

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE\* ENHANCEMENT PRIORITY\*  
**OSSE-DOT Contracted Routes** **1** OUT OF **6**

AGENCY\* AGENCY CODE\*  
 Office of the State Superintendent of Education **GOO**  
 Division of Student Transportation

AGENCY POINT OF CONTACT\* POINT OF CONTACT EMAIL\*  
 Raphael Park Raphael.Park@dc.gov

- REQUEST TYPE\***  
 Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.
- A. Restore previous reduction or one-time funding** } Complete Sections I-IV. Complete Section V to be considered for evidence rating.
  - B. Increased cost to maintain existing activity**
  - C. Operational improvement with strong business case**

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  - D. Expand high-performing existing activity** } Complete Sections I-V.
  - E. Completely new activity with highly likely or proven positive outcomes**

**FUNDING REQUEST\***  
 Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$0	\$16,500,000	\$16,500,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

**FUTURE COSTS\***  
 If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$16,500,000	\$14,850,000	\$13,365,000

- ENHANCEMENT SUMMARY\***  
 In your response:
- State the problem this enhancement is designed to address
  - Describe what the enhancement is and/or how it will work
  - Describe the impact the enhancement will have on the problem

OSSE-DOT currently has multi-year contracts with eight (8) vendors covering a total of 150 student bus routes for School Year 2024-2025. Given the ongoing nationwide school bus driver shortage and high absenteeism rate among existing frontline bus staff, contracted route deployment is currently ensuring the agency meets its legal mandate under the *Individuals with Disabilities Education Act (IDEA)* to transport eligible students with disabilities. In large part due to the current level of contracted route deployment, OSSE is maintaining a 95% on-time departure and 93% on-time school arrival for this school year, which is a noticeable improvement from prior school years. This enhancement request is to ensure the agency can maintain its current operational level at 150 contracted routes for FY26. This request maintains a commitment for this school year from the agency, supported by the City Administrator (OCA), in recent litigation proceedings against the District.

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- **Sections I-IV** for ALL requests.
- **Section V** for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- **Section VII** for Type F requests.
- **Section VI** optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

**RACIAL EQUITY BUDGET TOOL (REBT)**  
 The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

OSSE-DOT is requesting a mission-critical enhancement to provide recurring funding for contracted route expansion which is vital to the agency’s service delivery model in the post-COVID-19 healthcare emergency era. Evidence of that vitality is in large part due to the success of contracted routes during FY23 and FY24, wherein the agency utilized one-time federal recovery dollars, internal agency savings, and OCA-supported contingency funds. As of November 10, 2024, OSSE-DOT currently operates 150 vendor routes across eight contracted vendors, which is the highest volume of contracted vendor routes that OSSE-DOT has ever operated.

Without sufficient operational funding, the District will likely experience significant disruption to the timely bus service for students with disabilities. Over 150 bus routes would be directly impacted, equating to disruption of service for more than 1,000 students with disabilities. Consequently, the >4,000 students total across the District would be routed on OSSE-DOT staffed buses. **Since** there are not enough drivers in the OSSE-DOT workforce to meet this demand, all students will experience significantly longer ride times with early morning pick-ups and late afternoon drop-offs. **Due to** the unacceptably high absenteeism rates among OSSE-DOT drivers, we anticipate that without the contracted routes, some students’ transportation needs would not be met at all. All of which, exposing the District to additional legal risk.

For School Year 2024-2025, OSSE received a \$6.5M one-time funding supplement in its FY25 budget to continue its contracted route operation. In addition, the OCA also approved \$10M to avoid a preliminary injunction from a class action lawsuit where the plaintiffs requested (and continue to request) the court to put OSSE-DOT under a court receivership. As the class action lawsuit remains active, the agency must continue to satisfy the requirements as we continue to make operational improvements and positive performance metrics.

The cost to transport students on an OSSE school bus is \$200/day per student while contracted routes cost \$180/day per student. Part of this cost differential is attributable to scale. By deploying *multiple* contracted route vendors with strategic route selections, OSSE has continued to decrease the per-student cost of contracted routes, which initially started at \$500/day three years ago. Operationally, contracted routes have continued to meet our agency’s expectations; ensuring safe, reliable and timely arrivals for students. With these contractual agreements, we have also been able to decrease our projected overtime costs. This enhancement will also allow us to continue with our procurement of a new routing system which will generate more efficient and effective routes to ensure greater timeliness with an ultimate goal of reducing contracted routes in the future once we meet increased performance within OSSE-DOT staff. Hence, the outyears of this enhancement include a 10% reduction each subsequent year.

Lastly, both the Parent Resource Center call volume and parent complaints have gone down. This program is directly tied to ensuring legal requirements under *IDEA* are met. Lack of this funding poses real risk of court receivership/monitoring of OSSE, which is a request that the Plaintiff's counsel for the DOT lawsuit sought but was denied directly due to the OCA's commitment to fund the amount for contracted routes.

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES  NO

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES  NO

FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

## SECTION II. RATIONALE

*Required for ALL requests*

### **What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

OSSE-DOT is anticipating continued staffing challenges entering the next 2025-2026 school year due to the national school bus driver shortage, high anticipated staff callouts, and labor strikes across major city school districts nationwide.

Prior to and/or entering the current 2024-2025 school year:

- 1) Boston Public Schools reported a shocking 34 percent on-time arrival for the beginning of the school year due to bus driver shortage ([September, 2024](#)).
- 2) Some St. Louis Public Schools students could not attend school for four consecutive weeks due to lack of reliable student transportation services ([September, 2024](#)).
- 3) Houston Public Schools had more than 700 students who did not receive school bus transportation as the school year began due to driver shortage ([September, 2024](#)).
- 4) Special Education advocates filed a lawsuit against Chicago Public Schools for failing to meet federal law that requires the school system to provide transportation services for students with disabilities ([September, 2024](#)). During the prior school year, Chicago Public School began its first day of school while only having 681 bus drivers with a student ridership demand requiring 1,300 drivers.
- 5) Parents in Prince George's County, Maryland is frustrated with school bus services as the county is short nearly 200 bus drivers ([September, 2024](#)).
- 6) New York City Public School averted a potential school bus driver strike for the first time in 10 years that would have significantly disrupted transportation for over 86,000 students; the union and the city agreed on wage increases and other protections for bus drivers ([August, 2023](#)).
- 7) Louisville Public School in Kentucky closed its entire school system for over a week due to school bus driver shortage and routing system challenges ([August, 2023](#)).

Unfortunately, OSSE has experienced similar labor trends from last school year continue into the 2024-2025 school year, including continued difficulty with hiring CDL drivers with S and P endorsements, employee protest over work condition and burnout, and high volume of bus terminal staff departure to private sector jobs that offer a more competitive salary. Although OSSE-DOT hosted multiple hiring fairs, out of 2,400+ interested candidates, only 16 qualified CDL drivers were hired. In future years, OSSE-DOT expects to see increased staffing attrition, which will require existing staff to cover multiple bus routes on a daily basis, which will increase complaints of burnouts and increased daily absence rate from its front-line staff. While the deployment of contracted vendor routes has significantly increased the supply needed to transport students, OSSE is also exploring all possible cost-neutral avenues to decrease the ridership demand in preparation for worsening labor trends for the upcoming school years, including its Parent Stipend Program.

OSSE -DOT was able to support contracted routes since 2023 through several funding sources including over \$3M of COVID-19 Federal Stimulus funding (ESSER & EANS). However, those federal grant funds have ended as of end of FY24, and OSSE continues to manage the \$22M operation. School year 2024-2025 operations for contracted routes include a one-time \$6.5M enhancement. OSSE-DOT is managing all additional funding through a series of funding streams to maintain the operations in part due to a class action lawsuit that could jeopardize the District and result in court receivership. A declaration from OSSE-DOT that identified significant operational adjustments, overall improving the services and on-time arrivals of our eligible students, in particular those within the lawsuit, was well received by the court in July 2024. Although OSSE-DOT has made significant progress, resulting in dramatically improved on time status for students, we continue to invest in systems improvements, managing operational budget shortfalls, and staffing challenges. Without the continued

support through this budget enhancement, we risk possibility of poor on-time performance, longer routes, additional burnout of employees, increased overtime employee costs due to doubled routes and risk of court receivership.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

The approval of the requested enhancement will allow OSSE-DOT, on behalf of the District of Columbia, to provide efficient and reliable transportation services to eligible students with disabilities in accordance with federal law. The expansion of contracted routes has already yielded tremendous positive impact, resulting in consistent daily on-time performance for over 95% of OSSE-DOT’s routes between March 2023 (when contracted route expansion was fully implemented) to November 2024 across three school years. This has also allowed us to manage less school bus routes that are still severely impacted by MVO and Bus Attendant callouts, ensuring sufficient backup coverage as we work through Union negotiations in FY25. Absent of drastic changes to personnel or contractual rates, we anticipate our funding request to continue to support the overall operations.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

If yes, please provide a rationale for why these non-local funds are no longer available:  YES  NO

Contracted routes were partially funded with \$3M federal ARP ESSER AND EANS grants in FY23 and FY24 which have now expired.

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	<b>Contracted Routes:</b> OSSE believes contracted route costs can be reduced over time based on (1) increased Parent Stipend Program participation, (2) efficient routing system (current capital project to be completed during FY26), (3) improved ratio of manager to bus staff (FY26 enhancement request), and LEA cost-sharing model that can effectively reduce ridership demand. OSSE-DOT expects approximately -10% reduction YOY in number of contracted routes as efficiencies are realized through various projects. However, there is an ongoing growth of student ridership and decreasing staffing attrition each year, which is making it difficult to significantly decrease costs.	\$16,500,000	\$14,850,000	\$13,365,500	\$12,028,950

Click or tap here to enter text.

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FY 2026 Agency Budget Request

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input checked="" type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

**Contracted Routes**

In large part due to the current level of contracted route deployment, OSSE is maintaining a 95% on-time departure and 93% on-time school arrival for this school year, which is a noticeable improvement from prior school years. The call volume at OSSE's parent call center has also decreased by more than 14%, and escalated parent complaints have also noticeably decreased. Lack of this funding may result in genuine risk of court receivership/monitoring of OSSE, which is a request that the Plaintiff's counsel for the active DOT class action lawsuit sought but was denied due to the OCA's commitment to fund the amount for contracted routes up to 150 routes.

Despite the local and nationwide challenges in hiring and retaining school bus drivers, contracted vendor route use in SY 2024-25 to date have been high performing, effective, and yielded one of the best start-of-school seasons for OSSE-DOT. Unlike its neighboring local jurisdictions, since August 26, 2024 (first day of DCPS), OSSE-DOT has not had any un-served bus routes. While serving every student, OSSE-DOT has also maintained an on-time performance for over 95% of its bus routes. Furthermore, during the first week of school, OSSE-DOT's Parent Call Center experienced a -20% reduction in call volume compared to prior year. Unlike many major city jurisdictions that immediately increased salary and benefits to keep bus drivers and to avoid labor strikes (e.g., New York City Public School), OSSE-DOT has maintained its salary rate and even discontinued its annual attendance incentive program entering School Year 2024-2025. Also, because OSSE-DOT intentionally contracted with *eight* vendors (instead of one large vendor), OSSE-DOT will be able to scale up operations if the agency were to experience further staffing challenges. The performance of the contracted route vendors has been excellent, and OSSE-DOT continues to receive positive LEA and parent feedback from the transportation services provided by the vendors (OSSE-DOT provides training to all vendors to ensure service quality is exceptional).

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

District residents, particularly for students with disabilities, can expect to experience consistent bus service and on-time arrival to school and home from the expansion of contracted routes. OSSE-DOT collects daily performance data for contracted bus routes, including on-time departure from the vendor's headquarters and on-time arrival to school.

OSSE-DOT will continue to assess improvements in its existing key performance indicators, including on-time performance for bus routes and daily staffing availability (percent of bus driver/attendant available). The agency will also continue to collect and monitor (1) performance and timeliness of vendor provided routes, (2) staff attendance and overtime trends on high callouts periods (e.g., day before and after holidays, Monday/Friday, etc.) for disciplinary purposes, and (3) parent/guardian stipend participation rate and its impact to existing bus routes (to find opportunities where students on contracted routes can be moved to OSSE-operated school buses as participation rate for parent stipend increases).

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

The most significant challenge will be service stoppage if this enhancement is not funded at the requested rate. Over 1,000 students will not have a staffed bus route, an experience faced by many major city school districts. OSSE-DOT would subsequently need to increase the number of yellow school bus routes, overburdening personnel which may further impact poor attendance and overtime costs, resulting in late arrival times and unreasonably longer ride-time for students. For example, special education students may have to be picked up as early as 6AM and riding on school bus for over 2 hours prior to arriving to school. Parents will also see their children dropped off at home in the PM many hours after school dismissal. To mitigate current challenges, OSSE is actively pursuing conversion of bus driver positions to non-CDL driver positions (which will require purchasing of vans or smaller vehicles). OSSE-DOT is also exploring increasing its manager to bus staff ratio (currently at an exceptionally high ratio of 38:1) by hiring managers using driver vacancies, which will help managers to directly address the current absenteeism issues. Lastly, OSSE-DOT is urgently working on a new routing system (capital project), which should create more efficient routes and reduce the overall route volume.

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**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year's data and the current year's target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Average percent on-time arrival at school AM (20-minute window) (KPI)	EXISTING	Efficiency	Up	97%	94%	94%	75%
Daily percent of Bus Attendants available (includes the need for 1:1 aides) (KPI)	EXISTING	Quality	Up	-12.5%	10%	10%	10%
Daily percent of daily Bus Drivers Available (KPI)	EXISTING	Quality	Up	-7.18%	10%	10%	10%
Volume of Parent Stipend Participation (WM)	NEW	Quantity	Up	New	New	New	New
Percent of Parent Stipend Participation Compared to OSSE-provided Bus Service (KPI)	NEW	Efficiency	Up	New	New	New	New
Percent of Contracted Routes compared to OSSE-provided Bus Service (KPI)	NEW	Efficiency	Down	New	New	New	New

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District’s [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\*. Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District’s REAP for supporting actions).

Currently, the majority of eligible students receiving transportation service from OSSE-DOT reside in historically underserved communities in Wards 7 and 8. However, the most frequent bus service complaints received by OSSE are from parents who live *outside* of Wards 7 and 8. This may indicate the possibility of our residents in Wards 7 and 8 not having equitable access to information and/or resources to be able to voice their concern. If transportation services are impacted by the shortage of personnel or lack of adequate funding, the strongest impact will be felt by residents of Wards 7 and 8, which will greatly exasperate those residents’ access to quality services and education.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

The District of Columbia is required to provide transportation services to eligible students with disabilities under federal law (IDEA and Sec. 504 of the Rehabilitation Act). The objective of the federal laws associated with OSSE-DOT service is to ensure equitable access to education for all students with disabilities.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency’s budget request, including staff and communities of color?\*. See ORE’s [Meaningful Community Engagement Guide](#).

Parents, education advocates, Local Education Agencies (LEAs), and other stakeholders continue to provide valuable insight to inform the agency’s budget and operation process. OSSE-DOT currently has a monthly Transportation Working Group (TWG) with education advocates and LEA representatives, where members have offered numerous feedback on their support for contracted route expansion. The agency also runs the Transportation Advisory Council (TAC) where parents have also offered similar support and feedback.

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**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

This enhancement will ensure every student, regardless of age, gender, and race, receives timely transportation service. As of current, there is no anticipated negative unintended benefit or burden.

**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

This enhancement will ensure every student eligible for transportation services receives timely service. The 2024-2025 school year is already showing significantly positive outcome that 150 contracted routes can yield quality performance (95% on-time performance).

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

In May 2023, OSSE's Division of Data, Assessment, and Research (DAR) conducted a scientific study on the effectiveness of DOT's first four months of contracted route expansion from January to April 2023. Based on a model built using multivariate linear regression with polynomial and interaction terms, OSSE's model showed contracted routes as a significant factor in decreasing daily late routes. At every 10% of OSSE's bus routes converted to contracted routes, the expected proportion of late routes ranged from 2-6% every day.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

N/A

Contracted routes were not modeled after other cities or sister agencies.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

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### Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\*

Explain why deviations are necessary for success in DC.

N/A

### Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\*

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

While there is no current plan to build out further evidence to support this enhancement using a formal program evaluation, OSSE-DOT will be conducting proper assessment of the effectiveness of the programs at various opportunities in the future (given the resources that OSSE has within its Division of Data, Assessment, and Research (DAR)).

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

*This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.*

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME **Michael Riley**  
 TITLE **Director, Division of Student Transportation**  
 EMAIL **Michael.Riley1@dc.gov**  
 PHONE **202-724-5674**

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

N/A agency already has resources to cover the internal support work.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

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### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE* <h2 style="margin: 0;">Restoration of Reductions to Meet the MARC</h2>	ENHANCEMENT PRIORITY* <h2 style="margin: 0;">2 OUT OF 6</h2>
AGENCY* Office of the State Superintendent of Education  Division of Student Transportation	AGENCY CODE* <b>GO0</b>
AGENCY POINT OF CONTACT* Raphael Park	POINT OF CONTACT EMAIL* Raphael.Park@dc.gov

**REQUEST TYPE\***  
Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

<input checked="" type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b> <input type="checkbox"/> <b>B. Increased cost to maintain existing activity</b> <input type="checkbox"/> <b>C. Operational improvement with strong business case</b>	}	Complete Sections I-IV. Complete Section V to be considered for evidence rating.
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b> <input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	}	Complete Sections I-V.

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FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$15,353,053.26	\$0	\$15,353,053.26

**ONE-TIME**  
  **PARTIALLY RECURRING**  
  **RECURRING**

**FUTURE COSTS\***  
If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$0	\$0	\$0

**ENHANCEMENT SUMMARY\***  
In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

The Office of the State Superintendent of Education - Division of Special Education Transportation (OSSE-DOT) is requesting an enhancement to restore the FY 2026 MARC reduction. OSSE-DOT requests this enhancement to comply with federal law (IDEA, Sec. 504, and FAPE) and prevent litigations for failure to comply. OSSE-DOT is federally mandated to provide transportation services to eligible students with disabilities who are residents of the District of Columbia. Failure to restore the proposed reduction could result in the District's failure to meet the maintenance of effort provision required for the receipt and use of federal IDEA funding. Given the national labor shortage of school bus drivers exacerbated by COVID and the significant spending pressure that the agency faced to close FY24, the agency cannot afford to undergo a reduction in force, which would be the only possible way to for the agency to meet its MARC requirement.

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. Types A, B, and C can complete this section to be considered for an evidence rating.
- Section VII for Type F requests.
- Section VI optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

**RACIAL EQUITY BUDGET TOOL (REBT)**  
The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

**Will legislative support be required to implement this enhancement?\***  YES    NO

If yes, please submit a proposed BSA subtitle using Attachment D.

**SECTION II. RATIONALE**

*Required for ALL requests*

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES  NO

FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

OSSE-DOT has a MARC of \$107,596,468 for FY26. The majority of OSSE-DOT's locally funded budget only includes positions (PS) and fixed costs. In order to meet the required target, the agency must make reductions in personnel services in the amount of \$15,353,053.26. OSSE-DOT is requesting this enhancement for this amount to comply with federal law (IDEA, Sec. 504, and FAPE) and prevent litigation for noncompliance. OSSE-DOT is federally mandated to provide transportation services to eligible students with disabilities who are residents of the District of Columbia. To end the hiring of essential and administrative positions that support the work of the division in FY 2026 as well as reducing its force would make it impossible to deliver the federally mandated transportation services and result in violation of federal law. It would also hinder the agency's ability to meet the maintenance of effort requirement for IDEA, jeopardizing the receipt of millions in grant funds.

The District of Columbia was a defendant in a 17-year consent decree for the failure to provide mandated transportation services for students (*Petties v. District of Columbia*). In addition, OSSE is under an active class action lawsuit where the plaintiffs are demanding OSSE-DOT to be put back under court receivership.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

The approval of the requested enhancement will allow OSSE-DOT, on behalf of the District of Columbia, to provide transportation services to eligible students with disabilities in accordance with federal law. The agency would continue to meet the maintenance of effort required to receive and use federal IDEA funding. Additionally, this enhancement will ensure OSSE-DOT to meet its student IEP requirements and/or OCA Key Performance Indicators and Workload Measures which include: Percent of drivers and attendants active and available for work daily, percent of students arriving at school on time, percent of buses in service, and student ride time compliance.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

If yes, please provide a rationale for why these non-local funds are no longer available:

YES  NO

N/A

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

**Form 2 Detail: FY 2026 Enhancement Request**  
FY 2026 Agency Budget Request

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

Unfortunately, there is no other possible way to scale down the current operation without violating federal law.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input checked="" type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

OSSE-DOT must reduce its budget by \$15,353,053.26 to meet its MARC. The restoration of MARC will allow OSSE-DOT to meet the federally mandated requirement of IDEA, Section 504 of the Rehabilitation Act and FAPE. The District of Columbia will benefit from this enhancement because it will drastically reduce the risk of litigation and continue to support the increase in student attendance and student performance. Failure to restore the requested amount will result in additional litigation costs and a reduction in federal grants.

**SECTION III. PERFORMANCE RATIONALE & IMPACT** *Required for ALL requests*

**PERFORMANCE IMPACT**

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

The agency will continue to collect its key performance indicator to ensure every student eligible for transportation receives safe, consistent, and reliable transportation.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

Failure to support this enhancement will hinder OSSE-DOT's ability to provide federally mandated to provide transportation services to eligible students with disabilities who are residents of the District of Columbia, while risking the loss of critical federal funds and additional litigation.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year's data and the current year's target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Average percent on-time arrival at school AM (20-minute window) (KPI)	EXISTING	Efficiency	Up	97%	94%	94%	75%

**Form 2 Detail: FY 2026 Enhancement Request**

FY 2026 Agency Budget Request

<b>Daily percent of Bus Attendants available (includes the need for 1:1 aides) (KPI)</b>	EXISTING	Quality	Up	-12.5%	10%	10%	10%
<b>Daily percent of daily Bus Drivers Available (KPI)</b>	EXISTING	Quality	Up	-7.18%	10%	10%	10%

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

Required for ALL requests

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan](#) (REAP) or your agency specific REAP does this enhancement request advance?\* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

Currently, the majority of eligible students receiving transportation service from OSSE-DOT reside in historically underserved communities in Wards 7 and 8. However, the most frequent bus service complaints received by OSSE are from parents who live *outside* of Wards 7 and 8. This may indicate the possibility of our residents in Wards 7 and 8 not having equitable access to information and/or resources to be able to voice their concern. If transportation services are impacted by the shortage of personnel or lack of adequate funding, the strongest impact will be felt by residents of Wards 7 and 8, which will greatly exasperate those residents' access to quality services and education.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

OSSE-DOT is lawfully required to provide transportation services to eligible students with disabilities under federal law (IDEA, Sec. 504, and FAPE). The objective of the federal laws associated with OSSE-DOT is to ensure equitable access to education for all students with disabilities.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?\* See ORE's [Meaningful Community Engagement Guide](#).

Parents, education advocates, Local Education Agencies (LEAs), and other stakeholders continue to provide valuable insight to inform the agency's budget and operation process. OSSE-DOT currently has a monthly Transportation Working Group (TWG) with education advocates and LEA representatives, where members have offered numerous useful feedback on

## Form 2 Detail: FY 2026 Enhancement Request

FY 2026 Agency Budget Request

agency operations. The agency also runs the Transportation Advisory Council (TAC) where parents have also offered similar support and feedback.

**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

This enhancement will ensure every student, regardless of age, gender, and race, receives timely transportation service. As of current, there is no anticipated negative unintended benefit or burden.

**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

Click or tap here to enter text.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

*This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.*

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Click or tap here to enter text.  
 TITLE Click or tap here to enter text.  
 EMAIL Click or tap here to enter text.  
 PHONE Click or tap here to enter text.

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Click or tap here to enter text.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE* <h2 style="margin: 0;">OSSE-DOT Nursing Services</h2>	ENHANCEMENT PRIORITY* <h2 style="margin: 0;">3 OUT OF 6</h2>
AGENCY* Office of the State Superintendent of Education  Division of Student Transportation	AGENCY CODE* <h2 style="margin: 0;">GOO</h2>
AGENCY POINT OF CONTACT* Raphael Park	POINT OF CONTACT EMAIL* Raphael.Park@dc.gov

**REQUEST TYPE\***  
Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

<input type="checkbox"/> A. Restore previous reduction or one-time funding	}	Complete Sections I-IV. Complete Section V to be considered for evidence rating.
<input checked="" type="checkbox"/> B. Increased cost to maintain existing activity		
<input type="checkbox"/> C. Operational improvement with strong business case		
<input type="checkbox"/> D. Expand high-performing existing activity	}	Complete Sections I-V.
<input type="checkbox"/> E. Completely new activity with highly likely or proven positive outcomes		

**FUNDING REQUEST\***  
Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
[enter amount]	\$2,400,000	\$2,400,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

**FUTURE COSTS\***  
If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$2,400,000	\$2,400,000	\$2,400,000

**ENHANCEMENT SUMMARY\***  
In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

OSSE-DOT is requesting a mission-critical enhancement to ensure all special education students required to have a nurse during transport continue to receive one for FY26. Per the *Individual with Disabilities Education Act (IDEA)*, OSSE is federally mandated to supply a dedicated nurse during transport for both morning and afternoon commutes if a student's IEP requires it.

OSSE's contracted nursing costs have significantly gone up in recent years as well as the volume of students who require a nurse. Prior to the pandemic in 2020, the cost of a licensed practical nurse (LPN) was \$40.74 per hour; in 2024, the agency is currently required to pay \$60.36 per hour, a 48% increase. In addition, the cost of a registered nurse (Level I) was \$54.76 per hour prior to the pandemic, which now costs \$71.16 an hour, a 30% increase. Lastly, the cost of a registered nurse (Level II) was \$60.95 per hour prior to the pandemic, which now costs \$79.76 an hour, a 31% increase.

In addition, OSSE-DOT has experienced a 23% increase in students requiring nurses compared to School Year 2022-2023 to this school year.

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- Section VII for Type F requests.
- Section VI optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

**RACIAL EQUITY BUDGET TOOL (REBT)**  
The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

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**SECTION II. RATIONALE** *Required for ALL requests*

Both the increases in per-hour nursing cost and the volume of students requiring a nurse both attributed to the significant spending pressure that OSSE-DOT experienced in FY24, when the agency was unable to cover its mission critical costs using vacancy savings like prior years.

With the approved enhancement, OSSE-DOT will be able to supply a nurse for every student who requires one and ensure the agency does not violate its federal requirements. OSSE-DOT only has budget available for \$3.4M in nursing, whereas the anticipated need is \$5.8M (need: \$2.4M).

**Will legislative support be required to implement this enhancement?\***  YES  NO  
If yes, please submit a proposed BSA subtitle using Attachment D.

**Has this enhancement request been submitted in past formulation cycles?\***  YES  NO  
If yes, in which fiscal years was it submitted? Mark all that apply.

FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***  
Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

During the COVID-19 pandemic, the demand for nurses soared across hospitals and clinics, diverting many education sector nurses to urgent care settings. This heightened demand led to attrition within the profession, subsequently driving many to leave the field or avoid high-risk roles like school transport nursing. During the pandemic years of 2020-2022, OSSE-DOT had contractual relationship with three nursing vendors; however, two of three vendors were unable to supply any nurse due to staffing challenges. This forced the agency to utilize the last remaining vendor beyond its annual contract ceiling, resulting in a tipping package submitted to Council. The same vendor also requested an equitable rate increase (of 15-17% depending on the nurse type) as other vendors were unable to supply the needed nurses. Despite multiple attempts with OCP to find other cost-efficient human care agreement vendors, we were unable to do so.

When nursing agencies also have difficulties with staff callouts, OSSE also has to send a go-back route with a nurse, resulting in students being late to school. This request ensures there is sufficient coverage for all students requiring a nurse. Failure to have sufficient nurse staffing will lead to an *IDEA* violation; the risk of any federal violation is heightened this fiscal year due to the ongoing monitoring by the court from OSSE’s ongoing class action lawsuit.

**How does this enhancement address this problem and its underlying causes?\***  
Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

Although there is a nationwide shortage of school transport nurses, especially those qualified to work with students who have specialized health needs, OSSE-DOT and OCP have been able to enter a contractual relationship and onboard three human care agreement vendors who have not had any staffing challenges. Thus, OSSE fortunately has not had incidents

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

where students requiring a nurse could not receive services. However, due to our reliance on this vendor’s consistent availability of nurses, the market rate has significantly gone up. Prior to the pandemic in 2020, the cost of a licensed practical nurse (LPN) was \$40.74 per hour; in 2024, the agency is currently required to pay \$60.36 per hour, a 48% increase. In addition, the cost of a registered nurse (Level I) was \$54.76 per hour prior to the pandemic, which now costs \$71.16 an hour, a 30% increase. Lastly, the cost of a registered nurse (Level II) was \$60.95 per hour prior to the pandemic, which now costs \$79.76 an hour, a 31% increase.

Although this enhancement may not be able to address the underlying causes of increased market rate for nurses, it will ensure the city is able to meet its legal obligation under *IDEA*.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

YES  NO

If yes, please provide a rationale for why these non-local funds are no longer available:

N/A

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	<b>[Implement Go-Back Nurses]:</b> If every student who requires a nurse cannot be served, OSSE-DOT can implement a go-back operation. For example, if there are 40 students who require nurse but only 20 nurses are available, then the remaining 20 students would have to wait until the first set of 20 students’ routes are completed. This would mean the latter 20 students will always be late to school, triggering an IDEA violation.	Cost Neutral	Cost Neutral	Cost Neutral	Cost Neutral
2	<b>[Reduce Administrative Functions via RIF]:</b> In order to meet the agency’s federal mandate to supply nurses to students who require them, OSSE may choose to implement reduction in force to administrative teams, such as the parent resource center (as it is not a federally required mandate to have a call center). However, the call center fields around 300-400 calls a day, which will likely result in a detrimental impact to the customer-facing function of the agency. However, OSSE would have to prioritize meeting its federal mandate over a non-required function.	\$2,400,000	\$2,400,000	\$2,400,000	\$2,400,000

Click or tap here to enter text.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input checked="" type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

The COVID-19 pandemic created a severe nursing shortage across the nation, especially for school transport nurses. OSSE's current human care agreement rates have gone up between 30-48% based on the type of nurse (e.g., LPN, RN-Level 1, or RN-Level 2) as well as the students who require a nurse increasing by 23 percent over the past two years. OSSE-DOT faced the issues of two of three vendors not being able to supply any nurse due to staffing challenges. This situation forced the agency to utilize the last remaining vendor beyond its annual contract ceiling, resulting in a tipping package submitted to Council. The same vendor, with nursing availability, also requested an equitable rate increase (of 15-17% depending on the nurse type) as other vendors were unable to supply the needed nurses. Despite multiple attempts with OCP to find other cost-efficient human care agreement vendors, we were unable to do so.

OSSE-DOT has exhausted all options to identify a cost-efficient way and prioritized identifying vendors that can provide consistent nursing services, a requirement under IDEA. Thus, OSSE fortunately has not had incidents where students requiring a nurse could not receive consistent services. However, due to the vendor's consistent availability of nurses, the market rate has significantly gone up.

To meet the agency's legal requirement, if this enhancement is not approved, OSSE may have to consider reduction in force for administrative functions to create internal savings.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

OSSE-DOT collects the following data to monitor the nursing services provided by the three vendors:

- 1) Nurse attendance and timeliness for morning and afternoon commutes
- 2) Reconciliation of invoices to nurse sign-in sheets at the terminal

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

The most significant challenge will be late routes if this enhancement is not funded at the requested rate and the need to deploy go-back routes where nurses and bus staff have to run double or triple routes each day, which will also drive overtime costs. In addition, given the close monitoring and monthly updates that OSSE-DOT and OAG have to provide to the court overseeing the DOT class action lawsuit, any repeated escalated complaints about untimely nursing services may increase further scrutiny by the court. To ensure timely service, OSSE-DOT will have to cut non-legal functions to create internal savings.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year's data and the current year's target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Average percent on-time arrival at school AM (20-minute window) (KPI)	EXISTING	Efficiency	Up	97%	94%	94%	75%

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

Required for ALL requests

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance? Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

Currently, the majority of eligible students receiving transportation service from OSSE-DOT reside in historically underserved communities in Wards 7 and 8. However, the most frequent bus service complaints received by OSSE are from parents who live *outside* of Wards 7 and 8. This may indicate the possibility of our residents in Wards 7 and 8 not having equitable access to information and/or resources to be able to voice their concern. If transportation services are impacted by the shortage of personnel or lack of adequate funding, the strongest impact will be felt by residents of Wards 7 and 8, which will greatly exasperate those residents' access to quality services and education.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

OSSE-DOT is lawfully required to provide transportation services to eligible students with disabilities under federal law (IDEA, Sec. 504, and FAPE). The objective of the federal laws associated with OSSE-DOT is to ensure equitable access to education for all students with disabilities.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color? See ORE's [Meaningful Community Engagement Guide](#).

Parents, education advocates, Local Education Agencies (LEAs), and other stakeholders continue to provide valuable insight to inform the agency's budget and operation process. OSSE-DOT currently has a monthly Transportation Working Group (TWG) with education advocates and LEA representatives, where members have offered numerous useful feedback on agency operations. The agency also runs the Transportation Advisory Council (TAC) where parents have also offered similar support and feedback.

**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

This enhancement will ensure every student requiring a nurse, regardless of age, gender, and race, receives timely transportation service. As of current, there is no anticipated negative unintended benefit or burden.

**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

Click or tap here to enter text.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

*This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.*

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Click or tap here to enter text.  
 TITLE Click or tap here to enter text.  
 EMAIL Click or tap here to enter text.  
 PHONE Click or tap here to enter text.

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Click or tap here to enter text.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE\* **OSSE-DOT Parent Stipend Program**
ENHANCEMENT PRIORITY\* **4** OUT OF **6**

AGENCY\* **Office of the State Superintendent of Education**
AGENCY CODE\* **GO0**

Division of Student Transportation

AGENCY POINT OF CONTACT\* **Raphael Park**
POINT OF CONTACT EMAIL\* **Raphael.Park@dc.gov**

**REQUEST TYPE\***  
 Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding
- B. Increased cost to maintain existing activity
- C. Operational improvement with strong business case
- D. Expand high-performing existing activity
- E. Completely new activity with highly likely or proven positive outcomes

Complete Sections I-IV. Complete Section V to be considered for evidence rating.

Complete Sections I-V.

**FUNDING REQUEST\***  
Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$0	\$2,200,000	\$2,200,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

**FUTURE COSTS\***  
If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
2,200,000	\$2,200,000	\$2,200,000

**ENHANCEMENT SUMMARY\***  
In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

OSSE-DOT is requesting a mission-critical enhancement to provide recurring funding for an unbudgeted Parent Stipend Program that is vital to the agency’s service delivery model in the post-Covid era. Launched in April 2024, OSSE-DOT’s Parent Stipend Program, where eligible parents are offered a \$400 monthly stipend to self-transport eligible special needs students in lieu of receiving OSSE-DOT bus services, has quickly proven to be a popular, cost-effective means to provide federally required transportation services. OSSE-DOT has continued to expand this program in FY25 using the \$1 million one-time enhancement. This program has continued to show strong growth in participation volume and interest from the community (parents and local education agencies).

The Parent Stipend Program is an essential initiative as the agency foresees continued challenges from the 1) post-Covid era of national CDL driver shortage, 2) high callouts from school bus drivers and attendants experienced by school jurisdictions across the country, and 3) heightened risk of special transportation-related litigations and missed compensatory education. There are currently over 350 students enrolled in the Parent Stipend program for School Year 2024-2025, offsetting

**AGENCIES:** Use this form to provide details about enhancement requests in your agency’s FY 2026 budget request.

**REQUIRED SECTIONS**

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. Types A, B, and C can complete this section to be considered for an evidence rating.
- Section VII for Type F requests.
- Section VI optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

**RACIAL EQUITY BUDGET TOOL (REBT)**  
The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

**SECTION II. RATIONALE** *Required for ALL requests*

the need for 70 new bus routes and 145 additional staff members from OSSE-DOT. Without the program, existing students on OSSE-DOT buses would experience delayed services from the impact of increased student ridership, including some students having to endure morning pick-ups as early as 6AM and afternoon drop-offs as late as 7PM, which will create daily ride times over 4 hours per each day.

This program has seen success in its participation volume, from the first wave of 60 participants last school year to over 500+ applications received for the 2024-25 school year; there are currently 350 approved participating parents/students. The cost of transporting a student utilizing either OSSE-DOT school bus or contracted route is around \$4,000/month. This stipend program allows the city a mechanism to ensure students are transported (by their parents) at 1/10<sup>th</sup> of a cost while also reducing costs related to tort claims. LEAs have provided feedback this year that this program is growing in its popularity and that there is a market for participation growth if the city were to decide to increase its program volume. This enhancement ask would support the program participants to be increased to 500 students for FY26.

**Will legislative support be required to implement this enhancement?\***  YES  NO  
 If yes, please submit a proposed BSA subtitle using Attachment D.

**Has this enhancement request been submitted in past formulation cycles?\***  YES  NO  
 If yes, in which fiscal years was it submitted? Mark all that apply.  
 FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***  
 Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

OSSE-DOT is anticipating continued staffing and operational challenges entering the next 2025-2026 school year due to increased student ridership, national school bus driver shortage, and high anticipated staff callouts.

OSSE-DOT is a supply-and-demand dependent operation where demand represents the number of students requiring transportation services and supply represents the number of available staffing. In terms of demand, OSSE has been reaching record-breaking ridership figures every year, from fewer than 3,400 students in FY21 to over 4,100 students this past school year (21% increase in three years).

In terms of supply, the increased ridership demand in DC was further negatively impacted by the national school bus CDL driver shortage, an issue faced by nearly every state and major city jurisdictions. Some examples of ongoing challenges nationwide include:

- 1) Boston Public Schools reported a shocking 34 percent on-time arrival for the beginning of the school year due to bus driver shortage ([September, 2024](#)).
- 2) Some St. Louis Public Schools students could not attend school for four consecutive weeks due to lack of reliable student transportation services ([September, 2024](#)).
- 3) Houston Public Schools had more than 700 students who did not receive school bus transportation as the school year began due to driver shortage ([September, 2024](#)).
- 4) Special Education advocates filed a lawsuit against Chicago Public Schools for failing to meet federal law that requires the school system to provide transportation services for students with disabilities ([September, 2024](#)). During the prior school year, Chicago Public School began its first day of school while only having 681 bus drivers with a student ridership demand requiring 1,300 drivers.

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

- 5) Parents in Prince George’s County, Maryland is frustrated with school bus services as the county is short nearly 200 bus drivers ([September, 2024](#)).

Although OSSE-DOT has implemented successful supply-impacting initiatives such as contracted route expansion (to address uncovered routes caused by staffing shortage) and weekly attendance incentive (to ensure as many staff members are available at work), these projects have been costly. In comparison, the Parent Stipend Program has been a cost-efficient project that has also directly decreased the demand of student ridership.

OSSE anticipates worsening national labor trends to continue into the 2025-2026 school year, including continued difficulty with hiring CDL drivers with S and P endorsements, employee protest over work condition and burnout, and high volume of bus terminal staff departure to contracted vendors that offer a more competitive salary.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

The approval of the requested enhancement will allow OSSE-DOT, on behalf of the District of Columbia, to provide effective transportation alternatives to eligible students with disabilities in accordance with federal law. The rollout of the Parent Stipend Program has decreased the ridership demand of 350 students in FY24 by transferring the daily transportation of eligible students to the parent/guardian. In August 2023, OSSE-DOT conducted a survey of over 2,800 parent/guardians currently utilizing transportation services provided by OSSE-DOT and more than 600 answered they would transport their own student for \$400 per month. It currently costs OSSE \$200 per day per student to transport on a school bus and \$180 per day per student to transport on a contracted route, compared to \$20 per day per student via the subsidized stipend option. These 600 students represent a potential reduction of 60 bus routes based on the agency’s analysis. This reduction could further close the gap on the daily late routes and increase the availability of existing staff, which will subsequently yield to a reduction of contracted routes and staff overtime expenditures. We have seen a significant growth in demand and interest for the Parent Stipend Program during School Year 2024-2025, with over 700 applicants, and 350 approved students using the FY25 one-time enhancement. Local education agencies have also shared there are many parents who wished OSSE could expand its program.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

YES  NO

If yes, please provide a rationale for why these non-local funds are no longer available:

N/A

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	<b>Parent Stipend:</b> OSSE-DOT expects program participation to increase YOY; with the goal of increasing participation by 15% each year; the city will in return spend less on contracted routes and staff overtime. For FY25, due to increased contracted route and parent stipend participants, OSSE-DOT is already expecting projected over-time cost	\$2,200,000	\$2,200,000	\$2,200,000	\$2,200,000

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

	decrease by more than \$3M than FY24. Thus, even though OSSE anticipates increase in approved students in the outyears, the additional cost would be absorbed by agency savings.				
2		[enter \$]	[enter \$]	[enter \$]	[enter \$]

Click or tap here to enter text.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input checked="" type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

**Parent Stipend Program**

The Parent Stipend Program, modeled after successful programs in Chicago, IL and Philadelphia, PA, is a relatively new program with proven outcomes to the District by significantly increasing the likelihood of daily on time performance of over 3,700 students who are federally mandated to receive FAPE. This program has allowed OSSE-DOT to remove participating students from its bus routes, which has greatly relieved pressure from the system, reduced late routes, reduced overtime costs, and created more efficiencies for students who do ride. Furthermore, Parent Stipend Program students during the current school year are maintaining an astonishing 89% daily school attendance rate.

As of current, OSSE-DOT spends approximately \$200 per student per day to transport via a yellow school bus. Contracted routes costs on average \$180 per student per day depending on the size of the vendor-provided vehicle. The Parent Stipend program, with a payment of \$400 per *month*, a significant short and long-term cost savings to the District as it will cost approximately 10 times less than operating a yellow school bus or contracted route. This program has also moved liabilities and tort claims caused by school bus operation, which is an additional cost saving to the District.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

District residents, particularly for students with disabilities, can expect to experience consistent bus service and on-time arrival to school and home from the expansion of the Parent Stipend program as overall student ridership decreases.

OSSE-DOT will continue to assess improvements in its existing key performance indicators, including (1) on-time performance for bus routes, (2) parent/guardian stipend participation rate and its impact to existing bus routes (to find opportunities where students on contracted routes can be moved to OSSE-operated school buses as participation rate for parent stipend increases), (3) daily attendance rate of program participants (students meeting 70% or above monthly school attendance rates are only eligible for the stipend), and (4) on-time performance of monthly payments to parents.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

The most significant challenge will be stipend stoppage if this enhancement is not funded at the requested rate and the need to increase OSSE operated school bus or contracted routes which may impact additional contractual needs, overtime costs, and/or risk more students not arriving to school on time or extended time on routes. The likely way to manage current labor challenges will be to reduce/combine bus routes, which will impact FAPE for over 3,800 special needs student population in the District. Over 350 students will arrive to school late every day, and up to 3,000 students could experience longer ride-times, including having to be picked up as early as 6AM and riding on a school bus for over 2 hours prior to arriving to school. Parents may also have to expect to see their children dropped off at home in the PM many hours after school dismissal. OSSE-DOT may also consider reducing administrative support positions through RIFs, including the elimination of the Parent Resource Center, to create more driver and attendant positions to cover the gap.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.

**Form 2 Detail: FY 2026 Enhancement Request**

FY 2026 Agency Budget Request

- Please provide the previous year’s data and the current year’s target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Average percent on-time arrival at school AM (20-minute window) (KPI)	EXISTING	Efficiency	Up	97%	94%	94%	75%
Number of Students served through Parent Stipend Program (WM)	NEW	Quantity	Up	New	New	New	New

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

Currently, the majority of eligible students receiving transportation service from OSSE-DOT reside in historically underserved communities in Wards 7 and 8. However, the most frequent bus service complaints received by OSSE are from parents who live *outside* of Wards 7 and 8. This may indicate the possibility of our residents in Wards 7 and 8 not having equitable access to information and/or resources to be able to voice their concern. If transportation services are impacted by the shortage of personnel or lack of adequate funding, the strongest impact will be felt by residents of Wards 7 and 8, which will greatly exasperate those residents' access to quality services and education. If the Parent Stipend Program were to be approved, OSSE-DOT would make dedicated community outreach efforts to ensure parents in Wards 7 and 8 become aware of the self-transportation option.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

OSSE-DOT is lawfully required to provide transportation services to eligible students with disabilities under federal law (IDEA, Sec. 504, and FAPE). The objective of the federal laws associated with OSSE-DOT is to ensure equitable access to education for all students with disabilities.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?\* See ORE's [Meaningful Community Engagement Guide](#).

Parents, education advocates, Local Education Agencies (LEAs), and other stakeholders continue to provide valuable insight to inform the agency's budget and operation process. OSSE-DOT currently has a monthly Transportation Working Group (TWG) with education advocates and LEA representatives, where members have offered numerous feedback on their support for the Parent Stipend program. The agency also runs the Transportation Advisory Council (TAC) where parents have also offered similar support and feedback.

## Form 2 Detail: FY 2026 Enhancement Request

FY 2026 Agency Budget Request

**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

This enhancement will ensure every student, regardless of age, gender, and race, receives timely transportation service or alternative options at the approval of the parent/guardian. As of current, there is no anticipated negative unintended benefit or burden.

## SECTION V. EVIDENCE-BASED BUDGETING

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

The following outcomes will improve through the Parent Stipend Program:

1. By serving over 500 student riders with parent-initiated self-transportation (who would have otherwise needed to be transported by OSSE-DOT bus or contracted route vendor), overall route demand would immediately decrease. In addition, by not having the students on existing routes, every other student who would have ridden the bus with a Parent Stipend program student would also see reduced ride-time.
2. The Parent Stipend Program students had an astonishing daily school attendance rate of 85% last year and currently have an 89% attendance rate for this school year. As DC is combating its truancy challenges, this enhancement will also ensure more students are attending school.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Since launching the initiative of the parent stipend program in Spring of 2024, OSSE targeted to reach over 350 students for the 2023-2024 school year. LEAs have provided feedback this year that this program is growing in its popularity and that there is a market for participation growth if the city were to decide to increase its program volume. With the FY25 enhancement, we received applications for almost 750 children for the 2024-2025 school year. Students must meet an attendance requirement to be eligible for stipend payment reimbursements which also reduces any waste of funds as compared to employee and contracted route operational costs regardless of non-ridership results. As outreach becomes more available, we anticipate this program growing in FY26 with the supported enhancement request.

### THE LAB@DC TEAM IS HERE TO HELP!

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

### HELPFUL TIPS TO GET STARTED:

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

For the parent stipend program, OSSE-DOT modeled the program after successful programs in Chicago, IL and Philadelphia, PA. OSSE's model closely mirrors both cities including an initial yearly application process, all IEP students with transportation eligibility being accepted into the program, and the parent having the option to exit the program and re-enroll in bus service at any time. This program also aligns with recommendation issued by the United States Department of Education where school districts may allow parents to supply their own transportation for their child if such an arrangement is mutually agreeable to the parents and the district as long as there is a proper reimbursement process in place for reasonable costs incurred by the parent.

Within our first year of the program, we have successfully been able to process payments to eligible and approved applicants, which has reduced historical operational challenges. This program has also gained interest in parents, increasing applications by 300%.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

N/A

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

As of November 1, 2024, OSSE's Division of Data, Assessment, and Research is currently conducting an analysis on the benefits of Parent Stipend Program to overall OSSE-DOT operations. By the time the BRT meeting is held in December, OSSE expects to share assessment of the effectiveness of the program.

OSSE-DOT will also continue to monitor the success of the program by reviewing outreach and approval results and obtaining additional feedback from both LEAs and parents on the success of the program.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

*This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.*

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME **Raphael Park**  
 TITLE **Deputy Superintendent of Operations, OSSE**  
 EMAIL **raphael.park@dc.gov**  
 PHONE **202-304-7857**

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Office of Finance and Treasury (OCFO), Office of Budget and Performance Management (OBPM), and Office of the City Administrator (OCA). OSSE has released numerous decision memos, emails as well as conducted in person meetings to discuss each of these enhancement initiatives.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE* <b>OSSE-DOT Rent</b>	ENHANCEMENT PRIORITY* <b>6 OUT OF 6</b>
AGENCY* OSSE	AGENCY CODE* GDO
AGENCY POINT OF CONTACT* Raphael Park	POINT OF CONTACT EMAIL* Raphael.park@dc.gov

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. Types A, B, and C can complete this section to be considered for an evidence rating.
- Section VII for Type F requests.
- Section VI optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT:** Agencies are limited to **three** Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.

**RACIAL EQUITY BUDGET TOOL (REBT)**  
 The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**REQUEST TYPE\***  
 Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding**
  - B. Increased cost to maintain existing activity**
  - C. Operational improvement with strong business case**
- 
- D. Expand high-performing existing activity**
  - E. Completely new activity with highly likely or proven positive outcomes**

Complete Sections I-IV. Complete Section V to be considered for evidence rating.

Complete Sections I-V.

**FUNDING REQUEST\***

Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
0	\$1,000,000	\$1,000,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

**FUTURE COSTS\***

If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$1,000,000	\$1,000,000	\$1,000,000

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

**SECTION II. RATIONALE** *Required for ALL requests*

**ENHANCEMENT SUMMARY\***

In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

The requested \$1M enhancement for OSSE-DOT’s FY26 budget aims to restore the rent funding reduced in FY25. In FY25, OSSE’s rent costs were initially assessed and proposed at \$2.4M, but a \$1M Analyst Reduction brought it down to \$1.4M. For FY26, OSSE-DOT’s rent assessment has increased to \$2.5M. This enhancement would help address the following:

- 1) **Offsetting Increased Rent Costs:** The enhancement directly addresses the \$1.1M increase in rent from the FY25 baseline. Without this additional funding, OSSE-DOT would be required to reallocate funds from other critical areas.
- 2) **Avoiding Reductions in Services:** The enhancement reduces the need for significant cuts to essential services, which would otherwise be required to cover the increased rent. This may prevent the need for a Reduction in Force (RIF), thereby helping OSSE-DOT maintain staffing levels and operational capacity.
- 3) **Stabilizing Budget for Future Fiscal Planning:** Restoring the rent funding to meet actual costs for FY26 provides a more stable baseline for future budgets, minimizing the risk of similar shortfalls and disruptions in subsequent years.

This \$1M enhancement is crucial for sustaining OSSE-DOT’s current operations without negatively impacting service quality and staffing.

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES  NO

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES  NO

FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

The \$1M enhancement for OSSE-DOT’s FY26 budget is intended to restore the \$1M Analyst reduction in FY25 and address rising rent costs, which have increased by \$100K since FY25. This funding will help cover the gap created by a previous \$1M reduction in FY25, preventing service disruptions or staffing reductions that could affect vital transportation services, including students with disabilities.

**How does this enhancement address this problem and its underlying causes?\***

Please see above.

[Click or tap here to enter text.](#)

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

If yes, please provide a rationale for why these non-local funds are no longer available:

YES  NO

[Click or tap here to enter text.](#)

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	[scenario title]: [description and expected impact]	[enter \$]	[enter \$]	[enter \$]	[enter \$]
2	[scenario title]: [description and expected impact]	[enter \$]	[enter \$]	[enter \$]	[enter \$]

Click or tap here to enter text.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input checked="" type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

The restoration of the \$1M rent reduction is critical for the District at this time because the increased rent costs for OSSE-DOT directly impact the agency's ability to maintain essential services. Without the enhancement, OSSE-DOT would face substantial operational challenges, potentially leading to a Reduction in Force (RIF) or transportation services for vulnerable populations, such as students with disabilities. According to the District's performance measures, efficient and reliable transportation is a key component of service delivery for many students, and disruptions to these services could negatively affect educational access and outcomes, which are directly tied to the District's broader educational goals and equity initiatives.

The negative impact of not restoring the reduction could be significant. Per OSSE's performance metrics, the need for reliable transportation is essential service to ensure equitable access to education. If rent funding isn't restored, OSSE-DOT may be forced to reallocate funds from other critical areas, potentially leading to reduced service levels, which would disproportionately affect students with disabilities and low-income families who rely heavily on these services. Reduced services could also increase the risk of student absenteeism, which can negatively impact graduation rates and overall educational achievement in the District.

Furthermore, failure to restore the \$1M could strain OSSE-DOT's ability to manage its fleet and ensure that operations run efficiently, leading to longer wait times or the need for more costly, short-term solutions. As the District continues to recover from the impacts of the pandemic, maintaining consistent services is essential to supporting recovery in education and public transit.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

Click or tap here to enter text.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

Click or tap here to enter text.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year's data and the current year's target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District’s [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\*. Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity** (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity** (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships**
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices** (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

**What racial inequity or REAP sub-goal(s) does this enhancement request address?\***

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District’s REAP for supporting actions).

Click or tap here to enter text.

**What is the rationale for addressing the inequity in this way and/or with this program?\***

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

Click or tap here to enter text.

**In what ways have you meaningfully involved internal and external stakeholders in the development of your agency’s budget request, including staff and communities of color?\*** See ORE’s [Meaningful Community Engagement Guide](#).

Click or tap here to enter text.

**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

Click or tap here to enter text.

**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

Click or tap here to enter text.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

***This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.***

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Click or tap here to enter text.  
 TITLE Click or tap here to enter text.  
 EMAIL Click or tap here to enter text.  
 PHONE Click or tap here to enter text.

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Click or tap here to enter text.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

Rightsizing tENHANCEMENT TITLE*	ENHANCEMENT PRIORITY*
Rightsizing the Terminal Supervisory Force	5 OUT OF 6
AGENCY*	AGENCY CODE*
Office of the State Superintendent of Education	GO0
Division of Student Transportation	
AGENCY POINT OF CONTACT*	POINT OF CONTACT EMAIL*
Raphael Park	Raphael.Park@dc.gov

**REQUEST TYPE\***  
 Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

<input type="checkbox"/> A. Restore previous reduction or one-time funding <input type="checkbox"/> B. Increased cost to maintain existing activity <input checked="" type="checkbox"/> C. Operational improvement with strong business case	}	Complete Sections I-IV. Complete Section V to be considered for evidence rating.
<input type="checkbox"/> D. Expand high-performing existing activity <input type="checkbox"/> E. Completely new activity with highly likely or proven positive outcomes	}	Complete Sections I-V.

**FUNDING REQUEST\***  
 Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$1,500,000	\$0	\$1,500,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

**FUTURE COSTS\***  
 If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$1,500,000	\$1,500,000	\$1,500,000

**ENHANCEMENT SUMMARY\***  
 In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

OSSE-DOT is requesting an enhancement to hire 20 Supervisory Terminal Management Specialist (STMS) positions, a necessary building block to address and improve the long-standing labor challenges at the agency.

STMS' are the front-line managers at bus terminals, directly overseeing bus drivers and attendants, and are responsible for the day-to-day management of terminal operations, including but not limited to, ensuring route coverage when staff members are unavailable to handle an assigned bus route.

OSSE-DOT is experiencing a record-breaking staff absenteeism rate in FY25, where nearly 30% of bus staff are unavailable at work on Mondays/Fridays. Also, the agency has had to manage repeated union protests, media publicity, and escalated complaints. This enhancement provides a proposal to reduce OSSE-DOT's significantly high manager-to-employee ratio of 38:1 and build a strong management structure that can resolve the ongoing labor challenges.

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- Section VII for Type F requests.
- Section VI optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

**RACIAL EQUITY BUDGET TOOL (REBT)**  
 The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

**SECTION II. RATIONALE**

*Required for ALL requests*

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES  NO

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES  NO

FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

OSSE-DOT bus terminals currently have a 38:1 ratio of bus staff (drivers and attendants) to STMS. The STMS position also has a higher turnover rate, frequently resulting in many STMS' having to manage up to 80 bus staff to cover for vacancies. According to DCHR, the recommended ratio of employee-to-manager is 10:1 and no more than 20:1 (if there is a structure where senior employees assist and guide junior colleagues). In comparison, the DC Metropolitan Police Department, has an 8:1 ratio of patrol officers to front-line supervisor (sergeants).

Despite complaints of front-line supervisors being the most frequent type of union grievances at OSSE-DOT, the agency has not invested in front-line management. The primary function of STMS has become getting buses out in a hurry and ensuring route coverage instead of meaningful engagement with staff, including addressing absenteeism.

The lack of proper attention and management over bus drivers and attendants have created a challenging culture for OSSE-DOT that has resulted in:

- 1) High absenteeism, including record breaking absenteeism rate in FY25, where nearly 30% of bus staff are unavailable at work on Mondays/Fridays. This has resulted in front-line managers having to spend every morning and afternoon identifying which employees will cover which uncovered bus routes.
- 2) OSSE-DOT has also been flagged by DCHR as one of the highest FMLA usage agencies in the District and has had a number of fraudulent medical documentations.
- 3) Multiple media articles and publications about OSSE-DOT based on staff complaints about poor management and hostile working environment.
- 4) Repeated union protests over the past two years, including one that needed direct intervention by the Mayor and the City Administrator during school year 2023-2024.
- 5) Persistent escalated complaints by union members, addressed directly to the Mayor, City Council, Congresswoman Norton, the DC Auditor, and the DC Inspector General, including the letter submitted by a union member on November 1, 2024, that included over 500 OSSE-DOT employee signatures.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

During a meeting with the City Administrator and the State Superintendent in November 2024, OSSE sought permission from the City Administrator to immediately convert 30 of its current bus driver and attendant vacancies to create 20 terminal supervisor positions; this initial action will reduce the manager-employee ratio from 38:1 to 22:1 (which is still higher than DCHR's recommendation) where the new set of managers will focus on curbing absenteeism, building positive relationships with staff, and addressing inefficient administrative functions.

**Form 2 Detail: FY 2026 Enhancement Request**  
FY 2026 Agency Budget Request

Addressing absenteeism and building positive relationships between management and staff are especially important as several research studies have shown correlation between high sick-leave usage and poor management:

1. [Westerlund et al. \(2010\)](#) found that less attentive managerial leadership in government was significantly associated with higher sickness absence. The study highlighted that overstrain and lack of attention from managers can lead to employee fatigue, resulting in higher absenteeism.
2. [Buzeti \(2021\)](#) found that transformation leadership - characterized by inspiring and motivating employees -tends to correlate with lower absenteeism rates.
3. [Lokke \(2022\)](#) found that poor managerial leadership is associated with increased sickness absence over time.
4. [Nyberg et al. \(2008\)](#) found that inspirational and incentive-based management style saw fewer instances of employee sickness absences compared to those who led with a more autocratic approach. This suggests that leadership style plays a critical role in shaping employee attendance behaviors.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

YES     NO

If yes, please provide a rationale for why these non-local funds are no longer available:

N/A

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

As OSSE-DOT's overall work culture and labor relationship improve during the out-years, the agency may be able to scale back managerial staffing as more process improvements and technological tools are available to better manage the workload and bus staff. OSSE is open to the idea of raising back the ratio of manager-to-employee if initial results from this enhancement is successful.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input checked="" type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

This enhancement has an opportunity to create significant operational improvement with a strong business case. For example, if OSSE-DOT managers were to be able to reduce absenteeism by 5%, that alone equates to 27 bus routes and close to 200 students consistently getting to school on time. That improvement alone could also reduce up to 20 private vendor routes, which is costing the agency close to \$2.9M per year.

Furthermore, OSSE-DOT is working on a capital project where every school bus will be equipped with a GPS-enabled tablet by school year 2025-2026, which will improve tracking of agency performance and remove the need for paper-based trip tickets used by bus staff. The new tablets and its underlying routing system will allow the agency to build more efficient bus routes (and decrease the overall volume of routes) and create cost savings to OSSE-DOT operations by removing the need to prepare, print, distribute, collect, and scan paper-trip tickets each day. OSSE-DOT currently spends a significant budget to scan paper-trip tickets for Medicaid processing, which will be eliminated with the introduction of a new tablet system on the bus. However, OSSE-DOT's bus staff unions have had strong push back to new technology use, and without sufficient STMS it will be impossible to effectively train union members to successfully deploy the GPS tablets.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

One key data point to monitor with this enhancement will be the reduction of union grievances against managers. If grievances can be decreased, it will also lead to a more positive supervisory relationship and decreases in employee protests and escalated complaints.

Furthermore, OSSE-DOT will continue to collect data on (1) on-time performance of bus routes, (2) absenteeism of staff members, (3) annual staff survey results, which will reflect the impact of this enhancement.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

The most significant challenge will be continued absenteeism and employee unrests if this enhancement is not funded at the requested rate. OSSE-DOT is at a moment where a significantly high cost of private route deployment is absorbing both the nationwide CDL bus driver shortage *and* high absenteeism. If this enhancement is not approved, the mitigation strategy will be to continue utilizing private routes to ensure the agency meets its federal obligations under IDEA to transport all students.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year's data and the current year's target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Daily percent of Bus Attendants available (includes the need for 1:1 aides) (KPI)	EXISTING	Quality	Up	-12.5%	10%	10%	10%
Daily percent of daily Bus Drivers Available (KPI)	EXISTING	Quality	Up	-7.18%	10%	10%	10%

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

Required for ALL requests

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance? Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

Currently, the majority of eligible students receiving transportation service from OSSE-DOT reside in historically underserved communities in Wards 7 and 8. However, the most frequent bus service complaints received by OSSE are from parents who live *outside* of Wards 7 and 8. This may indicate the possibility of our residents in Wards 7 and 8 not having equitable access to information and/or resources to be able to voice their concern. If transportation services are impacted by the shortage of personnel or lack of adequate funding, the strongest impact will be felt by residents of Wards 7 and 8, which will greatly exasperate those residents' access to quality services and education.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

OSSE-DOT is lawfully required to provide transportation services to eligible students with disabilities under federal law (IDEA, Sec. 504, and FAPE). The objective of the federal laws associated with OSSE-DOT is to ensure equitable access to education for all students with disabilities.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color? See ORE's [Meaningful Community Engagement Guide](#).

Parents, education advocates, Local Education Agencies (LEAs), and other stakeholders continue to provide valuable insight to inform the agency's budget and operation process. OSSE-DOT currently has a monthly Transportation Working Group (TWG) with education advocates and LEA representatives, where members have offered numerous feedback on their support for private route expansion. The agency also runs the Transportation Advisory Council (TAC) where parents have also offered similar support and feedback.

**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

This enhancement will ensure every student, regardless of age, gender, and race, receives timely transportation service. As of current, there is no anticipated negative unintended benefit or burden.

**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

Click or tap here to enter text.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

*This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.*

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Click or tap here to enter text.  
 TITLE Click or tap here to enter text.  
 EMAIL Click or tap here to enter text.  
 PHONE Click or tap here to enter text.

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Click or tap here to enter text.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE\* ENHANCEMENT PRIORITY\*  
**Non-Public Tuition Payments** **1** OUT OF **1**

AGENCY\* AGENCY CODE\*  
 Non-Public Tuition **GNO**

AGENCY POINT OF CONTACT\* POINT OF CONTACT EMAIL\*  
 Raphael Park, Deputy Superintendent of Operations Raphael.park@dc.gov

**REQUEST TYPE\***  
 Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding
- B. Increased cost to maintain existing activity
- C. Operational improvement with strong business case

} Complete Sections I-IV. Complete Section V to be considered for evidence rating.

---

- D. Expand high-performing existing activity
- E. Completely new activity with highly likely or proven positive outcomes

} Complete Sections I-V.

**FUNDING REQUEST\***  
Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
0	\$8,000,000	\$8,000,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

**FUTURE COSTS\***  
If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$8,000,000	\$8,000,000	\$8,000,000

**ENHANCEMENT SUMMARY\***  
In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

The enhancement funding request is designed to address the critical issue of insufficient funding in the Non-public Tuition (GNO) budget, which jeopardizes compliance with the Individuals with Disabilities Education Act (IDEA) and [DC Code](#), and the provision of Free Appropriate Public Education (FAPE) to students with disabilities. As costs for educational services continue to rise, our agency's non-public budget faces significant financial strain. This situation is compounded by unpredictable factors such as fluctuating student placements in non-public special education facilities, residential treatment centers, and the complex needs of students with disabilities. The enhancement aims to secure additional funding to ensure that we can meet these increasing obligations while upholding the rights of our most vulnerable students.

This enhancement will involve allocating additional funds specifically earmarked for non-public services, thereby enabling our agency to cover all costs associated with service delivery, including tuition for non-public placements and special education-related service expenses. By ensuring

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- Section VII for Type F requests.
- Section VI optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

**RACIAL EQUITY BUDGET TOOL (REBT)**  
The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

**SECTION II. RATIONALE**

*Required for ALL requests*

there are sufficient resources to meet our obligations under IDEA, this enhancement will facilitate timely and appropriate services for students with disabilities.

The impact of this enhancement will be significant as it will help prevent potential non-compliance with federal laws, which could lead to legal repercussions and could disrupt student's education and placement in non-public programs. By securing additional funding, we will be able to maintain timely payments, and service delivery, preventing any disruption in education for students with disabilities. This commitment to funding not only ensures compliance but also ensures that our non-public students can continue to thrive, thus contributing to their overall academic success and social development.

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES     NO

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES     NO

FY 2025     FY 2024     FY 2023     FY 2022     FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

The primary problem facing the district and OSSE is the inability to keep pace with the increasing financial demands associated with providing and funding non-public special education services. This issue exists due to several factors, including rapid increases in service delivery rates and the cost per student requiring specialized services increasing. For example, our agency has seen a yearly increase in the average cost of services due to inflation and other factors. Additionally, the unpredictable nature of student placements in non-public and residential facilities, coupled with the unique and often complex needs of our non-public special education students, compounds the financial strain. Legal obligations to provide services to students placed in residential settings further deplete resources, resulting in a budget shortfall.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

To address this complex problem, the enhancement will focus on securing additional funds to cover the specific mandated costs associated with non-public special education placements. This will include not only direct funding for tuition and related services but also legal expenses that have arisen from compliance-related issues. There is a clear need for additional funds to ensure compliance with IDEA and to provide adequate services to non-public students with disabilities.

While the District is legally mandated to ensure that all students receive a free and appropriate education in the least restrictive environment under both local and federal disability and civil rights laws, OSSE is exploring ways to contain the District's costs of non-public tuition payments. Under the District's current framework, once an LEA determines that they are unable to meet the needs of a student within their LEA and identify that a non-public setting is required for the student to receive FAPE, OSSE can review that placement decision and works to place the student in the non-public setting. However, potential cost containment strategies will require significant engagement with LEA stakeholders to reimagine the provision of services to students and a multi-year change management strategy for effective implementation. This is the

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

work underway under OSSE’s strategic plan and, while potential changes are on the horizon, in the interim the District must continue to meet its legal and fiscal obligations under our current system.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

YES     NO

If yes, please provide a rationale for why these non-local funds are no longer available:

Click or tap here to enter text.

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	[scenario title]: [description and expected impact]	[enter \$]	[enter \$]	[enter \$]	[enter \$]
2	[scenario title]: [description and expected impact]	[enter \$]	[enter \$]	[enter \$]	[enter \$]

This need cannot be intentionally scaled down because we are legally obligated to meet the needs of all students in the least restrictive environment which currently requires funding alternative placements when students’ needs cannot be met within the LEA. While we will work to pursue structural overhaul of the District’s approach to special education to increase capacity to serve students within District LEAs, funding for non-public placements will continue to be a fiscal pressure for the District. This is coupled with macro-economic forces, which dictate increased costs.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input checked="" type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

The costs associated with maintaining existing levels of service are increasing primarily due to several key drivers. These include annual rate increases imposed by service delivery, specific and specialized placements, expenses related to compliance and litigation, and the growing unpredictable complexity of student needs that require more specialized resources. Our agency has already implemented measures such as reviewing service notes and delivery to ensure costs are allocated appropriately. However, these measures alone do not offset the rising expenses, necessitating the need for additional funding to ensure compliance and service delivery.

The expected positive impact of this enhancement on students and the agency operations is profound. By securing additional funding, we can ensure that students with disabilities receive the necessary support and services to thrive academically. Additionally, this enhancement will allow our agency to operate more effectively, reducing the risk of non-compliance with federal laws that could jeopardize our operational capacity.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

To understand the impact of this enhancement, our agency will collect various data, including metrics on student placements, service delivery costs, and compliance with IDEA mandates. We will monitor the quality and efficiency of programs through surveys and feedback from educators, parents, and students. Specific data sources will include placement figures, expenditure reports, and compliance audits. This robust data collection will allow us to assess the effectiveness of the enhancement and make informed decisions about future funding and resource allocation.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

The agency anticipates several challenges related to this enhancement request. These include potential student placement disruptions, budget allocations and the difficulty of predicting future service needs. To mitigate these challenges, we will engage in transparent communication, providing regular updates on the enhancement's impact and progress. Additionally, we will establish a flexible implementation plan that allows for adjustments based on changing conditions and needs, ensuring the enhancement remains responsive and effective in addressing the challenges faced by our students with disabilities in non-public settings.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year's data and the current year's target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District’s [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\*. Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District’s REAP for supporting actions).

Click or tap here to enter text.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

Click or tap here to enter text.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency’s budget request, including staff and communities of color?\*. See ORE’s [Meaningful Community Engagement Guide](#).

Click or tap here to enter text.

If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\* For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

Click or tap here to enter text.

**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

Click or tap here to enter text.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

*This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.*

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Click or tap here to enter text.  
 TITLE Click or tap here to enter text.  
 EMAIL Click or tap here to enter text.  
 PHONE Click or tap here to enter text.

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Click or tap here to enter text.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE\* ENHANCEMENT PRIORITY\*  
**Accelerate DC: A New Framework for School Improvement** **2** OUT OF **7**

AGENCY\* AGENCY CODE\*  
 Office of the State Superintendent of Education (OSSE) **GDO**

AGENCY POINT OF CONTACT\* POINT OF CONTACT EMAIL\*  
 Kate Gottfredson, Chief of Staff Kate.gottfredson@dc.gov

- REQUEST TYPE\***  
 Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.
- A. Restore previous reduction or one-time funding } Complete Sections I-IV. Complete Section V to be considered for evidence rating.
  - B. Increased cost to maintain existing activity
  - C. Operational improvement with strong business case

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  - D. Expand high-performing existing activity } Complete Sections I-V.
  - E. Completely new activity with highly likely or proven positive outcomes

**FUNDING REQUEST\***  
 Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$631,123	\$4,547,000	\$5,178,123

ONE-TIME     PARTIALLY RECURRING     RECURRING

**FUTURE COSTS\***  
 If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$5,235,887	\$5,294,683	\$5,354,196

- ENHANCEMENT SUMMARY\***  
 In your response:
- State the problem this enhancement is designed to address
  - Describe what the enhancement is and/or how it will work
  - Describe the impact the enhancement will have on the problem

The DC Office of the State Superintendent of Education’s (OSSE) vision is that 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. The agency’s strategic plan serves as the blueprint for achieving that vision. One of the five pillars of OSSE’s current strategic plan is to “achieve equitable outcomes for all students.” The school improvement initiative is a cornerstone of this pillar. Under the leadership of Mayor Muriel Bowser, we are committed to strengthening our state level approach to school improvement and through this request, OSSE sets forth the steps required to bring about critical change. OSSE’s Accelerate DC roadmap aims to improve academic outcomes and close opportunity gaps in the District’s lowest-performing schools. By providing enhanced supports, oversight, and accountability to help accelerate student learning and close gaps across student groups in the District’s lowest performance schools, this initiative has the potential to significantly impact high-need students.

To date, OSSE has maintained a consistent focus on meeting federal requirements for school improvement in accordance with the Federal Every Student Succeeds Act (ESSA). However, the

**AGENCIES:** Use this form to provide details about enhancement requests in your agency’s FY 2026 budget request.

**REQUIRED SECTIONS**

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. Types A, B, and C can complete this section to be considered for an evidence rating.
- Section VII for Type F requests.
- Section VI optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

**RACIAL EQUITY BUDGET TOOL (REBT)**  
 The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

District has a subset of low-performing schools that have been challenged to improve academic outcomes over the last decade. These schools are concentrated in communities with high levels of poverty that have suffered historically from under-investment. Of the schools designated in the lowest 5% of schools in the District in 2018 in accordance with OSSE's accountability system (i.e. schools designated for Comprehensive Support and Improvement (CSI)), 50% were redesignated in 2022. This is because, with a few exceptions, academic performance and growth rates across many of the designated schools remain stubbornly low. Proficiency rates at our CSI schools ranged from <1% to 19.48% on ELA and math in SY22-23.

To disrupt this cycle of low performance and growth, OSSE has the opportunity as well as a mandate from the DC Council<sup>1</sup> to provide an infusion of strategic supports alongside increased levels of oversight to drive rapid improvement, in accordance with the latest research on improvement best practices.<sup>2</sup> OSSE has developed a new vision for school improvement that is grounded in research<sup>3</sup> and aims to accelerate student learning outcomes while closing gaps. OSSE's new vision and framework, called **Accelerate DC**, sets clear expectations for how to drive improvement by **identifying the key levers of change** for schools and LEAs. With this enhancement request, OSSE seeks to secure additional resources to offer a competitive grant fund for schools designated for improvement to implement evidence-based strategies for that target the root causes of under-performance alongside a portfolio of new strategic planning, leadership coaching, peer-to-peer learning, continuous improvement supports combined with increased oversight by OSSE. This enhancement request also includes 4 new FTEs who would be responsible for implementing the new vision, administering the supports, conducting progress monitoring, coordinating with DC Public Schools Central Office and the Public Charter School Board, and working with teams across the agency to better align OSSE's existing resources and professional development toward supporting our designated schools.

This proposal is based upon nine months of research and interviews, spearheaded by OSSE, that encompassed a review of the school improvement literature, interviews with state education agency (SEA) staff across 28 states, and listening sessions with 60 District stakeholders ranging from school leaders to advocacy organizations to students. Grounded in research, feedback from DC stakeholders, and best practices from states including Massachusetts, Louisiana, Rhode Island, and Virginia, this new vision together with the resources to fully implement it will provide clear expectations for improving student outcomes along with an aligned system of supports and oversight that will enable OSSE and the District to close opportunity gaps and accelerate student achievement for this cohort of our highest-need schools.

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<sup>1</sup> D.C. Act 25-379: [https://lims.dccouncil.gov/downloads/LIMS/54056/Signed\\_Act/B25-0540-Signed\\_Act.pdf?Id=184215](https://lims.dccouncil.gov/downloads/LIMS/54056/Signed_Act/B25-0540-Signed_Act.pdf?Id=184215).

<sup>2</sup> ESSA Leverage Points: 50-State Report on Promising Practices for Using Evidence to Improve Student Outcomes (2018): [https://results4america.org/wp-content/uploads/2018/01/RFA-ESSA-50-State-Report\\_final.pdf](https://results4america.org/wp-content/uploads/2018/01/RFA-ESSA-50-State-Report_final.pdf); School Interventions That Work: Targeted Support for Low-Performing Students (2017): <https://all4ed.org/wp-content/uploads/2017/07/SchoolInterventions.pdf>; Measures of Last Resort Linking State and Local School Improvement Assessing Strategies for State-Initiated Turnarounds (2016): <https://crpe.org/wp-content/uploads/crpe-measures-last-resort.pdf>; Implementing Change: Rethinking School Improvement Strategies & Funding Under the Every Student Succeeds Act (2016): <https://www.chiefsforchange.org/download-media/implementing-change/>; Four Domains for Rapid School Improvement: Indicators of Effective Practice (2018): [https://csti.wested.org/wp-content/uploads/2018/04/CST\\_Indictors-Effective-Practice-Four-Domains.pdf](https://csti.wested.org/wp-content/uploads/2018/04/CST_Indictors-Effective-Practice-Four-Domains.pdf); For Equity-Oriented State Leaders: 9 Ideas for Stimulating School Improvement Under ESSA: <https://edtrust.org/wp-content/uploads/2014/09/For-Equity-Oriented-State-Leaders-9-Ideas-for-Stimulating-School-Improvement-Under-ESSA.pdf>; SREB: The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership (2010): <https://www.wallacefoundation.org/knowledge-center/Documents/Three-Essentials-to-Improving-Schools.pdf>

<sup>3</sup> West Ed's Center for School Turnaround and Improvement. Four Domains for Rapid School Improvement: A Systems Framework (2017): <https://www.wested.org/resource/four-domains/>.

**SECTION II. RATIONALE** *Required for ALL requests*

**Will legislative support be required to implement this enhancement?\***  YES  NO  
 If yes, please submit a proposed BSA subtitle using Attachment D.

**Has this enhancement request been submitted in past formulation cycles?\***  YES  NO  
 If yes, in which fiscal years was it submitted? Mark all that apply.  
 FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***  
 Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

The District has a subset low-performing school that has remained persistently stable over the last decade and that are concentrated in communities with high levels of poverty that have suffered historically from under-investment. Of the schools designated in the lowest 5% of schools in the District in 2018 in accordance with OSSE’s accountability system (i.e. Comprehensive Support and Improvement (CSI) schools), 50 percent were redesignated in 2022. At the same time, 100% of schools designated in 2018 for failing to graduate one third or more of their students (i.e. CSI-Grad schools), were redesignated in 2022. Proficiency rates at our CSI schools ranged from <1% to 19.48% on ELA and math in SY22-23. Academic performance and growth rates across many of our designated schools remain stubbornly low. The low performance of these schools and the low expectations this cycle perpetuates can have a life-altering impact of the students they serve. We owe it to these students to provide these schools with the supports and accountability needed to help their students reach their full potential. Historical models of school improvement have suggested that schools stuck in cycles of low performance, which is often accompanied by shrinking attendance, should close and students should be placed in neighboring schools. These models are highly disruptive and do not account for root cause challenges. OSSE is not in favor of directly moving towards disruptive closures, but as a city we have not yet developed and implemented an alternative strategy for tackling the challenges faced by low-performing schools.

As a relatively young and developing agency, OSSE has not historically been positioned to take on this need, which has been largely managed by the Public Charter School Board and DCPS Central Office leadership. OSSE has executed the federal mandates of school improvement, but has not set independent and clear priorities for school improvement, established a robust suite of supports to wrap around our lowest-performing schools, or infused strategic new funding to drive progress in accordance with the latest research around drivers of school quality. We have instead focused on meeting the minimum federal requirements. However, OSSE is now well-positioned with a strong bench of leadership as well as increased credibility alongside heightened expectations<sup>4</sup> to disrupt this cycle of low performance and drive rapid improvement by putting in place a stronger system of support and accountability.

In OSSE’s Strategic Plan for 2023-25, endorsed by Mayor Bowser, the agency committed to doing just that – creating a comprehensive strategy to address, support, and hold accountable our lowest performing schools. This commitment has been reinforced by the School Improvement Amendment Act of 2023<sup>5</sup>, passed by the DC Council in 2024 and requiring OSSE to lay out a comprehensive school improvement strategy targeting the lowest 5% of public schools with the resources needed to implement and to establish a School Support Office. The funds requested here will support the implementation of the strategy laid out in OSSE’s report, “[Accelerate DC: A Vision for School Improvement](#),” and enable the agency to

<sup>4</sup> Accelerate DC: A New Vision for School Improvement (2024): <https://lms.dccouncil.gov/downloads/LIMS/56504/Introduction/RC25-0259-Introduction.pdf?Id=200642>.

<sup>5</sup> *Ibid.*

disrupt patterns of performance challenge, close opportunity gaps, and accelerate learning for students in the District's highest-need schools.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

This budget enhancement request would enable OSSE to provide critical supports combined with additional accountability for this subset of the District's lowest-performing schools in order to drive improvement in academic outcomes and growth. These schools serve a disproportionate number of our highest need students, with the percent of economically disadvantaged students in our 2022-designated CSI schools is 75%, in comparison to the District average of 51%, and all but one are in Wards 7 and 8. These schools included Eagle Academy, which has since been closed, Anacostia High School, Ballou High School, and KIPP DC's Inspire Academy, to name a few. Targeting OSSE's improvement efforts on this subset of schools where OSSE already has greater authority to drive change has the potential to help close opportunity gaps and accelerate learning for students in neighborhoods and schools that have historically been underserved and offers a much more compelling and less disruptive alternative to the traditional school closure route. These models of turnaround can then serve as proof points for improvement in schools across the city, producing a much larger return on this investment than just the benefits reaped by individual schools.

Already, OSSE has established a new vision for school improvement that is grounded in the latest research<sup>6</sup> and aims to accelerate student learning outcomes while closing gaps. OSSE's new vision and framework are laid out in the report "Accelerate DC: A Vision for School Improvement," and focus on how to deliver strategic funding alongside robust supports and increasing levels of accountability to target five key domains of school improvement: 1) transformational leadership; 2) talent development; 3) instructional excellence; 4) strong school culture and climate; and 5) organizational health. The Accelerate DC framework sets clear expectations for how to drive improvement by identifying the key levers of change that schools and LEAs should focus on, along with key practices that schools should strive to implement within each domain.

In the upcoming School Improvement Designation cycle, OSSE will release new requirements for schools that are aligned to this framework. Absent additional resources, OSSE is very limited in how it can both support and hold schools accountable for strengthening key weaknesses or gaps identified across the domains. This enhancement request would expand OSSE's dedicated school improvement capacity from a single person to a small team of five, enabling the agency to accomplish the following:

1. Strengthen monitoring and oversight for designated schools to create greater accountability that can be combined with strategic supports
2. Enhance coordination with DCPS Central Office and the Public Charter School Board (PCSB) to ensure aligned expectations, support, and accountability for designated schools
3. Offer support on the design and implementation of school improvement plans that are grounded in the specific challenges each school faces and consistent with the latest research on evidence-based strategies
4. Provide technical assistance and guidance to schools across the five domains in the Accelerate DC framework
5. Align existing and future OSSE supports and funding streams to support designated schools

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<sup>6</sup> OSSE's vision and framework is adapted from [Four Domains for Rapid School Improvement: A Systems Framework](#), which was developed by The Center on School Turnaround at WestEd. To develop this framework, the Center conducted a comprehensive review of the school improvement and turnaround literature to examine what works in both education and non-education sectors. The draft framework was further refined based upon feedback from school improvement experts across 13 states.

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

6. Build out and implement a robust strategy for implementing more rigorous interventions for schools who are persistently low-performing, even with additional resources
7. Manage the portfolio of supports described below

In addition to strengthening OSSE’s internal expertise and capacity, this enhancement request would enable OSSE to provide a new system of robust supports that would be combined with increasing levels of accountability for schools who fail to improve. These supports include the following:

1. Competitive local grant fund to implement evidence-based improvement strategies: OSSE would establish a new, multi-year competitive grant program for school improvement using local funds that would be made available to all designated schools. OSSE would set competitive grant priorities for each three-year cycle that are aligned with Accelerate DC and based on targeted areas of need, such as high-quality math curriculum and educator training, high-impact tutoring, or chronic absenteeism interventions. Schools would be required to use the funds to implement leverages funds to support evidence-based strategies aligned to identified needs.
2. Intensive support for assessing school needs, root causes, goal-setting, and continuous improvement: OSSE would secure a third-party partner to support school leaders and their teams in completing the essential steps of identifying the biggest drivers of their low performance and developing solutions to address them. Such a partner would provide facilitation and stakeholder engagement, data collection and synthesis, expertise in identifying evidence-based strategies to reach clear goals, and continuous improvement routines.
3. Leadership coaching for persistently low-performing schools: For schools who do not demonstrate adequate progress in the first three years would be required to work with a coaching partner who brings deep leadership and school improvement experience to the table. This coach would offer regular on-site coaching for the school leader, needs assessment facilitation, strategy development, and rapid evaluation cycles to support continuous improvement until the schools exits its designation status.
4. Peer learning for school leaders and teams: OSSE would host regular communities of practice for principals and school improvement teams to provide a space discussing shared challenges, soliciting peer feedback, identifying support needs, and sharing lessons learned from implementation.

These proposed supports are grounded in an extensive landscape analysis of best practices from across the country as well as a local listening tour, both of which clearly demonstrated the importance of starting with clear expectations combined with robust supports for helping schools achieve those expectations. While OSSE has proposed a supports-first approach to school improvement, schools would experience increasing requirements and accountability measures when progress does not occur. In this approach, the intensity of both supports and oversight increases for schools who do not improve.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

YES  NO

If yes, please provide a rationale for why these non-local funds are no longer available:

Click or tap here to enter text.

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
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**Form 2 Detail: FY 2026 Enhancement Request**  
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1	<b>School Improvement Team + Grant Fund:</b> Fund 4 FTEs to implement the new SI vision with the competitive local grant fund to provide ~20 of the lowest-performing schools with additional resources for implementing evidence-based school improvement plans.	\$4,031,123	\$4,071,434	\$4,112,148	\$4,153,270
2	<b>School Improvement Team + Reduced Grant Fund + Non-Grant Supports:</b> Fund 4 FTEs to implement the new SI vision with the competitive local grant fund to support ~10 of the lowest-performing schools as well as the additional supports laid out in the section above to support the development and implementation of strong improvement plans.	\$3,477,798	\$3,512,576	\$3,547,701	\$3,583,178
3	<b>School Improvement Team + Non-Grant Supports:</b> Fund 4 FTEs to implement the new SI vision, excluding the competitive grant fund.	\$1,777,798	\$1,795,576	\$1,813,531	\$1,831,667
4	<b>School Improvement Team:</b> Fund 4 FTEs for the SI team who would implement the new school improvement vision without any of the additional grant or non-financial, vendor-provided supports.	\$631,123	\$643,745	\$656,620	\$669,752

Each of the options above proposes a different strategy for implementing a scaled down version of the new school improvement vision. This is accomplished by doing the following:

1. Cutting the strategic non-grant supports that provide valuable facilitation, data analysis, continuous improvement, goal-setting, and coaching supports that increase the likelihood of designated schools developing evidence-based improvement plans that effectively identify and address the root causes of their low performance
2. Cutting the local competitive grant fund by 50% to support only 10 schools. This grant fund is intended supplement the modest federal grant fund, which is administered on a formula basis and only to a small subset of the lowest-performing schools. A competitive local grant fund expands the overall pool of strategic resources and also creates a strong incentive for more schools to invest more deeply in the design and implementation of their school improvement plans.
3. Cutting the competitive grant fund all together to focus only on the strategic non-grant supports along with the essential work that will be undertaken by a new SI team to increase alignment to OSSE’s existing professional development and funding streams, develop and implement robust monitoring to increase accountability for designated schools, and procuring and managing the vendors to provide the non-grant supports.
4. Cutting both the grant funds and non-financial supports but building a small team to implement the new vision, focused on leveraging existing OSSE professional development and funding streams, robust monitoring, and limited direct assistant to schools for school improvement plan development and implementation.

**The latest research on school improvement and models from other states indicate that the grant funds, the vendor-provided strategic supports, and the core school improvement team are all necessary ingredients to providing a strong portfolio of supports alongside increasing levels of accountability that spur designated schools to realize meaningful improvement.**

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input checked="" type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

This budget enhancement request would enable OSSE to provide critical supports combined with additional accountability for this subset of the District's lowest-performing schools in order to drive improvement in academic outcomes and close gaps across students groups. These schools serve a disproportionate number of our highest need students, with the percent of economically disadvantaged students in our 2022-designated CSI schools as high as 94% and averaging 75%, in comparison to the District average of 51%. All but one are in Wards 7 and 8. Thus, while targeting a relatively small number of schools, focused on the bottom 5% of performance, this investment has disproportionate benefits for economically disadvantaged students and their communities, helping these schools address the root causes of their low performance, ultimately expanding access to quality educational opportunities for these neighborhoods and students.

Thus, targeting OSSE's improvement efforts on this subset of schools where OSSE already has greater authority to drive change has the potential to help close opportunity gaps and accelerate learning for students in neighborhoods and schools that have historically been underserved and offers a more compelling and less disruptive alternative to the traditional school closure route. These models of turnaround should then serve as proof points for improvement in schools across the city, producing a much larger return on this investment than just the benefits reaped by individual schools.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

OSSE collects extensive data already to analyze and understand school-level performance. Shown on the DC School Report Card, this data includes: proficiency and growth rates on statewide assessments for all students and student groups, graduation rates, discipline rates, and chronic absenteeism. Every year, OSSE develops a summative score for every school, based on the agency's accountability system, and these scores serve as the basis for school improvement designations that are made every three years. To understand the impact of this investment, OSSE will look at these student outcomes for the designated schools each year alongside leading indicators that are identified by the schools in their school improvement plans. We will evaluate whether more schools are making faster progress than they were prior to implementation of this new school improvement vision and whether that progress can be attributed to the strategies implemented through their school improvement plan. We will also collect qualitative feedback from school leaders on the value of the non-financial supports offered to support a continuous improvement that spurs stronger support offerings from OSSE.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

OSSE has identified the following risks and mitigation strategies for this enhancement request:

- **Poor coordination with DCPS Central Office and PCSB:** Buy-in and strong coordination with these sister agencies to ensure alignment with their own accountability processes is essential. We have identified multiple ways in which OSSE can work more effectively moving forward with both agencies to ensure that they are playing the appropriate role in OSSE's school improvement work and that our respective processes and requirements are streamlined as much as possible. These points of coordination are named publicly in the Accelerate DC report<sup>7</sup>, and OSSE has incorporated their feedback into the new school improvement vision.
- **Inadequate resources to realize the vision:** There are no magic bullets or short-cuts to the hard work of improving the quality of education within the lowest-performing schools in a given state or District. There is also no one-size-fits-all approach. With this enhancement request, we have sought to find the right balance of financial and non-financial supports, driven by OSSE as well as by neutral experts through third-party partners, based on our review of the school improvement research, feedback from DC stakeholders on what is needed, and a landscape analysis of other states. This request seeks to provide targeted and strategic investments that will assist school leaders in building strong plans tailored to the unique challenges of their school while also providing them with the resources to implement them successfully and the accountability to motivate them to action.

<sup>7</sup> <https://lms.dccouncil.gov/downloads/LIMS/56504/Introduction/RC25-0259-Introduction.pdf?id=200642>.

## Form 2 Detail: FY 2026 Enhancement Request

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- Lack of buy-in from school leaders:** A school improvement strategy is doomed to fail if there is not strong buy-in from the impacted school leaders on both the need to improve and the potential to do so. That is why OSSE engaged more than 60 stakeholders in our local listening tour, including the school leaders of both designated charter and DCPS schools, to hear their feedback on the strengths and weaknesses of the current system and what else they need to accelerate student outcomes. Their perspective was a key driver in the development of OSSE’s new school improvement vision.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write “NEW” in the columns for FY 2024 and FY 2025.
- Identify the “measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year’s data and the current year’s target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Percent of low-performing schools that show overall growth in academic achievement	No	Outcome	Up is Better	TBD (data will be available in December)	80%	95%	80%

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Percent of low-performing schools that are on track to exit their status	Yes	Outcome	Up is Better	N/A	N/A	80%	30%
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**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

This enhancement request helps address historical inequities in accessing educational opportunities in high-poverty neighborhoods in the District by focusing additional resources on our lowest-performing schools, which serve a disproportionate number of students living in poverty. The percent of economically disadvantaged students in our 2022-designated CSI schools was as high as 94% and averaged 75%, in comparison to the District average of 51%. All but one are in Wards 7 and 8.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

The targeted approach of this school improvement strategy seeks to focus additional resources, expertise, and accountability on the schools that have been identified as lowest-performing without our statewide accountability system with the goal of expanding access to high-quality educational opportunities and, ultimately, accelerating student outcomes.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?\* See ORE's [Meaningful Community Engagement Guide](#).

Meaningful community engagement, including staff and communities of color, was an essential driver of OSSE's new school improvement vision. OSSE engaged more than 60 District stakeholders through listening sessions and interviews, including with: teachers and principals serving on OSSE's Superintendent Advisory Councils; principals or executive leaders of both charter and DCPS schools currently designated for improvement by OSSE, designated as Bold Performance schools by EmpowerK12, and implementing an XQ school redesign model; District of Columbia Public Schools (DCPS) Instructional Superintendents; and LEA leaders, students, and individuals from external organizations with deep histories, commitment, and knowledge of DC's schools, teachers, and students. These interviews and focus groups highlighted the importance of providing a strong foundation of both funding and non-financial supports in the form of coaching, peer-to-peer knowledge sharing, instructional expertise, as well as strategic planning and continuous improvement guidance to assist school leaders in their improvement journeys.

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**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

We do not see any potential negative impacts to students of color, given the equity-centered nature of this strategy. We do believe that there will be positive benefits, for the reasons described above.

## SECTION V. EVIDENCE-BASED BUDGETING

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

OSSE expects that student academic outcomes will improve for the lowest-performing schools, specifically the percent of students demonstrating growth in ELA and Math on the statewide assessment, DC CAPE, for all designated schools who benefit from the new supports offered by OSSE.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

OSSE has grounded its new vision for school improvement in the Council of Chief State School Officer's (CCSSO) Principles of Effective School Improvement Systems<sup>8</sup>. There is a strong body of evidence and research supporting a state education agency school improvement system that prioritizes high-quality planning, implementation of evidence-based interventions, coaching, strategic funding, and progress monitoring<sup>9</sup>. This research supports

### THE LAB@DC TEAM IS HERE TO HELP!

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

### HELPFUL TIPS TO GET STARTED:

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

<sup>8</sup> CCSSO's Principles of Effective School Improvement Systems (2021): [https://ccsso.org/CCSSOPrinciplesofEffectiveSchoolImprovementSystems06212017\\_0.pdf](https://ccsso.org/CCSSOPrinciplesofEffectiveSchoolImprovementSystems06212017_0.pdf)

<sup>9</sup> ESSA Leverage Points: 50-State Report on Promising Practices for Using Evidence <https://results4america.org/wp-content/uploads/2018/01/RFA-ESSA-50-State-Report-Targeted-Support-for-Low-Performing-Students.pdf>

Targeted Support for Low-Performing Students (2017): <https://all4ed.org/wp-content/uploads/2017/07/SchoolInterventions.pdf>; Measures of Last Resort Linking State and Local School Improvement Assessing Strategies for State-Initiated Turnarounds (2016): <https://crpe.org/wp-content/uploads/crpe-measures-last-resort.pdf>; Implementing Change: Rethinking School Improvement Strategies & Funding Under the Every Student Succeeds Act (2016): <https://www.chiefsforchange.org/download-media/implementing-change/>; Four Domains for Rapid School Improvement: Indicators of Effective Practice (2018): [https://csti.wested.org/wp-content/uploads/2018/04/CST\\_Indictors-Effective-Practice-Four-Domains.pdf](https://csti.wested.org/wp-content/uploads/2018/04/CST_Indictors-Effective-Practice-Four-Domains.pdf); For Equity-Oriented State Leaders: 9 Ideas for Stimulating

a high likelihood of success if this new vision and the corresponding supports are implemented with fidelity.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

While OSSE has sought to develop an approach to school improvement that is tailored to the specific needs of the DC context, each individual element is consistent with models clearly aligned with the large body of research.

The most common models and promising practices of state support include a collaborative partnership between SEAs, LEAs, and third-partner organizations. SEAs have limited internal resources to provide direct support to districts and schools to meet technical assistance requirements outlined in The Every Student Succeeds Act (ESSA). As such, a majority of states expand their capacity by partnering or contracting with external providers. In a 2019 survey of 41 SEAs, all SEAs reported that they work directly with LEAs to provide technical assistance for school improvement, and seventy-three percent of SEAs reported that they contracted with or planned to contract with individuals to provide coaching or other services to CSI schools.<sup>10</sup> In addition to providing targeted technical assistance and expertise to LEAs and schools, partnerships with external providers can provide a neutral perspective in the school improvement process; help enhance lines of communication across schools, LEAs and the SEA; and provide frequent and ongoing face-to-face assistance and support that can bolster implementation and accountability.

Furthermore, analysis by Results for America on promising practices for using evidence to improve student outcomes finds that 14 state education agencies award school improvement funds through a competitive application process that prioritizes evidence-based practices LEAs select to implement, including Massachusetts, Connecticut, Delaware, and Tennessee.<sup>11</sup> Arizona’s competitive process specifically gives preference to evidence-based plans that target root causes identified in the needs assessment. The competitive grant fund proposed here would similarly prioritize evidence-based strategies that are directly aligned to the root causes identified by schools and their LEAs in the needs assessment.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

N/A

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School Improvement Under ESSA: <https://edtrust.org/wp-content/uploads/2014/09/For-Equity-Oriented-State-Leaders-9-Ideas-for-Stimulating-School-Improvement-Under-ESSA.pdf>; SREB: The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership (2010): <https://www.wallacefoundation.org/knowledge-center/Documents/Three-Essentials-to-Improving-Schools.pdf>

<sup>10</sup> Riley, D., Meredith, J., & Butler, A. State responsibilities and opportunities for school improvement under ESSA. Washington, DC: Council of Chief State School Officers (2019): <https://ccsso.org/sites/default/files/2019-03/SEA%20School%20Improvement%20Under%20ESSA%20Mar%202019%20PSA%20CCSSO%20Final%203.22.19.pdf>

<sup>11</sup> ESSA Leverage Points: 50-State Report on Promising Practices for Using Evidence to Improve Student Outcomes (2018): [https://results4america.org/wp-content/uploads/2018/01/RFA-ESSA-50-State-Report\\_final.pdf](https://results4america.org/wp-content/uploads/2018/01/RFA-ESSA-50-State-Report_final.pdf)

## Form 2 Detail: FY 2026 Enhancement Request

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**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

We are interested in exploring program evaluation opportunities with the DC Education Research Collaborative, housed with the Urban Institute. However, regardless of whether we are able to partner with them on a formal program evaluation, we will conduct progress monitoring of our lowest-performing schools, collect qualitative feedback on newly implemented supports, and assess annual progress toward exiting from designation in order to continuously assess and strengthen this system of school improvement.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

***This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.***

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME **Sarah Martin**  
 TITLE **Senior Advisory for Recovery**  
 EMAIL **sarah.martin@dc.gov**  
 PHONE **202-716-8704**

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

DCPS Central Office and PCSB are both critical to this project’s success. OSSE has been in extensive communication with both agency’s leaders as well as key members of their staff throughout the process of developing this new vision for school improvement.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

<b>PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)</b>	
<b>FY 2025 Q4</b>	Conduct hiring for school improvement team Design competitive grant fund
<b>FISCAL YEAR STARTS, FUNDS DISBURSED</b>	
<b>FY 2026 Q1</b>	Launch competitive grant fund and make awards Initiate procurement for new supports
<b>FY 2026 Q2</b>	Design more rigorous monitoring framework for persistently low-performing schools Initiate implementation of OSSE-led supports
<b>FY 2026 Q3</b>	Initiate implementation of vendor-led supports
<b>FY 2026 Q4</b>	Initiate more rigorous monitoring

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE\* ENHANCEMENT PRIORITY\*

**Child Care Subsidy** **7** OUT OF **7**

AGENCY\* AGENCY CODE\*

Office of the State Superintendent of Education (OSSE) **GDO**

AGENCY POINT OF CONTACT\* POINT OF CONTACT EMAIL\*

Kate Gottfredson, Chief of Staff Kate.gottfredson@dc.gov

**REQUEST TYPE\***

Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding** } *Complete Sections I-IV. Complete Section V to be considered for evidence rating.*
- B. Increased cost to maintain existing activity**
- C. Operational improvement with strong business case**

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- D. Expand high-performing existing activity** } *Complete Sections I-V.*
- E. Completely new activity with highly likely or proven positive outcomes**

**FUNDING REQUEST\***

Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$0	\$12,911,230.64	\$12,911,230.64

- ONE-TIME     PARTIALLY RECURRING     RECURRING

**FUTURE COSTS\***

If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$12,911,230.64	\$12,911,230.64	\$12,911,230.64

**ENHANCEMENT SUMMARY\***

In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

OSSE requests an enhancement of \$12,911,230.64 for the child care subsidy program in FY26 to restore a portion of \$30 million reductions in local and TANF funding for child care subsidies made between FY21-25. This enhancement is needed to avoid reductions in the number of children from low-income working families and otherwise vulnerable children (e.g. children in foster care or experiencing homelessness) who can receive subsidized child care paid for by OSSE. Requested funds will cover costs of monthly payments to child care providers participating in the District's child care subsidy program, which are made on behalf of individual subsidy-eligible children enrolled in the child care provider. Funds will be distributed through DIFS and OSSE's existing child care subsidy payment policies and systems.

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- **Sections I-IV** for ALL requests.
- **Section V** for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- **Section VII** for Type F requests.
- **Section VI** optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

**RACIAL EQUITY BUDGET TOOL (REBT)**

The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

**Will legislative support be required to implement this enhancement?\***  YES     NO

If yes, please submit a proposed BSA subtitle using Attachment D.

**SECTION II. RATIONALE**

*Required for ALL requests*

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES     NO

FY 2025     FY 2024     FY 2023     FY 2022     FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

OSSE projects insufficient funding to cover the costs of child care subsidy payments in FY26. The District’s child care subsidy program makes payments to child care providers to cover all or part of the cost of child care attendance on behalf of low-income working families and otherwise eligible vulnerable children in need of care (e.g. children in foster care, experiencing homelessness), both for children too young to enroll in public school, and for before/after-school care for school-aged children up to age 12, or 18 if the child has a disability. In FY24, OSSE distributed \$105 million on monthly child care subsidy payments on behalf of nearly 8,000 children, using funds from three primary sources: 1) Local funds directly appropriated to OSSE’s budget, 2) A combination of local and federal (Supplemental Nutrition Assistance Program (SNAP) and Social Services Block Grant (SSBG)) funds that OSSE receives from the Department of Human Services via an MOU, 3) Federal Child Care and Development Fund (CCDF) funds. In FY25 and FY26, OSSE projects having less than the FY24 expenditure level available from all sources to cover child care subsidy payments.

From FY21-FY24, the total amount of funding provided for child care subsidies from the first two sources referenced above has decreased by approximately \$30 million (\$16 million from local funds and \$12.9 million from DHS ). OSSE was able to absorb these reductions in funding for the child care subsidy program because enrollment in child care subsidies declined sharply during the COVID-19 pandemic, and because the District received a large infusion of COVID relief funds for child care, through additional CCDF appropriations included in the CARES, CRRSA, and ARPA Acts. All of the supplemental COVID funds expired at the end of FY24 and are no longer available to cover subsidy program costs. Additionally, in FY23 and FY24, child care subsidy enrollment increased from the pandemic-induced low (and is now at over 75 percent of the pre-COVID high point), which, combined with increases in quality designations achieved by child care providers and the sunset of federal COVID relief funds, has put increased fiscal pressure on the program.

OSSE is requesting a restoration of \$12,911,230.64 for the child care subsidy program in FY26. These funds would replace the \$12,911,230.64 reduction in the total funding that OSSE receives through the DHS MOU between FY21 (when OSSE received \$37,189,696 in TANF, SNAP, and SSBG funds via the MOU) and FY25 (when OSSE will receive \$24,278,465.36 in local, SNAP and SSBG funds via the MOU). This enhancement would also allow OSSE to maintain FY25 funding levels for child care subsidies. Although federal COVID relief funds for child care expired at the end of FY25, OSSE was able to take advantage of the infusion of those funds for FY21-24 to carry over \$12.7 million in CCDF funds received in FY24 into FY25, partially offsetting, for one year, the impact of the “funding cliff” caused by expiration of federal COVID relief funds for child care at the end of FY24. However, OSSE projects fully expending these carried over CCDF funds in FY25, which means that, without an enhancement, the District will have \$12.7 million less to cover child care subsidy payments in FY26 than it has in FY25.

Requested funds will cover costs of monthly payments to child care providers participating in the District’s child care subsidy program, which are made on behalf of individual subsidy-eligible children enrolled in the child care provider. Funds will be distributed through DIFS and OSSE’s existing child care subsidy payment policies and systems.

Even with the requested funds, FY26 funding levels for the child care subsidy program will remain below the FY24 and pre-COVID funding levels for the child care subsidy program, which will result in a need to reduce services for District residents.

Services will need to be reduced even if the enhancement is approved, but requested enhancement will reduce the impact on DC residents.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

The underlying cause of the projected shortfall in child care subsidy fund for FY26 is the \$30 million reduction in local and TANF funding for child care that the District made from FY21-FY25, combined with the expiration of federal COVID relief funds for child care, which supplanted the reduction in local and TANF funds in FY22-FY24. These funds would replace the \$12,911,230.64 reduction in the total funding that OSSE receives through the DHS MOU between FY21 (when OSSE received \$37,189,696 in TANF, SNAP, and SSBG funds via the MOU) and FY25 (when OSSE will receive \$24,278,465.36 in local, SNAP and SSBG funds via the MOU). This enhancement would allow OSSE to maintain FY26 child care subsidy program spending at FY25 levels. Although federal COVID relief funds for child care expired at the end of FY25, OSSE was able to take advantage of the infusion of those funds for FY21-24 to carry over \$12.7 million in CCDF funds received in FY24 into FY25, partially offsetting, for one year, the impact of the “funding cliff” caused by expiration of federal COVID relief funds for child care at the end of FY24. However, OSSE projects fully expending these carried over CCDF funds in FY25, which means that, without an enhancement, the District will have \$12.7 million less to cover child care subsidy payments in FY26 than it had in FY25.

OSSE has already made changes to how subsidy funds are used that reduce the overall costs of the child care subsidy program, result in a child care subsidy budget that more accurately reflects the costs of subsidized child care services, and focus funding on the intended population of subsidy-eligible low-income or otherwise vulnerable children and families . Specifically, in FY25, OSSE ceased using child care subsidy funds to support grant-funded out of school time (OST) programming (subsidy eligible school-aged children may still use child care vouchers to attend before- and after-school programs that accept child care subsidies). For many years, the District has used a portion of TANF and/or local child care subsidy funding to fund OST services outside the child care subsidy (voucher) program. This practice has taken multiple forms over the years, including direct funding of school-aged care provided by DCPS, a stand-alone OST grant program operated by OSSE’s Division of Early Learning (DEL) and its predecessor office within DHS (prior to the creation of OSSE) and, from 2018-2023, by transferring \$6.3 million annually in child care subsidy local funding to the 21st Century Community Learning Centers (21st CCLC) OST grant program operated by OSSE. In 2023, OSSE made a strategic decision to shift the 21st CCLC program from a hybrid federal-locally funded program to a purely federally funded program, and planned to ramp down use of subsidy funds by the 21st CCLC program by FY25. This transition, which was made to improve the quality of 21st CCLC programming, resulted in a decrease in the number of grants and children that program could support, which was partially offset in FY24 by a one-time transfer of \$3.4 million in local child care subsidy funding to the DME office of OST programming. As of FY25, however, OSSE no longer uses child care subsidy funding for these activities. Stopping these transfers partially offset the impact of revenue loss to the child care subsidy program and provides greater transparency about child care subsidy program costs and ensure that local subsidy funds are used for their intended purpose of delivering services to low-income or otherwise vulnerable children. In FY25, additional steps were taken to appropriately align early learning program budgets within OSSE. In FY25 OSSE received a one-time increase to the Pre-K Enhancement and Expansion Program (PKEEP) which raised the program’s funding level to \$21 million to fully fund the costs of the PKEEP program as implemented in accordance with the authorizing statute (the Pre-K Enhancement and Expansion Act of 2008). The rightsizing of the PKEEP budget ensured that child care subsidy funds remain available for child care subsidy monthly payments. For FY26, OSSE is proposing to eliminate funding for the PKEEP program entirely, which will further reduce cost pressures on the child care subsidy program, since subsidy funds partially cover per-child costs for low-income PKEEP enrolled students; assuming these students instead enroll in DCPS or charter schools in the absence of a PKEEP option, some of these children may still be eligible for child care subsidies for before or after school care, but the costs borne by the subsidy program would be lower,

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since before/after care payment rates are lower than those for full-day care, and some children would have access to other OST options.

OSSE anticipates taking additional steps in FY25 to control or reduce child care subsidy program costs for FY26 and future fiscal years, including: 1) Pausing updated Capital Quality designations for child care providers participating in the child care subsidy program in FY25-FY26, pending development of more long-term proposals to update the Capital Quality program (this will freeze payment rates that individual child care subsidy providers receive, which are tied to their quality ratings, through FY26); 2) Implementing a waiting list for child care subsidy program enrollment (this will mean that new families/children cannot enroll in the program until projected costs fall below a specified funding level); 3) Decreasing the income threshold for initial child care subsidy eligibility from 300% of the federal poverty level (FPL) to 250% FPL (this would reverse a policy change implemented in FY24 to expand child care subsidy program eligibility). OSSE will need to begin implementing these steps in FY25 to achieve subsidy cost savings in FY26. Because federal law prohibits removing children from the child care program within 12 months of finding them eligible to participate, any changes in policy to reduce or control costs need to be made well in advance of actually achieving savings.

Freezing Capital Quality designations will prevent future increases in, but will not reduce, program costs. The other two cost saving mechanisms—implementing a waitlist and lowering the income cut off to qualify for child care subsidies—only work by reducing the number of children served by the program. Without the requested \$12.9 million enhancement, OSSE will need to reduce average monthly child care subsidy program enrollment by a minimum of 600 children, or about 10% of monthly average enrollment; with the requested enhancement, OSSE will be able to serve more children in the program, but will still need to reduce enrollment by approximately 100 children/month to operate the program within the funds available.

Restoring \$12.9 million of the \$30 million reduction will reduce the magnitude of service reductions that OSSE needs to make in order to operate the program within the funds available.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

If yes, please provide a rationale for why these non-local funds are no longer available:

No, the enhancement is meant to restore local and TANF funds that were supplanted with COVID relief funds. OSSE did expand access to child care subsidies by raising the income eligibility cut off to qualify for subsidies from 250% to 300% of the federal poverty level in FY24, but that change may need to be reversed even with this enhancement.

YES     NO

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	[scenario title]: [description and expected impact]	[enter \$]	[enter \$]	[enter \$]	[enter \$]
2	[scenario title]: [description and expected impact]	[enter \$]	[enter \$]	[enter \$]	[enter \$]

The potential budget shortfall facing the child care subsidy program in FY26 and the potential impact of cuts in services on DC families and child care providers is so large that OSSE will value any increase in child care subsidy funding to partially offset

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the impacts of past cuts. Each incremental \$1,000,000 invested in the program reduces the number of children who would be removed from the program by approximately 40 children ages 0-5, or 100 school aged children. Restoring \$16 million in local subsidy spending (up from \$12.9 million) would allow OSSE to avoid the need to implement a waiting list, increased income threshold for eligibility enrollment, or other enrollment reduction measures for FY26.

**SECTION II. RATIONALE (continued)**

*Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input checked="" type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

From FY21-FY24, the total amount of funding provided for child care subsidies from the first two sources referenced above has decreased by approximately \$30 million (\$16 million from local funds and \$12.9 million from the DHS MOU). OSSE was able to absorb these reductions in funding for the child care subsidy program because enrollment in child care subsidies declined sharply during the COVID-19 pandemic, and because the District received a large infusion of COVID relief funds for child care, through additional CCDF appropriations included in the CARES, CRRSA, and ARPA Acts. But these COVID relief funds expired at the end of FY24. In FY23 and FY24, child care subsidy enrollment increased from the pandemic-induced low (and is now at over 75 percent of the pre-COVID high point), which, combined with increases in quality designations achieved by child care providers and the subset of federal COVID relief funds, has put increased fiscal pressure on the program.

Without the requested enhancement, OSSE will need to reduce child care subsidy program enrollment by at least 600 children per month by FY26, resulting in a roughly 10% reduction in monthly subsidy enrollment relative to FY24 (average monthly enrollment is lower than cumulative annual enrollment, because children move in and out of the program over the course of the year).

OSSE has two primary levers to achieve this service reduction: 1) Imposing a waiting list for child care subsidies (which would prevent new low-income working families/children from enrolling in the program until enrollment falls to such a level that projected costs are less than the funds available); 2) Reducing the income threshold for enrollment in the child care subsidy program from 300% to 250% of the federal poverty level (reducing a previous expansion in eligibility implemented in FY24).

Using either approach to achieve a 10 percent or more cut in subsidy enrollment would significantly impact access to child care subsidy program enrollment for DC families. This will in turn reduce the ability of low-income District residents to return to or remain in paid employment and achieve self-sufficiency, and conflicts with other District efforts to achieve these goals and reduce the "cliff effect" of income increases on benefit eligibility for low-income families. These changes particularly negatively impact low-income black women in Wards 7 and 8. They will also affect DCPS' efforts to make before and after

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school programs more accessible to families at all DCPS schools. One of DCPS’s approaches to achieve this goal is to encourage more OST providers operating on DCPS campuses to become licensed and able to accept child care subsidies; implementing a waitlist for subsidy enrollment will undermine these efforts by preventing new subsidy providers from enrolling children. DC has made significant investments to expand access to and improve quality of child care in the District over the past 10 years and specifically during the pandemic recovery. Our progress in these areas is reflected in our reporting to the City Administrator on the metrics “total number of licensed child development facilities meeting quality and high quality designations,” which increased to 83% in FY24; “number of infant and toddler slots at licensed child development facilities,” which has increased steadily to 11,990 in FY24; and “number of children subsidized in licensed child development facilities,” which was approximately 7,700 in FY23 and will be directly negatively impacted by not funding this enhancement. The first two metrics will also be negatively impacted, as some child care providers that primarily enroll children that receive subsidies may go out of business because they will not be able to enroll new children receiving subsidies and will thus need to operate below full enrollment, which is not financially sustainable. These impacts could in turn affect access and quality of child care for a broader population of families seeking care, including some not eligible for child care subsidies.

Reduced access to quality child care for District families generally, combined with a lack of access to subsidies for low-income families, could negatively impact parental workforce participation or hours worked; tax revenues from parental employment; ability of low-income parents to move off of public assistance; ability of families to live in the Districts; and access to workers employers need, thus undermining the District’s continued recovery from the COVID-19 pandemic

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

OSSE already tracks monthly and annual child care subsidy enrollment data and program expenditures; we will continue to track and report on licensed child care facility capacity. As part of the proposed cost control mechanisms OSSE will no longer update Capital Quality designations (e.g. “quality,” “high-quality”) for child care providers, so will no longer be able to report on this metric as part of our performance measures, but will still have access to raw quality observation data that could be used to track system wide average quality.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

The major challenges and risks we perceive come from not funding this request. In addition, there are significant challenges and risks associated with the cost control and reduction mechanisms (e.g. freezing Capital Quality designations, implementing a waitlist, lowering the subsidy eligibility income threshold from 300% to 250% over the federal poverty level) that OSSE will likely need to undertake whether or not this request is funded.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write “NEW” in the columns for FY 2024 and FY 2025.
- Identify the “measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year’s data and the current year’s target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

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Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Total number of child development facilities meeting “quality” and “high-quality” designations	N	Outcome	Up	83%	83%	83%	83%
Number of infant and toddler slots at licensed child development facilities	No	Workload	Neutral	11,990	N/A	N/A	N/A
Number of children subsidized in licensed child development facilities	No	Workload	Neutral	6,699	N/A	N/A	6,000

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\*. Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity** (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity** (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships**
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices** (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

**What racial inequity or REAP sub-goal(s) does this enhancement request address?\***

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

The median income of Black households in the District is \$52,000, which is less than half of the median income for all DC households. Educational, economic and social inequities particularly affect Black women and Black children growing up in single parent households headed by Black women. Lack of access to child care is a major barrier to economic mobility for Black women. The child care subsidy program addresses this barrier by helping to cover the costs of child care for children from low-income families in which the available parent(s) are working are enrolled in school, as well as categorically vulnerable children (e.g. those in foster care or experiencing homelessness). In addition, by supporting children's enrollment and attendance in high-quality early learning programs, child care subsidies support future educational success and economic mobility for children served. Child care subsidy enrollment is particularly concentrated in Wards 7 and 8, where nearly all child development facilities enroll children receiving child care subsidies, which constitute most or nearly all enrolled children in some programs. Changes to the subsidy program thus have an outsized economic impact on child care facilities located in Wards 7 and 8, due to their high enrollment of subsidized children and limited ability to recruit non-subsidized families in some communities. Capping or reducing child care subsidy program enrollments could undermine the financial viability of these child care programs, by preventing them from enrolling new subsidy eligible children, thus forcing them to operate below full enrollment in ways that are not financially sustainable for them, which could in turn lead to closure of child care businesses and loss of income for their owners and employees, who are primarily Black women.

**What is the rationale for addressing the inequity in this way and/or with this program?\***

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

Access to child care is important to help support the District's goals of supporting individuals to achieve economic self sufficiency. Expenditures on child care subsidies have a quintuple benefit, in that they support 1) ability of low-income parents to work or attend school, thus fostering economic self-sufficiency, 2) enrollment of children in quality early learning that prepares them to succeed in school, 3) ability of DC employers to recruit and retain workers due to access to child care, 4) ability of child care businesses to serve children receiving subsidies and remain in operation, 5) increased access to and quality of child care for non-subsidized families attending these programs. Over the past three years, OSSE has worked to improve the operational efficiency and customer experience of applicants for and participants in the child care subsidy program, and these efforts have been informed by extensive engagement with constituents and representatives of affected

## Form 2 Detail: FY 2026 Enhancement Request

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communities (e.g. parents, child care providers). Substantially reducing subsidy program enrollment due to reduced funding available would significantly undermine the positive impact of those efforts.

**In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?\*** See ORE's [Meaningful Community Engagement Guide](#).

Over the past three years, OSSE has worked to improve the operational efficiency and customer experience of applicants for and participants in the child care subsidy program, and these efforts have been informed by extensive engagement with constituents and representatives of affected communities (e.g. parents, child care providers). Substantially reducing subsidy program enrollment due to reduced funding available would significantly undermine the positive impact of those efforts, which have received substantial positive feedback from constituents. OSSE has not consulted external stakeholder in the development of this specific enhancement request. Doing so would likely generate community concern about a potential reduction in services, which seems premature at this stage of budget development. **If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

We do not believe that funding this enhancement will have potential unintended burdens, as it is intended to maintain and reduce the need for cuts to current services.

**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

Click or tap here to enter text.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

***This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.***

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Sara Mead  
 TITLE Deputy Superintendent for Early Learning  
 EMAIL sara.mead@dc.gov  
 PHONE **202-506-0467**

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Department of Human Services, Level II child care providers

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

<b>PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)</b>	
<b>FY 2025 Q4</b>	We have already begun making these preparations. We anticipate pausing Capital Quality designations and communicating the policy in Q2 of FY25, developing a proposal for a waiting list for child care subsidies and increased enrollment eligibility thresholds in Q1 and Q2 of Fy25, and implementing enrollment reduction/control strategies in Q3 of FY25.
<b>FISCAL YEAR STARTS, FUNDS DISBURSED</b>	
<b>FY 2026 Q1</b>	Funds are disbursed via monthly child care subsidy payments (October services in November; November services in December; December services in January)
<b>FY 2026 Q2</b>	Funds are disbursed via monthly child care subsidy payments (January services in February; February services in March; March services in April)
<b>FY 2026 Q3</b>	Funds are disbursed via monthly child care subsidy payments (April services in May; May services in June; June services in July)
<b>FY 2026 Q4</b>	Funds are disbursed via monthly child care subsidy payments (July services in August; August services in September; September services in October)

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE\* ENHANCEMENT PRIORITY\*  
**Course Data Collection** **5** OUT OF **7**

AGENCY\* AGENCY CODE\*  
 Office of the State Superintendent of Education (OSSE) **GDO**

AGENCY POINT OF CONTACT\* POINT OF CONTACT EMAIL\*  
 Kate Gottfredson, Chief of Staff Kate.gottfredson@dc.gov

#### REQUEST TYPE\*

Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding** } *Complete Sections I-IV. Complete Section V to be considered for evidence rating.*
- B. Increased cost to maintain existing activity**
- C. Operational improvement with strong business case**

---

- D. Expand high-performing existing activity** } *Complete Sections I-V.*
- E. Completely new activity with highly likely or proven positive outcomes**

#### FUNDING REQUEST\*

Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$995,000	785,000	\$1,780,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

#### FUTURE COSTS\*

If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$1,780,000	\$1,480,000	\$1,480,000

#### ENHANCEMENT SUMMARY\*

In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

The OSSE Data Planning for the Future Emergency Amendment Act of 2021 (the Act) required the Office of the State Superintendent of Education (OSSE) to publish a report (<https://lms.dccouncil.gov/downloads/LIMS/49361/Introduction/RC24-0162-Introduction.pdf>) that outlines OSSE’s plans to collect course data from local education agencies (LEAs) and implement a system designed to support LEAs in identifying students most at risk of academic failure. The Act also requires OSSE to outline a plan for making improvements to the District’s Education Data Warehouse system that aligns with the National Forum of Education Statistics. OSSE submitted this plan to the Council in the spring of 2022, and this budget enhancement request supports the work required to implement this plan. This investment would allow OSSE to continue to implement this plan and collect course-level information from local education agencies (LEAs) to provide additional support and monitoring to ensure students have access to rigorous coursework.

**AGENCIES:** Use this form to provide details about enhancement requests in your agency’s FY 2026 budget request.

#### REQUIRED SECTIONS

- **Sections I-IV** for ALL requests.
- **Section V** for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- **Section VII** for Type F requests.
- **Section VI** optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

#### RACIAL EQUITY BUDGET TOOL (REBT)

The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES     NO

**SECTION II. RATIONALE**

*Required for ALL requests*

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES     NO

FY 2025     FY 2024     FY 2023     FY 2022     FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

A central function of the State Office of Education is to serve as the primary reliable source of information on the status and needs of the public school system in the District of Columbia. OSSE collects a significant amount of data from LEAs and has expanded its statewide collections over the past several years. OSSE collects detailed student data, including enrollment, demographic, daily attendance, discipline, and assessment result data. OSSE also collect data on every teacher and staff member across LEAs, including information about their qualifications, effectiveness, and tenure. However, without the collection of course data, OSSE is unable to link student, teacher and course data, which make it impossible to strategically target or rigorously evaluate the District’s education investments. As a result, OSSE is unable to produce more granular analysis, like the following, which could guide investments, practice, and monitoring to ensure that every District student has access to an exceptional school:

- Evaluations of interventions, professional development and other investments to improve attendance and academic achievement
- Descriptions of patterns in credit accumulation and the various pathways students take to high school graduation
- Analysis of the access students have to specialized, rigorous coursework and to highly-effective teachers

In FY24, OSSE collected school course catalogs from all LEAs for the first time. In FY25, OSSE is collecting student-level course data from all LEAs for the first time. In FY26 and beyond OSSE will need funds to maintain this collection and produce requested analysis for District educators, caregivers, advocates, and policymakers.

OSSE believes that collecting course level data has many immediate applications and will lead to more effective monitoring and support for LEAs. OSSE will be able to better monitor credit attainment to ensure that students are earning the appropriate credits to meet statewide graduation requirements. Further, OSSE will be able to review the educational placements of students with disabilities more rigorously and efficiently to ensure that they are receiving services in the least restrictive environment, as appropriate based on their disability. This collection will strengthen OSSE’s oversight of local education agencies and identify those that require more support and intervention. As the District looks to expand opportunities for learning and reimagine high school, we will be able to understand demand for certain coursework and respond to student and workforce needs.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

OSSE’s plan to collect course-level information leverages lessons learned from other states that have undertaken this work and builds on FY24 and FY25 enhancements. It also situates these approaches within the District context, in which LEAs use a variety of systems, structures, and processes to manage and leverage student information. OSSE conducted a landscape analysis in early 2022 to identify the support that LEAs need to collect course-level information. This information also helped OSSE identify candidates to pilot course-level data collection, which OSSE conducted in SY22-23 with 14 LEAs. Starting just this school year, OSSE is now collecting student- and teacher-level course data from all LEAs. This initial

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collection has revealed the data infrastructure and supports for LEAs that will be needed on an ongoing basis to continue to refine and maintain this collection. Additionally, in the coming year, OSSE will be producing initial analysis with the data collected in the 2024-25 school year. In FY26, OSSE’s enhancement request includes additional resources for producing analysis and less funding for the development of the data system to reflect the high-demand there is to analyze and share the course data collected.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

If yes, please provide a rationale for why these non-local funds are no longer available:

**YES**     **NO**

OSSE began this work with ESSER federal recovery funding, but beginning in FY24 funded the project with local funds.

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	N/A	[enter \$]	[enter \$]	[enter \$]	[enter \$]
2	N/A	[enter \$]	[enter \$]	[enter \$]	[enter \$]

This project cannot be scaled. Committing fewer than the required resources introduces cybersecurity and data quality risks which should not be assumed. In the case that the enhancement is not funded fully, course data will not be collected beginning in the 2025-26 school year.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input checked="" type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

This enhancement would continue funding that was granted for FY24 and FY25. The project is an ongoing collection that requires significant personnel to support development, data infrastructure, analysis and data sharing. If the funding is not provided, OSSE will cease to collect course data beginning in the 2025-26 school year, which will affect its ability to report, particularly on the effectiveness of OSSE-funded programs, availability of specialized and rigorous coursework, distribution of high-quality teachers.

**SECTION III. PERFORMANCE RATIONALE & IMPACT** *Required for ALL requests*

**PERFORMANCE IMPACT**

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

As noted above, OSSE believes that collecting course level data will lead to more effective monitoring and support for LEAs. OSSE will be able to better monitor credit attainment to ensure that students are earning the appropriate credits to meet statewide graduation requirements. Further, we will be able to review the educational placements of students with disabilities more rigorously and efficiently to ensure that they are receiving services in the least restrictive environment, as appropriate based on their disability. This collection can strengthen OSSE’s oversight of local education agencies and identify those that require more support and intervention. Furthermore, this collection will help OSSE ensure that students have access to coursework that prepares them for the workforce.

**PERFORMANCE TEAM IS HERE TO HELP!**  
 Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

Data from the U.S. Department of Education indicate that the majority of states collect course-level information about students. This is a rare instance in which the District is not at the forefront of improving public education. OSSE has moved the District forward with this new collection and the only challenge or risk comes from ending funding and stopping this work after more than two years of preparing LEAs for it.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write “NEW” in the columns for FY 2024 and FY 2025.
- Identify the “measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year’s data and the current year’s target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding

**Form 2 Detail: FY 2026 Enhancement Request**  
 FY 2026 Agency Budget Request

<p><i>TBD - OSSE is reviewing data from this inaugural collection to improve data quality and identify areas for focus before identifying key metrics or targets.</i></p>							

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

National research finds that students of different races and ethnicities are provided opportunities to take advanced academic coursework at different rates and are taught by highly-effective teachers at different rates. OSSE monitors schools and provides technical assistance aimed at reducing such opportunity gaps, and collecting detailed course-level information will help OSSE increase the effectiveness and efficiency of its monitoring.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

As noted above, OSSE developed the plan to collect course-level information in response to a legislative mandate. This approach to addressing this inequity also responds to calls from stakeholders to share more data publicly and transparently about the extent to which students have equitable access to challenging academic coursework and highly-effective teachers. OSSE believes that this data can be used to create a more equitable education ecosystem in the District.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?\* See ORE's [Meaningful Community Engagement Guide](#).

OSSE contracted with a local company to gather feedback from stakeholders about how collecting course-level information would impact their work. OSSE has also engaged extensively with LEA data managers about the technical and programmatic details of implementation. Furthermore, a significant number of public hearings have pointed to the need for these data.

If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\* For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

**Form 2 Detail: FY 2026 Enhancement Request**  
FY 2026 Agency Budget Request

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This effort intends to reduce administrative burden on LEAs while offering a glimpse into the different academic opportunities students have across the District. There is no unintended burden for a racial or ethnic group expected from this enhancement.

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**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

*This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.*

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Click or tap here to enter text.  
 TITLE Click or tap here to enter text.  
 EMAIL Click or tap here to enter text.  
 PHONE Click or tap here to enter text.

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Click or tap here to enter text.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE\* ENHANCEMENT PRIORITY\*  
**Healthy Schools Fund Restoration** **6** OUT OF **7**

AGENCY\* AGENCY CODE\*  
 Office of the State Superintendent of Education (OSSE) **GDO**

AGENCY POINT OF CONTACT\* POINT OF CONTACT EMAIL\*  
 Kate Gottfredson, Chief of Staff Kate.gottfredson@dc.gov

**REQUEST TYPE\***

Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding } Complete Sections I-IV. Complete Section V to be considered for evidence rating.
- B. Increased cost to maintain existing activity
- C. Operational improvement with strong business case

---

- D. Expand high-performing existing activity } Complete Sections I-V.
- E. Completely new activity with highly likely or proven positive outcomes

**FUNDING REQUEST\***

Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$0	\$600,386	\$600,386

ONE-TIME     PARTIALLY RECURRING     RECURRING

**FUTURE COSTS\***

If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$618,398	\$636,950	\$656,058

**ENHANCEMENT SUMMARY\***

In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

OSSE believes that healthy bodies and minds are the foundation of academic success. We work to foster student wellbeing through key initiatives that support local education agencies and schools with creating safe, supportive, and nurturing environments for students.

In this final year of our current strategic plan, we are laser focused on maintaining key investments that support student health and engagement. We must maintain our ability to reimburse schools and food service authorities for the quality meals served to students throughout the year. And we must ensure we leverage school climate data collection to inform our grantmaking, training and technical assistance, and actionable resources available to assist schools with improving the conditions in which children learn and thrive.

In recent fiscal years, OSSE has depended on federal recovery dollars to fulfill local legislative requirements for meal reimbursements and to prioritize new, SBOE-mandated investments like the citywide school climate survey data collection. An enhancement in FY26 would directly support OSSE's ability to continue this critical work with fidelity.

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. Types A, B, and C can complete this section to be considered for an evidence rating.
- Section VII for Type F requests.
- Section VI optional for all requests.

You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.

**IMPORTANT:** Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.

**RACIAL EQUITY BUDGET TOOL (REBT)**

The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES     NO

**SECTION II. RATIONALE**

*Required for ALL requests*

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES     NO

FY 2025     FY 2024     FY 2023     FY 2022     FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

In order for students to achieve academically, the whole child needs to be nurtured and supported. OSSE is guided by the Center for Disease Control’s Whole School, Whole Community, Whole Child model which encourages schools to consider a range of health considerations to support student learning and success. This vision is reinforced through the DC Healthy Schools Act, Healthy Students Amendment Act, and the Youth Suicide Prevention and School Climate Survey Act. Among these considerations are student health, nutrition and physical activity, and the social and emotional climate within DC public and public charter schools. This enhancement would allow OSSE to a) meet the increased costs of meal claims, b) sustain grantmaking, training and technical assistance on student health, nutrition and physical activity, and c) enhance school climate data collection via a citywide administration.

**Problem: Healthy Schools funding does not align with present day operating costs.**

In FY25, OSSE received \$5.69M in one-time local funds to support Healthy Schools meal reimbursements to schools providing healthy breakfasts, lunches and snacks, as well as a variety of statutorily required programs such as grants and educator supports. We are grateful for the FY26 restoration of these funds, however, based on previous FY actuals and future projections we anticipate a flat restoration of the Healthy Schools funding will not cover increased operational expenses in FY26 and beyond.

**Problem: OSSE is required to publish school climate data on the DC School Report Card in FY25.**

OSSE annually publishes the DC School Report Card, which is an ESSA-required and parent-facing public data resource. For years, parents, advocates, and local legislators have asked OSSE to add school climate data to the page. The State Board of Education (SBOE) passed a resolution requiring OSSE to add these data in FY25. OSSE contracted with a national industry leader, Panorama Education, to build and administer surveys of students, staff and parents/caregivers. In FY24, 16 LEAs were eager to serve as advisory LEAs to pilot the citywide survey. After synthesizing their feedback, OSSE is fully prepared to scale up the administration District-wide in order to meet our new requirements in FY25 and annually thereafter.

**How does this enhancement address this problem and its underlying causes?\***

*Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.*

There are several factors in play necessitating this enhancement to maintain and enhance service delivery:

**Increased Costs to Operate Local Child Nutrition Programs**

OSSE has experienced a consistent increase in participation in the child nutrition meal programs offered by Local Education Agencies (LEAs), driving a need for additional funding to fully implement the Healthy Schools Act and the Healthy Students Amendment Act. Over the past decade, student enrollment data has risen by 23%, resulting in 98,649 students enrolled for the 2023 – 2024 school year. As participation grows, OSSE is responsible for adhering to the Health Schools Act and the Healthy Students Amendment Act, which set reimbursement rates for LEAs participating in breakfast and lunch programs.

As a recipient of federal funding through the USDA to the National School Lunch and Breakfast program, OSSE is also required to provide local matching funds to meet the districts obligations. Without this matching contribution, OSSE risks non-compliance with USDA regulations.

From FY20 to FY23, OSSE bridged the gap in rising meal costs using Covid-19 recovery funds allocated during the public health emergency. However, with these recovery funds now depleted, OSSE lacks sufficient resources to sustain current programming without a reduction in other activities. Without an approved budget enhancement for FY26, OSSE will have to look to making reductions in the workforce and programs essential to meet Healthy Schools Act requirements and student meals needs.

**Increased Personnel Costs**

The increase in Healthy Schools personnel costs for FY25 is largely due to recent backfills of essential roles that became vacant during the post-pandemic mass resignation. The Healthy Schools staff are integral to ensuring compliance with child nutrition guidelines, processing meal claims, and administering health education, physical education, school garden programs, as well as providing technical assistance, training, and support. While we have left some vacancies unfilled and restructured work to emphasize the cost savings and efficiency, personnel budget remains high.

It is important to note that OSSE leverages all federal USDA child nutrition dollars to support this work. This includes maximizing federal meal reimbursements, encouraging school participation in the Community Eligibility Program, utilizing State Administrative Expense funds to support salaries and employee professional development, and applying for and winning grants to support technology innovation to streamline meal claims. However, moving forward, there are no additional federal resources to offset these core operational costs. Sustaining staffing allows for OSSE to continue to address strategies for troubling trends and emerging needs by creating actionable resources, offering training and technical assistance, and expanding citywide programs such as school climate surveys.

**Strengthen School Climate to Build Welcoming Environments where Students Want to Attend**

Additionally, in response to increased attention and energy on reducing chronic absenteeism and reimagining school environments post-pandemic, OSSE leveraged federal recovery dollars to develop a citywide school climate survey. This effort aids centrality of the health and wellbeing of school communities to achieve the educational sector’s vision for safe, supportive, and nurturing schools. Investments in the wellbeing of school communities and facilities were central to the city’s recovery response, and are now embedded in today’s work to support healthy schools. This enhancement will continue our citywide school climate survey work long-term to support the health and wellbeing of students, staff and buildings.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

YES  NO

If yes, please provide a rationale for why these non-local funds are no longer available:

[Click or tap here to enter text.](#)

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	<b>Scaled back staffing:</b> Reduce workforce by one (1) FTE, CS-12	\$128,132	\$131,976	\$135,935	\$140,013
2	<b>Scaled back staffing:</b> Reduce workforce by one (1) FTE, CS-12	\$121,919	\$125,577	\$129,344	\$133,224

Given our projections that the cost to operate meal programs will remain steady or increase year to year, this enhancement could be scaled down by reducing the Healthy Schools workforce by 1-2 FTEs. A reduction in workforce would require OSSE to scale-back or deprioritize educator professional development and resource creation and will have an impact on Healthy Schools related biennial/triennial public reporting. A reduction in staff would preserve the limited funds for grantmaking.

The School Climate Contract has been executed with option years and the cost to administer the survey cannot be scaled back.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input checked="" type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

Click or tap here to enter text.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

*Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.*

We see bright spots with improved post-pandemic student attendance rates as well as 10-year trends in the dietary and physical activity behaviors of high school students. However, we are keenly aware of the physical, mental, emotional, and social health challenges our students of all ages are experiencing. We are committed to the continuation of the biennial Youth Risk Behavior Survey and our annual School Health Profiles collected annually from DCPS and charter schools. These data help to inform OSSE of how schools are implementing Healthy Schools programs and supports with students, understand trends in student risk behavior, identify gaps and opportunities and align training and resources. Additionally, OSSE is in the process of revising the State Health Education and Physical Education Standards. Healthy Schools funding will support OSSE as we disseminate these revised standards and implementation supports to LEAs, schools, and educators.

Within this enhancement request are citywide school climate surveys of students, staff, and parents/caregivers. In addition to providing the public with data that is now required on the DC School Report Card, the data collected from these surveys will, for the first time, provide OSSE with direct feedback on the student experience, educator wellness, and parent satisfaction that can be connected to other data sources such as demographics, disciplinary incidents, daily attendance, student performance on statewide assessments, student mobility, project implementation fidelity (e.g., Restorative Justice, Social and Emotional Learning standards), teacher/staff retention, and many others. OSSE believes that these surveys, over time, will inform strategic planning and programmatic impact.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

OSSE has already started the difficult work of scaling up to administering the surveys District-wide, with the SY23-24 pilot of the school climate survey to 16 LEAs that include over 70% of students in grades 3-12 (and adult). LEA and school leaders have expressed concern about the administrative burden of the surveys, which is why we began with this pilot and aligned LEA Advisory Cohort, to which we offered extensive support for training staff and analyzing data, as well as micro grants to LEAs to act on their initial findings. We can proceed with confidence that the platform is efficient and, as evidenced by 60+ applications for microgrants, the data will be helpful to schools. With stable funding, OSSE will continue to solicit and listen to feedback from LEAs to improve and iterate the process in the years to come. Without this enhancement to provide a sustainable funding stream for the survey, these joint OSSE and LEA efforts would be for naught and may instead have a negative reputational impact for OSSE.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.

**Form 2 Detail: FY 2026 Enhancement Request**

FY 2026 Agency Budget Request

- Please provide the previous year’s data and the current year’s target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Total number of meals served – School Nutrition Programs	No	Quantity	Neutral	Will be available in January 2025	N/A - Workload Measure		
Total number of meals served through the entire summer	No	Quantity	Up	Will be available in January 2025	N/A - Workload Measure		
School Climate Survey Student Participation Rate	Yes	Quantity	Up	45% (Advisory Cohort)	70%	80%	N/A

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity** (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity** (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships**
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices** (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

This enhancement request will provide training and support to school communities as they address various inequities related to student health. Research demonstrates that communities of color are disproportionately impacted by chronic health conditions, including un/undertreated mental health conditions, and poor environmental health quality (e.g., air quality, access to green space). OSSE's data also demonstrates significant racial disparities in academic performance on key metrics (e.g., standardized testing), and national data indicates a clear relationship between health and wellbeing and academic performance.

In key data sets monitored by OSSE, we see significant heterogeneity in terms of outcomes across geographic wards, schools and sets of students.

According to the 2019 DC Youth Risk Behavior Survey (YRBS) report, which provides broad analysis of youth health risk behaviors:

- In middle school, 10% of black students and 16% of Hispanic/Latinx students did not consume breakfast in the week prior to the YRBS compared to 4% of white students.
- In high school, nearly 20% of black students and nearly 21% of Hispanic/Latinx students did not consume breakfast in the week prior to the YRBS compared to nearly 7% of white students.
- Fast food was consumed by 80% of black students, 77% of Hispanic/Latinx students and 68% of white students in the week prior to the YRBS.
- High school students who identified as white and other races were engaged in physical activity more often than their Asian, black and Hispanic/Latinx peers.
- Middle school females remain at notably higher risk than males for seriously thinking about killing themselves. The data further demonstrate middle school females who identify as white seriously think about killing themselves at a significantly lower rate than their female peers who identify as Black, Hispanic/Latinx, other, or multiple races.

## Form 2 Detail: FY 2026 Enhancement Request

FY 2026 Agency Budget Request

### **What is the rationale for addressing the inequity in this way and/or with this program?\***

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

The Healthy Schools Act authorizes meal reimbursements and other nutrition-related subsidies. The legislation also requires OSSE to implement a variety of programmatic investments, including grants, educator cadres and related technical assistance. During the pandemic, the school health portfolio garnered deep respect and centrality as foundation to many of our collective academic pursuits. OSSE invested significantly in this space during the recovery and restoration phases, and we concretized our long-term commitment to this work by naming student and staff wellbeing as one of our key agency priorities in our new strategic plan. This enhancement request will allow us to continue to invest in the new Citywide School Climate Survey we move into the long-term phase of our continued work to support the health and wellbeing of students, staff and school buildings, which will provide meaningful insights on their experiences and potential disparities across racial and ethnic groups.

### **In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?\*** See ORE's [Meaningful Community Engagement Guide](#).

We have engaged regularly and intensively with internal and external stakeholders the last several years to understand their concerns for student physical and social-emotional health and wellbeing needs post-pandemic. This enhancement would allow us to directly address key domains lifted up amongst their concerns, including a need for sustained whole child approaches, including prioritizing physical and mental health; access to consistent, healthy meals; regular physical activity; and increasing educator's ability to teach outdoors.

**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

N/A

**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

Click or tap here to enter text.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

***This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.***

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Click or tap here to enter text.  
 TITLE Click or tap here to enter text.  
 EMAIL Click or tap here to enter text.  
 PHONE Click or tap here to enter text.

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Click or tap here to enter text.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE\* ENHANCEMENT PRIORITY\*  
**Reimagining High School** **3** OUT OF **7**

AGENCY\* AGENCY CODE\*  
 Office of the State Superintendent of Education (OSSE) **GDO**

AGENCY POINT OF CONTACT\* POINT OF CONTACT EMAIL\*  
 Kate Gottfredson, Chief of Staff Kate.gottfredson@dc.gov

**REQUEST TYPE\***  
 Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding } Complete Sections I-IV. Complete Section V to be considered for evidence rating.
- B. Increased cost to maintain existing activity
- C. Operational improvement with strong business case

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- D. Expand high-performing existing activity } Complete Sections I-V.
- E. Completely new activity with highly likely or proven positive outcomes

**FUNDING REQUEST\***  
 Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$0	\$1,575,000	\$1,575,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

**FUTURE COSTS\***  
 If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$3,885,000	\$7,660,000	\$7,900,000

**ENHANCEMENT SUMMARY\***  
 In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

In FY26, the Office of the State Superintendent of Education (OSSE) is requesting \$1,575,000 in funding to continue the transformational work started with The American Rescue Plan Act (ARPA) funding to reimagine the District of Columbia high school experience by facilitating greater student engagement and learning while strengthening the connections between high school, college, and careers. These funds will allow OSSE to continue to develop and advance innovative educational options by supporting a District wide- reimagining High School Strategy.

The funding in FY26 would include \$565,000 to be used to meet the commitments made to our external funders (Bloomberg and Department of Education) for the Advanced Technical Center (ATC) and will allow us to serve approximately 75 more students through the ATC model in SY25/26 (total of 350 students). This includes launching the new Ward 8 ATC located on St. Elizabeth's East Campus in the Whitman Walker Health building.

\$610,000 would be used to increase the number of CTE students participating in our CTE-aligned internship programs. Specifically, we would be able to serve 50 more students in the school-year Advanced Internship Program (AIP) and 85 more students in the summer Career Ready Internship Program (CRI), for a total of 300 students in AIP and 675 in CRI.

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- **Sections I-IV** for ALL requests.
- **Section V** for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- **Section VII** for Type F requests.
- **Section VI** optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT:** Agencies are limited to **three** Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.

**RACIAL EQUITY BUDGET TOOL (REBT)**  
 The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

**SECTION II. RATIONALE**

*Required for ALL requests*

\$250,000 would support a citywide CTE marketing campaign to increase awareness of CTE programming across the city. This will help maintain and build on the strong growth in the number of CTE students and CTE concentrators (those completing three or more courses in a CTE program of study). It will also help ensure that our CTE programs are fully enrolled (while several are full with more students interested than can enroll, others remain underenrolled despite quality program offerings and strong LMI data associated with the target occupations). While this enhancement request doesn't include additional funding for school-based CTE programming, OSSE strongly supports the DME's 2042 Compact enhancement request which would requests a significant investment in school-based CTE programming.

Lastly, this enhancement also includes a small investment of \$150,000 to support the development and dissemination of materials to support the implementation of the new DC Graduate Profile and DC Graduation requirements. This will include technical assistance to LEAs and OSSE regarding collecting and sharing data on best practices regarding implementation.

The significant increase in funding in the out-years (FYs 27-29) are the result of the external funding for the ATC ramping down/ending as well as enrollment increases at the ATC as the additional instructional space in the new Ward 8 site and on the first floor of the existing Ward 5 site comes online in SY26/27 (125 additional students across both sites in SY26/27 and another 75 additional students at the Ward 5 ATC in SY27/28). This increased enrollment capacity is the result of the \$17million capital enhancement request that was funded by the Mayor in FYs 25 and 26.

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES  NO

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

YES  NO

We received funding for the ATC and AIP/CRI starting in FY22 (using ARPA funds) and then in FY25 we received local funding to backfill those expiring ARPA funds to continue this work.

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

With 1 in 3 high school students chronically absent, and only 1 in 5 scoring proficient in math and 1 in 3 proficient in reading, the District is facing a crisis in secondary education. The postsecondary numbers are similarly alarming. According to DC Policy Center's State of DC Schools report, out of every 100 ninth graders, 25 will not graduate from high school, 37 will graduate from high school but not enroll in postsecondary education, 30 will graduate and enroll in postsecondary education but not complete within 6 years, and only 8 will complete postsecondary education within 6 years of finishing high school. This is taking place in a city where 80% of jobs require some form of postsecondary education and there is ample national research that shows the strong correlation between low educational achievement and unemployment, poverty, reliance on public benefits, and incarceration.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

CTE is a proven educational strategy that can increase student engagement thus leading to higher rates of attendance, achievement, and graduation. It also focuses on a multi-pathway approach to educational and career success. By allowing students to earn industry-recognized credentials and early-college credit students are equipped to go directly to postsecondary education, into the workforce, or both. There is also significant evidence at a local level that there is a real demand for these programs from students and families.

In FY22 OSSE placed 110 students in AIP internships, 75 of which participated in their internship and 61 (81%) completed their internship. In FY24 we placed 291 students in AIP internships, 241 of which participated in their internships and 198 (82%) completed their internship. In FY25 we have made over 300 placement offers and aim to have approximately 250 students participate in internships. However, in FY25 there were almost 750 students that applied and were deemed eligible for AIP by their school officials.

For CRI, in FY22 we placed 614 students in summer internships, 453 of which participated in their internships and 387 (85%) completed their internship. In FY24, we placed 825 students in summer internships, 592 of which participated in their internships and 514 (87%) completed their internships. However, in FY24 there were 1,890 students that applied and were deemed eligible for CRI by their school officials.

Furthermore, there is research that speaks to the positive impact Work-Based Learning opportunities can have on a student's early career outcomes. A recent effort by Bain & Company on behalf of CityWorks DC found that "students who had access to career supports such as connections to employers, exposure to careers, and professional counseling tended to earn wages that were 20 percent higher than their peers who did not have access to these types of programming."

Regarding the ATC, based on regional LMI data Nursing and Cybersecurity programs of study are associated with some of the most in-demand occupations in the city but due to the high costs associated with the equipment and/or the scarcity of the qualified faculty, schools have not been able to offer these courses to their students. Thus, the ATC is filling a unique gap in CTE programming for the city and is working closely with employer partners (DC Hospital Association, Cedar Hill Hospital, Children's Hospital, Whitman Walker, etc...) to specifically fulfill their workforce needs. Furthermore, by partnering directly with Trinity University and UDC to teach all ATC courses we are not only enabling our ATC students to earn up-to 26 college credits prior to graduating high school, but we are also aligning the coursework to their Associates and Bachelors degree programs in the same fields and both IHE partners have established automatic acceptance into these programs with additional scholarship funding to ensure students can complete the postsecondary portion of these pathways. We are in the process of working with Trinity and our industry partners to identify and add two new pathways in the new Ward 8 ATC as well as adding the Patient Care Technician (PCT) and one other pathway at the current ATC.

In terms of students served, in year one of the ATC (SY22-23) OSSE partnered with eight schools and successfully enrolled 96 students in the ATC. In year two (SY23/24) we partnered with 15 schools and successfully enrolled 191 students. In SY24/25 we have enrolled 277 students from 22 schools, exceeding our enrollment target of 250 students and a showing a 45% increase over last year. We also saw an increased year one completion rate (72 of 96 or 75% in SY22/23 vs 111 of 134 or 83% in SY 23/34) as well as significant increases in year-over-year retention rate going from 79% of year-one students who completed both classes and re-enrolled for their second year of classes in SY23/24 vs 90% of year-one students who completed both classes and re-enrolled for their second year of classes in SY24/25. Also, in the first two years students earned a total of 2,316 college

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credits and approximately \$1.6million in tuition saved. Preliminary data suggest that out of the first graduating cohort of ATC students 28 students continued their CTE pathways by enrolling at Trinity University (the ATC's instructional partner) while earning \$420,000 in annual scholarships that are exclusively available to ATC graduates.

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

If yes, please provide a rationale for why these non-local funds are no longer available:

While the FY25 budget provided local funding to sustain the ATC and AIP/CRI programs at the current levels, the FY24, 25, and 26 budgets have been augmented by \$4.1million from a competitive federal grant (the Career Connected High School grant program). That grant requires we increase enrollment in FY26 and FY27 and it is currently scheduled to expire by the middle of FY27. Similarly, the FY25, 26, and 27 budgets also include \$9.5 million in funding to launch the Ward 8 ATC and grow the current ATC and AIP/CRI. This funding is covering between 80% and 100% of the Ward 8 ATC operating costs in FY25 but shrinking to 20% in FY27 which will be the last year of the grant.

YES     NO

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	<b>Reduced growth:</b> This scenario cuts the funding for the citywide CTE marketing campaign, and increases in AIP/CRI in half. It also limits the growth in ATC enrollment by 75 over the financial plan period allowing us to meet our external grant commitments and grow by an additional 75 seats. This means that we would only grow AIP by 25 seats instead of 50, would only grow CRI by 40 seats instead of 80, and we would only grow the ATC by 100 (25 in FY26 and another 75 in the outyears) instead of 175. It would also mean we would have spent millions of dollars building out additional classroom space at the current ATC but only be able to use roughly half of it because we won't have the operational funding needed to take advantage of all the additional student capacity.	\$1,145,000	\$3,200,000	\$5,740,000	\$5,910,000
2	<b>Essential ATC funding:</b> This scenario eliminates the funding for the citywide CTE marketing campaign, and any increases in AIP/CRI. It also limits the growth in ATC enrollment only to that which is necessary to meet our external grant commitments and thereby not jeopardizing the \$13.5million that OSSE has received from these funders. This means that not only would fewer students eventually be able to enroll in the ATC but we would also have spent millions of dollars building out additional classroom space at the current ATC	\$715,000	\$1,775,000	\$4,310,000	\$4,450,000

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	for nothing because we won't have the operational funding needed to take advantage of the additional student capacity.				

Click or tap here to enter text.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input checked="" type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

As stated above, CTE is a proven educational strategy that can increase student engagement thus leading to higher rates of attendance, achievement, and graduation. It also focuses on a multi-pathway approach to educational and career success. By allowing students to earn industry-recognized credentials and early-college credit students are equipped to go directly to postsecondary education, into the workforce, or both after high school graduation. DC's performance data with regards to CTE concentrators participation in internships, high school graduation, and postsecondary enrollment/employment are incredibly strong and the student demand for CTE programming, including school-based programming, ATC programming, and/or AIP/CRI programming has shown significant growth over the last several years. Funding levels are now a constraint on continued program growth while maintaining the same levels of quality.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

OSSE collects and reports a significant amount of data regarding our CTE programming and, as outlined in our new CTE State Plan, we plan to further increase our data collection and transparency efforts over the coming years. Based on our current data collection/reporting practices we collect the number of students enrolling in CTE courses, the number participating in CTE courses (meaning they earned at least one CTE course credit), and the number of CTE concentrators (meaning they completed at least three CTE courses of the same program of study). We also collect data on students participation in work-based learning (including but not limited to internships), students taking assessments associated with Industry-Recognized Credentials (IRCs), and students attainment of IRCs. OSSE also uses existing data within SLED or through partnerships with National Student Clearinghouse, DOES, and the State Wage Interchange System (SWIS) to analyze our CTE concentrators attendance rates, graduation rates, statewide assessment scores, and postsecondary enrollment/employment. We also analyze course taking patterns to understand CTE persistence and we disaggregate all this data to identify any potential equity concerns regarding certain subgroups of students. This analysis has led us to identifying specific targets to improve CTE participation and persistence rates among students with disabilities and English language learners. For the ATC, in addition to all these data metrics we also collect dual-credits earned and postsecondary planning completed. Since all AIP/CRI students are CTE students we also have all this information for those participants as well, but we also collect the number of CTE students who apply, are deemed eligible, complete the registration and job-search process, are placed, begin their internships, and complete their internships. We also monitor their attendance at their internship, if they withdraw or are terminated, if they are put on a performance improvement plan, and survey feedback from both interns and host-employer supervisors. Moving forward, we expect to further build out data transparency and we hope to work closely with the DME's Education through Employment data team to get even better postsecondary and employment data. Lastly, we are working with the Lab with the City Administrator's office on a multi-year evaluation of the AIP, and we are working with Education Northwest on an evaluation of the current ATC and Delivery Associates on an evaluation of the launch of the Ward 8 ATC.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

This enhancement would allow us to scale existing work so there are no risks that we anticipate at this time.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

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- If you are proposing a new metric, write “NEW” in the columns for FY 2024 and FY 2025.
- Identify the “measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year’s data and the current year’s target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Number of students placed in an internship through OSSE’s CTE Advanced Internship Program	No	Quantity	Up	291	300	350	300
Number of students enrolled in the Advanced Technical Center	Yes	Quantity	Up	191	250	300	250

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

This enhancement addresses the disparity in high school graduation and college enrollment which directly impacts the employment and economic disparities that plague parts of DC. The District's 75 percent graduation rate in 2022 varies by student group, with White students graduating at 95 percent, Black students graduating at 73 percent, Hispanic students graduate at 68 percent, Asian students at 94 percent, at-risk students at 63 percent, foster care students at 33 percent, homeless students at 53 percent and students with disabilities, 58 percent. The same holds true for college enrollment. In 2021, 51 percent of all students enrolled in postsecondary education within 6 months after graduation. However, only 49 percent of African American students, 43 percent of Hispanic students, 76 percent of White students, 38 percent of at-risk students, 35 percent of foster care students, and 33 percent of English learners did so. Furthermore, in DC, where 80% of jobs require some form of postsecondary education, the racial breakdown of the population aged 25 years or older shows significant educational gaps. 92% of the white population has a bachelor's degree or higher, while only 31% of African Americans have a bachelor's degree or higher, and 53% of Hispanics have a bachelor's degree or higher.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

As stated above, CTE is a proven educational strategy that can increase student engagement thus leading to higher rates of attendance, achievement, and graduation. It also focuses on a multi-pathway approach to educational and career success. By allowing students to earn industry-recognized credentials and early-college credit students are equipped to go directly to postsecondary education, into the workforce, or both after high school graduation.

Dual Enrollment, which is an essential component of the ATC, is a proven strategy for increasing postsecondary enrollment and graduation, especially for students from low-income backgrounds and for students who are from backgrounds that are

**Form 2 Detail: FY 2026 Enhancement Request**

**FY 2026 Agency Budget Request**

underrepresented in higher education. The early exposure to college level work in a supportive environment introduces students to the rigors of college and enables them to earn credit that could be applied toward their degrees. For first generation students, like many of our students, dual enrollment offers access to the college enrollment process and gives students actual experience interacting with professors and understanding increased personal responsibilities associated with college.

Similarly, and as previously mentioned, early exposure to work and connections to professional networks through internships have also been found to improve students early career outcomes and lead to higher levels of employment and higher wages earned.

To date, CTE and specifically the ATC has been very successful in reaching these target populations. For instance, below is a demographic comparison of the ATC’s enrollment over the first two years vs the larger CTE and general education landscape:

	DC Education Overall	DC CTE Participants	ATC Students
Black/African American	64%	69%	74%
Hispanic/Latino	19%	18%	22%
Eligible for Free and Reduced Meals	Not Available	53%	95%
At-Risk*	46%	Not Available	60%

\* At-Risk is defined in DC as a student who is either: 1) homeless; 2) in foster care; 3) part of a household that is receiving SNAP (food stamps) and/or TANF (welfare); or 4) overage (one year older, or more, than the expected age for their enrolled grade level.)

**In what ways have you meaningfully involved internal and external stakeholders in the development of your agency’s budget request, including staff and communities of color?\*** See ORE’s [Meaningful Community Engagement Guide](#).

All of these initiatives were informed by key stakeholders, including:

- The DC CTE Network’s Work-Based Learning committee and OSSE’s CTE Leaders working group which both include representatives from each high school offering CTE programming in DC, OSSE CTE and Industry Engagement Staff, and staff from the University of the District of Columbia.
- The DC CTE Network’s Industry Advisory Boards which are industry-specific boards that include CTE staff from schools with aligned programs of study and representatives from industry partners that work in those specific fields.
- The ATC exploratory committee, which was specifically convened the summer of 2021 to inform the development of the ATC and which included OSSE staff, industry partners, LEA and school staff, postsecondary partners, workforce development agencies (DOES and the WIC), national CTE experts, and aligned CBOs.
- The ATC advisory committee and industry partner committees all of which have significant representation from industry partners in both the healthcare and cybersecurity fields, as well as postsecondary partners, LEA representatives, and student representatives.
- The re-imagining high school graduation requirements work has an external advisory committee and has engaged in a robust community awareness campaign that focused on soliciting feedback on the proposed changes.

All groups were very diverse and included individuals and staff from many different backgrounds and perspectives.

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**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

The enhancement would increase the number of students participating in school-based CTE programming, dual-credit CTE courses at the ATC, and internships aligned to CTE industries. An unintended consequence might be that the students' younger siblings could be exposed to a college-going culture and increased career awareness/readiness.

## SECTION V. EVIDENCE-BASED BUDGETING

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

We expect this enhancement to lead to significant increases in students participating in CTE programming across the city. This will likely include an increase of community awareness about CTE programming and hundreds more students participating in school-based CTE programming, the ATC, and AIP/CRI programs. Increased access to this highly-effective programming will lead to improved attendance, higher graduation rates, and more students successfully enrolling in postsecondary education and/or connecting to employment after high school graduation. DC's CTE data shows that CTE concentrators achieve these outcomes at much higher rates than their non-CTE peers.

### **What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

DC's CTE data shows that 56% of CTE concentrators complete a paid internship aligned to their pathway, 97% graduate high school on-time, and 82% are either enrolled in postsecondary education or employed within six months of graduation. This data comes from the federally approved CAR data which can be found [here](#).

According to the US Department of Education's What Works Clearinghouse, dual enrollment has positive effects on college degree attainment, college access and enrollment, credit accumulation, completing high school, and general high school achievement (found [here](#)). This research indicates that it is important for executive level leadership to stay involved so that sufficient budgets enable dual enrollment to be free, especially for low-income students. The research also indicates that requirements should be inclusive of middle-level students, and not only allow advanced students to participate.

### **THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

### **HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

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Also, as stated above, a recent effort by Bain & Company on behalf of CityWorks DC found that "students who had access to career supports such as connections to employers, exposure to careers, and professional counseling tended to earn wages that were 20 percent higher than their peer who did not have access to these types of programming." DC Policy Center's summary of the research is found [here](#).

A 2018 Brookings Institute report called, "Work-Based Learning Can Advance Equity and Opportunity for America's Young People" (found [here](#)) found that learners with low income who participate in relationship-based work-based learning experiences such as internships or apprenticeships in high school are more likely to obtain better quality jobs as measured by wages, benefits, hours and job satisfaction than learners who do not complete such experiences.

A 2016 Rand study, called "Preparing New York City High School Students for the Workforce" (found [here](#)) demonstrated that youth participating in New York's Scholars at Work (SAW) program, which provided high school seniors in CTE programs soft-skills training and a 13 week internship, were almost three times more likely to find employment in manufacturing or transportation sectors than non-SAW participants. Furthermore, SAW participants also reported total earnings that, on average, were more than double that of non-SAW participants.

The ATC programming was informed by Advance CTE's research on "A 50-State Analysis of Area Technical Centers" which is found [here](#).

### Which parts of your enhancement are identical to the model(s) the evidence comes from?\*

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Most aspects of this programming are similar to the different models cited above. However, they were adapted to meet the specific context of DC.

### Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\*

Explain why deviations are necessary for success in DC.

While there are multiple versions of ATC-like programs, very few have all dual-credit courses that are available without any academic (GPA) entrance requirements. This was done to ensure the programming is accessible to as many students as it can be. The studies cited above regarding internship programs did not provide enough programmatic detail for us to identify nuanced differences. However, at a high-level the programmatic concepts are aligned.

### Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\*

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

As previously mentioned, we are already working with the Lab on a formal program evaluation of the Advanced Internship Program (initial project summary can be found [here](#)). Furthermore, as part of the Federal competitive grant that we were awarded, we are working with Education NorthWest on a program evaluation of the ATC. Similarly, we are working with Delivery Associates as a requirement of the Bloomberg funding to evaluate the launch of the new Ward 8 ATC.

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**SECTION VI. PROJECT PLAN** *Optional for All Requests*

***This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.***

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Kilin Boardman-Schroyer  
 TITLE Interim Assistant Superintendent of Postsecondary and Career Education  
 EMAIL [kilin.boardman-schroyer@dc.gov](mailto:kilin.boardman-schroyer@dc.gov)  
 PHONE 202-341-0376

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

We have worked closely with several partners both within government and external to government. For instance, we work with 28 high schools and 21 middle schools that currently offer school-based CTE programming and the several other schools that have expressed interest in adding CTE programming or may express interest should additional funding be made available. We work with the 22 schools that participate in ATC programming and we have worked with over 100 industry partners that have hosted CTE interns. We have also worked with several intermediaries and industry associations such as On-Ramps to Careers, Hire Local DC, the DC Hospital Association, DC Builds DC, the Federal City Council, The American Experience Foundation, the Urban Alliance Foundation, and Genesys Works. Lastly, we have worked closely with the DC CTE network of nine Industry Advisory Boards and the ATC’s Advisory Committee and Industry Partner Committees which include representatives from postsecondary partners, industry partners, government partners (including DC Health, OCTO, and the WIC), LEA partners, and current ATC students.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	<p>CTE Awareness Campaign:</p> <ul style="list-style-type: none"> <li>Work to establish a contract for a citywide CTE marketing campaign to increase awareness of CTE programming.</li> </ul> <p>AIP:</p> <ul style="list-style-type: none"> <li>Closeout CRI including participant/stakeholder surveys and feedback sessions.</li> <li>Increase our host-employer recruitment goal to incorporate the additional internship slots and finalize student recruitment for SY25/26 AIP.</li> <li>Close student registration for SY25/26 AIP.</li> </ul> <p>ATC:</p> <ul style="list-style-type: none"> <li>Finalize MOUs with Instructional Partners (likely UDC and Trinity) and the program offerings for both ATC sites.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Move into temporary swing-space for Ward 8 ATC and continue to work with DGS and RedBrick on the renovation of the permanent space.</li> <li>• Finalize student recruitment and enrollment for both ATC sites for SY25/26 and begin classes.</li> </ul> <p>Graduation Requirements:</p> <ul style="list-style-type: none"> <li>• Finish up work associated with developing and distributing materials to LEAs and schools on how best to use the new Graduate Profile.</li> </ul>
<b>FISCAL YEAR STARTS, FUNDS DISBURSED</b>	
<p><b>FY 2026 Q1</b></p>	<p>AIP/CRI:</p> <ul style="list-style-type: none"> <li>• Make placements for SY26/27 AIP.</li> <li>• Open the student and host employer registration for CRI.</li> </ul> <p>ATC:</p> <ul style="list-style-type: none"> <li>• Continue to work with DGS and RedBrick on the renovation of the permanent Ward 8 ATC space.</li> <li>• Continue to offer classes and work with industry partners on WBL opportunities.</li> </ul> <p>Graduation Requirements:</p> <ul style="list-style-type: none"> <li>• Work with vendor to develop and distribute materials to LEAs and schools on how to implement the new graduation requirements and how to capture relevant data related to implementation, including identifying potential best practices.</li> </ul>
<p><b>FY 2026 Q2</b></p>	<p>AIP/CRI:</p> <ul style="list-style-type: none"> <li>• Conduct mid-year survey of SY26/27 AIP experience.</li> <li>• Close student registration for CRI.</li> </ul> <p>ATC:</p> <ul style="list-style-type: none"> <li>• Work with DGS and RedBrick to finalize the renovation of the permanent Ward 8 ATC space and move into the fully renovated space.</li> <li>• Continue to offer classes and work with industry partners on WBL opportunities.</li> <li>• Begin student recruitment for SY26/27.</li> </ul> <p>Graduation Requirements:</p> <ul style="list-style-type: none"> <li>• Continue to work with vendor to develop and distribute materials to LEAs and schools on how to implement the new graduation requirements and how to capture relevant data related to implementation, including identifying potential best practices.</li> </ul>
<p><b>FY 2026 Q3</b></p>	<p>AIP/CRI:</p> <ul style="list-style-type: none"> <li>• Closeout SY25/26 AIP including participant/stakeholder surveys and feedback sessions. Finalize placements and begin CRI internships.</li> <li>• Open the student and host employer registration for SY26/27 AIP.</li> </ul>

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ATC:

- Closeout SY25/26 classes and host completion ceremony.
- Continue working with schools on student recruitment and scheduling.

Graduation Requirements:

- Continue to work with vendor to distribute materials to LEAs and schools on how to implement the new graduation requirements and how to capture relevant data related to implementation, including identifying potential best practices.

FY 2026 Q4

CTE Awareness Campaign:

- Review performance/impact of campaign, incorporate any lessons learned, and renew or re-bid contract for ongoing citywide CTE marketing campaign to increase awareness of CTE programming.

AIP/CRI:

- Closeout CRI including participant/stakeholder surveys and feedback sessions.
- Close student registration for SY26/27 AIP.

ATC:

- Finalize MOUs with Instructional Partners (likely UDC and Trinity) and the program offerings for both ATC sites.
- Move into temporary swing-space for Ward 8 ATC and continue to work with DGS and RedBrick on the renovation of the permanent space.
- Finalize student recruitment and enrollment for both ATC sites for SY25/26 and begin classes.

Graduation Requirements:

- Finish up work with vendor to distribute materials to LEAs and schools on how to implement the new graduation requirements and how to capture relevant data related to implementation, including identifying potential best practices.

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE*	ENHANCEMENT PRIORITY*
<b>High-Impact Tutoring Grant Continuation</b>	<b>4</b> OUT OF <b>7</b>
AGENCY*	AGENCY CODE*
Office of the State Superintendent of Education (OSSE)	<b>GDO</b>
AGENCY POINT OF CONTACT*	POINT OF CONTACT EMAIL*
Kate Gottfredson, Chief of Staff	Kate.gottfredson@dc.gov

**REQUEST TYPE\***  
 Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

<input checked="" type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b> <input type="checkbox"/> <b>B. Increased cost to maintain existing activity</b> <input type="checkbox"/> <b>C. Operational improvement with strong business case</b> <hr/> <input type="checkbox"/> <b>D. Expand high-performing existing activity</b> <input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	}	Complete Sections I-IV. Complete Section V to be considered for evidence rating.
	}	Complete Sections I-V.

**FUNDING REQUEST\***  
 Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$400,000	\$4,400,000	4,800,000

ONE-TIME     PARTIALLY RECURRING     RECURRING

**FUTURE COSTS\***  
 If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$4,800,000	\$0	\$0

- ENHANCEMENT SUMMARY\***  
 In your response:
- State the problem this enhancement is designed to address
  - Describe what the enhancement is and/or how it will work
  - Describe the impact the enhancement will have on the problem

In fiscal years 2022, 2023, and 2024 the Mayor allocated \$33 million of federal funds to scale high-impact tutoring (HIT), an evidence-based form of personalized, frequent tutoring, as one of her signature recovery efforts in response to COVID-19 learning disruptions, and then continued her commitment in fiscal year 2025 by designating \$4.8 million of local funds to this evidence-based learning intervention. Multiple exciting indicators demonstrate that the HIT programs cultivated and supported by OSSE through these funds are making a positive impact on students in the DC context, leading to meaningful improvements in academic achievement, attendance, and well-being for thousands of District students. The big bets DC has made on HIT are paying off. OSSE request that funds are sustained for another two years to continue supporting our highest-need students with what has been proven to be one of the most impactful learning acceleration tools available.

OSSE’s HIT initiative has transformed the high-quality tutoring offerings DC public schools can provide students and who has access to this evidence-based intervention. We developed a strong ecosystem of community-based organizations, universities, small businesses, and local education

**AGENCIES:** Use this form to provide details about enhancement requests in your agency’s FY 2026 budget request.

**REQUIRED SECTIONS**

- **Sections I-IV** for ALL requests.
- **Section V** for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- **Section VII** for Type F requests.
- **Section VI** optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

**RACIAL EQUITY BUDGET TOOL (REBT)**  
 The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

agencies that offer HIT programs in alignment with OSSE’s [seven research-backed standards](#). Schools and tutoring providers have built systems, structures, and partnerships to deliver HIT programs. OSSE-funded programs reached 12,487 unique students in 124 schools and 22 community-based sites from Jan. 2022-Sept. 2024, exceeding our initial goal of 10,000, and we anticipate reaching approximately 6,000 students in over 90 schools in FY25 with much more limited funds. More than ever before, students who are considered economically disadvantaged have greater access to HIT when they need it, thereby [shrinking gaps in opportunity](#) (slide 24). Internal analysis shows that 71% of students that received OSSE-funded HIT were economically disadvantaged, compared to 50% of students identified as such in the District overall.

In FY25, OSSE made the strategic choice to leverage local funds to issue competitive grants directly to local education agencies (LEAs) rather than to HIT provider organizations only, as we did in the past. This pivot in our approach will create greater accountability at the school and LEA level for implementing HIT and will begin shifting the financial responsibility for HIT more fully to LEAs as part of OSSE’s long-term sustainability strategy. OSSE designed the competitive grants to incorporate learnings from previous years, including capping the per student grant award at \$1,000 and requiring that LEAs supplement as needed. This has allowed OSSE to serve more students, encourage more cost-effective models in schools, and support long-term sustainability.

The enhancement request for \$4.8 million in FY26 and FY27 would allow OSSE to extend this strategic LEA grant that was awarded in October 2024 for two additional years, providing HIT to 9,000 students over two years, or 4,500 unique students a year, who are in need of additional support to supplement classroom instruction. This would result in approximately 5% of the District’s highest need K-12 students receiving HIT services annually. Like previous HIT investments, the HIT program would prioritize schools serving 70% or more of economically disadvantaged students.

Extending the grant for two years would provide runway for OSSE to integrate HIT into other priority workstreams, such as school improvement and other holistic investments in math and reading, while simultaneously increasing LEA program ownership so the majority can sustain programming without extensive financial support from the state. The next two years are crucial to OSSE’s long-term goal of embedding HIT into DC’s education landscape so all students who need intensive, additional supports have access to one of the most powerful learning interventions available.

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES  NO

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES  NO

FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

The COVID-19 pandemic erased years of academic progress for our city and exacerbated long-standing inequities. After nearly two years of heavily disrupted learning due to school closures, quarantining, and sickness, student outcomes dropped precipitously on the SY21-22 statewide assessments and gaps widened across socioeconomic and racial groups, in comparison to pre-pandemic levels.<sup>1</sup> The English language arts/literacy (ELA) proficiency rate decreased by 6 percentage points between 2019 and 2022, and students who are economically disadvantaged, as well as Black/African American students and Hispanic/Latino students saw even larger declines. Similarly, the math proficiency rate decreased by more than 10 percentage points from 2019 to 2022, while students who are economically disadvantaged, Black/African American students and Hispanic/Latino students saw even larger declines. Research demonstrates clearly the negative long-term impact on economic earnings and life outcomes that learning loss due to the pandemic will have for our students if it goes unaddressed.<sup>2,3</sup> While we saw promising increases in SY22-23 and SY23-24 assessment data across all student groups with math proficiency rates increasing by 3.3 percentage points and literacy by 3.2 percentage points, we have not yet returned to pre-pandemic levels.<sup>4,5</sup> Local and national research indicate that the setbacks students faced cannot be overcome in just two or three years, but will take significant, sustained investments in evidence-based approaches over time to fully recover

**SECTION II. RATIONALE**

*Required for ALL requests*

from and move beyond the effects of COVID.<sup>6,7</sup>

The District's investments over the last two years in high quality literacy and math instruction for all students as well as intensive, targeted supports through high-impact tutoring have just begun to take hold. According to internal analysis of statewide assessment data, economically disadvantaged students who received HIT in ELA and math saw more than double the median scale score increases than those who did not receive HIT<sup>5</sup>. Research from the National Student Support Accelerator (NSSA) also demonstrates that students who received HIT decreased the academic performance gap with their non-tutored peers, and that HIT increases attendance.<sup>8</sup> Now is not the time to let up on this critical work to help our city rebound fully from the educational effects of COVID as well as longstanding inequities in access to educational resources.

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<sup>1</sup> 2021-22 Assessment Results: PARCC and MSAA. Office of the State Superintendent of Education (OSSE). September 2022.

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/2021-22%20District%20of%20Columbia%20Statewide%20Assessment%20Results%20Presentation.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2021-22%20District%20of%20Columbia%20Statewide%20Assessment%20Results%20Presentation.pdf)

<sup>2</sup> The Effect of COVID-19 Learning Loss on Adult Outcomes (2021). <https://www.urban.org/sites/default/files/publication/103549/the-effect-of-covid-19-learning-loss-on-adult-outcomes.pdf>

<sup>3</sup> New Data Show How the Pandemic Affected Learning Loss Across Whole Communities (2023).

<https://www.gse.harvard.edu/ideas/news/23/05/new-data-show-how-pandemic-affected-learning-across-whole-communities>

<sup>4</sup> 2022-23 Assessment Results: Statewide Assessment & Alternate Statewide Assessment. Office of the State Superintendent of Education (OSSE). 2023.

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/Assessment%202023%20Deck\\_08.24\\_0.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Assessment%202023%20Deck_08.24_0.pdf)

<sup>5</sup> 2023-24 Assessment Results: Statewide Assessment Results. Office of the State Superintendent of Education (OSSE). 2024. [PowerPoint Presentation \(dc.gov\)](#)

<sup>6</sup> Positive Indicators for Academic Recovery in DC (2022). <https://www.empowerk12.org/research-source/covid-impact-achievement-dc>

<sup>7</sup> COVID-19 and Education: The Lingering Effects of Unfinished Learning (2021). <https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>

<sup>8</sup> [Implementation of the OSSE High Impact Tutoring Initiative \(studentsupportaccelerator.org\)](#)

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

OSSE’s proposed budget enhancement request for high-impact tutoring seeks to build on a strong foundation laid over the last three years to provide individualized tutoring for learners who need the most support, with a focus on those who are economically disadvantaged.

Specifically, this investment would allow an FY25 OSSE grant program that is funding HIT for 4,500 unique students across 70 schools, 44 of which have 70% or more students who are economically disadvantaged, to continue programming for two more years. These two additional years of funding will not only provide 9,000 students with in-school, high-quality programming, but will also enable a smooth transition toward empowering LEAs to take full ownership over HIT programs. Throughout the two years, OSSE will support LEAs in this process as well as integrate HIT into other workstreams with aligned goals, such as school improvement and other literacy and math efforts, to solidify its sustainability in the District.

OSSE believes that HIT must be incorporated into the DC education landscape long-term based on a robust body of national research that demonstrates HIT is the most effective learning acceleration intervention, especially for low-income students. Evidence from the past three years of HIT programs supports that this evidence-based program is effective in DC’s local context. Internal analysis on the [SY23-24 assessment results](#) demonstrates significant impact, with economically disadvantaged students receiving OSSE-funded HIT making gains of double the scale score increase realized by their peers who did not receive HIT in both ELA and math. Additionally, [analysis of OSSE-funded HIT program data in SY22-23](#) by the National Student Support Accelerator (NSSA) found that the gap between the interims assessment scores of tutored students and their non-tutored classmates diminished over the course of the year. Students who started out further behind their peers but had over 20 sessions of tutoring, were able to shrink their gap with non-tutored peers. There is also research that shows that the positive impacts of HIT on students extend beyond academics: according to a [rigorous study by NSSA](#), HIT improves attendance. Students are less likely to miss school on days that they have HIT sessions scheduled, potentially because of the close relationships built between consistent tutors and their students.<sup>9</sup>

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

YES  NO

If yes, please provide a rationale for why these non-local funds are no longer available:

Click or tap here to enter text.

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	Serve 4,500 unique students in FY26, and only fund HIT for 4,000 unique students in FY27.	\$4,800,000	\$4,400,000	\$0	\$0
2	Only fund HIT for 4,000 unique students FY26 and FY27.	\$4,400,000	\$4,400,000	\$0	\$0

<sup>9</sup> [Early Findings Show Evidence that High-Impact Tutoring Increases Student Attendance in D.C. Schools | National Student Support Accelerator](#)

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FY 2026 Agency Budget Request

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Click or tap here to enter text.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input checked="" type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

OSSE's high-impact tutoring initiative scaled steadily over its initial three years of federal funding and is being sustained through a braiding of local funds and ESSER late liquidation funds in FY25. In FY22, we reached more than 2,100 students; in FY23 we reached 6,067 unique students and in FY24, we reached 7,656 unique students across over 100 schools and tutoring sites. In FY25, we are on track to reach approximately 6,000 in over 90 schools across the LEA grant and additional HIT provider services procured through contracts funded by ESSER late liquidation funds. Not only is there incredible need and high demand for this OSSE-funded intervention, but we know that it is reaching the students who need it most. During SY23-24, students who attended OSSE-funded tutoring were much more likely to be identified as Black, economically disadvantaged, and have lower prior achievement. For example, 71% of students receiving OSSE-funded HIT were economically disadvantaged, versus 50% of DC students overall. We have also gradually built and strengthened the ecosystem of providers and supported schools in implementing HIT effectively, including adjusting their schedules to build in time for tutoring. As for the impact of HIT, evidence from both an external evaluator as well as internal analysis indicates that HIT is achieving both academic as well as social-emotional benefits for students. According to SY23-24 statewide assessment data, economically disadvantaged students who received HIT in ELA and math saw greater median scale score increases than those who did not receive HIT<sup>5</sup>. Research from the National Student Support Accelerator (NSSA) also indicates that students who received HIT decreased the academic performance gap with their non-tutored peers.<sup>10</sup> Furthermore, an independent survey of DC students in fall of 2022 found that, among students who identified in the survey that they experience food insecurity, housing instability, or live in unsafe neighborhoods, students receiving HIT were 13 percentage points more likely to report that there is an adult at school they can go to for help and 9 percentage points

<sup>10</sup> [Implementation of the OSSE High Impact Tutoring Initiative \(studentsupportaccelerator.org\)](https://studentsupportaccelerator.org/)

**Form 2 Detail: FY 2026 Enhancement Request**  
FY 2026 Agency Budget Request

more likely to agree that it is important to attend school every day in comparison to those not receiving HIT.<sup>11</sup> Finally, students were less likely to be absent on days when they had a scheduled tutoring session, with a reduction in the probability of absence by 6.9 percent. If tutoring were scheduled as part of the regular school day, this would translate into students attending 2.3 more days of school over the course of the school year.<sup>12</sup> Through our evaluation partnership with the National Student Support Accelerator, we will also have additional results on academic outcomes from SY23-24 later this year.

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<sup>11</sup> This independent well-being survey was administered in Fall 2022 to a representative subset of 978 students across DC.  
<sup>12</sup> [Early Findings Show Evidence that High-Impact Tutoring Increases Student Attendance in D.C. Schools | National Student Support Accelerator](#)

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

OSSE will continue to collect key data on the HIT programs to monitor program efficacy and inform continuous improvement of HIT strategy. We track the total number of students and schools reached with high-impact tutoring as well the demographics and assessment performance levels of those students to ensure effective targeting of this intervention. We also collect session-level attendance data on every student enrolled and conduct internal analysis to understand the outcomes and impact of HIT, looking specifically at both interim assessment data that we will collect from all LEA grantees as well as summative statewide assessment data and the relationship to academic growth and achievement for students receiving OSSE-funded HIT. We have applied for a small, federal research grant through the Institute of Education Sciences, and if received, this internal analysis would be expanded and done in partnership with the DC Education Research Collaborative, housed within Urban Institute. Finally, OSSE will conduct regular monitoring and provide subsequent supports to ensure that HIT is implemented in accordance with OSSE's HIT Standards, and we will examine the relationship between student outcomes and the delivery of HIT in order to evaluate its impact and make adjustments to support stronger implementation over time.

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

A risk to the effective implementation is that the students and schools who benefit are not the ones who need it most. We will take multiple steps to mitigate this risk. First, we will target high-need and low performing for HIT grant programs and opportunities to receive professional development supports. We will also closely monitor students who are served to ensure that this intervention reaches its intended audience.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year's data and the current year's target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

**Form 2 Detail: FY 2026 Enhancement Request**  
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Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
# of Students Enrolled in HIT	No	Quantity	[Up is better]	7,656	6,000	4,500	0
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?\* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

This learning acceleration strategy is intended to directly address gaps in access to educational resources, gaps that are rooted in historic and systemic racism and that were only exacerbated by COVID. Through the targeted resources that we will provide through high-impact tutoring (HIT), we will help remedy these gaps.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

HIT programs are intended to benefit high need students and schools, specifically students who are not mastering grade-level standards and schools that have been identified as lowest-performing within our statewide accountability system.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?\* See ORE's [Meaningful Community Engagement Guide](#).

OSSE's learning acceleration strategy is informed by extensive stakeholder engagement that began with the development of OSSE's [COVID Recovery & Restoration Investments](#) and the [Deputy Mayor for Education's Recovery Roadmap](#), in which Learning Acceleration for K-12 is a core component. In 2020 and 2021, OSSE and the Office of the Deputy Mayor for Education held nearly 100 virtual meetings for LEA leaders; 23 focus groups with school leaders, teachers, families and students representing all 8 District wards; and a citywide reopening survey that reached more than 12,000 families. Findings from this engagement drove our focus on accelerated learning through this combination of universal supports for all students who had experienced disrupted learning as well as targeted supports for those who were disproportionately impacted.

In summer of 2022, OSSE conducted another round of extensive stakeholder engagement with internal and external stakeholders to help assess our investments in recovery and inform the development of our [2023-2025 strategic plan](#). OSSE conducted 50 interviews with community and education sector leaders, collected 1,300 survey responses from stakeholders, and held more than 20 focus groups. This engagement further reinforced the focus on advancing excellent instruction for all students as well as achieving equitable outcomes through more targeted strategies, including HIT and school improvement.

**Form 2 Detail: FY 2026 Enhancement Request**  
FY 2026 Agency Budget Request

In the spring of 2024, OSSE conducted a listening tour with a diverse group of local stakeholders to inform OSSE’s school improvement strategy. This tour included interviews with LEA and school leaders as well as with local support organizations. OSSE’s high-impact tutoring initiative was identified in this listening tour by school and LEA leaders as one of OSSE’s most effective and valued strategies for helping schools accelerate learning for their highest-need students.<sup>13</sup>

Finally, in winter of 2024, OSSE surveyed LEA and school-level leaders to better understand the experiences of school leaders with HIT programs and OSSE supports to-date, as well as their appetite for launching or sustaining HIT programs in the following year and beyond. The responses from 50 leaders, 45 schools and 20 LEAs demonstrated the overwhelming support for and belief in HIT. The sample included 44 schools, including 20 priority schools, which are schools with the highest percentages of economically disadvantaged students, as well as seven responses by leaders that work at schools that did not provide HIT during the 2023-24 school year. Among the respondents who had experience with implementing HIT at their schools, 95 percent said the program had a positive impact on academic achievement and 85 percent intended to provide HIT to their students in the SY24-25 school year. Additionally, among the 80 percent of the HIT leaders who indicated they would like to receive HIT support, access to funding, HIT providers, and professional development are the primary supports they would like to receive.

**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

We do not see any potential negative impacts to students of color, given the equity-centered nature of this strategy. We do believe that there will be positive benefits, for the reasons described above.

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<sup>13</sup> OSSE (September 2024). "Accelerate DC: A Vision for School Improvement: Appendix B."  
<https://lims.dccouncil.gov/downloads/LIMS/56504/Introduction/RC25-0259-Introduction.pdf?Id=200642>

**SECTION V. EVIDENCE-BASED BUDGETING**

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

**Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

**Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\***

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***

YES  NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

Click or tap here to enter text.

**THE LAB@DC TEAM IS HERE TO HELP!**

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

**HELPFUL TIPS TO GET STARTED:**

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

***This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.***

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Click or tap here to enter text.  
 TITLE Click or tap here to enter text.  
 EMAIL Click or tap here to enter text.  
 PHONE Click or tap here to enter text.

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Click or tap here to enter text.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE* <h2 style="margin: 0;">Right to Read</h2>	ENHANCEMENT PRIORITY* <h2 style="margin: 0;">1 OUT OF 7</h2>
AGENCY* Office of the State Superintendent of Education (OSSE)	AGENCY CODE* <b>GDO</b>
AGENCY POINT OF CONTACT* Kate Gottfredson, Chief of Staff	POINT OF CONTACT EMAIL* Kate.gottfredson@dc.gov

#### REQUEST TYPE\*

Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding
  - B. Increased cost to maintain existing activity
  - C. Operational improvement with strong business case

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  - D. Expand high-performing existing activity
  - E. Completely new activity with highly likely or proven positive outcomes
- Complete Sections I-IV. Complete Section V to be considered for evidence rating.

Complete Sections I-V.

#### FUNDING REQUEST\*

Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$450,000	\$3,000,000	\$3,450,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

#### FUTURE COSTS\*

If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$8,950,000	\$8,950,000	\$8,950,000

#### ENHANCEMENT SUMMARY\*

In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

In the 2023-2024 school year, just 33.7% of DC students in grades 3-12 met or exceeded grade level expectations in English Language Arts (ELA) on the DC Comprehensive Assessments of Progress in Education (DC CAPE) assessment. While this represents an increase as compared to 2022 (30.8%) -- and a promising sign that the District's recovery-funded investments to accelerate student learning following the pandemic are paying off -- it also confirms that far too few of our DC schools are delivering on the fundamental promise to provide every student with a high-quality education that will prepare them to thrive in school and in life.

Every DC student has the right to read. Research consistently demonstrates the critically important milestone of achieving reading proficiency by the third grade. According to the [Annie E. Casey Foundation](#), students who are not yet reading proficiently by third grade are four times more likely to drop out or fail to graduate from high school. For Black and Hispanic students, that statistical likelihood nearly doubles. And yet, we know that every year, a significant number of DC students are promoted to fourth grade without having developed

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

#### REQUIRED SECTIONS

- **Sections I-IV** for ALL requests.
- **Section V** for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- **Section VII** for Type F requests.
- **Section VI** optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.**

#### RACIAL EQUITY BUDGET TOOL (REBT)

The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

the foundational literacy skills necessary to read proficiently. This puts these students at greater risk for falling further behind.

To deliver on the promise of literacy for all DC students, OSSE is proposing bold new Right to Read legislation that will enable the following over the next several years, drawing on national best practices and promising research from other states:

- All of DC’s K-3 general education, special education, and multilingual teachers will receive the necessary and required training and support to effectively implement structured literacy (grounded in the science of reading) in their classrooms
- All students in grades K-3 will receive literacy screenings in school at least three times per year to monitor their progress and report results to families within 15 days,
- All students in grades K-3 identified as at risk of not reading proficiently through those screeners will receive an individualized literacy plan and evidence-based interventions to support their learning acceleration, such as high-impact tutoring and summer instruction.
- LEAs and schools will have clear and consistent guidance for when to retain third grade students who haven’t yet achieved grade-level reading proficiency by 2030, as well as multiple pathways to utilize for fourth grade promotion

To implement this proposed legislation and make the above vision a reality, OSSE seeks a local budget enhancement that will allow us to:

- Invest in and significantly scale high-quality structured literacy supports, training and resources for K-3 educators, administrators and instructional coaches
- Expand access to evidence-based literacy interventions, to include summer reading programming and high-impact tutoring (HIT), for students who are not on track to demonstrate grade level proficiency by the end of third grade
- Engage a broad community of stakeholders from across the city, including school and LEA leaders, teachers, families and community members, to secure a shared commitment to all DC students’ right to read and to develop new literacy resources and toolkits, including for families and caregivers

This work will build on the existing foundation and momentum of OSSE’s existing early literacy initiatives, including several initiatives launched with the support of federal stimulus recovery funds (e.g., science of reading trainings, High Quality Instructional Materials grants and resources), the recommendations developed by DC’s Literacy Task Force released in Fall 2023, and OSSE’s ongoing implementation of legislative mandates outlined in [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#). It also draws on research from across the nation, and specifically Mississippi, where evidence shows an increase in reading proficiency for students who were provided with robust reading supports in grades K-3, coupled with retention for students who are not reading proficiently by the end of grade 3.

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES  NO

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES  NO

FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

**SECTION II. RATIONALE**

*Required for ALL requests*

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

Too few of our DC schools are delivering on the fundamental promise to provide every student with a high-quality education that will prepare them to thrive in school and in life. In school year 2023-24, nearly 2 out every 3 DC students in grades 3-12 did not demonstrate grade-level proficiency in ELA on the DC CAPE assessment. This and other data suggest that a significant number of the District's students have not received the foundational literacy skills necessary to achieve grade-level ELA proficiency. As described in Section I above, there is a strong correlation between a student's ability to read proficiently by the third grade and their likelihood of graduating high school and having the knowledge and skills necessary to succeed in adult life.

While the COVID-19 pandemic significantly disrupted student learning and contributed to substantial declines in academic achievement (including literacy rates) for students across the city, ELA proficiency prior to the pandemic (37% in 2019, for students in grades 3-12) was far below what all students in our public schools deserve.

This problem exists in part because not enough K-3 educators and school staff in the District have access to the necessary supports, training and resources to implement structured literacy and data-driven instruction in their classrooms. Structured literacy is aligned to and grounded in the science of reading, a research-backed instructional approach that supports all students in learning how to read, including those experiencing reading difficulties or disabilities.

Additionally, not enough students in Kindergarten through 3rd grade who are falling behind in reading proficiency – or at risk of falling behind – are being proactively identified through assessments and progress monitoring or given access to additional evidence-based interventions to boost their literacy skills. Year after year, students are performing below grade level and matriculating without the necessary skills needed to be proficient readers. Evidence-based interventions for students falling behind could include summer reading programs and high-impact tutoring, both of which have demonstrated success in helping to accelerate student learning and reading progress.

Finally, this problem points to the critical need for robust stakeholder engagement and alignment across the education sector, to build shared goals and practices across schools and LEAs and to ensure all families and caregivers have access to information and resources necessary to support their early learners in developing literacy skills and reading proficiency.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

To address the underlying root causes of this issue and dramatically improve literacy rates for students citywide, OSSE seeks to implement the practices outlined in our bold and newly proposed Right to Read legislation, building upon a strong foundation laid over the last three years using federal stimulus funds to provide our schools with evidence-based training, resources, and tools that support the science of reading and structured literacy instruction for students in grades K-3.

This enhancement will allow OSSE to ultimately:

- Ensure every general education, special education, and multilingual teacher serving Kindergarten, first, second and third grade students receives high-quality structured literacy trainings and related supports for implementing structured literacy in the classroom
- Support K-3 educators and staff with implementing additional assessments and progress monitoring, such that student reading proficiency is assessed at least three times per year and ensuring student data drives instruction and additional intervention
- Increase the availability of evidence-based interventions for K-3 students who are behind in reading proficiency, to include summer reading programs and high-impact tutoring in literacy
- Articulate clear and consistent guidance to LEAs on third grade retention for students who haven't yet achieved grade-level reading proficiency as well as multiple pathways for fourth grade promotion
- Robustly engage school and LEA leaders and educators, families and community members around the Right to Read promise, and to expand family education resources on the importance of foundational literacy skills and role of caregivers in supporting their young learners

Specifically, this budget enhancement seeks **\$3.45M** in local funding for Fiscal Year 2026, to enable OSSE to:

- **Expand structured literacy training and supports (\$2M, or \$1M per grade band):** OSSE will provide funding for compensation to educators who complete structured literacy training, with a goal of reaching every first and second grade teacher who has not already completed training by the end of the 2025-26 school year. This request builds on the FY25 enhancement and requirement for every Kindergarten teacher to complete training and will support any new kindergarten teachers. OSSE will also expand training in an instructional walkthrough tool for relevant administrators and instructional coaches, to help teachers engage in cycles of continuous growth in the implementation of structured literacy.
- **Launch robust stakeholder engagement and resource development (\$1M):** OSSE will work to engage school and LEA leaders, teachers, families and communities across the District to inform and develop the Right to Read initiative, and to help develop family education resources that will enable families and caregivers to support their early learners with critical literacy skills.
- **Increase capacity (\$450,000):** OSSE will hire three (3) full-time employees (FTEs) who will track, monitor, and implement training, resources, data analysis, family education tools, and stakeholder engagement, and will be responsible for developing and implementing the summer reading program, with a focused curriculum aligned to the science of reading and structured literacy.

Building on these trainings and engagement, student intervention would roll out in FY27 (SY26-27):

- **Develop and implement targeted, evidence-based interventions for Kindergarten students (\$8.95M):** OSSE will establish a rigorous summer reading program and implement it in partnership with LEAs, and expand access to existing high-impact tutoring programs focused on literacy, for a cohort of Kindergarten students in School Year 2026-27 and with plans to add additional grade level cohorts each subsequent year (i.e., Kindergarten and first grade in School Year 2027-28). This could also include development of individualized literacy plans (ILPs) for students at risk of not reaching reading proficiency by third grade. This initial kindergarten cohort would be the first for consideration of retention, in 2030.

**Form 2 Detail: FY 2026 Enhancement Request**

FY 2026 Agency Budget Request

**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

If yes, please provide a rationale for why these non-local funds are no longer available:

OSSE’s work to accelerate learning in literacy was, in part, supported by a leveraging non-local funds that are no longer available as of Sept. 2024. In recent years, OSSE has leveraged federal Elementary and Secondary School Emergency Relief (ESSER) funds to initiate several literacy initiatives to include, convening the Literacy Taskforce, procuring a science of reading training and providing compensation for teachers who completed training. Federal ESSER funds are no longer available to support this project, due to their expiration in Sept. 2024.

YES     NO

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	Remove structured literacy training for grade 2 teachers (\$1M)	2,450,000	8,950,000	8,950,000	8,950,000

If scaling this request down is necessary in FY26, the training being offered to teachers will need to be reduced. Structured literacy training will only occur for teachers through grade 1. The impact would be that fewer teachers will be trained in the science of reading and structured literacy, resulting in fewer students having access to highly trained teachers in foundational literacy.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input checked="" type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input checked="" type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

During FY23 and FY24, OSSE utilized federal ESSER funds and local funds to scale new, evidence-based professional development and interventions designed to improve student outcomes in literacy. To date, OSSE's science of reading professional development training has reached more than 900, or approximately seven percent, of District educators.

OSSE is currently implementing the legislative mandates outlined [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#). Through this requirement, 14,000 educators have completed training on Dyslexia and other reading difficulties, demonstrating the meaningful impact that compliance requirements can have on educator training.

In September 2023, the Early Literacy Education Task Force Report was released. This report included four recommendations to improve literacy education in the District that were deliberately developed by members of the Task Force. The Right to Read initiative and corresponding enhancement operationalizes and builds upon these recommendations.

The Right to Read initiative will strengthen literacy for the District by providing access to LEAs to ensure that teachers are appropriately and adequately trained to teach foundational literacy skills. Teachers will have the resources to provide interventions and targeted instruction to students with Individualized Literacy Plans (ILPs) on a consistent basis. Families will have resources to support their children with foundational literacy skills, overall, increasing the experiences with literacy from home to school. The enhancement focuses on targeted strategies that will increase literacy proficiency year after year, as evidenced by other jurisdictions. In Mississippi, similar investments have been made in training, intervention, retention, and pathways to retention, which has resulted in the fastest-rising proficiency rates in literacy across the country in the last five years.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

OSSE will collect data from a variety of sources to inform the impact of this enhancement. OSSE will continue to collect student DC CAPE assessment data for students in grade 3 at end of each school year to measure the number of students who are proficient in reading. DC CAPE data will identify students who have demonstrated proficiency not only in foundational literacy skills, but in comprehension and skill mastery. To understand and target needs in grades K-2, LEAs will use benchmark assessments at least three times a year to include progress monitoring. OSSE will monitor the completion and engagement of training, focused on teacher growth in foundational literacy skills. Data collection will be set up to assess how a teacher performed prior to training and performance upon completion of training. This data will be critical to monitoring the effectiveness of training. In the long term, OSSE will be able to create student/teacher linkages to analyze student results and leverage those results to drive instructional improvements.

OSSE will collect data on how many LEAs and students participate in summer reading programs, alongside data on how many students have been administered an Individualized Literacy Plan (ILP). The monitoring of participation in summer reading programming and HIT programming will inform practices for the school year and future summer reading programs. In addition to participation and enrollment with the summer reading program, OSSE will collect data on the efficacy of the program with surveys and assessment data. OSSE will monitor the number of students receiving ILPs to determine the quality of plans, implementation of plans and overall impact of plans.

OSSE will track the number of students participating in interventions, such as HIT and summer programming. Regular monitoring of all data collected will occur at least three times a year to support LEAs in data collection and analysis.

The overall goal of OSSE's Right to Read data collection and monitoring is to provide adequate resources and supports to reduce the number of students who are reading below proficiency and eligible for retention. OSSE is committed to intervention and supports to promote strong literacy outcomes for all students.

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

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OSSE is proactively preparing to provide a high level of support to our DC LEAs to ensure the success of this initiative. Over the past three years, OSSE has worked hard to establish relationships with LEAs to support various academic initiatives, and to create continuous opportunities for LEAs to provide feedback to OSSE to ensure that this support is maximally meaningful and relevant. The relationship building that we have done to date will significantly mitigate the challenges associated with implementing this initiative citywide. Additionally, OSSE will need to build our internal capacity to implement the Right to Read enhancement. With the increase of supports and resources that OSSE is proposing to provide to LEAs, an increase of staffing is required to effectively roll out the Right to Read. The multiple strategies proposed will take staff dedicated to ensuring implementation with fidelity, and it can be challenging to identify and hire staff with the knowledge and skills necessary to lead this work. To mitigate this challenge, OSSE anticipates leveraging the full range of hiring vehicles provided through DCHR, including the hiring fairs, which enable OSSE to expand the reach of its open positions.

**Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\***

- If you are proposing a new metric, write "NEW" in the columns for FY 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year's data and the current year's target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment*	No	Outcome	Increase	34.2%	44.9%	50%	47.4%
Percent of K-3 educators who demonstrate competency in structured literacy	Yes	Quality	Increase	New	New	40%	20%

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\*Targets for statewide assessment results are set in the District's Every Student Succeeds Act (ESSA) State Plan, required and approved by the US Department of Education

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan](#) (REAP) or your agency specific REAP does this enhancement request advance?\* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

By improving literacy outcomes for students across the District, this enhancement directly addresses the REAP goal to eliminate racial and ethnic disparities. Annually, DC students in grades 3-8 and in eligible high school courses complete a statewide, standardized assessment called DC CAPE for English Language Arts (ELA) and mathematics to measure student mastery of grade-level content standards. At the end of the 2023-24 school year, **34.2% of grade 3-8 students who took the ELA CAPE assessment met or exceeded expectations.**

While overall proficiency rates for ELA have increased slightly since 2022, significant attention is still required to ensure all students are meeting grade-level proficiency. For Black/African-American students, ELA proficiency has remained nearly unchanged between the 2022-2024 assessment cycles and continues to be the lowest in the District.

For students with disabilities, the outcomes are even more staggering. For the 2023-24 DC CAPE Assessment cycle, 55.5% of students did not meet expectations for ELA. For more information about DC CAPE assessment data, please see [2024-08-22-DCCAPE MSA 2324 PublicDeck with appendix.pdf](#).

This budget enhancement request is intended to directly address these racial and equity gaps amongst students by ensuring improved literacy instruction and direct early intervention for students across the District.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

From November 2022 to August 2023, OSSE convened the DC Early Literacy Education Task Force to determine recommendations for improving literacy outcomes for DC students. The [Early Literacy Task Force Report](#) was released in September 2023 and included the four primary recommendations for literacy in DC. This

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enhancement will build from this existing work, as well as strategically align other OSSE initiatives (such as High-Impact Tutoring) to ensure all students in DC are provided with the instruction and interventions needed in order to meet and even exceed grade-level literacy proficiency.

**In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?\*** See ORE's [Meaningful Community Engagement Guide](#).

This budget request has been developed by a collaborative, interdisciplinary OSSE team. When developing this request, the agency team reviewed student data and specifically noted the critical need to address student needs across racial and ethnic groups. This request is also an extension of existing literacy work happening at OSSE, including the work of the [DC Early Literacy Education Task Force](#), which was composed of stakeholders from across the District. OSSE also regularly convenes educators, school leaders and family members through the Superintendent's Advisory Councils. The members of the Superintendent's Advisory Councils come from diverse backgrounds and represent all eight wards of the District and have meaningfully engaged with OSSE staff regarding ELA assessment data and OSSE's work to improve literacy for all students.

**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

There are no anticipated unintended benefits or burdens for specific racial or ethnic groups for this budget enhancement proposal.

## SECTION V. EVIDENCE-BASED BUDGETING

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

This proposal is designed to ensure that all DC students are reading proficiently by the end of third grade. OSSE's most recent statewide summative assessment data demonstrate that only 33.7% of DC students in tested grades are meeting grade-level expectations in ELA. While overall ELA proficiency rates have increased slightly since 2022, significantly more work needs to be done to ensure that 100% of students are meeting grade-level expectations.

Through the Right to Read initiative, OSSE will focus critical resources to educators and students to ensure that all students have access to the instruction and intervention they need to meet grade-level proficiency. As educators from all DC LEAs complete training rooted in the science of reading and school leaders are trained with the necessary skills to effectively support teachers, educators will be better equipped to deliver literacy instruction and, therefore, support student outcomes. Through this program, students who are furthest from proficiency would also receive targeted support and interventions. Therefore, the overall student assessment proficiency rates for the DC CAPE ELA assessment will improve.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

The proposed enhancement is comprised of elements that are individually and collectively grounded in a robust body of educational research that demonstrates promising significant improvements in student outcomes for literacy. High-impact tutoring (HIT) has consistently demonstrated its effectiveness in accelerating student learning, particularly for those who are struggling or behind their peers.

### THE LAB@DC TEAM IS HERE TO HELP!

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

### HELPFUL TIPS TO GET STARTED:

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

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Multiple meta-analyses have shown that HIT can yield gains of up to 220 days of additional learning for students<sup>1</sup> or even a full year of additional learning.

Furthermore, the integration of structured literacy practices aligns with well-established research on reading instruction. This approach has proven beneficial for all learners, especially those at risk of reading difficulties.<sup>2,3,4</sup> Explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and structured literacy helps students develop strong foundational reading skills.

By combining high-impact tutoring, structured literacy, and targeted interventions for students at risk of reading difficulties, OSSE is proposing a powerful approach to accelerating student learning and closing achievement gaps in literacy. The extensive body of research supporting each of these components provides strong evidence that this enhancement is likely to achieve the desired outcomes.

### **Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

The Right to Read initiative is fully grounded in research. Our literacy recommendations build on the work of [DC's Early Literacy Education Task Force](#), a body of District literacy experts representing organizations designated by Council, which convened for 10 months during the 2022-23 school year and began the work with a review of the rich research across the national literacy landscape. Ultimately, this body created a comprehensive, cohesive set of research-based [recommendations](#), which are reflected in the Right to Read strategy.

Additionally, OSSE developed a set of [HIT Standards and Guidance for Implementation](#) in 2020 and updated them in 2022 to reflect the latest research. Current grantees must uphold HIT standards, which were built into the grant requirements, and offers technical assistance and communities of practice for tutoring providers as well as schools to support effective implementation. In FY24, additional programmatic monitoring was established to ensure that all grantees are monitored twice a year and those falling short of the standards receive a third visit. These visits are coupled with follow-up guidance and support to help grantees implement HIT effectively. These practices of clear expectation-setting, monitoring, and supports will continue with this budget enhancement request.

Finally, the additional screening, intervention, and screening tools are derived from [national research and best practices](#), which demonstrate that student literacy can dramatically increase when states strategically implement supports for teachers, coupled with student assessment and parent notification, combined with high-quality instruction and intervention, and, as a last resort, an initial determinant of retention in third grade for students who do not meet good cause exemptions.

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<sup>1</sup> State Guidance for High-Impact Tutoring (2021): [edtrust.org/wp-content/uploads/2014/09/State-Guidance-for-High-Impact-Tutoring-May-2021.pdf](https://edtrust.org/wp-content/uploads/2014/09/State-Guidance-for-High-Impact-Tutoring-May-2021.pdf)

<sup>2</sup> Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis (2017): [www.jstor.org/stable/44667656](https://www.jstor.org/stable/44667656)

<sup>3</sup> The Production of Human Capital in Developed Countries: Evidence from 196 Randomized Field Experiments (2016): [scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/handbook\\_fryer\\_03.25.2016.pdf](https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/handbook_fryer_03.25.2016.pdf)

<sup>4</sup> The Transformative Potential of Tutoring for PreK-12 Learning Outcomes: Lessons from Randomized Evaluations (2020): [www.povertyactionlab.org/sites/default/files/publication/Evidence-Review\\_The-Transformative-Potential-of-Tutoring.pdf](https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review_The-Transformative-Potential-of-Tutoring.pdf)

## Form 2 Detail: FY 2026 Enhancement Request

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### Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\*

Explain why deviations are necessary for success in DC.

The proposed enhancement, while drawing inspiration from evidence-based models, is uniquely tailored to meet the specific needs of District students. By analyzing robust local literacy data, OSSE has identified key areas of focus, such as phonics instruction, fluency development, and vocabulary acquisition. OSSE's Right to Read initiative will prioritize these areas through targeted interventions, such as high-impact tutoring, structured literacy training, and high-quality instructional materials. To successfully meet the needs of District students, OSSE will ensure that all practices, materials and training are culturally responsive, to meet the diverse backgrounds and experiences of our students.

Moreover, OSSE recognizes the importance of family engagement in student success. OSSE is committed to partnering to create a strong support network for students. OSSE will provide workshops and resources aligned to structured literacy and the science of reading to support literacy development at home.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***       YES     NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

OSSE anticipates planning to build evidence to support the enhancement with a formal program evaluation. The evaluation will encompass all components of the Right to Read initiative. OSSE is committed to monitoring interim progress annually and conducting a full evaluation of the Right to Read program in FY29.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

***This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.***

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME **Elizabeth Ross**  
 TITLE **Assistant Superintendent, Teaching and Learning**  
 EMAIL **Elizabeth.Ross@dc.gov**  
 PHONE **202-361-9789**

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

The Right to Read enhancement will require partnerships with outside organizations, with experts in the science of reading and structured literacy to support training. Additional vendors may be required to provide support for summer reading program and family education resources and materials. The recommendations put forth by the Early Literacy Education Taskforce will be leveraged to support the work and coordination with outside partners. The work proposed in the Right to Read enhancement is a comprehensive approach to support literacy from home to school, the work required to increase literacy proficiency should be seen as a partnership for increased outcomes for all District residents.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known

<b>PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)</b>	
<b>FY 2025 Q4</b>	OSSE will engage stakeholders around foundational literacy and additional resources needed Initiate hiring for additional literacy staff (3 FTEs)
<b>FISCAL YEAR STARTS, FUNDS DISBURSED</b>	
<b>FY 2026 Q1</b>	Develop expansion of Structured Literacy training to include grades 1 and 2 Stakeholder engagement and family education campaign Hiring additional literacy staff (3 FTEs) Begin discussion with outside vendor partners for procurement of trainings and services
<b>FY 2026 Q2</b>	Structured Literacy training for teachers grades 1 and 2 Development of Family Education resources Begin development of summer reading program Develop systems to collect data and monitor ILPs and interventions
<b>FY 2026 Q3</b>	Publish Family Education resources and host parent sessions to support resources Stakeholder engagement on summer reading program
<b>FY 2026 Q4</b>	Analyze student data from DC CAPE and prepare for more frequent benchmark assessments in SY26-27.