\$34,389.33
Shante Thomas	Executive Assistant	\$40,000	\$10,000	\$10,599.08
Terrell Bryant	Program Support Specialist	\$40,000	\$10,000	\$1,773.37
Toshia Dark-Berry	Financial Management Analyst	\$40,000	\$10,000	\$15,040.10

* As of February 19, 2026.

- 28. Please list contracts and procurements awarded, entered into, extended, or for which an option year was exercised by the agency during FY25 and FY26, to date, in an attachment titled "Contracts and Procurements".**
- a. Please include your Agency Code in the filename (e.g., AB0_2026_Contracts and Procurements.xls).**
 - b. Please include the following information for each contract: (1) vendor name, (2) contract number, (3) contract purpose (description of services),(4) competitive or sole source, (5) contract type, (6) original contract, (7) contract term begin date, (8) contract term end date, (9) contract period, (10) contract period total amount, (11) budgeted amount, (12) actual amount spent, (13) contract status, (14) funding source (local, federal, private, special revenue, (15) specify if ARPA, and (16) any related notes.**

Please see attachment: Q28 – GD0 OSSE Contracts & Procurements.xlsx

Please note that OSSE encompasses three agency codes, and GD0 is the OSSE Main Office agency code. Two additional agency codes, Special Education Transportation (agency code GO0) and Non-Public Tuition (agency code GN0) are also encompassed in the attachments.

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

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

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

See answer (a) above.

- 30. In table format, please provide the following information for fiscal years 2025 and 2026 (through January 31) regarding your agency's authorization of employee travel: (1) each trip outside the region on official business or agency expense; (2) individuals (by name and title/position) who traveled outside the region; (3) total expense for each trip (per person, per trip, etc.); (4) what agency or entity paid for the trips; and (5) justification for the travel (per person and trip).**

Due to the volume of data requested, the answer is provided as an attachment. The attached file shows all authorized employee travel, for FY25-FY26 (as of January 20, 2026) paid for by the agency.

Please see attachment: Q30 – Travel.pdf

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

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

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

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

As identified below, OSSE has taken further discrete steps to manifest our commitment to transparency in FY25.

[Course Data Collection](#): In FY25, OSSE continued to build the foundation for OSSE's District-wide data collection. These data will enable new analysis, providing insights into student course enrollment and teacher course instruction based on three years of course catalog information and one year of teacher- and student-level course data. OSSE's Data Governance Committee developed data access and use policies for the course data collection, enabling OSSE to conduct unique research to provide the public essential knowledge and understanding of course-level data while adhering to OSSE's Student Privacy and Data Suppression Policy, as well as the Family Educational Rights and Privacy Act.

[School Climate Survey](#): In FY25, OSSE administered the first DC Survey About Your School (DC SAYS) to students (grades 3-12 and adult), school-based staff, and families. OSSE is encouraged

by the high participation in the first year of administration and looks to build on this in the years ahead. Seventy-six percent of survey-eligible students took the survey (48,745 students in total), 55 percent of staff members completed the survey, (10,036 staff in total), and 14,590 families answered the survey. OSSE provided these data directly to LEA and school leaders on a data dashboard, accompanied by professional development support. OSSE also publicly published DC SAYS data at the state, LEA, and school levels on the DC School Report Card.

DC School Report Card: On December 5, 2024, OSSE released the updated 2024 DC School Report Card (a website with school-, LEA-, and District-level data about all public schools in DC). The updated DC School Report Card contained several new features and categories of data that enhance public access to key school performance data: a new tool enables users to easily and transparently compare school data side by side with other schools; a new visualization displays the accountability score in a manner that is easily understandable, easily accessible, contextualized against District norms, and contextualized for its constituent parts; a photo carousel to enable the public to access more photos of the school and school environment; student-teacher ratios; student-staff ratios; ESSA school improvement designations; rates and counts of referrals to law enforcement; and DC Science proficiency data. Collectively, these enhancements provide the public with greater access to vital information about every public and public charter school in the District of Columbia. OSSE will continue to expand public access to key school performance data on the 2025 DC School Report Card, including inaugural school climate data.

Mid-Year Mobility: In FY25, OSSE proactively [published](#) six years of mid-year mobility data showing student entrances and exits from school between the annual October 5 count day and May 15. OSSE has not previously published such robust mid-year mobility data, only publishing equivalent standalone data from the 2012-13 and 2015-16 school years. These data files help stakeholders better understand how frequently students of compulsory age, pre-k students, and adult students are entering, exiting, or transferring schools within and across sectors.

Dual Enrollment: On February 7, 2025, OSSE published a [one-pager](#) highlighting how many students participate in OSSE's DC Dual Enrollment Consortium, as well as associated funding broken down by each participating institution of higher education (IHE). OSSE also published a spreadsheet breaking down enrollment by ward of school, student disability status, local education agency, and semester. As a result, stakeholders can now easily identify that, in the 2023-24 school year, 458 students took 612 college courses worth \$616,093.79 in tuition at 13 IHEs through OSSE's DC Dual Enrollment Consortium program.

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

transparency, our [website](#) hosts past Task Force meeting agendas and presentations and background information.

Education Preparation Providers (EPPs): In FY25, OSSE proactively [published](#) detailed data on DC’s 14 educator preparation providers in our biennial Educator Workforce Report for the first time. This report provides a wealth of analyses on the organizations that are helping to grow and train educators here in the District of Columbia. We also posted the underlying EPP data files on our website, so independent researchers and interested stakeholders can conduct their own analyses.

Instructional Day and Calendars Compliance: In FY25, OSSE initiated [a new process](#) for school calendar submission and compliance review. Timelines were clearly communicated to LEAs, and a new portal allowed LEAs to check the status of their calendars prior to the start of school year 2025-26. The new process helped LEAs proactively know when to expect to hear from OSSE regarding their calendars, receiving timely support.

Finally, OSSE has continued to maintain the [Data Discovery](#) blog to help make complex, opaque – but valuable – data calculations and other key information transparent and understandable for the public. OSSE published blog posts on many of the above cited topics, including OSSE’s course data collection, DC School Report Card, and DC SAYS.

32. What efforts will your agency be making to increase transparency, specifically in 2026, that differ from the past? Explain.

OSSE has operationalized the steps described in question 31, and we will continue to utilize them in the future. OSSE remains committed to transparency by forming strong partnerships with its stakeholders and ensuring that the public has access to accurate and actionable data on the performance of the District's schools and LEAs. We will continue to grow the number of subscribers to publications like the *LEA Look Forward* and to meet routinely through our established channels with child care operators, LEA leaders, LEA data managers, and members of the State Board of Education (SBOE). OSSE will continue to publish data and reports on the performance of LEAs and schools on topics including, but not limited to, attendance, discipline, enrollment, educator retention, and academic achievement.

Further, in FY26, OSSE will continue to build upon many of the advances in transparency begun in FY25 and break new ground to increase public understanding of OSSE's work to expand educational opportunities so DC learners of all ages and backgrounds are equipped with the knowledge and skills needed to pursue and thrive on the life path of their choice. Specific steps to increase transparency in FY26 include:

- *Course Data Collection*: For the first time, OSSE publicly reported school course catalogs on the DC School Report Card to provide families more information as they chose the school that is right for their student. Additionally, OSSE has published analysis from this collection regarding the availability of specialized coursework (CTE/AP/IB/Dual Enrollment) on its data blog. Aligned with the DC Auditor's 2021 recommendation, this data will also allow OSSE to connect students with the courses they take and the educators who take them, allowing for more robust analysis of the equitable distribution of effective educators and the availability of rigorous coursework. These data will allow OSSE to better understand and report transparently on the impact of education programs, initiatives, and investments.
- *Attendance Dashboard*: OSSE will release a public-facing monthly attendance dashboard. This dashboard, which is replacing the mid-year briefs OSSE produced for the past two school years, will provide additional transparency by providing more detailed and more timely information on the important topic of attendance. OSSE worked strategically with OCTO to identify an innovative, low-cost dashboard, with an anticipated launch in spring of 2026.
- *DC School Report Card*: On December 4, 2025, OSSE released the 2025 [DC School Report Card](#) (a website with school-, LEA-, and District-level data about all public schools in DC). Following up on OSSE's commitments to the DC State Board of Education, the DC School Report Card now features: 1) Districtwide school climate survey data from students, school-based staff, and families, and 2) universally accessible course data. OSSE maintained all other features, categories, and

metrics unchanged from previous years. The school climate survey data includes topic-level data at the state, LEA, and school levels, as well as response rates. The OSSE Course Catalog data provides information on all courses offered by LEAs and schools in the 2025-26 school year; this is the third year of this collection, but the first time that it has been publicly shared. OSSE will continue to seek public and stakeholder feedback on the DC School Report Card – making updates and enhancements to this federally-required tool annually.

- *Student Transportation Parent Application*: OSSE recently executed a definitive contract with Tyler Technologies to help modernize our transportation operations for students with disabilities. Importantly, this GPS and routing system project will include a parent-facing mobile app that families can use to track the location of their students' bus in real-time (without disclosing the home addresses of other students on the route). This tool will provide transparency on the status of students' buses, thereby helping families prepare for bus pick-up and drop-off each day and eliminating the need to call into OSSE's Parent Resource Center for arrival times.
- *CTE Data*: In March of 2026, OSSE will, for the first time, publicly post newly available CTE data, including the number of CTE students, students participating in work-based learning opportunities, CTE concentrators, CTE students earning early college credit, CTE student graduation rate, and CTE concentrator postsecondary enrollment. Adding these data to OSSE's website will help increase transparency for and public awareness of the outcomes for DC's CTE students.
- *Graduation Requirements*: OSSE has prioritized transparency and public engagement throughout our multi-year process to revise the District's graduation requirements, which we anticipate finalizing in late spring/early summer of 2026. To date, OSSE has engaged in over 40 targeted public feedback sessions with national and local stakeholders on the graduation requirement initiative. Additionally, OSSE staff have presented at six DC State Board of Education (SBOE) public working sessions on the proposed graduation requirements. There is also OSSE staff representation on the SBOE's Graduation Requirements Task Force. To date, OSSE staff have presented our initial graduation requirements proposal at each of the SBOE Graduation Requirements Task Force meetings. The monthly SBOE Graduation Task Force meetings are recorded and made publicly available. Moving forward, OSSE will continue to prioritize transparency through engagements with the SBOE by presenting at public working sessions focused on the final graduation requirements proposal and publicly sharing all related materials, including responses to all SBOE recommendations, on their [website](#).

Finally, OSSE will continue maintaining the [Data Discovery](#) blog to help make complex education data transparent and understandable for the public. OSSE will publish blog posts on

many of the above cited topics, including OSSE's course data collection, DC School Report Card, and DC SAYS.

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

OSSE has no such requirements.

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

At the public hearing held on November 10, 2025, OSSE provided feedback to the Council on Bills 26-278 and 26-430. Effectuating legislative modifications aligned to OSSE's feedback on these bills would enable the agency to better meet its mission.

35. Please identify all new policies that have been finalized in fiscal years 2025 and 2026 (through January 31).

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

<p>Title 5, Subtitle A, Chapter 2</p>	<p>Child Development Facilities: District- Subsidized Child Care Services</p>	<p>To ensure equal access to stable, high-quality child care for children in low-income households in the District by: (1) raising the income eligibility threshold for subsidized child care services; (2) updating reimbursement rates for subsidized child care services based on the results of OSSE’s 2023 cost estimation methodology; and (3) updating the sliding fee schedule for subsidized child care services in FY23.</p>	<p>9/22/2023 Vol. 70/38</p>	<p>10/25/2024 Vol. 71/43</p>
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36. Identify any outstanding obligations that OSSE has to promulgate regulations. For each, identify the statutory due date for the rulemaking and the anticipated date of publication by OSSE.

OSSE has no such obligations.

37. Describe any OSSE rulemakings currently in process. For each, identify:

- a. the impetus for promulgating or amending the regulations;**
- b. the date of publication of the Notice of Proposed Rulemaking; and**
- c. the anticipated timeline for completion.**

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
Title 5, Subtitle A, Chapter 23	State-Wide Academic Assessments	To propose the minimum requirements to protect the integrity of the statewide assessments and to establish a process for conducting investigations in the instance of unacceptable assessment practices and protocols.	7/25/25 Vol. 72/30	TBD
Title 5, Subtitle A, Chapter 1	Child Development Facilities: Licensing	To update the operating standards for Child Development Facilities in the District of Columbia to reflect recent research and best practices in child development.	5/17/2024 Vol. 71/20	TBD

38. (a) What are your agency’s key performance indicators, and what has been your agency’s performance (for each of these KPIs) in fiscal year (or calendar year) 2024, 2025, and 2026 (through the first quarter)?

Measure	FY24 Actual	FY25 Actual	FY2026 Q1
Percent of all students graduating from high school in four years	76.1%*	78.7%	Annual Measure
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment	34.2%	37.4%	Annual Measure
Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment	25.6%*	29.1%	Annual Measure
Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment	33.3%*	38.5%	Annual Measure
Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment	11.3%*	15.0%	Annual Measure
Percent of DC public and public charter school graduates completing a post-secondary degree within six years of high school graduation	22.8%	23.6%	Annual Measure
Percentage of enrolled students in OSSE AFE Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG)	63.7%	69.3%	Annual Measure
Percent of low-performing schools that show overall growth in academic achievement	70%	Revised in FY 2025	Revised in FY 2025
Percent of low-performing schools that show improvement in academic achievement	--	0%	Annual Measure
Number of Single Audit findings	0	2	Annual Measure
Percent of user requests via the services portal solved and closed within five days of receipt	70.4%	60.3%	Annual Measure

Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision	7.25 days	3.26 days	3.47 days
Percent of IEPs reviewed that comply with secondary transition requirements	10%	52%	Annual Measure
Percent of timely Individuals with Disabilities Act (IDEA) due process hearing decisions	100%	100%	100%
Percent of grant funds reimbursed within 30 days of receipt of approvable invoice	85.8%	89.0%	84.0%
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	90.25%	Data not yet available	Annual Measure
Number of infant and toddler slots at licensed child development facilities	11,990	12,267	Annual Measure
Percent of timely completion of state complaint investigations	100%	100%	100%
Number of DC residents receiving postsecondary support by DC Futures.	1,512	927	Annual Measure
Number of dual enrollment seats filled by high school students through the College Rising Initiative	372	Removed in FY 2025	Annual Measure
Number of dual enrollment seats filled by high school students	--	598*	Annual Measure
Number of students placed in an internship through OSSE's CTE Advanced Internship Program	291	364	Annual Measure
Number of students receiving HIT in OSSE-funded programs	7,656	6,297	Annual Measure
Percentage of target schools engaging with OSSE on HIT	75.9%	Removed in FY25	Removed in FY25

Percent of students served with OSSE-funded HIT programs who are identified as economically disadvantaged.	--	72.6%	Annual Measure
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** Figure is updated from what was submitted to the City Administrator in OSSE's Performance Plan to reflect greater reporting accuracy.*

(b) What KPIs have been dropped (or changed) since 2024? List each specifically and explain why it was dropped or changed.

Measure	Explanation
Average response time for complaints filed against licensed child development facilities (hours)	Removed in FY24. This KPI was removed in FY24 due to a lack of operational applicability.
Percent of low-performing schools that show overall growth in academic achievement	Revised in FY24 to specify that "low-performing schools" are those designated for Comprehensive Support and Improvement (CSI) and that "overall growth" is at least a one percentage point increase of proficiency on the statewide assessment in both ELA and math.
Percentage of target schools engaging with OSSE on HIT	Removed in FY24 in favor of a new metric (percent of students served with OSSE-funded HIT programs who are identified as economically disadvantaged) to better reflect the operational goals of the high impact tutoring programming.
Number of dual enrollment seats filled by high school students through the College Rising Initiative	Removed in FY25 because College Rising was a recovery funded initiative. A new metric replaced this one to track dual enrollment seats funded through the OSSE Consortium Dual Enrollment program

39. What are your top five priorities for the agency? Please provide a detailed explanation for how the agency achieved or worked toward these priorities in fiscal years 2025 and 2026.

In FY25, OSSE continued its work toward the seven priorities laid out in the [2023-2025 strategic plan](#): start early; advance excellence; achieve equitable outcomes for all students; build futures; foster student and staff well-being; cultivate team; and reimagine systems.

Start Early

In FY25, OSSE increased the accessibility, quality, and affordability of child care for District families by:

- Updating Child Care Subsidy Program policies and manual to streamline and clarify eligibility process and reduce confusion and burdens for families and providers.
- Serving an average of 6,777 children per month through the Subsidy program, with 7,213 served in September 2025.
- Supporting the education of child care staff, including 361 scholars through DC Leading Educators toward Advanced Degrees (DC LEAD) and 527 scholars for the Child Development Associate (CDA) Credential.
- Partnering with DCPS for the Council of Chief State School Officers (CCSSO)'s High-Quality Instructional Materials and Professional Development (IMPD) Network to better align and implement standards and curriculum across the early learning, Pre-K and K-3 spectrum.
- Awarding four child care facilities the Access to Quality Child Care for Children with Disabilities (A2QCCD) grant to expand access to care for children with disabilities or significant medical needs in inclusive settings and serve 80 such children in FY25.

Advance Excellence

In FY25, OSSE advanced academic excellence by setting high standards, providing robust supports for educators and holding schools and school systems accountable by:

- Releasing the 2025 DC School Report Card with findings from the first-ever [DC Survey About Your School \(DC SAYS\)](#) to give families richer context about student experience and school culture as well as [school course catalogs](#) to better showcase the robust and varied offerings across District schools.
- Launching a community of practice for school instructional leads to share best practices on the implementation of new standards and aligned instructional supports.
- Operating the first full year of the [Apprenticeship in Teaching Program](#), which currently has 69 DC Paraprofessionals who are earning bachelor's degrees in either ECE, Elementary, or Special Education at no cost while continuing their paid positions within their respective schools.
- Convening a District-wide Math Task Force to collaboratively develop a [comprehensive strategy](#) to improve math outcomes for all learners and releasing the task force's recommendations in fall 2025.
- Leveraging federal State Personnel Development Grant (SPDG) resources to deliver targeted technical assistance to educators and leaders to build and sustain inclusive environments for

students with disabilities, including the flagship Special Education Institute with over 150 educators in April 2025.

Achieve Equitable Outcomes for All Students

In FY25, OSSE allocated resources to ensure all students had access to a high-quality education every day by:

- Partnering with all designated Comprehensive Support and Improvement (CSI) schools to develop and begin implementing their School Improvement Plans.
- Exceeding High-Impact Tutoring targets, by reaching over 6,200 unique students in SY24-25, including over 70% students identified as economically disadvantaged.
- Publishing the [Early Childhood Transition Policy](#) to establish state-level processes and clarify requirements to ensure the smooth and effective transition of children with disabilities from early intervention services to school-based special education and related services.
- Using [Special Education Performance Report \(SEPR\)](#) data to identify and target technical assistance to improve accountability for serving students with disabilities, particularly around early childhood, secondary transitions, and least restrictive environments.
- Convening an internal working group to evaluate internal grants management practices and identify opportunities to improve processes to better support grantees and deliver desired grant outcomes.

Build Futures

In FY25, OSSE helped DC learners access robust, sustainable pathways to a fulfilling career and life by reimagining high school and providing relevant and accessible postsecondary programming by:

- Opening the Ward 8 [Advanced Technical Center \(ATC\)](#) and launching the [DC Health Care Employment & Apprenticeship Link \(DC HEAL\) program](#), to connect Career Technical Education (CTE) and other high school graduates to hands-on experience in high-growth health care careers.
- Expanding dual enrollment opportunities through the ATC and OSSE's dual enrollment consortium to connect nearly 800 high school students to higher education coursework.
- Placing 364 CTE students in [Advanced Internship Program \(AIP\)](#) placements aligned with their Programs of Study—representing a 300% increase since the program's launch in SY21-22. During this time, the AIP internship completion rate rose from 71% to 88%.
- Releasing a [comprehensive proposal](#) for the revision of DC's high school graduation requirements proposal, aligned to the skills and competencies in the DC Graduate Profile.
- Hosting the DC Secondary Transition College and Career Fair to support students with disabilities to develop and implement plans for transitioning their life after high school.

Foster Student and Staff Well-Being

In FY25, OSSE supported the physical, mental, and social-emotional health of students and staff by promoting safe, welcoming, healthy and joyful learning environments by:

- Partnering with DC Health and LEAs to implement the [District Immunization Attendance Policy](#) – reaching 96.4% immunization compliance for students in key grades in SY24-25.

- Supporting all DC public and public charter schools for the implementation of the Undesignated Emergency Medications (UEM) program, which stocks and trains staff on the distribution of albuterol, epinephrine (EpiPens), and glucagon – at no cost to schools.
- Creating the “[Data-Driven Decision-Making Tool](#)” as a guide for school teams implementing comprehensive, multi-tiered behavioral health supports to critically evaluate data on their school community and create aligned goals.
- Administering the first, citywide [DC Survey About Your School \(DC SAYS\)](#) to students, educators, school-based staff and families.
- Using data from DC SAYS to provide targeted school climate and culture professional development to schools, aligned to OSSE’s Social & Emotional Learning (SEL) standards.
- Joining the [AttendanceWorks 50% challenge](#), setting the goal to cut chronic absenteeism by half over the next five years and accessing a network of other states and resources to meet this target.

Cultivate Team

In FY25, OSSE took steps to build a thriving team by ensuring staff feel welcome and connected, are able to grow continuously, and act as stewards of OSSE’s vision and mission by:

- Launching pre-hiring fair networking events for OSSE staff, interns, and contractors to promote internal mobility and foster engagement across internal divisions.
- Producing the DOT Summer Training Series to support terminal staff in building essential technological skills and exploring career pathways within the agency.
- Developing and delivering performance management training courses for both managers and staff to improve the process of monitoring and growing employee performance.
- Conducting the third annual OSSEs awards for staff, to recognize excellence in work quality and commitment to OSSE’s core values.

Reimagine Systems

In FY25, OSSE improved our agency’s internal systems and processes so that OSSE staff are equipped and ready to provide high-quality services to students, families, educator and schools by:

- Releasing the new [OSSE Parent Portal](#), for parents and guardians of transportation-eligible students with disabilities to directly identify their transportation preferences for the 2025–26 school year.
- Implementing an automated Student Transportation routing tool to build more efficient routes and improve on-time performance.
- For the first time, collecting [course-level data](#) from all LEAs to understand the realities of the student experience in DC, including the courses they take and the educators who serve them.
- Strategically leveraging the late liquidation of recovery funding to expand the highest impact investments, including High Impact Tutoring and structured literacy training tools.

In FY26, OSSE continues this important work while developing our next five-year 2026-2030 Strategic Plan.

40. How is OSSE aligning or deduplicating LEA reporting requirements with existing reporting requirements to reduce the burden on LEAs? Which reporting requirements have already been streamlined? Which still requirements need to be addressed? Please identify any barriers to alignment.

In August 2025, OSSE—for the first time—[published](#) a single source of all reporting requirements for LEAs. OSSE developed this tool over multiple months and in response to feedback from LEAs. This publication was a significant step forward toward transparency and accountability. Upon the tool’s release, charter LEAs expressed a desire for OSSE to align this calendar with the DC Public Charter School Board’s (PCSB) requirements calendar. OSSE shares a belief with LEAs that aligning reporting requirement timelines and content, and deduplicating where possible, will reduce the burden on LEAs and thereby free LEA staff to focus on serving their students. In the fall of 2025, OSSE undertook analysis with PCSB and identified 14 areas of potential streamlining. Topics included school calendars, budgets and finances, non-discrimination policies, enrollment, health requirements, discipline, and attendance. OSSE will continue working with PCSB towards this goal in the spring of 2026.

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

Internally Developed Studies*		
Study	Purpose	Link
DC Healthy Schools Act 2024 Report	Fulfills reporting requirements outlined in DC Official Code § 38–823.03 and DC Official Code § 38–825.03(b).	Found here.
Educator Workforce Report 2024	Provides a landscape analysis of the educator workforce in Washington, DC.	Found here.
Accelerate DC: A Vision for School Improvement Report	This report describes OSSE’s historical and existing school improvement work and articulates a research backed path forward to maximize the impact of this initiative.	Found here.
School Year 2024-25 Addressing Dyslexia and Other Reading Difficulties Compliance Letters Report	Fulfills reporting requirements outlined in DC Official Code § 38–2581.06(c).	Found here.
2023-24 Non-Resident Student Review and Findings Report	Fulfills reporting requirements outlined in DC Official Code § 38-312.03.	Found here.
High-Impact Tutoring Report: Fiscal Year 2024	Fulfills reporting requirements outlined in DC Official Code § 38-2601.01.	Found here.
Early Head Start-Child Care Partnership (EHS-CCP) Annual Report: Program Year 2022-23	Meets federal reporting requirements as required by the Head Start Act as an EHS-CCP grantee.	Found here.
OSSE’s DC Dual Enrollment Consortium Program	Fulfills reporting requirements outlined in DC Official Code § 38–2612.01.	Found here.
OSSE School Climate Enhancement Microgrant Learning Brief	Outlines how schools awarded the OSSE School Climate Enhancement Microgrant used the funds to support and enhance their school climates, identifying key insights and providing recommendations.	Found here.
School Year 2023-24 Discipline Report	Fulfills reporting requirements outlined in DC Official Code § 38-236.06(d).	Found here.

Internally Developed Studies*		
Study	Purpose	Link
School Year 2024-25 Enrollment Audit Report	Fulfills reporting requirements outlined in DC Official Code § 38-1804.02.	Found here.
SY24-25 Educator Retention Brief	Describes educator and school leader retention in school year 2024-25.	Found here.
SY24-25 Attendance Brief 1	Reports rates of chronic absenteeism and chronic truancy across DC public and public charter schools from the start of the 2024-25 school year through Nov. 22, 2024.	Found here.
SY24-25 Attendance Brief 2	Reports rates of chronic absenteeism and chronic truancy across DC public and public charter schools from the start of the 2024-25 school year through Feb. 28, 2025.	Found here.
SY24-25 Attendance Brief 3	Reports rates of chronic absenteeism and chronic truancy across DC public and public charter schools for the entire 2024-25 school year.	Found here.
School Year 2023-24 Attendance Report	Describes attendance data and analyses of the data for school year 2023-24.	Found here.
2023 Selective Service Report	Fulfills reporting requirements outlined in DC Official Code § 38-2602(b)(30A)(D)).	Found here.
School Year 2024-25 Educator Preparation Provider (EPP) Landscape Brief	Discusses the employment and certification rates of EPP candidates and completers who were enrolled in their program at any point between Sept. 1, 2023, to Aug. 31, 2024.	Found here.
2024-25 Uniform Per Student Funding Formula (UPSFF) Working Group Report	Fulfills reporting requirements outlined in DC Official Code § 38-2911(a)(2),	Found here.
Fiscal Year 2024 Healthy Tots/CACFP Report	Fulfills reporting requirements outlined in DC Official Code § 38-283(a)(4).	Found here.
Fiscal Year 2024 Pre-K Report	Fulfills reporting requirements outlined in DC Official Code § 38-271.05.	Found here.
2025 Statewide Assessment Results	Describes English Language Arts (ELA) and Math statewide assessment results from the 2025 DC CAPE exams.	Found here.

* Excludes data submitted for various federal reporting requirements.

External Studies		
Study	Purpose	Link
Which Licensing Requirements Are Hardest for DC Child Care Facilities to Meet?	As part of the District of Columbia Child Care Policy Research Partnership, this study examined childcare licensing requirements in DC, looking at which safety corrections were most common in child care settings and the characteristics of facilities associated with a greater likelihood of demonstrating required safety corrections.	Found here.
Wage Enhancements Support the Financial Well-Being and Mental Health of Early Childhood Educators	As part of the District of Columbia Child Care Policy Research Partnership, this summary highlights findings from a survey of early childhood educators and licensing data, examining the impact of the Pay Equity Fund on early childhood educator financial and mental health.	Found here.
Wage Enhancements Promote High-Quality Child Care in DC	As part of the District of Columbia Child Care Policy Research Partnership, this summary highlights findings from a survey of early childhood educators and licensing data, focusing on the distribution of high-quality child care in DC.	Found here.
Wage Enhancements Benefit Child Care Staffing in DC: Workforce Perspectives from Fall 2024 Surveys	As part of the District of Columbia Child Care Policy Research Partnership, this summary highlights findings from a survey of early childhood educators and licensing data, focusing on early childhood educator staffing.	Found here.
Wage Enhancements Reduce Educator Turnover in DC's Child Care Centers	As part of the District of Columbia Child Care Policy Research Partnership, this summary highlights findings from a survey of early childhood educators and licensing data, focusing on early childhood educator turnover.	Found here.
How Coaching Can Help Child Care Program Directors Reach Their Quality Improvement Goals	As part of the District of Columbia Child Care Policy Research Partnership, this summary highlights findings from virtual interviews with DC child care center directors and focus groups with coaches, emphasizing the impact of coaches on reaching quality improvement goals.	Found here.
Continuity of Child Care Subsidy Use in the District of	This analysis, from a partnership between the Urban Institute and OSSE, provides descriptive	Found here.

External Studies		
Study	Purpose	Link
Columbia: Insights from Analyses of Subsidy Payment Data	information about how families use child care subsidies, taking a closer look at how subsidies support continuous child care enrollment.	
Child Care Subsidy Policies and Practices in the District of Columbia: Perspectives About Innovations and Opportunities	This analysis, from a partnership between the Urban Institute and OSSE, examined interviews, focus groups and documents to assess the impact of changes in child care subsidy policies and practices.	Found here.
Implementation of the Advanced Internship Program in the 2023-24 School Year	This study prepared by The Lab @ DC, examined the impact of OSSE’s Advanced Internship Program (AIP) and examined how the AIP program was implemented.	Found here.
Implementation of the OSSE High Impact Tutoring Initiative	This study examined the impacts of the second full year of OSSE-supported High Impact Tutoring (HIT) in school year 2023-24.	Found here.

(Council question was misnumbered)

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

Organization	Data Sharing Authority	Effective Date	Date of Expiration	Purpose
Abt Associates	FERPA (Audit / evaluation)	2/16/2021	10/30/2026	Evaluate the DC Opportunity Scholarship Program (OSP) program's efficacy on behalf of the US Department of Education
American Institutes for Research	FERPA (Audit / evaluation)	9/22/2023	1/29/2027	Participate in national evaluation of the Comprehensive Literacy State Development grant
Child Trends	Non-FERPA	5/26/2021	3/26/2025	Support Project AWARE tracking and evaluation
DC Policy Center	FERPA (Research studies)	5/31/2023	3/31/2025	Investigate how the addition of the equitable access preference may influence applicant choices on My School DC (MSDC) lottery process.
DC Policy Center	FERPA (Research studies)	10/9/2024	11/25/2025	Analysis of post-pandemic changes in high school attendance
Department of Human Services (DHS) and Yale School of Medicine	FERPA (Research studies)	10/4/2019	8/1/2027	Evaluate the DC MOMS Partnership (DHS 2-gen program)
Education Northwest	FERPA (Audit / evaluation)	3/10/2025	9/28/2029	Conduct an evaluation of the Advanced Technical Center (ATC)

Organization	Data Sharing Authority	Effective Date	Date of Expiration	Purpose
Education Northwest, District of Columbia College Access Program (DC-CAP), District of Columbia Public Schools (DCPS), Friendship Public Charter Schools (PCS)	FERPA (Audit / evaluation)	6/23/2024	1/31/2030	Evaluate the GEAR UP program
FutureEd	FERPA (Research studies)	3/29/2024	2/15/2025	Analysis of middle to high school My School DC application patterns and outcomes
Genesys Works of the National Capital Region	FERPA (Audit / evaluation)	7/26/2022	9/30/2026	Support coordination and evaluation for the Advanced Internship Program (AIP)
Madrigal Research	Non-FERPA	5/20/2025	9/30/2025	Farm to School (F2S) retrospective study (grant-funded)
Mathematica Policy Research	Non-FERPA	12/3/2019	1/31/2025	DC School Report Card website study
Prenatal to Five Fiscal Strategies	Non-FERPA	10/5/2022	1/30/2025	Develop, administer and analyze the results of a survey to determine market rates and cost of care for licensed child development facilities in the District
Region 4 Comprehensive Center (R4CC)	FERPA (Audit / evaluation)	8/15/2023	10/9/2024	Information collection activities on behalf of OSSE to support the Reimagining High School Graduation Requirements initiative

Organization	Data Sharing Authority	Effective Date	Date of Expiration	Purpose
SAS Institute	FERPA (Audit / evaluation)	7/25/2023	9/30/2028	Implement a value-added model for evaluating teachers and schools in the District of Columbia Public Schools (DCPS) and support compliance with requirements of the Every Student Succeeds Act
Stanford University (Annenberg Institute)	FERPA (Research studies)	8/4/2023	2/28/2025	Analyze and improve the implementation and scaling of High Impact Tutoring (HIT) in the District
Syracuse University	FERPA (Research studies)	3/23/2023	1/31/2027	Quantify the influence of the Equitable Access preference in My School DC lottery
The University of Chicago	FERPA (Research studies)	7/27/2023	3/31/2025	Analyze My School DC applications and transit
University of California - Los Angeles	FERPA (Audit / evaluation)	9/9/2022	9/30/2027	Early Development Instrument (EDI) administration and analysis
University of Virginia (UVA)	FERPA (Research studies)	1/23/2023	1/31/2028	Allow for UVA's secure retention and use of historical data to conduct analysis for District of Columbia Public Schools (DCPS) on the effects of education reforms and to improve IMPACT
University of Virginia (UVA)	Non-FERPA	4/29/2025	4/30/2026	Examine CLASS scores for differences in Montessori classrooms
University of Virginia (UVA)	Non-FERPA	4/29/2025	5/1/2031	Authorize retention of CLASS data to examine differences in Montessori classrooms

Organization	Data Sharing Authority	Effective Date	Date of Expiration	Purpose
Urban Alliance	FERPA (Audit / evaluation)	8/4/2022	10/1/2026	Support coordination and evaluation for the Advanced Internship Program (AIP)
Urban Institute	FERPA (Research studies)	5/21/2019	8/31/2028	Evaluate the effectiveness of DC's Pre-K system
Urban Institute	FERPA (Audit / evaluation)	10/5/2021	9/30/2026	Master Services Agreement for Research Practice Partnership
Urban Institute	Non-FERPA	1/13/2023	9/29/2028	Multipurpose study of DEL programs, including (1) Capital Quality; (2) subsidized child care; (3) the Early Childhood Educator Pay Equity Fund; (4) parental demand for and supply of infant-toddler care; (5) the perspectives of families who are members of priority populations and the child care providers who provide child care to them; (6) the effects of the District's pre-K program; and (7) the Preschool Development Grant (PDG).
Urban Institute (Research Practice Partnership)	FERPA (Research studies)	12/19/2024	9/30/2028	Study about reforming school discipline - school-level policy implementation and student outcomes

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

Please see attachment: Q42 – List of Electronic Databases.xlsx

Group A: Special Populations

43. In table format, how many students were homeschooled in the District in School Years 2023-2024, 2024-2025, and 2025-2026 (through January 31)?

School Year	Count of Homeschooled Students
SY2023-24	1,037
SY2024-25	956
SY2025-26*	918

**As of January 30, 2026*

44. In table format, how many students were enrolled in private and parochial schools in the District in School Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026 (through January 31)?

School Year	Total Resident Students Count	Total Number of Students
SY2022-23	10,146	17,841
SY2023-24	9,392	17,369
SY2024-25	9,634	17,284
SY2025-26*	8,738	16,354

**As of January 30, 2026*

45. For children transitioning from Part C Early Intervention/Strong Start to Part B special education services, how has OSSE ensured that children are receiving all special education and related services at age three? Please explain the reasons for any delays.

For all children transitioning from IDEA Part C Early Intervention Services to IDEA Part B special education, the District is required by the U.S. District Court in *DL v. DC* to record and track when those children receive the initial provision of specialized instruction and related services to ensure those services are provided by those children's third birthday. Beginning in the 2019-20 school year, OSSE required all LEAs serving 3- through 5-year-olds to document the initial provision of specialized instruction for all transitioning students in OSSE's special education data system. OSSE continues to collect and review this data on a quarterly basis, providing technical assistance to LEAs to improve their capacity to meet requirements for responding to referrals, completing attempts to obtain parent consent for evaluation, completing evaluations, developing IEPs, and initiating specialized instruction and related services for eligible students.

OSSE reports annually to the U.S. Department of Education (USED) on the smooth and effective transition of 3-through 5-year-olds from IDEA Part C early intervention services to school-based services. The transition process includes multiple steps from timely referral from the early intervention to school-based program, to obtaining consent from parents for evaluation, to timely developing an IEP for each child to support their access to academic achievement. USED sets the methodology for states to calculate transition timeliness rates. In FY24, the District reported a 95 percent timely transition rate to USED. This means that 95 percent of the 3-through 5-year-olds who moved from early intervention to school-based services did so through all required steps and had an IEP in place by their first day of school. OSSE review of student data reveals that three specific areas of practice have a combined impact on LEA practices that cause delays: 1) reasonable efforts to obtain consent for initial evaluation, 2) responses to referrals that impact timely completion of activities and enrollment outcomes, and 3) provider availability. OSSE works closely with LEAs to improve these practices through technical assistance sessions, including weekly sessions to identify root causes for low performance and corrections to practice that will improve students' access to academic achievement.

46. Have there been any updates or changes to OSSE’s Child Find process since January 2025?

IDEA requires states and LEAs to conduct Child Find activities through a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services. OSSE continues to maintain an FTE dedicated to monitoring Child Find activities for students ages 3 through 5. Through reviews of student records and LEA policies and practices, OSSE identifies issues at both the student- and LEA-level related to how students with disabilities are located and identified. OSSE requires LEAs to take corrective action to address specific concerns while also continuing to support LEA leaders to build capacity to improve Child Find activities.

In FY25, OSSE published a series of [guidance documents](#) for LEAs on Child Find practices, including effective [early childhood screening practices](#) and [obligations for responding to and addressing referrals](#) for special education evaluation. OSSE additionally published the revised [IDEA Part C to B Transition Policy](#), addressing requirements and practices related to the identification, evaluation, and transition of students ages 3 through 5 from early intervention services to school-based special education services. OSSE recognizes that families are an important part of the Child Find process and incorporated guidance to LEAs on how to build trust with families in [OSSE’s Special Education Handbook](#) and issued new guidance on [strengthening connections and effective communications between school teams and families](#).

Since LEAs are required to have in effect a policy that describes the LEA’s efforts related to Child Find, OSSE previously published [Child Find policies and guidance](#) to support LEAs in establishing their Child Find procedures and complete public awareness activities, as well as a [model LEA policy](#). In FY25, OSSE continued to provide LEAs annual training and technical assistance on Child Find requirements to ensure field readiness, including a special focus on Child Find activities to identify students in early grades.

OSSE conducts focused monitoring in areas identified by annual Special Education Performance Reports (SEPRs) as in need of improvement. While SEPRs reflect data in a prior school year and is used to assess need, live data is used in the focused monitoring process to review current LEA practices and student needs. In FY25, OSSE implemented a focused monitoring activity to use live data to drive LEA practice improvement in the following areas: response to referral, obtaining parent consent for initial evaluation, evaluation timeliness, and eligibility determination timeliness. These practices drive students’ access to special education services and ultimately academic achievement. OSSE meets monthly with LEAs whose data indicate a need to review live data in order to address practice gaps, resolve operational barriers, and develop LEA capacity to improve practices.

47. Please provide a status update on OSSE’s Special Programs Database System, including any updates since January 2025.

OSSE launched the Special Programs system for managing special education data in August 2023. Since then, we have focused on three key areas of implementation: 1) expanding specialized training for LEA users; 2) developing written guides to support system learning; and 3) resolving post-launch system issues. OSSE has made great progress in these areas.

OSSE has implemented the following system-level enhancements and training support since January 2025:

1. **Enhanced Trainings:** OSSE developed new trainings on targeted issues to improve data quality and accuracy, including on the following topics: “Reasonable Efforts,” “Reason for Delay,” “Referral Discontinuation,” “Parental Consent,” “Related Services,” “First Provision of Specialized Instruction,” and “Consent Completion.”
2. **Enhanced LEA Training Access:** From February 6, 2025, to February 2, 2026, OSSE conducted 233 specialized training sessions offering detailed guidance on system functionality and continues to provide individual support to LEAs, schools, and staff upon request. Regular training opportunities remain available to LEA users throughout the school year.
3. **New User Guides:** OSSE created and shared 17 user guides with LEAs on important user topics, such as documenting evaluations and the IEP process, Section 504 transportation documentation, federal Ordering, Referring, and Prescribing requirements for Medicaid, guidance on using the Data Connectivity Tool for detailed reporting, and instructions for documenting functional behavioral assessments (FBA), behavior intervention plans (BIP), manifestation determinations, and overall system functionality.
4. **Removal of Assigned Service Duplication:** OSSE resolved the issue of duplicate IEPs that had resulted in repeated service assignments, ensuring more accurate reporting.
5. **First Provision of Services Data Improvements:** OSSE implemented a systemwide update to accurately capture the date a child first received an assigned related service. This date now reflects the initial provision associated with the IEP rather than the first date the LEA delivered the service. Additionally, OSSE enhanced user accessibility for viewing the first provision of services for students under age seven.
6. **Automation of Marking Periods:** OSSE automated service plans of students transferring between LEAs, ensuring the plans remain active, preventing duplicate plans, and supporting accurate progress reporting.
7. **Access to Activate Transferred Service Plans:** OSSE streamlined the collection of marking periods by leveraging an existing data collection.
8. **Improved Eligibility Process:** OSSE revised the reevaluation eligibility process to include a ‘Did Not Respond’ option in the Consent for Reevaluation. This update allows users to proceed with eligibility determinations when a parent or guardian does not respond.
9. **More Inclusive Letter of Invitation:** OSSE updated the invitation letter to include adult students as recipients, ensuring they are notified and invited to all meetings.

10. **Enhanced Consent Options:** OSSE added new options for recording why staff contact parents/guardians in Special Programs. These updates help users correctly document when they are getting consent for: 1) Consent for Reevaluation and 2) Consent for Initial Provision of Services.

To further improve LEA users' familiarity with the system, OSSE is currently working on the following:

1. **Training Participation Dashboard:** This dashboard will track LEA- and school-level staff training participation. The dashboard will help LEAs monitor their staff's participation in required Special Education trainings. The project is in its final development stage.
2. **Automated System Reporting:** OSSE is collaborating with the vendor to develop an automated Related Service Management Report.
3. **Workflows:** OSSE is collaborating with the vendor to provide a more user-friendly view for tracking student services, such as IEP hours and evaluations and key milestones including referrals, assessments, and meetings.

48. (a) How much funding, separate from the Uniform Per Student Funding Formula, did OSSE provide to each LEA to support homeless students in fiscal years 2025 and 2026 (through January 31)?

LEA Name	FY25 Funding	FY26 Funding
Appletree PCS	\$17,657.00	\$17,657.00
Creative Minds PCS	\$25,000.00	\$25,000.00
D.C. Preparatory Academy PCS	\$45,000.00	\$45,000.00
DC Public Schools (DCPS)	\$85,000.00	\$85,000.00
Friendship PCS	\$86,000.00	\$86,000.00
Kingsman Academy PCS	\$25,000.00	\$25,000.00
Maya Angelou PCS	\$15,500.00	\$15,500.00
Monument Academy PCS	\$20,500.00	\$20,500.00
YouthBuild PCS	\$12,000.00	\$12,000.00
Total	\$331,657.00	\$331,657.00

(b) How was the enhanced funding for OSSE’s homeless children and youth program used in fiscal year 2025?

Enhanced funding under the American Rescue Plan Recovery Homeless Children and Youth (ARP-HCY) grant ended on September 30, 2024. In FY25, American Rescue Plan funds were available to LEAs who requested late liquidation. OSSE assisted one LEA, DCPS, with an extended liquidation opportunity from the U.S. Department of Education to maximize this federally funded formula grant. Specifically, OSSE confirmed the LEA’s identified allowable expenses per federal grant requirements, such as educational materials for staff and homeless liaisons, staff conference registrations, and trainings, and OSSE received late liquidation approval from the U.S. Department of Education.

(c) Description of professional development and training OSSE made available to school liaisons in fiscal years 2025 and 2026 (through January 31)?

OSSE organized and led professional development sessions and trainings to school homeless liaisons, school-based staff, and CBOs supporting students and families experiencing homelessness in FY25 and the beginning of FY26. This included biannual homeless liaisons professional development trainings (fall and spring) and monthly webinars:

Monthly Webinar Topics	Biannual Homeless Liaison Professional Development and Training Topics
<ul style="list-style-type: none"> • DC Hunger Solutions • DC Coalition Against Domestic Violence (DCCADV) • College Readiness • Comprehensive Homeless Student Database Review • Housing and Shelter Resources for Students Experiencing Homelessness • DC Central Kitchen Healthy Corners Program • DC Tuition Assistance Grant Competition • Immigration Collaboration Partnerships and Advocacy • OSSE Dispute Resolution Policy • Office of the Tenant Advocate Housing Rights • Supporting LGBTQ Youth Experiencing Homelessness 	<ul style="list-style-type: none"> • DC Food Health Navigator • Summer Nutrition Program for Kids • OSSE DOT Parent Portal • Students Experiencing Homelessness Data Analysis Trends • Strong Start and Child Find • Addressing Chronic Absenteeism: Strategies for Closing Out the School Year • Child and Cyber Trafficking • Department of Human Services Presentation: Eligibility for Family Housing Resources • Missing Nighttime Residency Student Data • MKV Data Management • Parent Infant Early Childhood Enhancement (PIECE) Program • Summer Meals and Benefits Programs & DC Hunger Snap Programs <ul style="list-style-type: none"> ○ Department of Health: DC Women Infants and Children (WIC) Access <p>Community Resource Presentations:</p> <ul style="list-style-type: none"> • Fair Girls (CBO): Domestic Violence and Human Trafficking • So Others Might Eat (CBO)

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

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

For students experiencing homelessness who have a disability and are eligible for transportation as a related service under their Individualized Education Program (IEP), students' parents/guardians can request OSSE-DOT bus transportation to and from school by submitting their preference in the OSSE Parent Portal. Parents/guardians do not need a permanent address to do so; they may enter a temporary address into the OSSE Parent Portal, including a Maryland or Virginia address, and update their student's pick-up and drop-off address as necessary throughout the year. Changes are processed by OSSE-DOT's routing team and route adjustments made accordingly. Families of IEP-eligible students may also opt into the Parent Stipend Program using the Parent Portal; the Parent Stipend Program provides a \$400 monthly stipend to reimburse families for the cost of self-transporting their student, provided the student meets a 70% or higher in-seat attendance rate each month.

49. Through Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. Please outline how the funding was awarded in fiscal years 2025 and 2026 (through January 31). For each grant, please include the: (1) LEA; (2) amount; and (3) description of what the funds were to be used for.

In line with the federal SOAR Act’s requirements, OSSE’s administration of SOAR Act funding is designed to increase student achievement and academic growth of DC public charter school students by supporting the improvement and expansion of high-quality public charter schools. Each year, after engaging in a public consultation process with charter schools and charter school support organizations, OSSE submits an application to the U.S. Department of Education describing how it will administer the funds. OSSE was awarded \$17.5 million in FY25 and FY26, approximately 95 percent of which is allocated as subgrants to charter LEAs and charter support organizations. The remaining five percent is used by OSSE to pay for staff to administer the program and to fund My School DC, OSSE’s public school lottery website. OSSE used unspent SOAR grant funds from prior fiscal years to augment the amounts awarded in FY25 and FY26. The table below shows SOAR awards that were awarded for FY25 and budgeted for FY26.

In FY25, OSSE sub-granted SOAR funds through the five programs listed below.

SOAR Act Grant Program	FY25 Awarded	FY26 Budgeted
Subgrants to Charter Schools		
1. Academic Quality (Formula)	\$9,115,621.18	\$9,035,956.64
2. Early Childhood (Formula)	\$434,378.82	\$514,043.34
3. Facilities (Competitive)*	\$3,742,642.00	\$3,500,000
Subgrants to Charter Support Organizations		
4. Educator Pipeline (Competitive)*	\$2,251,573.54	\$2,251,573.54
5. Third Party (Competitive)*	\$2,766,349.62	\$2,766,349.62
Other Uses		
My School DC	\$250,000	\$250,000
Administrative Costs	\$700,000	\$700,000
TOTAL	\$19,260,565.16	\$19,017,923.14

**OSSE repurposed unspent SOAR grant funds from prior years to increase these awards in FY25 and FY26.*

Each program has different eligibility requirements and allowable uses, as detailed below.

Academic Quality and Early Childhood Formula Grant Programs

Both of these grant programs are formula grants, which means LEAs’ eligibility is based on a stated set of criteria and the allocations are determined using an enrollment-based formula.

All charter LEAs that served students during the 2023-24 school year were eligible for the FY25 Academic Quality grant program. OSSE calculated allocations to all eligible LEAs based on their 2024-25 audited enrollment, with a guaranteed minimum award of \$50,000. Funds were used

for projects designed to have a direct impact on student achievement, either schoolwide or for specific subgroups of students. All projects were required to be research-based and tailored to meet the specific needs of each LEA, as evidenced by school data.

All charter schools that serve at least 40 percent 3- and 4-year-old students are eligible for the Early Childhood grant program. OSSE calculated allocations using the same logic used to determine formula allocations for the Elementary and Secondary Education Act Title I, Part A grant, which calculates awards based on each LEA’s percentage of students living in poverty. Funds must be used for research-based, supplemental activities that support school readiness, including the development of early literacy and mathematics skills.

FY25 LEA allocations for both formula grants are posted on OSSE’s website [here](#).

Facilities Competitive Grant Program

OSSE competitively awarded grants to charter LEAs to renovate their facilities to increase the total number of seats and/or increase the quality of existing seats. In FY25, OSSE made thirteen awards totaling \$3.7M. OSSE has budgeted another \$3.5M for FY26 but has not yet awarded this funding.

LEA	FY25 Award
AppleTree PCS	\$300,000.00
Capital City PCS	\$245,459.00
DC Bilingual PCS	\$243,640.00
DC Preparatory Academy PCS	\$262,000.00
Friendship PCS	\$291,680.00
Ingenuity Prep PCS	\$299,863.00
Learn DC PCE	\$300,000.00
Lee Montessori PCS	\$300,000.00
Mary McLeod Bethune Day Academy PCS	\$300,000.00
Mundo Verde Bilingual PCS	\$300,000.00
Sela PCS	\$300,000.00
Thurgood Marshall Academy PCS	\$300,000.00
Washington Latin PCS	\$300,000.00

Educator Pipeline Grant Program

OSSE competitively awarded grants to charter LEAs and nonprofit community-based organizations (CBOs) to recruit, train, and certify high-quality candidates new to teaching for teacher, teacher residency, or school leader roles in public charter schools. In FY25, OSSE made nine awards totaling \$2.3M. OSSE has budgeted another \$2.3M in FY26 to award the first year of continuation funding to these awardees. OSSE will run its next competition in FY27.

Organization	FY25 Award
AppleTree PCS	\$270,000.00
CityBridge Foundation	\$375,000.00
Friendship PCS	\$75,000.00
KIPP PCS	\$375,000.00
Mundo Verde PCS	\$368,812.50
Teach for America	\$375,000.00
Thurgood Marshall Academy PCS	\$104,868.79
Two Rivers PCS	\$142,892.25
Urban Teacher Center	\$165,000.00
TOTAL	\$2,251,573.54

Third Party (CBO) Grant Program

OSSE competitively awarded grants to nonprofit community-based organizations (CBOs). SOAR Act Third Party projects are designed to: 1) have a direct and rapid (within two years) impact on the academic achievement and outcomes for public charter school students; or 2) impact student outcomes at multiple public charter local education agencies (LEAs) indirectly by enhancing the organizational capacity of charter LEAs to operate as fiscally and operationally sound nonprofit organizations and schools. In FY25, OSSE made ten awards totaling \$2.8M. OSSE has budgeted another \$2.8M in FY26 to award the first year of continuation funding to the FY25 subgrantees. OSSE will run its next competition in FY27.

Organization	FY25 Award
DC Charter School Alliance	\$300,000.00
DC College Success Foundation	\$300,000.00
DC Public Charter School Cooperative	\$300,000.00
EmpowerK12	\$300,000.00
LIFT-DC	\$300,000.00
One World Education	\$300,000.00
REAL School Gardens	\$240,768.37
Teach For America, Inc.	\$187,500.00
The Ability Challenge	\$263,081.25
Vision to Learn	\$275,000.00
TOTAL	\$2,766,349.62

50. LEAs that do not meet targets on the Office of Special Education Programs monitoring indicators must complete self-studies and develop Continuous Improvement Plans. How many LEAs were required to complete self-studies in fiscal years 2025 and 2026 (through January 31)? Identify which LEAs completed their self-studies and detail what actions are included in the Continuous Improvement Plans.

Under the federal Individuals with Disabilities Education Act (IDEA), LEAs may be identified as having inequitable practices related to discipline and/or special education eligibility, resulting in self-studies and improvement plans. These are two main indicators of noncompliance: “significant discrepancy” and “disproportionate representation.”

An LEA could have a “significant discrepancy” if its data show the LEA is: 1) disciplining students with disabilities more than students without disabilities, or 2) disciplining special education students of specific racial and ethnic groups more than students without disabilities in the same racial and ethnic groups.

An LEA could also be identified as having inappropriate practices to identify students with disabilities that result in “disproportionate representation” of racial and ethnic groups in special education and related services. If identified, LEAs must first complete a self-assessment to determine whether this rate of representation was due to policies and procedures that do not comply with regulatory requirements. OSSE then reviews the LEA’s self-assessment and supporting documentation to make a final determination regarding compliance. If the LEA is found to be noncompliant, OSSE will issue a finding and require an improvement plan.

In the 2024-25 school year (FY25), one LEA was flagged for significant discrepancy and three LEAs were flagged for disproportionate representation. All flagged LEAs submitted self-assessments for OSSE to review:

- District of Columbia Public Schools (DCPS) (significant discrepancy)
- Maya Angelou PCS (disproportionate representation)
- The Children’s Guild PCS (disproportionate representation)
- Kingsman Academy PCS (disproportionate representation)

Upon completion of the review, OSSE determined that DCPS had a significant discrepancy in suspension or expulsion based on a racial or ethnic group. As a result, DCPS was required by OSSE to develop an improvement plan.

For the other three flagged LEAs, OSSE determined that none of them had disproportionate representation of racial and ethnic groups in special education as a result of inappropriate identification or within specific disability categories.

OSSE will review LEAs’ FY26 data and practices to determine if self-studies are required after the close of the fiscal year.

51. Provide an update on the work of the Advisory Panel on Special Education in fiscal years 2025 and 2026 (through January 31). Include: (1) a list of all members of the Panel, the organization they represent, and the length of time they have served on the Panel; and (2) a narrative description of any action items taken or recommendations made by the Panel.

The table below shows the current membership of the State Advisory Panel on Special Education (SAPSE) as of Nov. 12, 2025.

Member Name	Organization/Seat Designation	Length of Service
Julie Camerata (Chair, term ended September 2025)	Vocational, community, or business organization representative	12 years
Courtney Davis	Public member	5 years
Cecelia Ewan	Parent member	<1 year
Faith Gibson-Hubbard (Chair)	Parent member	<1 year
Terrence Gunthrope	Department of Youth Rehabilitative Services (DYRS) designee	1 year
Rochanda Hiligh-Thomas	Parent member	11 years
Nicole Lee-Mwandha	OSSE designee, Subtitle B of Title VII of the McKinney-Vento (MKV) Homeless Assistance Act (42 U.S.C. 11431 <i>et seq.</i>)	10 years
Sylvia Morrison	Higher education representative, preparer of special education and related service personnel	6 years
Joelle Myers	Child and Family Services Agency (CFSA) designee	1 year
Christopher Nace	Representative of private schools and public charter schools	<1 year
Michelle Parrish	Parent member	<1 year
Antonia Reason	Department of Corrections (DOC) designee	1 year
Willina Robson (January 2025–September 2025) Tikeya Milburn (November 2025–present)	Department of Disability Services (DDS) designee	<1 year
Ryan Tauriainen	Public member	<1 year
Roxanne Williams	Parent member	6 years
Margie Yeager	Administrator of programs for children with disabilities	6 years

During FY25, OSSE and SAPSE leadership engaged the Mayor’s Office of Talent and Appointments (MOTA) to backfill vacant positions and recruit new members to ensure SAPSE is fully constituted to undertake its activities. SAPSE was excited to welcome nine new members in FY25. OSSE and SAPSE leadership also collaborated to clarify roles across officers and OSSE staff, consistent with SAPSE bylaws. For FY26, SAPSE has shifted from quarterly to monthly meetings and reserved time on the agenda for public comment. SAPSE officers will also take a more proactive role in leading the development of meeting agendas and determining topics for stakeholder panels during meetings.

SAPSE made recommendations to OSSE on a wide variety of special education topics in FY25 and FY26:

- SAPSE provided feedback on OSSE guidance documents aimed at strengthening LEA family engagement and clarifying key special education procedures for parents and families, as well as LEA-focused guidance on child find practices, considerations for assigning dedicated aides, and best practices for conducting difficult conversations with parents. SAPSE also provided feedback on the proposed Early Childhood Transition Policy and local special education related legislation.
- SAPSE reviewed the Special Education Performance Report (SEPR) updates and provided input on State Performance Plan/Annual Performance Report data for FY24, both of which supported OSSE’s oversight of LEA special education indicators. SAPSE recommendations focused on the interpretation of data and implications for LEA support, urging OSSE to consider more differentiated strategies tailored to LEA-specific needs, and emphasized the importance of including student voice in efforts to improve retention and instructional quality.
- SAPSE received updates on OSSE’s strategic plan progress with a particular focus on Priority Area 3: strengthening expectations and accountability for serving students with disabilities. SAPSE highlighted the importance of both compliance and program quality.
- SAPSE provided input on proposed changes to high school graduation requirements and the development of a diploma for students with disabilities as part of the Reimagining High School Graduation Requirements initiative. SAPSE recommended that OSSE provide clear, inclusive pathways that reflect both academic and functional postsecondary readiness as well as robust supports for families and students to understand their options.

SAPSE also [published](#) its annual report for the 2024-25 school year, providing an overview of SAPSE’s meetings and activities.

52. For SY22-23, SY23-24, and SY24-25, how many special education due process complaints were filed against each sector? Of those:

a. How many were dismissed by the hearing officer?

LEA Type	SY22-23	SY23-24	SY24-25
DCPS	34	41	43
PCS	4	7	8
Total	38	48	51

b. How many were settled without a hearing?

LEA Type	SY22-23	SY23-24	SY24-25
DCPS	81	67	53
PCS	7	20	27
Total	88	87	80

c. How many went to a hearing?

LEA Type	SY22-23	SY23-24	SY24-25
DCPS	63	70	85
PCS	5	4	5
Total	68	74	90

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

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

Number of Hearing Officer Determinations (HOD) Decided in Favor of LEA by School Year		
School Year 2022-2023		
Type	Issued a HOD	Decided in Favor of LEA
DCPS	63	18
PCS	5	1
Total	68	19
School Year 2023-2024		
Type	Issued a HOD	Decided in Favor of LEA
DCPS	70	16
PCS	4	2
Total	74	18
School Year 2024-2025		
Type	Issued a HOD	Decided in Favor of LEA
DCPS	85	12
PCS	5	0
Total	90	12

53. How many students were served in after-school and summer programs funded by the 21st Century Community Learning Centers Program by ward? By race? By age/grade?

21st Century Community Learning Centers (21st CCLC) by Ward	
Ward	Number of Sites in FY25
1	3
2	4
3	0
4	14
5	8
6	8
7	15
8	19
Total	71

21st CCLC Students by Race			
Race	Summer 2024	2024-25 School Year	Total
American Indian/Alaskan Native	<10	<10	<10
Asian	<10	82	82
Black or African American	230	5,099	5,329
Hispanic/Latino	17	1,321	1,338
Native Hawaiian/Pacific Islander	<10	<10	<10
White	<10	899	899
Two or More Races	<10	216	216
Data Not Provided	<10	12	12

21st CCLC Students by Grade Band			
Grade Band	Summer 2024	2024-25 School Year	Total
Pre-K–Grade 5	201	7,112	7,313
Grades 6–12	59	529	588
Total	260	7,641	7,901

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

FY25 21st CCLC Grantees (Year 2)				
Grantee	FY25 Award	Proposed Students Served	Proposed Adults Served	Wards Served
After-School All-Stars	\$497,062.38	280	46	5, 6, 8
DCPS	\$4,270,811.46	5,627	1,971	1, 2, 4, 5, 6, 7, 8
Kid Power, Inc.	\$489,658.25	275	68	2, 6, 8
Latin American Youth Center (LAYC)	\$270,265.63	121	50	1, 4
Life Pieces to Masterpieces	\$216,212.51	120	75	7
Tutoring Cafe	\$108,106.25	60	25	4
United Planning Organization	\$207,203.65	91	35	4, 8
Cohort Total	\$6,059,320.13	6,574	2,270	N/A

- 55. Given that OSSE is responsible for distributing federal education funding, please provide a chart of all Title I, Title II, and Title III funding for fiscal years 2025. In the chart, please include: (1) the allocation; (2) actual amount spent; (3) amount unspent; (4) how the funds were used; and (5) status of unspent funding for each LEA. You may submit this information as an attachment.**

Please see attachment: Q55 – ESEA Titles Grant Funding.pdf

The attached file details requested information for FY24 and FY25.

LEAs must submit to OSSE a plan and associated budget for each Title grant they receive. This plan must demonstrate how the LEA is meeting the federal established purpose of the grant program, and the grant budget must align to the plan. OSSE reviews each plan and budget to ensure that funding will be used in accordance with the regulations and allowable uses associated with each grant.

Title I-A recipients may opt to combine their ESEA Title awards into a consolidated pool of funding to support schoolwide programs to address the needs identified by a comprehensive needs assessment. In FY25, 41 of 47 eligible LEAs elected to exercise this flexibility. All programs have a “supplement, not supplant” requirement, which broadly means that LEAs cannot use these funds for core operational costs.

The established purpose of each grant program is described below, along with some examples of LEA plans:

- Title I-A: The purpose of the grant program is to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” Examples of LEA use of funds include providing responsive instruction, supporting data-driven instruction and multi-tiered systems of support, and delivering professional learning opportunities for educators to raise instructional quality.
- Title II-A: The purpose of the grant program is to increase student achievement consistent with challenging state academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. Examples of LEA use of funds include providing professional development to educators and recruiting educators in hard-to-staff areas (e.g., special education).

- Title III-A: The purpose of the grant program is to ensure English learners attain English proficiency, assist English learners in meeting the same challenging state academic standards that all children are expected to meet, assist educators in implementing and sustaining effective language instruction and develop their capacity to provide effective instructional programs to prepare English learners, and promote family and community participation in outreach programs. Examples of LEA use of funds include improving the instruction of English learners and providing outreach to parents and families of English learners.

56. (a) Please provide a narrative description of the purpose and goals of the Public Charter School Credit Enhancement Fund Commission. In your response, for fiscal years 2024 and 2025, please include: (1) a list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission; (2) a list of the date and time of all meetings; and (3) a narrative description of any action items taken or recommendations made by the Commission.

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

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

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

Name	Company	Appointment
Andria Kataja (Mayoral)	Director of Loan Operations, Equitable Facilities Fund	08/21/2025 - 08/21/2030
Stefan Huh (Mayoral)	Independent Consultant d/b/a Grateful Partners	12/19/2022 - 12/19/2025 [Currently serving]
Yair Inspektor (Mayoral)	VP/Legal, The HSC Pediatric Center	10/30/2022 - 10/30/2025 [Currently serving]
Sara Batterton (PCSB)	Independent Consultant	10/28/2022 - 10/28/2025 [Currently serving]
Dominique Fortune (PCSB)	Director, Investor Relations, Nonprofit Finance Fund	04/17/2023 - 04/17/2026

The three members with expired terms can and have agreed to continue to serve until new appointees are confirmed by the Mayor’s office and PCSB.

FY25 and FY26 DC Public Charter School Credit Enhancement Committee Meetings

Meeting Dates	Meeting Times	Action Taken / Recommendation
Oct. 17, 2024	12:00 p.m. Executive Session 12:30 p.m. Public Meeting	No new actions taken.
Jan. 16, 2025	12:00 p.m. Executive Session 12:30 p.m. Public Meeting	1. Approval of a new \$2M direct loan to Mary McLeod Bethune PCS for the renovation of a new property on Aspen Street. 2. Approval of a one-year extension on an existing \$2M direct loan for the acquisition and renovation of a second location for The Family Place PCS.
March 20, 2025	12:00 p.m. Executive Session 12:30 p.m. Public Meeting	1. Conditional approval of a new \$2M direct loan to Cedar Tree Academy PCS for the construction of a new building on Howard Road. 2. Conditional two-year extension of the current \$2M direct loan and \$1M credit enhancement to Breakthrough Montessori PCS to align with the maturity date of their senior lender.
May 15, 2025	12:00 p.m. Executive Session 12:30 p.m. Public Meeting	1. Three-year extension of a \$1.8M direct loan to AppleTree Early Learning PCS to align the maturity dates of both of their loans. 2. Direct Loan and Credit Enhancement Program FY25 Q2 quarterly update.
July 17, 2025	12:00 p.m. Executive Session 12:30 p.m. Public Meeting	1. Approval of a new \$2M direct loan for Early Childhood Academy to refinance their current New Market Tax Credit funding structure. 2. Approval of the Cedar Tree Academy PCS Project modification, changing the purpose of the March 20 th loan to the renovation of their existing building.
Aug. 21, 2025	12:00 p.m. Executive Session 12:30 p.m. Public Meeting	1. Approval of one year extension of Digital Pioneers Academy loan for \$816,400.
Sept. 18, 2025	12:00 p.m. Executive Session 12:30 p.m. Public Meeting	1. Approval of Dominique Fortune as Committee Chair 2. FY25 Q3 Quarterly Report.
Oct. 16, 2025	12:00 p.m. Executive Session 12:30 p.m. Public Meeting	No new actions taken.

Meeting Dates	Meeting Times	Action Taken / Recommendation
Dec. 18, 2025	12:00 p.m. Executive Session 12:45 p.m. Public Meeting	1. Approval of a new \$2M dollar direct loan for Harmony DC for the purchase of a school building on 8 th St NE.

(b) Please provide a record for the Direct Loan Account and the Credit Enhancement Account. In your response, please include: (1) the fund balance for the account through January 31, 2026; (2) the amount loaned out to each charter school, and (3) any transfer of money from the account to other programs or initiatives.

Direct Loan and Credit Enhancement Portfolio (As of Dec. 31, 2025)

Account Type	Current Fund Balance	Amount Loaned	Transfers
Direct Loan	\$10,815,526.14	\$51,945,997.09	No transfers to other programs or initiatives.
Credit Enhancement*	\$15,191,185.30	\$8,450,000.00	No transfers to other programs or initiatives.

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

Direct Loan Account (As of Dec. 31, 2025)

Borrower Name	Amount Loaned Out
Achievement Preparatory Academy PCS	\$2,000,000.00
AppleTree Early Learning PCS	\$1,711,465.95
AppleTree Early Learning PCS	\$750,000.00
Breakthrough Montessori PCS	\$1,741,670.87
Cedar Tree Academy PCS	\$2,000,000.00
Center City PCS	\$2,000,000.00
Charter School Incubator Initiative	\$1,734,241.53
Community College Prep Academy PCS	\$1,964,698.09
DC Bilingual PCS	\$1,803,639.64
DC Wildflower PCS	\$1,426,799.88
DC Wildflower PCS	\$475,552.60
DC Wildflower PCS	\$200,000.00
Digital Pioneers Academy PCS	\$591,869.08
Early Childhood Academy PCS	\$357,969.64
Friendship PCS	\$2,000,000.00
Girls Global Academy PCS	\$1,893,563.19
Global Citizens PCS	\$582,362.81
Ingenuity Prep PCS	\$2,000,000.00
Inspired Teaching Demonstration PCS	\$1,594,000.04
Lee Montessori PCS	\$273,257.13
Lee Montessori PCS	\$1,972,436.19
Mary McLeod Bethune PCS	\$2,000,000.00
Maya Angelou PCS	\$2,000,000.00

Borrower Name	Amount Loaned Out
Monument Academy PCS	\$1,929,219.45
Mundo Verde PCS	\$1,929,219.45
Sela PCS	\$1,946,980.92
Sojourner Truth PCS	\$1,982,371.08
Sojourner Truth PCS	\$2,000,000.00
The Family Place PCS	\$1,982,371.08
Washington Global PCS	\$1,873,316.83
Washington Latin PCS	\$2,000,000.00
Washington Yu Ying PCS	\$1,946,980.92
Total	\$51,945,997.09

(c) What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in fiscal years 2024 and 2025? How much of this allotment has been spent?

The tables below show the current outstanding credit enhancements as of the end of FY24 (as of Sept. 30, 2024) and FY25 (as of Sept. 30, 2025). All but one of OSSE’s credit enhancements are unfunded, meaning the funds are reserved in OSSE’s own bank accounts and not distributed to the LEA unless they default on a senior loan. OSSE has never had a situation where an unfunded credit enhancement had to be disbursed to cover an LEA’s debt.

Credit Enhancement Account (As of Sept. 30, 2024)

School Name	Amount Awarded
<i>Public Charter School</i>	<i>Amount – Funded</i>
Friendship PCS	\$3,000,000
<i>Public Charter School</i>	<i>Amount – Unfunded</i>
Breakthrough Montessori PCS	\$1,000,000
Girls Global Prep Academy	\$450,000
Lee Montessori PCS	\$1,000,000
Mundo Verde PCS	\$1,000,000
Sela PCS	\$1,000,000
Washington Yu Ying PCS	\$1,000,000

Credit Enhancement Account (As of Sept. 30, 2025)

School Name	Amount Awarded
<i>Public Charter School</i>	<i>Amount – Funded</i>
Friendship PCS	\$3,000,000
<i>Public Charter School</i>	<i>Amount – Unfunded</i>
Breakthrough Montessori PCS	\$1,000,000
Charter School Incubator Initiative	\$2,000,000
Girls Global Prep Academy	\$450,000
Lee Montessori PCS	\$1,000,000
Mundo Verde PCS	\$1,000,000

57. Regarding Home and Hospital Instruction:
a. How many students received home or hospital instruction in the 2024-2025 school year, broken down by LEA?

In the 2024-25 school year, 216 students received home or hospital instruction. The results by LEA are listed below. Due to OSSE data suppression policy, any total student count under 10 is listed below as less than 10 (<10).

LEA	Students Receiving Home or Hospital Instruction
BASIS DC PCS	<10
Briya PCS	<10
Capital City PCS	<10
Center City PCS	<10
Cesar Chavez PCS for Public Policy	<10
Creative Minds International PCS	<10
DC Prep PCS	<10
District of Columbia International School	14
District of Columbia Public Schools	131
E.L. Haynes PCS	10
Friendship PCS	<10
Girls Global Academy PCS	<10
IDEA PCS	<10
Inspired Teaching Demonstration PCS	<10
KIPP DC PCS	<10
LAYC Career Academy PCS	<10
Maya Angelou PCS	<10
Monument Academy PCS	<10
Paul PCS	<10
Perry Street Preparatory PCS	<10
Rocketship Education DC PCS	<10
St. Coletta Special Education PCS	<10
The Sojourner Truth School PCS	<10
Thurgood Marshall Academy PCS	<10
Washington Latin PCS	<10

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

During the 2024-25 school year, OSSE updated the [Home and Hospital Instruction Guidebook](#), which includes [Home and Hospital Instruction \(HHI\) FAQs](#) and outlines the components of the District's HHI policy. OSSE disseminated these resources to LEAs via the [OSSE HHI webpage](#) and the OSSE LEA Look Forward agency newsletter.

Additional HHI informational resources available on the OSSE HHI webpage include an [Information Guide for Students](#) explaining students' rights under HHI, an [Information Guide for LEAs](#) summarizing LEA responsibilities, and an [HHI Policy Model Template](#) to assist LEAs in developing their own policies. To support local compliance, OSSE provided targeted technical assistance through virtual and in-person school visits, resulting in 100 percent of LEAs meeting annual reporting and policy publication requirements.

In addition, OSSE offered ongoing general and customized technical assistance to LEAs, families, and advocates and regular updates in OSSE's LEA Look Forward newsletter reinforced expectations, timelines, and deliverables related to HHI implementation. OSSE engaged directly with our largest LEA (DCPS) to review the previous year's HHI data, make updates to the HHI Guidebook, and provide technical assistance for their central services staff overseeing HHI.

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

At the beginning of each school year, OSSE conducts a website audit and verifies that each LEA has posted the required HHI policy and staff point of contact designated to manage the LEA's HHI program (see [§ 38–251.02\(b\)](#), [§ 38–251.09\(a\)](#)). If an LEA is found to be out of compliance, OSSE follows up with LEAs and provides any needed support until the LEA fulfills these two requirements.

In addition, OSSE collects from LEAs annual data on the number of HHI requests and placements to monitor program implementation. OSSE analyzes LEAs' annual HHI data to identify trends and determine the need for additional technical assistance to support compliance and improve program effectiveness.

d. How many HHI appeals were filed with OSSE in school years 2024-2025 and 2025-2026 (through January 31)? Of these, how many resulted in the overturning of HHI denials by an LEA?

In the 2024-25 school year, one appeal was filed. In that instance, the LEA agreed to provide services before mediation took place. As of January 2026, two appeals have been filed with OSSE during the 2025-2026 school year. In the first case, OSSE overturned the HHI denial by the LEA, directing the LEA to provide HHI services. The second appeal was resolved through OSSE-facilitated mediation.

58. For FY25 and FY26 (through January 31):

a. How many state complaints were filed with OSSE?

Twenty-nine state complaints were filed with OSSE in FY25, and 18 state complaints were filed with OSSE in FY26 to date. For additional detail, please see the response to question 59 below.

b. How many corrective action plans were issued in response to a state complaint? Provide copies, redacted for privacy as needed.

Two corrective action plans were issued in FY25, and two corrective action plans have been issued in FY26 to date (one of which is pending).

Please see attachment: Q58(b) - State Complaint 024-012 CAP.pdf

Please see attachment: Q58(b) - State Complaint 024-020 CAP.pdf

Please see attachment: Q58(b) - State Complaint 025-005 CAP.pdf

59. How does OSSE monitor implementation of corrective action plans?

OSSE tracks data related to state complaints on the federal fiscal year (FFY) timeline of July 1 – June 30 to align with federal reporting requirements. OSSE investigates state complaints alleging a violation of the Individuals with Disabilities Education Act (IDEA) or DC special education law.

If OSSE's investigation of a state complaint finds that a responsible party failed to meet special education requirements, OSSE requires the agency to take action to correct the student and system level concerns, as applicable. Correction may take the form of singular corrective actions (e.g., revising the student's IEP, determining compensatory education for lost services, training staff on discipline procedures) or may require a corrective action plan (CAP) to resolve a systemic issue with multiple steps or parties to be engaged in correction (e.g., revising operational and programmatic systems for data sharing and budget decision making to support the correct allocation of funds for students with disabilities receiving equitable services in private and religious schools, revising data sharing and hiring procedures for vacancies related to self-contained classrooms). OSSE reviews and approves each CAP developed pursuant to a letter of decision (LOD), including the opportunity for the family filing the complaint to provide feedback on the CAP. OSSE proactively discloses LODs on our [website](#), inclusive of required corrective actions.

OSSE monitors LEAs' completion of corrective actions through monthly meetings to deliver strategies and supports to correct the student and system level issues identified by the LOD. IDEA provides the responsible party one year from the date of the LOD to make corrections. OSSE works closely with the responsible parties to ensure that correction is made within the one-year timeline, sooner if possible, and reports annually to USED on timely completion of these corrections. Failure to correct within the one-year timeline results in coordination across OSSE and the Public Charter School Board (PCSB), as applicable, to address the LEA's failure to make corrections in the context of the LEA's charter review or renewal process and review of the LEA's use of federal funding to ensure adequate resources are dedicated to ensuring correction.

In federal fiscal year 2024 (FFY24) (July 1, 2024 – June 30, 2025), OSSE received 29 state complaints. Of these 29 state complaints, OSSE investigated and resolved 21 (72 percent) through LODs and eight (28 percent) were withdrawn. Complaints may be withdrawn due to the family reaching an agreement through mediation or the family requesting to withdraw the complaint. OSSE's investigation of the 21 complaints found that five LEAs failed to meet special education requirements in 15 (71 percent) complaints. All five LEAs are required to take corrective action to resolve the failures identified in these complaints.

As of Jan. 31, 2026, in FFY25 (July 1, 2025 – January 31, 2026), OSSE received 18 state complaints. Of these 18 state complaints, OSSE investigated and resolved 11 (61 percent) through LODs. No complaints have been withdrawn. OSSE's investigation of the 11 complaints found that five local agencies failed to meet special education requirements in nine (82

percent) complaints. All five local agencies are required to take corrective action to resolve the failures identified in these complaints.

OSSE State Complaints by Federal Fiscal Year (FFY)				
Federal Fiscal Year (FFY) (July 1 – June 30)	State Complaints	Letter of Decision (LOD) Issued	Complaint Withdrawn	Complaints Remain Under Investigation
FFY2024 (July 1, 2024 – June 30, 2025)	29	21 (72%) 15 (71%) = Did not meet requirements 6 (29%) = Met requirements	8 (28%)	0
FFY2025 to date (July 1, 2025 – January 31, 2026)	18	11 (61%) 9 (82%) = Did not meet requirements 2 (18%) = Met requirements	0	7 (39%)

**A single LOD may be issued to multiple entities.*

Group B: Wellness

60. Describe how OSSE has supported the District's Immunization Compliance Policy in FY25 and FY26 (through January 31).

OSSE, in collaboration with DC Health, continues to provide technical assistance and has taken enforcement action to support the District's [School Immunization Policy](#). As a result, in contrast to most states around the country, the immunization rate for students in the four key grades of pre-K 3, kindergarten, 7 and 11 continues to increase. For students in the key grades in FY25, 153 schools achieved an average immunization rate of 95 percent or greater, and 41 schools achieved an immunization rate of 100 percent. Additionally, 49 schools achieved an average immunization rate of 90 percent or more for all grades. The current District-wide immunization compliance rate for students in those four key grades is 96.5 percent as of Feb. 4, 2026.

To achieve these results in FY25 and FY26, OSSE provided extensive support to LEAs. OSSE and DC Health jointly conducted several technical assistance webinars and made targeted presentations for LEA and school leaders, administrative staff, immunization points of contact, LEA data managers and health suite staff (i.e., school nurses and health technicians). OSSE also developed customized resources and organized its immunization webpage to target specific audiences, including LEA and school leaders, families, school nurses, immunization points of contact, school registrars, and front office staff. In addition to providing technical assistance, OSSE also required schools that did not comply with the temporary exclusion requirements to take corrective actions. This included taking additional training and providing documentation and assurance of their compliance to OSSE.

OSSE also continues to take steps to support family awareness of and compliance with the District's school immunization policy. Our agency provided notification templates in eight languages that schools can use for notifying families of any missing immunization(s) or exemption(s) from immunizations. The templates also remind families that, if a student is in one of the four key grades, the student risks being temporarily excluded from school until the missing immunization(s) or exemption(s) is secured and proper documentation is submitted to the school. In addition, OSSE shared information about vaccine opportunities that DC Health sponsored, including promoting vaccine opportunities on-site at schools and at EdFEST, the District's annual public school fair. Finally, OSSE continues to maintain a public-facing website portal to help families file immunization-related complaints if they believe their student's school is improperly implementing immunization requirements.

61. Please provide an update on implementing the 2022-2026 Districtwide Strategic Plan to Decrease Youth Disengagement from Education. Please share any cross-agency programs, initiatives, or strategies that have emerged as a result of this plan.

The District established the DC Re-Engagement Center (REC) in 2014 to reconnect youth ages 16-24 with educational opportunities. Guided by cross-agency feedback during a strategic planning process, the REC was rebranded as the DC Re-Engagement Collaborative in 2024 to align with an updated mission and vision. The reimagined REC role includes state-level leadership and capacity-building to LEAs, schools and other District partners to address student attendance, youth disengagement prevention and re-engagement supports, and school improvement.

School Attendance

To advance OSSE's efforts to improve attendance, the REC expanded its team to include OSSE's first State Attendance Coordinator, hired in March 2025. The State Attendance Coordinator leads intra- and inter-agency coordination to support implementation of OSSE's strategic initiative to reduce chronic absenteeism and truancy. This role: (1) develops, implements, and monitors District-wide student attendance policies and guidance; (2) supports LEAs and schools, District partners, families, and other key external stakeholders to implement policies and best practices to improve student attendance; and (3) coordinates across OSSE and partner agencies to continually evaluate, understand, and strengthen the impact of our supports to drive improvements in student attendance.

In FY25, OSSE applied for and was successfully awarded a three-year, \$154,000 Stronger Connections Technical Assistance and Capacity Building (SCTAC) grant from the US Department of Education to implement a community of practice and technical assistance model to strengthen school-wide attendance systems in schools designated for school improvement. The Reducing Chronic Absenteeism Community of Practice (RCA CoP) launched in Sept. 2025 and hosts bimonthly peer learning sessions with individualized technical assistance provided between meetings to plan, implement and monitor schools' attendance strategies.

Disengagement Prevention & Reengagement Support

The REC continues in its commitment to prevent disengagement and provide reengagement support through school re-enrollment and barrier remediation. In Jan. 2025, the REC relocated its office location from a standalone center at 100 42nd Street NE to OSSE headquarters to facilitate execution of its new portfolio. Although the REC has adjusted its posture to facilitate greater citywide coordination and provide direct technical assistance to LEAs, schools and other District partners, the REC continues to conduct youth intakes and assessments to identify resources that will address reconnection barriers.

The REC continued to host its annual youth engagement summit, designed to amplify youth voice, strengthen engagement with education, and provide exploratory sessions focused on college and career readiness, emotional intelligence and empowerment, and essential life-skills

development. Held on Oct. 17 at Maya Angelou PCS, over 140 Maya students in grades 9 through 12 participated in a full day of educational sessions led by DC government staff, business owners, and entrepreneurs, and featured on-site barrier remediation resources.

Community Outreach & Engagement

In FY25 and FY26, the REC continued to participate in community outreach and engagement events across the District, providing the opportunity to forge and deepen partnerships as well as integrate the topics of student attendance and youth engagement in community conversations.

School Improvement Support & Technical Assistance

Beginning in FY25 and continuing into FY26, the REC has supported OSSE's school improvement efforts by providing individualized technical assistance to schools designated for school improvement. The REC conducted reviews of all school needs assessments and School Improvement Plans (SIPs) to identify school-specific technical assistance strategies and identify common barriers to schools making academic progress, particularly around student attendance and engagement. As of Dec. 2025, six schools are participating in ongoing, intensive technical assistance to build more coherent attendance systems which will drive improvements in students' academic engagement and performance. In FY26, the initial technical assistance sessions focused on conducting a deep analysis of school assessments, with particular attention to attendance team and school needs, strengths, challenges, and areas of concern.

62. Provide an update on OSSE’s collaboration with the Department of Behavioral Health and the Department of Health on the implementation and/or expansion of programs to identify and assist children with behavioral health or developmental challenges at DCPS and at charter schools. What new work was completed in fiscal years 2024 and 2025 to date?

Background

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

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

Implementation of the School Behavioral Health Expansion (Comprehensive System)

The goal of the System is to integrate school and community-based provider services to ensure all schools provide mental health promotion and prevention, as well as intervention and direct behavioral health services and supports. Led by DBH and guided by the Coordinating Council on School Behavioral Health, the System is executed in partnership with OSSE, LEAs, schools, community providers, parents, youth, and education advocates. Leadership from OSSE’s Division of Health and Wellness serve as members of the Coordinating Council and regularly coordinate with DBH to identify and address resource and professional development needs.

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

During FY25, OSSE supported the System by providing continued support in the completion and mid-year review of the SSWP process. OSSE promoted and disseminated tip sheets and reproducible materials to support continued integration of school behavioral health services and programming. Examples include providing [guidance](#) for implementing a multi-tiered system

of supports (MTSS) framework and disseminating a [tool for data driven decision-making](#). Both resources encourage the use of DC Survey About Your School (DC SAYS) and Youth Risk Behavior Survey (YRBS) data to inform behavioral health programming.

OSSE continued to provide funds and technical assistance through the Bipartisan Safer Communities Act (BSCA) Stronger Connections grant, awarded in FY23. In its initial year, awards totaling \$4.6 million were made to 12 LEAs to support 34 schools. In FY25, with the closing of two LEAs, the grant supported 10 LEAs and funded projects in 31 schools. The grant supports school-based projects that develop, enhance, or expand projects or activities in the school's SSWP. These include MTSS coordination, professional development on student behavior and classroom management, social-emotional learning (SEL) curriculum, regulation spaces, and early intervention supports and services.

OSSE continues to deliver a back-to-school communication series for school leaders, first launched in FY22. The back-to-school e-mail series re-orient school leaders to the aims of the System and shares information regarding the SSWP process. Regular touchpoints throughout the year provide support to schools in areas such as completing the SSWP, mid-year reviews, and promoting school behavioral health initiatives. This gives schools regular opportunities to know their OSSE point of contact, pose questions and receive clarification, or receive connection to the technical assistance supports provided by DBH's clinical specialists. In October 2025, OSSE and DBH led a "School Behavioral Health 101" presentation for school leaders that shared resources, best practices and professional growth opportunities related to school behavioral health.

Advancing the Recruitment and Retention of Our Workforce (ARROW)

OSSE continues to support schools using ARROW funds, in partnership with DBH and DCPS, to offer trainings and technical assistance. **A new body of work includes exploring the feasibility of creating a mental health education and career pathway that expands the definition of credentialed school-based providers to allow for earlier entry into the workforce.** OSSE implemented the School-Based Behavioral Health Provider Workforce Survey in FY24, FY25, and FY26 to inform and gather feedback on ARROW and key programmatic components, including the First-Year Cadre and Learning Community. The FY25 survey yielded 300 responses from providers. Survey results show burnout and workload continue to be the primary reasons for why providers choose to leave school-based work. Relationships with students, families and colleagues are the top two reasons providers choose to stay in their current position. ARROW trainings received positive feedback from participants, with requests to increase training opportunities for those who have been in practice longer.

The [First Year Cadre](#) (FYC) is an opportunity for school-based behavioral health providers in their first three years of working in a school-based setting to build the foundational skills necessary for providers to be successful working in a school setting. This is done by engaging the FYC providers in monthly, research-driven professional development led by representatives from DCPS, OSSE, and DBH targeting key skills such as implementing a multi-tiered system of

supports framework, responding to student crises, teaming practices, and assessing the needs of students. The second cohort launched in Oct. 2024 with 22 participants. Monthly sessions occurred through June 2025. Nineteen participants successfully completed cohort two of the FYC and received a \$1,000 stipend. Post-session evaluations continue to be positive. Feedback from the second cohort was used to support the successful launch of the third cohort in Oct. 2025 with 24 participants.

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

The *Learning Institute* offers back-to-school and winter evidence-based professional development sessions and is open to all school-based behavioral health providers in a public or public charter school in DC. These sessions offer in-depth training in behavioral health approaches or critical student behavioral health needs. In FY25, The Learning Institute significantly increased the number of professional development sessions which allowed for hundreds of additional attendees.

The following Learning Institute professional development sessions were offered in FY25 and FY26 through January 16:

- Cognitive Behavioral Therapy (CBT): Four 3-day sessions, totaling 62 attendees.
- Cognitive Behavior Therapy (CBT) on-demand trainings:
 - CBT for Attention-Deficit/Hyperactive Disorder (ADHD) in Youth: 98 clinicians enrolled.
 - CBT for Autism: 75 clinicians enrolled.
 - Recovery-Oriented Cognitive Therapy (CT-R) for Ultra-High-Risk Youth and Early Episodic Psychosis (high school providers only): 40 clinicians enrolled.
- Suicide assessment and intervention (three sessions): 148 attendees.
- Suicide post-vention (three sessions): 91 attendees.
- Middle and high school suicide prevention program (“Signs of Suicide”): 65 attendees.
- Play therapy (two sessions where all attendees received a play therapy kit to take back to their school): 51 attendees.
- Sand tray therapy (two sessions where all attendees received a sand tray therapy kit to take back to their school): 50 attendees.
- Grief and loss (seven sessions): 159 attendees.
- Social-emotional learning program, “Kimoichis” (3 sessions where all schools attending the training received one Kimoichis kit to share across the school behavioral health team): 165 attendees.
- Child abuse prevention program: All schools serving pre-K through grade 12 received school accounts to access the “Speak Up, Be Safe” curriculum.

Implementation Coaching is offered to attendees of the Learning Institute following the training sessions. These sessions serve as technical assistance opportunities to answer questions and problem-solve barriers to implementing material learned during the sessions. In FY25, 23 Implementation Coaching sessions were hosted across all available trainings.

Wellness Coaching supports school-based behavioral health providers with managing stress and triggers in the workplace. This helps providers attend to the needs of their students and deliver high-quality behavioral health services to students. An evidence-based coaching model is used to provide individual and group coaching sessions. In FY25, 51 school-based behavioral health providers participated in group sessions and 45 participated in individual sessions.

Collectively, the FYC and the Learning Community served **402** school-based behavioral health providers across **201** schools and **40** LEAs, benefiting an estimated **89,825** students in FY25.

One-time retention bonuses of \$1,000 were provided to 28 eligible school-based behavioral health supervisors in FY25. This effort built upon the \$1,000 one-time bonuses provided to eligible providers in FY24.

The *Youth Mental Health Ambassador Program*, a partnership between OSSE and Our Minds Matter, supported public charter high schools with the formation of student-led clubs focused on mental health promotion. This is modeled after DCPS' successful Youth Mental Health Ambassador Program and creates a city-wide approach to increasing mental health literacy among DC youth. The clubs build student knowledge and skills in mental health advocacy, educate students in accessing support services for themselves and peers, and contribute to a culture of wellness in the school community. By the end of the 2024-25 school year, eight public charter high schools each hosted at least four student-led club meetings. One additional public charter high school engaged in the process to start a club. One example of a student-led initiative was a "Self-Care is Self-Love Mental Health Awareness Fair" featuring student-led activities to encourage self-care. Students shared the value of the Youth Mental Health Ambassador program in a self-reported poll in June 2025. The partnership with the vendor will continue in FY26 and expand clubs into other public charter high schools. As of Nov. 2025, 10 public charter high schools are participating.

Suicide prevention and intervention curriculum and training was distributed again in FY25. Since initiating this investment in FY21, OSSE has provided this curriculum to school-based behavioral health providers in 135 elementary schools and 103 middle and high schools.

63. (a) According to the data collected and available to OSSE, what was the compliance rate in School Year 2024-2025 among LEAs for completing health education and physical education requirements in the District?

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

Number and Percentage of Schools Meeting Physical Education Requirements			
Grade Level	Physical Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Minimum Average of 90 minutes per week	112	66%
6-8	Minimum Average of 135 minutes per week	49	63%

Number and Percentage of Schools Meeting Health Education Requirements			
Grade Level	Health Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Minimum Average of 75 minutes per week	82	49%
6-8	Minimum Average of 75 minutes per week	60	77%

One hundred (100) percent of the 226 applicable schools completed the School Health Profiles in the 2024-25 school year (excludes schools serving primarily adult education or pre-K students and those that do not participate in the National School Lunch Program). A full list of schools that completed the mandatory School Health Profiles is reported on [OSSE's website](#).

The 2024-25 school year saw an increase in schools meeting health education and physical education minutes compliance as compared to the 2023-24 school year. The number of kindergarten through grade 5 schools meeting physical education minute requirements increased by **12 percentage points**, and by **15 percentage points** for grades 6 through 8. For health education, there was a **21 percentage-point** increase in schools meeting the requirements for kindergarten through grade 5 and a **30 percentage-point** increase for grades 6 through 8.

(b) What is the average amount of time LEAs dedicated to health education and physical education during School Years 2023-2024 and 2024-2025?

According to the data collected via the School Health Profiles, the average amount of time dedicated to health education and physical education during the 2023-2024 and 2024-2025 school years is shown in the tables below:

Mean Minutes per Week of Physical Education in Grades K-5 and Grades 6-8		
School Year	Average Minutes Per Week Grades K-5	Average Minutes Per Week Grades 6-8
2023-2024	100	155
2024-2025	103	159

Median Minutes per Week of Physical Education in Grades K-5 and Grades 6-8		
School Year	Median Minutes Per Week Grades K-5	Median Minutes Per Week Grades 6-8
2023-2024	90	125
2024-2025	90	135

Mean Minutes per Week of Health Education in Grades K-5 and Grades 6-8		
School Year	Average Minutes Per Week Grades K-5	Average Minutes Per Week Grades 6-8
2023-2024	66	100
2024-2025	61	87

Median Minutes per Week of Health Education in Grades K-5 and Grades 6-8		
School Year	Median Minutes Per Week Grades K-5	Median Minutes Per Week Grades 6-8
2023-2024	45	75
2024-2025	60	90

In FY25, a technical assistance workshop was hosted by OSSE for schools that were out of compliance with the minutes requirements for health education, physical education and/or physical activity, as reported in their School Health Profile. The session provided guidance on Healthy Schools Act health and physical education requirements, implementation best practices, discussion of challenges schools face in meeting minutes requirements, and presentations from exemplar schools. The workshop was attended by 13 public and public charter schools and the session recording was made available to those schools unable to attend.

In addition, OSSE engaged schools in one-on-one conversations to better understand and uplift compliance strategies. Data and feedback continue to identify space constraints (school

facilities and grounds), staffing challenges, and difficulty with scheduling as the top challenges in meeting health and physical education compliance. OSSE uses this information to plan and deliver professional development to school leaders and educators on ways to provide high-quality health education, physical education, and physical activity programming that meets the Healthy Schools Act requirements set forth in law.

64. Please provide the Committee with an update on OSSE’s food and nutrition education programming during fiscal years 2025 and 2026 to date.

a. How many schools participated in the program in fiscal year 2025, and how many are intended to participate in fiscal year 2026? Please share this breakdown by ward. Was there more demand for participation from schools than funding levels would support?

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

Summer Institute for Garden-Based Teaching: In partnership with the Friends of the National Arboretum, OSSE trained 35 DC educators at the Summer Institute for Garden-Based Teaching on July 15-18, 2025. The goal of the institute was to increase the utilization of garden-based instruction by educators. A post-institute survey reported that all participants either “strongly agreed” or “agreed” that the institute increased their understanding of (1) using the school garden; (2) engaging classes in the garden; and (3) creating a plan to incorporate garden-based teaching and learning into the school. Additionally, participants plan to teach 187 more garden-based lessons during the 2025-26 school year compared to the 2024-25 school year.

DC School Garden Week: [DC School Garden Week](#), hosted by OSSE, is a citywide celebration highlighting school gardens in the District. This year, the event was held October 20-26. During the week, staff from OSSE and the Department of Energy and Environment (DOEE) successfully visited every school garden in the District over a 24-hour period. The results of this effort were documented in the [DC School Garden-palooza 2025 Map](#). Schools were also invited to submit nominations to the [Gilda Allen Best School Garden Award](#). Students at Mundo Verde Bilingual PCS - Calle Ocho, Noyes Elementary School, Friendship PCS - Blow Pierce Middle, and Elsie Whitlow Stokes Community Freedom PCS – Brookland were awarded.

Growing Healthy Schools Month: This [annual celebration](#), led by OSSE, highlights how schools are creating healthy environments for students. The event emphasizes mental health and wellbeing, nutrition, outdoor learning and environmental literacy, and physical education. In 2025, OSSE worked with our Capital City Fellows to develop a suite of resources to support school efforts during the month. Most significantly, OSSE launched a [Growing Healthy Schools Month Storymap](#) highlighting school gardens successes across District school sites. In 2025, Growing Healthy Schools Month was moved from October to April to accommodate back-to-school schedules and priorities. Due to the date change, school participation was lower in FY25 than in past years. A total of 42 schools participated in the 2024-25 school year. To boost participation in FY26, OSSE will begin promotion and outreach to schools in March 2026 highlighting benefits and opportunities for involvement.

Berries & Greens Day: “[Berries & Greens Day](#)” celebrates local produce in school meals and is designed to educate students about the health and environmental benefits of eating locally grown fruits and vegetables. Since 2011, schools across the District have participated in “Strawberries and Salad Greens Day” to showcase locally grown produce in school meals. In 2024, OSSE renamed the celebration “Berries and Greens Day” to broaden the scope of produce recognized and served to students. The 2025 Berries and Greens Day was held on June 5, 2025. Schools across the District coordinated with vendors and Food Service Management Companies to include and highlight locally grown berries and greens on their school menus, and schools used OSSE’s “Berries & Greens Day” Resource Packet to highlight the importance of eating local produce through school activities for students across grade levels. The Fresh Fruit & Vegetable Program (FFVP): [FFVP](#) provides a variety of fresh fruits and vegetables as a healthy snack option for students at participating elementary schools and encourages nutritional education and community partnerships. FFVP supports nutritional education and introduces children to healthy food at an early age to support lifelong healthy eating habits. As shown in the table below, OSSE’s FFVP reached 82 schools in the 2023-24 school year and 84 schools in the 2024-25 school year.

Fresh Fruit & Vegetable Program Elementary School Participation		
Ward	SY23-24 Number of Schools	SY24-25 Number of Schools
1	4	4
2	7	7
3	0	0
4	13	13
5	9	12
6	12	13
7	17	16
8	20	19
Total	82	84

Note 1: There are no FFVP sites in Ward 3 because FFVP prioritizes elementary schools with the highest percentage of children certified as eligible for free or reduced-price meals. Generally, each elementary school chosen to participate in the program must be a school in which not less than 50 percent of the students are eligible for free or reduced-price meals (see USDA [Fresh Fruit and Vegetable Program: Allocation of Funds for FY25](#)).

Note 2: For the purposes of this table, schools that participated are defined as schools that have utilized funding; the total number of schools initially approved for FFVP: FY24: 95; and FY25: 96.

FoodPrints: In FY25, OSSE awarded \$2.3 million in funding to FRESHFARM to support 20 public schools through the organization’s FoodPrints program. Across these schools, the grantee provided 4,048 hours of instruction (2,767 individual classes) and reached approximately 8,000 pre-K3 through grade 5 students. Through these local grant funds, school gardens at 20 supported schools were improved and Garfield Elementary School opened a new teaching kitchen that was utilized by the FoodPrints program. Students grew and harvested more than 30 crops from these schools gardens including lettuce, corn, beans, squash and variety of herbs. Feedback from 110 educators at the end of the 2024-25 school year indicates that FoodPrints

increased school staff, student, and family interest in healthy eating, cooking and gardening, and 90 percent reported strong alignment to the Next Generation Science standards.

In FY26, OSSE once again awarded \$2.3 million in funding to FRESHFARM, to support 21 public schools through the organization’s FoodPrints program.

FRESHFARM FoodPrints Partner Elementary Schools for the 2024-25 School Year	
School Name	Ward
Marie Reed Elementary School	1
School Without Walls @John Francis	2
Powell Elementary School	4
Truesdell Elementary School	4
Whittier Elementary School	4
Burroughs Elementary School	5
Langley Elementary School	5
Amidon-Bowen Elementary School	6
Ludlow-Taylor Elementary School	6
Payne Elementary School	6
Peabody Elementary School	6
School-Within-School @ Goding	6
Watkins Elementary School	6
Beers Elementary School	7
CW Harris Elementary School	7
Miner Elementary School	7
Kimball Elementary School	7
Garfield Elementary School	8
Malcom X Elementary School	8
Simon Elementary School	8

FRESHFARM FoodPrints Partner Elementary Schools for the 2025-26 School Year	
School Name	Ward
Marie Reed Elementary School	1
John Francis Elementary School and Middle School Campus	2
Powell Elementary School	3
Truesdell Elementary School	3
Whittier Elementary School	3
Burroughs Elementary School	5
Langley Elementary School	5
Yu-Ying Elementary School	5
Amidon-Bowen Elementary School	6
Ludlow-Taylor Elementary School	6
Payne Elementary School	6
Peabody Elementary School	6
School Within School Elementary School	6
Watkins Elementary School	6
Anne Beers Elementary School	7
C.W. Harris Elementary School	7
Miner Elementary School	7
Kimball Elementary School	7
Garfield Elementary School	8
Malcolm X Elementary School	8
Simon Elementary School	8

65. (a) Provide a list of the membership of the Healthy Youth and Schools Commission through January 31, 2026. Include the following information: (1) each person’s name; (2) affiliated organization; (3) appointing organization; (4) start and end of appointment; and (5) ward of residence. List any current vacancies on the Commission and when the position became vacant.

Name	Appointing Organization	Affiliated Organizations	Appointment Dates	Ward of Residence
Darien Thomas <i>(Reappointment in progress)</i>	Public Member, Mayoral Appointee	Grassroots Health	Term dates once reappointed: May 1, 2025 to May 1, 2028	Ward 5
VACANT	Appointed by the Chairperson of the Council	TBD	TBD	TBD
VACANT	Appointed by the Chairperson of the Council Committee with oversight of education	TBD	TBD	TBD
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	Serves at the pleasure of the Chair of the Public Charter School Board	Maryland Resident
Rachel Sadlon	Designee Representative of OSSE, Mayoral Appointee	OSSE	Serves at the pleasure of the Mayor	Ward 3
Marierose Mbinack	Designee Representative of DCPS, Mayoral Appointee	DC Public Schools	Serves at the pleasure of the Mayor	Maryland Resident
Charneta Scott	Designee Representative of DBH, Mayoral Appointee	Dept. of Behavioral Health	Serves at the pleasure of the Mayor	Ward 4
Treemanisha Stewart	Designee Representative of DC Health, Mayoral Appointee	Dept. of Health	Serves at the pleasure of the Mayor	Ward 5
Diana Bruce <i>(Reappointment in progress)</i>	Public Member, Mayoral Appointee	Diana Bruce and Associates LLC	Term dates once reappointed: May 1, 2025 to May 1, 2028	Ward 6
Jessica Kirchner <i>(Reappointment in progress)</i>	Public Member, Mayoral Appointee	National Governors Association	Term dates once reappointed:	Ward 6

			May 1, 2025 to May 1, 2028	
VACANT	Designee Representative of DPR, Mayoral Appointee	Dept. of Parks and Recreation	Serves at the pleasure of the Mayor	TBD
New Appointment in Progress	Public Member, Mayoral Appointee	TBD	TBD	TBD
New Appointment in Progress	Public Member, Mayoral Appointee	TBD	TBD	TBD

(b) Provide an update on the work plan and work undertaken by the Commission in fiscal years 2024 and 2025.

OSSE submits this response on behalf of the Healthy Youth and Schools Commission (HYSC)

The goal of the Healthy Youth and Schools Commission (HYSC) is to advise the Mayor and the Council on health, wellness, and nutritional issues concerning youth and schools in the District, including school meals; farm-to-school programs; physical activity and physical education; health education; environmental programs; school gardens; sexual health programming; chronic disease prevention; emotional, social, and mental health services; substance abuse; and violence prevention. In this advisory role, the HYSC is charged with:

- Advising on the operations of all District health, wellness, and nutrition programs;
- Reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States;
- Recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District;
- Advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition;
- Making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition;
- Identifying gaps in funding and services, or methods of expanding services to District residents; engaging students in improving health, wellness, and nutrition in schools; and
- Participating in the selection process for any grants provided under the Healthy Schools Fund. OSSE has supported the HYSC in gathering raw data, conducting analytics, convening meetings, and working toward long-term goals for commissioners.

In FY24, the HYSC introduced three new commissioners and held four public meetings focused on the following:

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

health events and fairs, and school health priority projects under OSSE's three-year strategic plan.

Based on the meeting discussions in FY24, the HYSC synthesized its recommendations to the Mayor and DC Council related to school meal quality and school mental and behavioral health in the [2024 Healthy Youth and Schools Commission](#) report.

Beginning in Feb. 2025, the HYSC paused activities while MOTA worked to fill Commissioner vacancies. Filling these vacancies were necessary to meet the Commission's quorum requirements mandated in law. As of Jan. 2026, the HYSC anticipates MOTA will complete all appointments and reappointments necessary in FY26 so the Commission's activities can resume.

More information, including meeting minutes and materials, is available [here](#).

Group C: Enrollment

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

OSSE SY 2024-25—Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving General Education Services Only	
School System	Count of General Education CFSA Students Served
Charles County	15
Montgomery County	N<10
Prince George’s County	53
Prince William County	N<10
Virginia Beach	N<10
Total	77

OSSE SY 2024-25—Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving Special Education Services	
School System	Count of Special Education CFSA Students Served
Charles County	N<10
Montgomery County	N<10
Prince George’s County	17
Total	23

OSSE SY 2025-26 (as of 2/18/26)—Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving General Education Services Only	
School System	Count of General Education CFSA Students Served
Charles County	12
Montgomery County	N<10
Prince George’s County	31
Prince William County	N<10
Total	46

OSSE SY 2025-26 (as of 2/18/26)—Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving Special Education Services	
School System	Count of Special Education CFSA Students Served
Charles County	N<10
Prince George’s County	N<10
Total	10

a. **What data does OSSE track, or plan to track, regarding foster children enrolled in out-of-District public schools?**

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

b. **How much did OSSE pay in fiscal years 2025 and 2026 (through January 31) to enroll an individual student in an out-of-District public school? In table format, please break out the answer by school district attended, grade, and special education status.**

FY25 amount that OSSE pays to enroll a student in an out-of-District public school
Prince George's County FY25 Education Services
\$156.71 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S,Z half day Pre-K 3)
\$313.41 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S,Z for all grades)
\$181.37 per day includes all services (LRE codes B,Q,X Secondary grades)
\$91.55 per day includes all services (LRE codes B,Q,X Half day Pre-K3)
\$183.10 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)
\$58.97 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)
\$115.36 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
\$117.95 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)
\$48.11 per day GenEd Half day Kindergarten and 3 yr olds
\$96.23 per day GenEd Full day Pre-school, Kindergarten, Elementary
\$93.35 per day GenEd Secondary
Charles County FY25 Education Services
\$166.67 per day Special Education with no related services
\$194.44 per day Special Education Regionalized Services
\$92.39 per Hour Special Education Related Services
\$91.00 per day GenEd Services
Montgomery County FY25 Education Services
\$111.34 per day GenEd Elementary (including kindergarten)
\$105.36 per day GenEd Secondary School
Virginia Beach County FY25 Education Services
\$30.56 per day GenEd Services
Prince Williams County FY25 Education Services
\$100.88 per day GenEd Services
Howard County FY25 Education Services
\$338.33 per day Special Education
\$112.78 per day GenEd Services

FY26 amount that OSSE pays to enroll a student in an out-of-District public school
Prince George's County FY26 Education Services
\$160.10 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S,Z half day Pre-K 3)
\$320.21 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S,Z for all grades)
\$185.05 per day includes all services (LRE codes B,Q,X Secondary grades)
\$93.86 per day includes all services (LRE codes B,Q,X Half day Pre-K3)
\$187.71 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)
\$60.73 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)
\$117.48 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
\$121.47 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)
\$49.69 per day GenEd Half day Kindergarten and 3 yr olds
\$99.38 per day GenEd Full day Pre-school, Kindergarten, Elementary
\$94.95 per day GenEd Secondary
Charles County FY26 Education Services
\$172.92 per day Special Education with no related services
\$201.73 per day Special Education Regionalized services
\$95.85 Per Hour Special Education Related Services
\$94.39 per day GenEd services
Montgomery County FY26 Education Services
\$120.38 per day Special Education Elementary School
\$111.68 per day GenEd Secondary School
Virginia Beach County FY26 Education Services
\$34.44 per day Special GenEd Services
Prince William County FY26 Education Services
\$112.91 per day Special GenEd Services
Howard County FY26 Education Services
\$360.67 per day Special GenEd Services
\$120.22 per day GenEd Services

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

Date	Amount Spent to Transport Students in Foster Care*
FY24	\$3,936,313
FY25	\$4,200,347
FY26 - Projected Total	\$6,577,717

**OSSE-DOT determines the total cost of student transportation by adding annual personnel, maintenance, fuel, and other operational costs. The total is then divided by the number of students served in a year to calculate the per-student cost. To further find the total transportation cost for foster care students, the per-student cost is multiplied by the number of foster care students routed for bus service each year.*

- d. **For how many children in foster care did OSSE provide special education transportation in fiscal years 2024 and 2025 (through January 31)?**

Date	Number of Children in Foster Care Receiving OSSE-DOT Services
FY24	130
FY25	123
FY26*	182

**As of Dec. 31, 2025.*

- e. **How many foster children are currently enrolled in out-of-District Psychiatric Residential Treatment Facilities?**

As of November 21, 2025, there are 15 students enrolled in such facilities outside the District.

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

In 2017, OSSE, DCPS, and CFSA entered into a memorandum of agreement (MOA) to address specialized education services for children and youth placed in out-of-state placements by CFSA. This includes students placed by CFSA into foster care homes in Maryland where the student's team made a best interest determination to enroll the student in a Maryland LEA. Per the MOA, OSSE ensures a free appropriate public education (FAPE) is provided to children and youth with disabilities who are CFSA wards and placed outside of the District of Columbia by contracting with DCPS as the entity to provide oversight on behalf of OSSE.

In FY25, OSSE met the MOA requirement to contract with DCPS for this purpose by maintaining the memorandum of understanding (MOU) to transfer applicable funding from the SEA to the LEA (DCPS) for the purpose of providing applicable oversight on behalf of OSSE. OSSE additionally schedules meetings with DCPS and CFSA at least once a year, and more often as needed, to discuss the delivery of educational services and coordination of activities consistent with this MOA. OSSE takes appropriate action, as needed, when issues arise about the service delivery at a school outside the District of Columbia that DCPS has not resolved. OSSE action may include engaging CFSA, as needed, to resolve the matter.

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

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

67. (a) For school years 2024-2025 and 2025-2026 (through January 31), how many non-residency tips did OSSE: (1) receive? and (2) investigate?

SY24-25 & SY25-26 (as of 11/17/2025)
Non-Residency Tips Received

School Year	Non-Residency Tips Received
SY24-25 (7/1/2024 – 6/30/2025)	192
SY25-26 to date (7/1/2025 – 11/17/2025)	60

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

SY24-25 & SY25-26 (as of 11/17/2025)
Non-Residency Cases Investigated

School Year	DC Public Schools Cases	Public Charter Schools Cases	Total
SY24-25 7/1/2024 - 6/30/2025	125	82	214 ¹
SY25-26 to date 7/1/2024 – 11/17/2025	39	24	63 ²

¹ This figure includes unique cases per sector. It does not equal the total cases as it equals unique cases for each sector. There are several cases that include students that were not found.

² This figure includes unique cases per section and does not equal the total cases received. A case may include students in both sectors and thus counted twice.

- (b) What efforts did OSSE take to strengthen its non-residency program in school years 2024-2025 and 2025-2026? Include in your response what steps OSSE has taken to ensure that each family receives adequate due process and notice.

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

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

OSSE continues its public information campaign to assist District residents with understanding enrollment and residency process by developing a [non-resident tuition guide](#) for LEAs,

updating the DC residency verification form, and continuing an outreach campaign that notifies the public on how to report potential non-residents.

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

Ensuring Due Process

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

In some cases, the additional information and context provided by a family does not verify District residency, and in those cases, OSSE will make a determination that the student is not a resident of the District. When a determination of non-residency is made, a detailed notice letter is sent to the parent, guardian, other primary caregiver or adult student by mail and email, if known. The detailed notice letter helps families understand why OSSE's investigation led to a finding of non-residency and explains the next steps and timeline for the administrative review process.

Specifically, the detailed notice letter includes the following information:

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

If an administrative review is requested, OSSE will refer the request for review to the Office of Administrative Hearings. The purpose of administrative review is to provide families with an additional opportunity to tell their story and present evidence that proves they are a resident. First, OAH will schedule a mediation session between the two parties. In mediation, a specially trained neutral mediator meets with the parties (the family and OSSE) and assists them to state

their positions and to explore options to resolve the case without going to an actual evidentiary hearing. The mediator helps the parties to reach a mutually acceptable settlement of the case. All judges are qualified to mediate any case before the Office of Administrative Hearings.

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

68. Please provide the following information about MySchool DC for School Year 2024-2025 and 2025-2026 (through January 31):

(1) number of participating schools;

In the 2024-25 school year, 240 schools participated in the My School DC lottery. In the 2025-26 school year, 238 schools participated in the My School DC lottery.

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

Please see attachment: Q68 - MySchoolDC.xlsx

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

In the 2025-26 lottery cycle 22,443 unique applicants submitted 101,956 applications by their respective deadlines: February 3, 2025 (9th - 12th grade) and March 3, 2025 (PK3 -8th grade).

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

SY25-26, Lottery – Match Rate by Rank on Application

School Rank	# Matched	% Matched
1	10,586	63%
2	2,448	15%
3	1,501	9%
4	878	5%
5	502	3%
6	294	2%
7	221	1%
8	156	1%
9	87	1%
10	79	0%
11	38	0%
12	35	0%
13*	3	0%
Total	16,828	-

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

School Rank	# Matched	% Matched
1	10,296	61%
2	2,562	15%

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

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

(5) percent of families that accepted their match;

For the 2024-25 school year, approximately 9,100 out of the 16,816 matched applicants (54% percent) enrolled at their matched school. For the 2025-26 school year, approximately 9,400 out of the 16,828 matched applicants (56% percent) enrolled at their matched school.

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

Average Number of Lottery Selections

Lottery Year	Average # of Selections	Median # of Selections
SY24-25 Lottery	5	3
SY25-26 Lottery	5	3

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

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

Please see attachment: Q68 - MySchoolDC.xlsx

(8) the list of admissions preferences in order offered by each LEA in the 2026 lottery. For schools offering the “equitable access” preference, please identify how many seats and in which grades each school is setting aside.

Please see attachment: Q68 - MySchoolDC.xlsx

My School DC does not yet have access to the number of seats offered from each school for the 2026-27 lottery cycle, including the number of “equitable access” seats that are designated. These data are released in My School DC’s [Historic Lottery Data](#) dashboard each April.

In last year’s SY25-26 lottery, 65 schools from 17 LEAs offered an Equitable Access preference through either a priority preference or designated seats. The preference applied to students who are homeless, in foster care, a year overage in high school, or whose families receive TANF or SNAP benefits. The following 26 schools offered the priority preference, along with their other preferences:

1. Breakthrough Montessori PCS
2. Brent Elementary School
3. Browne Education Campus
4. Bruce-Monroe Elementary School
5. Digital Pioneers Academy PCS – Capitol Hill
6. Digital Pioneers Academy – Johenning
7. Eaton Elementary School
8. Friendship PCS – Chamberlain Middle School
9. Friendship PCS – Woodridge Elementary School
10. Friendship PCS – Woodridge Middle School
11. Garrison Elementary School
12. Hearst Elementary School
13. Hendley Elementary School
14. John Lewis Elementary School
15. Ketcham Elementary School
16. King Elementary School
17. Lafayette Elementary School
18. Mann Elementary School
19. Marie Reed Elementary School
20. Payne Elementary School
21. Powell Elementary School
22. Savoy Elementary School
23. The Children’s Guild DC Public Charter School
24. The Sojourner Truth PCS
25. Tubman Elementary School

26. Turner Elementary School

The following 39 schools designated seats in the lottery for qualifying equitable access students. Please note that DCPS additionally reserves their equitable access seats for qualifying in-boundary early childhood students at their participating Elementary and Education Campuses.

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

35. Washington Latin PCS – Cooper Campus Middle School
36. Washington Latin PCS – Cooper Campus High School
37. Washington Latin PCS – 2nd Street Middle School
38. Washington Latin PCS – 2nd Street High School
39. Washington Yu Ying PCS

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

My School DC is governed by the Common Lottery Board with representation from both DCPS and participating public charter schools. The Deputy Mayor for Education is the chairperson of the Board. Each Board Member serves a two-year term with no term limits. As of December 1, 2025, the following representatives serve on the Common Lottery Board:

Role	Name	LEA/Office
Chairperson, voting member	Paul Kihn	Office of the Deputy Mayor for Education
Voting member	Daniela Anello	DC Bilingual PCS
Voting member	Peter Anderson	Washington Latin PCS
Voting member	Chyanne Eyde	D.C. Public Schools
Voting member	Shannon Hodges	KIPP DC
Voting member	Cinthia Ruiz	D.C. Public Schools
Voting member	Cyrus Verrani	D.C. Public Schools
Non-voting member	Dr. Antoinette Mitchell	Office of the State Superintendent for Education
Non-voting member	Dr. Michelle Walker-Davis	DC Public Charter School Board
Non-voting member	Megan Dho	My School DC, Office of the State Superintendent for Education

(b) When did the Board meet in fiscal years 2025 and 2026 (through January 31)?

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

In fiscal year 2025, the Common Lottery Board met on the following dates:

- October 24, 2024: [Notes](#) and [Meeting Slides](#)
- January 24, 2025: [Notes](#) and [Meeting Slides](#)
- April 24, 2025: [Notes](#) and [Meeting Slides](#)
- July 31, 2025: [Recording](#) and [Meeting Slides](#)

In fiscal year 2026, the Common Lottery Board has met on the following dates:

- October 23, 2025: [Recording](#) and [Meeting Slides](#)
- January 22, 2026: [Recording](#) and [Meeting Slides](#) |

(c) What decisions has the Board made in fiscal years 2025 and 2026 (through Jan. 31)?

During the July 31st meeting, the Common Lottery Board approved an updated policy guide for the 2026-27 lottery cycle. The approved My School DC Policy Guide dated August 2025 included the following change from prior editions:

In the section “Re-Enrollment for Returning Students,” My School DC and the Common Lottery Board added language to clarify that:

- LEAs have the discretion to establish policies (i.e., Leave of Absence, Return to School, etc.) that allow formerly enrolled students to re-enroll without participating in the lottery, if they so choose.
- So long as the LEA publishes its Leave of Absence or Return to School policy in its Student Handbook, My School DC will not consider those student’s re-enrollment to conflict with the LEA’s obligations in their My School DC Participation Agreement.

For additional information on the Board’s business, refer to the hyperlinked meeting notes and recordings for discussions of preferences, data releases, and any other business that came before the Board.

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

For each lottery year, My School DC posts information on the “[Data](#)” page of its website that shows how many applicants to each school qualified for each of the lottery preferences accepted by the school. No changes to the lottery’s existing preferences, including the Equitable Access Preference, or proposals for new preferences, were contemplated by the Board this year. The Board and My School DC did, however, continue to monitor and discuss the results of the Equitable Access preference as it entered its fourth full year of implementation. For example, the Board publicly reviewed and discussed match results for the Equitable Access preference at its meeting on April 24, 2025 (see the meeting notes and slides displaying the data here: [April 24 Notes](#) and [Meeting Slides](#)). The Board did not consider additional data releases this year. The Board approved two initiatives for My School DC to accomplish in FY26: the development of a new five-year strategic plan; and contracting a vendor to upgrade our lottery application to “App 2.0” -- the current application has been in existence since 2012 and needs to be updated to maintain security and improve usability.

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

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

(b) How much did OSSE spend on Non-Public Tuition in each school year 2021-2022, 2022-2023, 2023-2024, 2024-2025?

Type	2021-22	2022-23	2023-24	2024-2025*
General Education	\$634,585.99	\$688,120.34	\$816,652.36	\$540,163.38
Special Education	\$38,394,293.74	\$38,580,218.95	\$39,784,350.39	\$40,196,955.24
Total	\$39,028,879.73	\$39,268,339.29	\$40,601,002.75	\$40,737,118.62

**As of Nov. 21, 2025 (non-public schools have six months following the close of each month to submit billing).*

Group D: Post-Secondary

71. Please provide an update on the OSSE Scholars program in fiscal years 2025 and 2026 (through January 31). Please provide the following information:

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

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

Fifty-three of the 57 individuals accepted to the OSSE Scholars program ultimately participated and benefited from the summer experience.

(a) the number of students who applied to the program; (b) the number of students were accepted; (c) cost of the program per student;

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program in 2023, 2024, 2025, and 2026 to date:

	Summer 2023	Summer 2024	Summer 2025	Summer 2026**
Number of student applicants	212	299	280	390
Number of accepted students	53	47	57	TBD
Total program cost*	\$283,947	\$165,999	\$189,413	TBD
Cost per student*	\$5,358	\$3,532	\$3,573	TBD

**Costs include tuition, travel, and educational supplies.*

***Applications for students are due by February 13, 2026, and acceptances will be provided by the university programs on a rolling basis by May 31, 2026.*

(d) length of time students attended the program;

Scholars attended programs ranging from two to five weeks between June and August at participating postsecondary institutions.

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

Scholars experience a variety of activities and opportunities through the OSSE Scholars program. Participants benefit from early exposure to college-level academics, learning to navigate a college environment, and, at certain universities, earning college credit. Students travel to universities over the summer months to take college classes of their choosing, explore college campuses in new cities, and participate in workshops and activities designed to prepare them to successfully transition to college.

Prior to the summer experience, OSSE staff members provide a series of regular workshops and meetings to ensure OSSE Scholars are fully prepared to maximize their summer experience.

Pre-summer activities offered to OSSE Scholars include:

- *New Student/Parent Orientation* – OSSE staff members introduce the expectations of OSSE Scholars and share details about deadlines.
- *Travel Orientation* – OSSE staff members meet with students and parents about the intricacies of travel (many of the participants have never traveled on an airplane before).
- *Near Peer (Alumni) Mentoring* – Program alumni volunteer to serve as mentors for current participants and provide summer application assistance and insights about the on-campus college experience, time management as a high school student, and the college and scholarship search and application processes.
- *One-on-Ones* – On-going and frequent one-on-one meetings between OSSE staff and program participants for essay writing and application assistance.

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

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

(g) program outcomes.

OSSE administers surveys to measure student feelings and expectations around postsecondary education related to their experience as an OSSE Scholar. Overall, Scholars indicate that this experience increases their awareness of the positive benefits of college and challenges their negative assumptions about higher education. Students valued the “academic enrichment” and “campus life experience” components of the program most – with students reporting that these experiences helped them identify what they may or may not like in college, and understand what campus life is like, including how a college classroom operates. Among survey respondents, 94 percent reported that the OSSE Scholars program contributed to their feeling of being comfortable with selecting a college that will be a good fit, and 98 percent of survey respondents reported that after participating in the OSSE Scholars program, they feel more prepared for college. Scholars also reported valuing opportunities to engage with professors, meet new people from outside of DC, and learn how to balance college level responsibilities and academic work.

72. Please provide the number of dual enrollment seats and individual student enrollments OSSE funded in School Year 2024-2025.

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

In the 2024-25 school year, 491 students took 598 college courses at 13 colleges through the DC Dual Enrollment Consortium.

Please note that students may take additional dual enrollment courses funded through their LEAs and through OSSE's Advanced Technical Center (ATC) partnerships with the University of the District of Columbia and Trinity Washington University. Please see OSSE's response to question 74 below to learn more about ATC-sponsored dual enrollment opportunities.

73. Please provide the following information, in table format, for the DC TAG program for fiscal years 2023, 2024, and 2025:

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

DC Ward	SY 2022-23	SY 2023-24	SY 2024-25
Ward Unknown	DS	DS	DS
Ward 1	308	309	316
Ward 2	94	113	127
Ward 3	413	436	450
Ward 4	827	805	868
Ward 5	550	610	644
Ward 6	329	331	359
Ward 7	671	678	744
Ward 8	535	550	520
Total	3730	3833	4033

Income	SY 2022-23	SY 2023-24	SY 2024-25
\$0 - \$30,000	1296	1386	1461
\$30,001 - \$48,000	477	469	503
\$48,001 - \$75,000	461	451	444
\$75,001 - \$110,000	356	345	349
\$110,001 and Above	932	1034	1131
Negative Taxable Income	208	148	145
Total	3730	3833	4033

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

DC Ward	SY 2022-23	SY 2023-24	SY 2024-25
Ward Unknown	N<10	N<10	N<10
Ward 1	\$2,190,806.20	\$2,000,475.10	\$2,192,305.70
Ward 2	\$718,125.10	\$875,739.20	\$980,502.00
Ward 3	\$3,610,081.80	\$3,649,308.20	\$3,827,002.10
Ward 4	\$6,069,011.20	\$5,783,554.50	\$6,517,910.00
Ward 5	\$4,114,034.70	\$4,464,624.60	\$4,872,735.70
Ward 6	\$2,734,591.40	\$2,653,201.00	\$3,012,356.10
Ward 7	\$5,158,906.90	\$5,149,355.50	\$5,683,119.70
Ward 8	\$4,053,874.90	\$4,092,759.20	\$4,018,924.30
Total	\$28,659,425.20	\$28,671,517.20	\$31,138,605.60

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

DC Ward	SY 2022-23	SY 2023-24	SY 2024-25
Ward Unknown	N<10	N<10	N<10
Ward 1	\$7,113.00	\$6,474.00	\$6,937.70
Ward 2	\$7,639.60	\$7,749.90	\$7,720.50
Ward 3	\$8,741.10	\$8,370.00	\$8,504.40
Ward 4	\$7,338.60	\$7,184.50	\$7,509.10
Ward 5	\$7,480.10	\$7,319.10	\$7,566.40
Ward 6	\$8,311.80	\$8,015.70	\$8,391.00
Ward 7	\$7,688.40	\$7,594.90	\$7,638.60
Ward 8	\$7,577.30	\$7,441.40	\$7,728.70
District Average	\$7,683.50	\$7,480.20	\$7,721.00

- d. Graduation rate for students receiving a DC TAG award.

First Year in DC TAG	Six-Year Graduation Rate
2014-15	51.2%
2015-16	53.5%
2016-17	52.9%
2017-18	51.2%
2018-19	52.2%
2019-20	50.1%

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

School	HBCU Indicator	2022-2023	2023-2024	2024-2025
ALABAMA A&M UNIVERSITY - AL	HBCU	27	39	37
ALABAMA STATE UNIVERSITY - AL	HBCU	n<10	n<10	n<10
ALBANY STATE UNIVERSITY - GA	HBCU	n<10	n<10	n<10
ALFRED UNIVERSITY - NY	N/A		n<10	n<10
ALLEGANY COLLEGE OF MARYLAND - MD	N/A	n<10	n<10	n<10
AMERICAN UNIVERSITY - DC	N/A	30	30	33
ARIZONA STATE UNIVERSITY-TEMPE - AZ	N/A	16	18	16
AUBURN UNIVERSITY - AL	N/A	n<10	n<10	n<10
AUGUSTA UNIVERSITY - GA	N/A	n<10		
BALL STATE UNIVERSITY - IN	N/A	n<10	n<10	
BARTON COUNTY COMMUNITY COLLEGE - KS	N/A			n<10
BENEDICT COLLEGE - SC	HBCU	10	n<10	n<10

School	HBCU Indicator	2022-2023	2023-2024	2024-2025
BENNETT COLLEGE - NC	HBCU		n<10	n<10
BETHUNE-COOKMAN UNIVERSITY - FL	HBCU	n<10	n<10	n<10
BINGHAMTON UNIVERSITY - NY	N/A	n<10	n<10	n<10
BOWIE STATE UNIVERSITY - MD	HBCU	80	86	81
BRIDGEWATER STATE UNIVERSITY - MA	N/A	n<10	n<10	
CALIFORNIA POLYTECHNIC STATE UNIVERSITY-SAN LUIS OBISPO - CA	N/A	n<10	n<10	n<10
CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA - CA	N/A	n<10		
CALIFORNIA STATE UNIVERSITY-FULLERTON - CA	N/A	n<10	n<10	n<10
CALIFORNIA STATE UNIVERSITY-MONTEREY BAY - CA	N/A	n<10	n<10	n<10
CALIFORNIA STATE UNIVERSITY-NORTHRIDGE - CA	N/A	n<10	n<10	
CAPITOL TECHNOLOGY UNIVERSITY - MD	N/A	n<10		n<10
CATHOLIC UNIVERSITY OF AMERICA - DC	N/A	53	80	93
CENTRAL CONNECTICUT STATE UNIVERSITY - CT	N/A	n<10		
CAYUGA COUNTY COMMUNITY COLLEGE - NY	N/A			n<10
CHEYNEY UNIVERSITY OF PENNSYLVANIA - PA	HBCU	n<10		n<10
CLAFLIN UNIVERSITY - SC	HBCU	n<10		
CLARK ATLANTA UNIVERSITY - GA	HBCU	18	20	15
CLEMSON UNIVERSITY - SC	N/A	n<10	10	n<10
COASTAL CAROLINA UNIVERSITY - SC	N/A	n<10	n<10	n<10
COLLEGE OF CHARLESTON - SC	N/A	17	15	18
COLLEGE OF WILLIAM AND MARY - VA	N/A	18	20	26
COLORADO SCHOOL OF MINES - CO	N/A	n<10	n<10	n<10
COLORADO STATE UNIVERSITY-FORT COLLINS - CO	N/A	n<10	n<10	n<10
COMMONWEALTH OF PA- LOCK HAVEN UNIVERSITY - PA	N/A	n<10		
COMMONWEALTH UNIVERSITY OF PA- MANSFIELD UNIVERSITY OF PENNSYLVANIA - PA	N/A	n<10	n<10	n<10
COMMUNITY COLLEGE OF BALTIMORE COUNTY - MD	N/A	n<10		
COMMUNITY COLLEGE OF PHILADELPHIA - PA	N/A	n<10		
COPPIN STATE UNIVERSITY - MD	HBCU	n<10	n<10	n<10
CORNELL UNIVERSITY - NY	N/A	n<10	11	10
CORNING COMMUNITY COLLEGE - NY	N/A	n<10		
CUNY BOROUGH OF MANHATTAN COMMUNITY COLLEGE - NY	N/A	n<10		
CUNY BERNARD M BARUCH COLLEGE - NY	N/A			n<10
CUNY BROOKLYN COLLEGE - NY	N/A	n<10	n<10	n<10
CUNY CITY COLLEGE - NY	N/A	n<10	n<10	n<10
CUNY HUNTER COLLEGE - NY	N/A	n<10	n<10	n<10
CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE - NY	N/A	n<10	n<10	n<10

School	HBCU Indicator	2022-2023	2023-2024	2024-2025
DELAWARE STATE UNIVERSITY - DE	HBCU	220	210	167
EAST CAROLINA UNIVERSITY - NC	N/A	n<10	n<10	n<10
EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA - PA	N/A	n<10	n<10	n<10
EASTERN CONNECTICUT STATE UNIVERSITY - CT	N/A	n<10	n<10	n<10
EASTERN KENTUCKY UNIVERSITY - KY	N/A		n<10	n<10
EASTERN MAINE COMMUNITY COLLEGE - ME	N/A	n<10		
ELIZABETH CITY STATE UNIVERSITY - NC	HBCU	15	12	n<10
ERIE COMMUNITY COLLEGE - NY	N/A	n<10		
FAIRMONT STATE UNIVERSITY - WV	N/A	n<10	n<10	n<10
FASHION INSTITUTE OF TECHNOLOGY - NY	N/A	15	10	n<10
FAYETTEVILLE STATE UNIVERSITY - NC	HBCU	13	16	23
FISK UNIVERSITY - TN	HBCU	n<10		
FINGER LAKES COMMUNITY COLLEGE - NY	N/A			n<10
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY - FL	HBCU	28	33	54
FLORIDA ATLANTIC UNIVERSITY - FL	N/A	n<10	n<10	n<10
FLORIDA GULF COAST UNIVERSITY - FL	N/A			n<10
FLORIDA INTERNATIONAL UNIVERSITY - FL	N/A	n<10	n<10	n<10
FLORIDA POLYTECHNIC UNIVERSITY - FL	N/A	n<10		
FLORIDA STATE UNIVERSITY - FL	N/A	n<10	n<10	n<10
FORT LEWIS COLLEGE - CO	N/A			n<10
FROSTBURG STATE UNIVERSITY - MD	N/A	15	13	n<10
GALLAUDET UNIVERSITY - DC	N/A	n<10		n<10
GARRETT COLLEGE - MD	N/A	n<10	10	n<10
GEORGE MASON UNIVERSITY - VA	N/A	155	186	210
GEORGE WASHINGTON UNIVERSITY - DC	N/A	76	67	65
GEORGETOWN UNIVERSITY - DC	N/A	20	26	33
GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS - GA	N/A	12	n<10	11
GEORGIA SOUTHERN UNIVERSITY - GA	N/A			n<10
GEORGIA STATE UNIVERSITY - GA	N/A	14	12	18
GLENVILLE STATE COLLEGE - WV	N/A	n<10		
GRAMBLING STATE UNIVERSITY - LA	HBCU		n<10	n<10
HAMPTON UNIVERSITY - VA	HBCU	17	24	26
HARFORD COMMUNITY COLLEGE - MD	N/A	n<10	n<10	
HOWARD COMMUNITY COLLEGE - MD	N/A	n<10	n<10	n<10
HOWARD UNIVERSITY - DC	HBCU	42	56	71
HUTCHINSON COMMUNITY COLLEGE - KS	N/A	n<10		
INDIANA UNIVERSITY OF PENNSYLVANIA-MAIN CAMPUS - PA	N/A	n<10	n<10	

School	HBCU Indicator	2022-2023	2023-2024	2024-2025
INDIANA UNIVERSITY-BLOOMINGTON - IN	N/A	11	14	15
IOWA STATE UNIVERSITY - IA	N/A	n<10	n<10	n<10
JACKSON STATE UNIVERSITY - MS	HBCU	n<10	n<10	n<10
JAMES MADISON UNIVERSITY - VA	N/A	17	14	19
JOHNSON C SMITH UNIVERSITY - NC	HBCU	10	n<10	
KEAN UNIVERSITY - NJ	N/A	n<10	n<10	n<10
KENT STATE UNIVERSITY AT KENT - OH	N/A	34	40	52
KENTUCKY STATE UNIVERSITY - KY	HBCU			n<10
KUTZTOWN UNIVERSITY OF PENNSYLVANIA - PA	N/A	n<10	n<10	n<10
LINCOLN UNIVERSITY - PA	HBCU	24	29	21
LIVINGSTONE COLLEGE - NC	HBCU	n<10	n<10	13
LONGWOOD UNIVERSITY - VA	N/A	n<10	n<10	n<10
LOUISIANA STATE UNIVERSITY AND AGRICULTURAL & MECHANICAL COLLEGE - LA	N/A	20	26	37
MAINE MARITIME ACADEMY - ME	N/A		n<10	
MARSHALL UNIVERSITY - WV	N/A	26	34	40
MARYMOUNT UNIVERSITY - VA	N/A	34	31	31
MIAMI UNIVERSITY-OXFORD - OH	N/A	14	11	n<10
MICHIGAN STATE UNIVERSITY - MI	N/A	n<10	14	16
MILES COLLEGE - AL	HBCU			n<10
MILLERSVILLE UNIVERSITY OF PENNSYLVANIA - PA	N/A	n<10	n<10	n<10
MONTCLAIR STATE UNIVERSITY - NJ	N/A	n<10	n<10	
MONTGOMERY COLLEGE - MD	N/A	89	77	86
MOREHEAD STATE UNIVERSITY - KY	N/A	n<10		
MOREHOUSE COLLEGE - GA	HBCU	32	34	41
MORGAN STATE UNIVERSITY - MD	HBCU	148	138	143
MORRIS COLLEGE - SC	HBCU	n<10		
NASSAU COMMUNITY COLLEGE - NY	N/A	n<10	n<10	
NEW COLLEGE OF FLORIDA - FL	N/A	n<10	n<10	
NEW JERSEY INSTITUTE OF TECHNOLOGY - NJ	N/A	n<10	n<10	n<10
NORFOLK STATE UNIVERSITY - VA	HBCU	109	119	93
NORTH CAROLINA A&T STATE UNIVERSITY - NC	HBCU	143	135	157
NORTH CAROLINA CENTRAL UNIVERSITY - NC	HBCU	103	100	95
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH - NC	N/A	n<10	n<10	n<10
NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE - PA	N/A			n<10
NORTHERN VIRGINIA COMMUNITY COLLEGE - VA	N/A	20	14	18
NORTHWEST FLORIDA STATE COLLEGE - FL	N/A		n<10	
OAKWOOD UNIVERSITY - AL	HBCU	n<10	n<10	n<10
OHIO STATE UNIVERSITY-MAIN CAMPUS - OH	N/A	14	20	18

School	HBCU Indicator	2022-2023	2023-2024	2024-2025
OHIO UNIVERSITY-MAIN CAMPUS - OH	N/A	22	30	31
OLD DOMINION UNIVERSITY - VA	N/A	32	20	19
OREGON STATE UNIVERSITY - OR	N/A	n<10	n<10	n<10
PAINÉ COLLEGE - GA	HBCU			n<10
PALOMAR COLLEGE - CA	N/A		n<10	
PELLISSIPPI STATE COMMUNITY COLLEGE - TN	N/A	n<10		
PENNSYLVANIA COLLEGE OF TECHNOLOGY - PA	N/A	n<10	n<10	n<10
PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS - PA	N/A	81	75	88
PENNWEST CALIFORNIA UNIVERSITY OF PENNSYLVANIA - PA	N/A	n<10	n<10	
PENNWEST CLARION UNIVERSITY OF PENNSYLVANIA - PA	N/A	n<10	n<10	
PENNWEST EDINBORO UNIVERSITY OF PENNSYLVANIA - PA	N/A			n<10
PHILANDER SMITH COLLEGE - AR	HBCU	n<10	n<10	n<10
PORTLAND STATE UNIVERSITY - OR	N/A	n<10		
PRAIRIE VIEW A&M UNIVERSITY - TX	HBCU			n<10
PRINCE GEORGE'S COMMUNITY COLLEGE - MD	N/A	31	22	36
PURDUE UNIVERSITY-MAIN CAMPUS - IN	N/A	11	n<10	14
RADFORD UNIVERSITY - VA	N/A	28	27	12
RICHARD BLAND COLLEGE - VA	N/A	n<10	n<10	n<10
RUTGERS UNIVERSITY-NEW BRUNSWICK - NJ	N/A	13	n<10	16
SADDLEBACK COLLEGE - CA	N/A	n<10		
SAINT AUGUSTINE'S UNIVERSITY - NC	HBCU	11	n<10	n<10
SALISBURY UNIVERSITY - MD	N/A	15	12	22
SAN DIEGO STATE UNIVERSITY - CA	N/A	n<10	n<10	n<10
SAN JOSE STATE UNIVERSITY - CA	N/A		n<10	
SANTA MONICA COLLEGE - CA	N/A		n<10	n<10
SAVANNAH STATE UNIVERSITY - GA	HBCU	n<10	n<10	n<10
SHAW UNIVERSITY - NC	HBCU	n<10		n<10
SHAWNEE STATE UNIVERSITY - OH	N/A	n<10	n<10	n<10
SHEPHERD UNIVERSITY - WV	N/A		n<10	n<10
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA - PA	N/A	n<10	n<10	n<10
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA - PA	N/A	n<10	n<10	n<10
SOUTH CAROLINA STATE UNIVERSITY - SC	HBCU	n<10	10	n<10
SOUTHERN CONNECTICUT STATE UNIVERSITY - CT	N/A	n<10		n<10
SOUTHERN UNIVERSITY AND A&M COLLEGE - LA	HBCU	n<10	n<10	n<10
SOUTHERN UNIVERSITY AT NEW ORLEANS - LA	N/A			n<10
SPELMAN COLLEGE - GA	HBCU	35	42	56
ST. MARY'S COLLEGE OF MARYLAND - MD	N/A	18	18	20
STATE UNIVERSITY OF NEW YORK AT NEW PALTZ - NY	N/A		n<10	

School	HBCU Indicator	2022-2023	2023-2024	2024-2025
STONY BROOK UNIVERSITY - NY	N/A	n<10	n<10	n<10
SUNY AT ALBANY - NY	N/A	n<10	n<10	n<10
SUNY AT PURCHASE COLLEGE - NY	N/A	n<10	n<10	n<10
SUNY BUFFALO STATE - NY	N/A	n<10	n<10	n<10
SUNY COLLEGE AT OSWEGO - NY	N/A	38	44	37
SUNY COLLEGE AT PLATTSBURGH - NY	N/A	n<10	n<10	
SUNY COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY - NY	N/A	n<10	n<10	n<10
SUNY CORTLAND - NY	N/A	n<10	n<10	
TALLAHASSEE COMMUNITY COLLEGE - FL	N/A		n<10	n<10
TEMPLE UNIVERSITY - PA	N/A	142	120	156
TENNESSEE STATE UNIVERSITY - TN	HBCU	n<10	n<10	n<10
TEXAS A&M UNIVERSITY-COLLEGE STATION - TX	N/A	n<10	n<10	
TEXAS SOUTHERN UNIVERSITY - TX	HBCU	n<10	n<10	n<10
TEXAS STATE UNIVERSITY - TX	N/A	n<10	n<10	
THE COLLEGE OF NEW JERSEY - NJ	N/A	n<10		n<10
THE UNIVERSITY OF ALABAMA - AL	N/A	n<10	n<10	11
THE UNIVERSITY OF TENNESSEE-KNOXVILLE - TN	N/A	n<10	n<10	n<10
THE UNIVERSITY OF TEXAS AT AUSTIN - TX	N/A	n<10	n<10	n<10
TOWSON UNIVERSITY - MD	N/A	41	43	40
TRI-COUNTY TECHNICAL COLLEGE - SC	N/A		n<10	
TRINITY WASHINGTON UNIVERSITY - DC	N/A	213	226	230
TUSKEGEE UNIVERSITY - AL	HBCU		n<10	n<10
UNIVERSITY AT BUFFALO - NY	N/A	n<10	n<10	n<10
UNIVERSITY OF AKRON MAIN CAMPUS - OH	N/A		n<10	
UNIVERSITY OF ALABAMA AT BIRMINGHAM - AL	N/A	n<10		
UNIVERSITY OF ARIZONA - AZ	N/A	n<10	n<10	10
UNIVERSITY OF BALTIMORE - MD	N/A	n<10	n<10	n<10
UNIVERSITY OF CALIFORNIA-BERKELEY - CA	N/A	10	12	11
UNIVERSITY OF CALIFORNIA-DAVIS - CA	N/A	n<10	n<10	n<10
UNIVERSITY OF CALIFORNIA-IRVINE - CA	N/A	n<10	n<10	n<10
UNIVERSITY OF CALIFORNIA-LOS ANGELES - CA	N/A	22	25	20
UNIVERSITY OF CALIFORNIA-MERCED - CA	N/A			n<10
UNIVERSITY OF CALIFORNIA-RIVERSIDE - CA	N/A			n<10
UNIVERSITY OF CALIFORNIA-SAN DIEGO - CA	N/A	n<10	n<10	13
UNIVERSITY OF CALIFORNIA-SANTA BARBARA - CA	N/A	11	11	10
UNIVERSITY OF CALIFORNIA-SANTA CRUZ - CA	N/A	n<10	n<10	10
UNIVERSITY OF CENTRAL FLORIDA - FL	N/A	n<10		n<10
UNIVERSITY OF CINCINNATI-MAIN CAMPUS - OH	N/A	n<10	n<10	n<10

School	HBCU Indicator	2022-2023	2023-2024	2024-2025
UNIVERSITY OF COLORADO BOULDER - CO	N/A	20	26	34
UNIVERSITY OF COLORADO DENVER/ANSCHUTZ MEDICAL CAMPUS - CO	N/A	n<10	n<10	
UNIVERSITY OF CONNECTICUT - CT	N/A	n<10	n<10	n<10
UNIVERSITY OF DELAWARE - DE	N/A	13	11	12
UNIVERSITY OF FLORIDA - FL	N/A	n<10	n<10	
UNIVERSITY OF GEORGIA - GA	N/A	n<10	10	11
UNIVERSITY OF HAWAII AT MANOA - HI	N/A	n<10	n<10	n<10
UNIVERSITY OF HOUSTON - TX	N/A	n<10	n<10	n<10
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN - IL	N/A	n<10	n<10	n<10
UNIVERSITY OF IOWA - IA	N/A	n<10	n<10	n<10
UNIVERSITY OF KANSAS - KS	N/A	n<10	n<10	n<10
UNIVERSITY OF KENTUCKY - KY	N/A	n<10	n<10	n<10
UNIVERSITY OF LOUISVILLE - KY	N/A	n<10	n<10	n<10
UNIVERSITY OF MAINE - ME	N/A	n<10	n<10	n<10
UNIVERSITY OF MARY WASHINGTON - VA	N/A	n<10	n<10	n<10
UNIVERSITY OF MARYLAND BALTIMORE - MD	N/A	n<10		n<10
UNIVERSITY OF MARYLAND EASTERN SHORE - MD	HBCU	21	42	39
UNIVERSITY OF MARYLAND GLOBAL CAMPUS- MD	N/A	17	13	15
UNIVERSITY OF MARYLAND-BALTIMORE COUNTY - MD	N/A	13	18	15
UNIVERSITY OF MARYLAND-COLLEGE PARK - MD	N/A	51	55	64
UNIVERSITY OF MASSACHUSETTS-AMHERST - MA	N/A	n<10	12	12
UNIVERSITY OF MASSACHUSETTS-BOSTON - MA	N/A	n<10	n<10	
UNIVERSITY OF MASSACHUSETTS-LOWELL - MA	N/A	49	46	32
UNIVERSITY OF MEMPHIS - TN	N/A	n<10	n<10	
UNIVERSITY OF MICHIGAN-ANN ARBOR - MI	N/A	67	66	66
UNIVERSITY OF MINNESOTA-TWIN CITIES - MN	N/A	n<10	n<10	n<10
UNIVERSITY OF MISSISSIPPI - MS	N/A	n<10	n<10	n<10
UNIVERSITY OF MISSOURI-COLUMBIA - MO	N/A	n<10	n<10	n<10
UNIVERSITY OF NEVADA-LAS VEGAS - NV	N/A	n<10	n<10	n<10
UNIVERSITY OF NEW HAMPSHIRE-MAIN CAMPUS - NH	N/A	n<10	n<10	n<10
UNIVERSITY OF NEW MEXICO-MAIN CAMPUS - NM	N/A	n<10	n<10	n<10
UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE - NC	N/A	n<10	n<10	n<10
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL - NC	N/A	14	13	15
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE - NC	N/A	n<10	n<10	n<10
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO - NC	N/A	12	15	14
UNIVERSITY OF NORTH CAROLINA AT PEMBROKE - NC	N/A	n<10	n<10	n<10
UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS - NC	N/A	n<10	n<10	n<10

School	HBCU Indicator	2022-2023	2023-2024	2024-2025
UNIVERSITY OF NORTH CAROLINA WILMINGTON - NC	N/A	n<10	n<10	n<10
UNIVERSITY OF NORTH DAKOTA - ND	N/A			n<10
UNIVERSITY OF OKLAHOMA-NORMAN CAMPUS - OK	N/A	n<10	n<10	
UNIVERSITY OF OREGON - OR	N/A	n<10	n<10	11
UNIVERSITY OF PITTSBURGH-BRADFORD - PA	N/A	n<10	n<10	
UNIVERSITY OF PITTSBURGH-GREENSBURG - PA	N/A	n<10	n<10	n<10
UNIVERSITY OF PITTSBURGH-JOHNSTOWN - PA	N/A	n<10	n<10	n<10
UNIVERSITY OF PITTSBURGH-PITTSBURGH CAMPUS - PA	N/A	66	71	64
UNIVERSITY OF RHODE ISLAND - RI	N/A	n<10	n<10	n<10
UNIVERSITY OF SOUTH CAROLINA-COLUMBIA - SC	N/A	n<10	n<10	n<10
UNIVERSITY OF SOUTH FLORIDA-MAIN CAMPUS - FL	N/A	n<10	n<10	n<10
UNIVERSITY OF SOUTHERN MAINE - ME	N/A		n<10	n<10
UNIVERSITY OF TOLEDO - OH	N/A			n<10
UNIVERSITY OF UTAH - UT	N/A	n<10	n<10	n<10
UNIVERSITY OF VERMONT - VT	N/A	49	58	49
UNIVERSITY OF VIRGINIA-MAIN CAMPUS - VA	N/A	27	26	30
UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS - WA	N/A	n<10	11	13
UNIVERSITY OF WISCONSIN-MADISON - WI	N/A	47	41	54
UNIVERSITY OF WISCONSIN-STEVENS POINT - WI	N/A	n<10	n<10	n<10
VIRGINIA COMMONWEALTH UNIVERSITY - VA	N/A	45	50	51
VIRGINIA MILITARY INSTITUTE - VA	N/A		n<10	n<10
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY - VA	N/A	40	45	55
VIRGINIA STATE UNIVERSITY - VA	HBCU	95	105	85
VIRGINIA UNION UNIVERSITY - VA	HBCU	n<10	12	12
VIRGINIA UNIVERSITY OF LYNCHBURG - VA	HBCU		n<10	n<10
VOORHEES COLLEGE - SC	HBCU			n<10
WASHINGTON ADVENTIST UNIVERSITY - MD	N/A	n<10	n<10	n<10
WEST CHESTER UNIVERSITY OF PENNSYLVANIA - PA	N/A	15	20	26
WEST HILLS COLLEGE-COALINGA - CA	N/A	n<10	n<10	n<10
WEST VIRGINIA STATE UNIVERSITY - WV	HBCU	n<10	n<10	n<10
WEST VIRGINIA UNIVERSITY - WV	N/A	16	n<10	n<10
WESTERN KENTUCKY UNIVERSITY - KY	N/A	n<10		
WESTERN WASHINGTON UNIVERSITY - WA	N/A	n<10	n<10	
WILBERFORCE UNIVERSITY - OH	HBCU		n<10	n<10
WILEY COLLEGE - TX	HBCU		n<10	
WINSTON-SALEM STATE UNIVERSITY - NC	HBCU	51	65	64
XAVIER UNIVERSITY OF LOUISIANA - LA	HBCU	12	n<10	13
Total		3,730	3,866	4,033

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

The Office of the State Superintendent of Education (OSSE) plays a pivotal role in shaping and advancing Career and Technical Education (CTE) across Washington, DC. Through strategic partnerships with DC Public Schools (DCPS), public charter schools, the University of the District of Columbia Community College, and industry leaders, OSSE ensures that students, particularly those in underserved communities, have access to high-quality, equitable, and career-relevant education pathways.

CTE programs are designed to prepare students for college, careers, and lifelong success by integrating academic instruction with hands-on technical training, industry-recognized certifications, and work-based learning experiences. Students can begin exploring these pathways as early as middle school and continue through high school, gaining real-world experience and earning college credit or professional credentials before graduation.

The 4-Course CTE Sequence

At the heart of OSSE's CTE model is a structured four-course sequence that guides students through progressively advanced learning in a specific career field. Each Program of Study (POS) is aligned with national standards and local labor market needs, culminating in opportunities for certification, dual enrollment, or work-based learning.

Course 1: Introduction to the Career Field

- Builds foundational knowledge and career awareness.
- Introduces basic terminology and industry concepts.
- Often includes project-based learning and exploration.

Course 2: Intermediate Skills Development

- Expands technical instruction and hands-on practice.
- Introduces tools, software, and equipment used in the field.
- May include simulated work experiences or early certifications.

Course 3: Advanced Technical Training

- Deepens competencies and prepares students for real-world application.
- Often includes certification preparation and job shadowing.

Course 4: Capstone/Practicum Experience

- Provides work-based learning such as internships or apprenticeships.
- Students apply their skills in professional settings.
- May be credit-bearing and aligned with postsecondary coursework.

Key Benefits of OSSE CTE Programming

1. Career Exploration and Readiness

Students gain early exposure to diverse career options, helping them make informed decisions about their futures.

2. College Credit and Dual Enrollment

Through programs like the Advanced Technical Centers (ATCs) in Wards 5 and 8, students earn both high school and college credit in high-demand fields such as cybersecurity, nursing, and emergency medical services, at no cost. OSSE also works with postsecondary partners and CTE schools/LEAs to develop articulation agreements that allow CTE students to earn articulated college credits (credits that will be awarded if/when they enroll in the postsecondary partners degree program after graduation) while still in high school.

3. Industry Certifications

Students can earn credentials recognized by employers, giving them a competitive edge in the workforce.

4. Equity and Access

OSSE ensures all students, including those in alternative education settings, have access to rigorous CTE programs.

5. Leadership and Personal Development

Participation in Career and Technical Student Organizations (CTSOs) fosters leadership, teamwork, and communication skills.

6. Pathways to Postsecondary Success

CTE programs are aligned with the District's workforce needs, preparing students for high-wage, high-demand careers.

7. Work-Based Learning and Internships

Students engage in internships, mentorships, and job shadowing that connect classroom learning to real-world applications.

Flagship Internship Programs

Career Ready Internship (CRI)

The CRI is a six-week, paid summer internship for DC high school students enrolled in CTE programs. It provides hands-on experience aligned with students' career clusters.

- **Eligibility:** 10th–11th grade DC students enrolled in Level 2 or 3 CTE courses

- **Compensation:** \$17/hour, up to 25 hours/week
- **Format:** In-person, virtual, or hybrid
- **Support:** Includes resume building, interview prep, and professional skills training
- **Past Hosts:** Accenture, Children’s National Hospital, DC Department of Transportation

Advanced Internship Program (AIP)

The AIP is a school-year (28 weeks) capstone internship for juniors and seniors, offering paid and credit-bearing experiences aligned with their CTE studies.

- **Eligibility:** 11th–12th grade DC students (priority to seniors) enrolled in or completed their level 3 CTE course
- **Compensation:** \$17/hour, 8–12 hours/week
- **Credit:** Counts as the fourth-level CTE course
- **Format:** In-person, virtual, or hybrid
- **Support:** Includes resume building, interview prep, and professional skills training/coaching
- **Past Hosts:** Air Force Office of Scientific Research, YMCA of Metropolitan Washington, Destination DC

These programs reflect OSSE’s commitment to preparing students for high-demand careers by integrating academic learning with meaningful work-based experiences. They help students build confidence, develop professional networks, and make informed decisions about their futures.

Advance Technical Center (ATC)

The Advanced Technical Center (ATC), operated by the Office of the State Superintendent of Education (OSSE), is Washington, DC’s first centralized Career and Technical Education (CTE) hub. Designed to remove barriers to access, the ATC offers open enrollment to high school students from DCPS and public charter schools, allowing them to participate in high-quality CTE programs while remaining enrolled in their home high schools.

The ATC launched programming in cybersecurity and general nursing in August 2022 with 96 students from 8 high schools attending classes, temporarily located at Trinity Washington University. In August 2023, the Ward 5 ATC opened its doors at its location at the newly remodeled Penn Center at 1709 3rd St. NW with 191 students participating from 15 high schools.

Currently the ATC offers four high school CTE programs in Cybersecurity, General Nursing, Emergency Medical Technician, and Certified Clinical Medical Assistant.

The ATC opened its second location in Ward 8, co-located at the Max Robinson Center at Whitman-Walker. Between both sites, the ATC currently serves over 350 students from 25 high schools, with plans to reach over 500 students in the 2026–27 school year. In future years, the ATC is expected to serve approximately 700 students after the current expansion at the Ward 5 location is completed. The Ward 5 expansion, which began in December, will add classroom space and create two new healthcare facilities, offered in partnership with Children's National Hospital and MedStar Health. The expansion is expected to be completed by January 2027.

Between school years 2022-23 and 2024-25, 400 unique students at the ATC have collectively earned an estimated 4,658 early college credits. These credits represent approximately \$3 million in potential college tuition savings for students and their families.

DC CTE at UDC-Community College and Beyond

In addition to its robust secondary offerings, DC Career and Technical Education (CTE) continues to invest in postsecondary and adult education to ensure lifelong learning and workforce readiness for all District residents. A cornerstone of this investment is the partnership with the University of the District of Columbia Community College (UDC-CC), which currently hosts 22 CTE programs funded by OSSE.

These programs span a wide range of high-demand fields—including health sciences, business administration, early childhood education, graphic design, and information technology and are designed to provide students with industry-recognized credentials, associate degrees, and seamless transitions into the workforce or further education. UDC-CC faculty deliver rigorous, career-aligned instruction that meets both academic and labor market standards, ensuring students are well-prepared for success.

Beyond traditional postsecondary education, OSSE also supports adult learners through partnerships with the Department of Corrections (DOC) and the Department of Youth Rehabilitation Services (DYRS). These programs offer incarcerated and justice-involved individuals' access to CTE pathways that build practical skills, promote rehabilitation, and support reentry into society. Instruction is aligned with industry standards and often leads to certifications that are recognized by employers, helping participants secure meaningful employment upon release.

DC CTE Outcomes/Data Points

Career and Technical Education in DC continues to grow year over year.

Over the last six years (2019-20 to 2024-25):

- DC went from 2 to 39 industry-validated CTE programs with defined learning standards and a full work-based learning continuum, and DC created an aligned industry-recognized credential for 35 of the 39 programs of study.
- The number of high school students earning one or more credits in a recognized CTE course has more than doubled.

- The number of high school graduates completing three or more credits in a single CTE program of study has nearly tripled.

DC CTE Performance Indicators

LEA/School Participation

School Year	LEAs with 1+ school-based CTE POS	High Schools with 1+ school-based CTE POS	LEAs participating in the ATC	High schools participating in the ATC
2024-25	9	28	12	22
2025-26*	11	31	12	25

* *110 school-based CTE programs are offered at 31 public and public charter high schools, supported by 11 local education agencies (LEAs) across the District.*

Retention (Earned CTE Credits)

Graduating Cohort	Graduates at a CTE High School	Earned 1+ CTE Credits	Earned 2+ CTE Credits	Earned 3+ CTE Credits
SY22-23	3,293	49%	31%	20%
SY23-24	3,218	56%	39%	26%
SY24-25	3,689	60%	44%	34%

Persistence in a Program of Study

Graduating Cohort	Graduates with 1+ CTE Credit	Earned 1 Credit and Persisted to Earn 2 Credits	Earned 1 Credit and Persisted to Earn 3 Credits	Earned 1 Credit and Persisted to Earn 4 Credits
SY22-23	1,615	62%	41%	25%
SY23-24	1,799	69%	47%	27%
SY24-25**	2,218	74%	57%	40%

**Percent of CTE graduates, at an LEA with 1+ more school-based CTE program(s), who earned 1 CTE credit and earned additional CTE credits in the same program of study prior to graduation.*

Work-Based Learning Participation

Graduating Cohort	Number of CTE concentrators who graduated in the reporting year	CTE concentrators who graduated and participated in an internship and/or pre-apprenticeship
SY23-24	842	448 (53%)
SY24-25	1,152	618 (54%)

Industry Recognized Credentials

School Year	Number of Students Participating in 1+ industry recognized credential (IRC) or industry validated assessment	Earned 1+ IRC or industry validated assessment
2023-24	2,317	1,295 (56%)
2024-25	2,292	1,358 (59%)

DC CTE Participation

School Year 2023-24

OSSE CTE Subgrantee's	Enrolled in any CTE in 2023-24	Participants 2023-24	Concentrators 2023-24
All Secondary LEAs combined	6,558	5,787	1,515
District of Columbia International School	323	272	32
District of Columbia Public Schools	5,206	4,570	1,232
Friendship PCS	349	331	140
Girls Global Academy PCS	192	164	0
IDEA PCS	182	161	57
KIPP DC PCS	219	213	6
Maya Angelou PCS	73	66	31
Paul PCS	34	32	17
The Sojourner Truth School PCS	32	15	6
Postsecondary			
UDC-CC	1,842	1,543	988

"Secondary CTE Enrollment" means the number of unique students enrolling in an OSSE-approved CTE program of study, during the reporting year.

"Secondary Participant" means an individual who earns one or more credits in an OSSE-approved CTE program of study, during the reporting year.

"Secondary Concentrator" means an individual who earns three or more credits in a single OSSE-approved CTE program of study, while matriculating through high school.

School Year 2024-25*

LEA name	Enrolled in any CTE in 2024-25	Participants 2024-25	Concentrators 2024-25
All Secondary LEAs combined	7,056	6,160	1,957
District of Columbia International School	362	344	42
District of Columbia Public Schools	5,521	4,833	1,494

LEA name	Enrolled in any CTE in 2024-25	Participants 2024-25	Concentrators 2024-25
Friendship PCS	424	370	160
Girls Global Academy PCS	157	82	0
IDEA PCS	193	167	61
KIPP DC PCS	279	270	139
Maya Angelou PCS	74	63	30
Paul PCS	59	26	22
The Sojourner Truth School PCS	33	33	11
Postsecondary			
UDC-CC	2125	1861	1210

“Secondary CTE Enrollment” means the number of unique students enrolling in an OSSE-approved CTE program of study, during the reporting year.

“Secondary Participant” means an individual who earns one or more credits in an OSSE-approved CTE program of study, during the reporting year.

“Secondary Concentrator” means an individual who earns three or more credits in a single OSSE-approved CTE program of study, while matriculating through high school.

OSSE-Funded High School CTE Participation

Career Clusters	SY23-24 Participants	SY23-24 Concentrators	SY24-25 Participants	SY24-25 Concentrators
Agric., Food & Nat. Res.	111	48	88	53
Architecture & Constr.	121	70	145	79
Arts, AV, Tech. & Commc’n	671	156	735	226
Bus. Mgmt. & Admin.	313	22	259	54
Educ. & Training	143	38	155	36
Fin.	377	24	438	82
Gov’t & Public Admin.	808	123	1,071	156
Health Sci.	845	243	966	353
Hospitality & Tourism	442	115	391	139
Hum. Services	132	1	117	2
Info. Tech.	1,057	249	1,189	352
Law, Pub. Safety, Corr., & Sec.	44	5	38	10
STEM	1,132	451	1,099	453
Transp., Distrib., & Logistics	57	20	37	26
Total	5,787	1,515	6,160	1,957

School Year 2025-26 Secondary DC CTE Pathways

Career Cluster	Programs of Study	School
Agriculture, Food, and Natural Resources	Energy and Natural Resources	Friendship Tech PCS
	Horticulture Science	Ron Brown High School
Architecture and Construction	Architectural Design	Phelps ACE High School
	Carpentry	IDEA PCS
		Phelps ACE High School
	Electrical Technology	Phelps ACE High School
	Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR)	Garnett-Patterson Stay High School
Phelps ACE High School		
Arts, A/V Technology, and Communications	Audio/Video Production	Ballou High School
		Coolidge High School
		DC International PCS
		Garnett-Patterson Stay High School
		Jackson-Reed High School
	Graphic Design and Illustration	Ballou STAY High School
		Duke Ellington High School
		H.D. Woodson High School
		Jackson-Reed High School
		McKinley Tech High School
Business Management & Administration	Business Management	Cesar Chavez PCS
		Columbia Heights Education Campus
		Garnett-Patterson Stay High School
		Girls Global Academy PCS
		IDEA PCS
		KIPP DC College Prep PCS
		Maya Angelou PCS
		Roosevelt High School
The Sojourner Truth School PCS		
Education & Training	Child Care and Development	Columbia Heights Education Campus
		Garnett-Patterson Stay High School
		IDEA PCS
	Teacher Education and Training	Cardozo Education Campus
		Columbia Heights Education Campus
		H.D. Woodson High School

Career Cluster	Programs of Study	School
		Washington Latin PCS
Finance	Accounting	KIPP DC College Prep PCS
	Finance	Columbia Heights Education Campus
		H.D. Woodson High School
		Jackson-Reed High School
		Luke C. Moore High School
		Roosevelt High School
Government and Public Administration	Army JROTC	Cardozo Education Campus
		Coolidge High School
		Dunbar High School
		Eastern High School
		McKinley Tech High School
		Ron Brown High School
	Roosevelt High School	
	Foreign Service and Diplomacy	Roosevelt High School
	Navy JROTC	Columbia Heights Education Campus
H.D. Woodson High School		
Health Science	Biomedical Science	Cesar Chavez PCS
		Coolidge High School
		Eastern High School
		Friendship Collegiate PCS
		Jackson-Reed High School
	Biotechnology	McKinley Tech High School
Health Science	DC International PCS	
Hospitality and Tourism	Culinary Arts	Ballou High School
		Cardozo Education Campus
		Roosevelt High School
	Hospitality Services	Ballou High School
		Columbia Heights Education Campus
		Garnett-Patterson Stay High School
		Jackson-Reed High School
		Maya Angelou PCS
		River Terrace High School
Human Services	Barbering	Ballou STAY High School
		Garnett-Patterson Stay High School
	Cosmetology	Ballou STAY High School

Career Cluster	Programs of Study	School
		Columbia Heights Education Campus
		Garnett-Patterson Stay High School
		IDEA PCS
Information Technology	Army JROTC - Cybersecurity	Jackson-Reed High School
	Computer Maintenance	Ballou High School
		Cardozo Education Campus
		Cesar Chavez PCS
		Dunbar High School
		Eastern High School
		Luke C. Moore High School
		MacArthur High School
		Computer Science
		Columbia Heights Education Campus
		DC International PCS
		Friendship Collegiate PCS
		H.D. Woodson High School
		IDEA PCS
		Jackson-Reed High School
		MacArthur High School
		McKinley Tech High School
		Paul International PCS
	Digital Media	KIPP DC College Prep PCS
		KIPP DC Legacy PCS
Networking	McKinley Tech High School	
	Phelps ACE High School	
Law, Public Safety, Corrections and Security	Public Safety	Anacostia High School
Marketing	Marketing	Roosevelt High School
STEM	Engineering	Anacostia High School
		Cardozo Education Campus
		Columbia Heights Education Campus
		DC International PCS
		Dunbar High School
		Friendship Collegiate PCS
		Friendship Tech PCS
		Girls Global Academy PCS
		H.D. Woodson High School
		Jackson-Reed High School
		MacArthur High School

Career Cluster	Programs of Study	School
		McKinley Tech High School
		Phelps ACE High School
Transportation & Logistics	Automotive Technology	Ballou High School

By funding and coordinating these initiatives, OSSE ensures that CTE is not just a high school experience, but a comprehensive, equity-driven system that supports learners at every stage of life. Whether through dual enrollment at the ATC, associate degrees at UDC-CC, or workforce training in secure residential facilities, DC CTE is committed to empowering residents with the tools they need to thrive in today’s economy.

Group E: Teaching Supports

75. Describe OSSE's efforts to monitor and provide support to LEAs with regard to the student achievement for English Learners in fiscal years 2024 and 2025.

In FY25, OSSE supported LEAs to promote positive outcomes for English learners (ELs) through targeted funding, professional learning for educators, and programmatic support aligned with federal requirements. Educators from 39 LEAs engaged in OSSE-supported EL professional learning during FY25.

Supporting LEAs with EL Student Achievement

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

In FY24 and FY25 OSSE's wide-reaching professional learning opportunities on World-Class Instructional Design and Assessment (WIDA) standards implementation, literacy strategies for early childhood and adolescent multilingual learners, and dual language instruction for educators to strengthen their practice serving ELs. OSSE hosted these EL professional learning opportunities.

- Multilingual Learner Institute
- Promising Practices for Multilingual Learners
- Early Childhood Oral Language Series
- Dual Language Intensive
- WIDA Workshops
- Students with Limited and Interrupted Formal Education (SLIFE)
- Science of Reading for Dual Language and English Learners
- Dually Identified Series
- Dual Language Research, Policy, and Practice Series
- EL Point of Contact (POC) Monthly Meeting
- State Title III Advisory

Multilingual Learner Institute: In August 2024, OSSE leveraged federal Title III funds to host a District-wide convening on advancing literacy and culture for multilingual learners. This convening included professional learning on best practices for literacy instruction for EL students and other topics including serving students with limited and interrupted formal education. Eighty-two DC educators from 15 LEAs participated in this professional learning opportunity.

FY24 Multilingual Learners Institute: LEA participants		
BASIS PCS	Creative Minds PCS	Hope Community PCS
Center City PCS	District of Columbia Public Schools	KIPP DC PCS
Cesar Chavez PCS	E.L. Haynes PCS	LAYC Career Academy PCS
Children’s Guild PCS	E.W. Stokes PCS	Mary McLeod Bethune PCS
Community College Preparatory PCS	Friendship PCS	Mundo Verde PCS

Promising Practices for Multilingual Learners: In September 2025, OSSE leveraged federal Title III funds to host a District-wide convening on promising practices for multilingual learners. This convening engaged facilitators from DC LEAs to provide professional learning on best practices for literacy instruction for EL students. Eighty-four DC educators from 26 LEAs participated in this professional learning opportunity.

FY25 Promising Practices for Multilingual Learners: LEA participants		
AppleTree Early Learning PCS	DC Prep PCS	LEARN DC PCS
BASIS DC PCS	District of Columbia Public Schools	Lee Montessori PCS
Breakthrough PCS	E.L. Haynes PCS	Mary McLeod Bethune PCS
Bridges PCS	E.W. Stokes PCS	Meridian PCS
Briya PCS	Girls Global Academy PCS	Mundo Verde PCS
Cedar Tree PCS	Howard University Middle School of Mathematics and Science PCS	SELA PCS
Cesar Chavez PCS	Inspired Teaching Demonstration School	The Children's Guild DC PCS
DC Bilingual PCS	KIPP DC PCS	Two Rivers PCS
DC International PCS	LAMB PCS	

Early Childhood Oral Language Series: OSSE hosted literacy-focused dual language professional learning opportunities. For ELs, a dual language program provides an English language instruction educational program, while also developing their proficiency in their home language. The three-part Early Childhood Multilingual Oral Language series engaged 105 participants from nine LEAs in FY25

FY25 Early Childhood Multilingual Oral Language Series: LEA participants		
Briya PCS	E. W. Stokes PCS	Mary McLeod Bethune PCS
DC Bilingual PCS	Global Citizens PCS	Mundo Verde PCS

District of Columbia Public Schools	LAMB PCS	Shining Stars PCS
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Dual Language Intensive Series served as a foundational learning series to equip dual language educators with the essential skills and knowledge needed to teach in bilingual programs in DC. Educators explored practical strategies for teaching language acquisition and writing content and cultural objectives for dual language instruction. For ELs, a dual language program provides an English language instruction educational program, while also developing their proficiency in their home language. This series engaged 48 educators from six LEAs in FY25.

FY25 Dual Language Intensives Series: LEA Participants

Mary McLeod Bethune PCS	District of Columbia Public Schools
Briya PCS	Global Citizens PCS
DC Bilingual PCS	LAMB PCS

The WIDA Workshops provided educators with scaffolding and content learning strategies that contribute to rich classroom interactions and move ELs toward independent success. OSSE offered professional learning on WIDA standards implementation in FY24 and FY25. In FY25, OSSE engaged 17 educators from 12 LEAs in the WIDA Scaffolding Workshop.

FY25 WIDA Scaffolding: LEA participants

Bridges PCS	District of Columbia Public Schools
Capital City PCS	LAMB PCS
Cedar Tree Academy PCS	Mary McLeod Bethune Day Academy PCS
Center City PCS	Rocketship Education DC PCS
The Children’s Guild DC PCS	The Children's Guild DC PCS
Creative Minds International PCS	Two Rivers PCS

Supporting Students with Limited and Interrupted Formal Education (SLIFE) professional learning series supported our English Learner newcomer students. OSSE’s SLIFE professional learning elevated strategies to scaffold academic tasks to support SLIFE students’ engagement with and understanding of content learning and literacy development. This two-part series engaged 48 participants from eight LEAs with SLIFE professional learning in December of FY25.

FY25 SLIFE Professional Learning: LEA participants

AppleTree Early Learning PCS	LAYC Career Academy PCS
District of Columbia Public Schools	Mary McLeod Bethune Day Academy PCS
E.W. Stokes PCS	Paul PCS
Latin American Montessori Bilingual PCS	The Children's Guild DC PCS

Foundational Literacy for Adolescent Readers provided educators with strategies to address the unique needs of newcomer and SLIFE adolescent readers and tools to integrate reading

support with content instruction and intervention blocks. OSSE engaged 66 participants from 10 LEAs the Foundational Literacy for Adolescent Readers professional learning in FY 25.

FY25 Foundational Literacy for Adolescent Readers: LEA participants	
BASIS DC PCS	Howard University Middle School of Mathematics and Science PCS
Capital City PCS	Mary McLeod Bethune PCS
Creative Minds PCS	Meridian PCS
District of Columbia Public Schools	Paul PCS
E.L. Haynes PCS	Washington Latin PCS

Science of Reading for K-2 Multilingual Learners provided educators with strategies to tailor evidence-based reading instruction to the needs of EL students. Participants will learn how to incorporate students’ language assets and needs into phonemic awareness, phonics, and decodable book instruction. In FY24, OSSE hosted this professional learning for 120 DCPS educators. In FY 25, 59 participants from nine LEAs participated in this professional learning through OSSE’s LMS

FY25 Science of Reading for MLs: LEA participants	
Center City PCS	LAMB PCS
DC Bilingual PCS	Mundo Verde PCS
DC Prep PCS	Two Rivers PCS
District of Columbia Public Schools	Washington Yu Ying PCS
E.L. Haynes PCS	

The Dually Identified Learning Series equipped educators with strategies on implementing culturally sustaining high leverage practices for EL students with disabilities. Participants explored the intersectionality of dually identified students and learned strategies for effective collaboration and inclusive instructional planning. In FY25, this two-part series engaged 72 educators from 14 LEAs.

FY25 Dually Identified Learning Series: LEA participants	
BASIS DC PCS	District of Columbia Public Schools
Bridges PCS	E.L. Haynes PCS
Capital City PCS	Inspired Teaching PCS
Center City PCS	Mary McLeod Bethune PCS
Creative Minds PCS	Rocketship Education DC PCS
DC Bilingual PCS	Shining Stars Montessori PCS
DC International PCS	Thurgood Marshall Academy PCS

Dual Language Research, Policy, and Practice Series gathered dual language leaders and stakeholders to discuss research and best practices for effective bilingual schools. Because dual language programs provide an English language instruction educational program for ELs, series topics included engaging, enrolling, and teaching ELs in DC dual language schools. This four-part series engaged 30 leaders from nine LEAs in FY25.

FY25 DC Dual Language Research, Policy, and Practice Series: LEA participants	
Briya PCS	Mary McLeod Bethune PCS
DC Bilingual PCS	Mundo Verde PCS
District of Columbia Public Schools	Sela PCS
E.W. Stokes PCS	Global Citizens PCS
LAMB PCS	

EL Point of Contact (POC) meetings and State Title III Advisory Committee: The EL POC meetings are hosted monthly for EL Coordinators to ensure compliance with policies and guidelines supporting EL students. Additionally, OSSE leads and facilitates the Title III Advisory Committee, which meets bi-monthly and offers expertise in identifying strengths and most significant areas of need for EL students in the District.

Monitoring EL Student Achievement

OSSE leverages data from the Assessing Comprehension and Communication in English State-to-State for English Language Learners ([ACCESS for ELLs](#)) assessment to track EL outcomes. This assessment data informs ongoing refinements to EL professional learning programming for teachers supporting ELs across the District. In FY24 and FY25, OSSE provided technical assistance to LEAs to utilize ACCESS data.

76. Please provide an update of literacy grant programs administered by OSSE in fiscal years 2025 and 2026 (through January 31). For each fiscal year and each grant, include in your description: (1) the total amount of grant funds OSSE budgeted; (2) the total amount of grant funds that OSSE awarded; (3) the name of each grant recipient and the amount the entity received; and (4) the outcomes observed by these organizations as a result of the grant.

In FY25, OSSE administered two grant programs explicitly focused on literacy: the Early Literacy Intervention Initiative (ELII) grant (local funds) and the Comprehensive Literacy State Development (CLSD) grant (federal funds). In FY26, OSSE will administer the newly awarded Comprehensive Literacy State Development (CLSD) grant, which is federally funded.

In FY25, the ELII grant was budgeted at \$2.1 million. OSSE awarded FY25 ELII grant funding to four community-based organizations (CBOs) to provide literacy tutoring at sites across the District: Reading Partners, The Literacy Lab, Ed Solutions, and Reading Assist. Each grantee focused on early literacy interventions for students in District of Columbia Public Schools (DCPS) and DC public charter schools. The grantees have worked with hundreds of students to increase literacy proficiency rates.

Fiscal Year 2025 Early Literacy Intervention Initiative (ELII) Grantee Funding and Impact			
Organization Name	FY25 Award	Students Served	Tutoring Time Provided
The Literacy Lab	\$873,641.90	133	5,118 hours
Reading Partners	\$677,919.38	183	4,749 hours
Reading Assist	\$288,846.96	122	3,056 hours
Ed Solutions	\$259,591.76	145	7,500 hours
TOTAL	\$2,100,000	583	20,423 hours

In September 2020, OSSE was awarded a five-year, Comprehensive Literacy State Development (CLSD) grant from the U.S. Department of Education. FY25 was the final year of the current CLSD grant cycle. OSSE is required to subgrant 95% of funding to community-based organizations or LEAs. For FY25, the following community-based organizations and LEAs received CLSD funding:

Subgrantee	Grade Bands Served	FY25 Grant Award*
AppleTree Institute	Birth to Age 5	\$374,883.69
Bright Beginnings Inc.	Birth to Age 5	\$137,855.27
DC Prep PCS	Grades K-5	\$462,598.60
DC Scholars PCS	Grades 6-8	\$171,990.33
Friendship PCS	Grades K-5	\$696,942.37
Friendship PCS	Grades 6-12	\$686,694.07
KIPP DC PCS	Grades 6-12	\$404,400.19
Martha's Table	Birth to Age 5	\$219,043.26

Subgrantee	Grade Bands Served	FY25 Grant Award*
Meridian PCS	Grades K-5	\$768,691.93
Meridian PCS	Grades 6-8	\$492,900.00
SEED PCS	Grades 9-12	\$401,716.44
TOTAL		\$4,817,716.15

*Includes carryover from FY24

Over the course of FY20-FY25, OSSE and the CLSD subgrantees have spent down 99% of the total award (~\$16M) toward advancing literacy outcomes. OSSE’s Division of Data, Assessment and Research (DAR) has conducted a growth analysis on students in the CLSD program with results showing that participating students reported **54% greater ELA growth** on DC CAPE compared to students not receiving any CLSD programming. CLSD’s Government Performance and Results Act (GPRA) measures for SY24-25 are included in the table below.

Comprehensive Literacy State Development (CLSD) Grant Government Performance and Results Act (GPRA) Measures	Year 1 SY2021-22 Results	Year 4 SY2024-25 Results
The percentage of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure.	60.2%	71.4% (+11.2%)
The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.	14.5%	30.4% (+15.9%)
The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.	23.7%	32.5% (+8.8%)
The percentage of participating high school students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.	16.4%	25.4% (+9.0%)

In FY24, OSSE secured approximately \$50M in additional federal CLSD grant funding for fiscal years 2025 through 2029. The new CLSD team opened two subgrant competitions (Age Birth-5 and Grades K-12) on Sept. 26, 2025. The subgrant competitions will award ~\$48M to up to 25 LEAs and/or early childhood education programs by February 2026. The remaining funds (5% of total award) support a CLSD grant team, high-quality professional development for literacy leaders and administrators (e.g., local literacy plan workshops), and an annual District-wide literacy convening throughout FY25-FY29.

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

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

Requirement 1: OSSE has provided professional learning on recognizing reading difficulties for educators, specifically for educators serving grades kindergarten through second grade. OSSE provided two trainings, “Screeener Data Analysis and Response,” and, new for 2025, “Progress Monitoring.” These trainings focused on analyzing student data and establishing systems for leveraging student literacy data. LEAs can fulfil this requirement using OSSE’s training, an LEA delivered training, or a training provided by a third party with expertise in structured literacy.

Requirement 2: OSSE has provided reading difficulty awareness training to all DC educators. In June 2025, OSSE publicly released dyslexia awareness training modules on OSSE’s learning management system (LMS). The dyslexia awareness modules were tailored to offer a more targeted approach to supporting educators working with different age groups. As of the Oct. 31 compliance deadline, all DC LEAs submitted compliance documentation to OSSE, and a total of 13,310 educators had completed one or more of the dyslexia awareness trainings. OSSE continued to provide technical assistance to the 16 LEAs that were working toward full compliance with the training requirement. As of Jan. 14, 2026, nine additional LEAs fully complied with the training requirement, and a total of 14,498 educators have completed one or more of the dyslexia awareness modules. Compliance documentation can be found on OSSE’s [website](#).

Requirement 3: OSSE compiled and published a list of recommended screening protocols. OSSE provided an [updated list of universal screening tools](#) for LEAs in 2024.

Requirement 4: OSSE has guided specialized, multi-tiered remediation and intervention instruction grounded in science-based reading. All K-2 serving LEAs submitted compliance documentation certifying students were screened three times a year, notifications were sent to families of students identified as being at risk, and intervention was provided based on screener results. Compliance documentation can be found on OSSE’s [website](#).

LEA Dyslexia Compliance

Per the timeline required by the legislation, DCPS and DCPCS self-reported data to OSSE by Oct. 31, 2025.

Criteria	DC Public Schools	DC Public Charter Schools
Dyslexia Awareness Training Completion by School	76%	95%
K-2 Training on Preventing Reading Difficulties Completion	100%	93%
K-2 Universal Screening Compliance	100%	100%
Science-Based Literacy Program Compliance	<p>OSSE evaluated the components of DCPS's K-5 core literacy program and provided feedback to DCPS in the spring of 2025.</p> <p>DCPS submitted evidence of alignment to the science of reading to OSSE on Oct. 31, 2025. The new evidence is currently under review.</p>	<p>35 Public Charter Schools (PCS) serving K-5 students have certified the adoption of a science-based literacy program.</p> <p>6 PCS LEAs submitted evidence of alignment to the science of reading to OSSE on Oct. 31, 2025. The new evidence is currently under review.</p> <p>1 PCS LEA did not submit evidence of aligning instructional materials and is out of compliance. As of Jan. 7, 2026, OSSE continues to actively engage this LEA to come into compliance.</p>

The table below represents the percentage of DC educators who have completed the required training and screening requirement across LEAs as of Jan 14, 2026.

Criteria	DC Public Schools	DC Public Charter Schools
Dyslexia Awareness Training Completion by School	88%	98%
K-2 Training on Preventing Reading Difficulties Completion by School	100%	100%

- 78. Please provide an update regarding OSSE’s teacher apprenticeship program, which includes:**
- a. How teachers are being prepared to teach structured literacy**
 - b. How the program fills high-need teacher vacancies**

The OSSE Apprenticeship in Teaching Program removes financial barriers to entering the teaching profession by providing current DC paraprofessionals with a cost-free degree, flexible coursework offerings, and paid, on-the-job learning. In the 2024-25 school year, OSSE supported a cohort of 48 apprentices who participated in on-the-job learning at 35 schools across the District and took coursework at either the University of the District of Columbia Community College or the Van Ness campus. A key tenet of the apprenticeship design is that paraprofessionals continue working at their place of employment while in the program; OSSE does not place apprentices in specific classrooms or schools to complete the program. During the application process, all prospective apprentices must provide a recommendation from their current school leader, demonstrating their commitment to ensuring apprentices can meet program requirements such as attending school and completing necessary coursework and implementing a gradual release of responsibility model. Currently, 67 out of 69 apprentices are serving alongside their mentor teacher in an early childhood or elementary classroom, while two apprentices are serving in a high school setting (Anacostia and Ballou).

OSSE is proud to partner with the University of the District of Columbia (UDC) as the related instruction provider for this program. UDC is an approved Educator Preparation Provider (EPP) in the District of Columbia. As an approved EPP, UDC’s Early Childhood, Elementary, and Special Education programs have been evaluated against OSSE’s Science of Reading standards to ensure that all graduates of UDC’s educator preparation programs in elementary education, early childhood education, and special education—including OSSE’s apprentices—can implement evidence-based literacy instruction in alignment with OSSE’s [Science of Reading standards](#).

The OSSE Apprenticeship in Teaching program was approved by the Department of Employment Services in April 2024 as a four-year bachelor’s degree-granting program leading to an OSSE early childhood education, elementary education, or special education credential. The program pathways were selected in response to trends in DC’s citywide subject area vacancies, which are described annually in OSSE’s [Educator Retention Brief](#). As special education continues to be a high-need subject area, OSSE has worked closely with UDC to ensure that all apprentices enrolled through the bachelor’s degree pathway will be prepared to either receive dual certification in early childhood education and special education or elementary education and special education or receive a special education license.

The time needed to complete the program varies depending on each apprentice’s prior higher educational experience. The first apprentice to complete the program will graduate from UDC in May 2026, and OSSE anticipates that approximately 15 apprentices will complete the program by May 2027, with the number of completers increasing dramatically in 2028.

Between school year 2024-25 and 2025-26, OSSE retained nearly 90 percent of the first cohort and welcomed the second cohort of 28 apprentices in August 2025. As of January 30, 2026, the program supports 69 apprentices, representing 18 LEAs and 52 schools across all eight Wards of the District. Forty-eight percent of apprentices work in DCPS, 52 percent work in DCPCS and, on average, apprentices begin this program with approximately five years of classroom experience as paraprofessionals.

During the first year of implementation, OSSE learned about the transformational impact this program is having on schools, apprentices, and their families. Ina Borjas, co-principal at DC Bilingual Public Charter School, said that this program:

“creates invaluable opportunities for individuals interested in education to gain hands-on experience with structured support and training. At a time when funding for workforce development is limited, this program is a critical asset, helping us build a pipeline of dedicated, well-trained educators who understand and embody our school’s culture and values.”

Through site visits, conversations with apprentices, and surveys, many apprentices emphasized that this program has alleviated their financial concerns of returning to higher education and is critical in their journey to becoming a licensed educator in the District. Some apprentices also shared how their decision to pursue a bachelor's degree and become a licensed educator has provided an inspiring example for other family members. Ebony Pennant, an apprentice at Bancroft Elementary School, summed up these experiences: “This program has not only opened doors for me academically, but it has also reinforced my belief that hard work and dedication will always lead to meaningful opportunities.”

OSSE also learned about the importance of strong interagency partnerships, which are crucial for consistently implementing the program with fidelity and ensuring all apprentices receive high-quality preparation. OSSE has worked closely with the University of the District of Columbia and the Department of Employment Services (DOES) to successfully manage systems that monitor apprentices’ progress toward program completion.

On December 4, 2025, OSSE received formal DOES approval and registration of its one-year master’s degree pathway, which OSSE will implement at the beginning of the 2026-27 school year. The introduction of the master’s pathway will provide an opportunity for current paraprofessionals who hold a bachelor’s degree but have not yet met the eligibility requirements to obtain an OSSE initial educator credential to become eligible for an OSSE standard teaching credential in elementary education, early childhood education, secondary mathematics, or secondary English.

79. (a) In table format, please supply the number of licensees/certified professionals/registered professionals, broken down by status, that OSSE received and approved in fiscal years 2024, 2025, and 2026 (through January 31).

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY23	5,134	4,488
FY24	4,765	4,132
FY25	5,354	4,509
FY26*	1,191	869

** As of Jan. 22, 2026.*

(b) List and describe all the alternative certification/licensure programs that are currently available in the District in fiscal years 2025 and 2026 (through January 31). How many individuals were licensed through those programs during each fiscal year?

Alternative Certification Provider	Program Type	OSSE Licenses Issued (FY25)	OSSE Licenses Issued (FY26)*
Capital Teaching Residency – KIPP DC	Alt route, non-IHE-based	0	0
Georgetown University	Alt route, IHE-based	0	0
iTEACHDC	IHE-based	0	0
Relay Graduate School of Education	Alt route, IHE-based	0	0
The George Washington University	Alt route, IHE-based	0	0
Moreland University	Alt route, IHE-based	1	0
City Teaching Alliance	Alt route, non-IHE-based	13	0

** As of Jan. 5, 2026.*

(c) For license applications that were received and not accepted, what are the most common reasons for rejection? Please list the five most recurrent reasons.

OSSE does not track this information.

80. Describe the training, support, and oversight provided by OSSE during School Year 2024- 2025 to ensure that LEAs are appropriately serving students with disabilities in the least restrictive environment. For each training/support offered, provide the list of participating LEAs.

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

In the District, most students with disabilities spend a significant portion of their school day in general education settings. OSSE delivers comprehensive professional learning and support emphasizing inclusive practices to assist LEAs in meeting the needs of students with disabilities in all settings. During the 2024-25 school year, OSSE offered the following professional learning opportunities in support of LRE:

- OSSE Special Education Institute;
- The Foundations of Special Education Cohort Program
- Special Education Micro-Credentials;
- The Inclusive Leadership Cohort;
- Professional learning opportunities focused on inclusive practices (Universal Design for Learning, Dually Identified Students, Social Emotional Learning and Restorative Justice Practices, Multi-Tiered Systems of Support, Secondary Transition);
- New LEA Special Education Point of Contact Orientation to support LEA start of school activities and to provide an overview of special education placement oversight process; and
- A robust special education placement oversight process that provides direct technical assistance to LEAs on improving and expanding their continuum of placements.

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

OSSE Special Education Institute: OSSE hosted the second annual Special Education Institute, *Collaboration for a Brighter Future*, in April 2025. LEA, school and special education leaders engaged in professional learning, anchored in the Special Education Performance Report (SEPR), to improve outcomes for students with disabilities. The Special Education Institute included content sessions from OSSE, DC Sped Hub, educators from DCPS and charter schools, and other education partners. The OSSE Special Education Institute engaged 174 educators from 35 LEAs.

FY25 OSSE Special Education Institute: LEA Participants		
Apple Tree Early Learning PCS	Department of Youth Rehabilitation Services	Mundo Verde PCS
BASIS PCS	E.L Haynes PCS	The Next Step PCS
Bridges PCS	E.W Stokes PCS	Paul PCS
Briya PCS	Friendship PCS	SEED PCS
Capital City PCS	Goodwill Excel Center PCS	Sela PCS
Cedar Tree Academy PCS	IDEA PCS	Social Justice PCS
Center City PCS	Ingenuity Prep PCS	Thurgood Marshall Academy PCS
Community College Prep Academy PCS	Inspired Teaching Demonstration PCS	Two Rivers PCS
Creative Minds International PCS	Kingsman Academy PCS	Washington Global PCS
DC Prep PCS	KIPP DC PCS	Washington Latin PCS
DC Wildflower PCS	LAYC Career Academy PCS	Washington Yu Ying PCS
District of Columbia Public Schools	Mary McLeod Bethune PCS	

Inclusive Leadership Cohort: The Inclusive Leadership Cohort (ILC) program enhanced the capacity of LEA and school leaders to create sustainable practices for inclusion in special education by implementing inclusive leadership practices, learning activities, and targeted coaching. The ILC engaged 90 education leaders from 24 LEAs in the Inclusive Leadership course and community of practice and 30 leaders from 10 LEAs in the Inclusive Leadership Community of Practice Summer Extension Program.

FY25 Inclusive Leadership Cohort Vision of Excellence: LEA Participants		
AppleTree Early Learning PCS	District of Columbia Public Schools	Maya Angelou PCS
Bridges PCS	E.L. Haynes PCS	Meridian PCS
Cedar Tree Academy PCS	Friendship PCS	Perry Street Preparatory PCS
Cesar Chavez PCS	Goodwill Excel Center PCS	Rocketship Education DC PCS
Creative Minds International PCS	Ingenuity Prep PCS	Sela PCS
DC Prep PCS	Kingsman Academy PCS	St. Coletta Special Education PCS
DC Scholars PCS	KIPP DC PCS	Two Rivers PCS
DC Wildflower PCS	Mary McLeod Bethune PCS	Washington Yu Ying PCS

Foundations of Special Education Cohort Program: The Foundations of Special Education cohort program was designed to build essential knowledge and skills for District educators serving students with disabilities. This professional learning opportunity was open to all DC

educators and provided tailored cohort opportunities to meet the needs of different educator groups, broadening the number of educators equipped to support students. Eighty educators from 13 LEAs and two community-based organizations completed the coursework.

FY25 Foundations of Special Education Coursework Completers: LEA and Community-Based Organization Participants		
BASIS PCS	Cedar Tree Academy PCS	KIPP DC PCS
Achievement Prep PCS	*CommuniKids	Learn DC PCS
AppleTree Early Learning PCS	DC International PCS	Lee Montessori PCS
*Barbara Chambers Children’s Center	IDEA PCS	Sela PCS
District of Columbia Public Schools	Mundo Verde PCS	The Children’s Guild DC PCS

* Participates in the Pre-K Enhancement and Expansion Program (PKEEP)

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

FY25 Micro-credential Completers: LEA and Community-Based Organization Participants		
AppleTree Early Learning PCS	District of Columbia Public Schools	Mundo Verde PCS
*Barbara Chambers Children’s Center	Learn DC PCS	The Children’s Guild DC PCS
Cedar Tree Academy PCS	Lee Montessori PCS	

* Participates in the Pre-K Enhancement and Expansion Program (PKEEP)

Special Education Endorsement: The Special Education Endorsement program is geared toward pre-K through grade 12 educators with a current OSSE standard teaching credential in any area other than special education. In FY25, 15 educators earned the special education endorsement. OSSE has continued to offer the program in FY26.

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

In FY25, OSSE offered MTSS professional learning in three learning environments to enhance educators’ ability to support the unique needs of all students through MTSS implementation. OSSE engaged 120 educators from 24 LEAs in MTSS professional learning. The MTSS Coaching Academy was held in person and included 57 participants from 16-LEAs. The MTSS Taking Action Virtual Academy, which included live sessions and reading assignments, engaged 32 educators from seven LEAs. The MTSS Taking Action self-paced guided learning engaged 12 educators from four LEAs. The Tiered Behavior Solutions professional learning focused on behavioral supports within the MTSS framework and engaged 19 educators from 9 LEAs.

FY25 MTSS Coaching Academy: LEA Participants		
AppleTree Early Learning PCS	E.W. Stokes PCS	Social Justice PCS
Bridges PCS	Mary McLeod Bethune PCS	Thurgood Marshall Academy PCS
Capital City PCS	Mundo Verde PCS	Washington Latin PCS
Cesar Chavez PCS	SEED PCS	Washington Yu Ying PCS
DC Scholars PCS	Sela PCS	
District of Columbia Public Schools	Shining Stars Montessori PCS	

FY25 MTSS Taking Action Virtual Academy: LEA Participants	
Bridges PCS	Mundo Verde PCS
District of Columbia Public Schools	SEED PCS
E.W. Stokes PCS	Washington Ying PCS
Mary McLeod Bethune PCS	

FY25 MTSS Self-Paced Course: LEA Participants	
Bridges PCS	E.W. Stokes PCS
District of Columbia Public Schools	Washington Latin PCS

FY25 MTSS Tiered Behavior Solutions: LEA Participants	
Cedar Tree Academy PCS	Mary McLeod Bethune PCS
Creative Minds International PCS	Maya Angelou PCS
District of Columbia Public Schools	SEED PCS
Kingsman Academy PCS	The Children’s Guild DC PCS
Lee Montessori PCS	

Universal Design for Learning (UDL): UDL is an evidence-based framework to enhance teaching and learning experiences for all individuals, drawing upon scientific insights into human learning. The Every Student Succeeds Act (20 U.S.C. § 6301) endorsed UDL principles as a means to foster more equitable instructional environments.

In FY25, OSSE provided a set of targeted professional learning opportunities to deepen educators’ understanding and implementation of UDL. The UDL Educator Series, consisting of four live virtual sessions, engaged 57 educators across eight LEAs. The UDL Leaders Series, designed to support school-level implementation, engaged 54 school leaders from 14 LEAs. Additionally, the UDL Learning Walk offered building-specific coaching in a more intimate setting and engaged school leaders from five LEAs.

FY25 UDL Educators Series: LEA Participants	
BASIS PCS	DC Prep PCS
Bridges PCS	District of Columbia Public Schools
Cedar Tree Academy PCS	Goodwill Excel Center PCS
Creative Minds International PCS	KIPP DC PCS

FY25 UDL Leaders Series: LEA Participants		
BASIS PCS	Cesar Chavez PCS	Goodwill Excel Center PCS
Bridges PCS	Creative Minds International PCS	Mary McLeod Bethune PCS
Briya PCS	DC Prep PCS	Two Rivers PCS
Capital City PCS	District of Columbia Public Schools	Washington Yu Ying PCS
Cedar Tree Academy PCS	Department of Youth Rehabilitation Services	

FY25 UDL School Visit: LEA Participants	
DC Prep PCS	Ingenuity Prep PCS
District of Columbia Public Schools	Mary McLeod Bethune PCS
Goodwill Excel Center PCS	

Dually Identified Learners: Dually Identified students are those who qualify for both English Learner and Special Education services. Across four virtual sessions, educators explored equitable and inclusive strategies to better support multilingual learners with disabilities. A total of 72 educators from 14 LEAs participated in this professional learning.

FY25 Dual-identified Learners Virtual Series: LEA Participants

BASIS PCS	District of Columbia Public Schools
Bridges PCS	E.L Haynes PCS
Capital City PCS	Inspired Teaching Demonstration PCS
Center City PCS	Mary McLeod Bethune PCS
Creative Minds International PCS	Rocketship Education DC PCS
DC Bilingual PCS	Shining Stars Montessori PCS
DC International PCS	Thurgood Marshall Academy PCS

Behavior Intervention Plan (BIP): A Behavior Intervention Plan (BIP) is designed to address students’ challenging behaviors. Creating a culturally responsive BIP is essential to meeting each student’s unique needs. Two learning opportunities were offered to build educators’ knowledge of behavior science and to guide the development and implementation of culturally responsive BIPs. Sixty-four educators from 18 LEAs engaged in the learning.

FY25 Behavior Intervention Plan: LEA Participants		
AppleTree Early Learning PCS	District of Columbia Public Schools	Rocketship Education DC PCS
Bridges PCS	IDEA PCS	Roots PCS
Capital City PCS	Inspired Teaching Demonstration PCS	Thurgood Marshall Academy PCS
Cedar Tree PCS	Kingsman Academy PCS	Two Rivers PCS
Cesar Chavez PCS	Lee Montessori PCS	Washington Latin PCS
Creative Minds International PCS	Mary McLeod Bethune PCS	
DC Prep PCS		

Social and Emotional Learning (SEL): SEL is essential to supporting students’ and adults’ ability to build healthy identities, manage emotions, achieve goals, empathize with others, and make responsible decisions. In FY25, OSSE advanced Year 1 SEL implementation through a comprehensive set of initiatives designed to strengthen educator capacity and promote positive school climates. The SEL Instructional Community of Practice (CoP) engaged 20 school leaders from nine LEAs to explore evidence-based strategies and align SEL practices across schools. OSSE expanded access to high-quality professional learning through asynchronous SEL modules on the LMS, enabling educators to build foundational knowledge at their own pace. OSSE offered targeted trainings related to mindfulness, trauma-informed practices, and educator wellness. To celebrate SEL citywide, OSSE, in partnership with Dramatic Solutions, hosted SEL Day at The National Theatre, engaging over 40 school leaders and staff from 14 LEAs. The event showcased panels who shared promising SEL practices, reinforcing its transformative impact on school communities. Additionally, OSSE provided targeted professional development and on-

site support for 30 school leaders and staff from three LEAs in response to requests, ensuring tailored assistance aligned with local needs.

FY25 Social and Emotional Learning Professional Learning: LEA Participants	
District of Columbia Public School	Global Citizens PCS
Achievement Prep DC	Goodwill Excel Center PCS
Apple Tree Institute	Harmony DC PCS
BASIS PCS	Howard University Middle School of Mathematics and Science PCS
Bridges PCS	IDEA PCS
Briya PCS	Inspired Teaching Demonstration PCS
Capital City PCS	Kingsman Academy PCS
Carlos Rosario PCS	KIPP DC PCS
Cedar Tree Academy PCS	Lee Montessori PCS
Center City PCS	Mary McLeod Bethune PCS
Cesar Chavez PCS	Meridian PCS
Creative Minds International PCS	Monument Academy PCS
DC Bilingual PCS	Perry Street Preparatory PCS
DC Jail Education Program	Richard Wright PCS
DC Prep PCS	SEED PCS
DC Wildflower PCS	Sela PCS
E. L. Haynes PCS	Sojourner Truth Montessori PCS
Early Childhood Academy PCS	Statesman Preparatory Academy PCS
E. W. Stokes PCS	Two Rivers PCS
Friendship PCS	Washington Leadership Academy PCS
Girls Global Academy PCS	Washington Yu Ying PCS

Restorative Justice: OSSE, in partnership with SchoolTalk/RestorativeDC, offered training and technical assistance to schools on restorative justice practices to promote inclusive learning environments and discipline approaches.

FY25 Restorative Justice Professional Learning: LEA Participants	
District of Columbia Public Schools	Kingsman Academy PCS
Apple Tree Early Learning PCS	KIPP DC PCS
BASIS PCS	Latin American Montessori Bilingual PCS
Briya PCS	Learn DC PCS
Capital City PCS	Lee Montessori PCS
Capital Village PCS	Mary McLeod Bethune PCS

Carolos Rosario PCS	Maya Angelou PCS
Center City PCS	Meridian PCS
Cesar Chavez PCS	Monument Academy PCS
DC Bilingual PCS	Mundo Verde PCS
E.L. Haynes PCS	SEED PCS
E.W. Stokes PCS	Social Justice PCS
Early Childhood Academy PCS	Sojourner Truth Montessori PCS
Friendship PCS	St. Coletta Special Education PCS
Girls Global Academy PCS	The Next Step PCS
Global Citizens PCS	Thurgood Marshall Academy PCS
Goodwill Excel Center PCS	Two Rivers PCS
Harmony DC PCS	Washington Leadership PCS
Inspired Teaching Demonstration PCS	Washington Yu Ying PCS

Ongoing LEA Special Education Points of Contact Training: On a quarterly basis, OSSE provides training for LEA Special Education Points of Contact, which are individuals determined by each LEA. The roster of participating LEAs is included below. Each session provided training on student transportation, data systems, IDEA monitoring, and special education policy as applicable to LEA activities to support students with disabilities during the period. In FY25, OSSE issued monthly newsletters on updates in addition to LEA Special Education Points of Contact monthly webinars. Each issue's content provided information and updates on the following topics: special education guidance, placement activities, data systems, annual monitoring activities, Special Education Performance Report (SEPR), statewide assessments and technical assistance and training.

FY25 LEA Point of Contact Trainings: LEA Participants		
Achievement Prep PCS	E.W. Stokes PCS	Mundo Verde PCS
Appletree Early Learning PCS	Girls Global Academy PCS	The Next Step PCS
BASIS PCS	Global Citizens PCS	Paul PCS
Bridges PCS	Goodwill Excel Center PCS	Richard Wright PCS
Briya PCS	Hope Community PCS	Rocketship Education DC PCS
Cedar Tree Academy PCS	Howard University Middle School of Mathematics and Science PCS	Maya Angelou PCS
Cesar Chavez PCS	IDEA PCS	SEED PCS
Community College Prep Academy PCS	Ingenuity Prep PCS	Sela PCS
Creative Minds International PCS	Inspired Teaching Demonstration PCS	Shining Stars Montessori PCS
DC Bilingual PCS	Kingsman Academy PCS	Social Justice PCS

DC International PCS	KIPP DC PCS	St. Coletta Special Education PCS
DC Prep PCS	Latin American Montessori Bilingual PCS	Statesmen College Prep Academy PCS
DC Scholars PCS	LAYC Career Academy PCS	Two Rivers PCS
DC Wildflower PCS	Learn DC PCS	Washington Latin PCS
Digital Pioneers Academy PCS	Lee Montessori PCS	Washington Leadership Academy PCS
District of Columbia Public Schools	Mary McLeod Bethune PCS	Washington Yu Ying PCS
E. L. Haynes PCS	Meridian PCS	

Secondary Transition: OSSE, in partnership with Bayne LLC, hosted monthly Community of Practice (CoP) meetings to enhance secondary transition support and practices for the 62 educators across 12 LEAs who engaged in this work. This cross-sector professional learning community brought together educators, administrators, vocational rehabilitation partners, community-based organizations, and advocates to expand knowledge, share practices, and improve transition planning for students with disabilities. OSSE facilitated four high-impact CoP sessions focused on core pillars of successful transition programming: career readiness, supporting students with learning disabilities, elevating family engagement, and developing high-quality transition plans. The CoP series served as an anchor for building educator capacity, reinforcing standards of practice, and deepening alignment across LEAs and District agencies—all of which contribute directly to OSSE’s mission of improving equitable postsecondary opportunities for students with disabilities.

FY25 Statewide Secondary Transition Community of Practice: Participants		
Academy of Hope PCS	KIPP DC PCS	The Next Step PCS
Capital City PCS	Kingsman Academy PCS	The Children’s Guild DC PCS
Mary McLeod Bethune PCS	*Lt. Kennedy School	Washington Leadership Academy PCS
DC International PCS	Maya Angelou PCS	
E. L. Haynes PCS	*Sheppard Pratt School	

* Non-public school

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

FY25 Statewide Secondary Transition Capacity Building Cohort: LEA Participants		
Cesar Chavez PCS	Girls Global Academy PCS	YouthBuild PCS
District of Columbia Public Schools	KIPP DC PCS	
Friendship PCS	Paul PCS	

Additionally, OSSE worked with WestED to develop a Common Errors guide, a tool that assists LEAs with identifying and reconciling errors that OSSE has flagged as common noncompliance practices for each secondary transition criteria. This resource is being rolled out as part of OSSE’s targeted technical assistance during FY26.

Least Restrictive Environment Technical Assistance: OSSE provides ongoing technical assistance to LEAs to ensure students are learning in the least restrictive environment (LRE) appropriate to meet their learning needs. As part of OSSE’s robust oversight process, OSSE published the 2025-26 Special Education Process Handbook which provides an overview of requirements and best practices from referral through exiting special education. Initially published in 2023, OSSE’s revised school year 2025-26 handbook includes information on LEA obligations related to informal removal of students from education due to behavioral concerns, expectations for parent engagement, best practices for designing dedicated aid services, and procedural reminders. OSSE offers this non-regulatory guidance as a resource to support LEAs in understanding and implementing key responsibilities under the Individuals with Disabilities Education Act (IDEA) and District of Columbia Municipal Regulations (Chapter 30).

81. After three years of leveraging \$33 million in federal recovery funds to scale high-impact tutoring (HIT) for DC students, OSSE continued to lead an investment of nearly \$7 million of local and federal funds to serve students with evidence-based HIT in fiscal year 2025. How did OSSE use this funding for the purpose of expanding and improving the quality of HIT, and what were the outcomes of the initiative in FY25?

HIT Expansion/Reach: In FY25, OSSE sustained HIT programs for over 6,200 students across 83 schools, exceeding the original goal of 6,000 students for the year. Like the three years prior, the initiative successfully targeted students who are furthest from opportunity: 73 percent of students that received OSSE-funded HIT in FY25 were economically disadvantaged, compared to 50 percent of students across the District.

Funding Efficiencies: OSSE was able to make HIT funds work harder than ever for students in FY25. OSSE braided \$4.8 million in local funds and nearly \$2 million in ESSER late liquidation funds for a total of nearly \$7 million. OSSE then incorporated national research and prior year learnings to update the HIT investment strategy. For example, a cost analysis of FY22-FY24 HIT programming demonstrated that HIT was less expensive when delivered by school staff than by third-party vendors. As a result, all OSSE FY25 HIT grants were awarded directly to LEAs. LEA grantees could then choose to leverage the funds to contract with tutoring organizations or to run their own in-house HIT programs. LEAs were awarded a per student amount based on program length, encouraging them to select the most cost-effective models. This funding strategy ultimately drove down OSSE's per pupil cost of HIT in 2024-25 by nearly 50 percent without compromising quality or dosage for students.

Quality Improvement: OSSE provided supports to schools and tutoring providers to maximize the quality of implementation and fidelity to [evidence-based standards](#). Through a partnership with CitySchools Collaborative, OSSE delivered professional development supports to both tutoring providers and LEAs that received OSSE funding for HIT. Together, OSSE and CSC also conducted over 50 observations throughout the year, evaluating tutoring sessions based on a [standard rubric](#) and providing actionable feedback and targeted follow-up supports to drive continuous improvement.

Results: Data from HIT programs continue to suggest that they are making a positive impact on schools and students. In FY25, students who received at least 40 math tutoring sessions prior to the DC CAPE administration window showed a statistically significant increase in DC CAPE math scale scores of 4.5 points more than similar students, when considering student demographics, grade level, and prior DC CAPE performance level. A [rigorous study by EmpowerK12](#) found that students who received the recommended dosage of 900 minutes in math high-impact tutoring during the 2024-25 school year gained the equivalent of 59 additional instructional days compared to peers who did not receive tutoring. That equates to nearly three additional months of learning over the course of one school year.

82. As of January 31, 2026, what percentage of K-2 general education teachers, K-5 reading specialists/interventionists, K-12 special education teachers, and school administrators with responsibility for evaluating K-5 literacy teachers and instructional coaches have completed appropriate structured literacy training or demonstrated literacy competency through a passing score on an assessment?

OSSE does not collect information on structured literacy trainings completed by DC educators independently or through their LEA. However, OSSE can report that, as of November 17, 2025, nine percent of K-12 DC educators have completed structured literacy trainings offered through OSSE, with 649 educators completing OSSE’s Science of Reading course on OSSE’s Learning Management System (LMS), 181 educators completing OSSE-funded Language Essentials for Teachers of Reading and Spelling (LETRS) 3rd Edition training, and 19 educators completing OSSE’s Evidence Based Practices for Adolescent Literacy course. OSSE leveraged federal funds (CLSD and ESSER) to acquire these trainings. The reported nine percent does not include 75 Early Childhood Educators (ECE) who completed LETRS for Early Childhood in July 2024 with financial support from OSSE. OSSE does not disaggregate data by educator role.

OSSE continues to support professional learning for educators in structured literacy rooted in the science of reading in FY26. For example, OSSE is working closely with Center City Public Charter Schools—who have a goal of training all K-8 teachers using OSSE’s asynchronous science of reading training—to create pacing calendars and implementation plans for OSSE’s science of reading facilitator guides (available on OSSE’s LMS).

The Science of Reading training hosted on OSSE’s LMS has 1,084 educators enrolled, an increase from 823 educators in FY24. Educators can complete this asynchronous training at any time. Additionally, OSSE launched a comprehensive adolescent literacy course on the LMS. The training focuses on instructional practices for supporting students in middle and secondary school with foundational literacy skills. From November 14, 2024, to November 17, 2025, 163 educators enrolled in this course.

Group F: Data

83. In table format, how many students were enrolled in preK3 and preK4 in the District in School Years 2024-2025 and 2025-2026 (through January 31)? Please list by sector, ward, and race.

Grade	Sector	SY2023-2024	SY2024-2025	SY2025-2026
PK3	CBO	632	651	566
PK3	DCPS	2,417	2,342	2,337
PK3	PCS	3,076	2,973	2,898
PK4	CBO	412	402	364
PK4	DCPS	3,355	3,378	3,270
PK4	PCS	3,344	3,294	3,126
Total	All	13,236	13,040	12,561

Grade	Race-Ethnicity	SY2023-2024	SY2024-2025	SY2025-2026
PK3	American Indian/Alaskan Native	14	12	22
PK4	American Indian/Alaskan Native	14	16	17
PK3	Asian	116	125	124
PK4	Asian	120	123	146
PK3	Black/African American	3,492	3,286	3,108
PK4	Black/African American	4,117	4,006	3,761
PK3	Hispanic/Latino	1,023	1,013	986
PK4	Hispanic/Latino	1,230	1,318	1,149
PK3	Pacific Islander/Native Hawaiian	3	3	4
PK4	Pacific Islander/Native Hawaiian	5	4	3
PK3	Two or more races	252	290	311
PK4	Two or more races	280	300	364
PK3	White	1,225	1,237	1,246
PK4	White	1,345	1,307	1,320
Total	All	13,236	13,040	12,561

Grade	Ward	SY2023-2024	SY2024-2025	SY2025-2026
PK3	Ward 1	520	426	466
PK4	Ward 1	570	494	487
PK3	Ward 2	300	318	281
PK4	Ward 2	337	400	332
PK3	Ward 3	220	212	366
PK4	Ward 3	481	466	587

Grade	Ward	SY2023-2024	SY2024-2025	SY2025-2026
PK3	Ward 4	926	1,049	931
PK4	Ward 4	1,155	1,122	1,146
PK3	Ward 5	1,292	1,256	1,208
PK4	Ward 5	1,381	1,429	1,343
PK3	Ward 6	656	682	677
PK4	Ward 6	762	731	732
PK3	Ward 7	1,025	989	858
PK4	Ward 7	1,094	1,139	1,000
PK3	Ward 8	1,186	1,034	1,014
PK4	Ward 8	1,331	1,293	1,133
Total	All	13,236	13,040	12,561

- 84. For School Years 2024-2025 and 2025-2026 (through January 31), as an attachment, please provide the number of students who are English Learners (ELs), broken down by:**
- (1) LEA;**

Please see attachment: Q84 – English Learners.xlsx

- (2) grade level;**

Grade	English Learner 2024-2025	English Learner 2025-2026
P3	662	596
P4	984	817
KG	1,127	1,080
01	1,162	1,071
02	1,117	1,020
03	1,087	1,005
04	1,049	928
05	814	700
06	653	578
07	615	578
08	678	537
09	1,010	793
10	776	716
11	629	547
12	451	507
Ungraded	16	18
Adult	402	287

- (3) special education status; and**

Disability Status	English Learner 2024-2025	English Learner 2025-2026
Students without disabilities	10,371	9,184
Students with disabilities	2,861	2,594

- (4) EL classification.**

EL Classification	English Learner 2024-2025	English Learner 2025-2026
English Learners	13,232	11,778
Monitored Students	2,625	3,414

- 85. How many students have a native language other than English? Please provide the data by LEA, by school, by language spoken, and whether the student is an EL student.**

Please see attachment: Q85 — Native Languages.xlsx

- 86. For each LEA and for School Years 2024-2025 and 2025-2026 (through January 31), as an attachment, provide the number of: (1) homeless youth; (2) foster care youth; (3) TANF or SNAP eligible; and (4) high school students one year older or more than the expected age for grade in which the student is enrolled.**

Please see attachment: Q86 – At-Risk Counts.xlsx

87. Please provide an updated chart including mid-year student movement from October to June for School Year 2024-2025 and School Year 2025-2026 to date.

Please see attachment: Q87 – Mobility.pdf

Please note that consistent with other mid-year movement reporting, the mobility data includes data from October-May of each school year. Exits in June are particularly volatile as the school year is ending for many schools and does not provide meaningful insight.

a. In table format, for each public high school in the District, provide the number and percentage of students in the graduating classes of 2023, 2024, and 2025 that dropped out.

Please see attachment: Q87 (A and B) - ACGR Dropouts and Post-Secondary Outcomes.xlsx

b. In table format, for each public high school in the District, provide the number and percentage of students in the graduating classes of 2023, 2024, and 2025 that enrolled in a post-secondary school.

Please see attachment: Q87 (A and B) - ACGR Dropouts and Post-Secondary Outcomes.xlsx

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

Through the annual report on the State of Discipline, OSSE fulfills local reporting requirements and provides the public important information on school discipline. The report includes analysis that provides insight into the statewide discipline data reported on the DC School Report Card. These data include in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, and incidences of violence, including bullying and harassment. These data are also available by student group. Discipline data from the 2024-25 school year is publicly available on the DC School Report Card and in an accompanying data file located [here](#).

Over the past several years, OSSE has done meaningful analysis into school discipline through these reports, and those findings have impacted our work. The 2024-25 discipline report shows that fighting, other offenses, and battery, as the top three reasons for suspension or expulsion. To support improved school climate and culture, OSSE offers trainings, resources, and technical assistance in trauma-informed practices, restorative justice, social emotional learning, and more. Our trainings are for classroom teachers, student support teams, and administrators who want to improve school climate. OSSE leveraged discipline data to target schools in need of intensive behavior training, including developing Behavior Intervention Plans and Tiered Behavior Supports. OSSE’s overarching school culture and climate programming and resources related to these topics can be found on OSSE’s website [here](#).

OSSE has also supported LEAs in their efforts to engage in inclusive, equitable, and effective discipline through restorative justice training and technical assistance to District of Columbia Public Schools (DCPS) and DC public charter schools (PCS). Restorative justice is an approach to promoting school safety and stability, while also supporting the behavioral needs of students and enabling positive culture shifts within schools. In addition to revising discipline policies to include restorative practices, such as restorative mediations, re-entry circles, and support circles, DC schools have implemented other elements of the whole school approach, such as youth voice and community engagement, to help reduce the use of exclusionary discipline. As part of OSSE’s discipline data collection, OSSE now collects data on incidents that result in a restorative justice action from the school. Restorative justice actions were the most reported response to a disciplinary incident for the second year in a row and show they are used most frequently for disruptive behavior and attendance policy violations. Collecting these data allows OSSE to see and report a more complete picture of incidents and the ways in which schools respond to them.

Furthermore, OSSE is investing in the DC Survey About Your School (DC SAYS) for students, school staff, and caregivers to share their perspective on school climate, which launched District-wide in the spring of 2025. To support LEAs, OSSE offered a series of virtual trainings over the summer. Topics included navigating the DC SAYS data, building a culture of data inquiry and reflection, and acting on survey results. It is OSSE's hope that school and community leaders use these data (which are accessible on the DC School Report Card) to improve the student experience and the overall school environment. We believe in building schools where students feel respected and valued and where students see a clear link between their school day and their future. Doing so will help promote higher attendance rates and fewer disciplinary incidents.

89. Provide the findings from the testing integrity investigations for School Year 2023-2024 and the status of the investigation reports for School Year 2022-2023.

The Office of the State Superintendent of Education (OSSE) provides test security guidelines and resources to ensure that schools and local education agencies (LEAs) deliver statewide assessments in a uniform and equitable manner. Documentation on OSSE's test security and integrity processes, requirements, and templates, as well as the test security investigations process can be found on OSSE's [website](#). OSSE's practice is to publish test integrity investigation closeout letters on OSSE's website only if findings are determined to be significant or critical and to issue appropriate sanctions based on the severity of issues.

The statewide assessments administered in spring 2025 included WIDA ACCESS for English Language Learners (ACCESS for ELLs), WIDA Alternate ACCESS, the Multi-State Alternate Assessment (MSAA), Dynamic Learning Maps Alternate Science Assessment (DLM), and the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE). OSSE provided test security and test integrity training to local education agency (LEA) staff to communicate norms and uniform procedures for the administration of the assessments. Throughout the spring 2025 administration windows, OSSE monitored test security and test integrity incidents and issued corrective actions for individual schools and LEAs during the assessment administration windows when appropriate. In accordance with established procedures, OSSE's Office of Assessments also provided relevant information to LEAs to conduct further inquiries if test security incidents were reported directly to OSSE by individuals, rather than being reported to the LEA.

OSSE carefully reviews and analyzes statewide academic assessment practices and results every year to ensure that the results are valid and trustworthy, in accordance with its obligations under the DC Testing Integrity Amendment Act of 2015 (D.C. Official Code § 38-771.01, *et seq.*). Throughout testing, OSSE collects information in various ways (e.g., assessment team observations, desktop monitoring, incident report submissions, monitoring visits, and anonymous tips).

Based on the information collected, for the spring 2025 administration, OSSE determined that more information was needed from five schools at four LEAs to determine if to determine if test security violations occurred. Upon a review of the documentation collected during the 2025 post-administration investigations, OSSE issued findings that were determined to be significant or critical for three schools from three LEAs. Two schools received sanctions of post-administration test invalidation. OSSE's Office of Assessments also issued a number of corrective actions to be implemented and monitored by OSSE in the 2026 assessment administration for the three schools, including developing an action plan, requiring early submission deadlines for test security plans, and regular progress monitoring for adherence to the corrective action plan. The test integrity investigations closeout letters are posted [here](#).

90. Provide the following information regarding children who exited Part C services in fiscal year 2025:

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

These performance metrics are based on federal fiscal years. The data presented below are from federal fiscal year 2024 (FFY24) which spans the period July 1, 2024, to June 30, 2025. This reflects the most recent data finalized.

FFY24 Data From the IDEA Annual Performance Reports Outcome				
Outcomes	Number of Children	Percentage	Target	Status
Outcome A – Positive social emotional skills (including social relationships)	554	64.51%	72.00%	Did not meet target
Outcome B – Acquisition and use of knowledge and skills (including early language/communication)	467	55.73%	55.40%	Met target
Outcome C – Use of appropriate behaviors to meet their needs	638	76.13%	76.50%	Did not meet target

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

These metrics are based on federal fiscal years. The data presented below are from FFY24 which represents the 2024-25 school year.

Reporting Year	Students with timely IEP	Students transitioning from Part C to Part B	Percentage of students with timely IEP
FFY2024 (SY2024-25)	149	159	93.7%

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

These metrics are based on federal fiscal years. The data presented below are from FFY24 which represents the 2024-25 school year.

Reporting Year	Students with timely placement	Students transitioning from Part C to Part B	Percentage of students with timely placement
FFY2024 (SY2024-25)	152	159	95.6%

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

Reporting Year	Students with timely implementation of services	Students transitioning from Part C to Part B	Percentage of students with timely implementation of services
FFY2024 (SY2024-25)	105	159	66.0%

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

LEA staff attended 92.6 percent of meetings in FY25. 7.4 percent of meetings were held without the LEA due to parent/guardian request or because the child was transitioning to a private placement.

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

Reporting Year	DCPS	Charter	Extended Individualized Family Service Plan (IFSP)	Total Students who received services after transitioning from Part C
FFY2024 (SY2024-25)	136	23	279	438

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

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

Reporting Year	Students deemed eligible for Part B	Students served by Part C and referred to Part B	Percentage of students deemed eligible for Part B
FFY2024 (SY2024-25)	626	842	74.3%

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

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

(c) Number of students attending nonpublic schools, by grade level, LEA, and primary disability;

Please see attachment: Q91 – IEPs.xlsx

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

Please see attachment: Q91 – IEPs.xlsx

(e) Number of students who are English Learners attending nonpublic schools;

Category	Students
English Learners attending non-public schools	26

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

Please see attachment: Q91 – IEPs.xlsx

- 92. (a) In table format, for School Years 2023-2024 and 2024-2025, how many DC students with IEPs graduated from high school with a diploma? With a certificate of completion? Please break down the numbers by LEA and students' nonpublic status. Please provide a reason for each student's exit without a diploma or certificate (e.g., transferred to another state, dropped out).**

Please see attachment: Q92 – SPED Graduation and Transition.xlsx

Aligned to OSSE's data processing and federal reporting deadlines, data on student exits is currently available and included for students with IEPs who exited in school year 2023-24. Data from the 2024-25 school year are not yet available, but these data will be provided in FY26 Performance Oversight documents.

- (b) For students who exited special education ages 14-21 in the most recent year of available data, in aggregate and by LEA, please provide the percent of students who were: (1) Enrolled in higher education within one year of leaving high school; (2) Enrolled in higher education or competitively employed within one year of leaving high school; and/or (3) Enrolled in higher education or in some other postsecondary education or training program, or competitively employed, or in some other employment within one year of leaving high school.**

Please see attachment: Q92 – SPED Graduation and Transition.xlsx

93. Please share in-school and out-of-school suspension rates by ward of the school for the 2024-2025 school year.

Ward	In-School Suspension Rate	Out-of-School Suspension Rate
1	1.3%	3.5%
2	1.5%	3.6%
3	1.0%	2.4%
4	2.0%	4.5%
5	0.9%	6.0%
6	1.3%	4.1%
7	0.7%	9.5%
8	2.1%	8.3%

94. OSSE is shifting from the DC Comprehensive Assessments of Progress in Education (DC CAPE) to the Smarter Balanced Assessment Coalition (SBAC) for standardized testing in the Spring of 2027. Please describe the reasons behind the transition and the anticipated timeline for full implementation.

The District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) is the District's general statewide assessment system, which includes assessments in English language arts/literacy (ELA), mathematics, and science. Together, these assessments create a comprehensive system that provides important information on students' progress and proficiency relative to the District's educational standards.

Over the past two years, OSSE has solicited feedback from local educational agency (LEA) stakeholders on the future of the DC CAPE assessment system. We have heard what is working and what changes would make the assessments more meaningful for DC educators and students. Based on these conversations, and extensive research into alternative options, the District of Columbia has decided to join the [Smarter Balanced Assessment Consortium](#) (SBAC) to launch DC CAPE 2.0, the next generation of DC CAPE in ELA and math. OSSE will also implement changes to the DC CAPE science assessment design, reducing the number of constructed response items and assessment sections, while maintaining the current vendor.

The transition to DC CAPE 2.0 will reflect the input of DC educators while maintaining a high-quality assessment system that measures the full range of DC's educational standards. It will:

- **Reduce testing time** through computer-adaptive assessments that tailor the assessment experience to each student;
- **Increase accessibility** for students through a wider range of built-in accommodations and accessibility features; and
- **Strengthen feedback mechanisms** by enabling educators to use interim assessments and aligned instructional resources to inform instructional decisions.

Why Smarter Balanced for ELA and Math?

The District's partnership with Smarter Balanced will provide flexibility within a consortium model, allowing us to partner with other states to develop high-quality assessment content, while maintaining the ability to tailor the assessments to reflect the District's expectations and priorities for our students.

DC CAPE 2.0 will bring many benefits for students and educators. The ELA and math assessments will use a computer-adaptive design, which not only reduces overall testing time, but also allows every student to have an assessment experience tailored to them. The ELA and math assessment will also have a wider range of accommodations and accessibility features to meet the needs of students across the District. Smarter Balanced membership will also provide new, free instructional tools aligned to the District's academic standards:

- **Interim Assessments** are optional tests administered throughout the year to help teachers monitor student progress and be able to choose the right assessment at the right time. The assessments provide educators with actionable data about student knowledge and abilities to help teachers target instruction to meet students' individual learning needs. Interim items include all the accessibility resources available in the summative assessment to help provide accurate results for students.
- **Tools for Teachers** contains teacher-created lessons and activities to enhance instruction, save time in lesson planning, and boost student learning. These formative assessment resources include accessibility and instructional strategies that are effective across different grades and content areas.

The DC CAPE 2.0 assessments will launch in the 2026-27 school year, with the first administration in spring 2027. The spring 2026 DC CAPE assessments will follow the same design and structure that have been used in the District for the past several years and continue to be aligned to the District's academic standards.

Smarter Balanced Resources

OSSE developed a resource document, [Transitioning to DC CAPE 2.0: Smarter Balanced Background Resources](#), to assist with the transition to DC CAPE 2.0. This resource document lists a number of publicly available resources that provide detailed information about the Smarter Balanced assessment system to help educators understand some of the key features of the system, including summative and interim assessment blueprints, assessment claims, achievement level descriptors, and sample items at each grade level.

Group G: Early Learning

95. Provide a detailed description of the childcare sector in the District for fiscal years 2025 and 2026 (through January 31). Include in that discussion:

Early childhood education in the District of Columbia is delivered through a mixed delivery system that, as of December 2025, includes child development homes (40); expanded child development homes (58); and child development centers (366) operated by independent businesses, non-profits, and faith-based organizations; as well as pre-k and afterschool programs operated by community-based organizations, District of Columbia Public Schools and charter LEAs. This mixed delivery system provides a range of options for families. The District's 464 licensed child development facilities, as of December 2025, have a licensed capacity to serve 26,627 children ages 6 weeks through 13 years old.

To assist families with the costs of care, the District of Columbia funds child care subsidies for children in low-income families or who meet other characteristics of need. More than half of the District's licensed child care facilities participate in the subsidy system. Child care facilities that participate in Early Head Start, Head Start, or the District's publicly funded pre-k program also receive public funding through these programs, but the majority of child care funding in the District comes from tuition payments made by parents.

In FY25, OSSE worked to continue the District's progress towards increasing the accessibility, quality, and affordability of child care for all District families. In FY25, these efforts included the following:

- OSSE continued the implementation of the Early Childhood Educator Pay Equity Fund (Fund), which distributed more than \$63 million to 364 child development facilities to raise wages for more than 3,300 early childhood educators in FY25. By increasing the compensation of early childhood educators, these funds supported the recruitment and retention of child care staff. In FY25, OSSE implemented recommendations of the Early Childhood Educator Equitable Compensation Task Force to make revisions to the program to address budgetary pressures.
- OSSE implemented new policies in the DC Child Care Subsidy Program, beginning Oct. 1, 2024. The updated policies and procedures clarified requirements, streamlined the application and eligibility determination process to ease the burden on families and providers, brought the program in line with federal requirements, and made other needed updates.
- OSSE launched Access to Quality Child Care for Children with Disabilities (AQCCCD), a grant program designed to provide direct child care services for children with disabilities. OSSE awarded grants to four child care providers to fund 78 child care slots for infants and toddlers in FY25. In its first year, the AQCCCD program strengthened

grantees' capacity to serve children with disabilities by supporting inclusive staffing models, extensive professional development, and the creation of sensory-friendly environments.

- OSSE was awarded a \$4.9 million federal Preschool Development Grant Birth through Five (PDG B-5) to bolster postsecondary scholarships and professional learning opportunities for early childhood educators while enhancing a comprehensive system of integrated supports for children, families, and educators to foster high-quality, inclusive learning environments for children from birth to age five. In the first year of the grant, OSSE partnered with researchers to better understand how the District's early learning system is meeting the needs of young children with developmental disabilities or delays, mental or behavioral health needs, or special medical or other health needs and to conduct a comprehensive review of Capital Quality to better understand its strengths and challenges and identify areas for improvement.
- On Aug. 1, 2025, OSSE published final Child Development Facility licensing regulations (5-A DCMR Chapter 1), making permanent changes to the educator minimum education requirements. The final rule maintained strong education requirements for early educators while providing additional pathways for educators to meet high standards.
- The Shared Service Business Alliance (SSBA) continued to enhance the financial well-being of child development homes and centers by providing business supports to any child development home or center that chooses to participate, at no cost to providers. During FY25, 61 licensed child development homes and expanded homes and 62 child development centers participated in the DC SSBA program.

- a. Data on the capacity, subsidy enrollment, and subsidy utilization of all infant, toddler, and preschool age, and school age licensed capacity child care programs in the District. broken down by ward, family income bracket (0-50% FPL, 51-100% FPL, etc., up to 300% FPL), and program type (i.e., center, home, or LEA);

By Ward, FY25

Infants and Toddlers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	36	838	1,194	70.2%
2	52	473	1,955	24.2%
3	34	114	1,394	8.2%
4	88	1,067	2,000	53.4%
5	58	865	1,500	57.7%
6	44	366	1,618	22.6%
7	56	982	1,457	67.4%
8	63	1,399	1,636	85.5%
Total	431	6,104	12,754	47.9%

Preschoolers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	32	305	1,065	28.6%
2	48	80	1,428	5.6%
3	33	23	1,969	1.2%
4	74	295	1,501	19.7%
5	46	163	883	18.5%
6	42	86	985	8.7%
7	41	262	805	32.5%
8	58	452	1652	27.4%
Total	374	1,666	10,288	16.2%

School Age				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	10	245	633	38.7%
2	9	124	301	41.2%
3	4	16	154	10.4%

School Age				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
4	18	350	909	38.5%
5	11	312	777	40.2%
6	7	70	306	22.9%
7	13	299	621	48.1%
8	28	559	1033	54.1%
Total	100	1,975	4,734	41.7%

By Program Type, FY25

Infants and Toddlers				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Centers	323	5,913	12,085	48.9%
Homes	108	191	669	28.6%
Total	431	6,104	12,754	47.9%

Preschoolers				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Centers	308	1642	10,119	16.2%
Homes	66	24	169	14.2%
Total	374	1,666	10,288	16.2%

School Age				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Centers	96	1,947	4,725	41.2%
Homes	4	28	9	311.1%*
Total	100	1,975	4,734	41.7%

*Utilization exceeds 100 percent due to home providers who enroll school age children but do not have a designated capacity for school age children.

By Income, FY25

Federal poverty level (FPL)	Infants and Toddlers		Preschoolers		School Age	
	Subsidy Enrollment	Utilization by Children Receiving Subsidy	Subsidy Enrollment	Utilization by Children Receiving Subsidy	Subsidy Enrollment	Utilization by Children Receiving Subsidy
0-50%	3730	29.2%	765	7.4%	823	17.4%
50.1-100%	475	3.7%	170	1.7%	186	3.9%
100.1-150%	640	5%	250	2.4%	297	6.3%
150.1-200%	575	4.5%	228	2.2%	283	6%
200.1-250%	346	2.7%	115	1.1%	205	4.3%
250.1-300%	151	1.2%	74	.7%	83	1.8%
N/A*	187	1.5%	64	.6%	98	2.1%
Total	6,104	47.9%	1,666	16.2%	1,975	41.7%

Note: Table shows utilization of total licensed capacity for age group by household income of subsidy recipient.

* Recipients may be in an exempt category or in a graduated phaseout (above 300%).

By Ward, FY26 to date

Infants and Toddlers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	35	597	1,188	50.3%
2	52	357	1,959	18.2%
3	34	105	1,394	7.5%
4	83	775	1,918	40.4%
5	56	632	1,406	45%
6	44	305	1,600	19.1%
7	51	702	1,310	53.6%
8	54	1,042	1,471	70.8%
Total	409	4,515	12,246	36.9%

Preschoolers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	31	263	1,062	24.8%
2	47	82	1,412	5.8%

Preschoolers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
3	33	42	1,969	2.1%
4	70	264	1,459	18.1%
5	45	137	797	17.2%
6	42	81	985	8.2%
7	36	212	764	27.7%
8	52	358	1,517	23.6%
Total	356	1,439	9,965	14.4%

School Age				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	10	184	633	29.1%
2	8	38	201	18.9%
3	4	18	154	11.7%
4	17	334	904	36.9%
5	10	250	727	34.4%
6	7	46	306	15%
7	11	249	597	41.7%
8	27	464	1,027	45.2%
Total	94	1,583	4,549	34.8%

By Program Type, FY26 to date

Infants and Toddlers				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Centers	309	4,362	11,620	37.5%
Homes	100	153	626	24.4%
Total	409	4,515	12,246	36.9%

Preschoolers				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Centers	296	1,410	9,811	14.4%
Homes	60	29	154	18.8%
Total	356	1,439	9,965	14.4%

School Age				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Centers	91	1,557	4,544	34.3%
Homes	3	26	5	520%*
Total	94	1,583	4,549	34.8%

**Utilization exceeds 100 percent due to home providers who enroll school age children but do not have a designated capacity for school age children.*

b. What proportion of licensed childcare programs participate in the subsidy program, by ward (broken down by family childcare versus centers)?

FY25				
Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
1	CDC (Child Development Center)	29	38	76.3%
	CDH (Child Development Home)	0	3	0%
	CDX (Expanded Child Development Home)	1	4	25%
2	CDC (Child Development Center)	17	54	31.5%
	CDH (Child Development Home)	0	1	0%
	CDX (Expanded Child Development Home)	1	2	50%
3	CDC (Child Development Center)	17	39	43.6%
	CDH (Child Development Home)	0	0	0%
	CDX (Expanded Child Development Home)	0	1	0%
4	CDC (Child Development Center)	40	60	66.7%
	CDH (Child Development Home)	4	13	30.8%
	CDX (Expanded Child Development Home)	4	23	17.4%
5	CDC (Child Development Center)	31	51	60.8%
	CDH (Child Development Home)	3	8	37.5%
	CDX (Expanded Child Development Home)	3	9	33.3%
6	CDC (Child Development Center)	20	47	42.6%
	CDH (Child Development Home)	0	1	0%

	CDX (Expanded Child Development Home)	1	3	33.3%
7	CDC (Child Development Center)	35	40	87.5%
	CDH (Child Development Home)	7	11	63.6%
	CDX (Expanded Child Development Home)	10	13	76.9%
8	CDC (Child Development Center)	48	56	85.7%
	CDH (Child Development Home)	8	11	72.7%
	CDX (Expanded Child Development Home)	7	8	87.5%

FY26 (as of Jan. 31, 2026)				
Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
1	CDC (Child Development Center)	30	38	78.9%
	CDH (Child Development Home)	0	3	0%
	CDX (Expanded Child Development Home)	1	3	33.3%
2	CDC (Child Development Center)	19	53	35.8%
	CDH (Child Development Home)	0	1	0%
	CDX (Expanded Child Development Home)	1	2	50%
3	CDC (Child Development Center)	16	39	41%
	CDH (Child Development Home)	0	0	0%
	CDX (Expanded Child Development Home)	0	1	0%
4	CDC (Child Development Center)	42	57	73.7%
	CDH (Child Development Home)	4	12	33.3%

	CDX (Expanded Child Development Home)	4	22	18.2%
5	CDC (Child Development Center)	32	49	65.3%
	CDH (Child Development Home)	3	8	37.5%
	CDX (Expanded Child Development Home)	3	9	33.3%
6	CDC (Child Development Center)	21	47	44.7%
	CDH (Child Development Home)	0	1	0%
	CDX (Expanded Child Development Home)	1	3	33.3%
7	CDC (Child Development Center)	36	36	100%
	CDH (Child Development Home)	6	9	66.7%
	CDX (Expanded Child Development Home)	10	13	76.9%
8	CDC (Child Development Center)	50	52	96.2%
	CDH (Child Development Home)	8	8	100%
	CDX (Expanded Child Development Home)	7	7	100%

**c. Number and percentage of facilities that have closed in 2024 and 2025
(through January 31);**

Fiscal Year	Open Facilities	Closed Facilities	Total Facilities	Percentage of Closed Facilities
FY23	459	48	507	9.5%
FY24	450	48	498	9.6%
FY25	468	28	496	5.6%
FY26 YTD	473	0	473	0%

d. Amount paid to child development care providers who provided subsidized care by age range and by ward; and

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
1	AppleTree Early Learning Public Charter School	\$0	\$0	\$95,929	\$264	\$96,193
	Barbara Chambers Children's Center	\$485,467	\$2,619,723	\$2,057,422	\$144,401	\$5,307,012
	CentroNia Inc.	\$404,697	\$2,271,669	\$1,769,333	\$394,107	\$4,839,805
	Creative Minds Child Care LLC	\$109,247	\$395,011	\$19,764	\$0	\$524,022
	David's Stars Child Development Center, Inc	-\$6,031	\$5,437	\$15,234	\$0	\$14,641
	Early Learners Academy	\$88,936	\$457,761	\$141,458	\$8,226	\$696,381
	Easter Seals Serving DC-MD-VA, Inc.	\$160,879	\$786,749	\$283,794	-\$18,826	\$1,212,596
	Elsa Gaiem/Our Children First, LLC	\$16,397	\$78,665	\$6,507	\$0	\$101,569
	Jubilee Jumpstart	\$208,435	\$359,790	\$147,556	\$1,212	\$716,993
	KCE Champions LLC	\$0	\$0	\$63,976	\$258,863	\$322,840
	Kids Corner Day Care, INC	\$4,429	\$170,695	\$4,584	-\$705	\$179,003
	LKS Kids LLC	\$182,593	\$1,221,906	\$545,835	\$3,276	\$1,953,610
	Love First Child Development Center	\$114,390	\$699,476	\$162,709	\$0	\$976,575
	Martha's Table, Inc.	\$0	\$357,881	\$64,071	\$0	\$421,952

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Mesac Child Development Center	\$51,825	\$84,101	\$38,622	\$0	\$174,548
	Multicultural Career Intern Program	\$179,305	\$610,732	\$186,276	\$0	\$976,313
	Rosemount Center	\$122,865	\$806,684	\$455,654	\$0	\$1,385,203
	Samaritan Inn, Inc	\$6,327	\$0	\$0	\$0	\$6,327
	Semillitas Child Development Center LLC	\$25,198	\$29,584	\$11,793	\$0	\$66,576
	Woodbridge Day Care Centers	\$190,472	\$970,327	\$112,294	\$0	\$1,273,094
	YMCA of Metropolitan Washington	\$45,745	\$11,913	\$124,901	\$89,139	\$271,699
2	Barbara Chambers Children's Center	\$257,031	\$911,485	\$211,456	\$0	\$1,379,972
	CentroNia Inc.	\$97,781	\$406,072	\$84,245	\$0	\$588,098
	Edward C. Mazique Parent Child Center, Inc.	\$366,568	\$2,166,137	\$595,581	\$0	\$3,128,285
	KinderCare Education LLC	\$207,065	\$558,732	\$54,778	\$0	\$820,575
	Kingman Boys Club	\$0	\$0	\$0	\$254,516	\$254,516
	Logan-Shaw Child Care	\$110,022	\$189,875	\$5,924	\$0	\$305,821
	Milestone Enrichment Center Inc	\$108,194	\$419,911	\$170,777	-\$4,877	\$694,005
	MS PS Child & Family Services	\$42,101	\$78,925	\$30,421	\$0	\$151,447
	Radiant Minds, LLC	\$46,336	\$81,236	\$0	\$0	\$127,572

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Reggio's Treehouse, LLC	\$592	\$42,751	\$4,485	\$0	\$47,828
	Springfield Baptist Church CDC	\$134,889	\$392,750	\$147,167	-\$9,827	\$664,978
	Tiny Findings, Inc.	\$30,052	\$106,736	\$53,738	\$0	\$190,527
	Tomorrow's Promise Learning Center	\$107,595	\$465,026	\$146,440	\$0	\$719,061
	YMCA of Metropolitan Washington	\$0	\$99	\$130,063	\$122,768	\$252,929
3	AppleTree Early Learning Public Charter School	\$0	\$0	\$2,818	\$0	\$2,818
	Broadcasters Child Development Center, Inc.	\$9,455	\$64,041	\$8,633	\$0	\$82,129
	Cleveland Park Kinderhaus	\$3,662	\$38,271	\$5,207	\$0	\$47,139
	Communikids Preschool LLC	\$17,006	\$251,575	\$84,466	\$331	\$353,377
	Curious Explorers Center LLC	\$13,311	\$47,889	\$27,845	\$0	\$89,045
	Curious Explorers Home Daycare LLC	\$4,571	\$5,597	\$0	\$0	\$10,168
	Embassy Row Child Development Center	\$3,199	\$35,853	\$20,818	\$0	\$59,870
	Hatch Workspace 4001 Brandywine LLC	\$1,739	\$36,942	\$28,605	\$0	\$67,286
	KinderCare Education LLC	\$367,904	\$724,777	\$132,524	\$1,603	\$1,226,808

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	St. Albans Early Childhood Center	\$2,145	\$58,598	\$51,584	\$0	\$112,327
	Two Birds 2300 N ST, NW LLC	\$17,096	\$49,049	\$13,173	\$0	\$79,317
	Wonders Early Learning + Extended Day	\$0	\$0	\$22,849	\$67,815	\$90,664
4	2 New Heights CDC	\$161,350	\$443,827	\$78,333	\$0	\$683,510
	ABC Child Development Center	\$30,172	\$225,268	\$84,919	\$34,833	\$375,192
	Arsema Childcare	\$1,686	\$12,726	\$0	\$0	\$14,412
	BILIBIM LLC	\$0	\$14,202	\$693	\$0	\$14,895
	Blandi's Child Learning Center	\$40,562	\$137,686	\$21,180	\$0	\$199,428
	Blooming Minds CDH, LLC	\$5,872	\$51,839	\$0	\$0	\$57,711
	Bright Start Child Care, LLC	\$36,612	\$170,794	\$117,716	\$0	\$325,122
	Capital City Public Charter School	\$0	\$0	\$42,960	\$110,909	\$153,869
	CentroNia Inc.	\$125,427	\$524,823	\$68,821	\$0	\$719,071
	Chantelle's Quality CDC Inc.	\$134,642	\$230,901	\$237,402	\$61,467	\$664,411
	Children's Hut LLC	\$295,405	\$996,805	\$470,474	\$0	\$1,762,684
	David's Stars Child Development Center, Inc	\$46,274	\$308,862	\$51,452	\$0	\$406,587
	DC Kids LLC	\$7,039	\$1,287	\$36,939	\$0	\$45,266
	Estrellitas Child Development Center	\$12,878	\$33,010	\$48,435	\$0	\$94,323

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	E.L. Haynes PCS	\$0	\$0	\$41,418	\$174,980	\$216,398
	Friendship Public Charter Schools, Inc	\$0	\$0	\$15,422	\$39,231	\$54,654
	Gap Community Childcare Center, Inc.	\$137,446	\$504,704	\$340,605	\$0	\$982,756
	Growing Seeds	\$66,632	\$329,279	\$142,694	\$58,421	\$597,026
	Ideal Child Care Development Center	\$93,188	\$103,916	\$76,920	\$1,484	\$275,508
	Kings & Queens Child Care Center	\$14,756	\$69,366	\$25,961	\$0	\$110,083
	Little Blessings LLC/ Irma Yolanda Tzul-De Moracles	\$25,015	\$33,768	\$18,875	\$0	\$77,657
	Love & Care Child Development Center Inc	\$13,452	\$0	\$855	-\$8,360	\$5,947
	Loving Care Day Nursery, Inc.	\$246,161	\$734,770	\$251,540	\$0	\$1,232,471
	Lynn Carol's Academy Of Early Learning	\$12,561	\$104,666	\$130,082	\$52,340	\$299,649
	Mana Bilingual Child Development Center	\$111,431	\$560,304	\$102,396	\$0	\$774,130
	Meriam Academy LLC	\$81,584	\$394,671	\$103,250	\$0	\$579,505
	Newlen Early Childhood Readiness Center	\$0	\$157,109	\$140,668	\$828	\$298,605
	PAULETTE C. SANSBURY	\$17,028	\$19,006	\$0	\$0	\$36,034

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Precious Blessing LLC	\$244	\$2,772	\$0	\$0	\$3,016
	Quickie Becky Child Care	\$408,229	\$1,862,330	\$505,304	\$0	\$2,775,863
	Roots Activity Learning Center	\$158,628	\$593,926	\$234,505	\$14,729	\$1,001,788
	Rosa Pelaez	\$9,909	\$33,948	\$0	\$0	\$43,857
	Shepherd Park Children's Academy	\$124,814	\$254,711	\$39,419	\$5,990	\$424,934
	Spanish Education Development Center	\$276,881	\$1,697,931	\$1,063,014	\$12,365	\$3,050,191
	The Bridges Academy, Inc.	\$182,764	\$667,994	\$812,135	\$688,572	\$2,351,465
	The Learning Curve CDC IV	\$49,442	\$125,825	\$71,654	\$749	\$247,671
	Tyson Family Services, LLC	\$136,733	\$829,016	\$99,588	\$2,681	\$1,068,019
	United Planning Organization	\$16,921	\$85,245	\$7,523	\$0	\$109,689
5	18th Street Early Learning Child Development	\$26,458	\$116,809	\$9,483	\$0	\$152,750
	Amen Child Development Learning Center	\$59,979	\$34,388	\$3,742	\$0	\$98,110
	Bellas Artes Child Creativity Center	\$77,788	\$209,171	\$52,957	\$0	\$339,916
	Bennett Babies, Inc.	\$53,249	\$377,250	\$143,831	\$0	\$574,331
	Bright Start Brentwood	\$391,096	\$1,358,411	\$244,623	\$0	\$1,994,131
	CentroNia Inc.	\$177,280	\$322,533	\$0	\$0	\$499,813
	Children of the Future CDC	\$21,098	\$145,903	\$37,107	\$0	\$204,108

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Emergent Preparatory Academy	\$118,874	\$437,958	\$85,091	\$0	\$641,922
	Friendship Public Charter Schools, Inc	\$0	\$0	\$69,363	\$244,886	\$314,249
	Gatari Children Development Center	\$297,351	\$1,075,341	\$371,461	\$0	\$1,744,153
	Growth Spurts Child Learning Center, LLC	\$14,293	\$3,453	\$84,527	\$77,611	\$179,884
	Happy Faces Early Learning Academy, LLC	\$103,608	\$748,431	\$267,148	\$0	\$1,119,187
	Home Away From Home CDC, Inc.	\$379,301	\$368,529	\$235,510	\$7,429	\$990,768
	I Care Child Development Center	\$27,240	\$68,147	\$2,664	\$0	\$98,051
	Israel Manor Inc	\$109,547	\$254,431	\$92,420	\$31,610	\$488,008
	Kennedy Child Development Center	\$75,773	\$329,917	\$9,040	-\$4,466	\$410,264
	Love & Care Child Development Center Inc	\$109,707	\$463,824	\$76,306	\$0	\$649,837
	Loving Care Day Nursery, Inc.	\$425,217	\$2,266,912	\$628,512	\$0	\$3,320,642
	Newlen Early Childhood School Readiness Center # 2	\$150,236	\$294,974	\$28,528	\$0	\$473,738
	Petit Scholars North Campus	\$21,856	\$21,200	\$0	\$0	\$43,056
	Playsafe Playhouse CDH	\$4,679	\$0	\$0	\$0	\$4,679

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Rocketship Education D.C. Public Charter School, I	\$0	\$0	\$74,768	\$97,053	\$171,820
	Tyraee Carter @The Carter's Heaven Arms Home Care	\$2,916	\$11,369	\$32,885	\$0	\$47,169
	United Planning Organization	\$35,280	\$147,283	\$7,016	\$0	\$189,580
	Voices Of Little Angels Child Care Development Hom	-\$90	\$10,511	\$0	\$0	\$10,421
	Woodbridge Day Care Centers	\$269,361	\$935,090	\$179,028	\$0	\$1,383,479
	YMCA of Metropolitan Washington	\$0	\$1,555	\$166,751	\$481,828	\$650,133
	Zoe's Home Daycare	\$2,781	\$19,890	\$6,683	\$0	\$29,354
	6	AppleTree Early Learning Public Charter School	\$0	\$0	\$66,636	\$1,646
Board Of Child Care Of The United Methodist Church, Inc.		\$151,579	\$586,496	\$136,653	\$0	\$874,728
Bright Start NOMA LLC		-\$3,290	\$95,503	\$183,471	\$22	\$275,705
Creative Minds Child Care II LLC		\$34,031	\$58,982	\$3,276	\$0	\$96,289
District Montessori		\$0	\$69,213	\$10,623	\$0	\$79,835
Edward C. Mazique Parent Child Center, Inc.		\$42,076	\$137,106	\$11,570	\$0	\$190,752

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	First Choice Day Care	\$0	\$10,492	\$1,191	\$0	\$11,683
	Friendship Public Charter Schools, Inc	\$0	\$0	\$23,965	\$112,294	\$136,259
	Kiddie University H Street	\$43,764	\$298,841	\$43,045	\$0	\$385,650
	Kids Come First	\$164,546	\$773,499	\$171,367	\$0	\$1,109,411
	Kidz Care Unlimited Child Development Center, LLC	\$101,164	\$744,511	\$268,104	\$34,442	\$1,148,221
	KU Kids Deanwood, LLC	\$304,363	\$810,890	\$224,237	\$0	\$1,339,490
	Petit Scholars Capitol Hill	\$25,448	\$24,246	\$0	\$0	\$49,695
	Reggio's Treehouse, LLC	\$138,602	\$243,729	\$93,136	\$851	\$476,318
	Rising Stars Early Learning Center	\$31,804	\$238,079	\$50,638	\$1,389	\$321,909
	STEM Preschool, LLC	\$116	\$62,452	\$26,854	\$0	\$89,422
	STORY TIME KIDS LLC	\$28,215	\$244,600	\$0	\$0	\$272,814
	Taylor'd Educational LLC / The Goddard School	\$333,618	\$760,698	\$169,401	\$0	\$1,263,717
	University for Kids Capitol Riverfront	\$30,099	\$84,076	\$0	\$0	\$114,175
7	Agape Woodland Tigers Youth Academy INC	\$164,780	\$529,595	\$161,046	\$11,719	\$867,140
	Alphabet-A Child	\$33,630	\$27,236	\$7,460	\$0	\$68,325

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Development Center, LLC					
	Amen Family Child Care	\$27,937	\$131,753	\$48,863	\$11,399	\$219,952
	AppleTree Early Learning Public Charter School	\$0	\$0	\$70,501	\$793	\$71,294
	Artimitia J. Mitchell	\$34,833	\$34,589	\$26,063	\$9,372	\$104,857
	Bright Beginnings, Inc..	\$1,823	\$8,365	\$0	\$0	\$10,188
	Carmens Pride & Joy Incorporated Pride & Joy Early	\$5,125	\$18,261	\$1,825	\$0	\$25,211
	Community Educational Research Group	\$28,345	\$643,948	\$756,635	\$306,997	\$1,735,925
	Divine Beings 247	\$5,337	\$1,929	\$0	\$0	\$7,266
	Educare of Washington DC	\$182,452	\$1,371,044	\$535,339	\$2,410	\$1,605,253
	First Rock Baptist Church Child Development Center	\$178,428	\$795,737	\$138,364	\$0	\$1,112,529
	Friendship Public Charter Schools, Inc	\$0	\$0	\$35,531	\$97,431	\$132,962
	Future Stars Early Learning Center, LLC	-\$1,087	\$54,815	\$36,120	\$0	\$89,848
	Grandma's Hands Daycare	\$46,214	\$52,348	\$22,633	\$0	\$121,196
	Grow and Grow Child Development Home	\$36,763	\$28,938	\$7,447	\$0	\$73,149

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Growth Spurts Child Learning Center, LLC	\$3,480	\$31,276	\$55,388	\$15,848	\$105,992
	House of Ruth	\$123,655	\$747,785	\$312,211	\$0	\$1,183,651
	KCE Champions LLC	\$0	\$0	\$6,019	\$12,621	\$18,639
	Kids Are People Too CDC	\$154,505	\$930,144	\$159,609	\$0	\$1,244,259
	La Juanda D. Hill	\$19,381	\$46,145	\$13,060	\$14,393	\$92,979
	Lena Sears Child Development Center	\$133,889	\$663,115	\$115,075	\$0	\$912,079
	Lia's Rainbow LLC	\$84,811	\$255,406	\$165,718	\$3,056	\$508,991
	LTH Infant and Toddler Center, LLC	\$42,205	\$126,890	\$23,396	\$0	\$192,492
	Mamie Child Development Center 1	\$6,858	\$28,794	\$0	\$0	\$35,652
	Manley Science & Technology Center MSTC	\$73,323	\$419,369	\$63,123	\$0	\$555,815
	Promoting Love and Wisdom Childcare Home	\$13,244	\$22,521	\$20,272	\$5,568	\$61,605
	Rainbow Child Learning Center	\$18,585	\$352,894	\$67,419	\$6,473	\$445,372
	REDHEAD Laugh Learn and Play Child Care	\$16,824	\$142,811	\$11,689	\$0	\$171,324
	Rocketship Education D.C. Public Charter School, I	\$0	\$0	\$90,070	\$146,450	\$236,521

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Sheila Harley	\$8,728	\$45,580	\$4,871	\$0	\$59,179
	Shining Star 2	\$31,265	\$357,811	\$67,315	\$0	\$456,391
	Shining Star Early Learning Center LLC	\$28,323	\$369,821	\$105,399	\$12,041	\$515,584
	St. Timothy's Episcopal Church CdC	\$43,051	\$436,233	\$170,849	\$83,337	\$733,470
	Stephanie Dobson	\$4,444	\$50,138	\$13,725	\$3,845	\$72,152
	Sukarno Glory Childcare Development Center	\$29,557	\$148,370	\$1,562	\$0	\$179,488
	The Caring Corner Academy Daycare	\$2,549	\$0	\$0	\$0	\$2,549
	The Happy Kids Learning Center	\$156,363	\$645,096	\$89,369	\$1,442	\$892,270
	Tyson Family Services, LLC	\$185,460	\$738,443	\$244,955	\$1,073	\$1,169,931
	United Planning Organization	\$110,687	\$177,248	\$27,486	\$0	\$315,421
	Wibble Wobble Child Development Center	\$0	\$38,231	\$67,277	\$9,667	\$115,175
	Winters Wonderland Early Child Care	\$22,831	\$143,224	\$17,268	\$0	\$183,323
	Worlds Youngest Scholars	\$10,491	\$57,921	\$19,268	\$0	\$87,680
	YMCA of Metropolitan Washington	\$0	\$0	\$128,939	\$257,421	\$386,359
8	Angel's Arena Child Care LLC	-\$1,719	\$31,679	\$7,329	\$0	\$37,288
	AppleTree Early Learning	\$0	\$0	\$83,312	\$1,499	\$84,811

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Public Charter School					
	Baby Einstein CDC	\$117,745	\$262,161	\$74,821	\$9,750	\$464,477
	Berts Family Childcare	\$1,101	\$4,863	\$0	\$0	\$5,964
	Bethel Christian Fellowship Church	\$70,072	\$315,044	\$202,660	\$81,792	\$669,567
	Big Mama's Children's Center	\$117,674	\$503,190	\$293,834	\$105,857	\$1,020,556
	Bright Beginnings, Inc..	\$135,657	\$736,223	\$425,987	\$0	\$1,297,866
	Cedar Tree Academy PCS	\$0	\$0	\$46,860	\$55,568	\$102,428
	Community Educational Research Group	\$185,884	\$1,102,454	\$253,419	\$0	\$1,541,757
	Creative Korner Early Learning Center	\$8,585	\$119,804	\$41,809	\$0	\$170,199
	Crystal Child Development Center, Inc.	\$59,585	\$91,456	\$23,121	\$0	\$174,162
	Dawn To Dusk Child Development Center	\$170,794	\$943,153	\$413,310	\$30,101	\$1,557,358
	Early Childhood Academy Public Charter School	\$0	\$0	\$49,890	\$32,811	\$82,701
	Emergent Preparatory Academy	\$217,873	\$1,112,087	\$142,345	\$82,600	\$1,554,905
	Friendship Public Charter Schools, Inc	\$0	\$0	\$25,591	\$133,232	\$158,822

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Home Away From Home CDC, Inc.	\$267,815	\$1,032,996	\$327,463	\$26,939	\$1,655,212
	Independent Church Of God CDC	\$78,574	\$213,451	\$100,423	\$24,281	\$416,729
	Ingenuity Prep	\$0	\$0	\$14,247	\$21,399	\$35,645
	Jewel's New Beginning Learning Center, LLC	\$173,721	\$908,871	\$306,111	\$37,740	\$1,426,444
	Jynells Child Care	-\$891	\$42,983	\$22,637	\$21,560	\$86,289
	KCE Champions LLC	\$0	\$0	\$16,742	\$4,926	\$21,668
	KD's Klubhouse LLC	\$306,184	\$530,964	\$202,312	\$73,989	\$1,113,449
	Kiddie Academy Child Development	\$21,353	\$56,167	\$19,562	\$0	\$97,083
	Kiddies Incorporated	\$197,675	\$1,235,834	\$324,477	\$1,403	\$1,759,389
	Kids Are Us Learning Center, Inc	\$69,826	\$452,660	\$195,146	\$0	\$717,632
	Kuumba Learning Center	\$16,154	\$133,682	\$111,164	\$40,323	\$301,323
	Linda T Waller	-\$2,066	\$63,812	\$14,937	\$0	\$76,683
	Little Apple Child Care Center, LLC	\$37,896	\$201,110	\$53,053	\$15,906	\$307,964
	Little Emotions Child Development Center, LLC	\$2,184	\$53,821	\$10,683	\$0	\$66,687
	Martha's Table, Inc.	\$159,815	\$673,573	\$204,664	\$0	\$1,038,051
	Matthews Memorial Baptist Church	\$107,462	\$299,486	\$132,031	\$36,661	\$575,640

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Miriam's Growing Seeds Daycare	\$1,593	\$73,188	\$19,832	\$0	\$94,613
	National Children's Center, Inc.	\$267,659	\$1,635,581	\$520,727	\$27,021	\$2,450,989
	New Creation Child Development Center	-\$2,189	\$23,000	\$257	\$0	\$21,068
	Ngegha Beginner Child Care	\$127,104	\$97,300	\$11,361	\$7,456	\$243,220
	Patricias 23 Hour Care	-\$318	\$0	-\$159	\$4,598	\$4,122
	Phase Family Center DC LLC	\$20,371	\$159,387	\$122,649	\$0	\$302,407
	POC Learning Academy, LLC	\$18,915	\$147,892	\$23,224	\$0	\$190,031
	Rehoboth Baptist Church Day Center	\$0	\$183,488	\$388,786	\$270,093	\$842,366
	Rocketship Education D.C. Public Charter School, I	\$0	\$0	\$50,377	\$19,901	\$70,278
	RUNN AND SHOOT WITH ME LLC	\$11,205	\$15,962	\$281	\$0	\$27,448
	St. Philip's Child Development Center	\$137,430	\$640,437	\$163,772	\$0	\$941,640
	STORMM/Jack and Jill Academy	\$3,963	\$24,170	-\$1,747	\$14,105	\$40,491
	Sunshine Early Learning Center	\$165,199	\$1,308,757	\$537,951	\$48,739	\$2,060,646
	The Highlands Community Development Corporation	\$0	\$181,811	\$418,225	\$0	\$600,036
	The Learning Curve CDC	\$0	\$144,862	\$225,893	\$130,652	\$501,407

Ward	Provider Name	Infant	Toddler	Preschool	School Age	Total Payment
	Tiny Tots Childcare Development Home LLC	\$3,044	\$3,670	\$3,660	\$2,000	\$12,373
	Toddlers On The Hill	\$11,749	\$77,227	\$84,400	\$2,726	\$176,101
	Tucker's Day Care Center	\$30,535	\$247,495	\$66,733	-\$4,659	\$340,105
	United Planning Organization	\$115,521	\$446,500	\$75,213	\$0	\$637,235
	Vee's Child Development Center	-\$4,672	\$270,030	\$39,041	\$0	\$304,400
	WLTG, LLC	\$32,143	\$114,688	\$23,751	\$7,895	\$178,477
	YMCA of Metropolitan Washington	\$0	\$94	\$225,984	\$408,126	\$634,204
	Total	\$17,329,534	\$74,245,289	\$29,267,385	\$6,440,444	\$126,796,660

e. A list of the childcare facilities that were newly licensed during fiscal year 2024 and 2025 (through January 31).

Fiscal Year License Obtained	Facility Name
FY25	A Place to Grow Child Development Home
FY25	Alphabet - A Child Development Center
FY25	Apollo After School at Two Rivers - Young Campus
FY25	Apollo After School at Two Rivers Public Charter School -4th St. Campus
FY25	Appletree Early Learning Public Charter School - Spring Valley
FY25	Appletree Early Learning Public Charter School - Waterfront Station
FY25	Bambini Play & Learn at Federal Triangle
FY25	Bambini Play & Learn at Golden Triangle
FY25	Bambini Play & Learn at Mount Vernon
FY25	Bambini Play & Learn at Navy Yard
FY25	Bambini Play & Learn at Noma
FY25	Blossoms Bilingual Child Development Center
FY25	Bright Beginnings, Inc. @ Garfield Elementary
FY25	Bright Beginnings, Inc. @ Whitlock Elementary
FY25	Bright Children Development Center LLC
FY25	Creative Minds Child Care II
FY25	Crystal Child Development Center
FY25	Curious Explorers Home #1 LLC
FY25	Damaris Mejia Arcoiris ABCD
FY25	DC Child Care II
FY25	De Colores Learning Center III
FY25	Developing Divine Beings
FY25	Discovery Learning Academy III - Shannon Place
FY25	Edward C. Mazique Parent Child Center @ Amidon Bowen
FY25	Exploring Child Learning Center
FY25	Georgetown Preschool
FY25	Grandma's Hands Daycare
FY25	IMF Childcare Center /2555 LP - Learning Leaf LLC
FY25	Ingenuity Prep Public Charter School
FY25	Innovation Learning at Perry Street Preparatory Public Charter School
FY25	Jewel's New Beginning Learning Center III
FY25	KCE Champions LLC @ Anacostia Middle
FY25	KCE Champions LLC @ Benning Elementary
FY25	Kiddie Academy of DC- West End II

Fiscal Year License Obtained	Facility Name
FY25	KinderCare LLC @ Old Banneker Building
FY25	Mamie Child Development Center 1
FY25	Mesac Child Development Center III
FY25	MTF Childcare LLC @ Creative Minds International Public Charter School
FY25	MTF Childcare LLC @ Inspired Teaching Demonstration School
FY25	Precious Blessing LLC
FY25	Shepherd Park Children's Academy @ NOMA LLC
FY25	The Caring Corner Academy Daycare
FY25	The Future Stars Enrichment Program @ Van Ness
FY25	UPO -OEL@ Davis Elementary School
FY25	Wee World Early Childhood Enrichment Hub
FY25	Wonders Extended Day at JFEC
FY25	Woodbridge Day Care Center VII

Fiscal Year License Obtained	Facility Name
FY26	DC Child Care II
FY26	Discovery Learning Academy III - Shannon Place
FY26	Georgetown Preschool
FY26	The Future Stars Enrichment Program @ Van Ness

As of Nov. 7, 2025.

96. Please provide data on the application pathways available and utilized by families in the District:

a. Number of applications received by DHS broken out by in-person and online.

OSSE began receiving these data from DHS monthly in March of 2025. According to the data provided, DHS received 1,978 in-person applications and 983 online applications from March through the end of FY25.

b. Number of applications approved or denied by DHS by month.

Month	Approved**	Denied
October 2024	275	27
November 2024	146	22
December2024	386	25
January 2025	201	40
February 2025	158	12
March 2025	77	2
April 2025	150	30
May 2025	199	37
June 2025	280	5
July 2025	129	16
August 2025	189	12
September 2025	188	20
October 2025	232	19
November 2025	253	12
December 2025	84	21
January 2026	86	9

** Data received from DHS.*

*** Data exclude approved referrals.*

- 97. Please describe the status of Capital Quality at the end of FY 2025. Include:**
- a. How many programs participate in Capital Quality? What are their ratings?**
 - b. Have there been any delays or changes in the implementation of Capital Quality in FY2025?**
 - c. What proportion of participating Capital Quality programs do not participate in the child care subsidy program?**

Capital Quality is DC's tiered quality rating and improvement system (QRIS) for child development facilities. There are four main components of Capital Quality: 1) a facility designation (e.g., developing, progressing, quality, high-quality) that is determined by the use of research-based metrics; 2) a continuous quality improvement plan (CQIP) that is aligned with research-based quality standards; 3) a quality profile to support families in selecting an early care and education setting that best meets their child's needs; and 4) one-on-one technical assistance. The number of participants fluctuates based on participation in the Child Care Subsidy program and the number of providers that do not provide subsidized child care but opt into Capital Quality.

As part of the District's federal Preschool Development Grant, Birth to Five award, OSSE engaged the Urban Institute to study Capital Quality's program strengths, the experiences of stakeholders, and areas for improvement, including opportunities to better support early childhood programs. While this review was underway in FY25, OSSE paused calculation of Capital Quality designations. As a result, Capital Quality ratings and designations were frozen beginning April 1, 2024, and facilities were not required to complete CQIPs in FY25. The Urban Institute's review of Capital Quality drew on both administrative data and extensive engagement with 175 stakeholders, including child care program operators and families, and produced a set of four broad recommendations for the District. First, the [report](#) emphasized the importance of building trust and usability across the system, ensuring that providers and families experience Capital Quality as transparent, reliable, and supportive. Second, it called for improving systems alignment and reducing duplication, recognizing that overlapping requirements and fragmented processes can create inefficiencies and confusion. Third, the analysis highlighted the need to strengthen the core components of Capital Quality itself, particularly the observation and designation processes that form the backbone of the system. Finally, the Urban Institute encouraged DC to consider opportunities for system redesign, signaling that incremental improvements may not be sufficient to meet the evolving needs of providers and families.

Stakeholders consistently described Capital Quality as a system-level strategy for improving and communicating child care quality, but they also identified several areas where the program could be refined. They recommended expanding virtual options for engagement to make participation more accessible, and they stressed the importance of tailoring supports to the distinct needs of family child care homes versus centers. Many participants expressed concern that the Continuous Quality Improvement Plan had become repetitive and burdensome,

suggesting that it should be revised or discontinued. Stakeholders also underscored the need for greater consistency in the information shared with providers, as well as more uniformity in how observations are conducted and reported, including clearer details in observation reports.

In response to these findings, OSSE will work in FY26 to revise Capital Quality and its key components. Particular attention is being given to the observation process, which stakeholders identified as central to the system’s credibility and effectiveness. Through revisions, OSSE seeks to strengthen the program so that it continues to serve as a meaningful tool for assessing and elevating the quality of child care across the District.

In FY25, 271 of 466 licensed child development facilities, or 58 percent, participated in Capital Quality. Of the 466 licensed facilities, 35 (8 percent) provide out of school time programs only and are not eligible to participate in Capital Quality. Of the 271 participating facilities, 246 (91 percent) participated in the child care subsidy program and were required to participate in Capital Quality; the remaining 25 (9 percent) facilities opted to participate voluntarily. Below is a breakdown of participating facilities by facility type and participation in the Child Care Subsidy program as of December 2025.

Facilities Participating in Capital Quality as of December 2025

Facility type	Number Participating in Child Care Subsidy Program	Number Not Participating in Child Care Subsidy Program	Total Facilities
Child development centers	196	16	212
Child development homes	23	3	26
Expanded child development homes	26	7	33

The table below shows the number of facilities holding each Capital Quality designation, as of January and September 2025. In FY25, 180 (66 percent) of facilities participating in Capital Quality held a “quality” or high quality” designation (the District’s metric for quality programs), with a plurality of facilities holding a “high-quality” designation. Twenty-six percent of participating facilities held a “preliminary” designation, which means they are newly opened or newly participating in Capital Quality and have not yet received an observation-based designation. Only 21 facilities (8 percent) held a developing or progressing designation (the lowest observation-based designations).

Capital Quality Designation	Number of Facilities as of January 2025	Number of Facilities as of September 2025
Preliminary	60	70
Developing	1	1
Progressing	21	20

Capital Quality Designation	Number of Facilities as of January 2025	Number of Facilities as of September 2025
Quality	71	73
High-Quality	109	107
Total	262	271

Capital Quality designations for all participating facilities are available on the [MyChildCareDC website](#).

98. Please describe how OSSE is supporting the early childcare education workforce in meeting the enhanced educational requirements.

OSSE's child development facility licensing regulations, 5-A DCMR §§ 100-199, seek to improve the skills, knowledge, and competencies of the early care and education workforce and ensure that staff have the necessary qualifications and credentials to educate and care for young children. OSSE has issued several revisions to the licensing regulations since first released in December 2016 to provide the workforce sufficient time to complete credentials and has invested significant resources to help child care educators meet the education requirements through free Child Development Associate (CDA) credential programs, postsecondary scholarships, and financial incentives and supports for credential/degree completion. Many of the District's early childhood educators have taken advantage of the support provided by OSSE to earn credentials and degrees.

In December 2022, the bachelor's degree requirement for center directors went into effect, and OSSE began to enforce this requirement as part of regular licensing inspections. In December 2023, OSSE promulgated a Notice of Emergency and Proposed Rulemaking (NEPRM) for the Licensing of Child Development Facilities to revise the education requirements for early childhood educators included in the current licensing regulations (5-A DCMR Chapter 1). The changes were issued in a Final Rule in August 2025.

OSSE's changes maintain strong education requirements for early educators while providing additional pathways for meeting those standards. The rule broadened the types of credentials and degrees that can be considered to meet education requirements, including allowing college degrees earned outside the United States to be used to meet the education requirements if accompanied by a foreign credential evaluation and equivalency report that meets or exceeds the requirements in the regulations; broadening the list of majors that can be considered degrees in early childhood or a related field; reducing the number of early childhood credit hours required for educators who obtained an associate, bachelor's, or other postsecondary degree in a field other than early childhood; and allowing state-issued credentials from other states to be accepted in place of a Child Development Associate credential, upon review and approval by OSSE.

In addition, the rule changes allowed early childhood educators who are currently enrolled in credential or degree programs to meet the education requirements for their position but have not yet completed their studies to be employed in a role while working toward meeting the education requirements. This change, which mirrors the approach taken by "alternative pathway" teacher preparation programs for public school teachers, provides additional time for current early educators to complete degrees and credentials, while also holding them accountable to make progress towards those requirements, and fosters the development of a pipeline of future qualified professionals for early childhood educator roles, by allowing newly hired educators to work in child development facilities while they pursue studies to meet education requirements.

The rule also allows individuals who qualify for their roles based on 10 years of continuous service or enrollment in a degree or credential program to apply directly to OSSE for a certification documenting that they are deemed to meet requirements for their positions, which they can carry across employers.

All of these policy changes increase the number of early educators meeting credential requirements without substantively reducing the standards OSSE previously set for the early childhood workforce.

The education requirements in effect as of Dec. 20, 2023, are as follows:

	Position	Degree/Credential Pathways
Center-based	Director	<ul style="list-style-type: none"> • Bachelor’s degree in early childhood education¹ or closely related field
		<ul style="list-style-type: none"> • Bachelor’s degree in any subject area with at least 12 credit hours in early childhood education
	Teacher	<ul style="list-style-type: none"> • Associate degree (or higher) in early childhood education or a closely related field
		<ul style="list-style-type: none"> • Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education
		<ul style="list-style-type: none"> • Enrollment in a degree program provided that the teacher holds a Child Development Associate (CDA) and earns an associate degree (or higher) within four years of their initial date of hire as a teacher at a child development center
	Assistant Teacher	<ul style="list-style-type: none"> • Child Development Associate (CDA)
		<ul style="list-style-type: none"> • Associate degree (or higher) in any subject area
		<ul style="list-style-type: none"> • Completion of at least 60 credit hours in any subject area
		<ul style="list-style-type: none"> • State-awarded certificate comparable to a Child Development Associate (CDA) that is approved by OSSE

	Position	Degree/Credential Pathways
		<ul style="list-style-type: none"> High school diploma or equivalent, provided the individual earns a Child Development Associate (CDA) within two years of their initial date of hire as an Assistant Teacher at a child development center
Home-based	Expanded Home Caregiver	<ul style="list-style-type: none"> Associate degree (or higher) in early childhood education or a closely related field
		<ul style="list-style-type: none"> Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education
		<ul style="list-style-type: none"> Enrollment a degree program provided the Expanded Home Caregiver holds a Child Development Associate (CDA) and earns an associate degree (or higher) within four years of opening the expanded child development home
	Home Caregiver	<ul style="list-style-type: none"> Child Development Associate (CDA)
		<ul style="list-style-type: none"> State-award certificate comparable to a Child Development Associate (CDA) that is approved by OSSE
		<ul style="list-style-type: none"> Associate degree (or higher) in early childhood education or a closely related field
		<ul style="list-style-type: none"> Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education
	Associate Home Caregiver	<ul style="list-style-type: none"> Child Development Associate (CDA)
		<ul style="list-style-type: none"> State-awarded certificate comparable to a Child Development Associate (CDA) that is approved by OSSE
		<ul style="list-style-type: none"> Completion of at least 60 credit hours or an associate degree (or higher) in any subject area

	Position	Degree/Credential Pathways
		<ul style="list-style-type: none"> High school diploma or equivalent, provided the individual earns a Child Development Associate (CDA) within two years of their initial date of hire as an Associate Caregiver at a child development home or expanded child development home

¹ Includes early childhood development, elementary education, early childhood special education, child and family studies.

Early Childhood Educators Meeting the Minimum Education Requirement, as of October 2025

Role	Total Staff	Number of Staff Who Meet Education Requirement	Percent of Staff Who Meet Education Requirement
Center Director	357	327	91.6%
Teacher	1,794	1,676	93.4%
Assistant Teacher	2,031	1,834	90.3%
Expanded Home Caregiver	57	52	91.2%
Home Caregiver	40	36	90.0%
Associate Home Caregiver	168	141	83.9%

OSSE has taken numerous additional steps to ensure that the early care and education workforce meets the enhanced educational requirements, including through the following supports:

DC Leading Educators toward Advanced Degrees (DC LEAD)

DC LEAD offers scholarships that cover the cost of tuition and books for child care educators who work in licensed child development facilities in DC and are pursuing postsecondary education to meet the minimum child care facility education requirements. In FY25, the DC LEAD scholarships enabled 362 child care educators to enroll in at least one, three-credit course at a partner institution of higher education (IHE). A total of 70 scholars received their degrees in FY25, including 47 who completed an associate degree, 19 who completed a bachelor’s degree, and four who completed a certificate program that met the minimum education requirement for their staff type.

CDA Training and Preparation Program

During FY25, two OSSE-funded CDA grantees, CentroNía Institute and Southeast Children’s Fund (SCF) supported 557 early childhood educators to complete CDA coursework or renew their CDA credential. 403 early childhood educators received their initial or renewal CDA

credential in FY25, and the CDA grantees continue to support 154 early childhood educators working to obtain or renew CDA credentials. OSSE grantees also support CDA scholars who complete coursework through online professional development platforms or with training organizations outside of the OSSE-funded CDA training and preparation programs (e.g., Briya, UPO) to complete the CDA credentialing process, including by covering the cost of their credential application. Additionally, OSSE worked with SCF to offer CDA training and preparation, supported portfolio development, and exam preparation in Amharic, thereby reducing barriers to CDA completion for Amharic-speaking scholars.

First Step

First Step: A CDA Credential and Career and Technical Education Program (First Step), supports students in earning their CDA while simultaneously completing their high school diploma. First Step provides students with an experienced instructor, school-based support, more than the required 120 classroom hours, funding for first aid/CPR training, background checks, physical examinations, and an opportunity to receive paid internships as they work to complete the 480 practicum hours needed to obtain the CDA credential. While working in DC child development centers, First Step scholars gain professional experience, connect classroom concepts with work experience, and receive valuable feedback from instructors, teachers, and administrative staff. First Step students commit to participation for three school years to obtain the CDA credential. OSSE's Division of Early Learning partners with OSSE's Division of Postsecondary and Career Education to fund and oversee First Step programs in public and public charter high schools in DC. In FY25, the First Step program at IDEA Public Charter School supported 32 scholars with funding support from OSSE. An additional three DC Public Schools (Columbia Heights Education Campus, Garnet-Patterson STAY High School, and Ballou STAY High School) support 153 students through the First Step program with oversight from OSSE.

Learning Management System

In June 2023, OSSE launched a new professional development learning system, the OSSE Learning Management System (LMS), to provide all educators in the District working in early learning programs and public school from pre-K 3 through adult education access high-quality professional development coursework. The purpose of the LMS is to empower early childhood educators, child care providers, and administrative staff with a seamless learning and development system that covers continued professional learning content needs. Educators are able to complete required training through the LMS as well as access supplemental learning to improve their practice.

For early educators, the LMS replaced the Professional Development Information System (PDIS) previously administered by OSSE. The LMS organizes robust eLearning content in a centralized location, provides unlimited access to professional learning and tracks and maintains user progress. Through the LMS, users may log in, search, and register for courses; access a transcript of courses they have taken in the LMS (as well as courses taken through PDIS which is the former LMS that was in place prior to June 2023); and access course content, including webinar links, supplemental materials, and assessments or surveys related to their courses.

Access to the LMS is provided to all users registered in the Division of Early Learning Licensing Tool (DELLT) free-of-charge, and course offerings are available throughout the year to ensure all educators have access to the resources they need.

Quorum eLearning

In FY25, OSSE contracted with Quorum eLearning by Teaching Strategies to provide DC early childhood educators free access to a membership-based online professional development platform that allows them to access required CDA coursework and complete all health and safety trainings required by OSSE's licensing regulations (excluding initial CPR training, as that is required to be in-person, unless it is a renewal). More than 9,500 registered educators completed a total of 32,436 courses in FY25.

Additional Postsecondary Scholarships

OSSE's Division of Postsecondary and Career Education provides eligible early childhood educators postsecondary scholarships through the DC Tuition Assistance Grant (DC TAG), DC Futures, and Mayor's Scholars programs.

The Early Childhood Education (ECE) Help Desk

The ECE Help Desk assists early childhood educators to understand and meet OSSE's minimum education requirements by providing technical assistance, answering questions, and identifying appropriate postsecondary or credential programs and scholarship opportunities for which they might be eligible. The ECE Help Desk provides resources, assists with planning, and offers individualized guidance with professional development tracking. In FY25, the ECE Help Desk helped answer 3,058 inquiries from early childhood educators and stakeholders via email, phone, or in-person.

99. **Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program for fiscal years 2025 and 2026 (through January 31). For each of these grants, provide the following information: (1) the award recipient; (2) the amount awarded; (3) the type and amount of funds used to support the program; (4) the number of at-risk students served, (broken down by ward); (5) the criteria used to select the grant recipients; (6) the number of participating facilities that enroll at least 35% of children with a child care subsidy voucher and/or participate in Head Start, and; (7) the number of students served by these facilities.**

The Pre-K Enhancement and Expansion Act of 2008 (Pre-K Act) authorized OSSE to administer funding to community-based organizations (CBOs) to operate high-quality pre-K programs as part of the District’s mixed delivery pre-K system that also includes DCPS and public charter schools. PKEEP grantees receive funding, based on audited enrollment, at levels comparable to public school pre-K programs, and are required to meet eligibility requirements and high-quality standards as defined by the Pre-K Act and OSSE PKEEP regulations. OSSE’s PKEEP regulations (5-A DCMR Chapter 35) define general eligibility requirements that each pre-K program must meet, including required class sizes, operating hours, and participation in the Child and Adult Care Food Program (CACFP).

To receive a PKEEP “high-quality” designation, CBOs must demonstrate that they meet and maintain the high-quality pre-K program standards set in law and statute, which include:

- Defined adult-to-child ratios;
- Consistent use of a comprehensive curriculum that is aligned with DC’s early learning standards;
- Accreditation by a national accrediting body approved by OSSE;
- Utilization of assessment tools that are aligned with the program’s chosen curriculum;
- Employment and retention of teachers and teacher assistants who meet or exceed minimum educational requirements;
- **Equitable wages for educators comparable to the public school system in DC;**
- Professional development and coaching support for educators;
- Opportunities for families to participate in and support the program’s educational mission as active partners in their child’s learning and development;
- **Plans to ensure inclusion of children with disabilities, in accordance with federal-stated goals;**
- Safe, secure and developmentally appropriate space for use as classrooms;
- Daily active play for each pre-K age child;
- A process for ongoing program assessment and continuous quality improvement;
- Provision of comprehensive health and support services for all children enrolled in the program (e.g., developmental, vision and health screenings); and
- Compliance with program guidelines and reporting requirements.

Consistent with the Pre-K Act and current regulations, OSSE conducts the annual Pre-K Enhancement and Expansion Program High-Quality Designation Application process, through

which applicant CBOs may demonstrate that they meet the PKEEP eligibility and high-quality standards to participate in the PKEEP program.

Once awarded, a PKEEP high-quality designation remains in effect for three years, with each program’s funding level determined annually based on enrollment, as verified through OSSE’s enrollment audit process, which confirms students meet the same age and residency requirements that apply to DCPS and public charter pre-k students.

Fiscal Year 2025

In FY25, OSSE awarded PKEEP funding to 24 CBOs (including those whose three-year high-quality designations were continuing) consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. One CBO subsequently closed its business and did not receive its FY25 PKEEP award. The list of FY25 award recipients is provided in the table below.

Overview of FY25 Pre-K Enhancement and Expansion Grant Participants

Program Name	Total Award	Funding Amount from Local Pre-K Funds	Funding Amount from Local Subsidy Funds	Total PKEEP Students	Subsidy and/or Head Start Students	At Risk	Ward
Barbara Chambers	\$3,083,057	\$2,145,029	\$938,028	121	78	40	1
Bright Beginnings	\$597,092	\$284,416	\$312,676	26	>95%	22	8
Bright Start Childcare and Preschool	\$746,587	\$746,587	\$0	34	n<10	19	4
CentroNía	\$2,547,041	\$1,693,195	\$853,846	93	71	51	1
Children’s Hut	\$442,782	\$274,418	\$168,364	16	14	n<10	4
CommuniKids Preschool	\$4,776,019	\$4,763,993	\$12,026	244	n<10	n<10	3
Dawn to Dusk Child Development Center	\$447,885	\$291,547	\$156,338	15	13	>=90%	8
Easterseals Child Development Center	\$409,224	\$288,964	\$120,260	15	10	10	1
Educare of Washington DC	\$840,238	\$768,082	\$72,156	46	27	27	7
Estrellitas Montessori School	\$1,170,786	\$1,170,786	\$0	60	n<10	n<10	4

Program Name	Total Award	Funding Amount from Local Pre-K Funds	Funding Amount from Local Subsidy Funds	Total PKEEP Students	Subsidy and/or Head Start Students	At Risk	Ward
GAP Community Child Development Center	\$405,118	\$284,858	\$120,260	16	10	n<10	4
Home Away From Home Child Development Center	\$167,798	\$167,798	\$0	7	n<10	n<10	5
Ideal Child Development Center	\$323,748	\$311,722	\$12,026	16	n<10	n<10	4
Jubilee Jumpstart	\$228,640	\$180,536	\$48,104	10	n<10	n<10	1
KD's Discovery Learning Centers (formerly Happy Faces Early Learning Academy, Inc.)	\$399,551	\$260,711	\$138,840	14	12	10	5
Kiddie Academy of West End	\$778,037	\$753,985	\$24,052	39	n<10	n<10	2
Kuumba Learning Center, Inc.	\$265,718	\$229,640	\$36,078	11	n<10	n<10	8
National Children's Center	\$586,935	\$430,597	\$156,338	22	13	15	8
Paramount Child Development Center	\$545,454	\$377,090	\$168,364	20	14	13	8
Rosemount Center	\$915,904	\$783,618	\$132,286	48	22	n<10	1
Spanish Education Development Center	\$1,184,132	\$691,066	\$493,066	41	>95%	21	4
St. Albans	\$1,320,283	\$1,308,257	\$12,026	67	n<10	n<10	3
St. Phillips Child Development Center*	N/A	N/A	N/A	N/A	N/A	N/A	8

Program Name	Total Award	Funding Amount from Local Pre-K Funds	Funding Amount from Local Subsidy Funds	Total PKEEP Students	Subsidy and/or Head Start Students	At Risk	Ward
Sunshine Early Learning	\$724,454	\$471,908	\$252,546	25	21	20	8
Two Birds	\$756,669	\$745,099	\$11,570	38	n<10	n<10	2 & 3
Total**	\$23,663,152	\$19,423,902	\$4,239,250	1044	385	309	N/A

*CBO exited the PKEEP program during FY25.

**The total number of children includes children in programs where the data has been suppressed and therefore does not equal the sum of this column.

As noted above, the PKEEP high-quality designation is awarded for a three-year period. As shown in the table below, 22 CBOs maintained their Pre-K High-Quality designation for FY25 and were not required to complete a new full PKEEP application, and three CBOs renewed their Pre-K High-Quality designation for FY25 following the expiration of their three-year high-quality designation.

FY25 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY25	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY25
Barbara Chambers Children's Center	Children's Hut
Bright Beginnings	Rosemount Center
Bright Start Childcare and Preschool	Spanish Education Development (SED) Center
CentroNía	
CommuniKids Preschool and Children's Language Center	
Dawn to Dusk Child Development Center	
Easterseals Child Development Center	
Educare of Washington DC	
Estrellitas Montessori School	
GAP Community Child Development Center	
Home Away from Home Child Development Center	
Ideal Child Development Center	
Jubilee JumpStart	
KD's Discovery Learning Centers (formerly Happy Faces Early Learning Academy)	
Kiddie Academy of West End	
Kuumba Learning Center, Inc.	
National Children's Center	

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY25	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY25
Paramount Child Development Center	
St. Phillips Child Development Center	
Sunshine Early Learning	
St. Alban's Early Childhood School	
Two Birds	

Fiscal Year 2026

OSSE allocated funding to 23 CBOs at levels consistent with the UPSFF. **Two CBOs with new high-quality designations for FY26 did not receive grants due to funding constraints.** The list of FY26 award recipients is provided in the table below. Note that the below data represent FY26 projections. The final funding amounts will be adjusted after the conclusion of the PKEEP enrollment audit reconciliation process for the 2025-26 school year.

Overview of FY26 Pre-K Enhancement and Expansion Grant Participants

Program Name	Total Award	Funding Amount from Local Pre-K Funds	Funding Amount from Local Subsidy Funds	Total Projected PKEEP Student Enrollment	Projected Subsidy and/or Head Start Students	Projected Number of At-Risk Children	Ward
Barbara Chambers	\$2,589,943	\$2,589,943	\$0	121	84	40	1
Bright Beginnings	\$236,273	\$236,273	\$0	26	20	>95%	8
Bright Start Childcare and Preschool	\$862,276	\$573,652	\$288,624	34	n<10	19	4
CentroNía	\$2,380,114	\$1,502,216	\$877,898	93	67	51	1
Children's Hut	\$413,702	\$221,286	\$192,416	16	>90%	n<10	4
CommuniKids Preschool	\$4,978,987	\$4,798,597	\$180,390	244	n<10	10	3
Dawn to Dusk Child Development Center	\$447,360	\$278,996	\$168,364	16	14	>90%	8
Easterseals Child Development Center	\$386,380	\$242,068	\$144,312	16	12	n<10	1

Program Name	Total Award	Funding Amount from Local Pre-K Funds	Funding Amount from Local Subsidy Funds	Total Projected PKEEP Student Enrollment	Projected Subsidy and/or Head Start Students	Projected Number of At-Risk Children	Ward
Educare of Washington DC	\$667,278	\$631,200	\$36,078	45	32	n<10	7
Estrellitas Montessori School	\$1,255,825	\$1,140,125	\$115,700	60	10	n<10	4
GAP Community Child Development Center	\$421,342	\$277,030	\$144,312	16	12	12	4
Home Away From Home Child Development Center	\$409,131	\$235,581	\$173,550	15	>90%	11	5
Ideal Child Development Center	\$337,065	\$313,013	\$24,052	16	n<10	n<10	4
Jubilee Jumpstart	\$236,991	\$140,783	\$96,208	10	n<10	n<10	1
Kiddie Academy of West End	\$809,510	\$749,380	\$60,130	39	n<10	n<10	2
Kuumba Learning Center, Inc.	\$454,088	\$261,672	\$192,416	16	>90%	>90%	8
National Children's Center	\$627,386	\$362,814	\$264,572	22	>95%	>95%	8
Paramount Child Development Center	\$405,816	\$225,426	\$180,390	15	10	10	8
Rosemount Center	\$464,694	\$332,408	\$132,286	48	23	n<10	1
Spanish Education Development Center	\$1,080,115	\$587,049	\$493,066	41	>95%	21	4

Program Name	Total Award	Funding Amount from Local Pre-K Funds	Funding Amount from Local Subsidy Funds	Total Projected PKEEP Student Enrollment	Projected Subsidy and/or Head Start Students	Projected Number of At-Risk Children	Ward
St. Albans	\$1,361,486	\$1,349,460	\$12,026	67	n<10	n<10	3
Sunshine Early Learning	\$694,445	\$393,795	\$300,650	25	16	20	8
Two Birds	\$763,754	\$763,754	\$0	38	n<10	n<10	2,3
Total**	\$22,283,961	\$18,206,521	\$4,077,440	1,039	351	302	N/A

**The total number of at-risk children includes children in programs where the data has been suppressed and therefore does not equal the sum of this column.

As noted previously, the PKEEP high-quality designation is awarded for a three-year period. As shown in the table below, 11 CBOs maintained their Pre-K High-Quality designation for FY26, and 12 CBOs renewed their Pre-K High-Quality designation in FY26 following the expiration of their three-year high-quality designation.

FY26 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY26	Pre-K Enhancement and Expansion CBOs that were designated or redesignated as High-Quality for FY26
Children's Hut	Barbara Chambers
CommuniKids Preschool	Bright Beginnings
Dawn to Dusk Child Development Center	Bright Start
Easterseals Child Development Center	CentroNia
Educare of Washington DC	Embassy Row Child Development Center*
Estrellitas Montessori School	Ideal Child Development Center
GAP Community Child Development Center	Jubilee Jumpstart
Home Away From Home Child Development Center	Kiddie Academy of West End
Paramount Child Development Center	Kuumba Learning Center, Inc.
Rosemount Center	National Children's Center
Spanish Education Development Center	Reggio's Treehouse*
	St. Albans
	Sunshine Early Learning
	Two Birds

* Did not participate in PKEEP in FY26 due to funding constraints.

100. Please provide a narrative update of OSSE’s oversight of the Early Head Start-Child Care Partnership (EHS-CCP) grant in the District, also known as the Quality Improvement Network (QIN). Include the number of children enrolled in the QIN (through January 31) and the location of each individual participating QIN site in the District.

The federal U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (OHS) awards grants directly to public and private non-profit and for-profit agencies to provide Head Start and Early Head Start (EHS) services in the District; OSSE holds one of these grants and has done so continuously since 2015. OSSE leveraged the Early Head Start-Child Care Partnership (EHS-CCP) grant to develop the Quality Improvement Network (QIN), as authorized by the Early Learning Quality Improvement Network Amendment Act of 2015.

Administering the EHS-CCP Grants

OSSE administers the EHS-CCP grant to bring together EHS and child care through layered funding to provide comprehensive and continuous services to infants, toddlers and their families who have low incomes and/or meet other categorical eligibility and priority population criteria (i.e., children in foster care, families receiving Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP)). During FY25, the QIN was implemented through one city-wide hub, the United Planning Organization (UPO), serving as OSSE’s delegate agency, receiving federal and local funds to deliver EHS services in the District. In FY25, the QIN received \$4,610,200 across all funding sources, including \$2,960,200 in federal EHS-CCP funds and an additional \$1,650,000 in local funds. Of this amount \$3,838,419 (\$2,188,419 in federal funds and \$1,650,000 in local funds) was allocated to UPO and \$251,411 was allocated to the Department of Behavioral Health. OSSE utilized the remaining \$520,370 (14 percent) to administer the program. OSSE, through UPO, used federal and local funds to support a network of 27 child development facilities—13 child development centers and 14 child development homes—in the implementation of EHS. As of Nov. 14, 2025, the QIN enrolled 314 children supported through federal and local funds. One center exited the QIN in October, 2025, and as of November 2025, 26 total facilities participate in the QIN.

The tables below provide the names of participating child care facilities and the ward in which they are located:

QIN Site: Center Name	Ward
Bell Teen Parent & Child Development Center	1
Big Mama’s Children Center	8
Board of Child Care*	6
Community Educational Research Group	7
Community Educational Research Group	8
House of Ruth Kidspace Child and Family Development Center	7
Jubilee Jumpstart	1
Kennedy Child Development Center	5

QIN Site: Center Name	Ward
Kids Are People Too Child Development Center V	7
Kids Are Us Learning Center	8
Love First Child Development Center	1
Loving Care Day Nursery, Inc.	5
Sunshine Early Learning Center	8

QIN Site: Home Name	Ward
Ada Masin Guzman	4
Alethea Etinoff	8
Angelique Speight	2
Anita Miller-Tolliver	8
Elsa Gaiem	1
Irma Tzul de Morales	5
Latrell Duncan-Fitchett	7
Lubertha Payne	8
Miriam Powell-Bowie	8
Muluwork Kenea	7
Paulette Sansbury	4
Renita Hill	8
Sylvia Crews	7
Towana McMickens	8

**Program exited in FY25.*

101. What progress has early intervention made in implementing the Natural Learning Environment Practices (NLEP) and what changes has OSSE seen as a result?

The District of Columbia early intervention program, Strong Start, supports and complies with federal law and regulations that require early intervention services to be family-centered, community-based, and provided in the natural environment, to the maximum extent appropriate. Research shows that children learn best when they are participating in naturally occurring learning opportunities that are a part of everyday routines and activities within the real life of the child and family. Evidence-based natural learning environment practices (NLEP) start with looking at the activities infants and toddlers participate in during their everyday life at home and in the community; these everyday activities provide learning opportunities that, in turn, can lead to increased participation and skill development for the child. NLEP also focuses on child interests to increase engagement, as well as parent responsiveness to the child, to support child learning and development. Consistent with the NLEP approach, Strong Start's work does not just provide services to children but also supports parents and other adults in a child's daily life to build adults' capacity to promote children's development and learning in the natural learning environment. In FY25, Strong Start enhanced the implementation of NLEP across the early intervention system and with families through the following:

Coaching Fidelity Compliance (Self-Assessment and Observation)

In FY25, OSSE's Strong Start program increased fidelity requirements for all early intervention providers to enhance oversight. The program set a new expectation that all early intervention providers employed by Strong Start vendors in the Early Intervention Part C system complete two self-assessments and two coaching observations with their agency's fidelity observer in FY25 (an increase from one coaching observation and one self-assessment in FY24). Members of the Part C State Leadership team attend quarterly local vendor agency meetings to provide updates on fidelity compliance completion rates and assist vendors in meeting the requirements.

Enhanced Training/Professional Development Opportunities

OSSE added new training and professional development (PD) opportunities to enhance NLEP practices. New opportunities included: Coaching Fidelity Observer training; PD on connecting the Assessment, Evaluation, and Programming System (AEPS) to child outcome data; and PD on supporting caregivers and child learning during and between early intervention visits.

Additionally, TORSH, a HIPAA compliant coaching and professional development platform, provides more in-depth onboarding of new therapists, service coordinators, and staff as well as an online learning platform for present therapists, service coordinators, and staff. This provides consistent professional learning opportunities for users as well as a monitoring platform for users who need support and resources in specific areas.

Pyramid Model Institute (PMI) Framework Implementation

In 2023, OSSE established the goal of developing an Infant Mental Health (IMH) framework for early intervention in DC to be used in conjunction with the coaching interaction style and the principles of the NLEP to build the capacity of early interventionists to recognize, reflect upon, and support families with their social emotional wellness. Through stakeholder engagement with the Interagency Coordinated Council (ICC), OSSE decided to provide this capacity building framework and experience for early interventionists by implementing the [Pyramid Model](#).

In FY25, Strong Start advanced its work with three pilot early intervention provider agencies in the continued implementation of the Pyramid Model framework. Each agency established its leadership team members to guide this effort and held monthly leadership team meetings. In February 2025, Strong Start hosted a two-day Early Intervention (EI) practice training for the pilot agencies and Strong Start staff. This training served as an introduction to Pyramid Model practices and outlined how to incorporate these practices to strengthen social-emotional outcomes for children and families.

In April 2025, Strong Start launched a Community of Practice for providers and staff in the pilot. This collaborative space enables participants to engage in case-based discussions, ask questions, and deepen their understanding of the Pyramid Model framework.

Additionally, the TORSH platform has streamlined access to tool guides and handouts available through the National Center for Pyramid Model Innovations (NCPMI), providing all staff with consistent access to resources and supportive, unifying messages when engaging with families about the Pyramid Model.

102. For OSSE's strong start program, provide the following:
- a. Number of evaluations by source of payment (Medicaid, MCO, or EIP), discipline of the evaluator(s) involved, and provider/contractor;

Source of Payment and Evaluation Agency	Number of Evaluations (FY25)
DCEIP	692
Coastal Healthcare	87
Kids in Motion	93
Milestone Therapeutic Services	86
National Therapy Center	11
OSSE	301
Playwell, LLC	114
MCO	666
Coastal Healthcare	143
Kids in Motion	160
Milestone Therapeutic Services	172
National Therapy Center	23
OSSE	0
Playwell, LLC	168
Total	1,360

Below is the breakdown by discipline of the evaluator(s). Please note that most evaluations are conducted by two members from different disciplines (except when only an Assessment, Evaluation and Programming System (AEPS) is requested), so the row numbers will not sum to the total.

Evaluation Agency / Discipline of Evaluator	# of Evaluations (DC EIP Payer)	# of Evaluations (MCO Payer)
Coastal Healthcare	87	143
Board Certified Behavior Analyst	13	26
Development Therapist	2	0
Occupational Therapist	21	36
Physical Therapist	54	81
Speech-Language Pathologist	84	132
Kids in Motion	93	160
Development Therapist	0	2
Occupational Therapist	9	21
Physical Therapist	82	138
Speech-Language Pathologist	95	157
Milestone Therapeutic Services	86	172
Occupational Therapist	69	142

Evaluation Agency / Discipline of Evaluator	# of Evaluations (DC EIP Payer)	# of Evaluations (MCO Payer)
Physical Therapist	9	24
Speech-Language Pathologist	82	170
National Therapy Center	11	23
Occupational Therapist	6	17
Physical Therapist	5	6
Speech-Language Pathologist	11	23
OSSE	301	0
Development Therapist	143	0
Occupational Therapist	135	0
Physical Therapist	163	0
Speech-Language Pathologist	115	0
Playwell, LLC	114	168
Development Therapist	21	23
Occupational Therapist	88	136
Physical Therapist	50	31
Speech-Language Pathologist	93	145
Total	692	666

b. Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral, broken out by ward;

OSSE reports annually to the U.S. Department of Education in its Annual Performance Report (APR) on the percent of eligible infants and toddlers with an Individualized Family Service Plan (IFSPs) for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline. Indicator 7 in the APR, which is submitted in February of each year and published on OSSE’s website upon finalization, includes the number and percent of children receiving an eligibility determination and initial IFSP within 45 days of referral. The most recent approved data is for Federal Fiscal Year (FFY) 2024 (July 1, 2024, to June 30, 2025). OSSE does not provide USED with ward level data; however, this data is provided below.

Year	Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C’s 45-day timeline	Number of documented delays attributable to exceptional family circumstances*	Number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted	Percent of children receiving an eligibility determination and initial IFSP within 45 days of referral
Federal Fiscal Year (FFY) 2023 (July 2023 - June 2024)	1,019	322	1,487	90%
Federal Fiscal Year (FFY) 2024 (July 2024 - June 2025)	1,033	307	1,381	97%

**As per USED guidelines, the number of documented delays attributable to exceptional family circumstances is added to the “Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C’s 45-day timeline” field to calculate the numerator for this indicator.*

Ward	Number of Timely Children (FFY24)	% Timely (FFY2024)
1	140	98.6%
2	62	96.9%
3	72	98.6%
4	217	96.9%
5	219	95.2%
6	148	98.7%
7	202	96.7%
8	248	96.9%
Other	32	97.0%
Total	1,340	97.0%

c. Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan, broken out by ward;

OSSE reports annually to the U.S. Department of Education in its Annual Performance Report (APR) on the percentage of infants and toddlers with Individual Family Service Plans (IFSPs) who receive early intervention services on their IFSPs in a timely manner. Indicator 1 in the APR includes data on the number and percentage of children receiving services within 30 days of a child’s Individualized Family Service Plan. The most recent data is for FFY2024. OSSE does not provide USED with ward level data; however, this information is provided below.

Year	Number of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Number of documented delays attributable to exceptional family circumstances*	Total number of infants and toddlers with IFSPs	Percent of children receiving services within 30 days of a child’s IFSP
Federal Fiscal Year (FFY) 2023 (July 2023 - June 2024)	1,220	155	1,564	87.9%
Federal Fiscal Year (FFY) 2024 (July 2024 - June 2025)	1,090	154	1,471	84.6%

**As per USED guidelines, the number of documented delays attributable to exceptional family circumstances is added to the "Number of infants and toddlers with IFSPs who receive their early intervention services on their IFSPs in a timely manner" field above to calculate the numerator for this indicator.*

Ward	Number of Timely Children (FFY24)	% Timely (FFY2024)
1	130	88.4%
2	61	91.0%
3	76	91.6%
4	205	84.7%
5	199	81.9%
6	133	82.6%
7	197	85.3%
8	229	83.0%
Out of District	14	66.7%
Total	1,244	84.6%

- d. The number of children who received the following services: (1) occupational therapy; (2) physical therapy; (3) specialized instruction; (4) assistive technology; (5) psychological services; (6) vision; (7) transportation; (8) respite; and (9) family counseling/training/home visitation); and

Service	Number of children receiving service (FY24)	Number of children receiving service (FY25)
Speech/Language Pathology	1,460	1,496
Physical Therapy	579	606
Occupational Therapy	480	507
Developmental Therapy (DT)	389	473
DT – Applied Behavior Analysis (ABA)	78	64
Vision Services	16	18
Hearing Services	n<10	14
Assistive Technology	n<10	n<10
Transportation	n<10	n<10
Respite	n<10	n<10
Family counseling/training/home visitation)	n<10	n<10

**A child may receive more than one service.*

- e. Number of children receiving services, broken out by funding source (e.g., Medicaid MCO, Medicaid fee for service, no insurance) and ward.

Funding Source	# of Children (FY24)	Percentages (FY24)	# of Children (FY25)	Percentages (FY25)
DC EIP	1,150	43.5%	1,091	43.8%
Medicaid MCO	1,350	51.1%	1,299	52.2%
Fee for Service Medicaid	143	5.4%	100	4.0%
Total	2,643	100%	2,490	100%

- 103. Describe what OSSE has done in fiscal year 2025 to increase the number of infants and toddlers receiving Early Intervention services, as mandated by Part C of the Individuals with Disabilities Education Act (IDEA). In your responses, please explain the following:**
- a. What OSSE is doing or planning to do to address the gaps in evaluation completion and participation for children in Wards 5, 7, and 8 and for children on Medicaid.**

Strong Start is the District of Columbia's Early Intervention Program, which provides support and services to families with children, from birth through three, with developmental delays and disabilities. Strong Start continues working through a variety of strategies to increase evaluation completion and participation rates for children in Wards 5, 7, and 8. Strategies implemented in FY25 included the following:

- *Family Support Groups*
Strong Start has continued its commitment to supporting families through virtual family support groups. In FY25, the program hosted twelve sessions covering a range of topics, including: advocating for your child's needs, Autism Spectrum Disorder (ASD), transitioning to school, navigating and coordinating early intervention services, and supporting children's mental health. Topics were selected based on direct parent feedback and the professional expertise of our facilitators, ensuring that each session was both responsive to family needs and grounded in best practices. The most highly attended session in 2025 was a training on ASD held during Autism Awareness Month. This data guided our planning for FY26, leading to the addition of more sessions focused on ASD to further meet the needs of District families.
- *Community Playgroups*
In FY25, OSSE Strong Start continued to partner with DC Public Libraries (DCPL) to host Strong Start community playgroups. The playgroups are facilitated by early intervention professionals and provide a family-centered, child-interest driven environment for children to interact with their same-age peers while families receive information about early intervention services. DCPL hosted community-based inclusive playgroups across three locations in DC: Mt. Pleasant Library, Francis Gregory Library and Woodridge Library (although playgroups at Mt. Pleasant library were paused for six months due to library construction). In FY25, 148 children participated in the community playgroup program, with an average of 4.93 families per playgroup.
- *Ages and Stages Questionnaire (ASQ)*
In FY25, OSSE's Strong Start team continued to partner with DC Health to increase the number of child development facilities (CDFs) using ASQ Online and to support CDF staff in effectively implementing and using ASQ Online screening results. The ASQ screening tool helps CDFs better understand children's development and identify and refer children in need of specialized supports to Strong Start. Through an MOU, DC Health provided funding to cover the costs of the ASQ Online toolkits and for two OSSE program analysts to lead the initiative. In FY25, 73 additional CDFs began utilizing ASQ online through OSSE's supportive

efforts, increasing the total number of District CDFs utilizing ASQ Online to 187 since this work began in April 2024. Of these 187 facilities, 148 participate in the subsidy program, 23 are Early Head Start sites, and 27 participate in the QIN program. In FY25, 5,229 children received at least one ASQ screening in ASQ Online, and a total of 11,049 screenings were completed in ASQ Online.

- *Review of Closed Cases Prior to Eligibility Evaluation*

In FY25, program analysts funded by DC Health continued to contact families whose cases closed prior to an eligibility determination to understand the reasons families choose not to complete the eligibility determination process for Strong Start services.

In FY25, program analysts reviewed 465 cases and attempted to contact individuals from 250 cases identified as being closed prior to an eligibility determination. Program analysts successfully reached 126 (50 percent) of the 250 families and supported 77 families with submitting a new referral to reengage with the Strong Start program. The top reasons families shared for why they did not complete the eligibility determination process were: 1) families not having concerns for their child's development; 2) families not moving forward due to scheduling/capacity issues; and 3) the family not being interested in Strong Start services at the time of the conversation. In FY26, OSSE program analysts continue to contact families, support families with re-submitting referrals, and share findings with the Strong Start state and local teams.

- *Interagency Coordinating Council (ICC)*

OSSE filled multiple essential positions in the ICC, including adding two additional parent representatives to better provide the Strong Start program with direct caregiver insight and guidance. This will aid the program's communication moving forward.

- *Learning Management System (LMS) Training Portfolio*

In FY25, Strong Start's child find unit was able to increase the number of recurring training courses available to child development facilities in the Division of Early Learning's (DEL) Learning Management System portfolio. A total of 14 trainings were held in FY25 through the DEL LMS training platform. Across the 14 trainings, Strong Start received 329 training evaluation responses from participants with 100% of responses indicating they "Agreed" with: 1) "the presentation increasing their knowledge"; 2) "the concepts/skills presented assisting them in doing their job or fulfilling their role better"; and 3) "the training session met their expectations."

- b. If OSSE has experienced a decline in referrals or in number of children sent to providers for evaluation, please quantify, provide analysis of reasons, and describe what is OSSE doing to reverse that trend.**

OSSE experienced a decrease in referrals and the number of children referred to providers. The number of unduplicated referrals from FY24 to FY25 decreased from 2,810 in FY24 to 2,214 in FY25. The number of children referred for evaluation fell from 1,487 in FY24 to 1,381 in FY25. Strong Start experienced a period of cessation in Child Find activities when transitioning to a new contractor. This transition is now complete. OSSE has also implemented corrective actions to strengthen referral and evaluation activity in FY26, including: 1) establishing a referral follow-up system in which service coordinators and program analysts contact families who did not complete onboarding, including the initial evaluation and development of the Individualized Family Service Plan (IFSP), to identify and address barriers to participation 2) increasing Child Find contractor's presence at community outreach events to promote the Strong Start program; and 3) undergoing contract review to expand the number of Strong Start Play Groups offered at DC Public Libraries. OSSE will continue to work with community partners and providers to increase the number of children referred and evaluated.

104. Beginning in fiscal year 2024, OSSE established the Access to Quality Child Care for Children with Disabilities grant program. What is the status of this program? Please provide a list of all grant recipients participating in the program, as well as ward and award amount.

In fiscal year 2025, the Division of Early Learning launched the Access to Quality Child Care for Children with Disabilities (AQCCCD) grant program to expand access to inclusive child care for infants and toddlers with disabilities and developmental delays. The program was designed to support the development of inclusive child care slots by providing funding to child care providers to enhance their capacity to serve young children with disabilities. In its first year, OSSE awarded grants to four child care providers to support up to 78 inclusive child care slots.

Grantee	Ward (By Facility)	Award Amount
CentroNia Inc.	1, 2, 4, 5	\$1,000,000
Easter Seals DC-MD-VA	1, 5	\$1,000,000
Educare of Washington DC	7	\$897,987.20
National Children’s Center, Inc.	8	\$1,000,000

Over the course of the fiscal year, a total of 122 distinct children were served through the AQCCCD grant. This number reflects the natural turnover that occurs in child development facilities, as children age out of the program or leave the program for other reasons. Grantees provided services for children from every ward except Ward 3, with the greatest number of children served from Wards 8, 7, and 4 respectively.

Grantees used AQCCCD funding to build inclusive capacity in a variety of ways. They hired new staff, including Inclusion Specialists, Family Advocates, Early Childhood Education Learning and Intervention Specialists, and a bilingual Speech Language Pathologist to provide targeted support to children with disabilities and their families. Grantees invested in professional development for their staff, focusing on inclusive practices, strategies for supporting body regulation, and implementing Individualized Family Service Plan (IFSP) goals in classroom settings. Multiple grantees made sensory-friendly upgrades to their facilities, including the addition of specialized materials and minor renovations to create more supportive and calming environments for children with sensory needs. Grantees and families reported meaningful developmental progress among children served, with some reaching major milestones.

In FY26, OSSE renewed the grant for all four grantees with an equal award amount for each grantee.

Grantee	Ward (By Facility)	Award Amount
CentroNia Inc.	1, 2, 4, 5	\$790,000
Easter Seals DC-MD-VA	1, 5	\$790,000
Educare of Washington DC	7	\$790,000
National Children’s Center, Inc.	8	\$790,000

105. How many childcare facilities participated in the Early Childhood Educator Pay Equity Fund in FY25 by program type (i.e., center, home/expanded) and ward.

FY25 ECE Pay Equity Fund Participation

Facility Type	Ward								Total
	1	2	3	4	5	6	7	8	
Child Development Center (CDC)	27	45	32	46	35	36	30	37	288
Child Development Home (CDH)	2	1	0	5	7	0	9	8	32
Expanded Child Development Home (CDX)	3	1	0	12	8	3	11	7	45
Total	31	47	32	63	49	39	50	52	365

The total number of facilities includes two facilities that participated in the Early Childhood Educator Pay Equity Fund in FY25 but did not receive funding due to not employing any eligible staff.

106. How many early educators were included in facility Early Childhood Educator Pay Equity Fund Awards in FY25 and in FY26 (through January 31) by quarter, role/credential/program type (i.e., center, home/expanded), and ward?

Ward	Staff Type	Credential	FY25Q1	FY25Q2	FY25Q3	FY25Q4	FY26Q1
Ward 1	Assistant Teacher	CDA	124	133	152	148	149
	Teacher	AA or higher	45	45	52	55	53
	Teacher	CDA or equivalent	68	47	54	38	26
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	34	40	49	60	67
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	41	42	40	50	53
	Associate Home Caregiver	CDA or equivalent	2	2	5	5	4
		AA or higher	2	0	0	0	0
	Home Caregiver	CDA or equivalent	0	1	1	1	1
		BA degree in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	1	1	1	1	1
	Expanded Home Caregiver	CDA or equivalent	1	1	2	2	2
AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE		1	1	1	1	1	
Subtotal			319	313	357	361	357
Ward 2	Assistant Teacher	CDA or equivalent	126	141	161	171	171
		AA or higher	68	69	76	77	82
	Teacher	CDA or equivalent	135	114	107	84	70
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	57	64	66	76	74
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	105	101	110	124	135
	Associate Home Caregiver	AA or higher	1	1	1	1	1
	Home Caregiver	CDA or equivalent	1	1	1	1	1

Ward	Staff Type	Credential	FY25Q1	FY25Q2	FY25Q3	FY25Q4	FY26Q1
	Expanded Home Caregiver	BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	1	1	1	1	1
	Subtotal		494	492	523	535	535
Ward 3	Assistant Teacher	CDA or equivalent	101	110	129	129	135
		AA or higher	124	119	115	107	107
	Teacher	CDA or equivalent	59	47	44	43	34
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	37	46	54	53	47
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	128	134	138	139	140
	Subtotal		449	456	480	471	463
Ward 4	Assistant Teacher	CDA or equivalent	143	164	177	176	162
		AA or higher	42	39	45	46	51
	Teacher	CDA or equivalent	118	83	70	50	33
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	76	90	98	103	93
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	74	81	82	90	88
	Associate Home Caregiver	CDA or equivalent	15	13	15	19	18
		AA or higher	3	3	4	3	4
	Home Caregiver	CDA or equivalent	1	1	3	3	2
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	1	2	2	2	2
	Expanded Home Caregiver	CDA or equivalent	1	1	1	1	1
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	3	3	3	4	4
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	5	5	5	5	5
	Subtotal		482	485	505	502	463

Ward	Staff Type	Credential	FY25Q1	FY25Q2	FY25Q3	FY25Q4	FY26Q1
Ward 5	Assistant Teacher	CDA or equivalent	86	104	109	110	115
		AA or higher	17	18	18	17	18
	Teacher	CDA or equivalent	99	79	70	56	51
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	41	49	42	52	53
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	53	59	56	55	58
	Associate Home Caregiver	CDA or equivalent	10	13	16	20	19
		AA or higher	8	10	8	8	6
	Home Caregiver	CDA or equivalent	3	2	1	1	1
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	1	1	3	3	3
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	2	2	2	2	2
	Expanded Home Caregiver	CDA or equivalent	4	4	5	3	1
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	1	2	2	2	2
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	1	1	1	3	4
	Subtotal			326	344	333	332
Ward 6	Assistant Teacher	CDA or equivalent	106	103	128	146	150
		AA or higher	47	55	59	52	49
	Teacher	CDA or equivalent	101	92	80	63	49
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	48	49	57	67	73
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	92	96	101	111	122

Ward	Staff Type	Credential	FY25Q1	FY25Q2	FY25Q3	FY25Q4	FY26Q1	
	Associate Home Caregiver	CDA or equivalent	1	1	1	1	1	
	Expanded Home Caregiver	CDA or 48 credit hours with greater than or equal to 15 credit hours in ECE	1	0	0	0	0	
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	2	3	3	3	3	
	Subtotal		398	399	429	443	447	
Ward 7	Assistant Teacher	CDA or equivalent	70	74	91	95	107	
		AA or higher	19	21	19	22	25	
	Teacher	CDA or equivalent	71	58	54	48	42	
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	47	51	56	59	68	
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	42	50	53	58	64	
	Associate Home Caregiver	CDA or equivalent	7	12	13	14	13	
		AA or higher	6	4	9	9	4	
	Home Caregiver	CDA or equivalent	6	6	4	4	4	
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	0	0	1	1	0	
	Expanded Home Caregiver	BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	0	0	1	2	2	
		CDA or equivalent	4	4	6	6	6	
		Expanded Home Caregiver	BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	3	4	6	5	4
			Subtotal	275	284	313	323	339
	Ward 8	Assistant Teacher	CDA or equivalent	95	98	122	116	133
AA or higher			31	33	28	32	30	
Teacher		CDA or equivalent	116	98	84	70	53	

Ward	Staff Type	Credential	FY25Q1	FY25Q2	FY25Q3	FY25Q4	FY26Q1
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	52	48	49	52	58
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	41	43	51	48	52
	Associate Home Caregiver	CDA or equivalent	7	7	8	8	8
		AA or higher	5	4	4	5	5
	Home Caregiver	CDA or equivalent	7	7	7	8	7
		AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	1	1	1	1	1
	Expanded Home Caregiver	AA degree in ECE or AA degree with greater than or equal to 12 credit hours in ECE	2	1	1	1	1
		BA in ECE or BA with greater than or equal to 12 credit hours in ECE (or higher)	4	5	5	5	5
	Subtotal		361	345	360	346	353
	FY25 Total		3,104	3,118	3,300	3,313	3,290

107. What was the total amount of facility awards by quarter in FY25 and FY26 (through January 31) of the Early Childhood Educator Equity Fund?

FY25

Quarter	CDF Payroll Formula Award
Q1	\$14,674,276
Q2	\$15,094,316
Q3	\$16,668,434
Q4	\$16,893,727
Total	\$63,330,753

FY26 (YTD)

Quarter	CDF Payroll Formula Award
Q1	\$13,898,916

- 108. How many facilities were on waivers because they could not meet the required minimum salaries, broken down by Ward and facility type, in FY 2025? Provide a summary of the common barriers to meeting salary minimums on waiver applications. Please also provide this data for FY 2026, if available.**

OSSE established the waiver process to increase participation among Child Development Facilities (CDFs) that lack sufficient revenue to meet the minimum salary requirements. In order to receive a waiver of the minimum salary requirements, a child care provider must demonstrate to OSSE that the provider lacks sufficient funds to pay the required minimum salaries without operating at an unsustainable budget deficit, even after taking into account funds the child care provider receives from the Early Childhood Educator Pay Equity Fund, as well as other funding sources (e.g., child care subsidies, parent tuition). Revenue is the primary barrier to implementation of the minimum salary requirements. In FY25, a total of 17 waivers were approved covering 21 facilities.

Facilities with a FY25 Pay Equity Waiver by Ward and Facility Type

	Ward							
	1	2	3	4	5	6	7	8
Child Development Center (CDC)	1	0	0	4	4	0	0	1
Child Development Home (CDH)	1	0	0	2	0	0	0	0
Expanded Child Development Home (CDX)	0	1	0	4	1	0	0	2
Total	2	1	0	10	5	0	0	3

To date, OSSE has approved 11 waivers covering 15 facilities for FY26. Providers may continue to submit waiver requests throughout FY26.

Facilities with a FY26 Pay Equity Waiver by Ward and Facility Type

	Ward							
	1	2	3	4	5	6	7	8
Child Development Center (CDC)	1	0	0	3	3	0	0	0
Child Development Home (CDH)	1	0	0	0	0	0	0	0
Expanded Child Development Home (CDX)	0	1	0	3	1	0	0	2
Total	2	1	0	6	4	0	0	2

109. How many facilities applied for a waiver in FY25? What is the most common reason OSSE does not approve minimum salary waiver applications?

In FY25, OSSE received 32 waiver applications covering 44 facilities. Of these, 17 waivers were approved (representing 21 facilities), 14 applications were denied (representing 22 facilities), and 1 application was withdrawn (representing 1 facility).

The two most common reasons for OSSE to deny an application waiver were:

- OSSE determined that the provider's CDF payroll funding formula award demonstrated sufficient revenue to meet the Early Childhood Educator Pay Equity Fund minimum salary requirements for FY25 without creating an unsustainable deficit.
- The provider was ineligible due to tuition rates exceeding the 75th percentile of child care market rates based on OSSE's most recent survey and/or facility enrollment being below 30 percent of authorized capacity.

Group H: Transportation

110. Provide the following related to OSSE's Department of Transportation:

- a. How many buses and vans each does OSSE-DOT own/operate? What percentage of each electric? What is OSSE's plan to increase its percentage of electric vehicles?**

As of November 2025, OSSE-DOT operates 574 yellow school buses and 22 vans across four terminals. Three percent (15 vehicles) of our current active fleet is electric, up from zero percent in FY24.

OSSE applied for and received \$7.625 million in federal funding to electrify school buses through the Environmental Protection Agency's (EPA) 2022 Clean School Bus Rebate program and was one of only 27 districts nationwide to secure the maximum rebate for 25 school buses. OSSE subsequently began procuring 25 electric buses from two manufacturers: Motiv Power Systems delivered 15 buses in August 2025; Phoenix Motor Cars is scheduled to deliver the remaining 10 buses in the spring of 2026. These timelines were significantly delayed due to a large increase in demand from the Clean School Bus Rebate program and a limited supply of electric school bus manufacturers and electric school bus parts manufacturers. OSSE-DOT is in regular communication with the EPA to extend the closeout of our rebate program until all vehicles are delivered.

To accommodate these electric school buses, OSSE-DOT is installing charging stations at the Adams Place and W Street bus terminals. The charging station at Adams Place will be fully ready after PEPCO finishes connecting all electric wiring and conducts their final inspection (scheduled for the end of February 2026). We are also working to ensure frontline staff receive comprehensive training in how to operate electric buses.

New electric buses cost approximately \$330,000 per vehicle, excluding charging infrastructure costs. This is nearly twice the cost of a gasoline-powered school bus and four times the cost of a non-CDL van. OSSE is optimistic that increased economies of scale will reduce these costs in the future and make electric school buses an affordable option for the District. In the short-term, OSSE is prioritizing the purchase of 14 lower-cost, non-CDL vans, which will help OSSE-DOT fill driver vacancies and improve OSSE-DOT's operational effectiveness.

- b. What percentage, and what is the total number of OSSE buses that have GPS?**

All 596 of OSSE-DOT's school buses and vans (100 percent) have an internal GPS device installed.

- c. **What percentage, and what is the total number of OSSE buses that have cameras?**

As of October 2025, OSSE-DOT has 162 buses with internal cameras installed, representing approximately 28 percent of OSSE’s bus fleet.

- d. **Are all parents/guardians able to track their child on the bus route?**

All OSSE-DOT fleet have an internal GPS chip installed; however, the use of data from these chips is limited to internal monitoring by call-center members only. When parents call the PRC, a call-center representative can locate the bus and share the location and ETA in real-time. For more information on the status of OSSE’s new enterprise GPS, routing, and parent application system, please see the response to question 118.

- e. **How many students ride OSSE-DOT to schools? Provide a ward breakdown.**

OSSE-DOT SY2024-25 Ridership*										
	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Other ***	Total
Number of Students**	281	98	132	511	647	290	951	1126	84	4,120
% of Students	6.8%	2.4%	3.2%	12.4%	15.7%	7.0%	23.1%	27.3%	2.1%	100%

**Information is by Ward of the student’s address, not by Ward of the school attended, through Dec. 31, 2024*

***Above figures represent the number of active students in which a school has submitted a transportation request form. Not all students may regularly ride the bus.*

**** “Other” identifies students that live outside of DC but are transported by OSSE-DOT (e.g., Wards of DC, through McKinney-Vento, or in Foster Care)*

OSSE-DOT SY2025-26 Ridership*										
	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Other ***	Total
Number of Students**	260	84	131	463	553	278	867	985	79	3,700
% of Students	6.9%	2.4%	3.1%	12.1%	15.3%	7.6%	23.8%	26.5%	2.2%	100%

**Information is by Ward of the student’s address, not by Ward of the school attended, as of Dec.31, 2025.*

***Above figures represent the number of active students in which a parent has submitted a bus transportation request via the Parent Portal and the LEA has confirmed accommodations needed. Not all students may regularly ride the bus.*

**** “Other” identifies students that live outside of DC but are transported by OSSE-DOT (e.g., Wards of DC, through McKinney-Vento, or in Foster Care)*

- f. How many students ride OSSE-DOT to nonpublic schools? Provide a breakdown of nonpublic school locations (DC, MD, and VA).

OSSE-DOT SY24-25 Ridership to Nonpublic Schools, By Location (as of December 31, 2024)				
	DC	Maryland	Virginia	Total
# of Students	71	305	91	467
# of School Locations	4	27	6	37

OSSE-DOT SY25-26 Ridership to Nonpublic Schools, By Location (as of December 31, 2025)				
	DC	Maryland	Virginia	Total
# of Students	59	271	88	418
# of School Locations	4	28	5	37

g. How many students did not have a confirmed route by their LEAs' first day of school years 2024-2025 and 2025-2026? By the third school day? By the fifth school day? By the tenth school day? What were the top 3 reasons for routes that were not confirmed by the first day of school?

Historically, OSSE utilized an online Transportation Request Form (“TRF”) to collect transportation requests on behalf of eligible students from their LEAs. Beginning in the 2025-26 school year, OSSE moved to a new process utilizing the OSSE Parent Portal, which for the first time enabled parents/guardians to submit transportation requests and details directly to OSSE.

For the 2024-25 school year, the metric in the below table captures the percentage of TRFs submitted by LEAs on time, using OSSE-DOT's previous system for collecting transportation requests. For School Year 2025-26, this metric captures the percentage of Parent Portal submissions where the parent/guardian selected “DOT Transportation” and all required information was submitted in full by the parent/guardian and the LEA. Since parents can change and update their transportation requests in the Parent Portal at any point during the school year (for example, opting into the Parent Stipend Program and out of bus transportation) both the numerator and denominator fluctuate day to day under the new system:

Students Routed by Day of School*	SY2024-25	SY2025-26
% TRFs received on time*	3,605 of 3,968 (91%)	2,928 of 3,107 (94%)
% Routed for 1 st Day of School**	3,605 of 3,968 (91%)	2,886 of 2,928 (99%)
% Routed for 3 rd Day of School**	3,610 of 3,968 (91%)	2,884 of 2,930 (98%)
% Routed for 5 th Day of School**	3,605 of 3,968 (91%)	2,971 of 3,001 (99%)
% Routed for 10 th Day of School**	3,649 of 3,968 (92%)	3,053 of 3,088 (99%)

* “On time” is defined as having a complete transportation request submitted 10 days prior to the first day of school, as OSSE informs LEAs that it may take up to 10 days for any new route assignments or subsequent changes to take effect.

** Routed means the student’s name is recorded in OSSE-DOT’s routing system and displayed on the trip ticket.

Although OSSE-DOT does not collect aggregate data on the reasons why routes are not confirmed by the first day of school, the most recurring issues at the start of School Year 2024-25 included: TRFs being submitted past the submission deadline by the LEAs, students changing schools due to lottery waitlist decisions, and TRFs submitted by LEAs having incorrect information (e.g., invalid home address). In School Year 2025-26, there were only a small number of students with a confirmed Parent Portal submission who were not routed at a given point in time; this number likely represents students whose LEAs had completed their submission but had not yet been pulled into the routing system in the overnight feed.

- 111. With regard to special education transportation, please provide the following information for School Year 2024-2025 and 2025-2026 (through January 31):**
- a. Number of special education students receiving transportation services from OSSE- DOT;**

In the 2024-25 school year, OSSE-DOT transported 4,331 students (via yellow school bus routes and private vendor routes). An additional 350 students were enrolled in the Parent Stipend Program. In the 2025-26 school year (as of December 31, 2025), OSSE-DOT transports 3,700 students on both yellow school bus routes and private vendor routes. 917 students are actively enrolled in the Parent Stipend Program, and the families of an additional 63 students have Parent Stipend Program applications in progress.

- b. Number of special education students receiving transportation services from contractors;**

In the 2024-25 school year, as of December 31, 2024, 619 students were transported by contracted vendors. In the 2025-26 school year (as of December 31, 2025), 638 students are transported by contracted vendors. Please note the number of students receiving transportation services from contractors varies throughout the school year.

- c. In table format, the percentage of buses that arrived at school on time, broken down by month;

Date (Month Of)	% On-Time Terminal Departure	% On-Time School Arrival, by Unique Route*
School Year 2024-25		
August 2024	96%	--
September 2024	96%	--
October 2024	93%	--
November 2024	96%	--
December 2024	95%	--
January 2025	92%	--
February 2025	91%	--
March 2025	95%	--
April 2025	96%	--
May 2025	93%	--
June 2025	94%	--
July 2025	96%	--
School Year 2025-26		
August 2025	96%	91%
September 2025	91%	86%
October 2025	94%	90%
November 2025**	95%	93%

* OSSE-DOT first began tracking on-time school arrival data during SY24-25 but did not have a reliable system for tracking all routes until this current school year.

** Reflects data for both OSSE-DOT and privately contracted vendor routes, through November 28, 2025.

- d. In table format, the percentage of bus ride times that exceeded one hour, broken down by month; that exceeded 90 minutes, broken down by month;

School Year 2024-25: Percentage of Students with Scheduled Ride Times Exceeding One Hour

SY2024-25											
Aug 2024	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	Jul 2025
14%	22%	16%	25%	22%	24%	26%	26%	27%	27%	27%	21%

School Year 2024-25: Percentage of Students with Scheduled Ride Times Exceeding 90 Minutes

SY2024-25											
Aug 2024	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	Jul 2025
3%	3%	5%	4%	4%	5%	6%	6%	6%	6%	6%	2%

School Year 2025-26: Percentage of Students with Scheduled Ride Times Exceeding One Hour

SY2025-26*					
Aug 2025	Sep 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026
23%	27%	28%	29%	32%	32%

* Through Jan. 9, 2025

School Year 2025-26: Percentage of Students with Scheduled Ride Times Exceeding 90 Minutes

SY2025-26*					
Aug 2025	Sep 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026
5%	5%	6%	7%	7%	7%

* Through Jan. 9, 2025

- e. In table format, the number of complaints received regarding special education transportation, broken down by month and subject matter of complaint;

SY2024-25												
Complaint Category	Aug 24	Sep 24	Oct 24	Nov 24	Dec 24	Jan 25	Feb 25	Mar 25	Apr 25	May 25	Jun 25	Jul 25
Operations Issues	39	116	64	77	92	122	82	122	86	111	43	26
Unprofessional Conduct	16	33	26	27	34	28	34	27	30	36	12	14
Route Issues	4	14	8	3	8	7	12	12	7	10	7	1
Reckless Driving	-	7	7	3	3	3	14	13	15	14	5	3
Student Behavior	-	11	9	3	9	6	4	3	3	6	2	1
Administrative Issues	-	7	7	3	1	2	3	8	-	-	1	1
Request	1	3	7	3	4	2	4	2	-	2	-	1
Student Accommodations	1	1	6	2	3	3	1	2	3	3	1	1
Fleet Issues	5	5	4	2	-	3	3	-	1	1	1	1
Student/School Information	-	-	-	-	-	-	-	-	-	1	1	-
Total	66	197	138	123	154	176	157	189	145	184	73	49

SY2025-26				
Complaint Category	Aug 2025 (Aug 25-29)	Sep 2025	Oct 2025	Nov 2025
Operations Issues	42	208	120	57
Unprofessional Conduct	13	53	45	24
Route Issues	2	20	16	6
Reckless Driving	5	10	16	6
Student Behavior	2	5	11	6
Administrative Issues	-	7	4	-
Request	2	7	2	4
Student Accommodations	1	2	2	-
Fleet Issues	-	-	-	2
Student/School Information	-	1	-	-
Total	67	313	216	105

f. The current policy for providing transportation for special education students who must arrive to school early or late for extracurricular transportation;

OSSE-DOT provides transportation as a related service pursuant to IDEA and its implementing regulations. Transportation is a related service under the IDEA and is limited to “travel to and from school and between schools, travel in and around school buildings . . . if required to provide special transportation for a child with a disability.” 34 CFR §§ 300.34(a) and (c)(16). Accordingly, OSSE-DOT provides one trip from a child’s home to school and from school to a child’s home daily during regular school hours.

When possible, OSSE-DOT has provided additional transportation services to support students, families, and school partners. For example, OSSE-DOT has provided transportation services to the Special Olympics, the White House, worksites, and field trips for students with disabilities.

g. The current policy or procedure for monitoring the amount of specialized instruction or related services that students miss due to OSSE-DOT transportation errors, cancellations, or delays.

It is the responsibility of LEAs to monitor the proper provision of specialized instruction or related services based on a student’s IEP. LEA IEP teams are responsible for determining when missed services amount to a denial of FAPE and therefore require make-up services. LEAs are therefore in the best position to assess any educational impact to a child. OSSE maintains a related services [policy](#) for LEAs that addresses missed services due to a child’s absence. If a child’s IEP team believes that missed related services could be deemed a denial of FAPE, LEAs should follow this policy guidance and make up fully missed related services sessions possible. OSSE is available to work with LEAs to authorize appropriate services and minimize potential educational harm caused by student absence. Such services may include tutoring in the areas of most concern for the student, as well as related services that are prescribed in a student’s IEP.

Compensatory education is an equitable remedy that a court or hearing officer may order after finding that a student has suffered educational harm that constitutes a denial of a free and appropriate public education. Such a finding is an individualized determination by a court or hearing officer based on the individual child, the services lost, and the educational harm, if any. Accordingly, OSSE complies with every order of a court or hearing officer to provide compensatory education when due.

- h. In table format, the average number of days it took to resolve complaints regarding special education transportation, broken down by month and subject matter of complaint; and**

Once a parent files a complaint with a representative in the Parent Resource Center (PRC), they can expect to receive a call from a compliance specialist, usually within 24 hours. During this call, the compliance specialist will introduce themselves, acknowledge the receipt of the complaint, verify the information, and gather any additional details as needed. The compliance specialist, along with internal OSSE-DOT partners, then works to clarify or resolve the issues raised in the complaint. After completing the follow-up, a compliance specialist will inform the complainant of the outcome via phone call.

Please note that the length of time to resolve a complaint varies considerably depending on the nature of the complaint. For example, complaints related to staff unprofessional conduct regularly involve reviewing statements and video evidence and implementing corrective actions and training by terminal management over a period of time; whereas, complaints related to a route issue are often quickly solved by the routing team. Last school year (SY2024-25), OSSE-DOT determined that terminal staff needed additional technology training on properly closing out complaints in our Case Management System and subsequently held trainings with each terminal’s management team; a portion of unresolved complaints in the data reflect this human error.

2024-25 School Year				
Month	Complaint Category	Complaints Received	# Resolved	Avg Days to Resolve (Resolved Only)
Aug	Administrative Issues	0	0	
	Fleet Issues	5	2	0
	Operations Issues	39	29	37
	Reckless Driving	0	0	
	Request	1	1	1
	Route Issues	4	1	17
	Student Accommodations	1	1	24
	Student Behavior	0	0	
	Student/School Information	0	0	
	Unprofessional Conduct	16	9	97
Sep	Administrative Issues	7	2	2
	Fleet Issues	5	1	234
	Operations Issues	116	55	40
	Reckless Driving	7	3	53
	Request	3	2	2
	Route Issues	14	11	46
	Student Accommodations	1	1	1
	Student Behavior	11	10	86

2024-25 School Year				
Month	Complaint Category	Complaints Received	# Resolved	Avg Days to Resolve (Resolved Only)
	Student/School Information	0	0	
	Unprofessional Conduct	33	13	120
Oct	Administrative Issues	7	4	32
	Fleet Issues	4	3	82
	Operations Issues	64	42	57
	Reckless Driving	7	4	8
	Request	7	5	40
	Route Issues	8	6	39
	Student Accommodations	6	6	33
	Student Behavior	9	8	47
	Student/School Information	0	0	
	Unprofessional Conduct	26	19	95
Nov	Administrative Issues	3	3	0
	Fleet Issues	2	2	4
	Operations Issues	77	52	56
	Reckless Driving	3	2	54
	Request	3	1	197
	Route Issues	3	3	72
	Student Accommodations	2	0	
	Student Behavior	3	2	66
	Student/School Information	0	0	
	Unprofessional Conduct	27	13	37
Dec	Administrative Issues	1	0	
	Fleet Issues	0	0	
	Operations Issues	92	52	99
	Reckless Driving	3	3	118
	Request	4	4	131
	Route Issues	8	3	51
	Student Accommodations	3	2	104
	Student Behavior	9	8	49
	Student/School Information	0	0	
	Unprofessional Conduct	34	13	136
Jan	Administrative Issues	2	1	86
	Fleet Issues	3	2	99
	Operations Issues	122	78	58
	Reckless Driving	3	1	96
	Request	2	1	1
	Route Issues	7	4	63

2024-25 School Year				
Month	Complaint Category	Complaints Received	# Resolved	Avg Days to Resolve (Resolved Only)
	Student Accommodations	3	3	75
	Student Behavior	6	6	78
	Student/School Information	0	0	
	Unprofessional Conduct	28	21	83
Feb	Administrative Issues	3	3	50
	Fleet Issues	3	3	3
	Operations Issues	82	58	43
	Reckless Driving	14	8	24
	Request	4	4	38
	Route Issues	12	6	67
	Student Accommodations	1	1	71
	Student Behavior	4	4	45
	Student/School Information	0	0	
	Unprofessional Conduct	34	24	71
Mar	Administrative Issues	8	7	12
	Fleet Issues	0	0	
	Operations Issues	122	70	20
	Reckless Driving	13	8	9
	Request	2	2	69
	Route Issues	12	9	7
	Student Accommodations	2	1	41
	Student Behavior	3	3	60
	Student/School Information	0	0	
	Unprofessional Conduct	27	20	32
Apr	Administrative Issues	0	0	
	Fleet Issues	1	1	6
	Operations Issues	86	57	13
	Reckless Driving	15	12	53
	Request	0	0	
	Route Issues	7	5	3
	Student Accommodations	3	3	4
	Student Behavior	3	2	114
	Student/School Information	0	0	
	Unprofessional Conduct	30	22	24
May	Administrative Issues	0	0	
	Fleet Issues	1	0	
	Operations Issues	111	75	7
	Reckless Driving	14	12	33

2024-25 School Year				
Month	Complaint Category	Complaints Received	# Resolved	Avg Days to Resolve (Resolved Only)
	Request	2	2	13
	Route Issues	10	7	5
	Student Accommodations	3	1	13
	Student Behavior	6	5	41
	Student/School Information	1	1	17
	Unprofessional Conduct	36	28	25
Jun	Administrative Issues	1	0	
	Fleet Issues	1	0	
	Operations Issues	43	28	5
	Reckless Driving	5	4	66
	Request	0	0	
	Route Issues	7	3	5
	Student Accommodations	1	1	6
	Student Behavior	2	2	49
	Student/School Information	1	1	4
	Unprofessional Conduct	12	7	29
Jul	Administrative Issues	1	0	
	Fleet Issues	1	0	
	Operations Issues	26	22	9
	Reckless Driving	3	3	10
	Request	1	1	0
	Route Issues	1	1	0
	Student Accommodations	1	1	57
	Student Behavior	1	1	134
	Student/School Information	0	0	
	Unprofessional Conduct	14	11	21

2025-26 School Year				
Month	Complaint Category	Complaints Received	# Resolved	Avg Days to Resolve (Resolved Only)
Aug (Aug 25-29 only)	Administrative Issues	0	0	
	Fleet Issues	0	0	
	Operations Issues	30	19	35
	Reckless Driving	3	2	5
	Request	2	2	6
	Route Issues	2	1	0
	Student Accommodations	1	0	
	Student Behavior	2	1	95
	Student/School Information	0	0	

2025-26 School Year				
Month	Complaint Category	Complaints Received	# Resolved	Avg Days to Resolve (Resolved Only)
	Unprofessional Conduct	8	3	56
Sep	Administrative Issues	7	5	18
	Fleet Issues	0	0	
	Operations Issues	208	151	35
	Reckless Driving	10	5	8
	Request	7	7	42
	Route Issues	20	14	25
	Student Accommodations	2	2	28
	Student Behavior	5	5	51
	Student/School Information	1	1	2
	Unprofessional Conduct	53	44	35
Oct	Administrative Issues	4	1	2
	Fleet Issues	0	0	
	Operations Issues	120	84	26
	Reckless Driving	16	11	21
	Request	2	1	4
	Route Issues	16	12	30
	Student Accommodations	2	2	30
	Student Behavior	11	11	24
	Student/School Information	0	0	
	Unprofessional Conduct	45	29	24
Nov	Administrative Issues	0	0	
	Fleet Issues	2	1	43
	Operations Issues	57	43	20
	Reckless Driving	6	2	42
	Request	4	4	14
	Route Issues	6	4	4
	Student Accommodations	0	0	
	Student Behavior	6	5	28
	Student/School Information	0	0	
	Unprofessional Conduct	24	16	32
Dec	Administrative Issues	5	4	4
	Fleet Issues	0	0	
	Operations Issues	108	76	7
	Reckless Driving	8	1	18
	Request	1	1	19
	Route Issues	19	11	7
	Student Accommodations	1	0	

2025-26 School Year				
Month	Complaint Category	Complaints Received	# Resolved	Avg Days to Resolve (Resolved Only)
	Student Behavior	1	0	
	Student/School Information	0	0	
	Unprofessional Conduct	27	14	12

- i. In table format, the average wait time on the Parent Resource Center call line, broken down by month.

Average Hold Time (minutes)

Month	Callers who were <i>connected</i> to an agent		Callers who <i>disconnected</i> before speaking to an agent		Weighted Average	
	SY24-25	SY25-26*	SY24-25	SY25-26*	SY24-25	SY25-26*
Aug	2.6	2.2	2.8	2.4	2.4	2.1
Sep	4.4	6.2	4.6	6.1	4.4	6.0
Oct	2.1	3.5	2.8	3.9	2.2	3.5
Nov	3.4	2.2	3.6	2.8	3.5	2.2
Dec	5.6	3.6	5.3	3.6	5.4	3.6
Jan	6.6	2.3	6.3	3.1	6.5	2.4
Feb	4.0	4.1	4.5	4.2	4.1	4.0
Mar	4.2		3.9		4.1	
Apr	4.2		3.6		4.0	
May	6.2		5.6		5.9	
Jun	2.4		2.9		2.4	
Jul	2.4		2.9		2.4	

* SY25-26 data through Feb. 19, 2025

112. Provide narrative descriptions for each of the following GPS/AVL contracts entered by OSSE. For each, indicate whether the contract deliverables were realized and if not, how OSSE responded.

a. CW47272 – Teletrac Navman

Initial contract was awarded in 2017 with 4 option years. This contract enabled OSSE-DOT to implement a GPS tracking system via a chip on its special education transport buses, providing real-time location monitoring for OSSE Parent Resource Center representatives. This system supports improved parent communication. All deliverables for this contract were realized.

b. CW93311 – Teletrac Navman (Base Year, 2021)

This contract provided maintenance and technical support for OSSE-DOT's existing GPS-based automated vehicle locator system. All deliverables were realized.

c. CW120077 – Teletrac Navman (Option Year 1, Oct. 1, 2025-Sept. 30, 2026)

This contract provides ongoing maintenance and support services, including reliable hardware operations, firmware patches, and software updates. Key deliverables for hardware maintenance, software updates, help desk support, monitoring, reporting, training, and documentation are currently on target.

d. CW77571 – Seon

This contract was intended to equip OSSE's student transportation fleet with technology to provide GPS/AVL tracking for real-time bus location monitoring, onboard video surveillance for safety and incident documentation, and support transportation system management. This contract also included option years to provide GPS Maintenance and Support Services including routing and scheduling software. The deliverables were not realized, so OSSE-DOT pivoted to procuring Teletrac Navman to meet its GPS/AVL needs in the interim and is currently finalizing a new procurement with Tyler Technologies to meet the agency's long-term enterprise GPS, routing, and parent application system needs.

113. (a) For school years 2024-2025 through 2025-2026 (through January 31), how many students receiving transportation from OSSE DOT required a nurse or aide on board?

Students Requiring a Nurse or 1:1 Aide		
Month	2024-25	2025-26
Aug	120	115
Sep	120	109
Oct	118	108
Nov	119	108
Dec	121	105
Jan	124	104
Feb	121	
Mar	124	
Apr	123	
May	122	
Jun	126	
Jul (ESY)	60	

**Note these numbers were taken from snapshot dates each month and may vary throughout the month.*

- (b) For school years 2024-2025 through 2025-2026 (through January 31), how many routes have been delayed or cancelled due to the lack of available nurse or aide?

While OSSE does not currently comprehensively track this information, OSSE’s new enterprise GPS system will enable the agency to electronically capture and track this information.

- (c) Please provide an update on any changes to how OSSE DOT contracts with nurses to ensure enough nursing staff is available to safely transport students.

OSSE has not made any recent changes to our approach to contracting for nurses. OSSE contracts with a total of three outside vendors to provide Licensed Practical Nurses (LPNs) and Registered Nurses (RNs) to students who require such care during transport under their IEPs. Nurses are assigned on a 1:1 basis.

For any students requiring nurses, the student’s LEA is responsible for submitting to OSSE a detailed medical plan describing the specific medical care needs of the student. OSSE-DOT follows up with LEAs regularly for any missing or expired medical plans that might prevent a student from being assigned a nurse or to a bus route. These medical plans are shared with vendors so that they provide a nurse with the correct level of training and licensure.

114. Who is responsible for ensuring that drivers and attendants on routes provided by contracted vendors are appropriately trained to work with students with disabilities? How does OSSE ensure this training is sufficient and provided timely?

OSSE is responsible for ensuring that drivers and attendants employed by contracted transportation vendors are appropriately trained to work with students with disabilities. Through the Audit and Compliance Division, OSSE provides virtual and webinar-based trainings that cover disability awareness, behavior management and de-escalation, incident reporting, and effective dispatch communication. In addition, OSSE conducts targeted trainings for vendor teams on interventions and supports tailored to the needs of specific students. Training is provided annually and reinforced throughout the year on an ongoing basis to maintain personnel preparedness. As required by OSSE, all contracted transportation vendors also provide their own trainings to support successful transportation delivery.

- 115. Please describe OSSE DOT’s operating procedures for notifying schools and caregivers when bus delays or cancellations occur under the following circumstances: (1) Buses are delayed or cancelled for morning pick-up; and (2) Buses arrive late to transport students from school to their evening drop-off locations. If no such operating procedures exist, please describe the limitations that prevent OSSE DOT from developing operating procedures that address these communication issues. Finally, please describe the efforts required for OSSE DOT to develop and implement operating procedures to address communication lapses. Include in your response a description of any efforts to ensure these communications comply with the DC Language Access Act.**

Once a bus terminal identifies a route that is delayed or cancelled for morning pick-up, the information is relayed from DOT’s Dispatch Unit to the Parent Resource Center. The Parent Resource Center sends text and voice messages to guardians regarding the delay or cancellation and sends emails to impacted schools notifying them that a specific route is delayed or cancelled for morning pick up.

Similarly, once a terminal identifies a route that will be delayed transporting students from school to their evening drop-off locations, the information is relayed from the Dispatch Unit to the Parent Resource Center. The Parent Resource Center sends text and voice messages to parents regarding the delay and sends emails to impacted schools notifying them that a specific route is delayed for evening pick up and drop-offs to homes.

Last year, OSSE unveiled a new message translation feature to further enhance this communication. This feature allows notifications to be translated into the parent/guardian’s preferred language, ensuring that important information regarding a student’s transportation status is accessible to all families.

Due to potential operational time lag in notification, OSSE-DOT also established a webpage (<https://osse.dc.gov/page/daily-dot-updates>) in 2023 that informs parents of their students’ transportation route status.

OSSE-DOT also strongly encourages its frontline bus staff to participate in the Parent Texting Program, through which bus attendants send a text to the caregivers of students on their bus route with a more precise ETA as they approach each student’s home address. As of December 30, 2025, the Parent Texting Program is voluntary for employees.

116. (a) What were the top three compliance issues that OSSE faced with regard to special education transportation in school years 2024-2025 and 2025-2026 (through January 31)?

The top three compliance issues that OSSE-DOT faced in FY25 were 1) operations issues, 2) unprofessional conduct, and 3) route issues.

(b) What steps has OSSE taken in fiscal years 2025 and 2026 (through January 31) to remedy these issues?

Parent Portal

The Parent Portal, launched in June 2025, enabled OSSE-DOT to identify over 1,200 transportation-eligible students (of 5,788 total) who did not need transportation service this school year. In addition, the Parent Portal helped us expand and promote the Parent Stipend Program to more families who previously used bus transportation but who have the ability and prefer to self-transport. This school year, the families of approximately 1,000 eligible students will participate in the Parent Stipend Program – a 170 percent increase from last school year. In addition, the Parent Portal has helped OSSE-DOT collect more accurate home address information from families who have opted into bus transportation. **As a result, OSSE-DOT has been able to create fewer, more efficient, and more reliable bus routes this school year.**

Automated Routing

Beginning with Extended School Year (ESY) 2025, OSSE-DOT worked to better utilize automated routing to build fewer, more efficient routes. This technology also helps the OSSE-DOT team make route adjustments more quickly throughout the year as route issues arise.

Employee Training

In Fiscal Year 2025, the OSSE-DOT Safety and Training Team began utilizing a new training module to address and improve employee conduct. The training curriculum covers aspects of active listening, responding to customers with empathy when they share concerns, and supporting positive student and parent engagement. This training module empowers employees to interact with students, parents, and each other in a caring and compassionate way, and it helps our terminal management teams coach individual employees when there are reports of employee unprofessional conduct.

- 117. Provide an update on the Transportation Advisory Council. Please include: (1) the list of representatives serving on the Council; (2) the number of meetings held in fiscal years 2025 and 2026 (through January 31); (3) priorities identified by the Council; and (4) what changes to improve special education transportation that OSSE has undertaken as a result of the Advisory Council.**

The Transportation Advisory Council (TAC) serves as a collaborative platform where OSSE-DOT engages with individuals from diverse backgrounds who bring expertise and experience in special education services for students with disabilities. The TAC’s primary purpose is to share ideas and make recommendations to support the delivery of student transportation services.

As of February 2026, the following nine members had committed to serve on the TAC for School Year 2025-26:

Name	Affiliation
Charles DeSantis	Parent
Miata Pyndell	Parent
Shandell Matthews	St. Coletta of Greater Washington
Tracey Talbert	CFSA
Ian Peregol	DC Coalition of Disability Service Providers
Dionne McAdoo	OSSE
Youlanda Clark	OSSE
Yvonne Smith	OSSE
Rachael Streeter	OSSE

Meetings Held

There were three TAC meetings held in Fiscal Years 2025 and 2026 to date, (September 27, 2024, October 20, 2025, and January 9, 2026). The next meeting will take place on March 6, 2026.

Priorities

The TAC identified parent engagement and enhancing DOT’s methods of sharing information with the public as priorities for FY25 and FY26.

Changes Implemented

The idea for OSSE-DOT’s Parent Portal originated from TAC discussions related to parental involvement and engagement to improve special education transportation. The Parent Portal was developed during Fiscal Year 2025 and launched in June 2025.

118. Describe any technology upgrades to OSSE DOT in fiscal years 2025 and 2026 (through January 31) to improve the tracking of buses and to communicate with parents and schools regarding arrivals and pick-ups.

Customer Engagement Route Finder Dashboard

In January 2026, OSSE-DOT launched a new internal “Customer Engagement Route Finder” dashboard. This dashboard enables Parent Resource Center representatives to more quickly pull up an individual student’s route and bus team information, as well as on-time arrival history, to more quickly and seamlessly address parent issues.

Enterprise GPS, Routing, and Parent Application System

In November 2025, a letter contract was awarded to Tyler Technologies, an industry leader in GPS technology with over 38 years of experience. Tyler Technologies partners with over 2,400 school districts and transportation teams across the United States and Canada; they serve 51 percent of school buses in Virginia, including five out of the state’s ten largest school districts. In January 2026, OSSE signed the definitive contract and submitted it to the Council for approval. The contract, valued at \$2,070,229.60, was fully executed on February 3, 2026.

The GPS tracking system and associated parent application will allow all parent/guardian(s) to track and receive notifications about their student’s bus location in real time, automate routing and route adjustments, and will replace OSSE-DOT’s paper trip ticket system with a digital system, enabling OSSE-DOT to more quickly and accurately track individual route performance, identify consistent non-riders, and more quickly process and submit federal Medicaid reimbursement requests, an important source of revenue to sustain OSSE-DOT operations.

Currently, OSSE is working diligently with the vendor to finalize our implementation project plan and timeline. Implementation will require large amounts of data integration (including bus profiles, user and parent accounts, student profiles, and historical route data), equipment installation on buses, staff training across our nearly 1,000 frontline bus staff workforce, accuracy testing and refinement, and application launch and parent training/support.

OSSE is on track for tiered implementation of the new GPS system and parent application in the 2026-27 school year.

119. Please provide an update on OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. For School Years 2024-2025 and 2025-2026 (through January 31), provide the number of drivers/aides needed and how many of each were employed.

In the 2024-25 school year, OSSE-DOT needed approximately 605 bus drivers and 654 bus attendants to report to work each day to meet ridership demand and provide timely transportation services to all students. In FY25, OSSE employed 471 bus drivers and 499 bus attendants and experienced an average daily absenteeism rate of 31 percent. To address this workforce gap, OSSE utilized privately contracted vendors to cover 150 routes last school year.

In the 2025-26 school year, for OSSE-DOT to meet its ridership demand and provide timely transportation services to all students, the agency needs approximately 527 bus drivers and 605 bus attendants to report to work each day. These figures represent coverage for each of our 421 total routes plus a bench of approximately 25 percent to account for staff absences. OSSE employs 466 bus drivers and 489 bus attendants and experiences an average daily absenteeism rate of 27 percent. To address this workforce gap, OSSE utilizes privately contracted vendors to cover 110 routes.

Given the ongoing nationwide shortage in qualified drivers who hold a Commercial Driver's License (CDL) and necessary endorsements to transport students on a school bus, OSSE-DOT continues to explore creative ways to train, develop, and hire our existing bus attendant workforce into driver positions. Bus attendants already understand our students' needs and are deeply familiar with our bus routes and operations, and many are eager for promotion pathways within the agency.

In the fall of the 2024-25 school year, OSSE-DOT first began partnering with the District of Columbia Department of Public Works (DPW) to provide CDL training for OSSE-DOT bus attendants. An initial cohort of five bus attendants graduated from the program in January 2025 and were onboarded as bus drivers in February 2025. In November 2025, an additional five bus attendants graduated from the program and were onboarded as bus drivers. OSSE-DOT continues to see demand and interest from bus attendants in the program.

Additionally, in November 2025, OSSE-DOT procured our first 14 non-CDL passenger vans—which do not require a CDL bus driver to operate—and is currently working with OSSE-HR and DCHR to create a new non-CDL driver position category at the agency. These vans represent an additional opportunity for bus attendants to be promoted from within.

Finally, as mentioned above, OSSE-DOT strategically utilizes privately contracted vendors each year to ensure full coverage of all routes and help preserve a staffing bench at each of our bus terminals to account for employee callouts. Private vendors have proven to be reliable and flexible, and the cost of operating private routes is comparable to OSSE-DOT school bus routes.