

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



Responses to FY 2022 & 2023 Performance Oversight Questions

Paul Kihn, Deputy Mayor for Education

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

February 24, 2023

Acronym List

ARPA – American Rescue Plan Act
CBO – Community-Based Organization
CFRS – Common Financial Report Standards
CFSA – Children and Family Services Agency
DBH - Department of Behavioral Health
DCHA – DC Housing Authority
DCHR – DC Department of Human Resources
DCPL – DC Public Library
DCPS – District of Columbia Public Schools
DCSAC – DC State Athletics Commission
DDOT – District Department of Transportation
DGS – Department of General Services
DME – Deputy Mayor for Education
DMPED – Deputy Mayor for Planning and Economic Development
DMPSJ – Deputy Mayor for Public Safety and Justice
DOES – Department of Employment Services
DOC – Department of Corrections
DOCIIS – District of Columbia Immunization Information System
DOH – DC Department of Health
DPR – Department of Parks and Recreation
DYRS – Department of Youth Rehabilitation Services
EOM – Executive Office of the Mayor
ESSER – Elementary and Secondary School Emergency Relief Fund
KRF – Kids Ride Free
LEA – Local Education Agency
MBSYEP - Marion S. Barry Summer Youth Employment Program
MPD – Metropolitan Police Department
MTPD – Metro Transit Police Department
OAG – Office of the Attorney General
OCA – Office of the City Administrator
OCTO – Office of the Chief Technology Officer
OSSE – Office of the State Superintendent of Education
OST – Out of School Time
MOTA – Mayor's Office of Talent and Appointments
PCSB – Public Charter School Board
SCDC – Students in the Care of DC
SLFRF – State and Local Fiscal Recovery Funds
SOAR – Scholarships for Opportunity and Results
UDC – University of the District of Columbia
UPSFF - Uniform Per Student Funding Formula
WIC – Workforce Investment Council
WIOA – Workforce Innovation and Opportunity Act

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

Please see attachment Q1_DME Organizational Chart February 2023. For the Workforce Investment Council's (WIC's) organizational chart, please refer to the WIC's performance oversight responses to the Committee on Executive Administration and Labor, Question 1.

2. **Please provide a Schedule A for your agency which identifies all employees by title/position, in descending order by current salary, fringe benefits, and program office as of January 31, 2022. Please indicate all vacant positions in the agency and do not include Social Security numbers.**

Please see attachment Q2_Schedule A.

3. **Please list through January 31, 2023, all employees detailed to or from your agency, if any, anytime this fiscal year (up to the date of your answer). For each employee identified, please provide the name of the agency the employee is detailed to or from, the reason for the detail, the date the detail began, and the employee's actual or projected date of return.**

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

4. **(a) For fiscal year 2022, please list each employee whose salary was \$125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay.**

Name	Title	Salary	Overtime	Bonus
Botstein, Clara	Director of Legislative and Government Affairs	\$133,666.37		-
Comey, Jennifer T.	Director of Data Analysis and Planning	\$150,010.41	-	-
Dodge, Monica	Director of Strategic Initiatives	\$132,701.53	-	-
Hill, LaShunda	Executive Director of Office for Students in the Care of DC	\$136,340.39	-	-
Kihn, Paul T.	Deputy Mayor for Education	\$225,823.36	-	-
Lee, Rebecca	Policy Advisor	\$131,376.00	-	-
Lowe, Shontia L.	Executive Director of Out-of-School Time Grants and Youth Outcomes	\$145,000.00	-	-

Lynch, Tara T.	Special Assistant	\$134,814.00	-	-
Moreno, Rosa C.	Chief of Staff	\$142,871.40	-	-
Smith, Ahnna K.	Workforce Investment Council Director	\$177,687.34	-	-
Towns, Suzanne	Deputy Director	\$170,824.50	-	-
Yan, Michelle	Chief of Staff	\$147,125.60	-	-

(b) For fiscal year 2023, please list each employee whose salary is or was \$125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay as of the date of your response.

Name	Title	Salary	Overtime	Bonus
Botstein, Clara	Director of Legislative and Government Affairs	\$137,008.03	-	-
Comey, Jennifer T.	Director of Data Analysis and Planning	\$153,760.07	-	-
Dodge, Monica	Director of Strategic Initiatives	\$136,019.07	-	-
Hill, LaShunda	Executive Director of Office for Students in the Care of DC	\$139,748.90	-	-
Holmes, Anika	Workforce Investment Manager	\$126,925.75	-	-
Kihn, Paul T.	Deputy Mayor for Education	\$231,468.94	-	-
Lee, Rebecca	Policy Advisor	\$134,661.00	-	-
Lowe, Shontia L.	Executive Director of Out-of-School Time Grants and Youth Outcomes	\$148,625.00	-	-
Lynch, Tara T.	Special Assistant	\$138,184.00	-	-
Moreno, Rosa C.	Chief of Staff	\$146,443.19	-	-
Ryan, Rebecca	Director of Strategic Initiatives	\$136,019.00	-	-
Samson, Shanna	Supervisory Grants Management Specialist	\$134,000.00		
Smith, Ahnna K.	Workforce Investment Council Director	\$182,129.52	-	-
Towns, Suzanne	Deputy Director	\$175,095.11	-	-
Yan, Michelle	Chief of Staff	\$150,803.74	-	-

- 5. Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2023. For each, state the employee's name, position or title, salary, and aggregate overtime pay.**

No DME staff received overtime in FY23.

- 6. For fiscal years 2022 and 2023 (through January 31), please provide a list of employee bonuses or special award pay granted that identifies the employee receiving the bonus or special pay, the amount received, and the reason for the bonus or special pay.**

There were no DME employees who received bonuses or special award pay in FY22 or FY23 (through January 31).

- 7. For fiscal years 2022 and 2023 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.**

There were no DME employees who were separated from the agency with separation pay in FY22 or FY23 (through January 31).

- 8. For fiscal years 2021, 2022, and 2023 (through January 31), please state the total number of employees receiving worker's compensation payments.**

There were no DME employees who received worker's compensation payments in FY21, FY22, or FY23 (through January 31).

- 9. Please provide the name of each employee who was or is on administrative leave in fiscal years 2022 and 2023 (through January 31). In addition, for each employee identified, please provide: (1) their position; (2) a brief description of the reason they were placed on leave; (3) the dates they were/are on administrative leave; (4) whether the leave was/is paid or unpaid; and (5) their current status (through January 31).**

There were no DME employees on administrative leave in FY22 or FY23 (through January 31).

- 10. For fiscal years 2022 and 2023 (through January 31), please list, in chronological order, all intra-District transfers to or from the agency. Give the date, amount, and reason for the transfer.**

Transferred to DME (GW0):

Buyer agency name	Service period (dates)	Description of MOU services, including name of project or initiative	Total MOU amount	Date that funds were transferred
Office of the State Superintendent of Education	10/01/2021 - 9/30/2022	Data Vault - Adult Education Training and Other Related Services	\$150,000	03/30/2022
Office of the State Superintendent of Education	10/01/2021-09/30/2022	OST After School and Summer (ESSER III)	\$3,864,770	03/30/2022
Office of the State Superintendent of Education	10/01/2021 - 09/30/2022	High-Impact Tutoring: OST CBO Grants (ARPA & ESSER III)	\$4,825,000	03/30/2022
Department of Employment Services	10/01/2021 - 9/30/2022	FY22 Workforce Investment - WIOA Support Services	\$1,520,741	No transfer of funds due to interagency in DIFS
Department of Health	10/1/2021-9/30/2022	Youth Vaccination Outreach	\$200,000	05/31/2022
Office of the State Superintendent of Education	10/01/2022 - 9/30/2023	OST After School and Summer (ESSER III)	\$3,864,770	No transfer of funds due to interagency in DIFS
Department of Employment Services	10/01/2022 - 9/30/2023	FY23 Workforce Investment - WIOA Support Services	\$1,520,741	No transfer of funds due to interagency in DIFS
Office of the State Superintendent of Education	10/01/2022-09/30/2023	High-Impact Tutoring: OST CBO Grants (ARPA & ESSER III)	\$4,825,000	No transfer of funds due to interagency in DIFS

Transferred from DME (GW0):

Seller agency name	Service period (dates)	Description of MOU services, including name of project or initiative	Total MOU amount	Date that funds were transferred
Department of Human Resources	10/01/2021-09/30/2022	DCHR to Administer Executive Leadership Program (ELP) for the WIC	\$17,929	09/30/2022
Department of Human Resources	10/01/2022-09/30/2022	DCHR Compliance Services	\$31,590	09/30/2022
Office of the State Superintendent of Education	10/01/2021 - 9/30/2022	Career Pathways Grant Partnership	\$1,650,000	09/30/2022
Office of the Chief Technology Officer	1/1/2022-9/30/2022	Updates to Workforce Investment Council Website	\$30,000	04/08/2022
Office of the Chief Technology Officer	4/4/2022-9/30/2022	Customer Relationship Management (CRM) and Case Management system Support	\$47,460	05/31/2022
Department of Human Resources	05/06/2022-9/30/2022	Professional Development Training and Coaching	\$17,928.56	07/18/2022
Office of the State Superintendent of Education	10/01/2022 - 9/30/2023	Career Pathways Grant Partnership	\$1,650,000	09/30/2022

- 11. Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2022 and 2023 (through January 31). Include a “bottom line” that explains the revised final budget for your agency. For each reprogramming, list the reprogramming number (if submitted to the Council for approval), the date, the amount, and the rationale.**

Sending Agency	Receiving Agency	Dollar Amount (Actual or Expected)	Rationale
Department of Employment Services	Workforce Investment Council	\$823,000	These funds were WIOA funds reprogrammed from DOES to the WIC

12. Please list, in chronological order, every reprogramming within your agency during fiscal year 2022. Also, include both known and anticipated intra-agency reprogrammings. For each, give the date, amount, and rationale.

FY22 Reprogrammings within GW0:

Sending Activity Code	Receiving Activity Code	Date of Execution (Actual or Expected)	Dollar Amount (Actual or Expected)	Rationale
Workforce Investment (3012)	Workforce Investment (3012)	10/29/2021	\$28,333	These funds are needed for the Workforce Investment Council (WIC) to purchase necessary technology hardware. Funds moved from CSG 40 to CSG 70
Deputy Mayor for Education (2010)	Deputy Mayor for Education (2010)	04/02/2022	\$30,000	These funds are needed for the DME to purchase necessary technology hardware. Funds moved from CSG 40 to CSG 70

13. For fiscal years 2022 and 2023 (through January 31), please identify each special purpose revenue fund maintained by, used by, or available for use by your agency. For each fund identified, provide: (1) the revenue source name and code; (2) the source of funding; (3) a description of the programs that generates the funds; (4) the amount of funds generated annually by each source or program; and (5) expenditures of funds, including the purpose of each expenditure. For (4) and (5) provide specific data for fiscal years 2021, 2022, and 2023 (through January 31) and give starting and ending balances. You may wish to present this information first as a list (for numbers 1-5) and then as separate tables for numbers 4 and 5.

DME did not have any special purpose revenue funds in FY22 or FY23 (through January 31).

14. Please provide a table showing your agency's Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2021, 2022, and the first quarter of 2023. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2021 and 2022.

Fiscal Year	Approved Budget	Revised Budget	Expenditures	Variance	Variance Explanation
2023 (Q1)	\$51,469,557	\$51,469,557	\$48,900,296	\$2,569,261	Not applicable
2022	\$49,157,590	\$41,195,662	\$40,109,396	\$1,086,266	Not applicable
2021	\$22,718,627	\$22,671,183	\$21,536,487	\$1,074,696	Variance driven primarily by WIC personnel savings and changes to spend plan

15. Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2022 and 2023 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.

Fiscal Year	Agency	Purpose	Service Period (Dates)
FY22	DCHR	DCHR to Administer ELP Program	11/01/2021 - 06/30/2022
FY22	OSSE	Data Vault - Adult Education Training and Other Related Services	10/01/2021 - 9/30/2022
FY22	OSSE	OST High-Impact Tutoring CBO Grants	10/01/2021 - 9/30/2022
FY22	OSSE	OST Summer and After School Grants	10/01/21 - 09/30/2024
FY22	DOES	FY22 Workforce Investment - WIOA Support Services	10/01/2021 - 9/30/2022
FY22	DOH	Back-to-School Youth Vaccination Outreach	12/1/2021 - 3/15/2022
FY22	OSSE	Career Pathways Grant Partnership	10/1/2021-9/30/2022
FY22	OCTO	Updates to Workforce Investment Council Website	1/1/2022-9/30/2022
FY22	UDC	Informational Technology (IT) and Healthcare Certification Training	1/1/2022-9/30/2022
FY22	OCTO	Customer Relationship Management (CRM) and Case Management System Support	4/4/2022-9/30/2022

FY22	DCHR	Professional Development Training and Coaching	05/06/2022-9/30/2022
FY23	A&M	P20W Data System	10/01/2022-09/30/2023
FY23	CityWorks	P20W Data System	10/01/2022-09/30/2023
FY23	OSSE	OST Afterschool Grants	10/01/2022-09/30/2023
FY23	OSSE	OST Summer Grants	10/01/2022-09/30/2023
FY23	Urban Institute	Research Practice and Partnership Grant	Date of award through 6 months thereafter
FY23	DOES	FY23 Workforce Investment - WIOA Support Services	10/01/2022 - 9/30/2023
FY23	OSSE	Career Pathways Grant Partnership	10/1/2022-9/30/2023

- 16. D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the “Form B” for all District agencies (See D.C. Code § 47- 318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2021, 2022, and 2023.**

DME works with the Office of the City Administrator to develop its annual budget. The annual budget submitted by the Mayor reflects those efforts.

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

DME does not have any open capital projects.

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

The DME is not listed as a party in any pending lawsuits.

- 19. Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2022 and FY 2023 to date. Briefly describe each and the sanction, if any.**

The DME was not involved in any lawsuits that were settled or decided by trial in FY22 or FY23 to date.

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

There were no settlements entered into by the agency or by the District on behalf of the agency in FY22 or FY23 to date.

- 21. (a) Please list and describe any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed at any time in fiscal years 2022 or 2023 (through January 31).**

There have been no investigations, studies, audits, or reports on DME or any employee of DME in FY22 or FY23 (through January 31).

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

There are no ongoing investigations, audits, or reports of DME or any employee of DME.

- 22. How many grievances have been filed by employees or labor unions against agency management? Please list each of them by year for fiscal years 2021, 2022, and 2023 (through January 31). Give a brief description of each grievance, and the outcome (through January 31). Include on the chronological list any earlier grievance that is still pending in any judicial forum.**

DME has not received any grievances or administrative complaints in FY21, FY22 or FY23 (through January 31).

- 23. In table format, please list the following for fiscal years 2022 and 2023 ((through January 31)) regarding the agency’s use of SmartPay (credit) cards for agency purchases: (1) individuals (by name and title/position) authorized to use the cards; (2) purchase limits (per person, per day, etc.); and (3) total spent (by person and for the agency).**

Name	Title	Purchase Limit	Total Spent
Crystal Davis	Administrative Officer	\$10,000 per day	\$10,674.16
Michelle Yan	Chief of Staff	\$10,000 per day	\$20,811.22

Note: From 10/1/21-5/30/22, Crystal Davis was the card holder. From 6/1/22-Present, Michelle Yan has been the card holder.

24. Please provide a list of all procurements for goods or services for use by your agency over \$10,000 for fiscal years 2022 and 2023 (through January 31). Give a brief explanation of each, including the name of the contractor, purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.

Program	Fiscal Year	Vendor	Purpose	Amount
DME	FY22	Education Pioneers	Fellowship Program (Year-Long Fellow)	\$24,500
DME	FY22	DELL Marketing L.P.	Agency equipment to conduct mission critical services	\$34,256
DME	FY22	Afton Partners	CFRS LEA Training	\$40,000
DME	FY22	DC Policy Center	OST Needs Assessment	\$60,000
DME	FY22	S. Dotson	Grant Management Services	\$75,000
DME	FY22	Windsor Running	Services to conduct a Sports in DC Review study	\$95,000
DME	FY22	Leadership for Educational Equity	Fellowship Program (Year-Long and Summer Fellows)	\$100,000
DME	FY22	Reingold Link LLC	Outreach Services	\$200,000
DME	FY22	BUILD Youth Empowerment Program	Safe Passage Training	\$200,000
DME	FY22	Kinvolved	EveryDay Counts attendance services	\$398,492
DME	FY22	InClass Today	EveryDay Counts attendance services	\$443,664
WIC	FY22	America Works	One Stop Operator Base Year Extension	\$35,000
WIC	FY22	America Works	One Stop Operator OY1	\$466,568
WIC	FY22	DELL Marketing L.P	Laptops	\$16,959.40
WIC	FY22	Agnes Balassa Solutions, LLC	Infrastructure Funding (IFA) Policy Support	\$35,000
WIC	FY22	Avid Systems, LLC	Laptops	\$14,074.40
WIC	FY22	Carahsoft Technology Corporation	Salesforce Licenses	\$53,755

WIC	FY22	Center for Innovation Research and Transformation in Education	Program Development Contractor	\$135,000
WIC	FY22	Economic Modeling LLC	Labor market data licenses	\$15,000
WIC	FY22	Zoomgrants	Grant making online system	\$24,000
WIC	FY22	PAIRIN, Inc.	Data Vault Subscription and Participant Portal Implementation	\$464,504
WIC	FY22	Seena Foster DBA Title VI	Equal Opportunity Policy Support	\$16,000
WIC	FY22	Qualtrics	Business Engagement Tool Software License	\$18,500
DME	FY23	Education Pioneers	Fellowship Program (Year-Long Fellow)	\$56,000
WIC	FY23	America Works	One Stop Operator OY1 Extension	\$23,355
WIC	FY23	America Works	One Stop Operator OY2	\$470,321.62
WIC	FY23	PAIRIN, Inc.	Data Vault Subscription and Participant Portal Implementation	\$447,504
WIC	FY23	Seena Foster DBA Title VI	Equal Opportunity Policy Support	\$16,000
WIC	FY23	George Washington University Center for Excellence in Public Leadership	Staff Training	\$29,875
WIC	FY23	The Management Center	Management Training	\$16,000

25. In table format, please provide the following information for fiscal years 2022 and 2023 (through January 31) regarding your agency's authorization of employee travel: (1) each trip outside the region on official business or agency expense; (2) individuals (by name and title/position) who traveled outside the region; (3) total expense for each trip (per person, per trip, etc.); (4) what agency or entity paid for the trips; and (5) justification for the travel (per person and trip).

The DME did not have any employee travel in FY22.

In FY23, Clara Botstein, Director of Legislation and Governmental Affairs, traveled to Baton Rouge, LA for the annual business meeting of the Military Interstate Children's Compact Commission (MIC3) in October. Clara Botstein is the DC Commissioner for MIC3. MIC3 paid for this trip, including the cost of the hotel (\$246), flights (\$507), and transit and incidentals (\$126).

26. What efforts has your agency made in the past year to increase transparency specifically in 2023 that differs from the past? Explain.

DME strives to be a transparent agency in its work with the education community and our residents more broadly and to publicly share data to guide District-wide decision making. We are proud of the progress we have made in FY23 towards these goals, and DME will continue to make increased transparency, communications, and community engagement a core focus of the way we approach our work throughout the year.

For context, each of our agencies has a communications team and aligned strategies for community engagement on key projects. The DME's Director of Communications works closely with agency Public Information Officers and the Executive Office of the Mayor (EOM) Communications team to make sure we are continuously sharing information across agencies and with our residents and leveraging a wide range of platforms, including public events, earned media, reports, social media, our website, newsletters, and stakeholder meetings, in order to broaden our outreach.

The DME promotes transparency and shares data through a number of specific channels, including through the [EdScape data warehouse](#) and the publication of [Edsights](#) highlighting current trends in education and the workforce. This year, the DME updated approximately 25 pages on EdScape with the most recent data. New metrics added included:

1. Enrollment trends by ward and by DCPS Elementary School boundary
2. Grade progression ratios
3. New birth by ward metrics
4. New birth to K cohort metrics
5. New race/ethnicity disaggregations for distance traveled
6. New maps: school locations
7. Updated safe passage areas

In addition, the DME has published 7 new Edsights since October 2021 on topics from births and public school enrollment patterns to information on high-demand occupations, all available at <https://dme.dc.gov/page/edsight>. The web hits for DME's Edsights and other data resources increased by 33% in FY22 compared to FY21, reaching approximately 30,500 web hits. Our Planning and Analysis team will continue to release analytical pieces, through EdScapes and Edsights, which contribute to a shared understanding and fact base in the education field.

Part of DME's role is to support and share information with LEAs across sectors. For example, in response to requests from LEAs for additional guidance and data, the DME

held two webinars in summer 2022 to inform LEAs about current population, enrollment, and grade progression ratio changes to support their upcoming school planning and enrollment projection work. We communicated regularly with LEAs throughout the public health emergency and through the enforcement of the District's Immunization Attendance Policy to provide health, safety, and policy updates. More recently, we relaunched weekly priority area safety calls with school leaders, in partnership with our partners in the Public Safety and Justice cluster. Our legislative team has also started holding regular office hours for LEA leaders and staff to discuss policy and legislative topics.

We work closely with the Public Charter School Board (PSCB) to ensure that the Transparency Hub is regularly updated with information on school performance, finances, and budgets. For example, in the summer and fall of 2022, the DME, PCSB, and OSSE worked together to ensure charter schools posted their FY23 budgets and draft FY24 budgets aligned with the Common Financial Reporting Standards. These budgets are available here (<https://dcpcsb.org/school-budgets>). This is the first step in a long-term transparency effort to ensure we have common financial reporting for DC Public Schools' (DCPS) and DC Public Charter Schools' budgeted and actual expenditures across a number of categories.

For the public more broadly, the DME launched a series of public community conversations in 2022 to engage with families, school leaders, educators, and stakeholders on priority topics affecting our education system. Topics have included student attendance, teacher retention and supports, and Out of School Time (OST). These conversations include panels of practitioners and experts as well as opportunities for discussion. To date, over 200 people have participated in the three community conversations convened by the DME.

Based on feedback from the community conversation on teacher retention, DME partnered with CityBridge Education to hold a "DC Teachers Summit" on February 11, 2023 to create a space for teachers to learn from one another and celebrate their work and accomplishments. The focus of the summit was on connecting and sharing instructional practices, with topics covering structured literacy, social emotional learning, co-teaching, and project-based learning. 15 sessions were led by teachers, and over 90 teachers attended the summit.

Looking forward, we will continue to leverage our community conversation series to engage with the public on priority topics. We are also planning to set up regular DME Office Hours, to give members of the public a chance to connect with the DME, ask questions, and engage in dialogue in a more informal setting. The DME team will also continue to regularly engage with school community members, advocates, and Council.

Finally, DME has begun significant community engagement around key studies it is leading in FY23, including the Master Facilities Plan (MFP), School Boundary and Student Assignment Study (Boundary Study), and Adequacy Study. To date, the DME has already conducted over 25 meetings and presentations on the MFP and Boundary

Study. The Boundary Study will involve significant community engagement in 2023, including monthly public meetings of the community advisory board, and at least three rounds of District-wide public town halls where residents can provide input. The first round of town halls will focus on vision, principles, current problems with student assignment and equitable access, and review of past recommendations. The second round of town halls will focus on feedback on initial draft policies and scenarios. The third set of town halls will focus on feedback on revisions to the recommendations for policies and boundary and feeder changes. As scenarios for boundaries and feeder changes are developed, DME will conduct in-depth engagement with specific school communities. Additionally, there will be ongoing engagement at existing education stakeholder meetings and online feedback forms via a public website for the Boundary Study.

To support this work, the DME has hired its first-ever community outreach and engagement specialist, who works primarily in community settings to gather resident input on DME initiatives and ensure that community voices, especially those less engaged in organized education advocacy, are incorporated into government decision-making.

Out of School Time (OST)

The Out of School Time (OST) Office within the DME values communication and transparency, which is reflected in its work. The OST Commission continues to comply with the Open Meetings Act and notices all public meetings accordingly. The OST Commission kept its regular schedule of meetings in FY22 and FY23 to date, all of which were organized virtually, with one special meeting in December 2022 focused on the OST needs assessment, for which adequate public notice was given. The OST Office releases an annual program report to provide a list of organizations that have received grant awards. These reports are provided to the DC Council and are also available on the OST website for the general public, at <https://learn24.dc.gov/>.

The reach of the OST Office and Learn24 network is now more than 14,000 individuals. In addition to outreach through the Learn24 newsletters and OST Commission Meetings, the OST Office conducts monthly Learn24 Office Hours with grantees, to field any grantee questions and to provide a space for them to share their concerns, as well as to share relevant information to support grantees in their provision of high-quality OST programming. The OST Office also offers a series of trainings through its Institute for Youth Development. In FY22, the Institute organized 100 events for 909 attendees. The Institute has already organized 15 events in FY23 for 175 attendees.

The OST Office's Executive Director, hired in summer 2022, engaged in a listening tour with grantees immediately upon her onboarding into the Office. The findings from that tour were subsequently shared with the grantees, and they are being used to inform OST planning and grant competitions for FY24. Moreover, the OST Office is engaging in two key projects that involve significant community engagement: the OST needs assessment and the OST Strategic Plan. The needs assessment, conducted by the DC Policy Center, included multiple opportunities for community input, including: interviews with select CBOs; a survey of CBOs; a survey of Non-Title-I DCPS schools (Title I schools' data

was received separately) and charter schools; a parent listening session; a parent survey (in English and Spanish); engagement with all government entities that offer OST programs (i.e. DPR, DOES, DCPS); engagements with groups representing youth and parents such as DCKids; and a summary of a listening session held by Georgetown students with parents. Regarding the strategic plan, there will be opportunities for public comment and input in the coming months prior to the plan’s finalization, including during upcoming OST Commission meetings, which will be shared via the Public Register, the Learn24 newsletter, and the Learn24 website.

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

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

28. Please identify any statutory or regulatory impediments to your agency’s operations.

There are no statutory or regulatory impediments to the DME’s operations at this time.

29. Did your agency receive any FOIA requests in fiscal year 2022? If yes, did the agency file a report of FOIA disclosure activities with the Secretary of the District of Columbia? If available, please provide a copy of that report as an attachment. Also state here the total cost incurred by your agency for each fiscal year 2021, 2022, and 2023 (through January 31) related to FOIA.

The DME filed the report of FOIA disclosure activities with the Secretary of the District of Columbia in January 2023. Please see attachment Q_29 DME 2022 FOIA Report. Aside from staff time, the DME did not incur any costs for fiscal years 2021, 2022 or 2023 related to FOIA.

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

Please see attachment Q30_DME Annual Performance Plan.

31. (a) What are your agency’s key performance indicators and what has been your agency’s performance (for each of these KPIs) in fiscal year (or calendar year) 2021, 2022, and 2023 (through January 31)?

KPI	FY21 Report	FY22 Report	FY23 Q1 Report
Percent of public school students served by publicly funded OST programs	New in FY22	4%	2.1%
Percent of 4-and-5 STAR schools located in wards 7 and 8	N/A	N/A	N/A

Number of cross-agency workforce partnerships supported	N/A	90%	Annual measure
Percent of public and public charter schools who are chronically absent	N/A	44.8%	41.1%
Percent of public school students receiving high-impact tutoring services	New in FY23	New in FY23	6%
Percent reduction in student-involved incidents of violence before/after school among Safe Blocks participating schools	New in FY22	New in FY22	Data not yet available
Percent of agency recovery investments that are on track to meet goals	New in FY22	82.8%*	77%

*This previously tracked % of agency recovery investments on track to launch

Some of the DME’s FY23 Q1 data is not yet available. The DME can provide this data to the Council after it is submitted and approved by OCA. For information on the DME’s FY22 KPIs, see the response to question 31b below.

(b) What KPIs have been dropped (or changed) since 2021? List each specifically and explain why it was dropped or changed.

In FY22 and FY23, the DME updated its Strategic Objectives and Vision to align with its key priorities over the next few years. Our vision is to create a city where all children, youth and adults thrive: every child knows joy, feels safe, and is ready to learn; every student attends a high-quality school; and every youth and adult has opportunities for strong continuing education and family-sustaining jobs. To that end, we have updated our KPIs to ensure we are striving towards these ambitious goals.

New or Updated KPIs since 2021:

- 1) Updated in FY22: % of public school students served by publicly funded OST programs
 - a. Replaced “% of OST sites improving their program quality year-over-year” as a result of the pandemic limiting the agency’s ability to conduct in-person site visits
- 2) New in FY22: % of 4- and 5-STAR schools located in Wards 7 and 8
- 3) New in FY22: % change in student-involved incidents of violence before/after school among Safe Blocks participating schools
- 4) Updated in FY23: % of agency recovery investments that are on track to meet goals
 - a. Replaced “% of DME agency initiatives on track to be fully launched by the end of the fiscal year,” as many initiatives launched and began tracking metrics
- 5) New in FY23: % of public school students receiving high-impact tutoring services

Removed KPIs:

- 1) # of approved Cross-Sector Collaboration Task Force Recommendations in pilot or implementation phase

- a. This metric was outdated
- 2) # of web hits for the data publication website
 - a. This metric became a workload measure

32. What are your top five priorities for the agency? Please provide a detailed explanation for how the agency made progress toward these priorities in fiscal year 2022 and how you expect to achieve or work toward these priorities in fiscal year 2023.

The DME team, under the leadership of Mayor Bowser, is working towards creating a city in which all families want their children and grandchildren to grow up and attend school, and where young people thrive in high-quality schools surrounded by caring, supportive adults and graduate prepared for success in life.

During the height of the COVID-19 pandemic and the recovery period, the DME worked alongside our education cluster agency partners with a focus on three priority areas, developed as a result of agency input and feedback from parents, students, teachers, community members, practitioners, and advocates from all eight wards. The three priority areas were 1) strengthening and stabilizing early childhood education; 2) accelerating learning for all our students, K-12; and 3) driving an inclusive jobs recovery.

We are proud of the deep investments and positive results for residents in these priority areas. Our points of pride include the following:

- Parents and students gave us a huge vote of confidence, as a record number of families elected to attend public schools in DC in SY 22-23. DCPS enrollment surpassed the 50,000-student milestone with 50,204 students, while public charter school enrollment increased to 46,408 students, for a total of 96,351 students. While every other school system in our area saw enrollment declines, DC grew by 3% and is celebrating our highest enrollment in 15 years.
- We have seen our investments in early childhood education pay off, as we have been able to maintain and grow the number of childcare slots by 1,000 during the pandemic while other jurisdictions have started shuttering centers. 69% of DC's 3-year-olds and over 80% of 4-year-olds are attending Pre-K for free.
- Our investments in high-impact tutoring (HIT) have reached 6% of all public school students or approximately 5,000 students, including DCPS. Through OSSE's HIT grant program, we have served 2,400 students to date, and we are growing to 6,900 by June, and to over 13,000 by the end of the 3 years (FY24). 86% of students receiving HIT for English Language Arts scored a 1 or 2 on PARCC, indicating we are helping those who most need it.
- Our investments in structured literacy are bearing fruit: DC 8th grade literacy scores on NAEP held steady while 33 other states saw declines and the national average dropped 3 points.
- This year, we launched the first-of-its-kind Advanced Technical Center, offering nearly 100 students the opportunity to take credit-bearing college courses in cybersecurity and health sciences, free of charge.
- This year, we doubled the number of dual enrollment offerings, or free college courses for high school students, to over 450 seats.

- We expanded school-year and advanced internships to serve over 1,300 students.
- We successfully coordinated policies and investments across our cluster and partner agencies to promote health and safety in the face of the COVID-19 pandemic, including through funds for testing, Personal Protective Equipment (PPE), outdoor learning equipment, facility upgrades, and expansive vaccination access and outreach in every ward. This culminated in the enforcement of the District’s Immunization Attendance Policy, or “No Shots, No School” in SY 22-23.
- We launched new programs that are helping residents farthest from opportunity find employment, including the career coaches initiative serving over 600 residents and DC Futures, the District’s new free college program, assisting over 1,300 people with affording associate’s or bachelor’s degrees from local universities.

Across these priority areas, DME has supported our cluster agencies in launching over 80% of our 50+ American Rescue Plan Act (ARPA) recovery investments on time. Now that initiatives are launched, we work with our agencies on implementation and regularly track metrics, including the number of residents served by new initiatives, to ensure fiscal responsibility and effective service delivery.

Looking beyond recovery to DC’s comeback, the DME is focused on five priority areas:

1. Academic acceleration, specifically by reimagining high school to prepare all youth for college and career and developing DC as a teacher oasis
2. Youth well-being and safety
3. Positive youth development and engagement
4. Citywide planning and coordination to support a core system of strong DCPS neighborhood schools complemented by high-quality citywide public school options
5. An inclusive jobs recovery

Through these priority areas, we seek to close opportunity gaps and ensure that more residents, especially those farthest from opportunity, complete education and training prepared for success in life.

Academic acceleration: reimagining high school to prepare all youth for college and career and developing DC as a teacher oasis

A priority area of work for the DME continues to be supporting schools to help students recover lost instructional time due to COVID-19. To this end, the DME collaborated with OSSE, DCPS, charter LEAs, and DC Health to ensure a safe reopening of schools in SY 22-23, through health guidance and resources and policies such as Test to Return. We are proud of our collective efforts in this area and deeply grateful to all of the civil servants and school staff who worked hard to make our safe reopening possible. We continue to see the progress we have made to maintain safe buildings and protect students from the virus. Coming back from Winter Break this year, DCPS reported 238 positive student results as part of Test to Return – this contrasts with the 2,111 positive student results reported after Winter Break during SY 21-22.

Beyond a safe reopening, we have made targeted investments in learning acceleration. We have committed \$30 million to-date in high impact tutoring, offered through nonprofit partners and schools. To date, our high impact tutoring has reached 6% of public school students, or approximately 5,000 students. DME launched the High Impact Tutoring grant program in 2021, through the OST Office, and then transferred it to OSSE in 2022, where it continues to grow its impact. The Mayor's historic 5.9% increase in foundational funding for schools in FY22 has also supported the many academic interventions and student supports our LEAs and schools have implemented to help students recover instructional time and accelerate their learning.

Specifically, the DME is focused on two key areas to support academic acceleration: reimagining high school to prepare all youth for college and career and building a teacher oasis.

Reimagining High School

In tandem with accelerating learning, we seek to reimagine school so that it becomes more relevant, engaging, and effective in preparing students for life after graduation. Specifically, we seek to reimagine the high school experience to ensure that all DC students have access to postsecondary (college and career) opportunities that expose and engage them around what comes next and help them get a head start, academically, professionally, and financially. And we seek to do this without students needing to change or transfer schools. This body of work includes the first-of-its-kind Advanced Technical Center (ATC), launched in Fall 2022 in partnership with Trinity Washington University and industry partners, including George Washington University's Rodham Institute, MedStar Health, Children's National Hospital, the White House Office of Cybersecurity, U.S. Department of Defense, and Amazon. The ATC currently enrolls 96 students from 8 different public schools and 5 LEAs across the city, with 40% of students coming from Wards 7 and 8. ATC students take courses in cyber security and health sciences pathways for high school and college credit for part of the day while remaining enrolled at their home high school. By the end of the program, students will be able to earn up to approximately 20 credits that are transferable to degrees and credentials. 83 high school students earned \$350,000 worth of college credits this year alone. This program was launched through OSSE, with support from the DME.

Another approach to giving students a head start on college is through dual enrollment, or free college courses for secondary students. To date, we have expanded dual enrollment to over 450 seats, more than double the number of seats filled in the prior school year. We are working with partners in and out of government and with students to increase access for more District students to courses offered from a wide range of college and university partners in the DC region.

Re-imagining high school also includes the expansion of work-based learning, including internships through DOES and OSSE, and apprenticeships. To date, over 230 students are participating in paid, for-credit internships through OSSE. Another 1,137 students are participating in internships through DOES, and 80 are participating in apprenticeship programs. MBSYEP exceeded its target for earn and learn seats, connecting over 5,000

youth to paid work experience opportunities over the summer of 2022. In total, MBSYEP served over 13,000 students in summer 2022.

In FY23, we are continuing these initiatives and exploring new ones in partnership with our schools, such as cross-school virtual courses, and learning from students and practitioners along the way to inform program design and implementation. In this work, we seek to rethink the types of opportunities students have in high school, give students the experiences and tools that will help them make informed choices and succeed in postsecondary education, training, and careers, and complement the work of our high schools, by creating citywide opportunities like the ATC or citywide virtual courses that would be difficult for an individual school to offer.

Building a Teacher Oasis

We know that our schools are only as good as the educators in them. To that end, one of our top priorities continues to be supporting our educators and making DC a premier place for teachers to work and live. We do that in part by making sure teacher compensation in DC is nationally competitive. We are proud that the new WTU contract, in the works for several years, includes a 12% pay increase for teachers, effective retroactively, and a 4% retention bonus as well as stipends for staff in “hard to fill” positions. This new contract gives our teachers well-deserved, nationally competitive pay, with starting salaries increasing from \$56,000 to just over \$63,000, average salaries increasing from \$92,000 to \$103,000, and salaries for veteran teachers (with more than 21 years of service and at least a master’s degree) increasing from \$116,000 to around \$131,000. We are proud that our public school teachers are among the highest compensated in the nation, earning 24% above the national average.

We also continue to expand access to affordable housing for teachers. We are doing this through the forthcoming Wilhelmina at Malcolm X teacher housing project, adjacent to the Congress Heights Metro Station and Bard High School Early College. We have also supported educators who want to live in the District through the Landed program, which has helped more than 20 teachers buy homes in the District this year.

In addition, we are exploring ways to expand pipelines into the teaching profession. We are examining ways to expand Grow Your Own programs in DC, in particular to ensure that high school students have a clear, supported path to teach in our schools. Based on practitioner feedback, we have reserved slots for paraprofessionals in the DC Futures program, which helps residents afford associate’s and bachelor’s degrees from local universities. To date, over 120 paraprofessionals have participated in this program. In service of teacher professional development, we hosted a teacher summit in February that gave teachers an opportunity to learn from one another, and we are expanding citywide opportunities for high-quality training, including in structured literacy.

We are proud that our teacher retention rate in DC is 88% (74% stayed at the same school, 11% moved to a new school, 3% changed roles), and that teachers rated effective had an 80% retention rate.¹ Over 92% of Highly Effective and Effective teachers at

¹ See OSSE’s [Educator Workforce Report](#), May 2022.

DCPS were retained over the last three school years. School leader retention District-wide was also strong, with 90% of principals retained, and 74% of principals retained in the same school. At DCPS, 91% of school leaders remained in administrative roles (86% stayed at the same school, 2% moved to a new school, 3% changed roles). We are proud of these outcomes and know we have much more work to do in the coming years.

Youth Well-Being and Safety

We know that students cannot learn well if they are not healthy and safe. Concerns around youth mental health and safety have increased significantly as a consequence of the pandemic, and we are laser focused on addressing these deep and concerning challenges in partnership with agencies in the health and human services and the public safety and justice clusters.

Health

DME worked hard with sister agencies to ensure that schools are safe places of learning from a health perspective. In addition to developing and implementing safe school reopening policies, a large portion of this work focused on the citywide youth vaccination campaign for Routine Pediatric Immunizations and COVID-19 and the enforcement of the District's Immunization Attendance Policy. This summer and fall, we worked with DC Health, OSSE, PCSB, and DCPS to stand up and share information with community stakeholders about vaccine access points in all 8 wards, including mobile vaccination clinics and mass vaccination sites. Through the collaboration with OSSE, DCPS, charter LEAs, and DC Health to enforce the Immunization Attendance Policy, we are proud that we reduced the percentage of non-compliant students in the District of Columbia Immunization Information System (DOCIIS) from over 30% to under 18%, making our schools much safer places of learning for students and staff. At the same time, we are working closely with our partners at DC Health to build a sustainable path forward towards full coverage for school-based health suites, recognizing the hiring challenges the profession is facing nationally.

Mental Health

To support youth mental health, we are working closely with our partners at the Department of Behavioral Health (DBH) to help staff mental health clinician positions at schools, in the face of a local and national shortage. We have supported salary increases for clinicians working for community-based providers and have instituted retention bonuses. Currently, 64% of schools have a clinician, up from 58% at the start of the year. We are supporting DBH as they reexamine their expansion model to consider if prevention and early intervention activities can be performed by individuals with a bachelor's degree in a related field. This spring, we are conducting a landscape analysis to understand the social-emotional learning offerings provided to students across District schools and identify potential gaps and unmet needs so that students have the conflict resolution, emotional management, and positive relationship development skills to deeply engage with their learning experiences and thrive in school and beyond.

Safe Passage

To promote youth safety and prevent violence, DME launched the signature Safe Passage, Safe Blocks (Safe Blocks) program in 2021. This program supports 5 community-based organizations and over 160 staff in 8 safe passage priority areas serving over 50 schools. Safe Blocks workers, hired by community-based providers, help create conditions in which students can travel safely to and from school and help anticipate and diffuse conflicts. To strengthen service provision and consistency, the DME provided summer training, in partnership with the Build Program, to all Safe Passage workers on a community-based approach to violence prevention, de-escalation, and mediation. We are continually strengthening the program by supporting schools in building relationships between students and Safe Passage workers, including through meet and greets and joint professional development days. Based on community feedback, we have also expanded Safe Blocks to support summer school programming and supplement Violence Interruption programs on three-day weekends when the city is concerned about potential spikes in violence.

Beyond Safe Blocks, we coordinate closely with our partners in the Public Safety and Justice cluster. In January, we rolled out an enhanced communications protocol, including weekly priority area safety calls with school leaders, in partnership with DMPSJ to empower schools to connect with the public safety partners in their neighborhoods. The DME also supports city-wide violence prevention efforts through a commitment of \$22 million to increase access to DPR recreation activities for at-risk populations, certify violence interrupter workers, and expand and strengthen the Project Empowerment program.

Finally, we approach safety from the transit perspective. In addition to Kids Ride Free, which facilitates affordable transit access for students, we launched a micro-transit shuttle program, DC SchoolConnect, in partnership with the Department of For Hire Vehicles in 2021. This shuttle service helps students travel safely to and from school by providing transit for an average of 250 students each week at 20 schools in Wards 7 and 8 in safe passage priority areas, for a cumulative 55,000 trips since the program's inception in FY21.

Positive Youth Development and Engagement

After School Activities

Our priority focus on youth development includes our work to create the most robust after school system in the nation. We look forward to building on a strong foundation of expanded seats in after school through the OST Office and the Department of Parks and Recreation (DPR). The Learn 24 Office is excited to spearhead coordination across government agencies in the DME cluster, including DCPS, OSSE, DPR, and DOES, as we seek to deepen and expand opportunities for students to engage in activities that interest them through programs at school, at community sites, and at recreation facilities. Across all its competitions, the OST Office issued grants to 91 organizations to serve 12,229 students in FY22 and has issued grants to 117 organizations, who are projected to serve 11,752 students to date, for FY23, not including students for the summer and all of

the FY23 special competitions. Through the new funding for core recreation, DPR will offer more opportunities in neighborhoods with limited access to programming. Through the Recreation for All initiative, many young people, especially teens, will have increased access to programs that meet their interests. We are proud of our work to enhance and expand after school activities, which are critical for youth engagement and development in addition to providing important childcare for families.

Attendance

Our youth engagement work also includes our attendance initiatives. This includes our nudge technology to support schools in reaching out to students with attendance issues, and our citywide coordination work through the Every Day Counts! task force. Regarding our evidence-based nudge technology, this school year, DME built upon previous work with EveryDay Labs to leverage personalized nudges sent by text and mail to help K-12 students overcome barriers and build positive attendance habits. Services included targeted, non-punitive outreach and personalized help via a 24/7 Support ChatBot and a multilingual Family Support Team. DME expanded its partnership with EveryDay Labs to support nearly 75,000 students across DCPS and 31 charter LEAs. To date, 6 nudges have been sent to participants in charter schools, and 13 have been sent to participants in DCPS. DME also expanded on its work to help facilitate engagement of families through a technology that makes two-way communication between teachers and families in their home language seamless. This school year, this technology intervention was implemented in 10 charter LEAs and DCPS, serving over 30,000 students. These investments help to target students at risk of becoming chronically absent and encourage them to attend school, while taking the burden off of school administrators and teachers. Attendance is closely connected to other priority work in the areas of youth and family engagement, safety, and academic acceleration.

Citywide planning and coordination of opportunities and supports for youth and families

The DME is actively focused on citywide planning and coordination towards the goal that all District families have access to strong neighborhood DCPS schools complemented by high-quality citywide public school options. This work encompasses our commitment to identifying school needs and developing plans for our entire public school landscape based on analysis and community feedback. EdScape and EdSights are examples of where we shine a light on key metrics and trends across our education and workforce system. Our planning and analysis work also includes facility planning, including the Master Facilities Plan (MFP) and ranking unmodernized schools to be included in the Capital Improvement Plan per the criteria identified in the Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (PACE), which we work on in collaboration with DCPS. This year, we released the MFP annual supplement for 2022 and the PACE recalculation report. The Sports Review, a study to assess the breadth and depth of DC high school athletics, compare it to those of its regional peers, identify challenges, and provide recommendations, released by the DME in December of 2022, is another example of citywide planning work from the DME.

Looking forward, we are already deeply engaged in three large bodies of work that will be completed in 2023 and that will impact our citywide planning: the 5-year MFP, the Boundary and Student Assignment Study, and the Adequacy Study.

Master Facility Plan

Our 2023 MFP, building on the last full MFP in 2018, will look at facility conditions across the District with the following three goals in mind: 1) Ensure school facilities are efficiently utilized; 2) Ensure every student is enrolled in a modern state of the art facility; and 3) Ensure every student's daily experience is in a well-maintained facility. The plan will include information on programmatic facility capacity and future enrollment and utilization trends, and will identify recommendations for addressing where more capacity is needed, where to co-locate schools or educational programming, potential boundary or feeder modifications, and system-level recommendations to streamline maintenance operations. This project, scheduled to be completed by fall 2023, is directly related to the Boundary and Student Assignment Study.

Boundary and Student Assignment Study

The 2023 Boundary and Student Assignment Study will be the first conducted since 2013-14 and will focus on the following goals: 1) Clear assignment to DCPS schools of right and feeder pathways; 2) Adequate capacity in DCPS schools of right; and 3) Equitable access to high-quality public schools. With the help of external contracts and a community advisory committee, we will identify boundaries for new schools (e.g. Euclid MS), balance geographic and programmatic feeders patterns, and explore policy recommendations for advancing equitable access to high-quality schools.

Adequacy Study

The 2023 adequacy study will examine the finances of schools across school type and sector and the adequacy of education funding, including a review of the Uniform Per Student Funding Formula (UPSFF) method for allocating operating funds. The study will help us determine how we are currently using resources, the types of positions and resources needed to support high-quality schools, and how we can use funding to close opportunity gaps. The study will incorporate economic and financial research, a literature review, data analysis, financial analysis, policy analysis, public engagement, and a professional judgment panel. The adequacy study will seek to answer three key questions: 1) How do schools use their various revenue streams (UPSFF and non-UPSFF) to allocate personnel and non-personnel resources and how does that vary by school sector or archetype?; 2) How should the District allocate UPSFF dollars across the foundation level and weights, with the goal of accelerating learning and closing the opportunity gap over the next five years; and 3) How should the District leverage non-UPSFF dollars to ensure the city is supporting strong instruction and an ecosystem of school supports?

We will use these studies, which cross school and sector type, alongside the data we collect and analyze, to drive decision-making in support of our goals for the District, as outlined above.

An Inclusive Jobs Recovery

Our inclusive jobs recovery efforts focus on residents hardest hit and most in need. In this work, conducted through multiple agencies in our cluster, including WIC and DOES, we are making urgently needed connections between job seekers and employers who are hiring. At the same time, we are supporting employers to create and lead training partnerships, so residents get the most relevant skills and preferential hiring. DC residents also have access to greatly expanded opportunities to learn on the job through internships, apprenticeships, and on-the-job training, and have access to training towards high-impact credentials. Key initiatives include the Career Coach DC program, led by the WIC, and Project Empowerment and the DC Infrastructure Academy, led by DOES. Across this work, we are focused on strengthening the quality of our workforce system and prioritizing pathways into family-sustaining jobs in current and future high-demand occupations for residents, especially those farthest from opportunity.

33. **How many vacancies were posted for DME during fiscal years 2022 and 2023 (through January 31), and what the positions were/are and why was the position vacated? In addition, note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the position funding source.**

From October 2021 until January 31, 2023, we filled the following positions at the DME:

- OST Grants Management Specialist (new as of FY21, filled November 2021)*
- OST Data Analyst (new as of FY21, filled January 2022)
- Special Projects Manager (new as of October 2021, filled January 2022)
- Policy & Data Analyst (new as of October 2021, filled April 2022)*
- Data Analyst (vacant August 2022, filled January 2023)
- Policy Analyst (vacant September 2022, filled January 2023)
- Director of Strategic Initiatives (vacant September 2022, filled January 2023)
- Supervisory Grants Management Specialist (vacant October 2022, filled February 2023)
- OST Executive Director (vacant December 2021, filled August 2022)
- OST Grants Management Specialist (vacant April 2022, filled January 2023)
- OST Resource Allocation Analyst (new as of October 2022, filled January 2023)
- Community Engagement Specialist (new as of October 2022, filled December 2022)
- OST Grants Management Specialist (vacant as of December 2022, filled February 2023)
- OST Grants Management Specialist (vacant as of December 2022, filled February 2023)

The DME currently has three positions open:

- Director of Budget & Performance Management (vacant since August 2022)
- Office for Students in the Care of DC (SCDC) Policy Analyst (vacant since July 2022)
- OST Data Analyst (vacant since January 2022)

We are working closely with our partners at DCHR and MOTA to recruit and select exceptional talent to join our team. We have also participated in hiring fairs, partnered with local universities, and recruited through DCHR's LinkedIn partnership.

All federally funded (SLFRF) positions are noted with an asterisk; all other positions are locally funded.

At WIC, eight vacancies were posted in FY22, and two vacancies were posted in FY23. More information is provided in the table below.

Position Number	Job Title	FY22 Vacancy Status	FY23 Vacancy Status	Funding Source
102513	Program Analyst	V-Backfill Position became vacant July 22, 2022. Position was filled on October 9, 2022, and was vacant for 79 days.	Position was filled on October 9, 2022	Local
102544	Workforce Investment Manager	V-Backfill Position became vacant July 30, 2021. Position was filled on February 13, 2022, and was vacant for 198 days	n/a	Local
105121	Workforce Investment Specialist	V-New Position in FY22. Position was filled on October 24, 2021, and was vacant for 23 days.	n/a	SLFRF
105122	Program Analyst	V-New Position in FY22. Position was filled on February 13, 2022, and was vacant for 135 days.	V-Backfill Position became vacant October 9, 2022. Position was filled on December 4, 2022, and was vacant for 56 days.	SLFRF
105123	Grants Management Specialist	V-New Position in FY22. Position was filled on December 5, 2021, and was vacant for 65 days.	n/a	SLFRF
105165	Grants Management Specialist	V-New Position in FY22. Position was filled on January 2, 2022, and was vacant for 93 days.	V-Backfill Position became vacant July 16, 2022. Position was filled on January 1, 2023, and was vacant for 169 days	SLFRF

105364	Data Analyst	V-New Position in FY22. Position was filled on January 30, 2022, and was vacant for 121 days.	n/a	SLFRF
105501	Workforce Investment Specialist	V-New Position in FY22. Position was filled on June 19, 2022, and was vacant for 261 days	n/a	SLFRF
77085	Administrative Officer	V-Backfill Position became vacant February 10, 2022. Position was filled on June 19, 2022, and was vacant for 129 days	n/a	Local
95309	Grants Management Specialist	n/a	V-Backfill Position became vacant December 4, 2022. Position has been reclassified to a Resource Allocation Specialist (new position #102548) – position has been posted and closes mid-February.	Local
102515	Workforce Investment Specialist	n/a	V-Backfill Position became vacant January 20, 2023. Position will be posted in February 2023.	Local

34. Provide the following information, in table form, for all grants awarded to DME during FY22 and FY23 (through January 31): 1) Grantor, 2) grant amount, and 3) grant purpose.

No grants were awarded to DME in FY22, and no grants have been awarded to DME to date in FY23.

In FY22, WIC was awarded a \$75,000 grant from Jobs for the Future (JFF) as part of their Outcomes for Opportunity Initiative (O4OI). This pilot program enabled workforce development boards and non-profit job training providers to make better use of outcomes data. This partnership helped to support the WIC’s planning and early implementation of efforts related to strengthening data coordination and establishing data governance within the workforce system.

- 35. (a) Provide a list of all DME grantmaking authorities for fiscal year 2022 and for fiscal year 2022 (through January 31). For each, identify the statutory or regulatory authority for the grant and describe the purpose of the grant.**

The Office of Out of School Time Grants and Youth Outcomes (OST Office) has grantmaking authority pursuant to the authority set forth in Section 5 of the District of Columbia Office of Out of School Time Grants and Youth Outcomes Establishment Act of 2016, effective April 7, 2017 (D.C. Law 21-261; D.C. Official Code § 2-1555.04 (2016 Repl.)). The OST Office awards grants on a competitive basis to nonprofit organizations that provide out-of-school-time programs and to nonprofit organizations for the purpose of providing training or technical assistance to the OST Commission or to nonprofit organizations that provide out-of-school time programs.

The Workforce Investment Council has grantmaking authority pursuant to the authority set forth in D.C. Official Code § 32-1603.

In FY23, DME has limited grant-making authority not to exceed \$400,000 to issue a grant to the Research Practice Partnership, provided by Section 4122 of the Fiscal Year 2023 Budget Support Act of 2022.

- (b) Provide, in table form, a list of each grant awarded by DME in fiscal year 2022 and fiscal year 2023 (through January 31), including:**

- (1) Grantee name;**
- (2) Dollar amount of the grant; and**
- (3) Source of funds for the grant by program and activity.**

Please see attachment Q_35b Grants Awarded by DME.

- 36. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DME during fiscal years 2022 and 2023 (through January 31). This includes any reports of the D.C. Auditor or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.**

No investigations, reviews, or program/fiscal audits were completed on programs and activities within the DME during FY22 and FY23 (through January 31).

- 37. Discuss each of the programmatic and policy initiatives the DME has worked on in fiscal years 2022 and 2023 (through January 31). Please include details about how these initiatives, both new and on-going, are part of a long-term strategic plan for city-wide education.**

The DME continues to be a driving force towards greater equity, increased alignment, and stronger outcomes in public education and workforce development, collaborating with the agencies in the education and workforce development clusters to set priorities and leverage their talents and resources to achieve our shared goals. Moreover, we are committed to supporting all our agencies in a continued strong recovery, aligned around

our key recovery priorities and investments: stabilizing and strengthening early childhood education, accelerating K-12 learning, and driving an inclusive jobs recovery.

The table below provides descriptions of DME’s FY22 and FY23 key strategic initiatives included in DME’s performance plan. This list below does not represent the full body of work of the DME and the education and workforce development cluster but rather snapshots of DME-led priority new work. For more information about DME priorities and how they relate to the DME’s vision for public education in the District, please see the response to question 32.

FY23 Strategic Initiatives	Description
Boundary and Student Assignment Study	By December 2023, the DME will submit to the Mayor a report that assesses the current District of Columbia Public Schools (DCPS) student assignment and enrollment access policies and recommends options to improve upon them.
Master Facilities Planning	By the end of 2023, DME will submit to Council a 5-year Master Facilities Plan report that provides the analysis and potential solutions to ensure public schools have optimal facility utilization, ensure every student is enrolled in a modern state-of-the-art facility, and ensure that every student and staff’s experience is in a well maintained and functional facility.
Adequacy Study	By the end of FY23, the DME will submit to the Mayor and Council a report that reviews and proposes changes to the Uniform Per Pupil Funding Formula (UPSFF).
Education and Workforce Development for Students in District Care	By the end of FY23, the Students in the Care of DC (SCDC) Coordinating Committee will hold its first inaugural meeting. In November 2022, SCDC community member appointees were confirmed by DC Council. SCDC is currently planning to hold its first meeting during the first quarter of 2023.
OST Resources	By the end of FY23, OST will increase the number of high-quality, effective training programs and learning opportunities for practitioners by 4%.
OST Qualitative Surveys	By the end of FY23, OST will increase the usage of the following qualitative surveys – Program Quality Assessment (PQA), Youth Program Quality Intervention (YPQI), and Survey of Academic and Youth Outcomes Youth Survey (SAYO-Y) – by 50%, which will increase OST’s program quality and outcomes.
Workforce Alignment	By the end of FY23, the DME will coordinate with agency partners to explore the development of a P20W data system, which would connect education and workforce data and provide the foundation to better understand early career outcomes and the impact of specific educational programming

	on youth workforce opportunities. This project will identify a governance approach, understand the key questions to be answered with the data, and develop the foundation for the system design.
Racial Justice + Equity Action Toolkit	By the end of FY23, the DME will develop a community engagement guide to achieve racially equitable outcomes when engaging with internal and external stakeholders.
Nurse Education Enhancement	The Workforce Investment Council (WIC) will work in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and direct care worker training grantees to implement the DC Nurse Education Enhancement Program. This program will train District residents to obtain an occupational credential and employment in nursing care occupations. The goal is to serve approximately 200 District residents through this program.
Information Technology Enhancement	WIC will work in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and train grantees to implement the Information Technology Investment Program. The program will fund and expand IT training opportunities for District residents. The WIC will continue to support an Information Technology Occupation Advisory Board. The goal is to serve 600 District residents through this program.
Employer Partnership Grants	WIC will continue the employer partnership training grant program that will fund partnerships between employers, educational institutions, and training providers to help residents earn skills and credentials in high-demand occupations and industries. The goal is to serve 750 DC residents through this program.

FY22 Strategic Initiatives	Description
City-wide School Needs Assessment	By the end of FY22, DME will develop an online needs analysis tool that identifies the gaps and needs regarding new schools, targeted investments, and options for effectively using existing school spaces. <i>Note: This work has been paused until the 2023 Master Facilities Plan and Boundary and Student Assignment Study are completed.</i>
Sports in DC Review	DME is contracting to identify opportunities for competitive youth sports leagues in Washington D.C. By the end of FY22,

	DME will deliver a report describing the opportunities, barriers, and recommendations to develop competitive sports leagues based on input from agency and advisory stakeholders and 2-3 community listening sessions.
Educational Continuity	By end of FY22, DME will release recommendations for addressing educational continuity challenges for SCDC students.
SCDC Coordinating Committee	SCDC will hold four quarterly full committee meetings with accompanying committee reports.
Workforce Agency Alignment	In FY22, DME will support the development of four partnerships that will strengthen or expand access to work-based learning programs.
Workforce Recovery	In FY22, DME will leverage a recovery dashboard to monitor the launch of workforce-related recovery investments at DOES, the WIC, and UDC and provide support for investments that are at-risk or off-track. The DME's goal is that at least 75% of workforce investments launch by their target date in FY22.
Information Technology Enhancement	In FY22, WIC will establish and launch, in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and direct care worker training grantees, the Information Technology Investment Program. The program will fund and expand IT training opportunities for District residents. The WIC will also establish an Information Technology Occupation Advisory Board. The goal is to serve 200 District residents through these programs.
Nurse Education Enhancement	In FY22, WIC will establish and launch, in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and direct care worker training grantees, the DC Nurse Education Enhancement Program. This is a new program that will train District residents to obtain an occupational credential and employment in nursing care occupations. The goal is to serve approximately 200 District residents through these programs.
Career Coaches DC	In FY22, WIC will establish and launch a grant to support the hiring of 50 Career Coaches. These Career coaches will support residents seeking to connect to career advising, education, training, and employment opportunities in high-demand

	occupations in the District. Career coaches will conduct assessments and connect job seekers with other supportive services already available to District residents, including but not limited to resources for mental health support, housing, transportation, and childcare. The goal is to serve 5,000 residents that have been impacted by the COVID-19 pandemic, targeting those who are unemployed, underemployed, low-income earners, and those who have not yet completed a bachelor's degree.
Workforce System Data Modernization	In FY22, WIC will take over the contract for the workforce system referral tool, Data Vault, and work with the provider to implement system enhancements. The WIC will expand training and support increased usage of Data Vault to refer, track, and support residents seeking jobseeker and supportive services from multiple American Job Center partners. The goal is to increase the total number of customers input into the system.
Employer Partnership Grants	In FY22, WIC will launch an employer partnership training grant program that will fund partnerships between employers, educational institutions, and training providers to help residents earn skills and credentials and in high-demand occupations and industries. The goal is to serve 750 DC residents through these programs.
Racial Equity	In FY22, WIC will provide 2x year racial justice and equity professional development training to staff and the WIC Board. Additionally, through training provided by the One Stop Operator, WIC will support delivery of racial justice and equity training to frontline staff of partner agencies that provide services through the American Job Center.

38. Describe the Office's efforts in fiscal years 2022 and 2023 to date to enhance interagency cooperation for the agencies under its purview and with the other Deputy Mayors' offices to address and coordinate education policies, programs, and initiatives across the District of Columbia's public education system.

The DME is tasked with oversight and support of multiple agencies that have a high level of direct and impactful resident interactions. DME supports, facilitates, and directly manages robust interagency collaboration to address and coordinate education policies, programs, and initiatives across the District of Columbia's education system, from birth to and through career. DME's coordinating work includes vision setting, guidance, direct support, and partnerships, as described below.

Recovery

During the recovery, DME developed a vision and framework, based on extensive input from cluster agencies and residents, to guide agencies in the education and workforce arena. This framework included three overarching goals: 1) stabilize and strengthen early childhood education; 2) accelerate K-12 learning; and 3) drive an inclusive jobs recovery for residents.

The recovery strategy continues to inform the priorities of the DME and the DME cluster agencies in the implementation of the FY23 budget and beyond. To support priority work, the DME meets regularly with cluster agencies to monitor progress of individual investments in the recovery roadmap, problem-solve against common challenges, coordinate on investments that are supported by multiple agencies, and strategize on how best to achieve effective outcomes for residents. We are proud to have supported our agencies in launching over 80% of our 50+ American Rescue Plan Act (ARPA) recovery investments on time. Now that initiatives are launched, we work with our agencies on implementation and regularly track metrics, including the number of residents served by new initiatives, to ensure fiscal responsibility and effective service delivery.

An example of the DME's coordinating role within and outside of the cluster is the recent youth vaccination campaign and effort to enforce the District's Immunization Attendance Policy, or "No Shots, No School." During summer and fall of 2022, DME convened regular strategy and implementation sessions regarding No Shots, No School and served as a liaison and coordinator between education, child welfare, and health agencies, including OSSE, DCPS, PCSB, CFSA, and DC Health. For more on the immunization attendance policy, visit <https://osse.dc.gov/page/district-columbia-immunization-attendance-policy>. We are proud that as a result of intensive outreach, communication, and vaccine access initiatives, including multiple vaccination sites in every Ward, our noncompliance rate for Routine Pediatric Immunizations dropped from 30% to just under 18% in the DOCIIS system. These are inflated rates, as there are students who are listed as non-compliant but are not eligible for exclusion (e.g., students experiencing homelessness, students on a "catch-up" vaccination schedule, students who transferred schools in the fall after exclusion notices went out). The pandemic has forced us to be extremely nimble and responsive as a government and education system. The enforcement of No Shots, No School and the safe reopening of schools are examples of how our government worked in an aligned and coordinated way, with DME serving as an important driver of that collective work.

Citywide Working Groups and Campaigns Led by DME

Part of DME's cross-agency coordination work occurs through working groups and task forces. Some key examples are included below.

Every Day Counts

Every Day Counts! (EDC) is a citywide effort initiated by Mayor Bowser to ensure every student attends school daily. The EDC! task force, composed of public agencies and stakeholders, helps to develop a District-wide response to address attendance issues

through quarterly task force meetings with approximately 50-75 participants on average and through committee work.

School Safety and Safe Passage

The School Safety and Safe Passage Working Group (Safe Passage Working Group) was created to enhance safety-related policies impacting public charter and DCPS schools, and to better coordinate efforts between law enforcement, education agencies, other District agencies, and the community. Led by the DME, and with representatives from approximately 20 LEAs and government agencies (MPD, MTPD, DMPSJ, DDOT), the Safe Passage Working Group informed and developed strategic initiatives across the District, including the Safe Blocks and DC SchoolConnect initiatives developed as part of the recovery, and ongoing initiatives, such as Safe Spots and Safe Passage Priority Areas, to promote safety for students before, during, and after school. To effectively implement cross-agency initiatives such as Safe Blocks and SchoolConnect, DME works closely with MPD, DFHV, DCPS, PCBS, and DDOT as well as individual LEAs. The DME is also facilitating improved information sharing between LEAs and the Public Safety and Justice cluster, including through weekly priority area safety calls for schools, neighborhood-based text chains, daily calls with law enforcement, and a new resource guide which we are committed to updating monthly based on LEA feedback, questions, and recommendations.

UPSFF Working Group

As described in the response to question 44, the DME has coordinated with OSSE to convene a working group with representatives of DCPS, PCSB, public charter schools, the public, and government representatives to solicit input and recommendations regarding revisions to the Uniform Per Student Funding Formula (UPSFF). This group met monthly between September 2022 and January 2023 to discuss recommendations for potential changes to the UPSFF. All meetings for this group were public, and members of the public were invited to provide comment at each meeting. Membership, meeting notices, presentations, and notes for these meetings are available on OSSE's website: <https://osse.dc.gov/node/1615856>. DME helped to establish and facilitate the working group in partnership with OSSE and supported the drafting of the final report.

The District of Columbia Special Education Services for Justice-Involved Young Adults Task Force

The District of Columbia Special Education for Justice-Involved Young Adults Task Force was created in June 2022. Co-led by the Office of the State Superintendent of Education (OSSE) and the Office of the Deputy Mayor for Education (DME), the Task Force convened representatives from government agencies across the District to develop comprehensive recommendations for serving young adults who are legally entitled to receive special education services, who are in the custody of the D.C. Department of Corrections (DOC) and who are undergoing competency evaluation at St. Elizabeth's Hospital. The Task Force met regularly from June 2022 to September 2022 and released its final report in December 2022.

After School Programming

Beginning November, 2022, the OST Office has launched a cross-agency network on OST programming to coordinate efforts across agencies responsible for after school and summer programming, including OSSE, DCPS, and DPR. The goal of this cross-agency network is to ensure that service delivery is aligned and coordinated across agencies, and that programs are accessible for all students.

Streamlining the Background Check Process

During SY 21-22 and SY 22-23, in response to feedback from practitioners and the public, DME established a working group to determine how best to streamline and expedite the background check process for public school staff, volunteers, and contractors. Representatives from DCPS, CFSA, and PCBS participated in the working group. The working group came up with a series of implementation recommendations, including around cross-agency data sharing and systems, and policy recommendations, which culminated in The Educator Background Check Streamlining Amendment Act of 2022, passed by the DC Council in December of 2022.

Dual Enrollment

Since the summer of 2022, DME has led a dual enrollment working group to bring together stakeholders in and out of government to determine how best to increase student access, participation, and success in the District's dual enrollment program. The DME has engaged over 50 individuals in working group meetings this summer and fall. The working group identified program recommendations and is currently holding focus groups at LEAs and nonprofit partners across the District to hear directly from students.

Supporting Priority Initiatives

Part of DME's cross-agency coordination work occurs through leadership and support for priority projects for the education system and the District as a whole. Some key examples are included below.

Common Financial Reporting Standards (CFRS)

The DME's establishment of the Common Financial Report Standards (CFRS) is a key project to support data transparency, and an example of a cross-agency project completed by the DME, OSSE, DCPS, PCSB, and charter LEAs in FY21, with publication of the CFRS in May 2021. The CFRS will enable OSSE to report out school-level expenditures associated with supporting "at-risk" students by expenditure category, starting in May 2024. In addition, these standards require LEAs to provide a report with a qualitative summary of initiatives, specific expenditures paid for by UPSFF at-risk funding, and intended outcomes. The standards can be found here: <https://dme.dc.gov/page/common-financial-reporting-standards>. Starting in May 2024, OSSE will publish each school's expenditures, aligned with the CFRS. This will allow LEAs, the DME, and communities to gain a better understanding of the relationship between student outcomes and financial resource allocation decisions, particularly around at-risk funding.

To successfully implement the CFRS, DME has coordinated with PCSB to support all charter LEAs in hosting a series of technical assistance workshops for financial leads, ahead of charter CFRS-aligned budget submissions in the fall. We have also developed

collateral material, including FAQ documents and training webinars, to support an effective roll-out.

Comeback Plan

DME worked alongside DMPED to develop the District's Comeback Plan, which was informed by community partners, residents, and our education and workforce agencies. The education and workforce systems will play a key role in developing the talent needed for the 35,000 new jobs created in high-growth target sectors. In addition, the work that is already underway across the education and workforce systems, including efforts to reimagine high school and analysis to identify the District's key Gateway Jobs, will support the District's goal of lifting the median household income of Black residents by \$25,000.

Back to School Guide

DME worked with the Mayor's Office of Communications, OSSE, DCPS, PCSB, DPR, DOES, My School DC, DDOT, and a number of other District agencies to compile a comprehensive resource guide for families on the many District programs we have in place to help young people succeed. The guide, available at <https://backtoschool.dc.gov/guide>, includes information on before and after school programming, childcare and early childhood education resources, internships and earn and learn opportunities, and much more. This guide was directly distributed to over 50,000 households.

Building Blocks

The Building Blocks initiative continues to be a key priority of the Bowser Administration. DME has worked in multiple ways to ensure that the DME cluster is engaged in this work. This has included coordination between UDC, the Building Blocks team, the Office of the Attorney General, Department of Parks and Recreation, Office of Neighborhood Safety and Engagement, Metropolitan Police Department, and Department of Youth Rehabilitation Services to create a new certification program for individuals engaging with the community around violence reduction across these agencies. DME has also worked closely with the Building Blocks team and DOES to identify new opportunities for partnership and collaboration, including through job preparedness training for Building Blocks-referred residents and participation in the Project Empowerment program, which is currently underway.

- 39. Please list all of the agencies under the DME and the priorities and goals both set and met for those agencies for fiscal years 2022 and 2023. Include any agencies added in the past year or planned to add for fiscal year 2022 to the DME's portfolio and how any of these changes alter the priorities of the DME.**

DME provides oversight and support to District of Columbia Public Schools (DCPS), the Department of Parks and Recreation (DPR), the Office of the State Superintendent for Education (OSSE), the Department of Employment Services (DOES), and the Workforce Investment Council (WIC). Independent agencies and entities within the DME cluster include DC Public Library (DCPL), DC State Athletics Commission (DCSAC), the Public Charter School Board (PCSB) and public charter schools, the State Board of

Education (SBOE) and the University of the District of Columbia (UDC). There are no new agencies added in the past year or any planned additions for FY23 to the DME's portfolio.

The Deputy Mayor meets on a biweekly cadence with cluster agency leaders to regularly monitor and support implementation of strategic priorities. In all our work, the DME seeks to be resident focused; coordinated across government as well as across the public, non-profit, and private sectors; adaptive, to meet the needs of residents and practitioners; and laser focused on our recovery and comeback priorities.

Please see the attached folder entitled Q39_Agency Goals for a summary of FY22 goals set and met and FY23 goals for the DME and its cluster agencies.

- 40. Provide a complete accounting of the city's investment in reduce absenteeism and boost overall attendance for each agency involved. Please include the following:**
- (a) A description of the investment (program, personnel, etc.);**
 - (b) Total funding budgeted for fiscal years 2022 and 2023 (through January 31);**
 - (c) Total amount spent in fiscal years 2022 and 2023 (through January 31);**
 - (d) The number of schools impacted by the investment**
 - (e) A description of the target population;**
 - (f) The maximum capacity of the program, if any;**
 - (g) The total number of youth impacted; and**
 - (h) Any evaluation data/key outcomes observed in fiscal years 2022 and 2023 through January 31 as a result of the investment.**

Please see attachment Q40_Attendance Investments.

Attendance investments in FY22 and FY23 (through January 31) included a Policy and Data Analyst (who started about halfway through FY22), as well as two technology interventions – attendance nudges through our partnership with EveryDay Labs, and a technology platform that enables two-way communication and engagement with families. A locally-funded Director of K-12 Strategic Initiatives also dedicates time to absenteeism reduction efforts, although their time is not included in the budgeted amount for this initiative.

These investments build on the attendance work that DME has led alongside the Every Day Counts! Task Force, providing critical capacity on this topic area and continuing the most effective interventions identified through previous pilots, tailored to the needs of school communities.

\$1,010,000 was budgeted in FY22 for the District's investment in reducing absenteeism. Due to delays in hiring and contract execution, not all funding was spent in FY22, and permission was granted to roll over funds into FY23. In FY22 combined with FY23 to date, \$930,638 has been spent, and we have plans to spend the remainder of funds on professional development of school-based attendance points of contact by the end of the FY23 and are exploring other interventions that have been outlined in the Attendance

Playbook, a resource created by Attendance Works, one of the leading voices on all issues related to attendance and absenteeism.

Through these investments, over 30 charter LEAs and DCPS have received additional attendance resources. Collectively, these LEAs serve over 75,000 K-12 students in Washington, DC. From OSSE's annual attendance reports, we know that students designated at risk, students of color, and high school students are most likely to miss school. Schools with high representations of these student groups were prioritized when recruiting LEAs to participate in the interventions our office has paid for, though ultimately all schools serving K-12 students were informed and had the opportunity to opt into these interventions.

While both technology interventions were not fully implemented until School Year 2022-23, there is early evidence that absenteeism is down slightly compared to School Year 2021-22. As of the end of January 2023, chronic absenteeism was at 41%, which is down over 4 percentage points from the same point in time last year. We feel a huge sense of urgency around attendance, as attendance impacts students' academic performance, well-being, and safety, and we look forward to continuing to see the positive effects of these and other investments in the coming school years.

- 41. Provide a comprehensive overview of the Every Day Counts Taskforce's work in fiscal years 2022 and 2023 (through January 31). Please include outcomes to date and a copy of the Taskforce strategic plan. Please also describe any changes to the Taskforce's organization or plans moving forward.**

The Every Day Counts! (EDC!) Task Force, led by DME, continues to build on the progress made in previous years and support initiatives that are demonstrated to increase attendance.

Through its attendance work, coordinated by the EDC! task force, the DME seeks to provide actionable data throughout the system, drive attendance best practices into all public schools, remove system-level barriers, and deliver tailored information to families. The EDC! task force meets quarterly with approximately 200 people invited and between 50 and 75 participants per meeting. Membership is open to the public.

In FY22 and FY23, DME built upon previous work with EveryDay Labs to leverage personalized nudges sent by text and mail to help K-12 students build positive attendance habits by helping families overcome barriers to their students' attendance. Services included targeted, non-punitive outreach and personalized help via a 24/7 Support ChatBot and a multilingual Family Support Team. In SY 2022-23, DME expanded its partnership with EveryDay Labs to support nearly 75,000 students across DCPS and 31 charter LEAs.

DME also expanded upon its work to help facilitate engagement of families through a technology that makes two-way communication between teacher and families in their

home language seamless. In SY 2022-23, this technology intervention was implemented in 10 charter LEAs and DCPS, serving over 30,000 students.

The EDC! task force also focused on better understanding student support teams and how they support students in attending school every day. Through interviews with school-based student support teams, the task force developed a better understanding of how to support LEAs moving forward. The task force will produce a report on SSTs this spring. For the EDC! Strategic Framework, see attachment Q_41 EDC! Strategic Framework.

In addition, EDC! continues to coordinate with agencies and schools on key initiatives that impact school attendance, including Kids Ride Free, Safe Blocks, DC SchoolConnect, and OST programs, and mental health supports. Ultimately, we believe our approach to attendance must be multi-faced, tailored to students' and schools' individual needs, and rooted as much as possible in meaningful relationships with students. We are proud of our investments and our citywide coordination, and we remain concerned about chronic absenteeism and truancy rates in DC, which remain a pressing, complex challenge for our city, and one without easy solutions.

42. Provide the following data regarding the Kids Ride Free program for fiscal years 2022 and 2023 (through January 31):

(a) The number of students with an active DC One Card

The DC One Card is no longer used by students to participate in the Kids Ride Free (KRF) Program. Students now receive their own SmarTrip cards. See below for the program uptake numbers.

FY21 – 21,316 unique students
FY22 – 33,749 unique students
FY23(YTD) – 32,339 unique students

(b) For fiscal years 2022 and 2023 (through January 31), please provide the number of students with active Metro cards;

In SY22-23 a total of 33,382 KRF SmarTrip Cards have been distributed as of January 31, 2023 (this represents cards assigned to unique students). This compares to a total of 29,541 KRF SmarTrip Cards as of January 31, 2022, and 15,762 as of January 31, 2021.

(c) The number of students that qualify for Kids Ride Free Bus program;

All students ages 5 through 21 who are District residents and enrolled in an elementary or secondary public, charter, private or parochial school in the District, or who are wards of DC through the foster care system, are eligible for free Metrorail, Metrobus, and Circulator Service. The Kids Ride Free SmarTrip card provides access to both bus and rail.

(d) The number of students that qualify for Kids Ride Free Rail program;

All public and private school students in grades K-12 qualify for the Kids Ride Free Rail program.

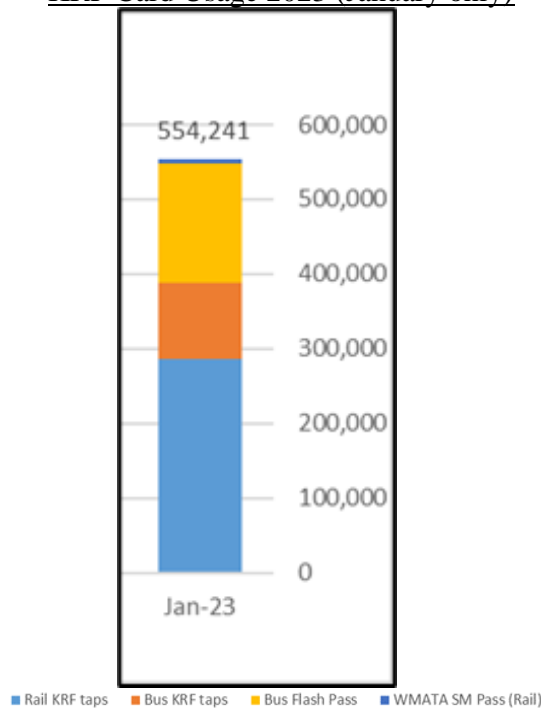
(e) The number of students that have signed up for the Kids Ride Free Rail Program;

Students who have been assigned a Kids Ride Free SmarTrip card are eligible for the Kids Ride Free Rail Program. The card covers rail and bus services. See information on ridership in the response below.

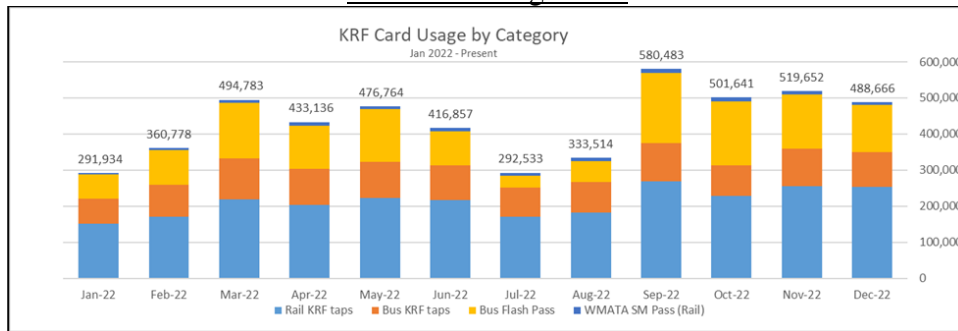
(f) The number of trips taken for the Kids Ride Free Rail Program in fiscal years 2022 and 2023 to date by month;

Please see the charts below for the number of times Kids Ride Free (KRF) SmarTrip cards were tapped in the transit system:

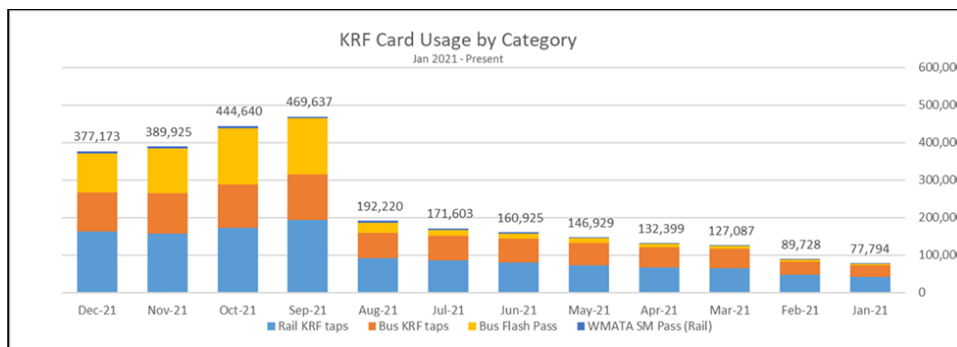
KRF Card Usage 2023 (January only)



KRF Card Usage 2022



KRF Card Usage 2021



(g) Any observed outcomes during the past year and a half with regard to attendance as a result of this investment.

We do not track the impact of KRF on attendance, as we get the total number of users but do not get student-level data from WMATA.

43. (a) Describe the involvement that the DME has with the Workforce Investment Council through agencies in your purview, specifically any work done on the District of Columbia’s State Plan as it relates to the Workforce Investment and Opportunity Act (WIOA) in fiscal years 2022 and 2023 to date.

DME works closely with the Workforce Investment Council to implement the District’s strategic priorities for the workforce system and the District’s inclusive workforce recovery strategy. Deputy Mayor Kihn holds regular oversight and planning meetings with the WIC, providing input and feedback on the city’s overall approach to workforce planning and development.

Specifically, as it pertains to the WIOA State Plan, the DME engaged with the WIC on the development of the 2022 WIOA State Plan Modification, which was published in FY22. On an ongoing basis, DME leadership engages with the WIC team on critical WIOA priorities. Deputy Mayor Kihn is a member of the WIOA Steering Committee and regularly meets with workforce leadership to review progress. Representatives from the DME also sit on multiple working groups related to WIOA State Plan implementation, including the Training and Skills Working Group, Business Engagement Working Group,

and Youth Working Group. DME also regularly engages with the WIC on developments that pertain to the American Jobs Center Partner Working Group and Data Vault Working Group.

DME continues to explore avenues for collaboration and coordination across education and workforce development agencies to provide opportunities for learning and employment for District residents.

(b) Describe any efforts, initiatives, programs, or policies regarding workforce development that were developed or supported by the DME in fiscal years 2022 and 2023 to date. In your response indicate who in your office is responsible for overseeing these programs, the number of individuals who took part in each program, and a narrative description of the results and outcomes of this program.

DME continues to focus on leading an inclusive workforce recovery focused on supporting residents hit hardest by the COVID-19 pandemic. DME worked in collaboration with DOES, WIC, OSSE, UDC, and DMPED to execute the District’s inclusive recovery strategy for FY22 and address demands from residents hardest hit by the pandemic. Additional information on key areas of focus and priorities for the workforce system is included in the chart below. Implementation of all these programs remains underway in FY23, and DME is working closely with agencies to ensure strong implementation. A Director of Strategic Initiatives at the DME and their team spearhead this work.

Goal	Investment	Key Features	Agency Lead
Response & Recovery			
Drive surge in high-impact credentialing	DC Futures	Free AA/BA degrees at select DC universities including coaching and emergency funds, and development of structures at UDC to grant credit for prior learning and articulation agreements for Workforce- Development-Lifelong Learning (WDLL) courses	OSSE
Connect job seekers to employment & training	Solar Works DC	Expand opportunities to train DC residents for careers in the solar energy industry	DOEE
	Career Coaches	Create a more accessible workforce system; help residents understand available options; and strengthen system career coaching capacity through PD/resources for agency staff	WIC
	Vitality Fund	Attract new high-impact employers to the District who will develop workforce programs to offer DC residents a pathway to the field through the Employment Center Vitality and Local Job Creation Fund	DMPED
Reimagine our Workforce System			
Expand paid opportunities to learn at work	K12 Work-Based Learning Expansion	Reimagine DC high schools through expanded Summer Youth Employment Program seats, expanded middle school career exploration, creation of the Advanced Internship Program, and launch of the Advanced Technical Center as a regional hub of CTE programming and innovation to ensure DC students	OSSE

		have an opportunity to prepare for careers by learning on the job.	
Prioritize employer-driven training	Project Empowerment Building Blocks	Expand subsidized employment focused on residents with greatest barriers and launch Building Blocks subsidized employment program as a violence reduction strategy, including recruitment in partnership with Office of Neighborhood Safety and Engagement and Office of Gun Violence Prevention, integrated Cognitive Behavioral Therapy, additional 6 months of subsidized employment and expanded post-program support.	DOES
	Apprenticeship	Incentivize employers to launch Registered Apprenticeship programs by partially reimbursing wages and supporting the expansion of youth apprenticeship and DC government apprenticeships	DOES
	On-the-Job Training	Incentivize hiring of DC residents through wage reimbursement for employers who hire DC residents in need of skill development	DOES
	DCIA	Expand Washington Gas, Pepco, CDL, & IT training focused on high-demand careers	DOES
	Employer-led training grants	Grants to employer-led partnerships formed to develop workforce/postsecondary programs directly aligned and responsive to employer needs	WIC

To further our office’s workforce development objectives beyond the COVID-19 recovery, DME works in alignment with agencies across its cluster, including DOES, WIC, OSSE, DCPS, the District’s public charter schools, and UDC. The DME has provided oversight to facilitate the execution of programming and offer guidance for multiple programs and initiatives within each of these agencies, while not assuming an implementation role. These programs and initiatives include, but are not limited to:

- OSSE: Cross-agency coordination related to the expansion of work-based learning opportunities at OSSE, engagement with adult schools and Adult and Family Education (AFE) grantee organizations, and collaboration with the ReEngagement Center on identifying and highlighting education, training, and wraparound supports for opportunity youth.
- DCPS: Participation in the Greater Washington Partnership and CoLAB Talent Ready initiative, and connection to opportunities for students in DCPS Career Ready programming.
- Public Charter Schools: The strategic consideration of strengthening and expanding Career and Technical Education programming focused on the District’s high-demand industries.
- WIC: The development of the WIOA state plan modification, Data Vault implementation, streamlining of District business engagement, and support in the agency’s implementation of employer-led training grants and the career coaching program to connect residents with high-demand job opportunities.
- DOES: Support for SYEP, particularly the Earn and Learn program, Project Empowerment, DCIA, School Year Internship Program, and Apprenticeships.

- UDC: On-going support for UDC’s workforce offerings, including courses offered through the Workforce Development and Lifelong Learning pathways system and the newly launched Violence Prevention & Community Wellness Initiative, which allows residents to upskill within their professional roles while being in service to the District.

For more specifics on workforce initiatives managed and run by each agency, please refer to those agencies’ performance oversight responses on this topic.

(c) Provide an update of the Graduation Pathways Project. What milestones were achieved in fiscal years 2021, 2022, and 2023 (through January 31)?

The Graduation Pathways Project has ended. DME continues our work to support all students on the path to graduation and postsecondary success. For more information on our reimagine high school efforts, please see the response to question 32 and 54.

- 44. Describe the DME’s engagement in fiscal years 2022 and 2023 (through January 31) with stakeholders to complete the review of the Uniform Per Student Funding Formula (“UPSFF”) that is required by law every 2 years. Please be sure to give an update on proposed studies on the formula and at-risk weight categories.**

Per D.C. Official Code § 38-2911(a)(2), OSSE convened a working group with representatives of DCPS, PCSB, public charter schools, the public, and government representatives to solicit input and recommendations regarding revisions to the Uniform Per Student Funding Formula (UPSFF). This group met monthly between September 2022 and January 2023 to discuss recommendations of potential changes to the UPSFF. All meetings for this group were public, and members of the public were invited to provide comment at each meeting. Membership, meeting notices, presentations, and notes for these meetings are available on OSSE’s website at <https://osse.dc.gov/node/1615856>. The report and recommendations will be publicly available in March.

- 45. What is DME doing to support Students in the Care of DC (justice- and foster system-involved) youth through education and workforce programs?**

The Office for Students in the Care of DC (SCDC) supported the education and workforce development services and supports of justice system and child welfare system involved students by:

Creating the SCDC Opportunity Fellowship

In FY22, SCDC created the SCDC Opportunity Fellowship. This new year-long fellowship program includes two positions: 1) a fellow who is or has been in the child welfare system, and 2) a fellow who is or has been in the justice system. Each fellow will receive compensation and professional development support. The SCDC Opportunity Fellowship recognizes that youth and young adults who are system involved are experts in their own lived experience and are partners in decision making. This Fellowship will help to ensure that the office’s work and priorities are informed by the lived expertise of the youth and

young adults that we serve, to ensure they are targeted to their needs and build on their strengths.

Confirming the Students in the Care of DC Coordinating Committee (SCDC Coordinating Committee) Community Member Appointees

The SCDC Coordinating Committee is charged with developing recommendations for changes in District policies, programs and procedures that impact students in the care of D.C. The SCDC Coordinating Committee is legislatively mandated to identify challenges and resolve issues that students in detention, commitment, incarceration and foster care face in order to improve educational outcomes. In the fall of 2022, the Council confirmed the first set of community member appointees for the SCDC Coordinating Committee. The SCDC Coordinating Committee is scheduled to hold its first quarterly meeting during the first quarter of 2023.

Launching the SCDC OST Coordinating Entity Grant

In partnership with the Office of Out of School Time (OST), SCDC launched the first OST grant competition for providing out of school time programming for students under the custody of the Department of Corrections and committed to DYRS. This new funding resource will provide robust programming outside of the school day that will support positive youth development, provide recreation and fun, and support students socio-emotionally.

Co-Leading the District of Columbia Special Education Services for Justice Involved Young Adults Task Force (JIYA Task Force)

The SCDC, under the leadership of Deputy Mayor Paul Kihn, co-led the JIYA Task Force with OSSE. The Task Force brought together DC government stakeholders to identify and develop recommendations for addressing the challenges in providing special education services to students under the custody of the Department of Corrections and who undergo competency evaluations at Saint Elizabeth's Hospital. The JIYA Task Force met from June 2022-September 2022 and released its final report in December 2022. Currently, the DME, SCDC, OSSE, DMPSJ and DOC are working together to apply the learnings from the task force and its report as we make the needed investments and systemic improvements to best serve this very important population of District students.

46. Describe any programs or initiatives that the DME implemented to address homeless students during SY21-22 and SY22-23 (through January 31).

DME's work to address the needs of students experiencing homelessness is embedded in the services contracted vendors provide pertaining to chronic absenteeism and truancy. DME is exploring additional ways in which it can positively impact the lives of our students and families experiencing homelessness.

47. Describe the work done by the DME and Office of Out of School Time Grants and Youth Outcomes in fiscal years 2022 and 2023 to date.

In FY22 and FY23 to date, the OST Office has played a critical role in key grant programs that provide opportunities, resources, and supports to students. In total, in FY23 to date, the OST office has awarded over 125 grant awards across its competitions. 110 of these

grants were for school year programming. The OST Office received 61 applications for Summer Strong 2023, three were deemed ineligible for review, and the OST Office is conducting grant application reviews for 58 applicants. In total, in FY22, the OST Office served 12,229 students through Learn 24 and its partners. In FY23, the OST Office is projected to serve 11,752 students through Learn24 and its partners, not including Summer Strong, which is pending. In addition, the OST Office's professional development arm, the Institute for Youth Development, held 100 trainings for over 900 participants to support high-quality service provision in FY22 and is on track to keep this pace in FY23.

Special Competitions

In addition to school year and summer programs, the OST Office has shepherded four special competitions: Youth Scholarship, Youth Mentorship, Students in the Care of DC, and Safe Passage, Safe Blocks. The OST Youth Scholarship Coordinating Entity competition is in its second year and provides up to \$500,000 for the grantee to coordinate and award OST funding for DC children and youth to attend after school programs of their choice, which would otherwise be cost-prohibitive without the OST Youth Scholarship. In FY22, 72 scholarships totaling \$304,642 were awarded. For FY22, the geographic distribution of OST Youth Scholarships was as follows: Ward 1: 8%; Ward 2: 5%; Ward 3: 1%; Ward 4: 15%; Ward 5: 11%; Ward 6: 14%; Ward 7: 14%; Ward 8: 32%. The FY23 awardee is the Greater Washington Community Foundation, which is in its second year of shepherding the coordination of this scholarship program. The OST Youth Mentorship grant competition awards up to \$500,000 to a grantee to support mentoring programs for children and youth across the District of Columbia. This is the first year of the competition, and the grant has been awarded to BEST Kids, Inc. BEST Kids connects with youth in foster care to build healthy and successful futures through long-lasting mentoring relationships, encouraging our youth to discover and develop their unique skills and abilities. The OST Office's Students in the Care of DC - Coordinating Entity grant competition is in partnership with the Deputy Mayor for Education's Students in the Care of DC Office. The Petey Greene Program was awarded the grant for their requested grant amount of up to \$330,862 for FY23. The Petey Greene Program works to transform pre-collegiate education for currently and formerly incarcerated learners and educating justice-oriented citizens. The Safe Passage Safe Blocks program funds community-based organizations and their safe passage workers in 8 priority areas across the District. In 2021, the OST Office stood up the high impact tutoring competition, before shifting that portfolio to OSSE. In these ways, the OST office is supporting its core mission of providing high-quality after school programming while also supporting the needs of special populations and initiatives.

48. How is the Office of Out of School Time Grants and Youth Outcomes spending the federal American Rescue Plan relief funds it received? How much has been spent so far? What is the plan for the remaining funds?

The OST Office received \$5M in federal recovery funds to provide additional children and youth in the District with out of school time programming. In the FY22 supplemental budget, that budget was amended to \$4M. The OST Office awarded \$3.97M in grants to summer and afterschool providers. These were provided as one-time FY22 ARPA funds.

In addition, the OST Office is supporting the Safe Passage, Safe Blocks priority initiative. In FY22, OST received \$4.8 million in ARPA funds, of which \$4.3 million went to community-based organizations to hire safe passage workers and provide after school programming in Safe Passage schools. The remainder was used for training of Safe Passage workers, a grants management specialist, and equipment, supplies, and materials for Safe Passage workers. In FY23, OST received \$5.2 million in ARPA funds for the Safe Passage, Safe Blocks program. As a result of the increased funds, OST expanded the program to cover the Petworth/Brightwood area. \$4.9 million was awarded to five community-based organizations to cover 52 schools and provide 150 Safe Passage workers. The remainder of the funds cover the grants management specialist and trainings for Safe Passage workers.

Finally, the OST Office has received ESSER funds, via MOUs from OSSE, to support grant funding for high-impact tutoring and additional after school and summer OST programming. In total, the OST office has obligated \$1,634,861 in ESSER funding in FY23 out of a total of \$1,644,885. We are intentionally rolling over some ESSER funding in FY24 (\$678,693 for school year and \$648,692 for summer) to ensure funding is evenly spread out.

With all the federal funds, grantees have been required to provide high-quality, evidence-based programming that supports participants with the highest need.

49. Provide the following data regarding the Kids Ride Free program for FY20, FY21, FY22, and FY23 (through January 31):

- (a) The number of students with an active DC One Card;**
- (b) For FY21 and FY22 (through January 31), please provide the number of students with active Metro cards;**
- (c) The number of students that qualify for Kids Ride Free Bus program;**
- (d) The number of students that qualify for Kids Ride Free Rail program;**
- (e) The number of students that have signed up for the Kids Ride Free Rail Program;**
- (f) The number of trips taken for the Kids Ride Free Rail Program August 2020 to date by month;**
- (g) Any observed outcomes during the past year and a half with regard to attendance as a result of this investment.**

See the response to question 42.

50. Provide a narrative on DME's efforts to comply with §38-2803 Multiyear Facilities Master Plan which requires the Executive prepare and submit to the Council by September 2023 a proposed comprehensive 5-to-10 year Master Facilities Plan for public education facilities.

Since July 2022, the DME has been working diligently to secure contractual help to support the development of the 5-year Master Facilities Plan, to be completed in 2023. The Office of Contracts and Procurement (OCP), in close partnership with the DME, released a request for proposal for contractual support for the upcoming 2023 Master

Facilities plan on October 24, 2022 with a proposal submission deadline of November 21, 2022. DME chaired a technical evaluation panel in partnership with OCP to evaluate the proposals and is waiting for OCP to complete the award. Once the contract is awarded, the project will begin in earnest.

In the meantime, the DME is preparing for the project launch by assembling data and analysis and soliciting feedback from school communities and citywide education stakeholders. The DME has held over 25 meetings with school communities and stakeholders, District agencies, Council staff, and engaged residents since July 2022 about the upcoming MFP and Boundary and Student Assignment Study.

- 51. The most recent Master Facilities Plan (MFP) supplement was published in December. For each school with less than 50% or more than 95% utilization it says DCPS will “monitor enrollment to ensure a satisfactory learning environment.” What is the plan for increasing utilization in DCPS school facilities with less than 50% utilization and reduce overcrowding in facilities at 95% utilization and above?**

DME submitted the latest 2022 MFP supplement in February 2023. The supplement is available at <https://dme.dc.gov/node/1643806>. This report identified 19 DCPS schools with less than 50% utilization as of SY 2021-22 and 15 schools with more than 95% utilization from the same time period. The plans associated with each school (found in Appendix A) include such specific plans as approved FY23-FY28 Capital Improvement Plan funding to modernize facilities to match enrollment needs more appropriately, renovations to include child development centers in schools with available space, specific school improvement efforts to boost enrollment such as DCPS Design Labs, and monitoring enrollment to determine whether more or less out of boundary seats should be offered in the lottery for future years.

The 2022 MFP supplement also identifies those schools recommended for particular consideration in the upcoming 2023 MFP and 2023 Boundary and Student Assignment study.

- 52. Provide a narrative update on DME’s efforts to prepare and submit the Adequacy Study.**

The DME has spent the past six months developing a robust plan for the adequacy study, which will examine the finances of schools across school type and sector and the adequacy of education funding, including a review of the Uniform Per Student Funding Formula (UPSFF) method for allocating operating funds. The study will result in actionable information to guide decision making for the education sector. To inform our plan, the DME reviewed existing literature reviews and research on education spending, read adequacy studies conducted by other states, met with multiple education finance experts who have conducted adequacy studies previously, and met with DC education stakeholders.

Based on this feedback, we have developed a plan for the adequacy study that will help us determine how we are currently using resources, the types of positions and resources needed to support high-quality schools, and how we can use funding to close opportunity

gaps. The study will incorporate economic and financial research, a literature review, data analysis, financial analysis, policy analysis, public engagement, and a professional judgment panel. The adequacy study will seek to answer three key questions: 1) How do schools use their various revenue streams (UPSFF and non-UPSFF) to allocate personnel and non-personnel resources and how does that vary by school sector or archetype? 2) How should the District allocate UPSFF dollars across the foundation level and weights, with the goal of accelerating learning and closing the opportunity gap over the next five years; and 3) How should the District leverage non-UPSFF dollars to ensure the city is supporting strong instruction and an ecosystem of school supports?

We released the Invitation for Bid for the adequacy study, via the OCP e-sourcing portal, on January 30, 2023 and we plan to begin work in early March.

53. Describe the key initiatives DME supported in fiscal year 2022 around youth workforce investment activities.

DME assists with interagency coordination related to the Marion S. Barry Summer Youth Employment Program (MBSYEP), which is playing a role in furthering the District's goal of accelerating K-12 learning and connecting youth to careers. This long-standing program has provided high school youth and young adults with access to paid summer internship opportunities. In addition to supporting program implementation, the DME has also joined the effort in hosting summer interns each year. In FY2022, more than 13,000 participants were connected to employment opportunities through this program. This includes more than 5,600 students who participated in the MBSYEP Earn and Learn program, which allowed youth to earn credits while building career skills.

DME has worked with DOES and multiple LEAs to help drive an inclusive jobs recovery through the expansion of youth apprenticeships. Through this work, 80 youth have the opportunity to receive specialized skills training while also receiving academic support to attain secondary credentials in industries ranging from IT to electrical trades.

In FY22 and FY23, DME worked with OSSE to prioritize work-based learning initiatives through the expansion of middle school and high school CTE courses, the launch of the Advanced Technical Center, and the creation of the Advanced Internship Program. In School Year 2021-2022, 500 middle school students had the opportunity to participate in work-based learning opportunities offered through career exploration courses in video production, digital art, and robotics. Across all high school programs combined, hundreds of youth were supported in exploring their career interests while accumulating credits applicable to their program areas of study. Additional details regarding these programs are provided below, as well as in the oversight hearing materials of partner agencies who directly oversee this programming.

54. (a) Describe efforts made by the DME to align, strengthen, and reduce duplication of youth workforce investment activities provided by DOES, OSSE, DCPS and UDC.

Reimagining the high school experience to prepare all students for college and career is a key priority of Mayor Bowser and the DME. All agencies referenced below are collaborating on key priorities related to this work, specifically around the investments below.

Investment	
Reimagine secondary to post-secondary pathways	College Rising: dual enrollment
	Advanced Technical Center
	Expand school-year internships
	Expand high school CTE and middle school career exploration

Dual enrollment: Access to dual enrollment provides DC youth the opportunity to earn college credits in advance of high school graduation, at no cost to them, and thereby get a free head start on college. Through collaboration between OSSE, DCPS, charter LEAs, and local Institutions of Higher Education, including UDC, DC is expanding access for high school students through the College Rising program, which expands dual enrollment by 250 seats over two years and includes mentoring to increase persistence. During FY2022, OSSE provided over 450 dual enrollment seats, which is more than double the number of seats filled from the prior school year.

Advanced Technical Center: The Advanced Technical Center (ATC) is the first of its kind program in the District. This program allows students, regardless of LEA, to access credit-bearing career and technical education courses that will prepare them for high-demand, high-wage careers in cybersecurity and healthcare. DME has worked closely with OSSE, DCPS, and charter LEAs, as well as higher education and employer partners, to design and coordinate the programming, which launched in School Year 2022-2023. The Advanced Technical Center is serving 96 students during School Year 2022-2023, and will continue to expand in the coming years, to an anticipated enrollment of 500.

School Year Internships: Through an expansion of school year internships, more DC students have an opportunity to learn at work before they graduate from high school, thereby building key career-ready skills regardless of whether they are college or career bound directly after graduation. In particular, the launch of OSSE’s Advanced Internship Program in spring 2022 allows students in CTE programs from across LEAs to get experience in the field where they have prior career and technical education experience, further building their knowledge of the industry. DME worked closely with OSSE, DCPS, charter LEAs, and DOES to establish this program in SY 2021-22 and identify placements for SY 2022-2023. This year, OSSE’s Advanced Internship Program is serving more than 230 students, and school year internship programs through DOES are serving over 1,100 students.

Expand high school CTE and middle school career exploration: DME has worked with OSSE, DCPS and charter schools, to launch career exploration courses in middle school. These courses are exposing students to new opportunities and inspiring their future career

aspirations. In School Year 2022-2023, OSSE has awarded funding to 17 schools to provide career exploration programming to approximately 3,800 middle school students. Of these 17 schools, eight schools are currently providing programming in School Year 2022-2023 for 1,359 students, and the remainder of the schools are in the planning phase to launch programming next year.

(a) Describe the synergy between DOES youth intern programs and DCPS internship programs.

DOES and DCPS work together closely to ensure that DC students have access to work-based learning opportunities throughout the year, including through the DOES School Year Internship program and DCPS Career Bridge and Career Ready Internship Programs. There is an existing MOU between the two agencies that codifies their partnership and includes critical mechanisms for ensuring that DCPS students continue to benefit from paid internship opportunities. DME has worked closely with DCPS, DOES, and OSSE, through OSSE's new Advanced Internship Program, to ensure that students receive comprehensive support to succeed in the internship program that best meets their needs based on their career interests and past academic experiences. The DME will continue to strengthen coordination as we work to expand work-based learning opportunities for DC students.

(b) Describe how the DME is building a career pathway for DCPS graduates to matriculate into UDC or UDC-CC to continue professional and academic development.

DME works closely with both the DCPS and UDC teams to ensure that DCPS (and public charter school) students have a strong pathway to enroll and succeed in UDC programs. Through the launch of the DC Futures program in Spring 2022, DC public school graduates have had increased opportunities to enroll at UDC with financial support, coaching, and access to emergency funds. This program provides an important opportunity to expand access to UDC for District youth and adults seeking to earn associate's and bachelor's degrees in high-demand fields. Through DCPS Persists, DCPS also continues to work closely with UDC to support students in persistence and degree completion, and to use data on student success to inform future work. DME also continues to cross-promote UDC opportunities to ensure that DC youth and adults are aware of the range of programs available at UDC, from workforce certifications through associate's and bachelor's degree programs.

(c) Provide an update on the alignment of Industry Advisory Boards under the purview of the DME. For example, OSSE-CTE, DOES-DCIA, UDC-IT & Nursing programs and the WIC-Healthcare Sector Partnership all mandate advisory boards of industry professionals.

One of the primary priorities of the DME's workforce recovery strategy is "prioritizing employer-driven training." Each of the Industry Advisory Boards referenced plays a key role in ensuring that agencies and their programming continue to receive input from employers on what skills DC residents need to succeed in the workforce. DME continues to facilitate discussions among agency partners about employer engagement to ensure

that each agency is aware of the ways that the system is engaging with and receiving feedback from employers. The DME also works with the WIC on the WIOA Business Engagement working group, which focuses on a similar topic.

Through coordination across agencies, DME also works to leverage the feedback that other agencies have collected. For example, in the healthcare space, DME worked with K-12 agencies to leverage the information from the WIC Healthcare Sector Partnership to inform healthcare work-based learning opportunities in the K-12 system. The DME has also hosted engagements and prepared public materials focused on promoting opportunities for businesses to promote an inclusive jobs recovery and for government agencies to act as model employers in expanding partnerships, connecting with skilled residents, and building local talent pipelines.

55. Describe how DME collaborates with workforce agencies to support residents who face barriers to employment through programs such as MBSYEP and Project Empowerment, and how the District leverages available federal funding to do so.

DME is focused on supporting residents who face barriers to employment in accessing workforce opportunities and works in close partnership with agencies to implement programs that serve these populations. In particular, DME has worked closely with DOES on the expansion of the Project Empowerment program, which focuses specifically on subsidized employment opportunities for residents with multiple barriers to employment and has served nearly 1,000 residents in FY23. DME has also worked with DOES to implement programs that specifically target out of school youth, including the expansion of youth apprenticeships as well as opportunities within MBSYEP. The investments named above have been expanded through federal ARPA funds as an opportunity to target support to residents who have been hit hardest by the pandemic.

56. Describe how DME has supported the District's No Shots, No School policy and the COVID-19 youth vaccination effort and provide an accounting of the outcomes of these efforts/current data on vaccination rates.

DME played a critical coordinating role in supporting the District's Immunization Attendance Policy, or "No Shots, No School" and the youth vaccination effort for Routine Pediatric Immunizations and COVID-19. During summer and fall of 2022, DME convened regular strategy and implementation sessions regarding No Shots, No School and served as a liaison and coordinator between education, child welfare, and health agencies, including OSSE, DCPS, PCSB, CFSA, and DC Health. For more on the immunization attendance policy, visit <https://osse.dc.gov/page/district-columbia-immunization-attendance-policy>.

We are proud that as a result of intensive coordination, outreach, communication, and vaccine access initiatives, including multiple vaccination sites in every Ward, our noncompliance rate for Routine Pediatric Immunizations dropped from 30% to just under 18% in the DOCIIS system. These are inflated rates, as there are students who are listed as non-compliant but not eligible for exclusion (e.g., students experiencing homelessness, students on a "catch-up" vaccination schedule, students who transferred schools in the

fall after exclusion notices went out). The pandemic has forced us to be extremely nimble and responsive as a government and education system. The enforcement of No Shots, No School and the safe reopening of schools are examples of how our government worked in an aligned and coordinated way, with DME serving as an important driver of that collective work.

57. How many seats were funded by Learn24 for before or afterschool programs and for summer programs?

(a) Please provide a breakdown of how many seats were located at sites in each ward.

This data is only available in aggregate in FY22:

Total students: 12,229

- School Year: 9,614
- Summer: 3,561

Note: The amounts not adding up perfectly is due to overlapping students.

(b) Of the seats funded, please provide a breakdown of enrollment by ward, age, race/ethnicity, “at-risk” status or free and reduced price meal status, and students with disabilities.

This data is not available for FY22. Learn 24 started requiring ward and other demographic specific data for FY23. We will have this data to share publicly by the end of FY23. For now, below is what has been captured for FY23, not including all of the special competitions:

Total seats funded (*projected*): 11,752

Ward Breakdown (*represents all available Ward data*)

Ward 1: 1,269

Ward 2: 527

Ward 3: 224

Ward 4: 1,295

Ward 5: 818

Ward 6: 678

Ward 7: 1,804

Ward 8: 2,098

58. What resources does the Out of School Time (OST) Office need to ensure grant applications are reviewed and grant funding is disbursed in a timely manner?

OST has made significant progress on staffing this year. OST has been operating at 1/5 of the grants capacity for the past 3 months. Under the leadership of the Executive Director, who began in August of 2022, the Office is now 3/5 fully staffed as a grants team and should have a fully staffed grants team in place by mid-March.

In addition, the OST Office is actively exploring payment of grant reviewers through a vendor contract to expedite the review process. We currently have quotes and will be

determining in the coming weeks how we can contract with a vendor to manage a more streamlined grant review process.

59. Learn24 awarded up to \$2.6 million in funding to organizations for Safe Passage Safe Blocks grants.

(a) How many students were served by this program and how many organizations received funding?

There are five CBO recipients of Safe Blocks funding. These organizations serve 8 priority areas and students from 52 school communities. The list of schools served is available here: <https://safepassage.dc.gov/page/safe-passage-priority-areas>.

(b) What was the amount of the average grant award?

For Safe Passage, Safe Blocks, the average grant award was \$810,000 in FY23.

(c) How did Learn24 measure the impact of the Safe Passage Safe Blocks program, and what are the results of any evaluations?

This new program, launched in January of 2022, has had one year of full implementation. In that year, we have been learning from feedback to adjust and improve the program. In terms of data collection, we collect incident reports from providers which describe circumstances where Safe Blocks workers have intervened in conflicts before they escalated. We also track feedback from schools and requests from schools for the program in general and in specific periods, such as over school breaks.

This feedback has demonstrated early success and given us areas for improvement. For example, we scheduled a summer training for all Safe Blocks workers on a community-based approach to violence prevention, de-escalation, and mediation to strengthen service provision and consistency. We are also helping schools build relationships between students, staff, and Safe Passage workers and improve information flow, including through meet and greets, weekly Safe Passage Priority Area calls, and joint professional development days.

More generally, we are reviewing the Safe Blocks program in the context of our broader safety work. As a result of feedback and program evaluations, we have strengthened communication protocols between DME, LEAs, and the Public Safety and Justice cluster, through weekly priority safety area calls for schools, neighborhood-based text chains, daily calls with law enforcement, and a new resource guide which we are committed to updating monthly based on LEA feedback, questions, and recommendations.