Enrollment Projections in D.C. Public Schools: Controls Needed to Ensure Funding Equity

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Office of the District of Columbia Auditor

Office of the District of Columbia Auditor

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The Hon. Phil Mendelson, Chairman
Council of the District of Columbia
1350 Pennsylvania Avenue N.W.
Washington, DC 20004

The Hon. David Grosso, Chairman
Committee on Education
Council of the District of Columbia
1350 Pennsylvania Avenue N.W.
Washington, DC 20004

Dear Councilmembers:

I am pleased to share the following research report entitled *Enrollment Projections in D.C.'s Public Schools: Controls Are Needed to Ensure Funding Equity* written by the Center for Research and Reform in Education of the Johns Hopkins School of Education.

The Office of the D.C. Auditor (ODCA) has been engaged in comprehensive education research at the request of the Council of the District of Columbia. In September 2018 ODCA published **A Study of Enrollment Projections for D.C.'s Public Schools: Assuring Accuracy and Transparency,** which was funded by the D.C. Council at the initiation of Councilmember Mary Cheh. The new report is a deeper dive into the enrollment data provided through the Office of the State Superintendent of Education and MySchoolDC, the enrollment lottery overseen by the Deputy Mayor for Education, with a focus on the impact on subgroups of students. These include students of color, students considered at-risk under D.C. Code provisions, students with disabilities (SWD), and students who are English language learners (ELL).

ODCA presents this research at a time when the legislative and executive branches of the District's government are collaborating to create an education Research Practice Partnership. We hope the new partnership makes good use of the results of ODCA-supported research and fulfills the vision of its legislative sponsors: to contribute to a cycle of continuously improving public education in the nation's capital.

This report, **Enrollment Projections in DC's Public Schools: Controls Are Needed to Ensure Funding Equity**, raises important questions about the long-term impact of the city's robust choice environment and continuing patterns of neighborhood segregation by income and race. The study finds that almost 40% of public-school students attended the school that was closest to their homes. When students did not attend the school that was closest to their homes, they most frequently attended another school within their ward of residence, followed by a school in an adjacent ward.

Two critical takeaways from this study highlight the interconnected nature of public-school enrollment and subsequent resource allocation in the District, explained in much greater detail in the report itself. First, there is a pattern of District families moving away from schools with more students considered at-risk to schools with fewer students considered at-risk. These moves are facilitated by the robust choice model in DC. This pattern impacts schools with high levels of student poverty that subsequently face declining fall enrollment followed by declining resources.

Second, the report confirms a very high degree of school mobility particularly among students of color and students living in Wards 7 and 8. We know from earlier research that school mobility is strongly associated with negative impacts on student outcomes, including achievement, graduation, engagement, attendance, and discipline. Again, both year-to-year and mid-year moves are facilitated by our robust choice model combined with scant publicly available information regarding the unintended consequences associated with school moves particularly for students considered at-risk. Further, the patterns in mid-year moves show a net loss in enrollment in the charter sector and a net gain in DCPS schools that is largely unaccounted for by a funding model that does not re-allocate resources mid-year. This raises the question of whether resources based on enrollment should account for mobility itself, and/or should consider a multiplier effect when schools serve increasing proportions of student who are at-risk, ELL and SWD.

These and other points raised in this research merit additional study. We conclude by presenting three major recommendations for District policymakers to improve the accuracy of enrollment projections, better align funding with actual enrollment, in large part due to mid-year entries concentrated in certain schools, and ensure equitable funding for schools serving higher concentrations of students deemed at-risk.

The principal author of the report is Rebecca Wolf, Assistant Research Scientist with the Center for Research and Reform in Education at Johns Hopkins School of Education. Her co-authors on this report are Clayton Armstrong, Research Data Analyst, and Steven Ross, Senior Research Scientist with CRRE. We thank them for their excellent analysis.

In addition, ODCA thanks Deputy Mayor for Education Paul Kihn and State Superintendent of Education Hanseul Kang and their respective teams for their considerable assistance in sharing the data on which the report is based. ODCA will follow up on the recommendations in this report and we hope it is of significant value to District policymakers and others committed to the academic achievement of all of the District's children.

Sincerely yours,

Kathleen Patterson
District of Columbia Auditor

Enrollment Projections in D.C. Public Schools: Controls Needed to Ensure Funding Equity

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Executive Summary

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The Office of the District of Columbia Auditor (ODCA) contracted with the Center for Research and Reform in Education (CRRE) at Johns Hopkins University (JHU) to study the effects of errors in enrollment projections in D.C. public schools, and whether and how available data can better inform those projections. CRRE is a research center affiliated with JHU's School of Education that specializes in K–12 education program evaluations.

A recent report commissioned by ODCA examined the accuracy of enrollment projections by District of Columbia Public Schools (DCPS) and by charter local educational agencies (LEAs).[1] While the report found that enrollment projections were fairly consistent with LEA level enrollment, based on a sum of October-audited school enrollments, the report found inaccuracies in school-level enrollment projections. More specifically, less than 40% of school-level enrollment projections were within two percentage points above or below the projection. Importantly, the report found that errors in school-level enrollment projections were greater in certain wards, in transition grades, and in schools with more student mobility or "churn."

The prior report did not look comprehensively at how factors such as student mobility and school demand—both of which affect a school's enrollment and therefore its funding—related to the accuracy of enrollment projections. In addition, the prior report did not address the accuracy of enrollment projections for specific student subgroups that receive additional funding in the District's Uniform Per Student Funding Formula (UPSFF).

This study provides a more robust investigation into the relationship between enrollment projection accuracy and factors that likely influence the accuracy of projections. Additionally, this study seeks to better understand the accuracy of enrollment projections for specific student subgroups that receive additional funding: special education, ELL, and students considered to be at-risk. In the District, the at-risk classification includes students in families qualifying for the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) program and students who are homeless, in foster care, or over-age for their grade in high school.[2] Findings and recommendations from this study are summarized in the following sections.

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[1] Office of the D.C. Auditor, A Study of Enrollment Projections for D.C.'s Public Schools: Assuring Accuracy and Transparency, September 28, 2018.

[2] D.C. Code § 38–2901(2A).

Findings

Findings from this study have implications for enrollment projection methodology as well as the allocation of resources among DC's schools:

- In most cases enrollments declined over time for schools serving very large percentages of at-risk students. Declining enrollments mean fewer resources each year for schools serving the largest percentages of at-risk students.

- Schools serving greater proportions of at-risk and black students experienced higher year-to-year student mobility than schools serving lower proportions of at-risk and black students, and this was true in both sectors. Schools with highly mobile student populations may need more resources to support students, both academically and in terms of social-emotional development.

- Mid-year mobility is important to consider to accurately project local education agency and school enrollments in order to adequately fund schools. Virtually all charter schools experienced a net loss of students mid-year. For DCPS, the net change for most schools was positive and was largest for schools serving large proportions of at-risk students.

- DCPS schools with declining enrollments, greater proportions of at-risk students, and decreasing neighborhood demand (defined as change in the in-boundary capture rate) were more likely to be over-projected for October enrollment, meaning that the enrollment predicted and used as a basis for funding was higher than the actual enrollment in the school as of October.

- Conversely, DCPS schools with increasing enrollments, lower proportions of at-risk students, and increasing neighborhood demand were more likely to be under-projected for enrollment.

- Charter schools with greater proportions of students who were categorized as both "at-risk" and special education were more likely to be over-projected for enrollment.

- New schools in both sectors were more likely to be over-projected for enrollment, and in some cases, new schools' enrollments were over-projected by more than 150%.

- Projection errors for the special education and ELL student subgroups corresponded with changes over time in these populations within each school. The percentage of ELLs in particular has increased in the vast majority of DCPS schools with corresponding under-projections of ELLs in DCPS schools.

- There was no demonstrable relationship between the opening of new schools and nearby schools' enrollment projection errors in the year in which the new schools opened. This finding defines proximity based on the straight-line distance between schools and did not account for student travel times or schools' accessibility by public transportation. When a school closed and a new school opened in the same location,

however, the majority of students who attended the newly opened school transferred from the previous school at the same location.

- Approximately 40% of students attended either their in-boundary DCPS school or another school that was closer to their homes and this percentage has remained stable over time. In addition, the highest proportion of students who did not attend their in-boundary schools attended another school located within their ward of residence, followed by schools located in a ward adjacent to their residence.

- Within each city ward, increases in the percentage of students attending schools in one sector appeared to correspond with decreases in the percentage of students attending schools in the other sector.

- Among students who did not attend their in-boundary schools, all student subgroups selected out-of-boundary or charter schools that served lower average percentages of at-risk students than their neighborhood schools.

- Across all schools, 13% of students changed schools from one year to the next for reasons other than matriculation. This percentage was 17% for at-risk students, 16% for students attending schools in Ward 7, and 18% for students attending schools in Ward 8.

- Approximately one-third of year-to-year student mobility in non-transition years also coincided with a change in student home address, indicating that about one-third of school moves may have been driven by a residential move rather than the desire for a new school. For at-risk students, about 40% of year-to-year student mobility in non-transition years coincided with a change in student residence.

- The most frequently observed school-to-school transitions were made within local education agencies through "feeder" patterns for middle and high schools, and this was true in both sectors. This finding indicates that feeder patterns are a mechanism through which LEAs can retain students as they matriculate from one school to the next.

Recommendations

Based on these findings and other factors influencing school enrollments over time, we outline three recommendations.

1. The Mayor should add demographic trends and enrollment patterns over time to current enrollment projection methodology to better align funding with actual enrollment.

Currently, enrollment projections for each LEA and school are largely based on historical enrollments. However, student populations and therefore patterns in enrollment may change over time. One example is that the population of ELLs in public schools in D.C. is increasing, and the use of historical enrollments alone will not accurately predict the number of EL students in D.C. schools. Another example is that the number of kindergarten students attending their in-boundary schools is increasing in some neighborhoods, leading to under-projections in enrollments in those schools. Instead of basing enrollment projections largely on historical enrollments, a predictive model could be used to determine the expected increase in the number of students based on demographic shifts over time. Enrollment projections could be adjusted to reflect a combination of both historical enrollments and forecasted changes in the population over time with funding commensurate with population.

It is also worth considering the geographic location of existing schools and feeder patterns in determining projections. Nearly 40% of public-school students attended the school that was closest to their homes. When students did not attend the school that was closest to their homes, students most frequently attended another school within their ward of residence, followed by a school in an adjacent ward. Similarly, feeder patterns also appeared to explain frequently observed school-to-school enrollment patterns. In summary, enrollment projection methodology could be strengthened by making use of a broader range of available data and information.

2. The Mayor and D.C. Council should adjust enrollment projection methodology to accommodate mid-year student mobility.

Findings indicate that some schools that were initially over-projected for enrollment as of October were actually under-projected for the net number of students served by May in the school year. In contrast, some schools that were initially under-projected for enrollment as of October were dramatically over-projected for the net number of students served by May. Moreover, the schools that took in the greatest share of students mid-year and after the October enrollment audit were DCPS schools serving the largest percentages of at-risk students. More research is needed to determine whether DCPS was adequately compensated for mid-year student mobility, and whether individual schools within DCPS were appropriately funded given the net number of students served throughout the school year. More research is also needed to understand what enrollment metric best represents the level of LEA funding needed to adequately fund schools for the students they serve.

   3. **The Mayor and D.C. Council should ensure equitable funding for schools
       serving the largest percentages of students classified by the District as at-risk
       and those experiencing high levels of student mobility.**

Enrollments declined over time for most schools serving the largest percentages of at-risk
students because many families chose to opt out of these schools. Whether in terms of demand
for schools in the My School DC Lottery, the percentages of students attending their in-
boundary DCPS schools, and distances traveled to attend schools, a recurring theme in this
report is that D.C. families systematically select away from schools serving large percentages of
at-risk students. Additional investments in schools serving large percentages of at-risk students
may be needed, given tendencies of the larger system to place these schools at a resource
disadvantage through school choice. Declining enrollments mean fewer resources (relatively
speaking) each year for schools serving the largest percentages of at-risk students.

Yet schools serving the largest percentages of at-risk students may conceivably need more, not
fewer, resources to meet the needs of their students. Importantly, students in these schools
experience the highest rates of student mobility compared with students in other schools.
Across all schools, 13% of students changed schools from one year to the next for reasons
other than matriculation. This percentage was 17% for at-risk students, 16% for students
attending schools in Ward 7, and 18% for students attending schools in Ward 8. Prior research
has linked high rates of student mobility with negative outcomes, such as lower graduation
rates, test scores, grades, attendance rates, and level of student engagement. More research is
needed to determine the appropriate level of supplemental funding needed for schools serving
students who may be affected by greater school or residential mobility.

Additional policies are needed to address the inequities that can result from longstanding
patterns of residential segregation and the more recent pattern of families selecting away from
schools serving the largest concentrations of at-risk students. If families perceive differences in
school quality for schools serving large percentages of at-risk students, why is that the case?
Prior research has pointed to a number of potential factors that may decrease demand for
schools serving large proportions of low-income students, including higher rates of teacher and
principal attrition, inadequate facilities, lack of materials and supplies, and poor school climate.
On the other hand, prior research has also highlighted the barriers for underserved families to
take advantage of school choice options to the same extent as middle- and upper-income white
families, even in choice-rich contexts. Future research could explore to what extent schools with
larger at-risk populations suffer from a lack of investment or are further disadvantaged in D.C.'s
current school choice system, and how policy levers could be used to help ensure a high-quality
education for all students in the District.

Study of Enrollment Projections for D.C.'s Public Schools: Demand, Mobility, & Other Factors Relating to Projection Accuracy

Introduction and purpose

The Office of the District of Columbia Auditor (ODCA) contracted with the Center for Research and Reform in Education (CRRE) at the Johns Hopkins University (JHU) to conduct a study of the errors in enrollment projections for D.C. public schools and their impact and to explore whether and how available data can better inform enrollment projections. CRRE is a research center affiliated with JHU's School of Education that specializes in K-12 program evaluations.

A recent report commissioned by the Office of the District of Columbia Auditor (ODCA) examined the accuracy of enrollment projections by the District of Columbia Public Schools (DCPS) and by charter local educational agencies (LEAs).[3] While the report found that enrollment projections were somewhat consistent with actual school enrollments, the report also found that errors in enrollment projections were greater in certain wards, in transition grades, and in schools with more student mobility or "churn." The report addressed only minimally how factors such as school demand, mobility, and closures and openings related to the accuracy of enrollment projections. In addition, the report did not address the accuracy of enrollment projections for specific student subgroups.

The primary purposes of this follow-up study were to:

- Identify factors related to enrollment projection errors for D.C. public schools, including errors for specific student subgroups (e.g., special education, ELL, and at risk).
- Explore factors related to school mobility and demand, both of which may affect a school's enrollment, and the resulting impact.

Why are enrollment projections important?

The District of Columbia determines funding for DCPS and charter LEAs using a formula that is based on the next-year enrollment projections. The formula allocates a per-pupil dollar amount to LEAs for each projected student, as well as for each student classification. Charter LEAs receive an additional per pupil facilities allotment based on next-year enrollment projections. Therefore, enrollment projections determine the operating budgets of DCPS and charter LEAs.

If charter LEAs' projections for the school year differ from the audited student enrollment on October 5, charter LEAs funding will be adjusted accordingly. This is possible because charter LEAs are funded in quarterly installments. There is currently no similar process to adjust DCPS funding if projections differ from audited enrollment. Therefore, enrollment projections are very consequential for DCPS.

Today LEAs and schools are not funded to serve all of their students if students enter after the October enrollment audit. This may be a problem particularly for schools that take in the

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[3] Office of the D.C. Auditor, A Study of Enrollment Projections for D.C.'s Public Schools: Assuring Accuracy and Transparency, September 28, 2018.

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greatest number of students after the October enrollment audit. As explained in the previous report, DCPS typically receives an additional 2% increase in its operating budget over the per-student allotment because students have historically disproportionately entered DCPS schools after October 5 relative to charter schools.[4] For example, by May in the 2017–18 school year, DCPS had gained about 1% of its initial student population, and charter LEAs collectively lost about 3% of their population.[5] Yet it is still unclear whether the 2% additional funding for DCPS was adequate per the Uniform Per Student Funding Formula (UPSFF) funding levels for the mid-year mobile students, especially if students were considered at-risk, or had special education or English language needs. This report does not determine exactly how much it would cost to offset mid-year student mobility because mid-year mobility at the individual student level was not available in the data, and such information would be needed to calculate the percentage increase necessary to ensure adequate funds per UPSFF levels.[6]

Accurately projecting school enrollment in the District is challenging due to a number of factors.[7] In addition to student mid-year mobility, there can be multiple school closures and openings in a given school year, with disproportionate impacts on underserved student groups. Students may also attend schools other than their in-boundary DCPS schools, including out-of-boundary or no-boundary DCPS schools and charter schools. Better understanding patterns in student mobility and school demand may inform how to improve enrollment projections. Finally, enrollment projections are accurate only to the extent that school enrollment is stable over time. Therefore, modeling changes in school enrollment over time may also help improve the accuracy of enrollment projections.

Methodology

The primary purpose of this study is to describe the enrollment patterns and identify correlates of errors in enrollment projections. As such, this study is descriptive in nature. While findings show trends in school demand and mobility and associations among variables, the findings should not be interpreted as being causal, or indicating that one thing caused another. Other factors not observed in this study may be the causes. Nevertheless, descriptive research can identify "socially important phenomena" and "point toward causal understanding and to the mechanisms behind causal relationships."[8]

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[4] 1. Office of the D.C. Auditor, A Study of Enrollment Projections for D.C.'s Public Schools: Assuring Accuracy and Transparency, September 28, 2018. 2. Office of the State Superintendent of Education (OSSE), Mid-Year Student Movement in DC, July, 2015.

[5] This calculation was based on UPSFF counts for the two sectors and mid-year mobility data from OSSE included in the School Report Card and STAR Framework Data for the 2017–18 school year.

[6] 2017-18 UPSFF.

[7] See A Study of Enrollment Projections for D.C.'s Public Schools: Assuring Accuracy and Transparency for more details on how enrollment projections are determined.

[8] Institute of Education Sciences, U.S. Department of Education, Descriptive analysis in education: A guide for researchers, 2017, p. i.

Data sources

Multiple data sources were compiled for this study:

- **Office of the State Superintendent of Education (OSSE) student-level enrollment and boundary data.** These files included student, school, grade level, demographic characteristics, home address, and in-boundary school information.
- **My School DC Lottery data.** These files contained the lottery applications for all students who entered the first round of the My School DC Lottery. The data were missing student identifiers and could not be linked with the student enrollment data. The files also included school-level summaries, such as school lottery preferences (e.g., sibling), waitlist lengths and the number of offers made, and the number of seats made available in the lottery.
- **School-level enrollment projections.** These files contained enrollment projections for all schools, by grade and for specific subgroups (e.g., special education).
- **School-level characteristics.** This data file contained school characteristics, such as demographics, location, grade levels, and enrollment.
- **OSSE publicly available data.** Information on the extent of mid-year mobility for each school was taken from the OSSE school report card data, which is publicly available and included school data from the 2017–18 school year.[9] Other data used for this study included OSSE enrollment audit and equity report data.

Most of the data files were available from the 2014–15 through 2017–18 school years, with the exception of the school-level enrollment projections. The school-level enrollment projections were available for the 2016–17 and 2017–18 school years, and the projections for specific subgroups (e.g., special education) were available only for both DCPS and charter LEAs in the 2017–18 school year.

Sample

     Student enrollment data. Students were retained in the sample if they were in grades PK–12 and enrolled in a public school in D.C. Students who were enrolled in juvenile detention centers or special education schools located outside of D.C. were not included in the study.

Table 1 displays the sample sizes and characteristics of the student sample and contrasts this sample with the publicly available student demographics for D.C. public schools. The sample for this study is nearly identical to the overall public-school student sample as identified by OSSE. One slight difference in the samples, however, is that this study does not include adult students or students in atypical grades, which explains the slight differences in percentages across the two samples.

D.C. public schools served a predominantly black student population. In the 2017–18 school year, around 71% of public-school students in D.C. in grades PK–12 were black, 16% were Latino, and 11% were both white and non-Latino. The percentage of white students is not consistent across school years or samples due to differences in how race/ethnicity variables

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[9] OSSE, School Report Card and STAR Framework Data, 2018.

were constructed each year. In the study sample for the 2015–16 school year, students were identified as being only one race or ethnicity, but in other school years, students could have been classified as more than one race or ethnicity.[10] In the publicly available citywide data, students were identified as being only one race or ethnicity.

Table 1: Sample characteristics for student enrollment data

	Study Sample				Public School Students in DC[11]			
	2014–15	2015–16	2016–17	2017–18	2014–15	2015–16	2016–17	2017–18
DCPS	57.7%	57.5%	56.1%	55.0%	55.7%	55.5%	53.9%	52.5%
Charter	42.3%	42.5%	43.9%	45.0%	44.3%	44.5%	46.1%	47.5%
Special ed.	13.1%	13.4%	13.7%	14.1%	13.1%	13.1%	13.4%	13.8%
ELL	8.9%	9.0%	9.5%	11.2%	8.8%	9.0%	9.4%	11.1%
At-risk	49.3%	48.6%	46.3%	46.2%	46.5%	45.9%	43.7%	43.7%
Black	76.1%	71.0%	72.1%	70.9%	71.0%	69.8%	68.1%	67.0%
White[12]	21.5%	10.3%	21.5%	22.0%	9.0%	9.7%	10.0%	10.0%
Latino	14.7%	15.1%	16.1%	16.4%	17.0%	17.0%	18.1%	19.0%
Other[13]	1.8%	3.6%	3.7%	4.1%	3.0%	3.5%	3.8%	4.0%
Grade PK3	6.8%	6.5%	6.6%	6.6%	6.3%	6.1%	6.2%	6.2%
Grade PK4	8.3%	8.5%	8.2%	8.2%	7.8%	8.0%	7.7%	7.7%
Grade K	9.1%	8.9%	8.9%	8.7%	8.5%	8.4%	8.4%	8.2%
Grade 1	8.8%	8.6%	8.4%	8.4%	8.2%	8.1%	7.9%	7.9%
Grade 2	8.3%	8.2%	8.0%	7.9%	7.8%	7.7%	7.6%	7.4%
Grade 3	7.3%	7.8%	7.7%	7.6%	6.8%	7.4%	7.3%	7.2%
Grade 4	6.5%	6.9%	7.4%	7.3%	6.2%	6.5%	6.9%	6.9%
Grade 5	6.0%	6.3%	6.5%	7.1%	5.6%	6.0%	6.1%	6.7%
Grade 6	5.7%	5.7%	5.9%	6.1%	5.4%	5.3%	5.5%	5.7%
Grade 7	5.5%	5.5%	5.4%	5.7%	5.2%	5.2%	5.1%	5.4%
Grade 8	5.7%	5.3%	5.3%	5.2%	5.3%	5.0%	5.0%	4.9%
Grade 9	7.7%	7.5%	7.3%	6.8%	6.8%	6.6%	6.4%	5.9%
Grade 10	5.2%	5.2%	5.3%	5.3%	4.7%	4.6%	4.7%	4.7%
Grade 11	4.8%	4.8%	4.7%	4.8%	4.2%	4.2%	4.1%	4.2%
Grade 12	4.2%	4.4%	4.2%	4.4%	3.7%	3.7%	3.7%	3.9%
TOTAL	79,725	82,322	84,898	86,179	85,403	87,344	90,001	91,322

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[10] Race and ethnicity were not mutually exclusive in all study years except for 2015–16. As a result, 49% of white students were also coded as "Hispanic/Latino" and 4% of black students were also coded as "Hispanic/Latino." Students who were coded as "Hispanic/Latino" were also coded white (68%) and black (17%). In the 2015–16, students were coded as being only one race or ethnicity. So, for example, percent white in the 2015–16 school year represented percent white and non-Latino.

[11] OSSE, Enrollment Audit Data, Equity Reports, and School Report Card and STAR Framework Data. Student race/ethnicity were coded as mutually exclusive categories in publicly available data.

[12] In 2015–16, the white category represented white and non-Latino. In all other school years, the white category included students that also identified as Latino or black.

[13] We constructed this variable to indicate students who were not black, white, or Latino.

NOTES—1. Special ed.=special education and ELL=English language learner. 2. In the study sample, student race and ethnicity variables were not mutually exclusive, except for in the 2015–16 school year. In the publicly available data, student race and ethnicity variables were reported in mutually exclusive categories.

Student lottery data. The My School DC Lottery is the online application that must be completed for students to attend:[14]

- Public charter schools
- Out-of-boundary or "citywide" DCPS schools (schools without zoned boundaries)
- PK3 or PK4 in any school, including the in-boundary DCPS school
- DCPS selective high schools

Students need not apply in the lottery if they are:

- Attending their in-boundary DCPS school for grades K–12
- Re-enrolling in a school[15]
- Matriculating to another school that is considered to be part of the feeder pattern for their previous school

All DCPS schools and the majority of D.C. public charter schools participate in the My School DC Lottery. There are a few public charter schools that do not participate in the My School DC Lottery and determine their admissions separately via their own lotteries.

The My School DC Lottery previously offered two rounds.[16] In the first round, interested students may list and rank up to 12 schools. Interested students are then matched with available seats using an algorithm that takes into account lottery preferences (e.g., in-boundary for zoned DCPS schools, sibling attending school, etc.). If students are not matched with their most preferred schools, students are placed on the waiting lists of these schools, even if they are matched with another school of lower ranking. In the second round of the lottery, students may re-apply for seats that are still available. Note that the most sought-after schools no longer have seats available during the second round of the lottery.

The lottery study sample included all PK–12 students who applied in the first round of the My School DC Lottery. Because linkages between student lottery and OSSE data were not available, we could not link lottery preferences with student demographic characteristics or school enrollment. Therefore, this study examines only lottery demand for specific schools by grade level.

Table 2 outlines the grade-level characteristics for the lottery applicants. Nearly 25% of lottery applicants were applying for a spot in PK3, and just under 40% of the lottery applicants were

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[14] My School DC Lottery, About My School DC.

[15] The only exception is for students who attended their in-boundary DCPS school and then moved their residence out-of-boundary the following year. The students must re-apply to the DCPS school via the My School DC Lottery as an out-of-boundary applicant.

[16] My School DC Lottery, FAQ.

applying for a spot in either PK3 or PK4. As previously mentioned, all students entering PK for the first time must apply in the lottery. While there is some overlap in the student lottery and enrollment samples in this study, not all lottery applicants ultimately enrolled in a D.C. public school. A recent report found that in the 2016–17 and 2017–18 school years, approximately 14% of lottery applicants did not enroll in any D.C. public school.[17] Further, not all public-school students enter the lottery. According to the same report, 69% of public-school students did not enter the lottery in the 2017–18 school year.

Table 2: Sample characteristics for student lottery data by grade and year

Grade	2014–15	2015–16	2016–17	2017–18
PK3	24.5%	24.2%	24.5%	23.4%
PK4	14.5%	14.7%	14.2%	13.5%
K	9.1%	8.9%	8.9%	9.1%
1	5.6%	6.1%	5.9%	5.4%
2	4.6%	4.8%	4.8%	4.3%
3	3.9%	4.4%	4.4%	4.2%
4	3.5%	3.9%	4.2%	4.1%
5	4.4%	4.1%	4.9%	4.7%
6	6.3%	6.8%	7.2%	8.5%
7	2.5%	2.4%	2.6%	3.0%
8	2.1%	2.0%	1.9%	2.1%
9	15.6%	13.5%	12.7%	13.8%
10	1.9%	2.3%	2.1%	2.0%
11	1.1%	1.3%	1.2%	1.3%
12	0.4%	0.5%	0.4%	0.5%
TOTAL	17,332	20,349	21,208	22,050

NOTE—This sample includes first-round lottery applicants only.

A maximum of 12 schools may be listed in each student's lottery application in the first round of the lottery. Although 12 schools may be listed for each student, an average of between 3–6 schools were listed for each student, depending on grade level. PK3 students listed more schools on average (5–6) than students in other grades, and high school students were the most selective, listing an average of between 3–4 schools, depending on grade level and year. Table 3 outlines the average number of schools included in each student's lottery application by grade level.

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[17] American Institutes for Research, *My School DC Lottery Program Evaluation of School Year 2017–18*, May 2018.

Table 3: Average number of schools included in each student's lottery application by grade and year

Grade	2014–15	2015–16	2016–17	2017–18
PK3	5	5	6	6
PK4	5	5	5	5
K	5	5	5	5
1	5	5	5	5
2	5	5	4	5
3	4	5	4	4
4	4	4	4	4
5	3	3	4	4
6	4	4	4	4
7	4	4	4	4
8	4	4	4	4
9	4	4	4	3
10	4	3	3	3
11	4	4	3	3
12	3	4	3	3

NOTE—This sample includes first-round lottery applicants only.

Findings

Part 1: Factors Relating to Enrollment Projection Errors

Because enrollment projections are determined using historical enrollment data, errors in enrollment projections are largely due to changes in school enrollment patterns over time. We therefore examined the relationship between projection errors and factors that may have related to shifts in school enrollments over time. These factors examined included:

- School mobility: To what extent were enrollment projection errors related to student mobility?
- Student demographics: Were schools with certain characteristics more or less likely to be under- or over-projected for enrollment? Did changes in student demographics over time relate to enrollment projection errors?
- School demand: To what extent did changes in school demand (defined in multiple ways) relate to errors in enrollment projections?
- School openings and closures: Did the opening or closing of a nearby school affect enrollment at existing schools and thus result in greater errors in enrollment projections?
- Distance to school: Did distance from home to school relate to enrollment projection errors?
- Grade-level retention: Did changes in grade-level retention rates over time relate to enrollment projection errors?
- In-boundary demand for kindergarten: Did changes in the patterns of students transferring back to their in-boundary DCPS school for kindergarten after attending

preschool in a different school relate to enrollment projection errors? This question can be addressed only for zoned DCPS schools.

To identify correlates of enrollment projection errors, we descriptively examined relationships between each factor and school-level enrollment projection errors. Then, we used statistical analyses to determine which factors (or interactions thereof) were the most important in explaining the variation in the enrollment projection errors. In the subsequent sections, we first discuss each potential correlate of projection errors and present descriptive findings. In the last section, we present the findings from the statistical analyses that determined which factors were the most predictive of the projection errors, controlling for everything else.

Visualizing enrollment projection errors. Prior to examining potential correlations of enrollment projection errors, we present graphs showing the degree of error in enrollment projections by student subgroup and sector. Enrollment projections were calculated for each subgroup as $percent\ error = \frac{projected - actual}{actual} * 100$. Thus, positive percentages reflect over-projections, and negative percentages reflect under-projections.

Projection errors by student subgroup. The following Figures 1–4 display what percent of DCPS and charter schools had over- or under-projections for each student subgroup in the 2017–18 and 2016–17 school years, starting with the most recent year first. Across the two school years, DCPS and charter LEAs were more likely to over-project enrollment in high school grades than in younger grades. In addition, the majority of DCPS and charter schools were under-projected for their numbers of special education and ELL students in the 2017–18 school year. Also, in the 2017–18 school year, the majority of DCPS schools were over-projected for their numbers of at-risk students, and the majority of charter schools were under-projected for their numbers of at-risk students.

Figure 1: Projection errors for DCPS schools in 2017–18 by student subgroup
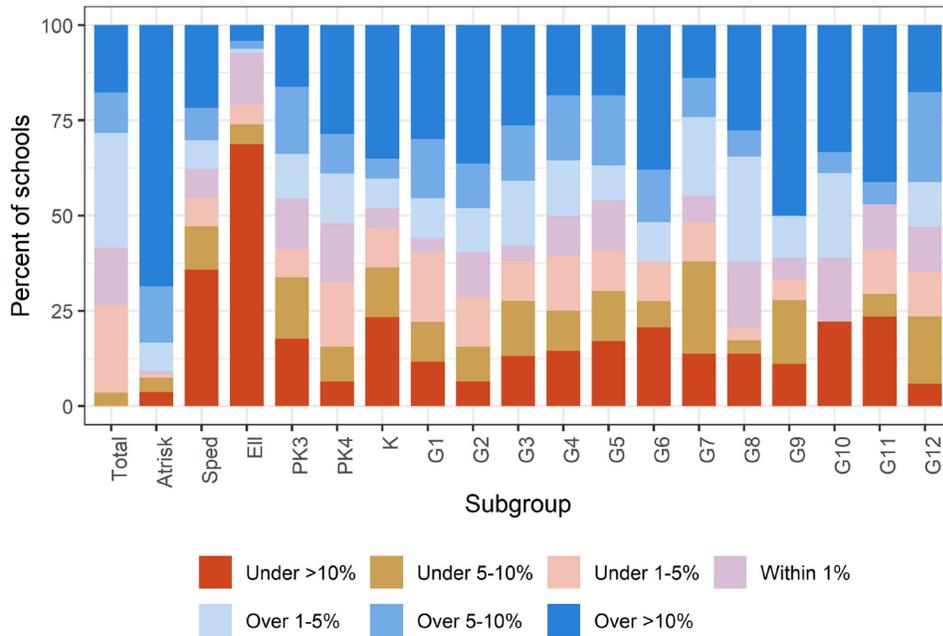
In 2017–18, DCPS over-projected overall and at-risk students, and under-projected special education and ELL students. DCPS over-projected the most for grades 2, 3, 6, 8, 9, and 10.

Figure 2: Projection errors for charter schools in 2017–18 by student subgroup
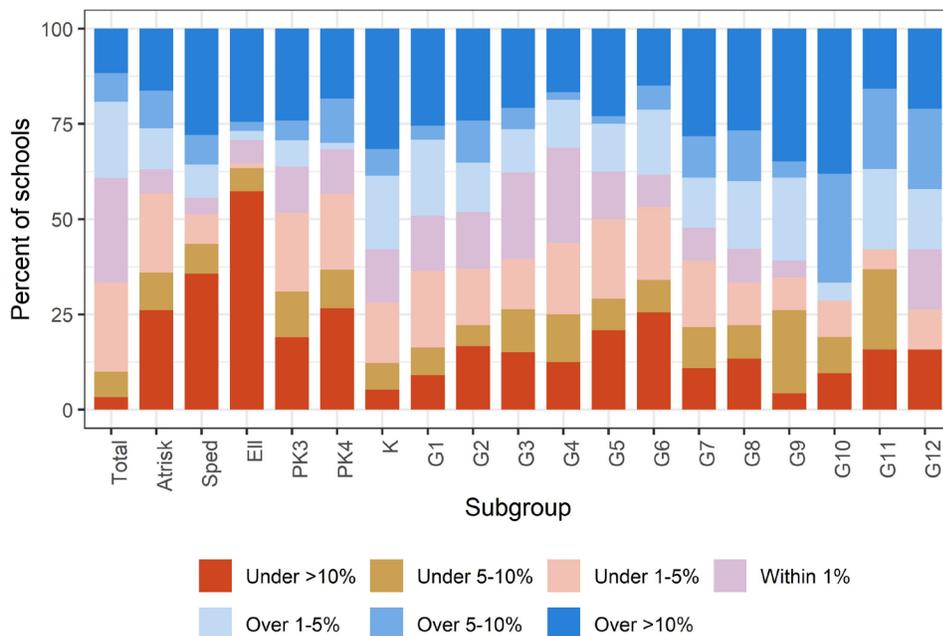
In 2017–18, charters under-projected at-risk, special education, and ELL students. Charters over-projected the most for grades K, 8, 9, 10, 11, and 12.

Figure 3: Projection errors for DCPS schools in 2016–17 by student grade
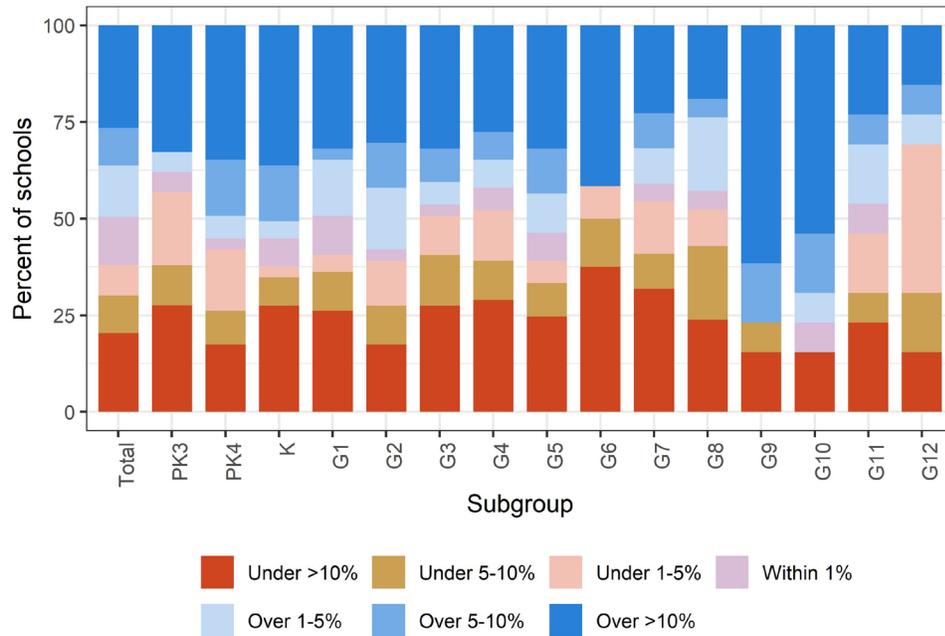
In 2016–17, DCPS over-projected the most for grades 2, 9, and 10, and under-projected the most for grades 6 and 12.

Figure 4: Projection errors for charter schools in 2016–17 by student grade
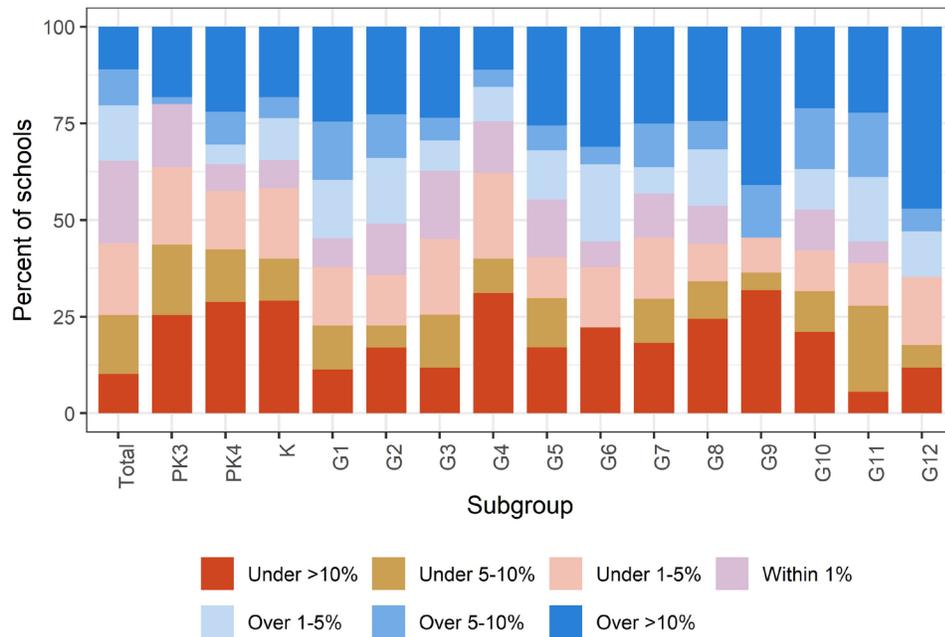
In 2016–17, charters over-projected the most for grade 12, and under-projected the most for grades PK3, PK4, K, and 4.

NOTE—Projections for specific subgroups (i.e., at-risk, ELL, and special education) were not available for charter LEAs in the 2016–17 school year.

Projection errors by ward. Next, Figures 5–8 show what percent of schools were over- or under-projected for enrollment in the 2017–18 and 2016–17 school years, by school ward and sector. For DCPS schools, enrollment projections were the most accurate for a greater percentage of schools in Wards 2, 3, and 6, as reflected in Figure 5. Enrollment projections were the most accurate when enrollments remained relatively stable over time, which occurred the most frequently in schools serving lower percentages of at-risk students. DCPS schools in Wards 2 and 3 served relatively low percentages of at-risk students, and DCPS schools in Ward 6 served percentages of at-risk students ranging from 2% to 78%.

There were no charter schools in Ward 3 and only two charter schools in Ward 2, as shown in Figure 6. Enrollment projections were the most accurate for a greater percentage of charter schools in Wards 5, 7, and 8. There was more variability in the accuracy of enrollment projections for schools in other wards, depending on school year and sector. Charter schools in Wards 4 and 5 served the lowest percentages of at-risk students, ranging from 6–58% for charter schools in Ward 4 and 4–66% for charter schools in Ward 5. Charter schools in Wards 7 and 8 served the greater percentages of at-risk students, ranging from 43–76% for charter schools in Ward 7 and 52–80% for charter schools in Ward 8.

These findings by ward are mostly consistent with those identified in the earlier report.[18] Differences in findings can be partly explained by the previous report's aggregation of errors across multiple years, whereas this report displays errors for each school year separately.

Figure 5: Projection errors for DCPS schools in 2017–18 by school ward

In 2017–18, DCPS over-projected the most in Wards 1, 4, 5, 7, and 8, and under-projected the most in Ward 2.

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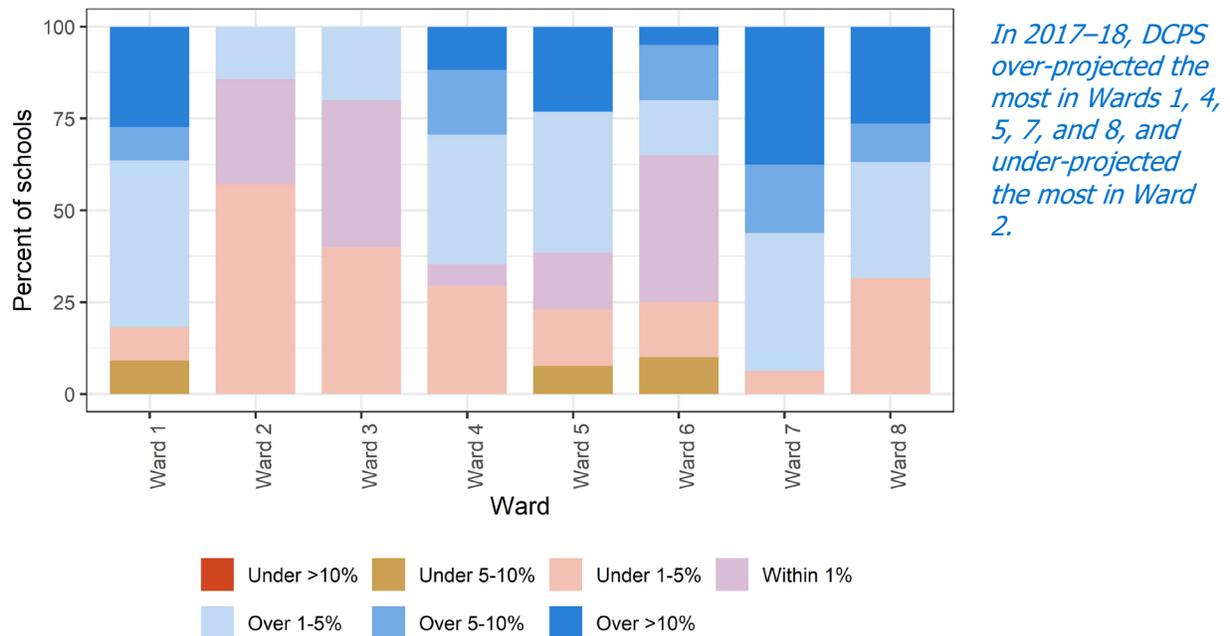
[18] Office of the D.C. Auditor, A Study of Enrollment Projections for D.C.'s Public Schools: Assuring Accuracy and Transparency, September 28, 2018.

Figure 6: Projection errors for charter schools in 2017–18 by school ward
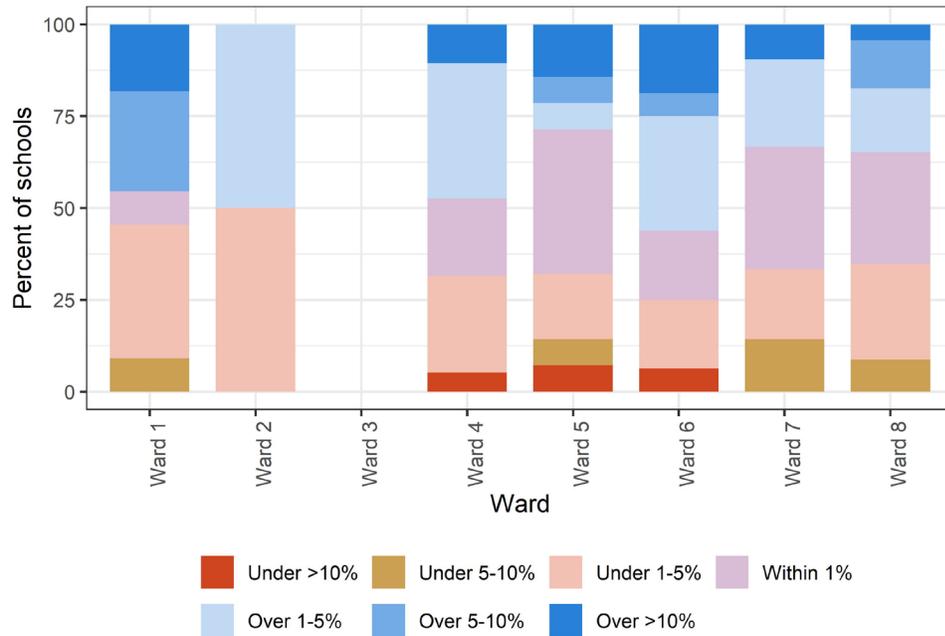
In 2017–18, charters did not substantially over- or under-project in any particular ward.

NOTE—There were no charter schools in Ward 3.

Figure 7: Projection errors for DCPS schools in 2016–17 by school ward
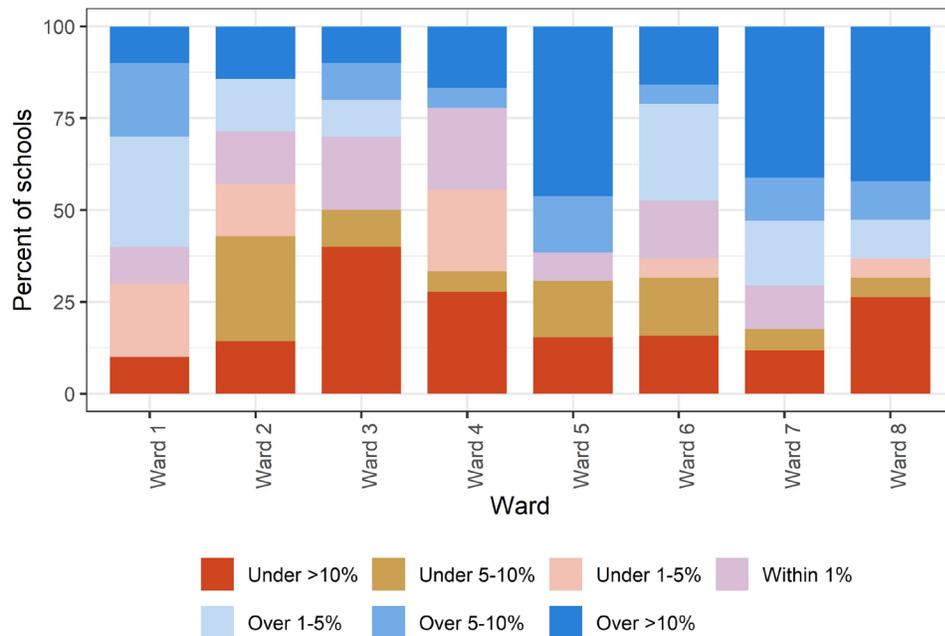
In 2016–17, DCPS over-projected the most in Wards 5, 7, and 8, and under-projected the most in Ward 2.

Figure 8: Projection errors for charter schools in 2016–17 by school ward

In 2016–17, charters under-projected the most in Ward 4.
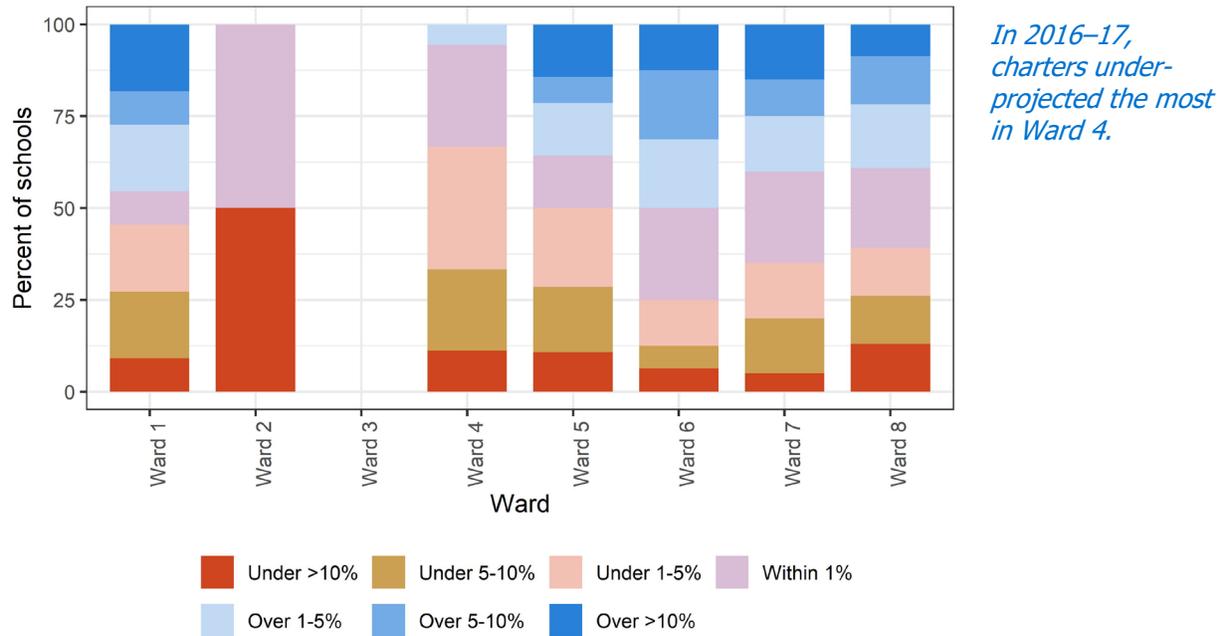
NOTE—There were no charter schools in Ward 3.

Projection errors and changes in school enrollments over time. Enrollment projections are largely determined based on enrollment trends in past school years. Therefore, any changes in school enrollments over time should yield errors in enrollment projections.

Figure 9 shows that most schools with declining enrollments were over-projected for enrollment in the following school year (top left quadrant), and most schools with increasing enrollments were under-projected for enrollment (bottom right quadrant). The one exception was that enrollment projections for DCPS schools in the 2016–17 school year did not appear to follow this pattern. Some DCPS schools in 2016–17 were over-projected for enrollment despite increasing enrollment over time (top right quadrant), and some DCPS schools were under-projected for enrollment despite decreasing enrollment over time (bottom left quadrant). Notwithstanding this exception, factors that relate to increases or decreases in school enrollments over time may also relate to errors in enrollment projections.

Figure 9: Projection errors and changes in enrollments by school year and sector

In all but the top right quadrant, there is a downward trend indicating that increasing enrollments lead to over-projections and decreasing enrollments lead to under-projections.
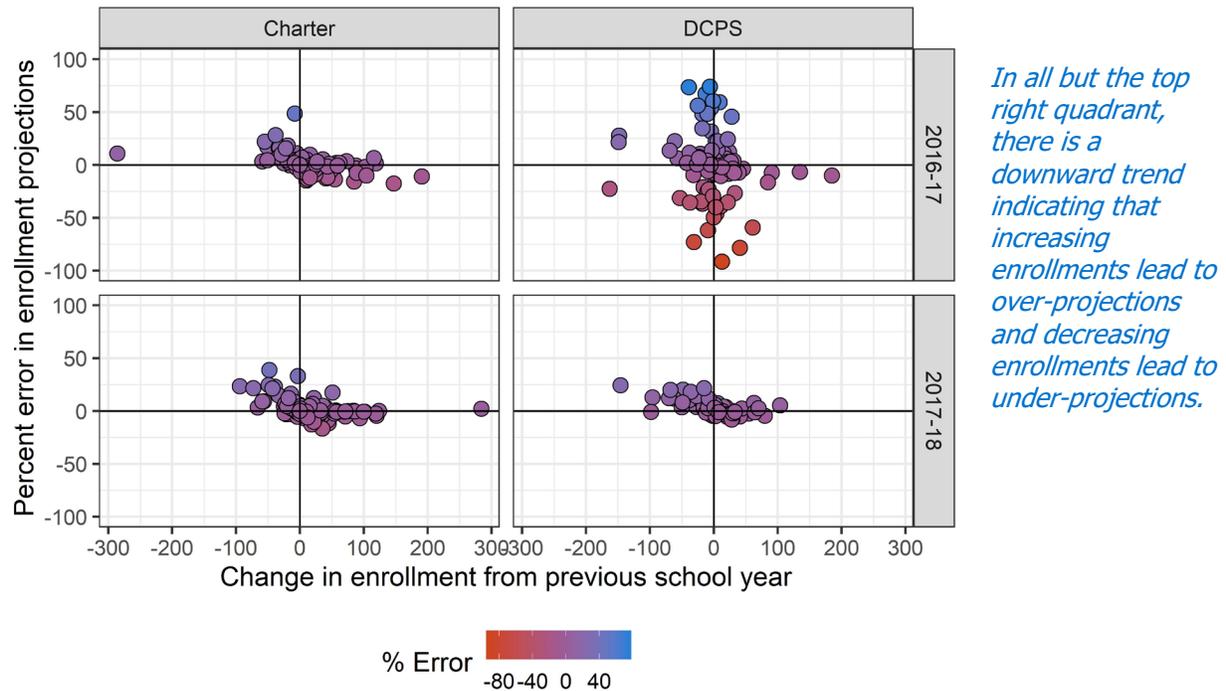
NOTE—Schools with enrollment projection errors greater than 100% were outliers and excluded from the figure. These included five DCPS schools in 2016-17, two charter schools in 2017-18, and one DCPS school in 2017-18.

Summary of Findings

- DCPS and charter high schools were more likely to be over-projected for enrollment compared with elementary and middle schools.
- Enrollment projections were the most accurate for DCPS schools in Wards 3 and 6. DCPS schools in Ward 2 were the most under-projected for enrollment. DCPS schools in Wards 5, 7, and 8 were the most over-projected for enrollment.
- The majority of DCPS and charter schools were under-projected for their numbers of special education and ELL students.
- The majority of DCPS schools were over-projected for their numbers of at-risk students, while the majority of charter schools were under-projected for their numbers of at-risk students.
- Changes in school enrollment over time, i.e. a lack of stability in enrollment, related to errors in school enrollment projections.

Student mobility. Another potential factor explaining errors in enrollment projections is student mobility. On this point, the previous report found that student mobility was the most important predictor of enrollment projection errors for DCPS schools.[19] In this report, we further

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[19] Office of the D.C. Auditor, A Study of Enrollment Projections for D.C.'s Public Schools: Assuring Accuracy and Transparency, September 28, 2018.

explore both mid-year and year-to-year mobility as possible correlates of enrollment projection errors. We used the following metrics of student mobility:

- Mid-year exit rate: Using the data in the OSSE school report card data, the number of students who exited the school from October to May (represented by a negative number) divided by the enrollment in October, multiplied by 100.
- Mid-year entry rate: Also using data from the OSSE school report card data, the number of students who entered the school from October to May divided by the enrollment in October, multiplied by 100.
- Mid-year net rate: A combination of the two previous variables, the net number of students gained or lost by May divided by the enrollment in October, times 100.
- Year-to-year mobility: Defined as the sum of the number of students who left or entered the school in non-entry and non-matriculating grades divided by the number of students who remained in the school from one year to the next, times 100. The non-entry and non-matriculating grades were first determined for each school; the minimum grade was the entry grade, and the maximum grade was the matriculating grade.

Mid-year mobility. We first examine the relationships between mid-year student mobility metrics and school characteristics. Mid-year student mobility in terms of students exiting the school after the October enrollment was greater in schools serving larger percentages of at-risk students, and this was true in both sectors. Figure 10 shows the percentage of students who left their schools after the October enrollment audit in the 2017–18 school year. Recall that the exit rate is a negative number.

Figure 10: Relationship between mid-year exit rates and percentage at-risk in 2017–18 by sector

Larger percentages of students left schools mid-year in schools serving larger percentages of "at-risk" students.
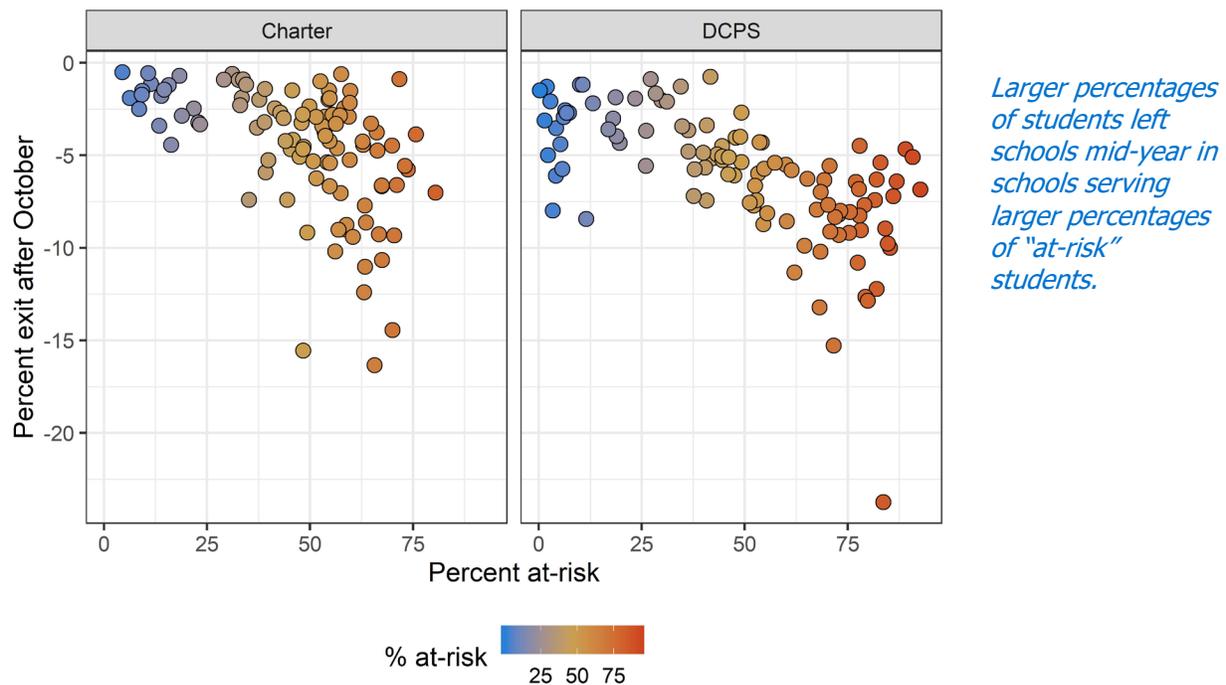
NOTES—1. The mid-year exit rate was correlated with the percentage of at-risk students at -.46 ($p<.001$). 2. Goodwill Excel Center was excluded from the graph because it was an outlier with an exit rate of -71.5%.

There were sector differences, however, in terms of mid-year entry, or the percentages of students entering the school after the October enrollment audit, as shown in Figure 11. DCPS schools enrolled substantially larger percentages of students after the October enrollment audit, relative to charter schools. One explanation for this is that zoned DCPS schools must accept in-boundary students regardless of when during the school year the students decide to enroll. Moreover, DCPS schools serving greater proportions of at-risk students had a greater influx of students entering the school after the October enrollment than schools serving lower proportions of at-risk students.

Figure 11: Relationship between mid-year entry rates and percentage at-risk in 2017– 18 by sector

Larger percentages of students entered schools mid-year in schools serving larger percentages of "at-risk" students, but mainly for DCPS schools.
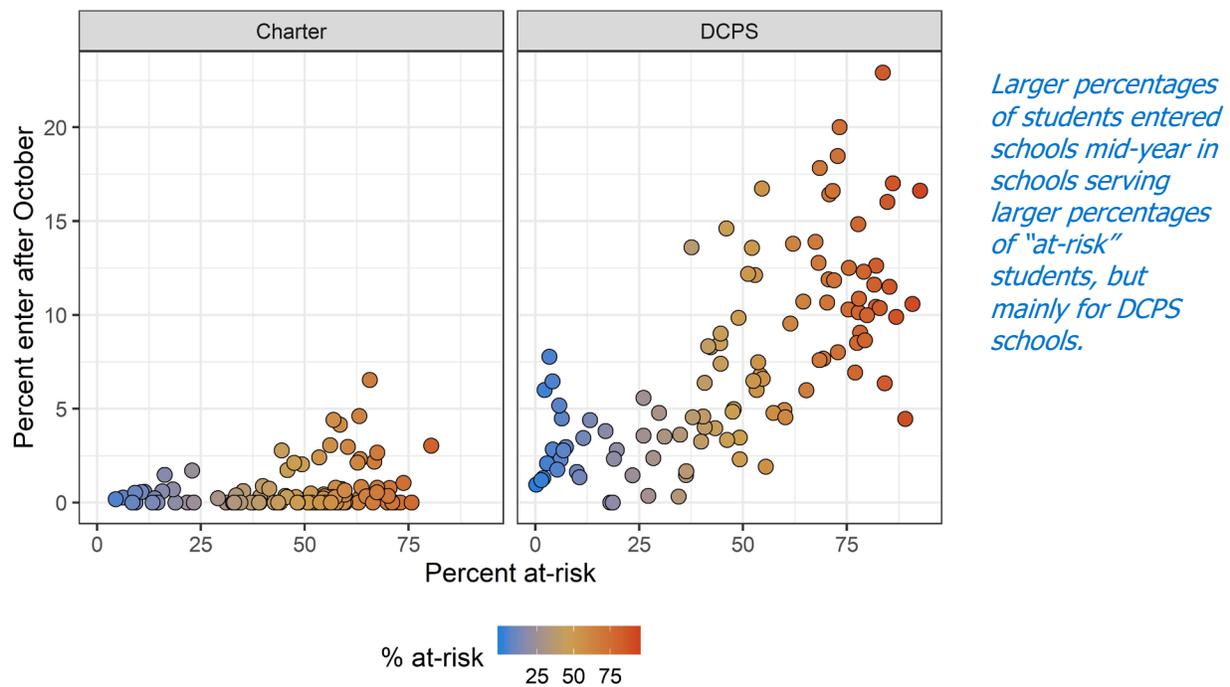
NOTES—1. The correlation between mid-year entry rates and the percentage at-risk was .70 ($p<.001$) for DCPS schools and .31 for charter schools ($p<.01$). 2. Goodwill Excel Center was excluded from the graph because it was an outlier with an entry rate of 62.3%.

Figure 12 shows the net change in students entering and exiting schools after the October enrollment audit. For charter schools, the net change was negative for the majority of schools, particularly for charter schools serving large proportions of at-risk students. This finding indicates that while charter schools both gained and lost students mid-year, virtually all charter schools experienced a net loss of students mid-year. For DCPS schools, the net change for most schools was positive and largest for schools serving large proportions of at-risk students. This finding is consequential for these DCPS schools, given that their school budgets (and therefore staffing levels) are largely based on projected October enrollment. Again, student-level data on mid-year mobility would be needed to determine if the students entering and exiting mid-year

were more likely to be considered at-risk themselves or have special education needs. However, DCPS schools receiving greater percentages of students mid-year were more likely to have higher concentrations of at-risk students.

Figure 12: Relationship between mid-year net rates and percentage at-risk in 2017–18 by sector

DCPS schools serving the largest percentages of "at-risk" students experience the biggest net gains mid-year in student enrollment.
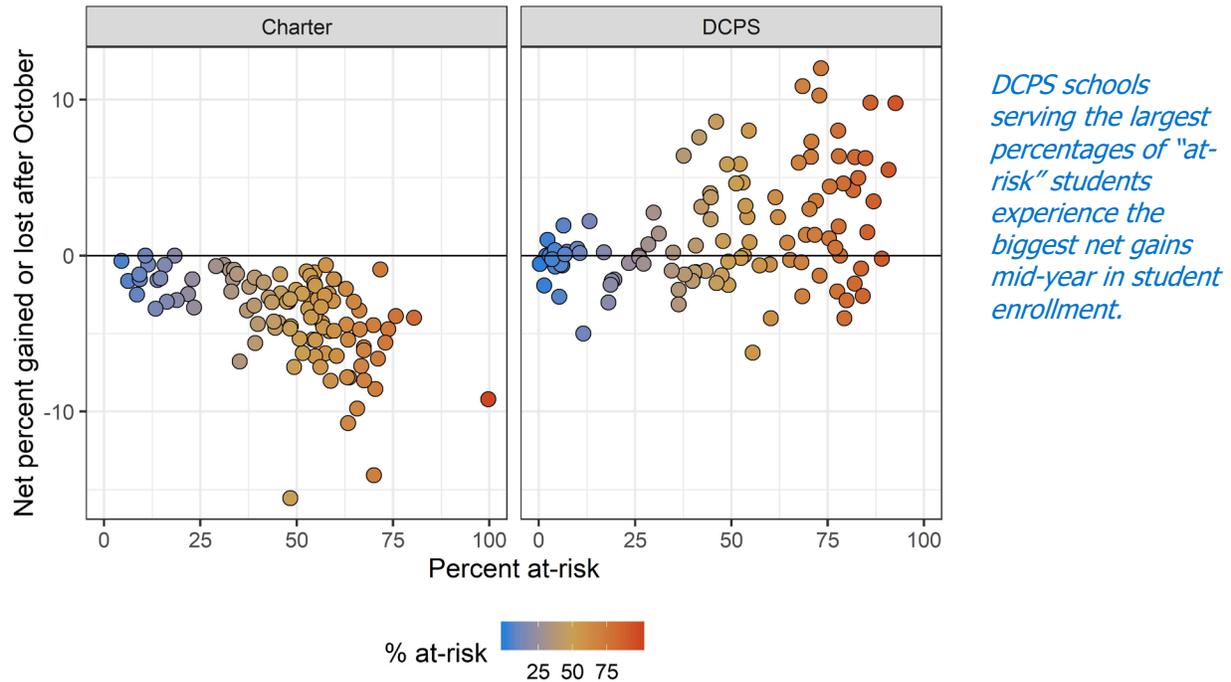
To what extent did LEAs receive adequate funding for the students that they ultimately served? We cannot determine exactly how much it would cost to offset mid-year mobility because we cannot track mid-year mobility at the individual student level in the data, and such information would be needed to calculate the percentage increase necessary to ensure adequate funds per UPSFF levels.[20]

However, for the 2017–18 school year, DCPS schools were over-projected for enrollment by 3.1% when considering October enrollment, yet were over-projected by 2.3% when considering May enrollment. Charter schools collectively were over-projected for enrollment by 2.2% in terms of October enrollment, but were over-projected by 5.5% in terms of May enrollment. In terms of numbers of students, this means that DCPS was over projected by 1,495 students relative to October enrollment but had gained a net total of 357 additional students at the time of May enrollment. Charter schools were over-projected by 968 students relative to October enrollment but had lost 1,343 students at the time of May enrollment. Note, however, that these numbers were aggregated across all DCPS and charter schools, and that individual schools had varying rates of projection errors. In addition, as these are net differences, they are not reflective of the total number of students served, particularly in DCPS schools in which some students had multiple exits and entries during a single school year. This finding about net

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[20] 2017-18 UPSFF.

differences between May enrollment and October projections, however, underscores the importance of considering mid-year mobility in LEA enrollment projections. Table 4 shows the projected and actual enrollments by sector.

Table 4: Projected versus actual enrollments as of October and May in the 2017–18 school year by sector

Sector	Projected	Actual as of October	Actual as of May
DCPS	49,538	48,043	48,262
Charter LEAs	44,361	43,393	36,968

When examining enrollment projections for each school based on May, as opposed to October, enrollment, we found that some schools were under-projected for the net number of students they served in the 2017–18 school year. This finding implies that even more schools were likely under-projected for the total number of students they served during the school year. As shown in Table 5 below, some schools that were over-projected for their October enrollment were under-projected based on their May enrollment, and vice versa. Schools that were over-projected according to October enrollment and under-projected according to May enrollment were all DCPS schools, except for Kingsman Academy. To the extent that LEAs fund individual schools according to their October enrollments, care and accuracy are needed to ensure that schools are each funded appropriately to support all students they serve during the school year.

Table 5: Schools with differences in over versus under projections based on October versus May enrollment in 2017–18

School	% over/under-projected based on Oct. enrollment	% under/over-projected based on May enrollment
Payne Elementary	+1	-7
Kingsman Academy	+5	-6
Garrison Elementary	+1	-5
Langley Elementary	+3	-4
Malcolm X Elementary	+2	-4
Kramer Middle	+6	-3
Whittier Education Campus	+2	-3
Smothers Elementary	+3	-3
Ballou STAY	-2	+50
SEED	-2	+10
Goodwill Excel	-2	+8
AppleTree Columbia Heights	-1	+6
Cesar Chavez Parkside	-3	+6
Friendship Tech Prep Middle	-1	+5
Cesar Chavez Public Policy	-3	+4
KIPP College Prep	-3	+3
Center City Congress Heights	-4	+3
Creative Minds	-1	+3

School	% over/under-projected based on Oct. enrollment	% under/over-projected based on May enrollment
DC Scholars	-1	+3
Children's Guild	-2	+3

NOTE—Only schools that differed in terms of being over- or under-projected based on their October and May enrollments were included in this table. Additionally, only schools that were under or over-projected by more than three percent according to their May enrollment were included in this table.

Year-to-year mobility. In both sectors, year-to-year mobility was related with school demographics, specifically the percentages of black students and students classified as at-risk in the school, as shown in Figure 13. The pattern appeared to be that schools serving greater proportions of black and at-risk students experienced higher year-to-year mobility than schools serving lower proportions. Additionally, a few charter schools and one DCPS school had particularly high year-to-year mobility, but there did not appear to be any pattern in terms of ward or grade levels served for these schools with very high student mobility.

Figure 13: Relationship between year-to-year-mobility from 2016–17 to 2017–18 and percentage at-risk in the school in 2017–18 by sector
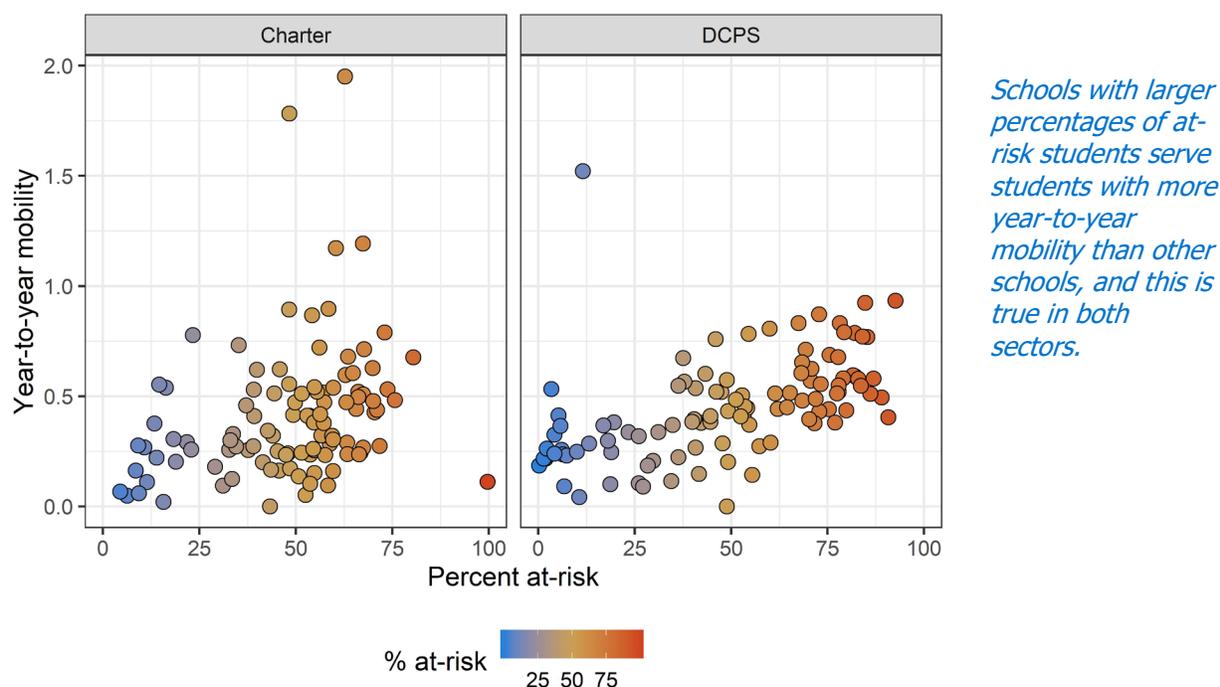
Schools with larger percentages of at-risk students serve students with more year-to-year mobility than other schools, and this is true in both sectors.

NOTE—The correlation between year-to-year mobility and the percentage of black students in the school was .30 ($p<.001$), and .39 ($p<.001$) for the percentage of at-risk students in the 2016–17 and 2017–18 school years.

We replicated the previous report's finding that year-to-year mobility was related to enrollment projection errors for DCPS schools—as determined by October enrollments—yet the correlation was small at .22 ($p<.05$). The direction of the correlation indicates that DCPS schools with higher year-to-year mobility were slightly more likely to be over-projected for enrollment. When

we further explored this association, we found that one reason for the small correlation is that it represented an underlying relationship between high year-to-year mobility and the percentage of at-risk students in the school. That is, DCPS schools with high year-to-year mobility were also those serving the largest proportions of at-risk students, and enrollments in these schools largely declined over time, resulting in greater enrollment projection errors (see Figures 14–16). We did not find a relationship between year-to-year mobility and errors in enrollment projections for charter schools, which is consistent with the previous report's findings. One implication of this finding is that schools with declining enrollments may receive fewer and fewer resources each year, yet in some cases, student populations at these schools are constantly changing due to greater student mobility. Schools with highly mobile student populations may need more resources to support students, both academically and socially emotionally.[21]

Figures 14–16 show that in general, enrollments declined over time for schools serving very large percentages of at-risk students in most cases. The relationship between enrollment over time and percentage at-risk was stronger in DCPS schools than in charter schools. However, the fact that nearly all schools serving at least 75% at-risk students were DCPS schools likely drives this difference in the strength of this relationship in the charter sector versus DCPS. The majority (64%) of schools serving at least 75% at-risk students declined in enrollment over time, while 95% of schools serving 25% at-risk students or fewer increased in enrollment over time. For schools that served between 25–75% at-risk students, 58% increased in enrollment over time and 42% experienced declining enrollments over time. Declining enrollments mean fewer resources each year for schools serving the largest percentages of at-risk students.

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[21] 1. Center for Research on the Education of Students Placed At Risk, Johns Hopkins University, Patterns of Urban Student Mobility and Local School Reform, October, 1996. 2. Gasper, DeLuca, and Estacion, Switching Schools: Revisiting the Relationship Between School Mobility and High School Dropout, *American Educational Research Journal*, 2012. 3. Lleras and McKillip, When children move: Behavior and achievement outcomes during elementary school, *Journal of Educational Research*, 2017. 4. Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, School Mobility in the Early Elementary Grades: Frequency and Impact From Nationally-Representative Data, June, 2009.

Figure 14: Change in enrollment from 2017–18 to 2014–15 for elementary schools by sector
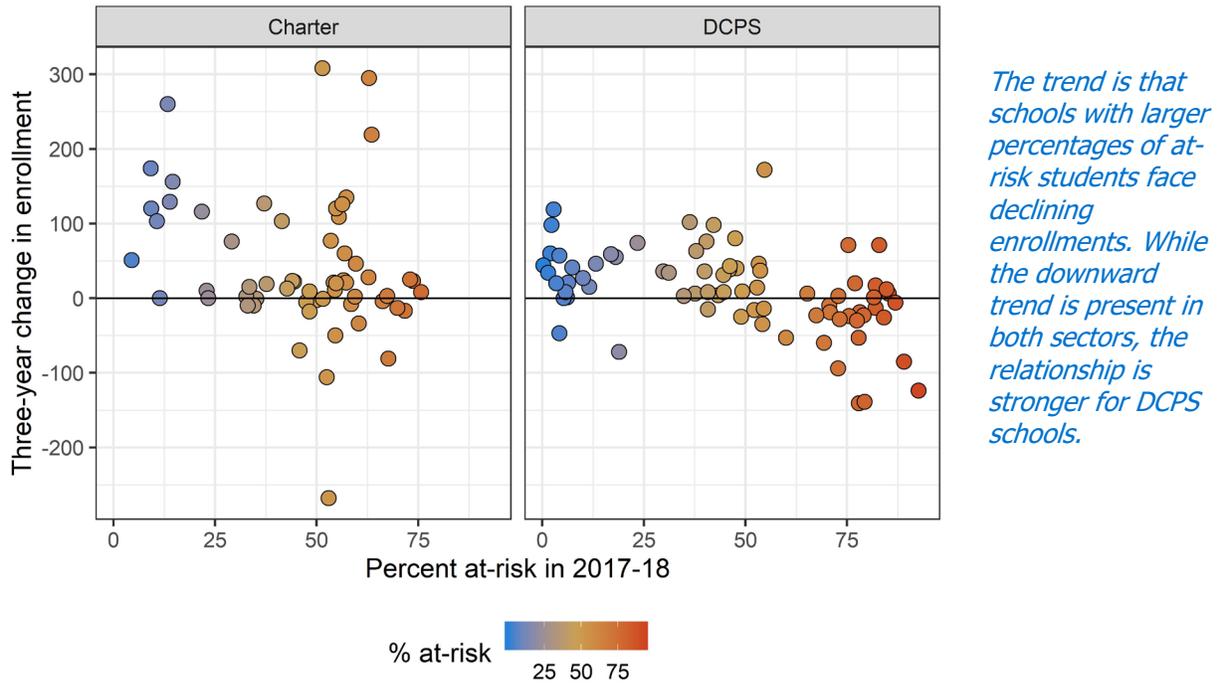
The trend is that schools with larger percentages of at-risk students face declining enrollments. While the downward trend is present in both sectors, the relationship is stronger for DCPS schools.

NOTE—The correlation between the three-year change in enrollment and percent at-risk for elementary schools was -.25 ($p<.10$) in charter schools and -.45 ($p<.001$) in DCPS schools.

Figure 15: Change in enrollment from 2017–18 to 2014–15 for middle schools by sector
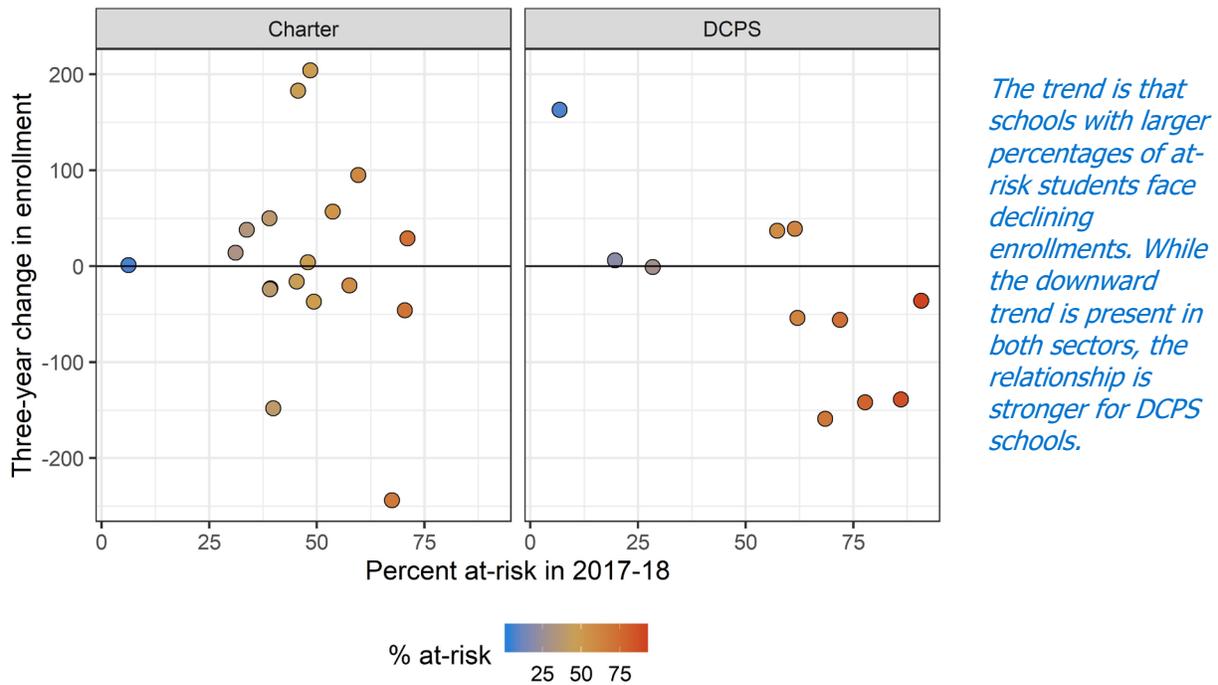
The trend is that schools with larger percentages of at-risk students face declining enrollments. While the downward trend is present in both sectors, the relationship is stronger for DCPS schools.

NOTE—The correlation between the three-year change in enrollment and percent at-risk for middle schools was -.14 (not significant) in charter schools and -.73 ($p<.05$) in DCPS schools.

Figure 16: Change in enrollment from 2017–18 to 2014–15 for high schools by sector
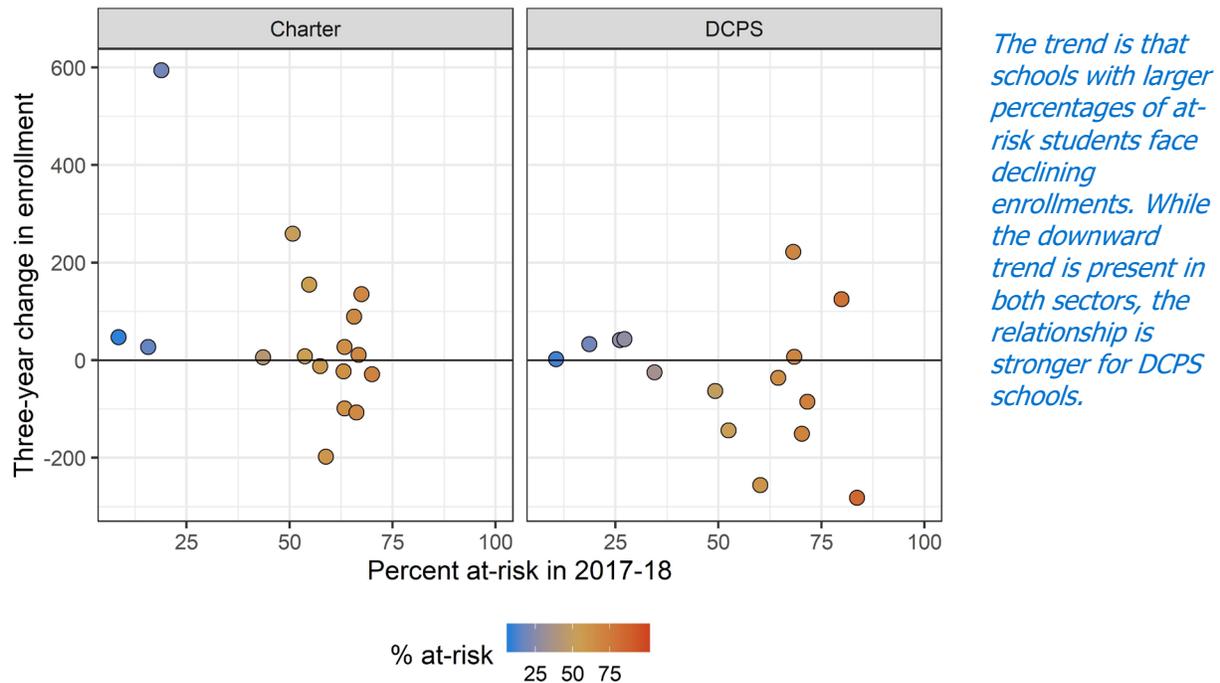
The trend is that schools with larger percentages of at-risk students face declining enrollments. While the downward trend is present in both sectors, the relationship is stronger for DCPS schools.

NOTE—The correlation between the three-year change in enrollment and percent at-risk for high schools was -.44 (p<.10) in charter schools and -.26 (not significant) in DCPS schools. The non-statistical significance of the p-value for the correlation for DCPS high schools is largely due to the small sample size.

Summary of Findings

- Enrollments declined over time for schools serving very large percentages of at-risk students in most cases. Declining enrollments mean fewer resources each year for schools serving the largest percentages of at-risk students.
- Yet schools serving greater proportions of at-risk and black students experienced higher year-to-year student mobility than schools serving lower proportions, and this was true in both sectors. Schools with highly mobile student populations may need more resources to support students, both academically and socially emotionally.
- Mid-year mobility may be important to consider to accurately project LEA and school enrollments as well as to adequately fund schools. Virtually all charter schools experienced a net loss of students mid-year. For DCPS, the net change for most schools was positive and largest for schools serving large proportions of at-risk students.

School demographics. As discussed in the previous section, schools serving large proportions of at-risk students faced declining enrollments. We now explore to what extent other school characteristics related to projection errors:

- Percent special education: The percentage of students in the school who received special education services and had individualized education plans (IEPs).

- Percent ELL: The percentage of students in the school who were classified as being a non-native English speaker and an ELL.
- Percent at-risk and special education: The percentage of students in the school who were flagged as both at-risk and special education.
- Percent at-risk and ELL: The percentage of students in the school who were flagged as both at-risk and ELL.
- Percent special education and ELL: The percentage of students in the school who were flagged as both special education and ELL.

Changes in student demographics over time. We examined student demographic changes over time and whether these changes related to projection errors using October enrollment audit data. From 2014–15 to 2017–18, the largest demographic changes over time were the reduction of at-risk students by 5.5 percentage points in DCPS, the increase in ELL students by 3.9 percentage points in DCPS, and the increase in special education students in the charter sector by 2.3 percentage points. The charter sector remained more stable over time than DCPS in the percentage at-risk and ELL, and DCPS remained more stable over time than the charter sector in percentage special education. Moreover, according to October enrollment audit data, the at-risk student population largely remained the same over time for D.C., but the number of at-risk students in DCPS declined from 22,795 in 2014–15 to 20,901 in 2017–18, while the number of at-risk students in charter schools increased from 16,519 in 2014–15 to 18,922 in 2017–18. Figure 17 shows the sector-wide changes in student demographics over time, although there was more variation among schools within each sector.

Figure 17: Student demographic changes over time from the 2014–15 to 2017–18 school years by sector
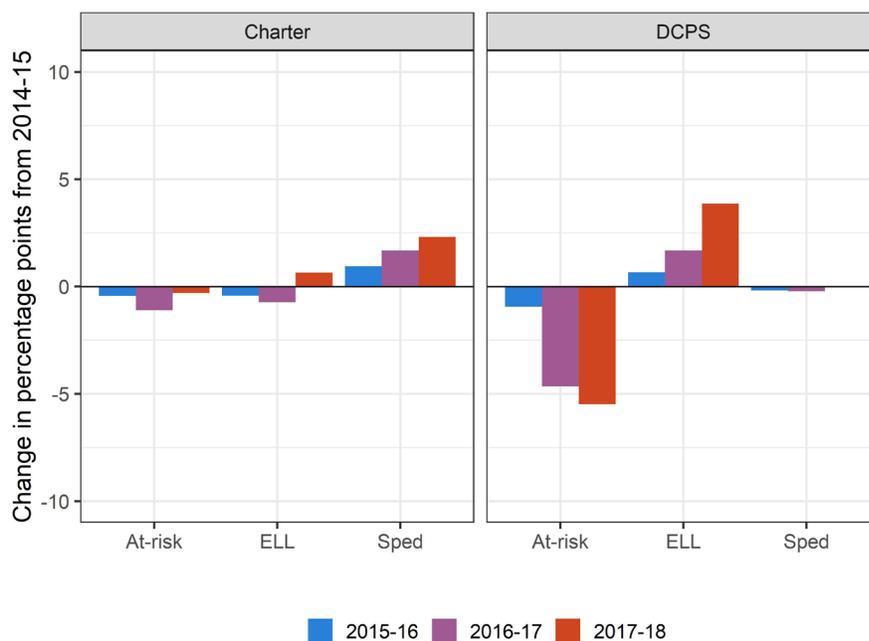
NOTES—1. Sped=special education. 2. OSSE revised the identification process for ELL students prior to the 2017–18 school year, which may have contributed to shifts in system demographics between the 2016–17 and 2017–18 school year.[22]

In terms of how these student characteristics related to student race or ethnicity in D.C., in the 2017–18 school year, at-risk students were predominantly black (87%), with smaller percentages of at-risk students identifying as Latino (14%) or white (9%).[23] ELL students were predominantly identified as Latino (76%), and 23% were also identified as black and 58% as white. Eighty percent of special education students were identified as black, 19% Latino, and 19% white.

Total projection errors and student demographics. Of all the student demographics examined, the percentage at-risk was the most strongly correlated with enrollment projection errors for DCPS schools. Consistent with the findings from the previous section, the percentage at-risk in a DCPS school was positively correlated with enrollment projection errors, indicating that DCPS schools serving large proportions of at-risk students were more likely to be over-projected for enrollment, whereas DCPS schools with small proportions of at-risk students were more likely to be under-projected.[24] There was no statistically significant correlation between percentage at-risk and overall enrollment projection errors in charter schools, yet the schools serving the largest proportions of at-risk students were DCPS schools. Even though the DCPS and charter sector had relatively similar percentages of at-risk students overall (46.2% for DCPS and 43.7% for charter), 24 out of the 27 schools serving 75% at-risk students or more were DCPS schools, and three were charter schools, when excluding students in atypical (e.g., adult) grades.

For charter schools, the percentage of students who were both at-risk and special education was related to enrollment projection errors, however. The correlation appeared to be driven by outlier charter schools serving large proportions of at-risk and special education students. When these five schools were removed, there was no longer a statistically significant correlation between percent at-risk and special education and projection errors. In other words, charter schools serving large proportions of both at-risk and special education students were generally over-projected for enrollment. The percentage of both at-risk and special education was also positively correlated with enrollment projection errors for DCPS when outliers were removed, but the correlations were not as large as those with percentage at-risk only. Figure 18 shows the relationship between projection errors and percent at-risk and special education, with the schools serving greater than 20% both at-risk and special education in each school year demarked.

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[22] Public Charter Enrollment Projection Methodology presented at the Public Charter School Board meeting in January of 2018. Approximately 400 charter students and 500 DCPS students were identified as ELL in 2017–18 who were not identified as ELL in 2016–17. This was an increase from previous years, when about 200 students in the charter sector and 350 students in DCPS went from non-ELL to ELL in consecutive years.

[23] The race categories were not mutually exclusive as some students were coded with more than one race or ethnicity. Fifty-one percent of white students were not "Hispanic/Latino" and 96% of black students were not "Hispanic/Latino."

[24] The correlation between percentage "at-risk" and projection errors was .23 ($p<.05$) in 2016–17 and .41 ($p<.001$) in 2017–18 for DCPS schools.

Figure 18: Relationship between enrollment projection errors and percentage both at-risk and special education by year and sector
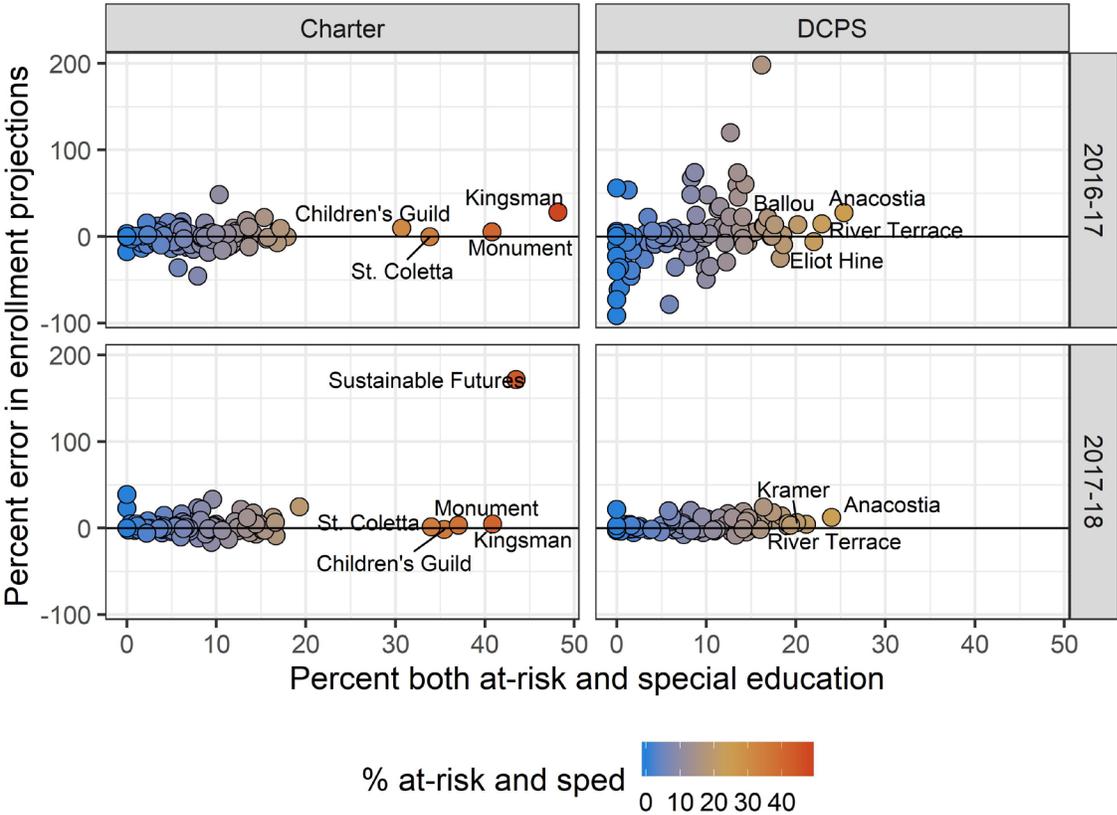
NOTE—McKinley MS, MacFarland, and Kramer were excluded from the 2016–17 graph, and Rocketship Legacy Prep and CHOICE Academy were excluded from the 2017–18 graph because they had projection errors greater than 200 percent. These schools did not serve student populations where greater than 20% were classified as both at-risk and special education.

Projection errors for at-risk subgroup only. LEAs also provide projections for specific student subgroups, including "at-risk," special education, and ELL students because the funding formula allocates additional weights for these student subgroups. Examining the projection errors for the at-risk student subgroup only, approximately 38% of charter schools and 91% of DCPS schools over-projected their at-risk enrollment for the 2017–18 school year, while 8% of DCPS schools and 59% of charter schools under-projected their enrollment of at-risk students. For charter schools, percent both at-risk and special education most strongly predicted the projection errors for the at-risk subgroup, but the correlation appeared to be driven by the few charter schools that served large proportions of both at-risk and special education students that were also over-projected for enrollment.

For DCPS schools, percent at-risk most strongly predicted the projection errors for the at-risk subgroup. Yet DCPS schools with few at-risk students were more likely to have both under- and over-projections of at-risk, and at-risk projections for DCPS schools serving larger proportions of at-risk students appeared to be more accurate. This phenomenon can be explained by changes over time in the at-risk student populations in these schools, as schools with declining at-risk

populations had over-projections and schools with increasing at-risk populations had under-projections of at-risk students. Figure 19 shows the relationship between the change in the percentage of at-risk students over time and projection errors for the at-risk subgroup only. This finding suggests that enrollment projections for particular subgroups may be more accurate if recent demographic changes at the school level are taken into account.

Figure 19: Relationship between enrollment projection errors for the at-risk subgroup in 2017–18 and change in percentage at-risk from 2017–18 to 2016–17 by sector

Schools with increasing percentages of at-risk students were more likely to be under-projected for enrollments and vice versa.
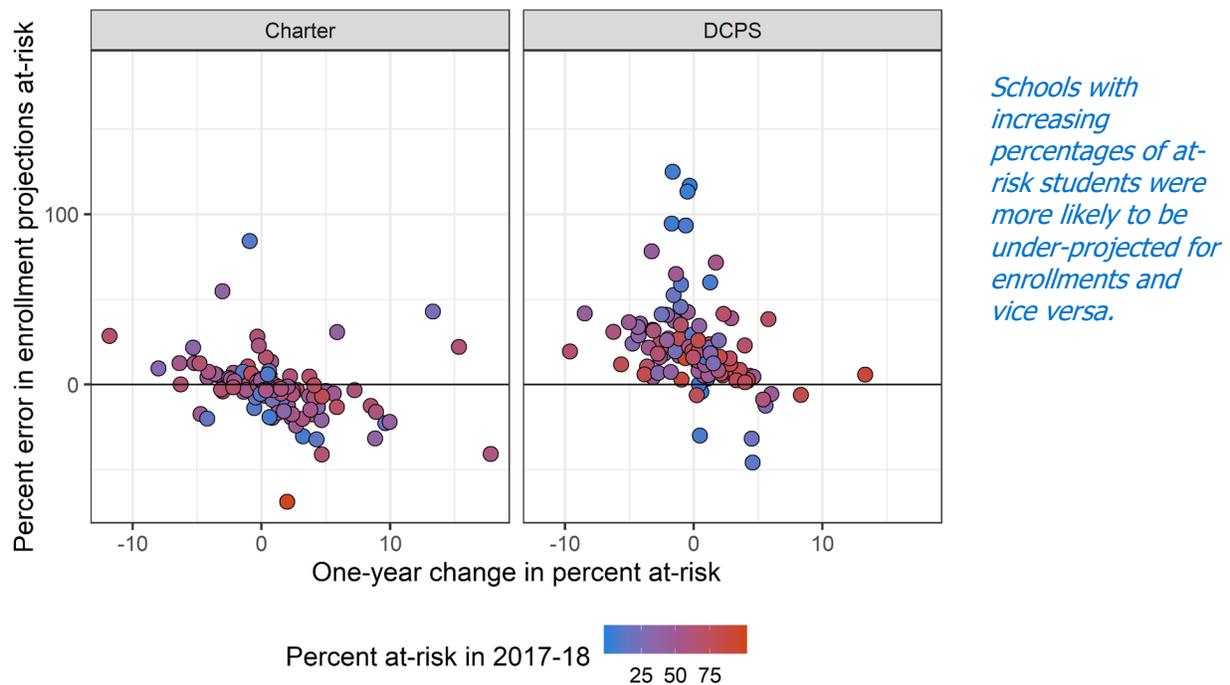
NOTES—1. School-Within-a-School and Janney Elementary School were excluded from the graph because they had projection errors greater than 200 percent. 2. The projection errors for the at-risk subgroup were correlated with the one-year change in percent at-risk at -.32 ($p<.001$) for charter schools and at -.15 (not significant) for DCPS schools.

The next set of analyses examined patterns in which schools became more or less socio-economically diverse (in terms of percentage at-risk) over time. The majority of elementary and high schools with less than 25% at-risk students in 2017–18 had decreased in socio-economic diversity over time, and this was true in both sectors. In fact, there was not a single high school serving less than 25% at-risk students in 2017–18 that increased in socio-economic diversity over time. On the other end of the spectrum, the majority of DCPS schools serving more than 75% at-risk students in 2017–18 experienced slight gains in socio-economic diversity over time and had small reductions in the proportion of at-risk students. However, there were some DCPS elementary and middle schools serving more than 75% at-risk students in 2017–18 that increased in the proportion of at-risk students over time, and a couple of schools increased in percentage at-risk by eight percentage points over the two-year period. Figure 20 displays these data, and the black boxes highlight the schools that either served few at-risk students, relatively speaking, and decreased in the percentage of at-risk students, or the schools that served many at-risk students and increased in the percentage of at-risk students over time.

Taken together, these patterns indicate that most schools serving few at-risk students are becoming increasingly segregated in terms of socio-economic status over time. On the other hand, most schools serving the largest proportions of at-risk students have become increasingly integrated in terms of socio-economic status over time.

Figure 20: Relationship between change in percentage at-risk from 2017–18 to 2015–16 and percentage at-risk in 2017–18 by sector and school type

Schools serving low percentages of at-risk students mostly became increasingly segregated socio-economically over time.

Projection errors for special education subgroup only. Thirty-eight percent of DCPS schools and 44% of charter schools over-projected the number of special education students for the 2017–18 school year, and 59% of DCPS schools and 51% of charter schools under-projected enrollment for special education students. Changes in the percentage of special education students over time were related to projection errors for the special education subgroup. Not surprisingly, in both DCPS and charter schools, schools that increased in their percentage of special education students were under-projected for the number of special education students, whereas schools that decreased in their percentage of special education students were over-projected. Similar to the finding above, schools that increased in their percentage of special education students over time were more likely to be under-projected for numbers of special education students, and schools that decreased in their percentage of special education students over time were more likely to be over-projected. This finding indicates that enrollment projections for particular subgroups should be adjusted for recent demographic shifts at the school level to improve accuracy. Moreover, there did not appear to be any pattern in which schools either increased or decreased in their percentage of special education over time. Yet there were more dramatic changes in the percentages of special education students over time in charter schools compared with DCPS schools and therefore also greater projection errors of special education students for charter schools. Figure 21 shows the

relationship between enrollment projection errors for the special education subgroup and the two-year change in percentage of special education.

Figure 21: Relationship between enrollment projection errors for the special education subgroup in 2017–18 and change in percentage of special education from 2017–18 to 2015–16 by sector
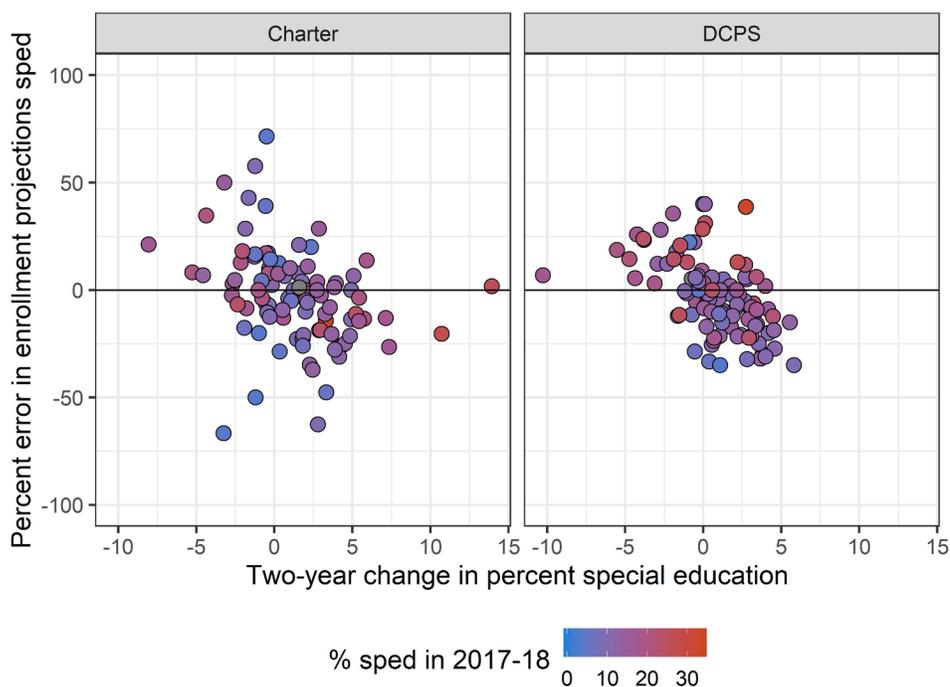
Schools with increasing percentages of special education students were more likely to be under-projected for enrollments and vice versa.

NOTES—1. AppleTree Early Learning Center Southwest, The Next Step, Rocketship DC Legacy Prep, and School Without Walls High School were excluded from the graph because they had projection errors greater than 200 percent. 2. The two-year change in the percentage of special education students from 2017–18 to 2015–16 was correlated with projection errors at -.33 ($p<.01$) in charter schools and -.30 in DCPS schools ($p<.01$).

Projection errors for ELL subgroup only. Eighty percent of DCPS and 65% of charter schools under-projected their enrollment of ELL students, and 7% of DCPS schools and 29% of charter schools over-projected their enrollment of ELL students. As with the special education subgroup, changes over time in a school's ELL population were related to projection errors for the ELL subgroup, but only for charter schools. Charter schools followed the expected pattern in which schools with increasing percentages of ELL students over time were under-projected for ELL enrollment, whereas schools with decreasing percentages of ELL students over time were over-projected, as shown in Figure 22. There was less of a linear relationship between changes in percentage ELL and enrollment projection errors for the ELL subgroup in DCPS schools than in charter schools. One reason for this is that the numbers of ELLs were under-projected in the vast majority of DCPS schools. DCPS schools that served low percentages of ELL students were particularly likely to be under-projected for their numbers of ELL students.

Figure 22: Relationship between enrollment projection errors for the ELL subgroup in 2017–18 and change in percentage ELL from 2017–18 to 2015–16 by sector

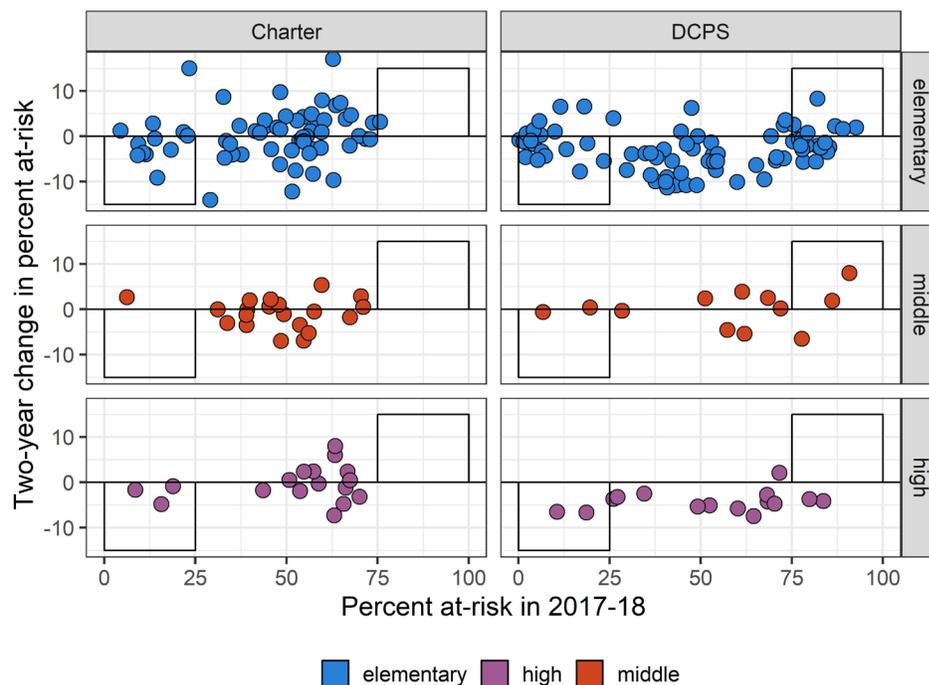*For charter schools, increasing percentages of ELL students over time were associated with under-projections. For DCPS schools, most schools under-projected their ELL enrollment.*
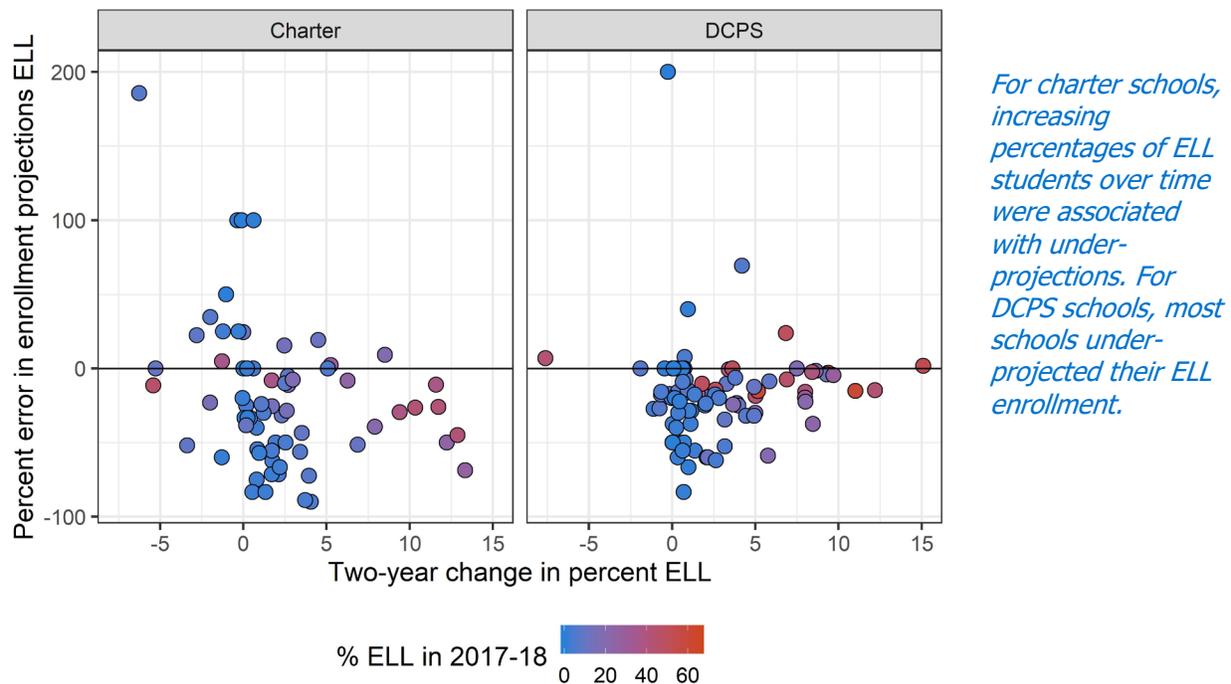
NOTES—1. Washington Global and Sustainable Futures were excluded from the graph because they had projection errors greater than 200 percent. 2. The correlation between the two-year change in percentage ELL and projection errors for the ELL subgroup only was -.31 ($p<.01$) for charter schools and -.20 ($p<.01$) for DCPS schools.

Summary of Findings

- Enrollments for DCPS schools serving large percentages of at-risk students and charter schools serving relatively large percentages of both at-risk and special education students were more likely to be over-projected.
- Enrollment projections for the at-risk student subgroup were the most stable for DCPS schools serving large proportions of at-risk students. DCPS schools serving lower proportions of at-risk students were both over- and under-projected for at-risk enrollment, as the percentage of at-risk changed over time in some schools.
- Enrollment projections for the special education subgroup were under-projected in 59% of DCPS schools and 51% of charter schools for the 2017–18 school year. Projection errors were related to changes in the percentage of special education students over time at the school level.
- Enrollment projections for the ELL subgroup were under-projected in 80% of DCPS schools and 65% of charter schools. Projection errors were related to changes in the percentage of ELL students over time at the school level. DCPS schools were generally under-projected for their ELL enrollment, and the vast majority of DCPS schools increased in their percentage of ELL students over time.

School demand. Another pertinent question in understanding enrollment projections is whether changes in school demand over time relate to projection errors. Given D.C.'s school lottery and open enrollment system, My School DC Lottery data can be used to understand one aspect of school demand because the data contain the numbers of students who applied to attend a particular school. There are limitations to using lottery data to understand school demand, however. One, families may list up to 12 schools per child in the school lottery each year. Therefore, lottery numbers may count students more than once. Two, there are constraints in the lottery process, namely the number of seats offered in the lottery by a particular school, as well as lottery preferences, such as the sibling preference or the in-boundary preference for zoned DCPS schools. Some families may decide not to apply in the lottery for schools in which they have little to no chance of being admitted. Third, students who are in-boundary for DCPS schools in grades K–12 do not need to enter the lottery to enroll. Fourth, by simply entering the lottery, families are not committing to attend any of the schools they may be matched with and therefore may apply for schools that they ultimately do not choose to attend. Finally, students who have already gained admittance into a DCPS or charter school do not have to re-apply for the same school the following year. In fact, in the 2017–18 school year, 69% of public-school students enrolled in a school without entering the lottery.[25] Therefore, for zoned DCPS schools in particular, other metrics may be more appropriate for understanding school demand. Below are the school demand metrics explored in this study:

- By grade and school, the number of students who applied to a particular school in the My School DC Lottery.
- By grade and school, the number of students who listed the school as one of their top three choices in their lottery application.
- By grade and school, the number of students who were on the waitlist after applying in the lottery and not receiving a match with the school or any school ranked higher.
- By grade and school and for DCPS zoned schools only, the in-boundary capture rate or the percentage of students who attended the school out of all public school students who lived within the school's boundary.

Relationships among multiple measures of school demand. The number of students who listed the school as one of their top three choices in the lottery was strongly correlated with the total number of unique students who applied to the school via the lottery. This was true in both sectors and across all grade levels. In addition, the number of students on the waiting list was a reasonable proxy for the total number of students who applied to the school in the lottery in both sectors, with the exception of grade 9. For both sectors, the waiting lists for grade 9 were relatively short in some schools with large numbers of lottery applicants, and this was particularly true for DCPS selective high schools. These findings are expected, with the exception of relatively shorter waitlists for DCPS selective high schools.

For DCPS zoned schools, the number of lottery applicants may not accurately reflect high in-boundary demand, as defined by the in-boundary capture rate. Some schools with high in-boundary demand had relatively low numbers of students applying to them in the lottery. This was especially true in non-preschool and non-transition grades. One explanation for this pattern

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[25] American Institutes for Research, My School DC Lottery Program Evaluation of School Year 2017–18, May, 2018.

is that students in grades K–12 are guaranteed admission in their zoned DCPS schools and do not need to apply to these schools in the lottery. Therefore, even though a zoned DCPS school may be desirable by those who live within its boundary, it may not necessarily have a long waiting list after the lottery. The in-boundary capture rate across all zoned DCPS schools ranged from 9.8% at Anacostia High School to 97.1% at Mann Elementary in 2017–18.

Variation in the number of lottery applicants was correlated with in-boundary capture rates for zoned DCPS schools, however.[26] Put differently, while the number of lottery applicants was related to DCPS schools' in-boundary capture rates, high in-boundary demand was not well captured with raw numbers of lottery applicants in most grade levels. We therefore used multiple measures when examining whether errors in enrollment projections were related to changes in school demand over time using multiple measures. For all schools, we used the total number of lottery applicants as one proxy for school demand. Additionally, for zoned DCPS schools, we also used the in-boundary capture rate as an additional metric of school demand.

Projection errors and changes in school demand over time. Change in total number of lottery applicants over time was not related to enrollment projection errors, with the exception of grade 9 for charter schools only. Enrollment projection errors for grade 9 students in charter schools were correlated with the one- and two-year change in the number of lottery applicants in the 2016–17 and 2017–18 school years.[27] These correlations indicate that some charter schools with a loss in ninth grade lottery demand over time over-projected enrollment, whereas some charter schools with an increase in ninth grade lottery demand under-projected enrollment. Change in lottery demand over time for zoned DCPS schools was not correlated with enrollment projection errors. Patterns were not dissimilar for DCPS and charter schools, but the relationship between change in lottery demand and projection errors was less linear for DCPS schools, resulting in the lack of a statistically significant correlation.

For zoned DCPS schools in grade 9, the change in the in-boundary capture rate over time was related to enrollment projection errors. Enrollment projection errors were negatively correlated with the one- and two-year change in the in-boundary capture rate in the 2016–17 and 2017–18 school years.[28] In other words, when a smaller proportion of ninth grade students in the school's boundary attended the school than in prior years, some schools had over-projected enrollment. These similar findings for DCPS and charter schools indicate that changes in school demand over time was related to enrollment projection errors in grade 9, and that change in demand for DCPS and charter schools may be best captured using multiple measures.

One question is why declining demand was related to enrollment projection errors for ninth grade but not other grades. One plausible explanation is that while the demand for some

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[26] The correlations ranged from .91 in K ($p<.001$) to .56 in grade 7 ($p<.001$). Therefore, the number of student lottery applicants explained 31–82% of the variation in in-boundary capture rates, depending on the grade.

[27] Enrollment projection errors for grade 9 students in charter schools were correlated with the one-year change in the number of lottery applicants at -.36 ($p<.05$) and the two-year change in the number of lottery applicants at -.52 ($p<.01$). The change was calculated by (latest year – initial year).

[28] Enrollment projection errors were correlated with the one-year change in the in-boundary capture rate for grade 9 at -.40 ($p<.10$) and the two-year change at -.62 ($p<.01$). Change was calculated by (latest year – initial year).

schools declined in other grades, schools were still able to maintain a stable enrollment, while schools with declining demand in grade 9 did not have enough students for the available seats to maintain a stable enrollment. Lottery and enrollment data for grade 9 in charter schools provides some support for this explanation. Charter schools offered more seats in grade 9 than they could fill, relative to most other grades. A similar phenomenon could have occurred in DCPS zoned schools as well. A recent report also indicated that there were many empty seats in some middle and high schools in D.C.[29] Moreover, while the total number of public school students has increased over time, the number of public school students in grade 9 decreased over time from 5,818 students in 2014–15 to 5,365 students in 2017–18.[30] These are possible reasons why change in demand over time related to projection errors in grade 9, but there may be other explanations as well.

Summary of Findings

- A school's waitlist length was a reasonable proxy for the number of unique students who included the school in their lottery application. However, the number of students who apply to a school in the lottery is limited in explaining demand for all schools and especially so for zoned DCPS schools because students in grades K–12 do not need to apply in the lottery to attend their in-boundary schools.
- Change in demand for a particular school over time was not strongly related to the school's enrollment projection errors, except in grade 9. DCPS and charter schools with declining demand for grade 9 were more likely to be over-projected, and schools with increasing demand for grade 9 were more likely to be under-projected.

School closures and openings. Another unanswered question is the extent to which the opening or closing of schools affects enrollment at nearby schools, therefore producing greater errors in their enrollment projections. To address this question, we examined where students went when their previous school was closed. For new schools, we examined the schools from which they transferred.

What was the effect when schools are closed and new schools are opened? The following animations show that students did not necessarily attend nearby schools when transferring from closed schools or moving to new schools. Conversely, many students also remained at the same location from one year to the next when that was an option. Table 6 shows the percentages of students who remained from one year to the next when their school was closed and a new school was opened at the same location.

Animation 1:	Animation 2:
Where students attended school after school closures in 2014	Where students attended school after school closures in 2015

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[29] Office of the Deputy Mayor for Education, School System Capacity Assessment, May 15, 2019.
[30] The number of ninth grade students by year was collected from OSSE Enrollment Data. Recall that the study sample slightly differs from the OSSE data. See the sample section for more details.

Animation 3: Previous school for students who attended new schools in 2015	Animation 4: Previous school for students who attended new schools in 2016

Table 6: Percent of students who remained at same location with school closure

Closed School				New School			
School Name	Sector	% Remained at current location in next school year	% at-risk in school	School Name	Sector	% Students in new school who remained at same location	% at-risk in school
Brookland	DCPS	48.5	48.0	Bunker Hill	DCPS	81.3	55.1
Community Academy Amos I	Charter	65.1	49.4	Dorothy Height	DCPS	94.4	40.0
Options	Charter	90.3	81.3	Kingsman Academy	Charter	72.0	86.2

NOTE—These schools closed after the 2014-15 school year, and new schools were opened in the same locations in the 2015-16 school year.

Table 6 shows that when schools were closed and new schools opened at the same location, the majority of students who attended the closed school decided to attend the newly opened school. There was a range across schools from 49% to 90% of students who decided to attend the new school at the same location. Notably, this percentage was the highest (90%) for the closing school that served the highest percentage of at-risk students (81%). Conversely, when a school opened at a location where a previous school had closed, the majority of students attending the new school came from the closed school. The range across schools was 72% to 81%. Therefore, when a new school opens at the same location as a closed school, the new school retains the majority of students who had attended the closed school at the same location.

Projection errors and distance to newly opened school. For schools with the same grade levels, we examined the relationship between distance from a new school and enrollment projection errors in other schools. There was no systematic relationship between proximity of new schools and other schools' projection errors in the year in which the new schools opened. There were few school closures in the available data, and therefore the data were too sparse to determine if there was a systematic relationship between proximity of school closures and enrollment projection errors for other schools.

A limitation of this finding, however, was that distance from new or closed schools to other schools was calculated "as the crow flies." Therefore, distance in this study did not reflect commuting times, which have been shown to relate to school attended in DC.[31] Importantly, actual distance may understate travel times, particularly for students who rely on public transportation to get to school, including families living under the poverty line who are less likely to have access to a car.[32]

Table 7 provides summary statistics outlining how far students traveled to their next school when their school was closed, assuming they did not remain at the same location. The table also shows for students attending a new school that had just opened how far away their previous school was, also assuming that they did not remain at the same location.

Table 7: Percentiles of distance traveled for students who moved from closed schools or to new schools

School Type	Distance from closed schools in miles			Distance to new schools in miles		
	50th Percentile	75th Percentile	90th Percentile	50th Percentile	75th Percentile	90th Percentile
Elementary	1.5	2.6	5.1	2.1	3.4	5.0
Middle	1.2	2.2	3.2	0.9	1.9	3.5
High	2.9	4.0	4.0	3.1	4.4	5.9

NOTE—Students who remained in the same location from one year to the next were not included in the calculation.

Table 7 shows that 50% of students who left closed schools and went to a school at another location attended schools that were within 1.5 (elementary), 1.2 (middle), and 2.9 (high) miles from their previous school. Similarly, 50% of students who attended newly opened schools transferred from schools that were within 2.1 (elementary), 0.9 (middle), and 3.1 miles (high) from their previous school. More research is needed, however, to understand the relationship between these moves and actual commute times for different subgroups of students.

While there was no systematic relationship between the proximity of a closed or new school and projection errors at other schools, it is important to note that four out of the eight new schools were over-projected for enrollment by more than 150%. One implication of this finding is that enrollment projection methodology for new schools may need to be adjusted to produce more accurate enrollment projections.

Summary of Findings

- When a school closed and a new school opened in the same location, the majority of students who attended the newly opened school had previously attended the closed school.

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[31] Urban Institute, The Road to School, March, 2018.
[32] Urban Institute, The Road to School, March, 2018.

- There was no systematic relationship between the opening of new schools and nearby schools' enrollment projection errors in the year in which the new schools opened. This finding was based on the straight-line distance between schools and did not account for student travel times or schools' accessibility by public transportation.
- Four out of the eight new schools were severely over-projected for their enrollments by 150% or more.
- There were not enough closed schools in the data to examine the systematic relationship between school closures and effects on nearby schools' enrollment projection errors.

Distance to school. In this section, we examine whether the average distance from student homes to schools was related to enrollment projection errors. In theory, schools that require greater travel could have higher rates of student mobility and therefore greater projection errors. Alternatively, schools for which students travel the farthest could be the most desirable schools with lower projection errors. We first calculated the distance from home to school for each student as the straight-line distance. Then, for each school, we calculated the average distance from home to school. Again, distance in this study may not accurately reflect commuting times, particularly when using public transportation, and commuting times have been shown to relate to schools attended.[33] Nevertheless, the straight-line distance allowed us to determine if projection errors were related to the proximity of home to school.

Average distance from home to school. When students did not attend their in-boundary DCPS schools, the average distance from students' homes to schools in 2017–18 averaged 2.31 miles. For students who attended their in-boundary DCPS schools, the average distance from home to school in 2017–18 averaged 0.55 miles. As expected, students who attended their zoned DCPS schools lived closer to their schools than students who attended other DCPS or charter schools. The distributions of distance from home to school were similar for students who attended out-of-boundary or citywide DCPS schools and students who attended charter schools, as shown in Figure 23.[34] However, in 2017–18, students attending charter schools lived closer to their schools by 0.43 miles ($p<.001$) than students attending out-of-boundary or citywide DCPS schools, on average and controlling for school type.

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[33] Urban Institute, The Road to School, March, 2018.
[34] Citywide DCPS schools do not have boundaries, and admission is determined via the My School DC Lottery, similar to charter schools.

Figure 23: Distributions of distance from home to school in miles in 2017–18 by school type and DCPS in-boundary, DCPS out-of-boundary, and charter school
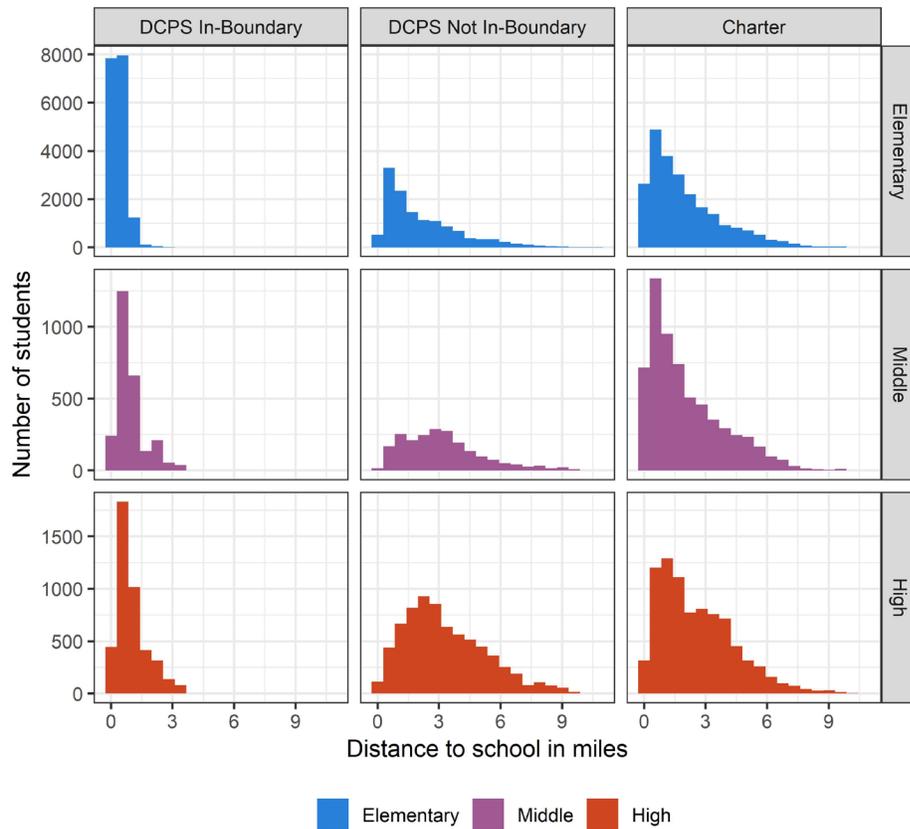
There has been little change since 2014–15 in the average distances between home and school in either sector. These estimates remained stable over time, as shown in Table 8. These findings are consistent with other studies that have found proximity from home to school to be an important factor in school selection in D.C.[35]

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[35] 1. Glazerman and Dotter, Market Signals: Evidence on the Determinants and Consequences of School Choice From a Citywide Lottery, *Educational Evaluation and Policy Analysis*, 2017. 2. Schneider and Buckley, What Do Parents Want from Schools? Evidence from the Internet, *Educational Evaluation and Policy Analysis*, 2002. 3. Urban Institute, The Road to School, March, 2018. This study found that 43% of public school students were driven to school.

Table 8: Means and standard deviations of distance from home to school by in-boundary versus out-of-boundary (or charter) school over time

Year	In-Boundary School		Not In-Boundary School	
	Mean (miles)	Standard deviation (miles)	Mean (miles)	Standard deviation (miles)
2014–15	0.58	0.67	2.27	1.85
2015–16	0.52	0.51	2.27	1.83
2016–17	0.55	0.52	2.28	1.83
2017–18	0.55	0.53	2.31	1.87

Students in both sectors lived the closest to elementary schools, followed by middle schools, and then high schools. Table 9 shows the means and standard deviations of distance from home to school by sector and school type.

Table 9: Means and standard deviations of distance from home to school in 2017–18 by sector and school type

School Type	DCPS		Charter	
	Mean (miles)	Standard deviation (miles)	Mean (miles)	Standard deviation (miles)
Elementary	1.14	1.49	1.99	1.75
Middle	1.95	1.78	2.05	1.80
High	2.45	1.97	2.58	1.83

NOTES—1. Sector differences in the average distance from home and school were statistically significant at p<.001 for elementary and high schools and p <.01 for middle schools. 2. Within each sector, average distances between home and school were smaller for elementary schools than for middle schools (p <.001 in DCPS and p <.05 in charter schools), and smaller for middle schools than for high schools (p <.001 in DCPS and charter schools).

Distance from home to school and school demographics. Proximity from home to school was not related to enrollment projection errors for either charter or DCPS schools, but some interesting patterns emerged from the data. More than any other available school characteristic, the percentage of at-risk students was the most predictive factor of the average distance from home to school in both sectors. There was a downward linear trend for charter schools in that students tended to travel farther for schools with low proportions of at-risk students and tended to travel less far for schools with high proportions of at-risk students. The pattern for DCPS schools, however, indicated a non-linear, quadratic pattern. DCPS students attending schools with both very low and high proportions of at-risk students lived closer to their schools, while DCPS students attending more socio-economically diverse schools lived farther away from their schools, on average. Figure 24 shows the relationship between average distance from home to school and school percent at-risk for charter and DCPS schools, respectively.

Figure 24: Relationship between average distance from home to school and percentage at-risk by year and sector
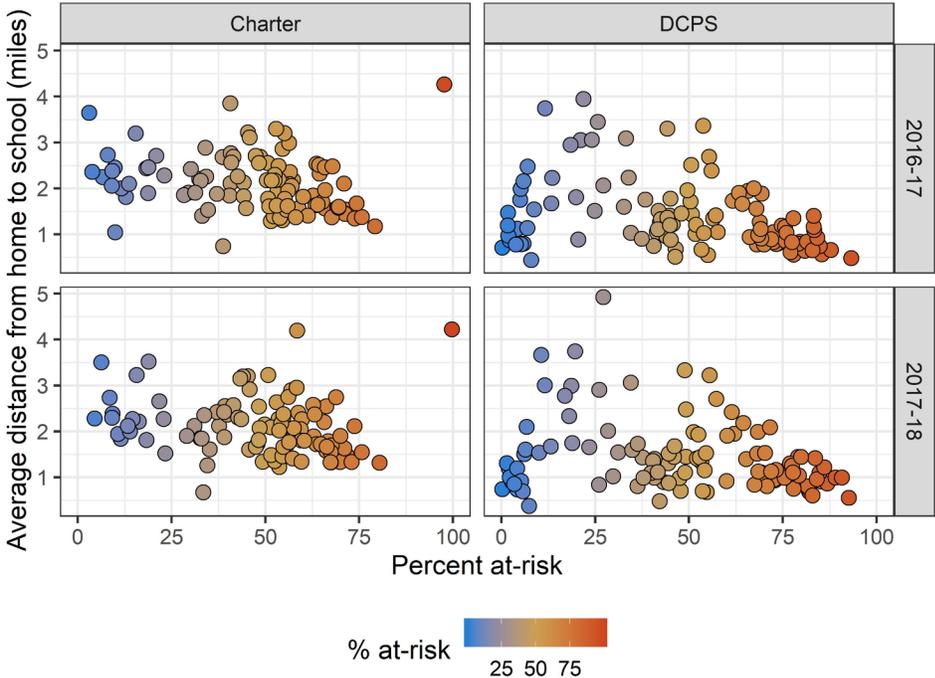
Students traveled farther distances to attend schools serving lower percentages of "at-risk" students.

NOTE—The correlations between percent at-risk and average distance from home to school were -.21 ($p<.05$) for charter schools in 2016–17, -.35 ($p<.001$) for DCPS schools in 2016–17, -.17 ($p<.10$) for charter schools in 2017–18, and -.26 ($p<.01$) for DCPS schools in 2017–18.

We also disentangled the average distances from home to school for DCPS in-boundary versus out-of-boundary students to better understand the quadratic relationship identified above. As Figure 25 shows, patterns for out-of-boundary DCPS students were similar to those for charter students in that students tended to travel farther for schools with low proportions of at-risk students and less far for schools with high proportions of at-risk students, on average. Conversely, the average distance from home to school was more similar for in-boundary students across the range of schools with different proportions of "at-risk." Taken together, these findings indicate that when students were not attending their zoned DCPS schools, students traveled farther on average for schools with low proportions of at-risk students and traveled the least distances on average for schools with high proportions of at-risk students. Moreover, these findings were true for students in all racial groups. Yet differences in distance from home to school were not systematically related to enrollment projection errors.

Figure 25: Relationship between average distance from home to school and percentage at-risk by DCPS in- and out-of-boundary and year

For DCPS out-of-boundary schools, students traveled farther distances to attend schools serving lower percentages of "at-risk" students.
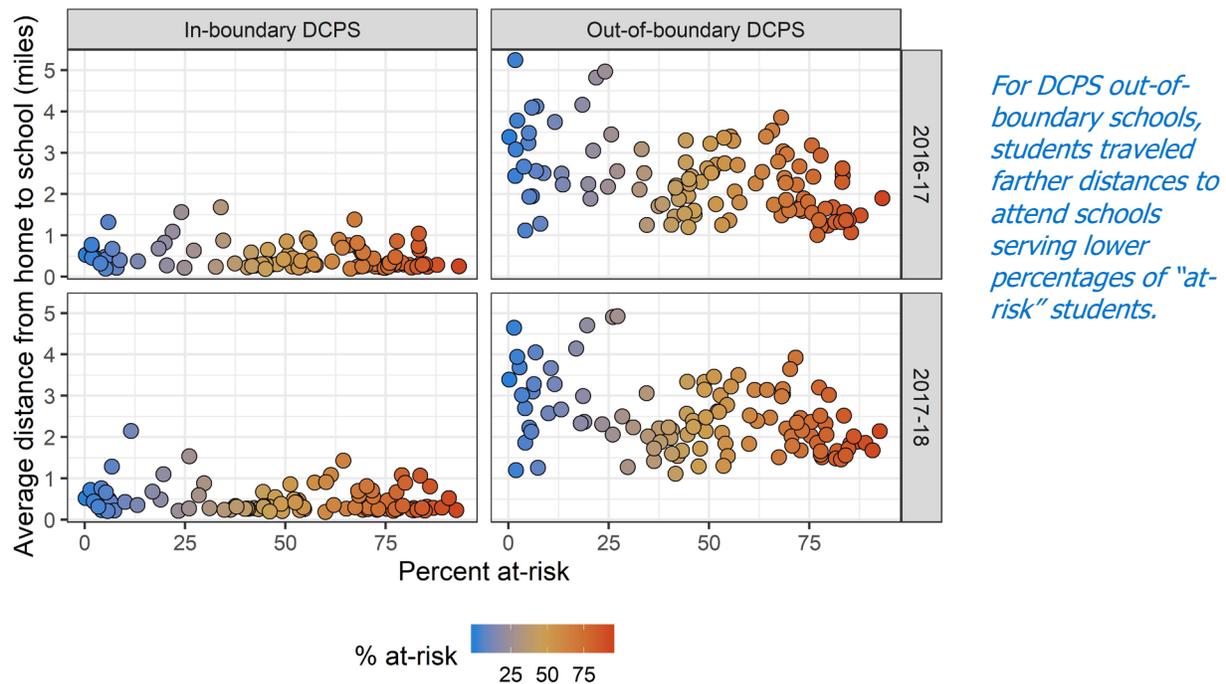
Summary of Findings

- Using the straight-line distance in miles, DCPS students attended a school that averaged 1.5 miles from their homes, and charter students attended a school that averaged 2.1 miles from their homes in the 2017–18 school year. As anticipated, students who attended their zoned DCPS schools lived closer to their schools than students who attended other DCPS or charter schools.
- The average straight-line distance from students' homes to school was not related to projection errors.
- Students traveled distances that were on average farther to attend charter schools and out-of-boundary or citywide DCPS schools that had lower proportions of at-risk students, and this was true for all student racial subgroups.

Grade-level retention. Changes in grade retention practices from one school to the next could affect enrollment and therefore the accuracy of enrollment projections in the following school year. In this section, we examine whether changes in grade retention rates over time related to enrollment projection errors. Very few students were retained in a grade from one year to the next, with the exception of students in grade 9. Between 2015–16 and 2017–18, the average school retained between 9.8 and 11.5 percent of its ninth-grade students. Moreover, five schools retained a quarter of their ninth-grade students each year, although the list of these schools changed from year to year. Grade-level retention may occur when ninth grade students do not meet the core requirements to advance to the tenth grade or when students are recommended to repeat the grade.

Projection errors and ninth grade retention rates. Changes in ninth grade retention rates over time were not related to projection errors for grade 9. One potential reason for the lack of relationship, however, was that ninth-grade retention rates decreased over time for the majority of schools in both sectors, as shown in Figure 26. Because ninth grade retention rates decreased over time for 87% of DCPS schools and 69% of charter schools, there was less variation in changes over time that could relate to projection errors. Ninth grade retention rates were also systematically larger in schools with higher proportions of at-risk or special education students in the ninth grade, which is somewhat reflected by differences in ninth grade retention rates across wards.

Figure 26: Ninth grade retention rates from the 2015–16 to 2017–18 school years by sector and ward

Variation across wards in 9th grade retention rates, although they appeared to decrease over time in most cases.
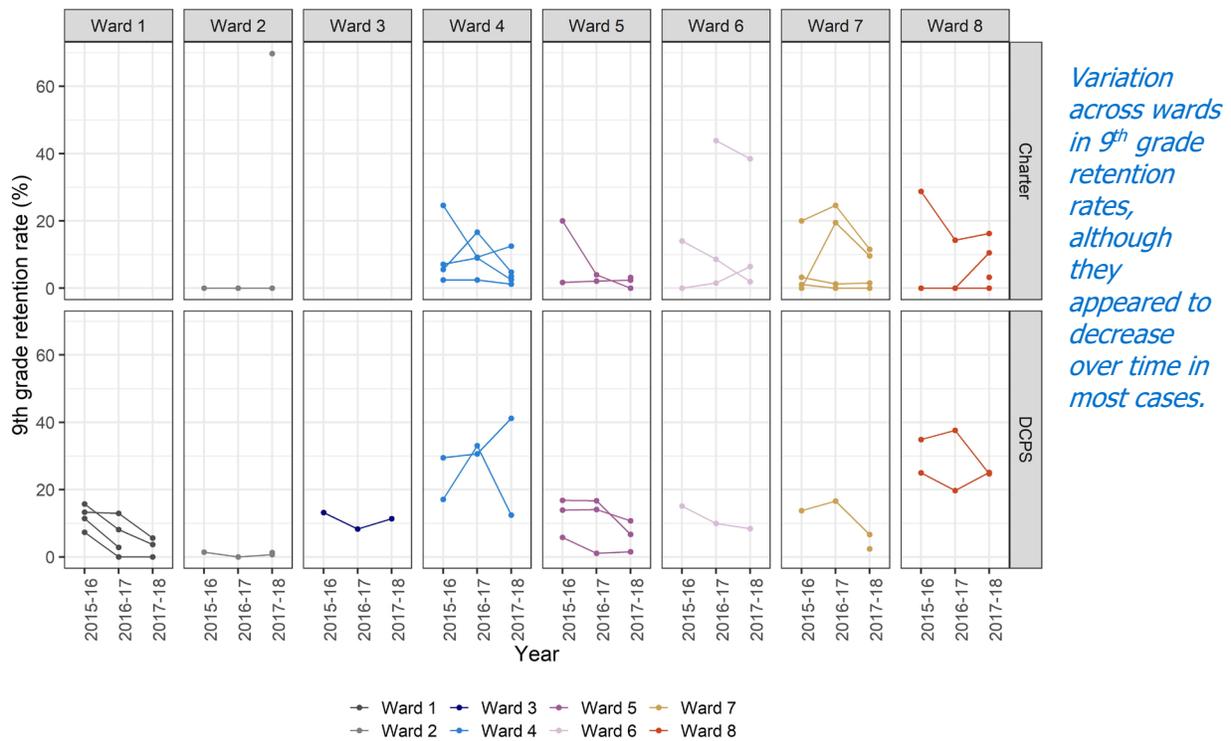
In the 2017–18 school year, Ward 8 schools served the largest proportions of at-risk students in grade 9, followed closely by Wards 6 and 7. Ward 2 schools had the highest average ninth grade retention rates, but this was driven by the outlier school with a very high ninth grade retention rate (see gray dot in Figure 26). After Ward 2, Wards 6 and 8 had the highest average ninth grade retention rates. Findings are largely the same for the relationship between ninth grade retention rates and percentage special education, as percentage at-risk was correlated with the percentage special education in grade 9.[36]

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[36] The percentage of "at-risk" was correlated with the percentage special education in grade 9 at .50 ($p<.05$) in charter schools and .84 in DCPS schools ($p<.001$).

Summary of Findings

- Between 2015–16 and 2017–18, the average school retained between 9.8 and 11.5 percent of its ninth-grade students. Very few students were retained in the same grade level from one year to the next in other grades.
- Projection errors were not related to ninth grade retention rates, and ninth grade retention rates decreased for the majority of schools over time.
- Ninth grade retention rates were positively related to the proportions of at-risk and special education students in the schools.

In-boundary demand for kindergarten. Preschool is not guaranteed in all zoned DCPS schools. Students may attend schools other than their in-boundary DCPS school for preschool grades if they get accepted into those schools via lottery, and then in some cases, they may transfer back to their in-boundary school for kindergarten. All students are guaranteed a seat in their in-boundary DCPS school for grades K–12, if they choose to enroll. We examined whether changes over time in the percentage of students transferring back to their in-boundary DCPS school for kindergarten related to enrollment projection errors for grade K. This percentage was calculated as the number of in-boundary students who attended the school for K but did not attend the school for PK4, divided by the K enrollment, according to the October enrollment audit.

Projection errors and transferring to in-boundary school for grade K. Changes in the percentages of students transferring to their in-boundary schools for kindergarten were related to projection errors for grade K in zoned DCPS schools.[37] These correlations indicate that DCPS schools with a greater percentage of in-boundary students returning for grade K than in the previous year were more likely to be under-projected for enrollment in grade K, whereas DCPS schools with a lower percentage of in-boundary students returning for grade K were more likely to be over-projected for enrollment. The one-year change in the percentage of in-boundary students returning for grade K was also correlated with student demographics in grade K, including negative correlations with the percentage at-risk and black, and a positive correlation with the percentage white in the 2017–18 school year.[38] This finding raises the question of whether changes in the neighborhood population or demand for local schools should be taken into consideration in determining school enrollment projections.

Summary of Findings

- Changes over time in the percentages of students transferring to their in-boundary schools for kindergarten were related to projection errors for grade K in zoned DCPS schools. Schools with increasing neighborhood demand over time for grade K were more likely to be under-projected in enrollment, and schools with decreasing neighborhood demand were more likely to be over-projected.

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[37] The correlation between the change in percentage points of in-boundary students transferring back to the school and projection errors for grade K was -.26 ($p<.05$) in 2016–17 and -.32 ($p<.01$) in 2017–18.

[38] The one-year change in the percentage of in-boundary students returning for grade K was negatively correlated with the percentage "at-risk" at -.34 and the percentage black at -.34, and positively correlated with the percentage white at .34.

- Increasing neighborhood demand over time for grade K was negatively correlated with the percent black and at-risk in grade K and positively correlated with the percent white in grade K.

Which factors were the most predictive of errors in enrollment projections?
Given the multiple factors that descriptively related to projection errors, we determined which were the most predictive of projection errors and should therefore be prioritized in attempting to improve the accuracy of enrollment projections.[39] Projection errors were calculated as previously described:

$$percent\ error = \frac{projected - actual}{actual} * 100$$

In other words, we identified which factors were the most important in explaining the variation in projection errors, controlling for other factors.[40] Because factors were often correlated with one another, the exclusion of a factor from the model does not imply that the factor was not related to projection errors. We ran the analyses separately by year and sector, given the differences identified in previous sections when examining descriptive trends across years and sectors. Full results are available in Appendix C.

For DCPS schools, the most consistent factor predicting school-level enrollment projections was the percentage of at-risk students in the school. In the 2016–17 and 2017–18 school years, a DCPS school serving more at-risk students by 10 percentage points was on average over-projected for enrollment by 0.6 to 4.6 percentage points across the two years. Declining school enrollment also predicted projection errors in 2017–18. A decline in enrollment by 25 students was associated with average over-projections in enrollment by 1.3 percentage points. For zoned DCPS schools and in 2017–18 only, a 10 percentage point decline in the in-boundary participation rate from the previous year was associated with over-projections of 3.7 percentage points, on average. In 2016–17, new or re-opened schools—MacFarland Middle School and Ron Brown College Preparatory High School—were dramatically over-projected for enrollment. There were no new DCPS schools in the 2017–18 school year.

For charter schools, there were differences across the two years in which factors were the most predictive of enrollment projections. In the 2017–18 school year, charter schools that opened that year were dramatically over-projected for enrollment. Conversely, in the 2016–17 school year, new charter schools were under-projected for enrollment.[41] In addition, the percentage

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[39] Given that projection errors for specific student subgroups (e.g., "at-risk," special education, and ELL) were at least partially explained by changing school demographics, we focused exclusively on predicting total errors in school projections in these analyses.

[40] We used multiple linear regression and a backwards elimination process to identify the most parsimonious model with the best model fit—see See Lattin, Carroll, & Green, 2003. *Analyzing multivariate data*. Belmont, CA: Brooks/Cole, Cengage Learning. We also used a machine learning (lasso) analytic approach to explore interactions of factors that might be important in explaining variation in the projection errors. Machine learning is useful for model selection when there are a large number of potential covariates to include in the model. Ultimately, interactions among factors were not included because they did not improve model fit above and beyond the main covariates.

[41] Friendship Technology Preparatory Academy High School was not flagged as a new school in the 2016–17 school year because it opened at the same location of Friendship Technology Preparatory Academy Middle School.

both at-risk and special education in the school was related to average over-projections in the 2016–17 school year. A school serving more at-risk and special education students by 10 percentage points was on average over-projected for enrollment by 3.4 percentage points.

Taken together, these findings indicate that the accuracy of school enrollment projections could be improved by making adjustments to projections on the basis of changes in enrollment or student demographics over time. In addition, new schools were often severely over-projected for enrollment in their opening year.

Summary of Findings

- DCPS schools with declining enrollments, greater proportions of at-risk students, and decreasing neighborhood demand defined as change in the in-boundary capture rate were more likely to be over-projected for enrollment. Conversely, DCPS schools with increasing enrollments, lower proportions of at-risk students, and increasing neighborhood demand were more likely to be under-projected for enrollment.
- Charter schools with greater proportions of students who were both at-risk and special education were more likely to be over-projected for enrollment.
- New schools in both sectors were more likely to be over-projected for enrollment.

Part 2: Factors Relating to Patterns in School Mobility

The first section of this report explores whether the degree of student mobility at a particular school was related to the school's enrollment projection error. In this second section of the report, we further explore student mobility among D.C.'s students to better understand mobility patterns in order to inform future enrollment projections.

Prior research has linked school-to-school mobility with slower academic growth, less engagement in school, and higher likelihoods of dropping out of high school.[42] In addition, studies have consistently found greater school mobility for black and low-income students than for white and affluent students, in part due to higher rates of residential mobility. Yet relatively little is known about the main drivers of and patterns in student mobility in D.C.[43]

The section addresses the following research questions:

- Across multiple school years, how many students switched back and forth between sectors? How many schools did students attend?
- To what extent did residential changes also occur when students changed schools?
- What were the patterns in school-to-school mobility of students in D.C.?

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[42] 1. Center for Research on the Education of Students Placed At Risk, Johns Hopkins University, Patterns of Urban Student Mobility and Local School Reform, October, 1996. 2. Gasper, DeLuca, and Estacion, Switching Schools: Revisiting the Relationship Between School Mobility and High School Dropout, American Educational Research Journal, 2012. 3. Lleras and McKillip, When children move: Behavior and achievement outcomes during elementary school, Journal of Educational Research, 2017. 4. Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, School Mobility in the Early Elementary Grades: Frequency and Impact From Nationally-Representative Data, June, 2009.

[43] Division of Data, Accountability, and Research at OSSE, Mid-Year Student Movement in DC, July, 2015.

The data allowed for the analysis of student mobility between school years only and did not include sufficient information to track mid-year student mobility. The following sections summarize the findings.

Numbers of sector and school switches over multiple school years. We examined how many sector and school switches were made for students who were enrolled in the public-school system for all four years from 2014–15 to 2017–18. This analysis does not provide insights on mobility patterns for students who moved in and out of the District during this period.

Just under one-quarter of D.C.'s public school students attended schools in both sectors from the 2014–15 through 2017–18 school years. Seventy-seven percent of students who remained in the public-school system from the 2014–15 through 2017–18 school years attended schools in only one sector (33.8% in charter schools and 43.4% in DCPS schools). The remaining 22.8% of students switched between sectors during the 4-year period.

Figure 27 shows all of the patterns in sector switches over the 4-year period. About 10% of students who were in charter schools in the 2014–15 school year switched to a DCPS school in a subsequent school year, and about 12% of students who were in DCPS schools in 2014–15 switched to a charter school in a subsequent school year. Patterns for at-risk and special education subgroups were similar to the overall findings, while ELL students were more likely to attend a DCPS school for all four years (57.3%) compared with a charter school for all four years (22.2%).

Figure 27: Percent of students per sector pattern of enrollment from the 2014–15 to 2017–18 school years
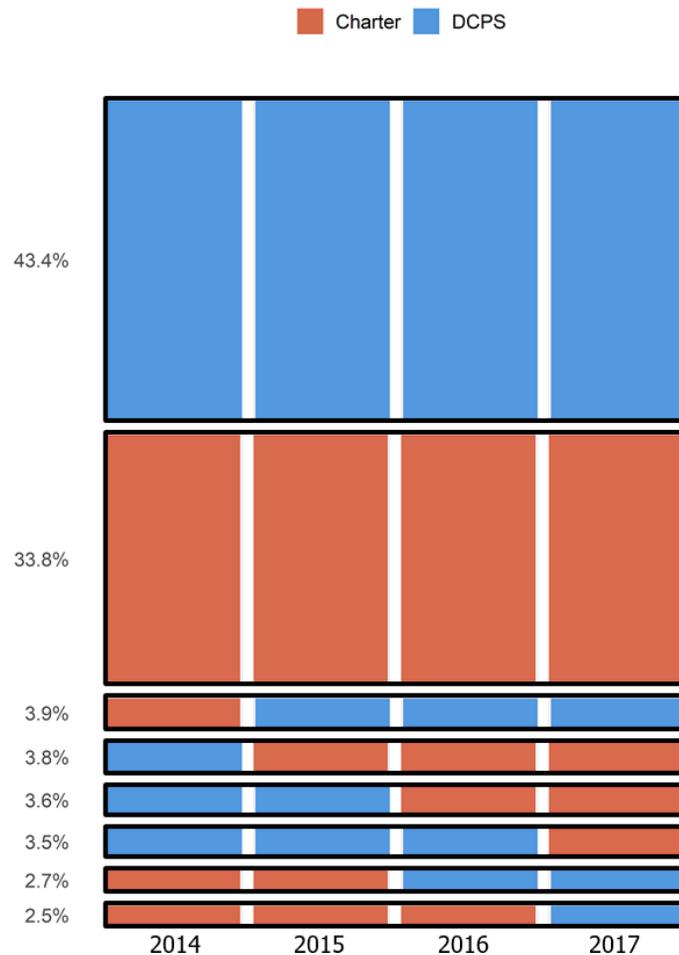
NOTE—Sector patterns representing less than 1% of students were excluded from this graph.

We also examined how many different schools students attended over the 4-year period and found that some student subgroups were more likely to switch schools than others. We analyzed student mobility for all students and for students in non-matriculating grades only, as school changes from elementary to middle schools or from middle to high schools are to be expected. When excluding students who matriculated from one school to another, 62.5% of students attended one school, 30.0% attended two schools, 6.7% attended three schools, and fewer than 1% attended four schools during the 4-year period. There were differences across student subgroups, however. Black students had more school switches than Latino or white students across the 4-year period, as shown in Figure 28.

At-risk and special education students had more school switches than all other students, and non-at-risk and ELL students had fewer school switches than all students, as shown in Figure 28.

Figure 2: Number of schools attended from the 2014–15 to 2017–18 school years by student race/ethnicity
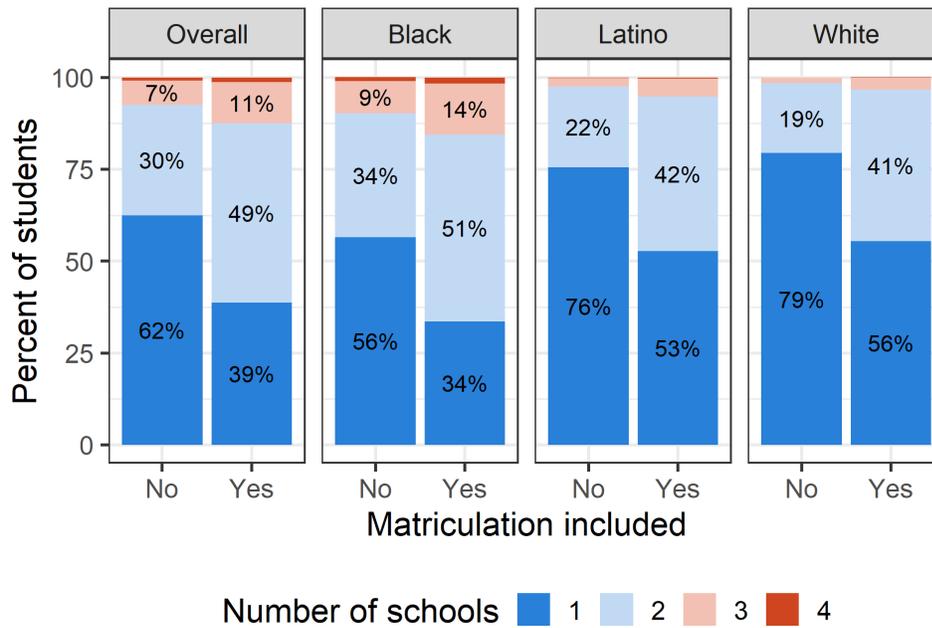
Figure 29: Number of schools attended from the 2014–15 to 2017–18 school years by student subgroup
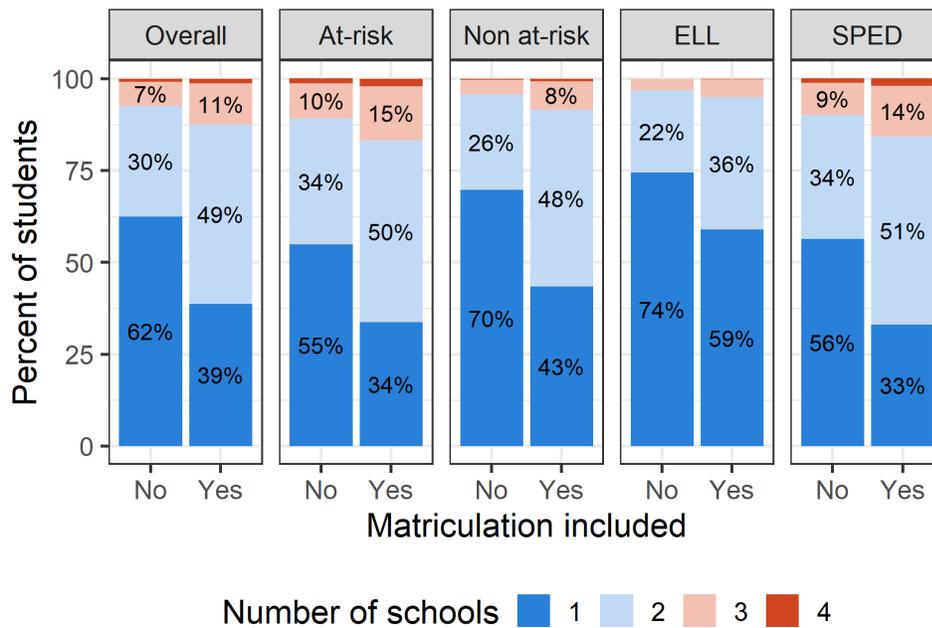
Student residential mobility and school mobility. We now explore to what extent school mobility occurred simultaneously with residential mobility. In other words, if students switched schools, did their home residences also change, or was school mobility unrelated to changes in home residences? We addressed this question for non-matriculating students only. In other words, if students transferred from an elementary to middle school or from a middle to high school, they were not included in this analysis.[44]

As shown in Figure 30, about 75% of students did not change either school or home address between the 2016–17 and 2017–18 school years, 11.9% of students changed home address and remained at the same school, 8.5% of students changed schools but did not change home address, and 4.3% of students changed both schools and home addresses. Therefore, approximately one-third of school mobility for non-matriculating students also coincided with a change in student home address, indicating that about one-third of school moves may have been driven by a residential move rather than the desire for a new school.[45] This estimate appears to be similar in other consecutive school years from 2014–15 through 2016–17.

Figure 3: School and residential mobility between the 2016–17 and 2017–18 school years
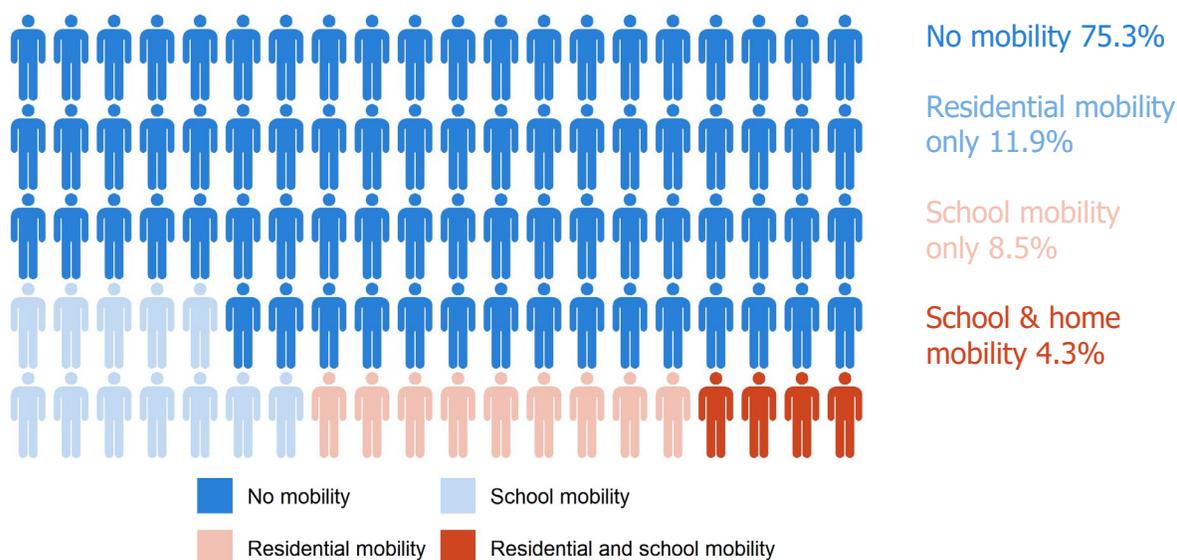
Although 87.2% of non-matriculating students did not change schools from one year to the next, 12.8% switched schools between the 2016–17 and 2017–18 school years, as shown in Table 10. In addition, some student subgroups experienced both greater residential and school mobility than others. Students classified as "at-risk," special education students, and black students had the highest incidences of school mobility. Seventeen percent of at-risk students,

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[44] To do this, we removed students from the analysis if they had reached the maximum grade in their school in the subsequent school year or entered a school in the earliest grade in the following school year.
[45] We did not examine how far away students moved if they changed home address. Therefore, this statistic may be an over-estimate if many students changed home addresses but continued to reside nearby their previous home addresses.

15% of special education students, and 15% of black students, as well as 16% and 18% of students attending schools in Wards 7 and 8, respectively, switched schools in non-matriculating grades. Importantly, residential mobility also coincided with school mobility for 40% of students classified as "at-risk." For other student subgroups, residential mobility coincided with school mobility for between 23–36% of the students who switched schools, depending on subgroup.

Table 10: School and residential mobility between the 2016–17 and 2017–18 school years by student subgroup

Subgroup	No Mobility	Residential Mobility Only	School Mobility Only	School & Residential Mobility
Overall	75.3%	11.9%	8.5%	4.3%
At-risk	69.4%	13.9%	10.0%	6.7%
Non-at-risk	80.6%	10.1%	7.1%	2.2%
Special education	73.1%	11.9%	10.1%	4.8%
ELL	77.8%	14.2%	5.8%	2.2%
Black	72.3%	12.4%	9.8%	5.5%
Latino	79.1%	13.2%	5.6%	2.1%
White	82.8%	10.5%	5.1%	1.5%
School Ward 1	75.0%	13.2%	8.7%	3.0%
School Ward 2	78.6%	10.6%	8.7%	2.1%
School Ward 3	87.6%	9.7%	1.9%	0.7%
School Ward 4	79.0%	10.9%	7.1%	2.9%
School Ward 5	75.8%	11.6%	8.2%	4.5%
School Ward 6	74.8%	12.2%	9.5%	3.6%
School Ward 7	72.7%	11.2%	9.7%	6.3%
School Ward 8	67.5%	14.0%	11.2%	7.3%
Elementary School	74.0%	12.3%	8.8%	4.9%
Middle School	77.7%	11.1%	7.9%	3.2%
High School	77.4%	11.0%	8.3%	3.3%

Schools in certain geographic areas of the District serve students with higher rates of school and residential mobility than schools in other areas. For example, higher percentages of students in schools in Wards 7 and 8 switched schools and changed home residences during the 4-year period than students in schools in other wards. One implication of this finding is that schools serving students with higher rates of mobility may face additional challenges not faced by schools serving students with less mobility.[46] Finally, students in elementary schools had slightly higher rates of school and residential mobility than students in middle and high schools.

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[46] Rumberger (2003), The causes and consequences of student mobility. *Journal of Negro Education*, p. 6-21.

Patterns in school-to-school mobility. In addition to examining systematic trends in student mobility, we also documented, for each school in the District, where students attended school prior to attending that school, and where students attended school after transferring from that school. Data on all school-to-school transitions for students from the 2014–15 through 2017–18 school years are available in a [dashboard](#). We also report in Table 11 the most frequently observed school-to-school transitions, or those with 50 or more students in the pattern. Note, however, that the most frequently observed school-to-school transitions were dependent on the geographic location of the schools and the number of students who lived nearby, as well as the enrollment capacity for charter schools.

Figure 31: Example of one school's patterns available in the dashboard
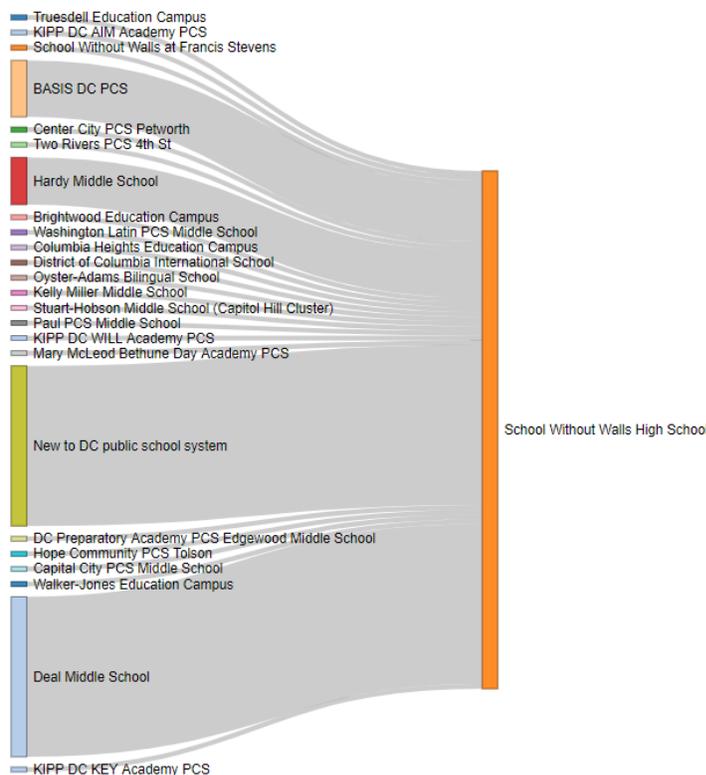
These data are made available under the Open Data Commons Attribution License. You may use, share, and adapt the data so long as you agree to acknowledge this project as the source of these data. Please cite the data as: Wolf, R., & Armstrong, C. (2019). D.C. Enrollment Project Data Archive (Version 1.0).

As shown in Table 11, the most frequently observed school-to-school transitions were nearly all made within LEAs through "feeder" patterns for middle and high schools. For schools within a DCPS feeder pattern, students are guaranteed enrollment at the subsequent feeder school.[47] For charter schools, there were some guaranteed feeder patterns and some pathways where students were given a "transfer preference" in the My School DC Lottery at the subsequent

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[47] See SY17-18 DCPS School Feeder Patterns.

school.[48] Findings imply that feeder patterns represent one mechanism that successfully retains students within the same LEA as they matriculate from one school to the next.

Table 11: Most popular school-to-school patterns between the 2014–15 and 2017–18 school years

School-to-school pattern	Number of students in pattern			Feeder or transfer?
	2014–15 to 2015–16	2015–16 to 2016–17	2016–17 to 2017–18	
Within KIPP LEA	855	946	1,020	Transfer
DCPS feeders to Wilson HS	412	354	414	Feeder
DCPS feeders to Deal MS	377	444	396	Feeder
Within Friendship LEA	256	472	343	Feeder
DCPS Capitol Hill Cluster to Stuart-Hobson MS	133	139	135	Feeder
Within D.C. Preparatory Academy LEA	127	123	123	Feeder
Within E.L. Haynes LEA	121	103	110	Feeder
Within Capital City LEA	101	96	107	Feeder
Within Cesar Chavez LEA	89	93	72	Feeder
DCPS feeders to Ballou HS	101	81	66	Feeder
Within Washington Latin LEA	70	78	66	Feeder
Within Achievement Prep LEA	38	36	51	Feeder
Within Paul LEA	83	53	50	Feeder
DCPS feeders to Woodson HS	66	51	51	Feeder
D.C. Bilingual LEA to District of Columbia International LEA	54	29	24	Transfer
DCPS Deal MS to School Without Walls HS	50	32	34	None

NOTES—1. MS=Middle school. HS=High school. 2. This table contains only the school-to-school

[48] See My School DC Public Charter Schools 2018-19 School Feeder Patterns and My School DC Transfer Preference. No information was available for charter school feeders and transfer preferences for the 2017–18 school year. This study used feeders and preferences from the 2018–19 school year.

transitions made by 50 or more students in a given school year. See the dashboard for all school-to-school transitions made by D.C. students from the 2014–15 through 2017–18 school years. 3. Schools that were closed were not included in this table.

It should also be noted that feeder patterns not displayed in Table 11 generally showed few students in the pattern. While we are unable to explain why some feeder patterns were more prevalent than others, we observe that feeder patterns are relevant in understanding school-to-school transitions in D.C. Factors that may affect numbers of students within each feeder pattern include marketing, academic programming, school demographics, school openings and/or expanded enrollments at existing schools, adjustments to feeder patterns, geographic location of schools, the neighborhood school-aged population. It is also important to note that informal networks may also play a role in determining school-to-school transitions made by students, as evidenced by the informal feeder pattern from Deal MS to School Without Walls HS.

Summary of Findings

- About one-quarter of D.C.'s public school students attended schools in both sectors from the 2014–15 through 2017–18 school years.
- Black students made more school changes on average than Latino or white students, and special education students made more school changes on average than all other students.
- Students attending schools in Wards 7 and 8 made more school changes on average than students attending schools in other wards. One implication of this finding is that schools serving students with higher rates of mobility may face additional challenges not faced by schools serving students with less mobility.
- Approximately one-third of year-to-year school mobility also coincided with a change in student home address. For at-risk students, it was 40%.
- Data on all school-to-school transitions for students from the 2014–15 through 2017–18 school years are available in a dashboard.
- The most frequently observed school-to-school transitions were nearly all made within LEAs through "feeder" patterns for middle and high schools. This finding implies that feeder patterns are one mechanism that successfully retain students within the same LEA as they matriculate from one school to the next.

Part 3: Factors Relating to Demand for D.C. Schools

In the first section of this report, we found that various indicators of school "demand" related to enrollment projection errors. In this third and final section of the report, we look more deeply at demand for D.C. schools. A preference for particular types of schools may lead to increasing enrollments at some schools and unstable or declining enrollments at other schools, which may in turn, result in greater projection errors. We ask the following research questions to look for patterns in school choice in the District:

- To what extent did students attend the schools that were closest to their homes?
- What were the patterns in school enrollments when students did not attend their in-boundary DCPS school?

- What were the patterns in school enrollments when students transferred from one school to another with the same grade levels?
- To what extent were grade-level demographics at a school related to demand?

A limitation of this study is that we do not have full information on all factors that have been shown to relate to school demand, such as academic programming, extracurricular activities, school accessibility using public transportation, and after-school care.[49] We also could not examine demand at the program level (e.g., dual language) because school enrollments are not disaggregated by program. Instead, we examine the relationships between grade-level demand for schools and demographics at the grade level. Given these limitations, we cannot make any definitive conclusions about *why* families chose specific schools for their children, but we present systematic patterns that could be observed in the data.

This study builds on earlier research documenting parental and guardian preferences for D.C. schools. A prior study found that parents ranked their choices for schools in the My School DC Lottery based on availability of public transportation to the school, proximity from home to school, academic performance in terms of test scores, and school demographics in terms of race and socio-economic status. Yet the study also found variation in preferences across different subgroups.[50] Another study analyzing website analytic data for D.C. schools found that website visitors viewed school demographic data more often than other information, such as location, test scores, and programming.[51] When the data were disaggregated for visitors with and without college experience, visitors with college experience were disproportionately more likely to view school demographics (e.g., student race and ethnicity, free and reduced-price lunch, special education, and ELL), while visitors with no college experience were more interested in school location and programming than school demographics. These prior studies point to the potential importance of school demographics in explaining school demand, at least for some subgroups. While these prior studies inform school preferences in D.C., this study goes one step further in showing patterns of schools actually attended by students.

Proximity of home to school. In this section, we explore the extent to which students attended the school closest to their homes. As previously discussed, we used a straight-line distance from home to school, but this distance does not fully account for commuting times, either by driving or using public transportation.[52]

In the 2017–18 school year, 39.3% of public-school students attended either their in-boundary DCPS school or another school that was closer to their homes. This percentage declined slightly

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[49] 1. Education Research Alliance for New Orleans, What Schools Do Families Want (And Why)?, July, 2015. 2. Center for Analysis of Longitudinal Data in Education Research, Choosing Charter Schools in North Carolina: What do Parents Value?, June, 2018. 3. Glazerman and Dotter, Market Signals: Evidence on the Determinants and Consequences of School Choice From a Citywide Lottery, *Educational Evaluation and Policy Analysis*, 2017.

[50] Glazerman and Dotter, Market Signals: Evidence on the Determinants and Consequences of School Choice From a Citywide Lottery, *Educational Evaluation and Policy Analysis*, 2017.

[51] Schneider and Buckley, What Do Parents Want from Schools? Evidence from the Internet, *Educational Evaluation and Policy Analysis*, 2002.

[52] Urban Institute, The Road to School, March, 2018. This study found that 43% of public school students were driven to school.

over time from 42.0% in the 2014–15 school year. As shown in Figure 32, in the 2017–18 school year,

- 37.1% of students attended a charter school that was further from their homes than their in-boundary school,
- 28.7% of students attended their in-boundary DCPS school,
- 23.5% of students attended a DCPS school that was further from their homes than their in-boundary school,
- 8.0% of students attended a charter school that was closer to their homes than their in-boundary school, and
- 2.6% of students attended a DCPS school that was closer to their homes than their in-boundary school.

Figure 4: Percentages of students attending DCPS and charter schools by proximity to home and student subgroup in the 2017–18 school year
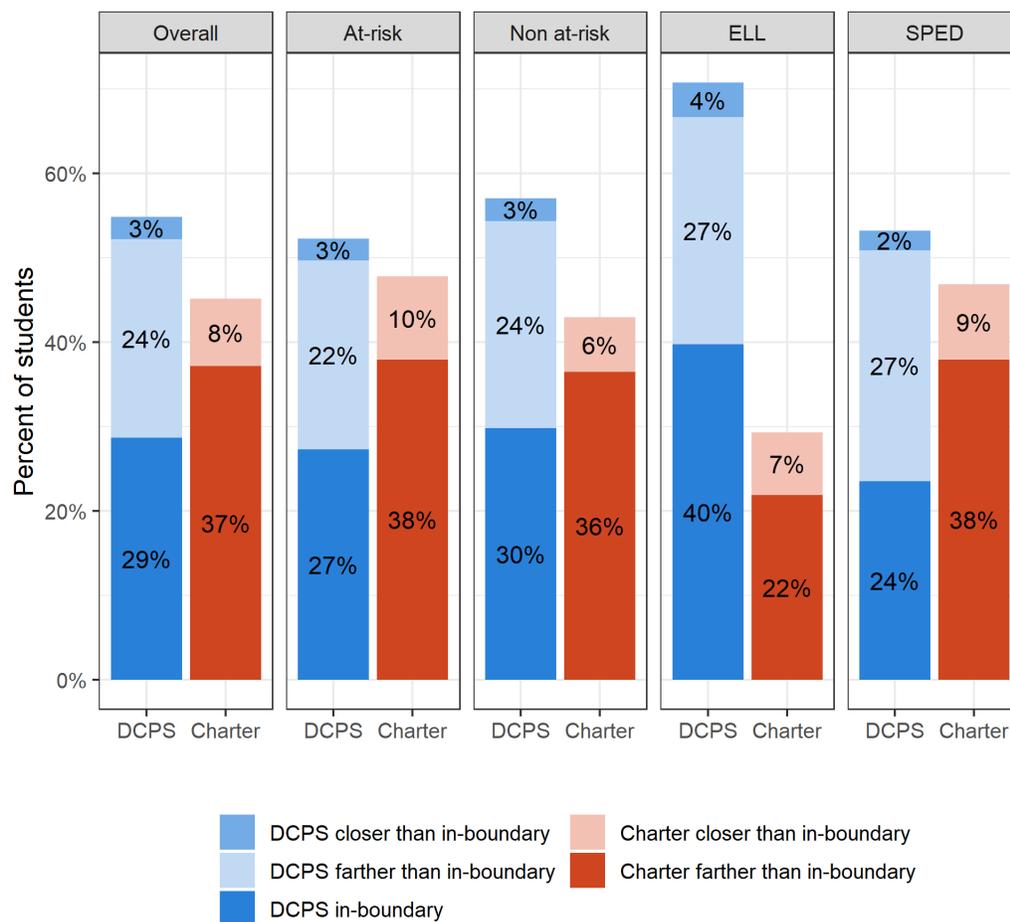
Figure 33 indicates some differences in these percentages across student subgroups, however. ELLs were more likely to attend their DCPS in-boundary schools and less likely to attend charter schools further from their homes, relative to all students. There were more subtle differences

among "at-risk," non-at-risk, and special education students, relative to the overall percentages in sector and proximity of school attended.

Figure 33 shows the differences in these percentages for students of different race/ethnicity. Notably, black students were the least likely to attend their in-boundary DCPS schools, while white students were the most likely. Additionally, larger proportions of black students attended charter schools that were closer to their homes than their in-boundary schools than white or Latino students. These findings are largely explained by residential segregation and the geographic placement of charter schools in the District.

Figure 33: Percentages of students attending DCPS and charter schools by proximity to home and student race/ethnicity in the 2017–18 school year
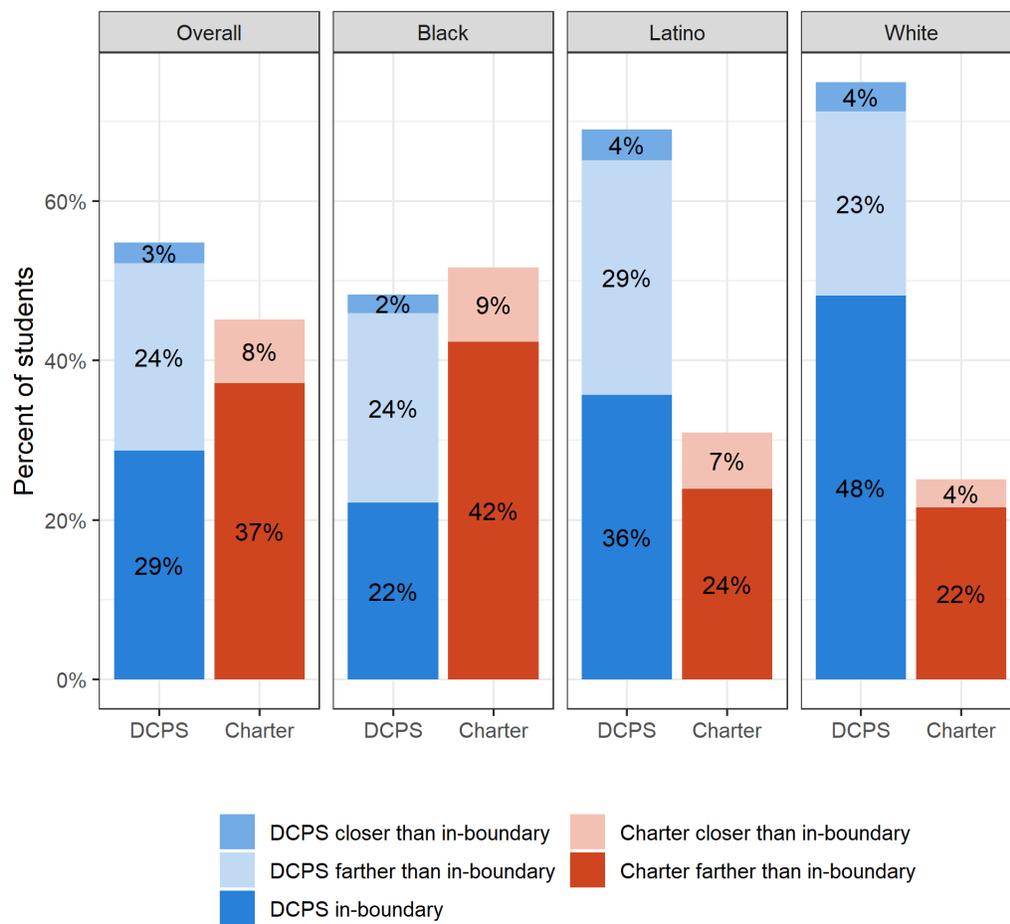
As shown in Table 12, for example, black students were the most concentrated residentially in Wards 7 and 8, and the majority of schools in Wards 7 and 8 were charter schools. Moreover,

34 shows that 15% of students attending schools in Ward 7 attended charter schools that were closer to their homes than any other school. White students were the most concentrated residentially in Wards 2 and 3, and the majority of schools in Ward 2 were DCPS schools, and there were no charter schools in Ward 3. Latino students were the most concentrated residentially in Wards 1 and 4, and the majority of schools in Ward 1 were DCPS schools and the majority of schools in Ward 4 were charter schools. Table 12 shows that students attended schools within their ward of residence to a greater extent than schools in other wards. Therefore, neighborhood demographics mostly resembled the demographics of students in the schools by ward, as shown in Table 13. The greatest divergences occurred from white and Latino students disproportionately attending schools in Ward 3, and black students disproportionately attending schools in Wards 5 and 6, relative to the wards in which they lived. For example, only 9% of public-school students living in Ward 6 were black, but black students comprised 14% of the student population in Ward 6 schools. This 14%, however, is an average across all students in Ward 6. Individual schools in Ward 6 ranged in percentage black from 14% to 100% in the 2017–18 school year.

Table 12: Ward of residence versus ward of school in the 2017–18 school year

Ward of Home	Ward of School							
	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Ward 1	39%	5%	10%	28%	12%	4%	2%	1%
Ward 2	20%	42%	12%	6%	6%	11%	2%	1%
Ward 3	1%	7%	83%	7%	2%	0%	*	*
Ward 4	10%	3%	10%	61%	13%	2%	1%	1%
Ward 5	7%	4%	2%	16%	50%	11%	6%	3%
Ward 6	5%	7%	2%	6%	15%	56%	5%	4%
Ward 7	3%	3%	1%	5%	14%	15%	48%	10%
Ward 8	3%	2%	1%	3%	9%	10%	9%	63%

NOTES—1. * means N<10 and the percentage was not calculated. 2. The denominators for the percentages were the number of students living in the ward. As such, each row should sum to 100%, minus rounding error.

Table 13: Ward of residence versus ward of school by student race/ethnicity in the 2017–18 school year

Where students lived				Where students attended school			
Ward of Residence	Black %	Latino %	White %	Black %	Latino %	White %	Ward of School
Ward 1	5	25	17	6	23	14	Ward 1
Ward 2	1	4	4	3	4	6	Ward 2
Ward 3	1	5	20	3	10	25	Ward 3
Ward 4	10	39	30	11	42	30	Ward 4
Ward 5	15	15	11	19	11	12	Ward 5
Ward 6	9	4	14	14	5	11	Ward 6
Ward 7	26	5	3	18	2	1	Ward 7
Ward 8	33	3	2	26	2	1	Ward 8

Figure 34: Percentages of students attending DCPS and charter schools by proximity to home and school ward in the 2017–18 school year
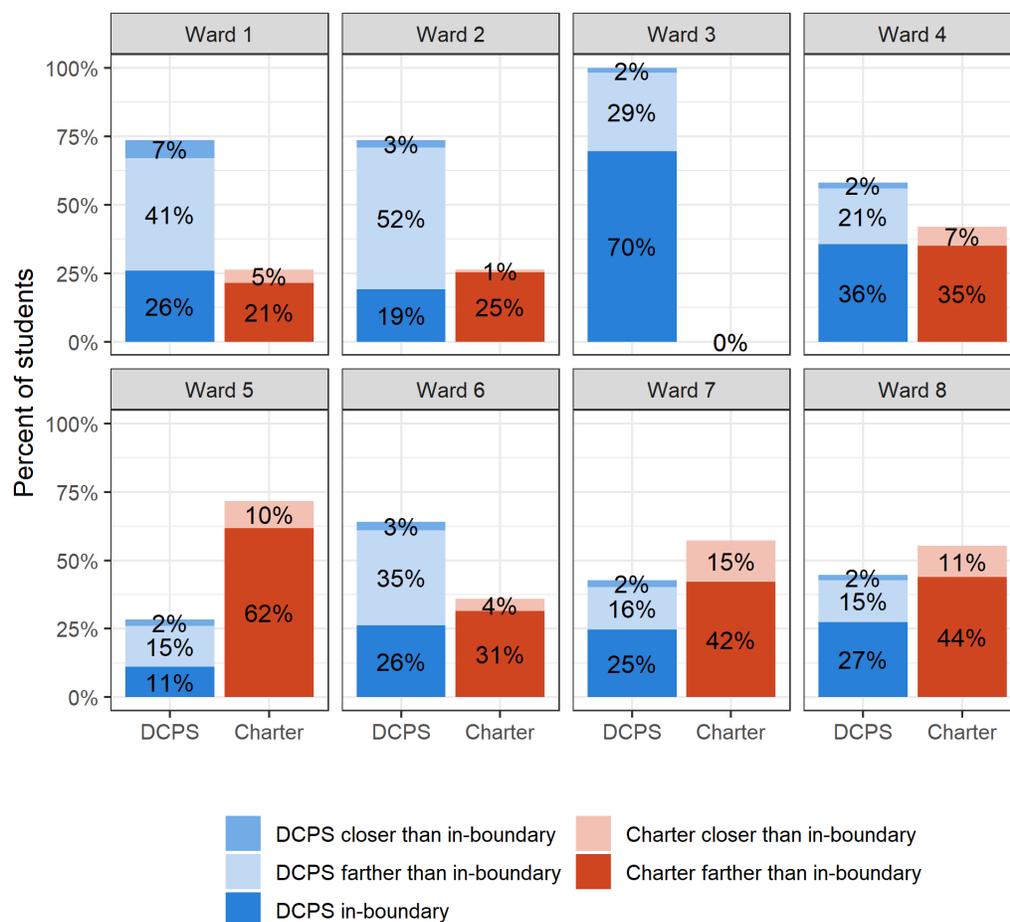
While the overall percentage of students attending the schools closest to their homes remained relatively stable over time from 2014–15 to 2017–18, there were more noticeable changes over time when disaggregating by ward. As shown in Figure 35, substantial increases in the percentage of students attending charter schools in a particular ward corresponded with decreases in the percentage of students attending their DCPS in-boundary schools in the ward:

- A nine-percentage point increase in students attending charter schools in Ward 5, along with a five-percentage point decline in students attending their in-boundary DCPS schools in Ward 5.
- An eight-percentage point decline in students attending their in-boundary DCPS schools in Ward 8, along with an increase of seven percentage points of students attending charter schools in Ward 8.
- A six-percentage point decline in students attending their in-boundary DCPS schools in Ward 7, along with an increase of six percentage points of students attending charter schools in Ward 7.

- A seven-percentage point increase in students attending charter schools in Ward 2, along with a three-percentage point decline in students attending their in-boundary DCPS schools in Ward 2.
- A six-percentage point decline in students attending charter schools in Ward 1, along with a two-percentage point increase in students attending their in-boundary DCPS schools in Ward 1.

Figure 35: Percentages of students attending DCPS and charter schools by proximity to home and school ward from the 2014–15 to 2017–18 school years
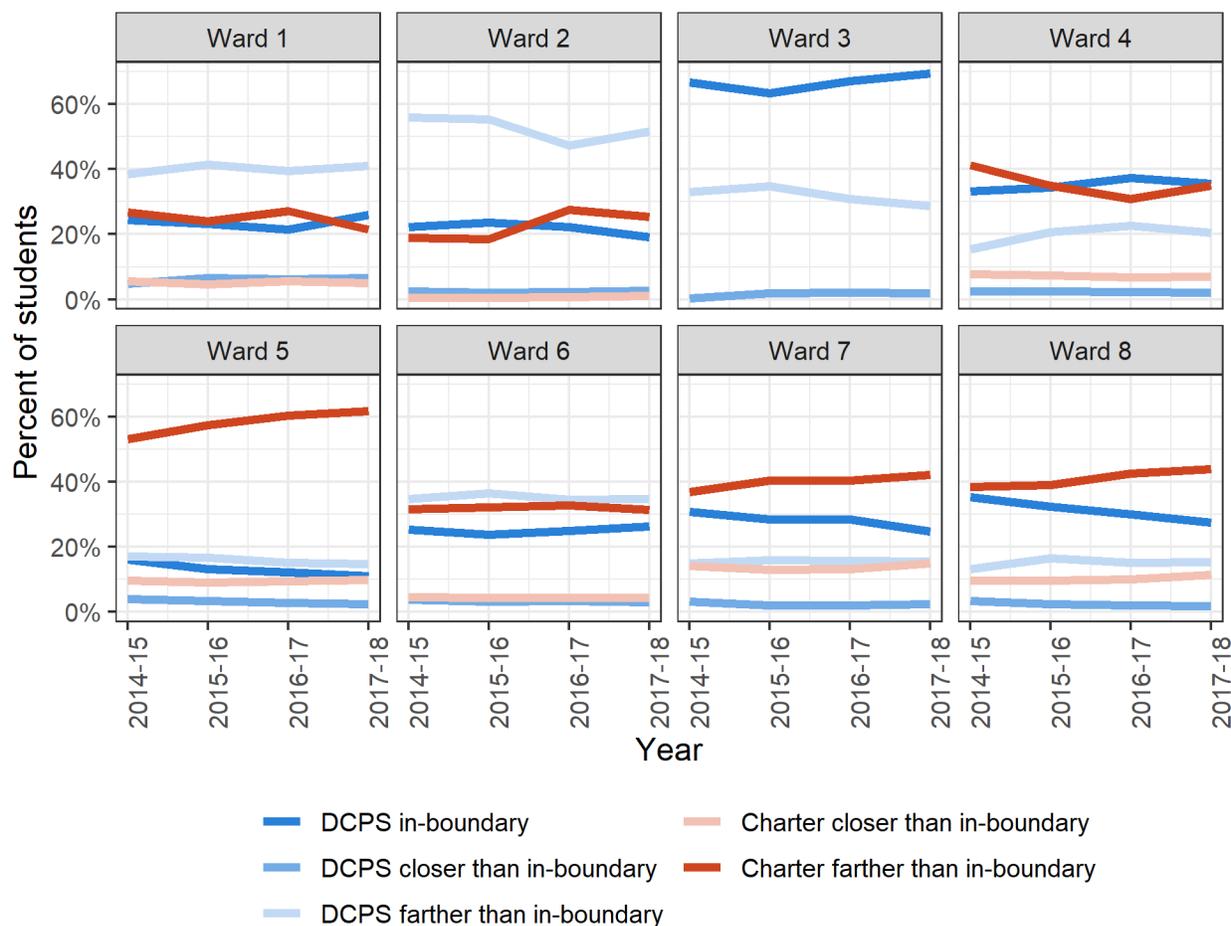
Table 14 shows that greatest increases in the share of students attending charter schools in the ward largely coincided with the opening of new charter schools. The public school population also increased in each ward during this time, but population changes did not explain the changes in the share of students attending either sector. The public school student population increased from 2014–15 to 2017–18 by 5% for students who lived in Ward 1, 6% in Ward 2, 18% in Ward 3, 11% in Ward 4, 8% in Ward 5, 10% in Ward 6, 7% in Ward 7, and 9% in Ward 8.

Table 14: Changes in the number of schools and public school population over time by ward

School Ward	Number of schools in 2014–15	Change in number of schools (including 2014–15)			
		Charter Openings	Charter Closures	DCPS Openings	DCPS Closures
Ward 1	21	+2	-1	0	0
Ward 2	8	+1	0	0	0
Ward 3	10	0	0	0	0
Ward 4	33	+2	-1	+1	-1
Ward 5	37	+8	-4	+2	-2
Ward 6	32	+4	-1	+1	0
Ward 7	32	+5	0	+1	0
Ward 8	37	+4	0	0	0

Patterns in attending out-of-boundary or charter schools. We also examined the patterns in schools attended for students who did not attend their in-boundary DCPS schools. In other words, for students who did not attend their in-boundary DCPS schools, how did the schools in which they were enrolled compare to their in-boundary schools? It is important to keep in mind, however, that these patterns represent systematic choices of families in the District (e.g., averages) and do not represent all individual choices made by all families.

As seen in the previous section, the majority of students attending schools in both sectors did not attend their in-boundary DCPS schools. The only exceptions were the majority of public-school students living in Ward 3 who attended their in-boundary schools. A third of all white/non-Latino students in the public schools lived in Ward 3 and a majority (55%) also attended their in-boundary schools.[53]

The largest proportion of students who did not attend their in-boundary DCPS schools attended another school located within their ward of residence, followed by those who attended schools located in a ward adjacent to their residence. This finding indicates that proximity from home to school was important for many D.C. families in deciding where to send their children to school. Table 15 shows where students attended school, relative to where they lived.

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[53] Because the student race categories were not mutually exclusive, and about half of white students were also classified as "Hispanic/Latino," we examined patterns of schools attended for students who were black, Latino, and both white and non-Latino. For this reason, the percentages reported here will differ slightly from those reported in Table 13.

Table 15: Ward of home versus ward of school by student race/ethnicity <u>for students not attending their in-boundary DCPS schools only</u> in the 2017–18 school year

Ward of Home	Ward of School							
	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Black students								
Ward 1	30%	5%	4%	23%	18%	11%	5%	4%
Ward 2	16%	17%	8%	14%	14%	16%	9%	6%
Ward 3	*	20%	27%	21%	11%	*	*	*
Ward 4	12%	5%	9%	45%	19%	6%	3%	2%
Ward 5	7%	4%	3%	14%	45%	13%	9%	5%
Ward 6	6%	5%	2%	6%	24%	35%	12%	9%
Ward 7	3%	3%	1%	5%	18%	18%	40%	12%
Ward 8	3%	2%	1%	3%	12%	12%	12%	55%
Latino students								
Ward 1	39%	4%	8%	35%	11%	2%	1%	*
Ward 2	29%	16%	12%	13%	9%	21%	0%	0%
Ward 3	*	20%	40%	17%	15%	*	0%	0%
Ward 4	22%	2%	6%	58%	11%	2%	0%	*
Ward 5	23%	4%	4%	31%	30%	6%	2%	*
Ward 6	15%	11%	7%	16%	16%	32%	*	*
Ward 7	23%	3%	4%	16%	17%	12%	22%	3%
Ward 8	17%	6%	10%	10%	12%	15%	6%	25%
White/non-Latino students								
Ward 1	13%	13%	15%	22%	35%	*	*	0%
Ward 2	7%	27%	28%	12%	17%	8%	*	0%
Ward 3	3%	34%	32%	22%	7%	*	*	0%
Ward 4	4%	7%	10%	39%	38%	1%	*	0%
Ward 5	2%	5%	2%	17%	62%	11%	*	0%
Ward 6	*	19%	2%	15%	16%	46%	1%	*
Ward 7	*	*	*	*	29%	37%	*	0%
Ward 8	12%	8%	28%	*	7%	24%	*	15%

NOTE—* means N<10 and the percentage was not calculated.

When students did not attend their in-boundary DCPS schools, they tended to attend schools with fewer at-risk students, yet the difference between the percentage of at-risk students at schools attended and in-boundary schools varied across different student subgroups. For example, the differences in percentages at-risk between students' in-boundary schools and schools attended were the largest for white/non-Latino students (24 percentage points) and the smallest for ELL students (11 percentage points). Therefore, when white/non-Latino students did not attend their in-boundary school, the school they attended had, on average, 24 percent fewer at-risk students. To a much lesser extent, all student subgroups on average opted for schools serving slightly lower proportions of special education and ELL students than their in-boundary schools. The one exception was that special education and ELL students opted for schools serving slightly higher average rates of special education and ELL students, respectively. Figures 36 and 37 show the differences in school characteristics between students' in-boundary DCPS schools and schools of enrollment by student subgroup.

Figure 36: Differences in current and in-boundary DCPS schools on school characteristics by student subgroup
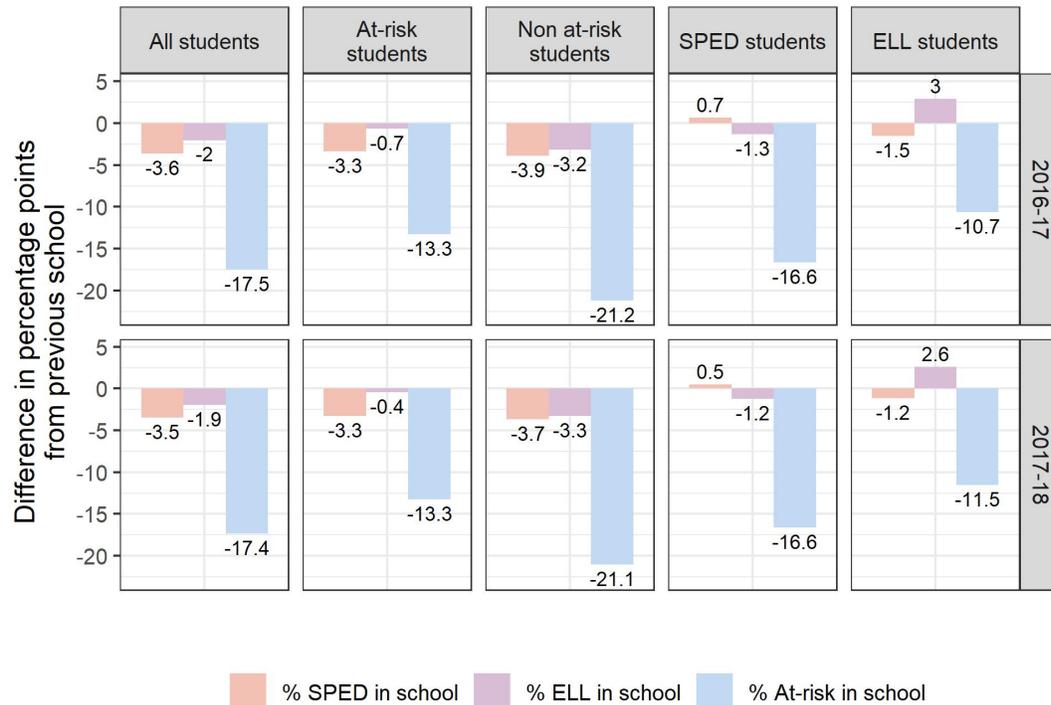
Figure 37: Differences in current and in-boundary DCPS schools on school characteristics by student race/ethnicity
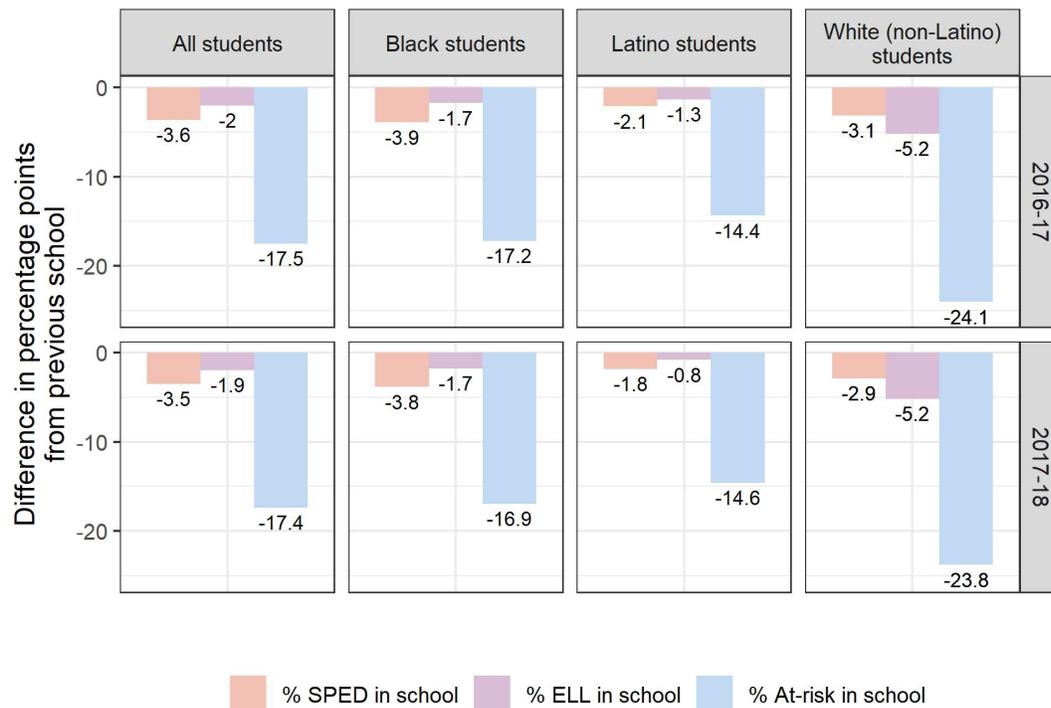
Students of all races who did not attend their in-boundary DCPS schools chose to attend schools with greater percentages of white/non-Latino students and to a lesser extent, schools with lower percentages of black students. Yet the extent to which the schools these students attended differed from their in-boundary schools differed dramatically among students of different races. For example, when white/non-Latino students did not attend their in-boundary schools, they attended schools serving larger percentages of white/non-Latino students by an average of 22 percentage points. On the other end of the spectrum, black students attended schools with larger percentages of white/non-Latino students by an average of 7 percentage points. Latino students fell in the middle and attended schools with larger percentages of white/non-Latino students by an average of 9–10 percentage points. Figure 38 shows the differences in school demographics between students' in-boundary DCPS schools and schools of enrollment by student race or ethnicity.

Figure 38: Differences in current and in-boundary DCPS schools on school racial demographics by race/ethnicity
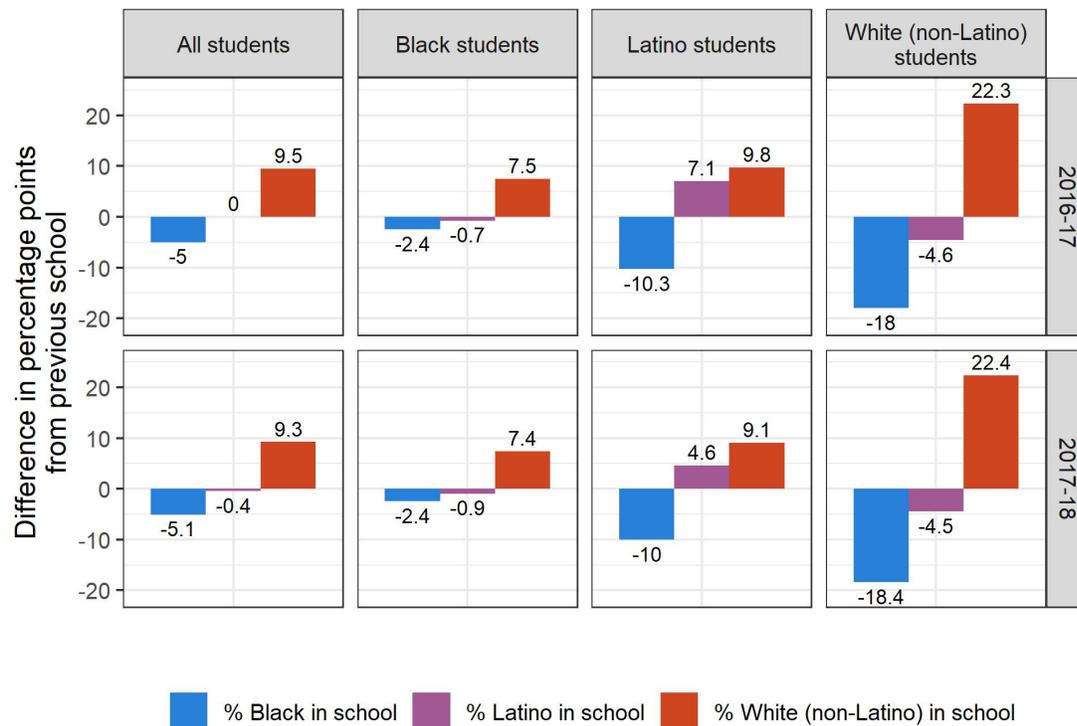
Black students attended out-of-boundary or charter schools that differed in terms of average percentages of black students by only two percentage points, relative to their in-boundary schools. On the other hand, white/non-Latino and Latino students attended schools serving lower average percentages of black students, by 18 and 10 percentage points, respectively. Latino students attended schools that served higher average rates of Latino students by 5–7 percentage points.

This prompts the question, to what extent were white/non-Latino and Latino families seeking racially diverse schools, versus schools not serving predominantly black students or schools serving predominantly white/non-Latino students? About 70% of students in D.C. were black, and thus school racial diversity was inversely related to the percentage of black students in the school in most cases. Schools serving majority white/non-Latino or Latino students were also not racially diverse, but there were only six schools serving greater than 70% white/non-Latino students and five schools serving greater than 70% Latino students in 2017–18. In contrast, there were 148 schools serving more than 70% black students in 2017–18.

Figure 39 shows the differences in the racial makeup of schools attended versus in-boundary schools for students who did not attend their DCPS in-boundary schools in the 2017–18 school year. DCPS schools in Wards 5, 7, and 8 served predominantly (>80%) black students. DCPS schools in Ward 3 served a minority of black students (7–35%) and a majority (>50%) of white students. DCPS schools in Wards 1, 2, 4, and 6 ranged in terms of serving predominantly (>70%) black students to few (<10%) black students. Schools serving majority (>50%) Latino students were concentrated in Wards 1 and 4.

When black students did not attend their in-boundary DCPS schools, they attended schools with greater percentages of black students relative to their in-boundary schools, and this was generally true across all wards. When white/non-Latino students did not attend their in-boundary DCPS schools, they attended schools serving lower percentages of black students, even in wards in which their in-boundary schools served a diverse mix of students from different racial backgrounds. The exception was that white/non-Latino students living in Wards 1 and 3 who did not attend their DCPS in-boundary schools attended schools with greater percentages of black students than their in-boundary schools; in these cases, white families attended schools with more racial diversity than their in-boundary DCPS schools because their in-boundary schools served few black students.

Similarly, Latino students not attending their majority-black DCPS in-boundary schools opted to attend schools with more racial diversity, i.e. with lower percentages of black students. Compared with white/non-Latino students, however, Latino students attended out-of-boundary schools with greater percentages of black students in all wards except for Ward 3. Again, these patterns represent choices made in the aggregate by families, and not all school choices made by all families in the District.

Figure 39: Interquartile ranges for percent black in current versus in-boundary schools by student racial subgroup in the 2017–18 school year
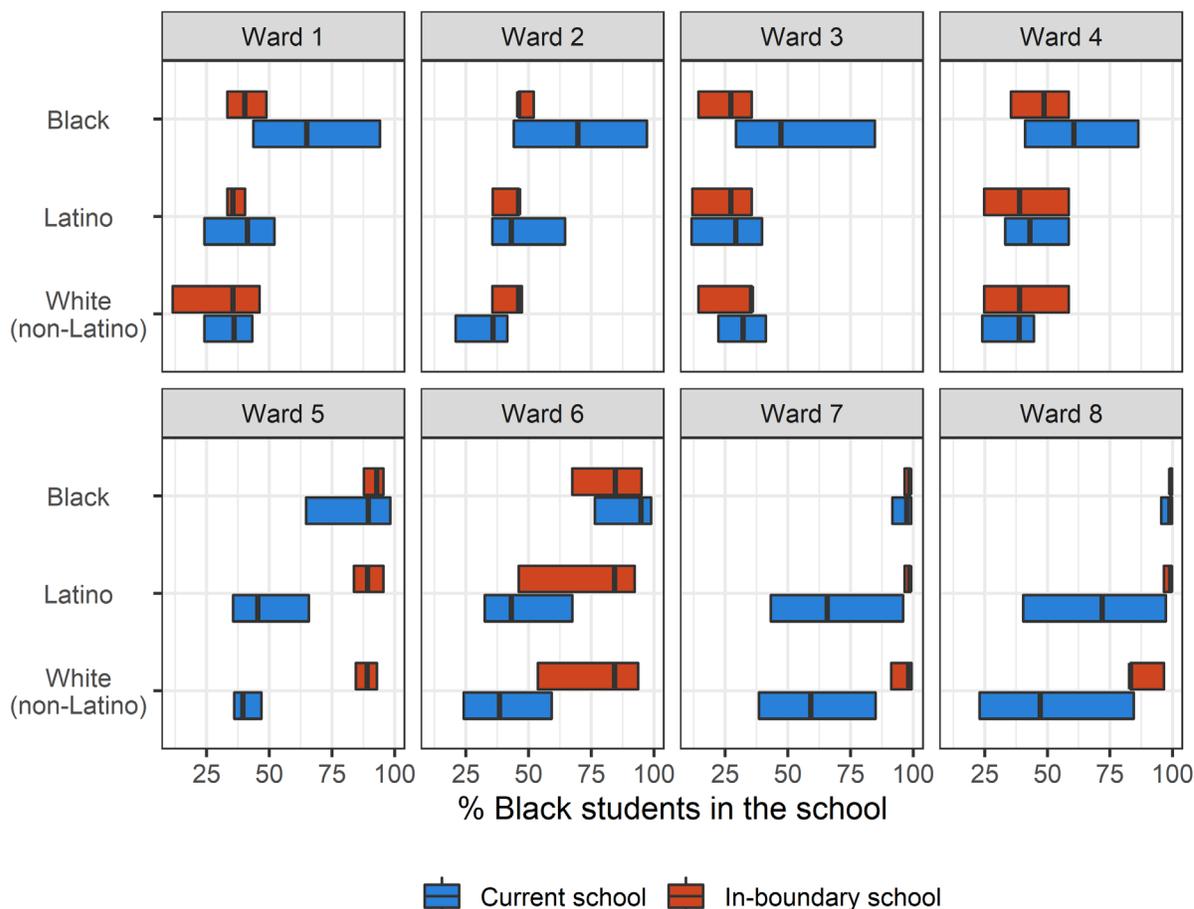
NOTES—1. Ward is ward in which students resided. 2. The boxes show the interquartile ranges. The left side of each box is where 25% of the students in the subgroup fell, and the right side of each box is where 75% of the students in the subgroup fell. In total, the boxes capture patterns for 50% of students in the subgroup.

Taken together, these findings suggest that families consider both the proximity of school to home as well as school characteristics when selecting out-of-boundary or charter schools. Notably, all student subgroups selected out-of-boundary or charter schools that served lower average percentages of at-risk students than their neighborhood schools. Most white/non-Latino and Latino students opted out of their in-boundary DCPS schools when the schools served predominantly black students, and instead attended schools that were more racially diverse and had fewer black students. In some wards, however, white/non-Latino students attended out-of-boundary or charter schools with lower percentages of black students, even when their in-boundary DCPS schools were racially diverse with a mix of students from different racial backgrounds. The data do not permit us to determine, however, whether families selected schools based on student demographics or for other reasons.

Patterns in school transfers. Next, we examined whether there were systematic differences in school characteristics in those cases when students transferred from one school

to another from one school year to the next. If students systematically left schools for other schools serving the same grade levels, what were the patterns? Only students in non-matriculating and non-entry grades were included in this analysis. In other words, if students were in the first or last grade the school offered, they were not included. As in the previous section, these patterns represent trends in the District and not necessarily the transfer patterns of all individual families.

Approximately 8% of students transferred to a different school in non-matriculating and non-entry grades between the 2016–17 and 2017–18 school years.[54] School transfers were the most frequent for students going into grades K–3. For Latino students, school transfers were the most frequent for students going into grades K–4. For white/non-Latino students, school transfers were the most frequent for students going into PK–1, with 31% of the school transfers represented by white/non-Latino students making a switch between PK4 and K; 28% of these switches indicated students transferring to their in-boundary DCPS schools for kindergarten.

Student transfer patterns were very similar to those discussed in the previous section for students who did not attend their in-boundary schools. When students transferred to a different school serving the same grade levels, all student subgroups transferred to schools serving fewer at-risk students in both the 2016–17 and 2017–18 school years, but the extent to which they moved to schools with lower percentages of at-risk students varied across subgroups. White/non-Latino students transferred to schools serving lower percentages of at-risk students to a greater extent than other student groups, by an average of 12.2–14.6 percentage points. At-risk students were the least likely to transfer to schools with substantial differences in percentage "at-risk," with their transfer schools serving fewer at-risk students by an average of only 0.3–2.0 percentage points across the two school years. Other student subgroups fell somewhere in between. Students transferred to schools serving fewer at-risk students by an average of 5–6 percentage points for ELL students, 3–5 percentage points for Latino students, 2–4 percentage points for black students, and 2–3 percentage points for special education students. Special education students also transferred to schools with higher percentages of special education students, by an average of 1.9–2.3 percentage points. Figures 40 and 41 show the differences in previous and transfer schools in the percentage "at-risk," non-at-risk, special education, and ELL in the school by student subgroup.

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[54] This percentage slightly differs from that provided on student mobility in Part 2: Factors Relating to Patterns in School Mobility because in this analysis, we also removed students in schools' entry grades.

Figure 40: Differences in school characteristics between previous and transfer schools by student subgroup
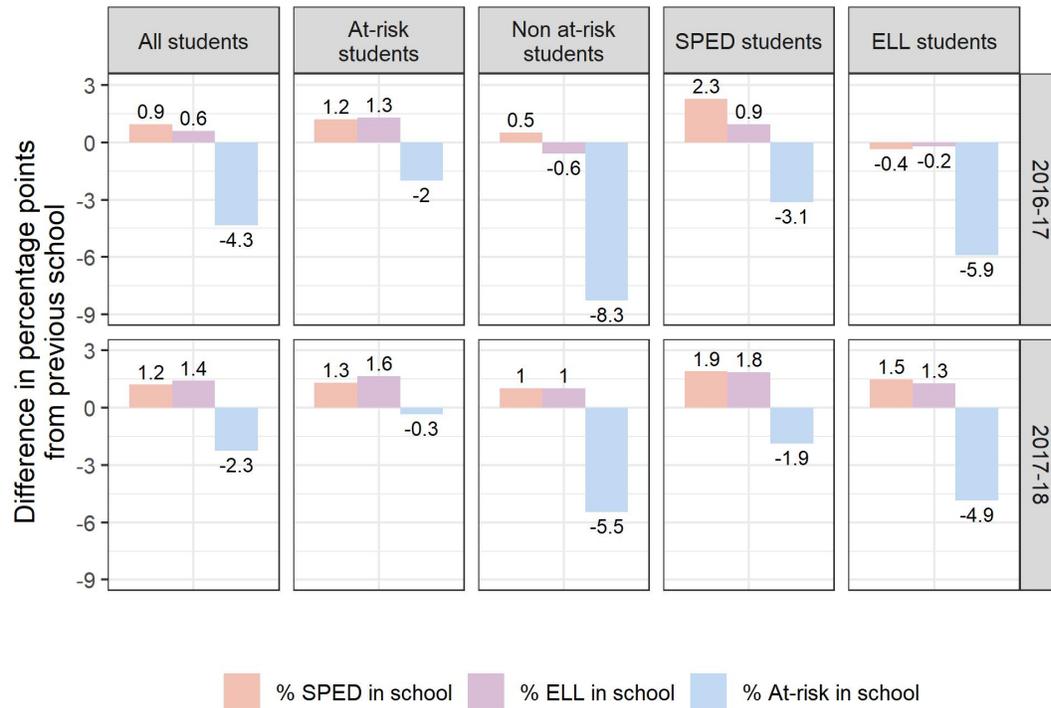
Figure 5: Differences in school characteristics between previous and transfer schools by student race/ethnicity
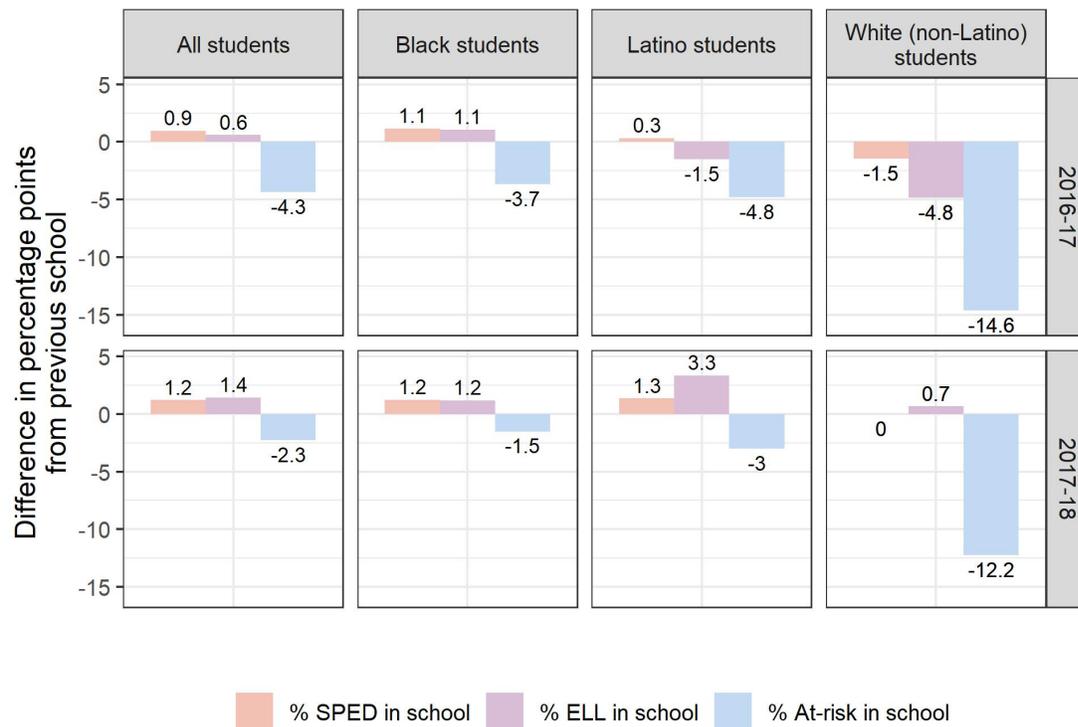
Transfer patterns in terms of school racial makeup indicate that when students transferred to a different school serving the same grade levels, they tended to move to schools serving larger proportions of white/non-Latino students, but this was particularly true for white/non-Latino students. Across two school years, white/non-Latino students transferred to schools with more white/non-Latino students by an average of 14.8 to 41.2 percentage points more than their previous schools. When removing white/non-Latino students who transferred to their in-boundary schools for kindergarten, white/non-Latino students still transferred to schools serving more white/non-Latino students by 40 percentage points in 2016–17 and 14 percentage points in 2017–18, on average. While there was variation across the two school years, these patterns, depicted in Figure 42, indicate clear patterns of white/non-Latino families sending their children to schools serving larger percentages of white/non-Latino students than their in-boundary schools. In addition to demographics, factors influencing these systematic transfer patterns could include academic programming or perceived differences in school quality.

Figure 42: Differences in school racial demographics between previous and transfer schools by student race/ethnicity
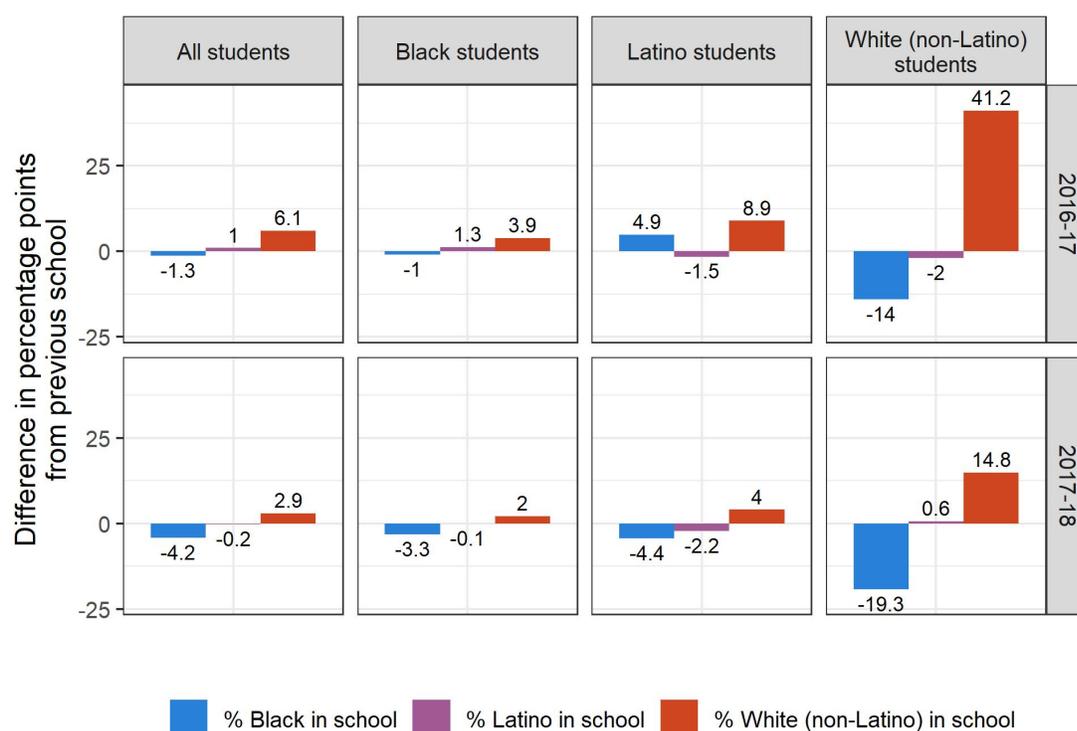
Grade-level demographics versus demand. Finally, we explore to what extent grade-level demand for particular schools related to student demographics in the grade. As explained in Part 1 of this report, we use two indicators of demand:

- By grade and school, the number of students who applied to a particular school in the My School DC Lottery; and

- By grade and school and for in-boundary DCPS schools only, the in-boundary capture rate or the percentage of students in the grade who attended the school out of all public-school students in the same grade who lived within the school's boundary.

For both measures, demand for a particular grade in a particular school was negatively correlated with the percentage of at-risk and black students in the grade and positively correlated with the percentage of white students in the grade. In some grades, the percentage of special education students in the grade was also negatively related to grade-level demand. Table 16 shows the correlations between grade-level demand indicators and demographics for the 2017–18 school year.

Table 16: Correlations between grade-level demand indicators and demographics in 2017–18

Grade	Correlations with Number of Lottery Applicants				Correlations with In-Boundary Capture Rates			
	At-risk	Black	White	Sped	At-risk	Black	White	Sped
PK3	-0.67	-0.61	0.61	-0.12	-0.80	-0.73	0.65	-0.31
PK4	-0.74	-0.74	0.74	-0.23	-0.82	-0.77	0.72	-0.43
K	-0.69	-0.61	0.59	-0.20	-0.86	-0.83	0.81	-0.45
1	-0.62	-0.48	0.49	-0.20	-0.81	-0.78	0.78	-0.45
2	-0.69	-0.49	0.47	-0.17	-0.81	-0.84	0.81	-0.41
3	-0.64	-0.49	0.49	-0.16	-0.83	-0.76	0.78	-0.36
4	-0.63	-0.38	0.38	-0.13	-0.80	-0.77	0.76	-0.50
5	-0.46	-0.27	0.27	-0.18	-0.71	-0.74	0.74	-0.19
6	-0.65	-0.43	0.35	-0.25	-0.79	-0.66	0.60	-0.58
7	-0.63	-0.29	0.27	-0.25	-0.72	-0.65	0.64	-0.45
8	-0.56	-0.34	0.35	-0.26	-0.69	-0.72	0.68	-0.58
9	-0.70	-0.30	0.36	-0.64	-0.89	-0.69	0.64	-0.71
10	-0.57	-0.70	0.59	-0.26	-0.84	-0.81	0.74	-0.82
11	-0.61	-0.28	0.24	-0.28	-0.76	-0.74	0.68	-0.79
12	-0.50	-0.20	0.19	-0.06	-0.82	-0.83	0.78	-0.73

NOTE—Sped=special education.

These data suggest that D.C. families were less likely to either apply to schools in the My School DC lottery or attend their in-boundary DCPS schools when the schools served large percentages of at-risk students. While it is possible that families applied for schools on the basis of school demographics alone, it is also plausible that families perceived differences in school quality across schools, and these perceptions related to the percentage of at-risk students in the schools. Figure 43 shows the relationship between the number of students who applied in the lottery and the percentage at-risk by grade. Although the demand indicators were the most strongly correlated with the percentage at-risk in the grade, there also appeared to be greater demand for schools that served larger percentages of white students, smaller percentages of black students, and for DCPS in-boundary schools, smaller percentages of special education students.

Figure 6: By grade, number of lottery applicants by percentage at-risk in 2017–18

Schools serving low percentages of at-risk students had many more lottery applicants than schools serving large percentages of "at-risk" students.
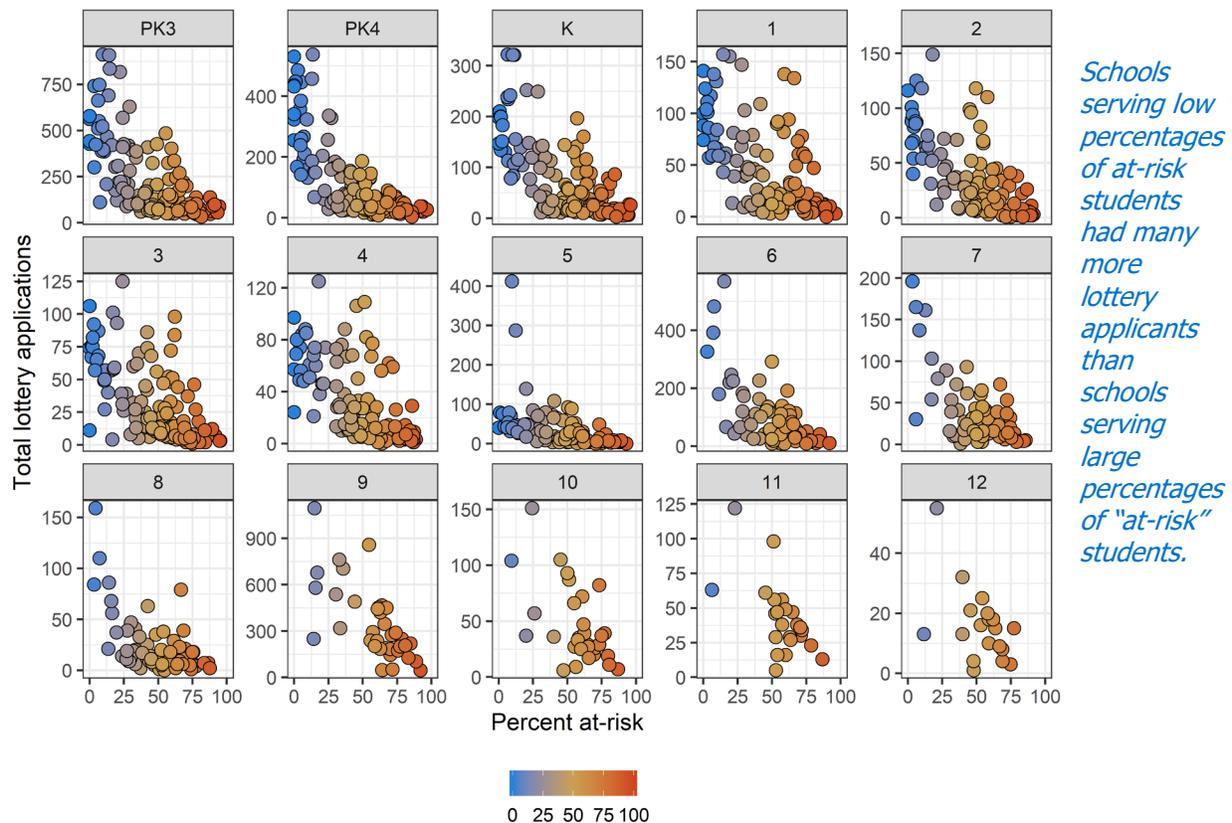
We also investigated whether the correlations observed above were partially explained by population densities. For example, if larger numbers of students lived near schools serving lower percentages of at-risk students, we may expect to see higher lottery demand for those schools due to higher population densities alone. We investigated the relationship between the number of public-school students who lived within a DCPS school's boundary and the number of lottery applicants to that school by grade. We observed a negative relationship, meaning that the DCPS schools in areas with greater population densities actually had fewer lottery applicants in both guaranteed and preschool grades. This finding is explained by the fact that the largest populations of public-school students lived in Wards 7 and 8, and schools in Wards 7 and 8 generally served greater percentages of at-risk students and had lower lottery demand. Therefore, we conclude that demand was better explained by school demographics than by population density.

Summary of Findings

- Approximately 40% of students attended either their in-boundary DCPS school or another school that was closer to their homes and this percentage has remained stable over time.
- Larger shares of black students than white or Latino students attended charter schools that were closer to their homes than their in-boundary schools; this finding is partially explained by residential segregation and the geographic location of charter schools in areas with fewer remaining DCPS in-boundary schools.

- Of all students attending charter schools, 82% of black students, 77% of Latino students, and 85% of white students attended a charter school that was further from their homes than their in-boundary schools.
- Within each city ward, increases in the percentage of students attending schools in one sector appeared to correspond with decreases in the percentage of students attending schools in the other sector, and vice versa.
- Of students who did not attend their in-boundary schools, more attended another school located within their ward of residence, followed by schools located in a ward adjacent to their residence.
- When students did not attend their in-boundary schools, all student subgroups selected out-of-boundary or charter schools that served lower percentages of at-risk students than their neighborhood schools.
- Most white/non-Latino and Latino students did not attend their in-boundary DCPS schools when the schools served predominantly black students, and instead attended schools that were more racially diverse and had fewer black students.
- Approximately 8% of students transferred to a different school serving the same grade levels between the 2016–17 and 2017–18 school years. School transfers most frequently occurred for students in grades K–3. When students switched schools, they tended to transfer to schools serving lower percentages of at-risk students.
- Lottery waitlists and the in-boundary capture rates for DCPS schools were the lowest for schools serving the largest percentages of at-risk students. For DCPS in-boundary schools, the percentage of special education students was also negatively related to school demand.

Recommendations

Based on these findings and other factors influencing school enrollments over time, we outline three recommendations.

1. **The Mayor should add demographic trends and enrollment patterns over time to current enrollment projection methodology to better align funding with actual enrollment.**

Currently, enrollment projections for each local education agency (LEA) and school are largely based on historical enrollments. However, student populations and therefore patterns in enrollment may change over time. One example is that the population of ELLs in public schools in D.C. is increasing and the use of historical enrollment alone will not accurately predict the number of ELL students in D.C. schools. Another example is that the number of kindergarten students attending their in-boundary schools is increasing in some neighborhoods, leading to under-projections in those schools. Instead of basing enrollment projections largely on historical enrollments, a predictive model could also be used to determine the expected increase in the number of students based on demographic shifts over time. Enrollment projections could be adjusted to reflect a combination of both historical enrollments and forecasted changes in the population over time so that funding is commensurate with actual population.

It may also be worth considering the geographic location of existing schools and feeder patterns in determining projections. Nearly 40% of public-school students attended the school that was closest to their homes. When students did not attend the school that was closest to their homes, they most frequently attended another school within their ward of residence, followed by a school in an adjacent ward. Feeder patterns also appeared to explain frequently observed school-to-school enrollment patterns. Enrollment projection methodology could be strengthened by using a broader range of currently available data.

2. **The Mayor and Council should adjust enrollment projection methodology to accommodate mid-year student mobility.**

We found that some schools that were initially over-projected for enrollment as of October were actually under-projected for the net number of students served by May in the school year. In contrast, some schools saw noticeable decline in the net number of students served between October and May. Moreover, the schools that took in the greatest share of students mid-year and after the October enrollment audit were DCPS schools serving the largest percentages of at-risk students. More research is needed to determine whether DCPS was adequately compensated for mid-year student mobility, and whether individual schools within DCPS were appropriately funded given the net number of students served throughout the school year. More research is also needed to understand what enrollment metric best represents the level of LEA funding needed to adequately fund schools for the students they serve.

3. The Mayor and Council should ensure equitable funding for schools serving the largest percentages of students classified by the District as at-risk and those experiencing high levels of student mobility.

Enrollments declined over time for most schools serving the largest percentages of at-risk students because many families chose to opt out of these schools. Whether in terms of demand for schools in the My School DC Lottery, the percentages of students attending their in-boundary DCPS schools, and distances traveled to attend schools, a recurring theme in this report is that D.C. families systematically select away from schools serving large percentages of at-risk students. Additional investments in schools serving large percentages of at-risk students may be needed, given tendencies of the larger system to place these schools at a resource disadvantage through school choice. Declining enrollments mean fewer resources (relatively speaking) each year for schools serving the largest percentages of at-risk students. Yet schools serving the largest percentages of at-risk students may conceivably need more—not fewer—resources to meet the needs of these students.

In addition, students in these schools experience the highest rates of student mobility compared with students in other schools. Across all schools, 13% of students changed schools from one year to the next for reasons other than matriculation. This percentage was 17% for at-risk students, 16% for students attending schools in Ward 7, and 18% for students attending schools in Ward 8. Prior research has linked high rates of student mobility with negative outcomes, such as lower graduation rates, test scores, grades, attendance rates, and level of student engagement. More research is needed to determine the appropriate level of supplemental funding needed for schools serving students who may be affected by greater school or residential mobility.

As is the case in other urban centers, the District is in need of additional policies to address the inequity created by individual families' residential and school choices and the larger, systematic pattern to select away from schools serving the largest concentrations of at-risk students. If families perceive differences in school quality for schools serving large percentages of at-risk students, why is that the case? Prior research has pointed to a number of potential factors that may decrease demand for schools serving large proportions of low-income students, including higher rates of teacher and principal attrition, inadequate facilities, lack of materials and supplies, and poor school climate. On the other hand, prior research has also highlighted the barriers for under-served families to take advantage of school choice options to the same extent as middle- and upper-income families, even in choice-rich contexts. Future research could explore to what extent schools with large at-risk populations suffer from a lack of investment or are further disadvantaged in DC's current school choice system, and how new policy levers could be used to help ensure a high-quality education for all students in the District.

Summary of Report Recommendations

The recommendations in this report can be implemented without any additional costs to the government while also helping to advance the goals of the Deputy Mayor for Education (DME) and the District of Columbia Public Schools (DCPS).

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
The Mayor should add demographic trends and enrollment patterns over time to current enrollment projection methodology to better align funding with actual enrollment.	No	Yes	2019 DME Strategic Initiative: In FY19, DME will release a 10-year Master Facilities Plan. The 10-year MFP will provide an opportunity to inform strategic, long-term planning for DCPS and public charter school facilities. The MFP will include up-to-date school facility conditions, enrollment growth projections, and long-term facilities maintenance plans[55].
The Mayor and Council should adjust enrollment projection methodology to accommodate mid-year student mobility.	No	Yes	2019 DME Strategic Objectives: Enhance equity of programming and outcomes for all learners. Increase coordination across government agencies to improve the

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[55] Office of the Deputy Mayor for Education, FY19 Performance Plan, page 4, available at https://oca.dc.gov/sites/default/files/dc/sites/oca/publication/attachments/DME19.pdf

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
			delivery, effectiveness, services to schools and students and optimize the use of public resources[56]
The Mayor and Council should ensure equitable funding for schools serving the largest percentages of students classified by the District as at-risk and those experiencing high levels of student mobility.	No	No	DCPS Strategic Plan Strategic Priorities: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. • Prioritize budgeting and resources for students who need them most.[57]

[56] Office of the Deputy Mayor for Education, FY19 Performance Plan, page 1, available at
https://oca.dc.gov/sites/default/files/dc/sites/oca/publication/attachments/DME19.pdf
[57] DCPS Strategic Plan – A Capital Commitment 2017-2022, page 4, available at
https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCPS%20Strategic%20Plan%20-
%20A%20Capital%20Commitment%202017-2022-English_0.pdf

Appendices

The first two appendices provide links to the animations and dashboards referenced in the report. The third appendix provides the regression results. The fourth appendix provides a description of datasets created for the purpose of this project, as well as information on where to access them. The fifth and final appendix briefly outlines decisions made in cleaning the student enrollment data.

Appendix A: List of Public Use Animations

- Animation 1: Where students transferred after their school was closed in 2014
- Animation 2: Where students transferred after their school was closed in 2015
- Animation 3: Previous school for students who attended new schools in 2015
- Animation 4: Previous school for students who attended new schools in 2016

Appendix B: List of Public Use Dashboards

This dashboard shows the patterns in how students moved across schools between consecutive school years from the 2014–15 to 2017–18 school years. The data are available for each school and can be disaggregated by students in matriculating or non-matriculating grades. Students were flagged as being in a matriculating grade if they were in the last grade that the school offered in a given school year. Below is an example of what the student mobility patterns look like for one school.

Appendix C: Regression Results

The following tables provide the results from the regression analyses that inform which observed factors and school characteristics were the most predictive of the errors in enrollment projections. Separate analyses were conducted by sector and year.

Table 17: Regression results for projection errors for DCPS schools in 2017–18 and 2016–17

	Estimate	Standard error	P-value	Lower limit 95% confidence interval	Upper limit 95% confidence interval
2017–18 for all DCPS schools					
Percent at-risk	0.06	0.02	0.008	0.02	0.10
Two-year change in enrollment	-0.05	0.01	0.000	-0.07	-0.03
School N	106				
Adj. R Squared	0.30				
2017–18 for zoned DCPS schools only					
Percent at-risk	0.04	0.02	0.052	0.00	0.09
Two-year change in enrollment	-0.04	0.01	0.000	-0.06	-0.02
One-year change in in-boundary capture rate	-0.37	0.16	0.024	-0.69	-0.05
School N	97				
Adj. R Squared	0.33				
2016–17 for all DCPS schools					
New school	224.11	30.49	0.000	163.65	284.56
Percent at-risk	0.46	0.16	0.004	0.15	0.77
School N	108				
Adj. R Squared	0.36				

NOTES—1. For the 2017–18 analysis, the following schools were excluded from the analysis due to missing values on the covariates: MacFarland, Ron Brown, Roosevelt STAY, Ballou STAY, Washington Metropolitan, Luke Moore, and CHOICE Academy. For the 2016–17 analysis, Roosevelt STAY, Ballou STAY, Washington Metropolitan, Luke Moore, and CHOICE Academy were excluded. The majority of the excluded schools were alternative schools. 2. The models also included a constant, which are not reported here.

Table 18: Regression results for projection errors for charter schools in 2017–18 and 2016–17

	Estimate	Standard error	P-value	Lower limit 95% confidence interval	Upper limit 95% confidence interval
2017–18 for charter schools					
New school	196.77	6.30	0.000	184.28	209.25
School N	120				
Adj. R Squared	0.89				
2016–17 for charter schools					
New school	-24.95	4.78	0.000	-34.43	-15.47
Percent both at-risk and special education	0.34	0.12	0.005	0.10	0.58
School N	112				
Adj. R Squared	0.24				

NOTES—1. For the 2016–17 analysis, the following schools were excluded from the analysis due to missing values on the covariates: Youthbuild, Maya Angelou, The Next Step, Community College Preparatory Academy, Academy of Hope, and Carlos Rosario International. All of the excluded schools were alternative schools. 2. The models also included a constant, which are not reported here.

Appendix D: List of Public Use Datasets

To adhere to best practices regarding public access to research, we publish datasets that we created for the purposes of this project. Whenever possible, researchers should provide opportunities for others to "review, confirm, challenge, or extend published findings" and grant the public access to underlying study data.[58]

Only non-personally identifiable and aggregate data are published. Additionally, if the data aggregations resulted in counts or percentages based on less than 10 students, the value was replaced with "N<10." The following datasets are available here.

Accuracy of enrollment projections

- Accuracy in enrollment projections: By year and school, the percentage of error in enrollment projections overall, by grade, and by student subgroup. Note that subgroup projections were available for charter schools in the 2017–18 school year only.

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[58] Institute for Education Sciences (IES), IES Policy Regarding Public Access to Research, 2016.

School demand

- Lottery system: By year and grade, average number of schools applied to in the lottery, as well as number of students applying in the lottery each year.
- Lottery school: By school and year and grade, number of students who ranked school #1, #2, #3, etc. in the lottery and number of students who listed the school in their lottery application at any rank or listed the school as one of their top three choices. Also includes seats offered, enrollment, waitlist length, and waitlist offers made by June, August, and October, and lottery preferences available for the school.
- In-boundary system: By student subgroup and year, the in-boundary capture rate and DCPS by-right capture rate. Note this file contains only DCPS in-boundary schools. By-right was determined by feeder patterns and enrollment in the school in the previous year.
- In-boundary school: By school and year, the DCPS in-boundary capture rate, the percent of students attending the school who were in-boundary, and the number of students living in the boundary who were in the public-school system. Note this file contains only DCPS in-boundary schools.

School mobility

- School mobility rates: By school and consecutive years, the numbers of students enrolled, matriculated, remained in the school, switched schools, or left the public school system from one year to the next. We also calculated the between-year mobility and retention rates. Additionally, mid-year mobility rates were calculated from OSSE school report card data for the 2017-18 school year only.
- Sector patterns: The sectors of schools attended for students who remained in the public-school system from the 2014–15 to 2017–18 school years, overall and by subgroup.
- Number of school patterns: The number of schools attended for students who remained in the public-school system from the 2014–15 to 2017–18 school years, overall and by subgroup. Includes for all students and students who were not flagged as matriculating from one school to another at any point during the 4-year period.
- Student residential and school mobility: By consecutive years, the numbers of students who changed home address and/or school. Overall and by student subgroup. Includes for all students and for students who did not matriculate only.
- Actual feeder patterns: By school and consecutive years, the counts of students who transferred from one school to the next in the following school year. Disaggregates the data for students in matriculating and non-matriculating grades.

School and system demographics

- School demographics: By school and year, student demographics: percent "at-risk," ELL, special education, black, white, Latino, female, special education and "at-risk," special education level 1, special education levels 2/3/4.
- System demographics: By grade, sector, and year, student demographics: percent "at-risk," ELL, special education, black, white, Latino, female, special education and "at-risk," special education level 1, special education levels 2/3/4.

Distance from home to school

- Distance home to school: By school and year, the average and standard deviation of the straight-line distance from home to school for students who attended that school. Also includes the average and standard deviation to the nearest in-boundary school for students who attended that school. If a student was in-boundary for more than one school, we selected the minimum distance to any in-boundary school.
- Distance home to school subgroup: By student subgroup and year, the average and standard deviation of the straight-line distance from home to school for public school students, overall and by student subgroup. Also disaggregates the data by students who were attending in-boundary versus charter or out-of-boundary schools.
- Type of school and proximity of school to home: By student subgroup and year, the percentages of students who attended various types of schools (e.g., in-boundary DCPS, out-of-boundary or citywide DCPS, charter), disaggregated by the schools' proximity to the students' homes.

Ninth grade retention rates

- Ninth grade retention: By consecutive years and subgroup, numbers and percentage of ninth grade students who repeated the ninth grade.

Kindergarten students transferring to their in-boundary schools after PK

- Kindergarten transfers: By school and consecutive years, the percentage of kindergarten students who attended preschool elsewhere and returned to their in-boundary school for grade K. Note that this file contains in-boundary DCPS schools only.

Appendix E: Data Cleaning Decisions

Student-level enrollment files contained some inconsistencies on demographic variables and duplicate entries for the same student. We cleaned these data files using the following process.

Exclusions

- We dropped students with missing school identification numbers and grade levels outside PK–12 (e.g., adult, non-grade special education).
- We also dropped private schools, centers, schools located outside of the District of Columbia.

Discrepancies

- If students had conflicting demographic data, we took the maximum value. For example, if a student was coded as participating in special education and not participating in special education, we coded the student as participating in special education.

- Race and ethnicity were coded as two variables in the 2014–15, 2016–17, and 2017–18 files, and combined as one variable in the 2015–16 file. As such, we do not examine trends by race over time across the 2015–16 school year.

Duplicates

- After the processes identified above, we resolved duplicate entries for the same students in the same year by examining school entry and exit dates. As the vast majority of students enrolled in school in the month of August, we took the first enrolled school in or after August for students with duplicate entries.
- For the few remaining students with duplicate entries, we retained the school where the student last attended based on the exit dates.
- The final dataset contained 79,725 students in 2014–15, 82,322 students in 2015–16, 84,898 students in 2016–17, and 86,179 students in 2017–18.

We used the steps outlined above to construct new databases, but whenever possible, we used pre-existing data, such as audited enrollment counts, school demographics, and mid-year mobility rates.

Agency Comments

On November 25, 2019, ODCA sent a draft of this report to the Deputy Mayor for Education (DME) for review and comment. We received a collective response from DME on December 12, 2019.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Executive Office of Mayor Muriel Bowser

Office of the Deputy Mayor for Education

December 12, 2019

Kathleen Patterson
District of Columbia Auditor
717 14th Street NW, Suite 900
Washington, DC 20005

Dear Ms. Patterson,

We appreciate the opportunity to respond to the recommendations presented in the *Enrollment Projections in D.C.'s Public Schools: Controls Are Needed to Ensure Funding Equity* report. We have limited our feedback to focus on the report's content while we are separately communicating with your office about whether they maintained the appropriate data governance and security processes required for conducting such a study. It is also worth noting that others in the education cluster and I were surprised by the delivery of this report. Unlike your previous audits, you did not provide a formal engagement letter nor did you request an introductory meeting for the contractors and key education agency staff. Your previous studies, in particular the original projection study that concluded in September 2018 called *A Study of Enrollment in D.C. Public Schools: Assuring Accuracy and Transparency*, also included extensive communications between the contractors and key agency staff in order to answer questions and discuss context. This study lacked all of this.

Turning to the report, the authors recommend that the Mayor include demographic and enrollment factors to better align funding with actual enrollment. It is not clear how this could be implemented as recommended as the LEAs are best equipped to conduct the school-level projections. As the Office of the DC Auditor's previous enrollment projection study found, DCPS already uses what the contractors described as a best practice to develop their grade-level projections for each school, a cohort survival method plus adjustments based on expert principal feedback. Additionally, DCPS's enrollment projections are quite accurate. DCPS's total general enrollment projections have been between 97% and 99% accurate compared to DCPS's highest enrollment for FY16 through FY19, and the original study found that for 70% of DCPS schools, projections were either the same as their audited enrollments or the projections were too high or too low by only 1 student per classroom. Another 19% of schools were projected too high by two or more students per classroom. Projecting slightly higher than the audited enrollment ensures that schools are not short-changed the necessary resources and also provides a buffer for additional students that enter the DCPS system mid-year. Should LEAs consider including citywide demographics and enrollment as additional factors, the LEAs can access this information through the Office of the Deputy Mayor for Education's (DME) EdScape Beta, a set of interactive visualizations and downloadable datasets design to inform and support school planning, as well as Office of the State Superintendent of Education's (OSSE) school report cards.

The authors also recommended that the Mayor and Council adjust the enrollment projection methodology to accommodate mid-year student mobility. As described in the original *Study of Enrollment in D.C. Public Schools,* the DCPS sector-wide UPSFF enrollment projections does take mid-year enrollment into account since DCPS is the system of right in the District of Columbia, and they tend to net gain between one and two percent more students during the course of the school year. The DCPS school-level projections are estimated based on the October audited count, and DCPS central office adjusts resources to individual schools if the schools are identified as being under projected later both before and after the start of the year.

Finally, the authors recommended that schools serving large shares of "at risk" students receive equitable funding. The city allocates local funding to DCPS and public charter schools via the Uniform per Student Funding Formula (UPSFF) (D.C. Law 12-207; D.C. Official Code § 38- 2901 et seq.). The funding formula is based on enrollment and sets forth a minimum foundational level required to adequately fund education. The formula also provides funding weights to support additional costs, which includes an "at risk" weight. The UPSFF at risk weight in FY20 is 0.225 and the funding level is $2,471 per at-risk pupil.

The DME recently authorized an education finance organization to study four particular aspects of UPSFF. The study focuses on at risk funding specifically including 1) the adequacy of the at-risk of academic failure UPSFF weight both in absolute terms and taking into account any interaction between the individual at-risk components, and 2) school-level concentration effects of high numbers of at-risk students. See the DME's Request for Applications for more information about the study. We expect a final report in early 2020.

Enrollment projections are critical in ensuring that LEAs receive sufficient funding to operate their schools. Accurate budgeting also ensures that the city does not have to face a budget shortfall: if the projections are too low, the District must find contingency funds after the budget has already been approved and committed. We look forward to working with our schools, school communities, and agencies to continue to improve upon our processes and help plan for the future.

Sincerely,

Paul Kihn, Deputy Mayor for Education

ODCA Response to Agency Comments

ODCA appreciates the review of the draft report by Deputy Mayor for Education Paul Kihn and his team. Today with mayoral control of public education in the District of Columbia, the Deputy Mayor for Education (DME) manages the enrollment projections process and all that derives from that process including the allocation of financial resources and staff. It is surprising, therefore, that the administration does not embrace the first recommendation in this report, which is that the District's education leader–the Mayor—make certain that demographic trends and enrollment patterns over time are factored into enrollment projections. We regret that the DME defers, instead, to D.C. Public Schools (DCPS) and public charter schools on what are critically important public policy decisions.

Because the DME oversees the enrollment projections process that office has the authority to adjust the projections that are produced by DCPS and the public charter schools working in collaboration with DCPS, the D.C. Public Charter School Board, the Office of the State Superintendent of Schools (OSSE), and the Office of the Chief Financial Officer.[1] This current report provides clear evidence of the need to use that authority to ensure that demographic trends are appropriately accounted for in the projections. The increasing percentage of English language learner students (ELLs) in the District is a case in point. If these trends are not accurately reflected in what is projected by local education agencies (LEAs), it is the responsibility of leadership to address what the evidence demonstrates.

The DME comments focus on the general accuracy of LEA-level projections but while LEA projections are fairly accurate, that is not the case with regard to *school level* and *subgroup level* projections. At the school level, a 1 student per classroom error margin translates to a projection that is up to 6 percentage points either above or below the October enrollment. To be up to 6 percent off in projections at 70% of schools, while being more inaccurate at the remaining 30%, is inefficient and potentially harmful.

For example, in School Year 2018-19, Patterson Elementary School in Ward 8 was projected to have 363 students but had 386 students enrolled according to the October audited enrollment. This under projection also was not evenly distributed by grade, and 1st, 2nd, and 3rd grades had almost 10 more students each than had been expected. Conversely, Woodrow Wilson High School in Ward 3 was over projected by a net 98 students—largely driven by a 127-student over-projection in 9th grade. These cases prove that a 6% error is an unacceptably wide margin of error for projecting school-level enrollment used to determine school staffing. The gap between Patterson's projected and actual enrollment amounts to $245,000 under the Uniform Per Student Funding Formula.

We regret that the DME similarly fails to embrace our second recommendation, that the Mayor and Council adjust enrollment projection methodology to account for mid-year student mobility,

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[1] Office of the DC Auditor, 2018. A Study of Enrollment Projections for D.C.'s Public Schools: Assuring Accuracy and Transparency, p. 44-45, p. 98-100. Available at: http://dcauditor.org/report/a-study-of-enrollment-projections-for-d-c-s-public-schools-assuring-accuracy-and-transparency/

Smith, Ahnna. "DC PCS SY19-20 Enrollment Projections Timeline for FY20 Budget Development." July 31, 2018.

arguing that the current process of reallocation is adequate. As outlined in the report, however, to accurately know if both DCPS as an LEA and each school within DCPS is properly funded to account for mid-year mobility, it is necessary to track individual student movement throughout the year. And the District does not currently take that step. Students are associated with meaningfully different funding levels depending on their additional need—that is, whether they might be at-risk, special education, and/or ELL status. Given the report's findings that certain subgroups of students are more mobile year-to-year it is important to know whether the same patterns hold for mid-year mobility. The additional 1% to 2% in funding provided today may well not reflect actual student entry into DCPS schools mid-year and especially not for these subgroups. We find no justification for the District's failure to study this movement given that District education officials have all the data needed to do so. We simply do not know if DCPS is sufficiently funded to address this mobility, but it is a solvable problem and should be researched as soon as possible.

The report's final recommendation was that the Mayor and Council should ensure that funding for the schools serving the highest proportion of students who are at-risk and those with the highest levels of mobility receive equitable funding. The DME notes that his office recently contracted for a study that will look at related equity funding issues. We are encouraged that the DME is studying particular aspects of the UPSFF and look forward to seeing the results. Importantly, our findings indicate that there continues to be systemic movement away from schools serving more students considered at-risk, and, therefore, these schools continue to be relatively under-resourced in each subsequent year. We hope the DME's analysis will include a comprehensive review of our findings so that the recommendations that are forthcoming are themselves comprehensive and begin to address the persistence of equity challenges documented here.

Finally, the Deputy Mayor wrote that the draft report came as a surprise because ODCA did not issue a formal engagement letter or host an introductory meeting as is normally the case with ODCA audits including reports produced by contractors. We took neither step because we viewed this work as a continuation of the enrollment audit we undertook at the Council's direction, resulting in a report published in September 2018. The earlier project included looking at projection errors historically and going forward, and we anticipated supporting analyses, such as the impact of these errors on school budgets and an understanding of subgroup level projection errors to also be included. For example, we anticipated that a subgroup analysis would be included since we have varying funding levels for at-risk students or students with disabilities, for example. The final project did not include a robust assessment of these impacts, so we moved forward with continued analysis to more directly address those issues.

We did not seek additional data from the Executive Branch for the current work. Because this research took the form of further analysis of data already gathered we simply sought extensions of the data sharing agreement we entered into for the earlier enrollment study. In that context we were clear with Executive Branch representatives that we were continuing to work with the enrollment data. In hindsight, however, and in recognition that the audit function itself can feel adversarial to those agencies or programs that are under audit, it would have been better to go through the formal steps of an engagement letter and introductory meeting. Even though the work undertaken by the team of researchers at the Center for Research and Reform in

Education did not require direct interaction with education officials it would have been a professional courtesy for ODCA to provide introductions and a full description of the topics to be covered in the current research. The D.C. Auditor regrets not taking these additional steps in a spirit of partnership with D.C. government colleagues.

Summary of Report Recommendations

The recommendations in this report can be implemented without any additional costs to the government while also helping to advance the goals of the Deputy Mayor for Education (DME) and the District of Columbia Public Schools (DCPS).

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
The Mayor should add demographic trends and enrollment patterns over time to current enrollment projection methodology to better align funding with actual enrollment.	No	Yes	2019 DME Strategic Initiative: In FY19, DME will release a 10-year Master Facilities Plan. The 10-year MFP will provide an opportunity to inform strategic, long-term planning for DCPS and public charter school facilities. The MFP will include up-to-date school facility conditions, enrollment growth projections, and long-term facilities maintenance plans[55].
The Mayor and Council should adjust enrollment projection methodology to accommodate mid-year student mobility.	No	Yes	2019 DME Strategic Objectives: Enhance equity of programming and outcomes for all learners. Increase coordination across government agencies to improve the

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[55] Office of the Deputy Mayor for Education, FY19 Performance Plan, page 4, available at https://oca.dc.gov/ sites/default/files/dc/sites/oca/publication/attachments/DME19.pdf

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
			delivery, effectiveness, services to schools and students and optimize the use of public resources[56]
The Mayor and Council should ensure equitable funding for schools serving the largest percentages of students classified by the District as at-risk and those experiencing high levels of student mobility.	No	No	DCPS Strategic Plan Strategic Priorities: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. • Prioritize budgeting and resources for students who need them most.[57]

[56] Office of the Deputy Mayor for Education, FY19 Performance Plan, page 1, available at https://oca.dc.gov/sites/default/files/dc/sites/oca/publication/attachments/DME19.pdf

[57] DCPS Strategic Plan – A Capital Commitment 2017-2022, page 4, available at https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCPS%20Strategic%20Plan%20-%20A%20Capital%20Commitment%202017-2022-English_0.pdf

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WE ARE
WASHINGTON
DC

Office of the City Administrator

January 15, 2021

Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

Kevin Donahue
Interim City Administrator

District of Columbia Public Charter School Board FY2020

Agency	District of Columbia Public Charter School Board		**Agency Code**	GB0	**Fiscal Year** 2020

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

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

▾ 2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
In FY20 DC PCSB opened five charter LEAs.	We were able to continue to provide choices for families in the District and continue to work with members of the community to see what types of options families need.	We were able to provide more quality choices for families in DC.
In FY20, 13 Tier 1 LEAs have increased their enrollment ceilings.	We were able to provide options for families to have access to quality education.	We were able to provide more seats for quality schools, increasing choices for families in DC.
In FY20, DC PCSB has welcomed a new Executive Director, Director Michelle Walker-Davis.	Dr. Walker-Davis has over 20 years of experience in school administration, education policy, nonprofit management, and community outreach. She will be a critical piece in DC PCSB's direction in the future.	Before releasing a job description for an executive director, DC PCSB sought input from a broad group of DC voices, including families, DC PCSB staff, teachers, principals, charter school leaders, elected officials, community groups, and education leaders of the city. Dr. Walker-Davis meets the qualifications that were weighed upon by residents of DC.

▾ 2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - Increase community engagement and parent education about school quality. (4 Measures)												
Number of PMF Parent Guides distributed	Annually	11,000	5600	6000	6000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	4500	Unmet	We didn't need as many of the language guides as in previous years.
Percent of charter school data available on www.dcpcsb.org, in compliance to our transparency policy.	Annually	17%	15%	10%	10	Annual Measure	Annual Measure	Annual Measure	Annual Measure	90%	Met	
Number of Task Force Meetings PCSB attended	Annually	42	42	42	20	Annual Measure	Annual Measure	Annual Measure	Annual Measure	42	Met	
Percent Increase in Social Media Followers	Annually	New in 2018	41%	10%	10%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	26.17%	Met	
2 - Promote increased school academic quality through improved oversight. (2 Measures)												
Number of charter LEAs receiving 5, 10 or 15 year reviews	Quarterly	4	18	14	15	8	14	0	0	22	Met	
Number of Tier 1 charter LEAs with announced plans to expand or replicate	Annually	4	1	0	2	Annual Measure	Annual Measure	Annual Measure	Annual Measure	2	Met	
3 - Ensure charter schools fulfill their roles as public schools serving all students. (8 Measures)												
Reduction in expulsion rate for the five schools that had the highest expulsion rate in the previous school year	Annually	15%	61%	56.1%	3%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	22.9%	Met	

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Number of charter school campuses receiving a Notice of Concern from DC PCSB Board for violating DC PCSB's Data Submission Policy	Quarterly	6	8	44	3	0	0	0	0	0	Met	Due to COVID-19, the number of charter school campuses receiving a Notice of Concern from DC PCSB Board for violating DC PCSB's Data Submission Policy was lower than usual.
Reduction in suspension rate for the five schools that had the highest suspension rate in the previous school year	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	11.2%	New in 2020	
Improvement in PARCC performance in ELA for At-Risk Students	Annually	Not Available	Waiting on Data	Waiting on Data	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available	No Target Set	
Improvement in PARCC performance in ELA for Students with Disabilities	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available	New in 2020	
Improvement in PARCC performance in Math for At-Risk Students	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No applicable incidents	New in 2020	
Improvement in PARCC performance in Math for Students with Disabilities	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available	New in 2020	
Percentage of schools who pass both rounds of Mystery Caller Initiative, which monitors for open enrollment	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	75.78%	New in 2020	
4 - Improve fiscal and compliance oversight. (3 Measures)												
Number of Financial Analysis Reports issued	Annually	1	45	37	1	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No applicable incidents		
Number of charter LEAs with weak financials receiving enhanced fiscal oversight from PCSB	Annually	12	15	14	4	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
Number of charter LEAs whose fiscal health improved as a result of oversight efforts	Annually	8	3	6	4	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
5 - Improve support for schools by interfacing effectively with city agencies. (2 Measures)												
Percentage of newly approved schools that receive a final charter after pre-operating year?	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	New in 2020	
Percentage of newly approved schools with facility by February 12th (MSDC deadline)?	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	New in 2020	

🔻 2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
1 - Share resources and best practices with external groups (2 Measures)							
Number of PALC meetings attended	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	11
Number of ANC notifications sent	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	41
2 - Oversee all charter schools (3 Measures)							
Number of qualitative site review reports	19	42	Annual Measure	Annual Measure	Annual Measure	Annual Measure	26
Number of schools in compliance as evidenced by completed Compliance Review Reports	120	123	Annual Measure	Annual Measure	Annual Measure	Annual Measure	123
Number of school closings	2	6	Annual Measure	Annual Measure	Annual Measure	Annual Measure	0
2 - Provide strong supports to schools (2 Measures)							
Number of Public Charter School Applications Recieved	4	11	Annual Measure	Annual Measure	Annual Measure	Annual Measure	15
Number of School Openings (New Charters and New Campuses)	3	7	Annual Measure	Annual Measure	Annual Measure	Annual Measure	5
5 - Provide internal supports to PCS in service of academics, special populations, compliance (1 Measure)							
Number of school openings (new charters and new campuses)	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	5
5 - Work across DC city agencies to ensure best possible supports are available to public charter schools (2 Measures)							
Increase in number of school health suites approved for school nurses	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	13
Number of schools who participate in the school mental health expansions	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	72

▼ 2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Increase community engagement and parent education about school quality. (2 Activities)			
AGENCY MANAGEMENT PROGRAM	Share resources and best practices with external groups	Maintain transparency with parents and stakeholders.	Daily Service
AGENCY MANAGEMENT PROGRAM	Manage relationships with key groups and constituencies	Manage relationships with community members and stakeholders in order to increase awareness about public charter schools and continue to improve education throughout the district.	Daily Service
2 - Promote increased school academic quality through improved oversight. (2 Activities)			
AGENCY MANAGEMENT PROGRAM	Provide strong supports to schools	Provide strong supports to schools in the areas of data, communications, new school launch and student support.	Daily Service
AGENCY MANAGEMENT PROGRAM	Oversee all charter schools	Provide oversight to charter schools through reviews and our Performance Management Framework (PMF).	Daily Service
3 - Ensure charter schools fulfill their roles as public schools serving all students. (2 Activities)			
AGENCY MANAGEMENT PROGRAM	Oversee adult charter schools	Ensure adult charter schools are providing quality options to students by providing strong oversight in the form of student data validation, our Adult Performance Management Framework (PMF) and charter reviews.	Daily Service
AGENCY MANAGEMENT PROGRAM	Monitor each school's attendance and discipline	Improve key measures of equity through the use of data.	Daily Service
4 - Improve fiscal and compliance oversight. (1 Activity)			
AGENCY MANAGEMENT PROGRAM	Monitor each school's finances	Provide strong financial oversight to schools in an effort to improve and maintain charter school's financial health.	Daily Service
5 - Improve support for schools by interfacing effectively with city agencies. (2 Activities)			
AGENCY MANAGEMENT PROGRAM	Work across DC city agencies to ensure best possible supports are available to public charter schools	Work with DC agencies to support and advocate for public charter schools.	Daily Service
AGENCY MANAGEMENT PROGRAM	Provide internal supports to PCS in service of academics, special populations, compliance	Provide support internally to public charter schools academically, for special populations, and for compliance.	Daily Service

▼ 2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Manage relationships with key groups and constituencies (3 Strategic initiatives)				
Engage actively across the city to find citywide solutions to education issues	Coordinate with other city agencies and key groups and constituencies to increase awareness of and support for PCSB and public charter school students, and support equitable delivery of health and safety services to students	Complete	We work with DC Health to help schools secure approved nurse's suites. 14 schools are going through the approval process. Two schools got their health suites approved and two have conditional approval. Working with the Coordinating Council on Mental Health to expand services to 30 charter schools for SY20-21. As part of the Kids Ride Free team, we sent new Kids Ride Free cards to charter students for the 2020-2021 school year.	
Improve transparency around DC PCSB's authorizer work by increasing amounts of data on public charter schools' performance, equity, and finances	DC PCSB will implement its transparency policy and increase the amount of data regarding public charter school's performance, equity, and finances	Complete	DC PCSB continues to release new data and information on Public Charter School.	
Increase awareness about public charter schools	Deliver effective communication and government relations, including promoting charter priorities, highlighting PCSB's role, liaising with community groups, and serving as a national authorizing role model	Complete	It continues to be our priority to increase the public's and stakeholder's understanding of public charter schools using various methods such as increasing the content on our website, creating social media campaigns, and speaking at conferences and panels	
Monitor each school's finances (1 Strategic Initiative)				
Continue efforts to improve fiscal monitoring of charter schools, publishing a Financial Analysis Review Report for FY19 that provides clear indicators of charter school financial health	Public charter schools are required to submit annual financial audits performed by PCSB-approved independent auditors. PCSB reviews each school audit. Additionally, PCSB reviews key financial ratios of all schools it oversees, comparing these ratios with industry standards of health. In January 2011, PCSB established the Audit Management Unit (AMU) to enhance its charter school financial oversight. The AMU consists of three District agencies with responsibility for aspects of charter school finances: PCSB, the Office of the Chief Financial Officer (OCFO), and the Office of the State Superintendent of Education's (OSSE) Office of Charter School Financing and Support.	Complete	Released in June 2020	
Oversee all charter schools (1 Strategic Initiative)				
Conduct rigorous 5, 10 and 15-year reviews of DC Public Charter Schools	In FY20 PCSB will continue to collect data from schools to inform policy, provide schools with sector-level trends, and ensure compliance of the applicable law. PCSB will also provide transparency to the public and stakeholders, and identify schools that may be outliers in regards to truancy, discipline, student populations served, and disparities in performance of subgroups within a school. These data are currently being shared with schools via PCSB's dashboards.	Complete	Initiative is ongoing.	
Share resources and best practices with external groups (1 Strategic Initiative)				
Faithfully implementing transparency policy	PCSB plans to evaluate its processes to ensure transparency and PCSB also plans to post increasing levels of data relating to public charter school performance on its OpenData portal (www.data.dcpcsb.org), including comprehensive discipline and attendance data, test score data, our performance management framework and the results of our annual FAR.	Complete	DC PCSB implemented the transparency policy with fidelity for SY19-20, posting required website documents to DC PCSB's website and/or confirming that schools had posted relevant information to their own websites.	

Office of the City Administrator

January 15, 2021

Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

Kevin Donahue
Interim City Administrator

District of Columbia Public Library FY2020

Agency	District of Columbia Public Library	**Agency Code**	CE0	**Fiscal Year**	2020

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

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

🔻 2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
Martin Luther King Jr. Memorial Library Modernization and Re-opening		DCPL completed the three and a half year, $211 million renovation, of the Martin Luther King Jr. Memorial Library on time and on budget. The transformed library, reopened on September 24th, provides a 60% increase in public space and several new, inspiring features and spaces for DC residents and visitors including: a new 290 seat, two-story auditorium; newly designed special collections and children's spaces; conference center; offices for community partners; double height reading room; new fabrication and creative spaces; rooftop terrace; café with patio; monumental staircases; and a more transparent entryway. The central library is a destination for learning, creating, gathering, and engaging.
Launched DCPL At Home Services		On March 16th, DCPL closed all library locations as part of the DC government shutdown caused by the global pandemic. Although DCPL began the process of a phased reopening in the summer, DCPL in-person operations remain limited. In response, in addition to physical service modifications, DCPL began offering new and expanded virtual programs and services for all ages. These DCPL At Home services have innovated to provide most of the Library's signature programs and more through virtual formats, including virtual story time each weekday morning, DC Reads, and special events like author talks along with new offerings like DIY maker programs. Collections pivoted to increase access to digital content including e-books, audio books and databases. In addition, in April, Ask DCPL, an online chat service that provides customers using the website with information and help, was introduced. As a result, for the portion of the fiscal year after the shutdown, digital circulation increased by 40% over the prior year, 11,250 Ask DCPL reference questions were resolved, and 580 virtual DCPL programs were offered with over 51,000 participants.
Removed Barriers to Services by Amending Lending Policies and Practices		In May, the Board of Library Trustees adopted a new policy that eliminates the imposition and collection of overdue fines for late return of materials checked out on adult accounts. The new policy was adopted because these fines created barriers to access for low-income residents and were not an effective tool to encourage on-time return of library materials. The Library eliminated fines and fees on youth accounts in 2015. In addition, in August, the Library initiated automatic renewals to support social distancing and to reduce the need for customers to visit the library campus to renew or return materials. Under this policy, if there is a not a competing hold, an item automatically renews at the end of its lending period. Each item may renew up to 10 times. This measure also removed an impediment to residents' access and use of library materials.

🔻 2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - Strengthen communities through services, programs, outreach, and increased utilization of the Library's physical campus. (4 Measures)												
Number of participants at community sponsored meetings	Annually	222,277	230,536	263,972	244,119	Annual Measure	Annual Measure	Annual Measure	Annual Measure	117,460	Neutral Measure	
Number of attendees at Library sponsored programs	Annually	296,286	310,374	295,817	309,942	Annual Measure	Annual Measure	Annual Measure	Annual Measure	189,978	Unmet	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.
Number of attendees at Library sponsored outreach sessions	Annually	66,522	89,524	111,743	90,000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	47,395	Neutral Measure	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Library Visits	Annually	3,593,201	3,632,539	3,820,005	4,178,614	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1,852,701	Unmet	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.
2 - Provide services and programs that build and cultivate literacy and a love of reading. (6 Measures)												
Circulation of books and other library materials	Annually	4,288,626	4,514,202	4,864,772	5,010,062	Annual Measure	Annual Measure	Annual Measure	Annual Measure	4,067,352	Unmet	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.
Number of active library accounts	Annually	429,742	470,477	446,000	485,000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	414,610	Unmet	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.
Circulation per capita	Annually	6.3	6.5	6.9	7.1	Annual Measure	Annual Measure	Annual Measure	Annual Measure	5.8	Unmet	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.
Attendance at programs for children in their first five years	Annually	192,843	204,435	190,427	206,115	Annual Measure	Annual Measure	Annual Measure	Annual Measure	123,735	Unmet	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Percent of eligible children enrolled in Books from Birth in targeted communities	Annually	64.9%	80.9%	91.5%	99%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	94.7%	Nearly Met	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.
Library accounts as a percent of total population	Annually	63%	68%	63.5%	69%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	58.75%	Unmet	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.

3 - Connect residents to the city's past and future by providing access to, experiences in, and support for local history and culture. (1 Measure)

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
"Dig DC" Visits	Annually	17,516	20,990	Not Available	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	21,333	No Target Set	

4 - Support digital citizenship through technology and internet access and training. (3 Measures)

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Public access computer utilization (as a percent of availability)	Annually	46.1%	52.3%	53.6%	53%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Wi-Fi Connections	Annually	401,168	402,242	523,250	426,109	Annual Measure	Annual Measure	Annual Measure	Annual Measure	353,076	Unmet	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.
Number of people receiving technology training	Annually	6920	8589	6218	7500	Annual Measure	Annual Measure	Annual Measure	Annual Measure	3300	Unmet	DCPL's locations were closed starting March 16th. In the ensuing moths, a limited number of locations reopened in phases, with reduced hours and days of operation. Most public facing services were curtailed and a few remain unavailable.

2020 Workload Measures

Measure		FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
1 - Community Outreach (1 Measure)								

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
Number of outreach sessions	1732	2274	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1291
1 - Programs and services (1 Measure)							
Library programs offered	11,364	11,520	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6255
1 - Serve as a community hub:meeting and study spaces (2 Measures)							
Study room use	46,117	49,743	Annual Measure	Annual Measure	Annual Measure	Annual Measure	21,872
number of community sponsored meetings systemwide	20,895	22,995	Annual Measure	Annual Measure	Annual Measure	Annual Measure	10,057
2 - Acquire books and other library materials (3 Measures)							
Local Book Budget	5,480,000	5,980,432	Annual Measure	Annual Measure	Annual Measure	Annual Measure	5,485,431.8
Digital Library	1,319,108	1,582,457	Annual Measure	Annual Measure	Annual Measure	Annual Measure	2,025,903
Database Usage	1,842,929	1,977,257	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1,494,107
2 - Early Literacy Programs (1 Measure)							
Number of programs for children in their first five years	5233	5115	Annual Measure	Annual Measure	Annual Measure	Annual Measure	2401
3 - Provide access to local history and culture. (1 Measure)							
Number of Studio and Fabrication Lab Sessions	139	277	Annual Measure	Annual Measure	Annual Measure	Annual Measure	324
4 - Provide computer and technology access (1 Measure)							
number of sessions on public access computers	932,308	944,377	Annual Measure	Annual Measure	Annual Measure	Annual Measure	466,968
4 - Provide computer and technology training and assistance (1 Measure)							
Number of computer and technology training programs and sessions systemwide	1021	942	Annual Measure	Annual Measure	Annual Measure	Annual Measure	436
5 - Inform residents of library programs, services and projects (1 Measure)							
Social media engagement rate	21.4	6	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1.7
5 - Operate neighborhood libraries (1 Measure)							
Number of hours of unplanned closures at locations systemwide	743	640	Annual Measure	Annual Measure	Annual Measure	Annual Measure	152

2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Strengthen communities through services, programs, outreach, and increased utilization of the Library's physical campus. (3 Activities)			
NEIGHBORHOOD LIBRARIES	Serve as a community hub:meeting and study spaces	The Library provides meeting and study spaces for the public at neighborhood libraries as well as at Martin Luther King Jr. Memorial Library.	Daily Service
Community Outreach	Community Outreach	The Library serves the community by providing access to DCPL services and programs outside of our buildings.	Daily Service
Programs and Services	Programs and services	The Library offers programs to users of all ages.	Daily Service
2 - Provide services and programs that build and cultivate literacy and a love of reading. (5 Activities)			
LITERACY RESOURCES	Adult Literacy Services	DC Public Library offers adult literacy services through the Adult Literacy Resource Center.	Daily Service
CHILDREN & YOUNG ADULT SERVICES	Early Literacy Programs	The Library offers a range of services and programs to improve earl literacy, such as story time and Sing, Talk and Read programs.	Daily Service
ADAPTIVE SERVICES	Operate the Center for Accessibility	The Center for Accessibility (formerly Adaptive Services) helps the deaf community, visually impaired, older adults, veterans and injured service people to better use the Library.	Daily Service
COLLECTIONS	Acquire books and other library materials	Through its collections, DCPL is a resource for printed and digital resources and information - such as books, e-books, databases, periodicals, etc.	Daily Service
CHILDREN & YOUNG ADULT SERVICES	Provide library services to students and educators	Offer programs, services and support for students and educators.	Daily Service
3 - Connect residents to the city's past and future by providing access to, experiences in, and support for local history and culture. (1 Activity)			

Operations Header	Operations Title	Operations Description	Type of Operations
NEIGHBORHOOD LIBRARIES	Provide access to local history and culture.	Provide access to to local history and culture through special collections, programs, and services at libraries throughout the District.	Daily Service
4 - Support digital citizenship through technology and internet access and training. (2 Activities)			
NEIGHBORHOOD LIBRARIES	Provide computer and technology training and assistance	Libraries throughout the District provide technology and internet training and assistance.	Daily Service
PUBLIC SERVICE TECHNOLOGY	Provide computer and technology access	DCPL provides technology access through publicly available computers, printers and the internet.	Daily Service
5 - Create and maintain a highly efficient, transparent, and responsive District government. (10 Activities)			
NEIGHBORHOOD LIBRARIES	Operate neighborhood libraries	Operate neighborhood library locations throughout the District.	Daily Service
COMMUNICATIONS	Inform residents of library programs, services and projects	communications and outreach in support of DCPL programs, services, projects and operations.	Daily Service
Capital Project: Martin Luther King Jr. Memorial Library	Renovation and modernization of the Martin Luther King Jr. Memorial Library	Capital Project - full renovation and modernization of the Martin Luther King Jr. Memorial Library.	Key Project
CUSTODIAL AND MAINTENANCE	Maintain library facilities	custodial and maintenance of libraries funded through operating funds.	Daily Service
Capital Project: General Improvements	Maintain library facilities (Capital)	General Improvements in the Capital Budget.	Key Project
EXECUTIVE MANAGEMENT OFFICE	Strategic Planning/Data Analysis	support agency operations through strategic planning and data analysis.	Daily Service
Capital Project: Southwest	Southwest Neighborhood Library	Capital Project.	Key Project
Capital Project: Operations Center (Shared Tech)	Long-term Operations (Shared Tech) Center	Capital Project: Develop a long term operations/shared tech services center for DCPL.	Key Project
Capital Project: Lamond-Riggs	Capital Project: Lamond-Riggs	Capital Project.	Key Project
CAPITAL PROJECT: SOUTHEAST	Southeast Neighborhood Library	Capital Project.	Key Project

2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Adult Literacy Services (1 Strategic Initiative)				
Expand adult literacy services to neighborhood library locations and open a new hub at the Martin Luther King Jr. Memorial Library	DCPL offered adult literacy services to several neighborhood libraries while MLK closed for modernization. The Library will identify and expand adult literacy services to one new neighborhood library site in Ward 7 or 8, and identify and expand outreach programming in both wards. At existing and new neighborhood library sites, the library will refine and expand GED and adult literacy services such as tutoring, assessments and referrals, and refine and expand relevant collections and resources. The Library will open an expanded adult literacy hub for the city at the modernized MLK library.	50-74%	In FY17 the Benning Library was identified as one of the neighborhood library sites in Ward 7 or 8 to expand adult literacy services. Services would include administering an adult basic education assessment test for adult learners to determine their literacy and numeracy skills for GED preparation or basic literacy tutoring and referrals. In FY20, efforts to provide services at Benning as well as outreach in Wards 7 and 8 were halted dut to COVID-19. Adult literacy services such as tutoring, assessments and referrals were refined and expanded at the Shaw Neighborhood Library and Library Express until the closing of the libraries due to COVID-19. Tutoring was held 4 days a week at each site for a combined 6 hours with an average of 100 customers served per fiscal year. The Adult Learning Department opened in the modernized MLK Library in September 2020. The department includes resources, programs and services in the areas of basic adult literacy, high school equivalency preparation, ESL, and digital literacy. The collection of books expanded to include over 100 new titles. Tutoring is now offered virtually to support adult learners during social distancing.	This initiative was not completed this fiscal year because some of the programs, services, expansion and continuation were halted due to COVID-19. The initiative's completion depends on funding in the coming fiscal years.
Capital Project: Lamond-Riggs (1 Strategic Initiative)				
Complete design for a new Lamond-Riggs Neighborhood Library	DCPL will complete the design of the new Lamond-Riggs Library. In addition, the Library will build and open an interim library within a leased space. This project is an investment in high quality education and inclusive prosperity.	Complete	Design is complete.	
Operate neighborhood libraries (1 Strategic Initiative)				

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Hire staff required to operate newly opening libraries.	DCPL will recruit and hire new staff needed to operate the Martin Luther King Jr. Memorial Library and the Southwest Neighborhood Library when they open. The new spaces at the MLK Library including the workforce development café, special events, auditorium, conference center, and community alliances; as well as the expanded spaces, such as the children's area, reading room, and Labs, will require DCPL to hire and train 35.5 staff to open the library. DCPL will finalize positions, post, interview, and begin hiring the first half of the fiscal year. Hired staff will come on board the second half of the fiscal year with a comprehensive on-boarding and training program. In addition to MLK Library, DCPL will hire and train nine FTE for the opening of Southwest Library and the branches.	25-49%	In FY20, 17 out of the 35.5 MLK FTEs were created. As of Q4, DCPL hired a total of 9 FTEs out of the 17 including managers for the Adult Learning, Youth Services, Circulation and First Floor departments as well as Special Police Officers assigned to the MLK branch. We also offered opportunities for staff in branches to apply and staff positions at MLK. On September 22, a waiver was granted to move forward with hiring 7 new FTEs as well as create positions numbers for the remaining second half of the MLK FTEs (18.5). In addition, 3 of 4 new FTEs allocated for the Southwest Library were hired.	The District implemented a city wide hiring hiring freeze in early Q3 placing restrictions on DCPL's ability to meet this initiative. Due to the citywide hiring freeze and the need to implement changes due to COVID-19, our hiring strategy has been adjusted. Vacancies are being filled consistent with the agency's Reopening Plan.
Provide access to local history and culture. (1 Strategic Initiative)				
Launch Exhibition Program for the Martin Luther King Jr. Memorial Library	DCPL will design, fabricate, install and launch a new exhibit program, which will have a permanent physical presence on the 4th floor of the MLK Library. One permanent exhibit will explore Martin Luther King Jr's many ties to the District and the ways in which he influenced and was influenced by activist movements in D.C. A temporary exhibit program will explore various topics about D.C.'s history and culture on a rotating basis.	50-74%	DCPL is continuing to move forward with design and content creation for the 4th floor permanent exhibit, which features stories about D.C. history and culture, focusing on the District's history of activism for civil, political and economic rights. We have finalized the design of the exhibit elements, and are now working to finalize the text, archival materials and audio/video elements to be included in the exhibit. Due to the COVID-19 pandemic, Phase 2 of the project, which includes fabrication and installation of the exhibit, was delayed and begun in June. We anticipate the exhibits on the 4th floor to be fully installed by Spring 2021. We have launched a temporary exhibit program utilizing the windows of the MLK Library, which launched in early September with an art installation by Robin Bell on the 9th and G corner, and "Block 0375," an exhibit of historical photographs of the neighborhood surrounding MLK on the west corner.	The COVID-19 crisis delayed the contracting process for Phase 2 of the project, which includes the fabrication and installation of the exhibits on the 4th floor of the MLK Library. We began work on Phase 2 in June, which means that the exhibits should be completely installed by Spring 2021.
Provide computer and technology training and assistance (1 Strategic Initiative)				
Develop customer experience enhancements for the technology training program.	The Library will examine the interaction of form and function in adult computer areas, and identify physical and service changes to better utilize the space. As an accompaniment, the Library will define the continuum of digital fluency activities that should occur in each space, then examine how layout and service changes would enhance these activities. The deliverable will be a final report to summarize recommended changes.	50-74%	Following the workshops and research undertaken with the consultant, the Anacostia and Petworth Neighborhood Libraries were used as pilot locations to test multiple service models. The research, assessments, consultant work, and piloting resulted in a model identifying staff and customer technology skills and training needs. This was produced in early Q2. Voluntary targeted technology trainings have been rolling out to staff bimonthly since April. A reassessment of what offerings will be made to the public is currently taking place as we shift to a virtual service environment and prepare to reopen facilities with social distancing and an increased emphasis on self-serve technology. This initiative is in progress but has not advanced since Q2 due to our current operating status, however we have identified new ways to provide virtual assistance and are working to implement them.	Due to the COVID shutdown, and out limited operating status that followed, we were unable to adopt and implement the changes we identified. However, during this time, we are focusing on proving remote assistance and have identified new areas of focus for this FY.
Renovation and modernization of the Martin Luther King Jr. Memorial Library (1 Strategic Initiative)				
Complete Modernization of the Martin Luther King Jr. Memorial Library	DCPL will complete year three of a three-year full modernization project culminating in the re-opening of the Martin Luther King Jr. Memorial Library. This project is an investment in high quality education and inclusive prosperity.	Complete	Martin Luther Kin Jr. Memorial Library opened to the public in September 2020 .	
Serve as a community hub:meeting and study spaces (1 Strategic Initiative)				

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Implement a new meeting and study room booking system.	DCPL will implement a new meeting and study room reservation system to facilitate booking spaces at neighborhood libraries and the new Martin Luther King Jr. Memorial Library and ensure maximum community use of MLK's new Conference Center. The new system for MLK will be in place before it re-opens.	75-99%	A new reservation system was acquired. We have populated the software with information on DCPL's meeting and study rooms, and have begun training staff to use the software. We plan to begin implementing the software when the Library is able to accept meeting room bookings or host events, though we may begin using it internally later this calendar year.	Our implementation of the software for public use will be impacted by the COVID-19 pandemic, and specifically the Library's timeline for reopening and accepting meeting room and event reservations.We are currently training staff to use the software, and will likely launch the software for internal use before the end of the calendar year.
Southeast Neighborhood Library (1 Strategic Initiative)				
Begin design for a renovated Southeast Neighborhood Library.	DCPL will begin the design process for a renovated Southeast Library. This project is an investment in high quality education and inclusive prosperity.	Complete	Community surveys and focus groups have been conducted. Second community meeting took place on March 3, 2020. Planned due-Diligence and building Program activities have been successfully completed during April 2020. Overview of Findings from community engagement, building program needs and due-diligence report were shared with the community on July 23, 2020. Concept Design has begun and consultations with regulatory entities are being scheduled.	
Southwest Neighborhood Library (1 Strategic Initiative)				
Construct a new Southwest Neighborhood Library	DCPL will demolish the existing building and construct the new Southwest Library. This project is an investment in high quality education and inclusive prosperity.	75-99%	Construction is just over mid point. The Building envelope including roof is 95% complete; interior partitions, mechanical, electrical & plumbing equipment installations are underway. Site safety measures for COVID19 are being enforced.	The construction began in February 2020 and has progressed well and completion was planned to be in FY 21.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Executive Office of Mayor Muriel Bowser

Office of the City Administrator

January 15, 2021

Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

Kevin Donahue
Interim City Administrator

District of Columbia Public Schools FY2020

Agency	District of Columbia Public Schools
Mission	Our mission is to ensure that every school guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.
Summary of Services	DCPS delivers all services required to provide students with a quality education. These include: 1. Operating schools that provide a consistent foundation in academics, strong support for social/emotional needs, and challenging themes and programs; 2. Hiring, developing, and rewarding teachers, principals, aides, and other staff; 3. Developing and implementing academic programs that provide all students with meaningful options for life; 4. Collecting data and providing decision- and policy-makers with accurate information about how our students and the school district are performing; 5. Providing schools the administrative and operational support they need to foster student achievement; creating forums for interaction and continued dialogue between DCPS and its community stakeholders.

Agency Code GA0   Fiscal Year 2020

2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
92% of students are regularly logging into learning at home. By the end of the fourth quarter of FY20 (September 2020), DCPS translated it's curriculum into 250+ Canvas Course Companions to support virtual learning in SY20-21. The district also expanded access to blended learning programs in all content areas and for all students.	DCPS continues to work to ensure learning at home is rigorous and joyful during the COVID-19 public health crisis.	During the COVID-19 public health crisis, DCPS shifted to a learning at home posture. By the end of FY20, 92% of students are regularly logging in to learn with their DCPS educator.
By the end of FY20, 29,850+ technology devices were distributed since March 2020 for learning at home.	We continue to strive to ensure students can connect to rigorous and joyful learning experiences during the COVID-19 public health crisis.	Students had access to rigorous and joyful learning.
DCPS launched the Living Through History Cornerstone. More information is available by going to: https://learninglab.si.edu/dcps.	What is our responsibility to document, reflect, and advocate In the "Living Through History" Cornerstone, students explore the questions through different perspectives and disciplinary lenses, in both personal and societal contexts;Students create documentary evidence in the form of artifacts, analysis, reflections, and advocacy campaigns, and share and compare with peers from other schools, cities, or countries.	During the first three weeks of school, students collected, create, and curate artifacts from their own experience during the COVID-19 Global Pandemic.

2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. (12 Measures)												
Percent of AP exams passed	Annually	36%	38%	41%	44%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	55%	Met	
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	Annually	27.4%	30.5%	32.4%	34.3%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	Annually	63.7%	60.4%	61.2%	57.1%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Math achievement gap (Percent of students scoring college and career ready) between black and white students	Annually	61.3%	63.1%	63.9%	61.3%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	Annually	5.5%	6.1%	9.3%	12.5%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Annually	5.4%	6.9%	8.5%	10.1%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	Annually	17.7%	20.2%	22.2%	24.2%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of kindergarten, first and second grade students reading on or above grade level	Annually	New in 2019	New in 2019	63%	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available	No Target Set	
Percent of high school students taking at least 1 Advanced Placement (AP) exam	Annually	27%	28.4%	30%	31.6%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	Due to the extended COVID-19 school closure, this assessment was not administered as planned and was only administered to 22%.
Percent of students scoring college and career ready (Level 4+) in English Language Arts (ELA) on Partnership for Assessment of Readiness for College and Career (PARCC)	Annually	31.9%	35.1%	39.9%	44.7%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	Quarterly	New in 2020	New in 2020	New in 2020	New in 2020	Waiting on Data	Waiting on Data	Waiting on Data	Waiting on Data	No data available	New in 2020	
Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	Quarterly	New in 2020	New in 2020	New in 2020	New in 2020	Waiting on Data	Waiting on Data	Waiting on Data	Waiting on Data	No data available	New in 2020	
2 - Empower our People: Recruit, develop, and retain a talented, caring, and diverse team. (1 Measure)												
Retention rate of teachers rated effective or highly effective on IMPACT	Annually	92%	93.8%	92.9%	92%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	95%	Met	
3 - Ensure Excellent Schools: Increase the number of excellent schools throughout the city. (4 Measures)												
4-year graduation rate	Annually	73%	68.6%	65.1%	73%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	68.7%	Nearly Met	Press Release: https://dcps.dc.gov/release/bowser-administration-announces-graduation-rates-and-release-2020-dc-school-report-card The four-year graduation rate for DC Public Schools (DCPS) is 68.68 percent, an increase of 3.6 percentage points. "Particularly given the unanticipated challenges presented by COVID-19, I am encouraged to see an increase in our graduation rate," said Mayor Muriel Bowser. "This demonstrates the resilience of the District's students and teachers, as well as the families and community partners who are committed to ensuring our young people have a fair shot and the resources necessary to succeed in college and career."

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
In-seat attendance (ISA) rate	Annually	89%	89%	89%	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	90%	Met	
First-time 9th grade student promotion	Annually	86%	81%	79%	83%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	85%	Met	
Percent of schools considered highly rated or improving in rating	Quarterly	New in 2018	New in 2019	66%	Waiting on Data	Waiting on Data	Waiting on Data	Waiting on Data	Waiting on Data	No data available	No Target Set	
4 - Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready. (6 Measures)												
Audited Student enrollment	Annually	48,144	49,056	51,060	52,000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
Percent of principals certifying that their schools have the necessary textbooks and instructional materials	Annually	100%	100%	100%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	
Percent of students indicating they feel loved	Annually	New in 2018	New in 2019	58%	59%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of students indicating they feel challenged	Annually	New in 2018	New in 2019	81%	83%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of students indicating they feel prepared	Annually	New in 2018	New in 2019	67%	68%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of students indicating they feel loved, challenged, and prepared	Annually	New in 2018	New in 2019	45%	46%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
5 - Engage Families: Ensure communication and deepen partnerships with families and the community. (1 Measure)												
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	Annually	77%	82.5%	80%	80%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		

2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
5 - Engage Families (1 Measure)							
Percent of schools with active Local School Advisory Teams (LSAT) who meet regularly with school leadership.	New in 2020	New in 2020	No data available	No data available	No data available	No data available	No data available

2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. (1 Activity)			
Promote Equity	Promote Equity	Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.	Daily Service
2 - Empower our People: Recruit, develop, and retain a talented, caring, and diverse team. (1 Activity)			
Empower Our People	Empower our People	Recruit, develop, and retain a talented, caring, and diverse team.	Daily Service
3 - Ensure Excellent Schools: Increase the number of excellent schools throughout the city. (1 Activity)			
Ensure Excellent Schools	Ensure Excellent Schools	Increase the number of excellent schools throughout the city.	Daily Service
4 - Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready. (1 Activity)			

Operations Header	Operations Title	Operations Description		Type of Operations
Educate the Whole Child	Educate the Whole Child	Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready.		Daily Service
5 - Engage Families: Ensure communication and deepen partnerships with families and the community. (1 Activity)				
Engage Families	Engage Families	Ensure communication and deepen partnerships with families and the community.		Daily Service

2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Educate the Whole Child (2 Strategic initiatives)				
Curriculum and Coaching	DCPS will support teachers with the curriculum and coaching, with a specific focus on narrowing the opportunity gap and achievement gap. For example, DCPS will utilize a different reading assessment at second grade this year. Curricular support will be provided through LEAP and cluster model coaching cycles with a focus on supporting students furthest from opportunity; outcomes will be measured in PARCC and other academic achievements (see KPIs).	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS digitized it's curriculum in all content areas and grade levels to Canvas for virtual implementation with students to support learning at home. Additionally, DCPS launched Required Curricular Tasks (RCTs), as periodic measures of student progress for standards prioritized for student learning, ensuring that students and teachers are engaged in grade level instruction, while also addressing unfinished learning from the Spring 2019 semester. Curricular support was continued virtually offering coaching support for school-based staff to support implementation of learning at home.	
Ensure Students are Ready for Post-Secondary Success	Ensure students and their families have access to actionable information that helps to prepare students for post-secondary success. For example, high school students and their families will have access to actionable data in their Student Guide to Graduation, Career, and College.	Complete	By the end of the fourth quarter of FY20 (September 2020), All 12th grade students will receive a personalized Guide to Graduation, Career and College in October. All 9th-11th grade students will receive a personalized Guide to Graduation, Career, and College in March. Copies of the Guide were mailed home. Students and families can also access a digital version of their Guide in Aspen. DCPS also finished designing a personalized guide for middle school students to the NAF College & Career Academies available at DCPS high schools. This guide will be sent to all current 8th grade students in November 2020, and will help students and families with more information about DCPS college and career programs before the My School DC lottery process opens in December. DCPS received interest forms from 700+ college-bound students for DCPS Persists, and is actively supporting students enrolled in college this fall through 1:1 coaching. The new Forever DCPS newsletter, sent monthly, shares highlights of upcoming events and resources and has a subscriber list of nearly 3,900 alumni and partners.	
Empower our People (1 Strategic Initiative)				
Talent	Recruit and select the best possible teacher and school leader talent with a focus on equitable access while supporting retention of our highest performers and developing them to their full potential. Two examples of focus areas are: (1) prioritizing bilingual teacher recruitment and hiring through targeted bilingual educator pipelines, and (2) earlier recruitment and hiring processes for school leaders in preparation for the 2020-2021 school year.	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS opened schools with 97% of teacher vacancies filled, compared to 95% last year. Cluster 5 schools, which includes all Dual Language schools, opened with 99% of teacher vacancies filled. By the end of Q4, we have begun planning for SY21-22 by attending fall teacher recruitment events, as well as planning high-touch engagement opportunities and supports for prospective bilingual educators. All official Principal and AP vacancies were filled by the start of the SY20-21 school year. We are currently revising the Principal and AP selection and recruitment process to ensure we are mining for and diversifying our pool with more equity minded leaders.	
Engage Families (1 Strategic Initiative)				
Family Communication	During FY20/ SY19-20, DCPS will improve and increase mechanisms to communicate with and listen to families by ensuring that 100% of all schools have a Local School Advisory Teams (LSAT) which meet regularly with school leaders and have family/community representation and support monthly meetings for DCPS Leadership engagement with four Parent and Community Advisory Boards.	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS had concluded a successful year with our Chancellor's Parent Advisory Board (In SY19-20 there was only one leadership advisory board, not four as in the prior year). Meetings were hosted monthly from September-May with 24 members- three from each ward of the city. Nearly 100% of schools had LSATs, with 85% having family representation and the majority meeting on a regular basis.	
Ensure Excellent Schools (4 Strategic initiatives)				
Attendance	Develop and implement a strategy to increase attendance. For example, DCPS will be implementing an attendance initiative for kindergarten students focused on clear communication on attendance from teachers to families at an early age. DCPS is also scaling up its Proving Ground "Energy" letter project and will send families whose students missed 5% or more of SY18-19 regular attendance notifications encouraging improved attendance.	Complete	(September 2020) - DCPS scaled up the Proving Ground "Energy Bill" letter initiative in SY19-20, based on results from the pilot in SY18-19. 3 rounds of approximately 19,000 letters were sent to families between November 2019 and February 2020. DCPS anticipated sending written notifications every 6-8 weeks throughout the school year (including March and May 2020) but halted due to COVID-19. - In Fall 2019, DCPS piloted a program across 3 clusters to send targeted postcards to parents of Kindergarten students who were absent the previous week. The postcard includes the number of absences the student has year‐to‐date, as well as examples of a lesson or skill that was taught on that day. In January 2020, Proving Ground released the results of the pilot and revealed that postcards were an effective way to reduce absences.	
Connected Schools	In the 2019-2020 school year, DCPS will expand our connected schools work to focus on ten schools. These schools will form a community of practice and implement best practices of the connected schools model. This work will include establishing schools as neighborhood hubs, implementing trauma-informed practices, and creating a school-wide system of comprehensive supports.	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS has concluded Year 1 of Connected Schools implementation, including serving students and families throughout the ongoing COVID-19 health crisis. All Connected Schools have established new services/programs (including 47 new partnerships across 10 schools), launched healing centered strategies (SEL programming, mental health support for students and staff, peer mentorship, etc), and pivoted family engagement to a virtual setting in partnership with the Flamboyan Foundation.	
DCPS Capital Projects	In the 2019-2020 school year, DCPS will focus on the successful renovation and modernization of multiple capital improvement projects, including the opening of modernized facilities at CW Harris, Houston, Eliot-Hine, Jefferson and Thaddeus Stevens, and continued HVAC replacement projects.	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS had successfully opened five new modernized spaces (CW Harris, Houston, Thaddeus Stevens, Jefferson and Eliot-Hine). Additionally over 80 small capital projects were complete and the team in partnership with DGS has kicked off the HVAC enhancement work at all schools.	
Enrollment	Develop and implement a strategy to increase enrollment. One example of a strategy for FY20 is a focus on ensuring school staff have supports for engagement with students and families in their feeder patterns.	Complete	During the fourth quarter, DCPS continued to focus on ensuring students are correctly enrolled as DCPS opened with all students learning at home.	

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Promote Equity (2 Strategic initiatives)				
Empowered Learners Initiative – 1:1 Technology	In the FY20 / 2019-2020 school year, DCPS will begin a three-year investment in technology for students beginning in grades 3, 6 and 9. In this work, DCPS will ensure device access, responsible use protocols and rigorous integrated academic experiences. This year, students in grades 3, 6 and 9 will receive the devices and utilize those devices in rigorous and joyful learning experiences. (Note: Budget Enhancement)	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS completed the deployment of 18,185 devices for grades 3, 6 and 9 and accelerated the Empowered Learners Initiative by purchasing over 20,000 devices for the start of SY2020-21 to be distributed to students for learning at home.	
East of the River Supports focused on Anacostia and Ballou Community	In the 2019-2020 school year, DCPS will deepen our investment in the Anacostia and Ballou communities. An example of this work is our school transformation work - members of the community, school staff, and DCPS staff will select redesign models for Anacostia HS and Ballou HS during the 2019-2020 school year. It is important to note that this is a part of a multi-faceted and multi-year strategy to invest in the Anacostia and Ballou communities.	Complete	Anacostia and Ballou HS launched the "big bets" that comprised their Redesigned school models and made pivots to ensure these improvements could be implemented virtually. Anchor partners including New Tech Network at Anacostia and 3DE by Junior Achievement at Ballou provided training, technical assistance, and resources to support implementation. DCPS also captured the community-driven Redesign process in a publicly available playbook found at bit.ly/TransformationByDesignPlaybook	

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Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

Kevin Donahue
Interim City Administrator

John A. Wilson Building | 1350 Pennsylvania Ave., NW, Suite 513 | Washington, DC 20004

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Office of the Deputy Mayor for Education FY2020

Agency	Office of the Deputy Mayor for Education		**Agency Code** GW0	**Fiscal Year**	2020

Mission The Office of the Deputy Mayor for Education (ODME) is responsible for developing and implementing the Mayor's vision for academic excellence and supporting the education-related and workforce-related District Government agencies in creating and maintaining a high quality education continuum from birth to adulthood (from early childhood to K-12 to post-secondary and the workforce). The ODME also houses the Office of Out-of-School Time Grants and Youth Outcomes, the Workforce Investment Council, and the Students in the Care of D.C. Coordinating Committee.

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

2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
In response to the Covid-19 pandemic, the DME executed city-wide and cross-sector collaboration activities including a regular cadence of virtual meetings with Local Education Agency (LEA) leaders, coordinated communications from DME via a weekly bulletin, and a set of response work groups focused on a broad range of topics including contingency budget planning, solving the digital divide, and student safety.	Beginning in March, DME led over 60 virtual meetings alongside PCSB, DCPS, OSSE, and other agencies for LEA leaders through FY20, covering varied topics of urgent interest to school communities like building closure protocols, virtual learning best practices, meal distribution, city resources and school-level operational adjustments in response to rapidly changing understanding of the public health emergency. The meetings are successful, well-attended events with an average of 150 participants per call, and DME has continued to hold them into the first quarter of FY21. During that same time period, DME also centrally provided critical information to a distribution list of more than 200 education stakeholders through 36 DME bulletins. Finally, DME's response work group structure created sustained communities on topics of concern like the digital divide and student safety, and DME continues to collaborate with members of these groups into FY21.	As the leader of the education cluster, DME's central role is the coordination and convening of education stakeholders within government and in the community, through partnership with our cluster agencies. Enacted in an emergency context, DME's structured approach to delivering information to LEA leaders and the education community more broadly, as well as leveraging DME and other administration staff to coordinate response work groups, allowed DME to both provide and receive critical, timely information and feedback in order to be most responsive to the needs of students and families.
In FY20, DME established the Students in the Care of D.C. Coordinating Committee (SCDC) within the office. SCDC identifies challenges and resolves issues that students in detainment, commitment, incarceration, and foster care face in order to improve educational outcomes.	SCDC's coordination on behalf of students in correctional facilities as well as those in the community who are under DC's care has had an impact on some of DC's most vulnerable students. Over the course of FY20, SCDC has committed to working across governmental agencies and with non-governmental stakeholders to address the urgent needs presented by COVID-19. SCDC has also coordinated resource delivery to meet immediate student needs, including facilitating the donation of laptops to DYRS students, CFSA students, and justice-system involved students from a variety of sources. Finally, SCDC has continued to collaborate with DOC, CFSA, DYRS and DCPS to coordinate the delivery of additional educational and social-emotional support services for students in the care of D.C. to address learning loss and other challenges to their recovery.	The Executive Director of SCDC is a member of the Deputy Mayor's senior leadership team and brings a focus on students within the committee's purview to meetings across the agency. Further, as the DME begins to implement programming focused on racial justice and equity (RJE) for staff, the SCDC has been central in the RJE team's founding, organization, and sustained efforts in pursuit of RJE team goals. Finally, the SCDC has played a vital role in building cross-agency and cross-sector partnerships, convening stakeholders, and coordinating responses to the unique challenges of system-involved students during COVID-19.
In FY20, DME released the 2020 Uniform Per Student Funding Formula (UPSFF) Study. This study will serve as a central document to guide the city's approach to equitably funding student groups, including students at risk of academic failure ("at-risk") and English Language Learners, as well as understanding the costs covered by the formula's per-pupil foundation level and resulting weighted allocations.	The UPSFF is our single best tool for achieving funding equity for young people in the District of Columbia. Per DC Official Code §38–2911, OSSE has convened the 2020 UPSFF Working Group to solicit input and recommendations regarding revisions to the formula, with the study serving as the primary document for the duration of the meeting series. This body of work will strengthen and ground conversations about the UPSFF and school funding among our city's education stakeholders for years to come.	This study's undertaking and delivery represents the Bowser Administration's commitment to providing all students with the resources they need to achieve success and build family-sustaining careers. The study's findings equip DME, LEA leaders, and public education stakeholders city-wide with a common fact base on DC's funding formula and a set of options to provide additional supports to students that have shown a higher relative need based on student outcomes.

2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth. (1 Measure)												
Number of approved Cross-Sector Collaboration Task Force Recommendations in pilot or implementation phase.	Annually	New in 2018	4	Waiting on Data	4	Annual Measure	Annual Measure	Annual Measure	Annual Measure	4	Met	
2 - Enhance equity of programming and outcomes for all learners. (2 Measures)												
The number of OST sites improving their program quality year over year	Quarterly	New in 2018	10	19	10	0	10	0	0	10	Met	
Rate of chronic absenteeism citywide	Quarterly	29.5%	29.3%	30.2%	26%	21%	25%	Waiting on Data	Waiting on Data	23%	Met	
3 - Increase coordination across government agencies to improve the delivery, effectiveness, services to schools and students and optimize the use of public resources. (2 Measures)												

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Percent of DME agency initiatives on track to be fully achieved by the end of the fiscal year	Quarterly	New in 2018	72.7%	100%	100	72.9%	74.8%	75.6%	65%	67%	Unmet	The public health emergency impacted agency operations. Agencies re-prioritized resources, talent and time to support Covid-19 safety measures for DC residents.
Number of web hits for data publication website	Quarterly	New in 2018	11,419	23,652	12,000	8655	7132	1966	5186	22,939	Met	

▼ 2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
2 - Kids Ride Free (1 Measure)							
# of students receiving Kids Ride Free passes	59,130	184,664	58,571	65,193	65,193	49,735	238,692
2 - Office of Out of School Time Grants and Youth Outcomes (1 Measure)							
Number of youth directly impacted by programming funded by the Office of Out of School Time Grants and Youth Outcomes	11,825	12,567	4523	2107	516	3493	10,639
3 - Office of Planning, Data and Analysis (2 Measures)							
Number of data sets and analyses published on DME's website	6	57	Semi-Annual Measure	Semi-Annual Measure	Semi-Annual Measure	Semi-Annual Measure	17
Total Public School Enrollment	91,484	92,967	Annual Measure	Annual Measure	Annual Measure	Annual Measure	94,413

▼ 2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth. (1 Activity)			
Cross Sector Collaboration	Improved Cross Sector Collaboration	Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS)) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth.	Key Project
2 - Enhance equity of programming and outcomes for all learners. (4 Activities)			
Office of Out of School Time	Office of Out of School Time Grants and Youth Outcomes	DME will establish, staff and manage operations of the Office of Out of School Time (OST) Grants and Youth Outcomes. The OST office will be responsible for dissemination of grants to support enrichment and programming for youth in the District.	Key Project
Every Day Counts	Every Day Counts	A citywide effort led by DME to ensure every student attends school every day. Every Day Counts! will bring together the entire community to support students and families through a public awareness campaign, a Taskforce coordinating public agencies and stakeholders, and investments in data-driven strategies to increase attendance.	Daily Service
Safe Passage	Safe Passage	DME works with Deputy Mayor for Public Safety and Justice (DMPSJ), Safer Stronger DC, Office of the State Superintendent (OSSE), DC Public Schools (DCPS), Local Education Authority (LEA) leaders and other District agencies, to develop recommendations for improved policies, supports and programs to enhance the safety and security of public schools. DME and DMPSJ will co-lead and facilitate a working group to support interagency and public school coordination to maximize and ensure safe and efficient travel to/from school by DCPS and PCS students.	Daily Service
Kids Ride Free	Kids Ride Free	DME collaborates with District Department of Transportation, Washington Metro Area Transportation Area, Office of the Chief Technology Officer, LEA leaders and other District agencies to reduce barriers for students to attend school by supporting the implementation of the Kids Ride Free program.	Daily Service
3 - Increase coordination across government agencies to improve the delivery, effectiveness, services to schools and students and optimize the use of public resources. (3 Activities)			
AGENCY OVERSIGHT AND SUPPORT	Improved Inter-agency collaboration and coordination	Increase coordination across government agencies to improve the delivery, effectiveness, and equity of services to schools and students.	Daily Service
AGENCY OVERSIGHT AND SUPPORT	Office of Planning, Data and Analysis	DME Planning Office will play an important and critical role of: Master Facilities Plan, data and analysis to support other agencies and public transparency of data.	Key Project

Operations Header	Operations Title	Operations Description		Type of Operations
AGENCY OVERSIGHT AND SUPPORT	Public Education Facilities	The Office of the Deputy Mayor for Education oversees the planning and support for former public education facilities, as well as supports DCPS and Department of General Services with the execution of the capital improvement plan and school modernization program.		Daily Service

▼ 2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Every Day Counts (1 Strategic Initiative)				
Family Engagement Pilot	In FY20, DME will oversee the implementation of a tech-based support for family engagement in at least five public high schools and two public junior high schools. The pilot will be evaluated with the support of the Lab at DC.	Complete	Kinvolved has executed all requirements of its contract. The report from the Lab will be forthcoming in the fall.	
Office of Out of School Time Grants and Youth Outcomes (2 Strategic initiatives)				
Youth Development Practitioner Training	Youth Development Practitioner Training - In FY20, the OST Office will engage at least 700 youth development practitioners in professional development in order to improve program quality directly with youth.	Complete	Five hundred forty (540), or 180% of the goal, de-duplicated individuals have participated in professional development offered through the OST Office via The Institute for Youth Development at UDC. This goal has been achieved and services will continue through the remainder of the fiscal year.	
Quality Improvement	Quality Improvement - In FY20, the OST Office will ensure at least 60 sites complete a program quality self-assessment and help at least 10 sites from FY20 to improve scores though a quality improvement initiative.	Complete	Ten sites, or 100% of the goal, have improved their program quality score using the evidence based Weikart YPQI assessments and observations. Since this goal has been achieved, it will not change for the remainder of the fiscal year.	
Office of Planning, Data and Analysis (1 Strategic Initiative)				
UPSFF Study	DME will use $300,000 in one-time FY20 grant funding for a study of the Uniform Per Student Funding Formula (UPSFF). The study will include the evaluation of four key funding formula areas: 1. At-Risk Adequacy; 2. At-Risk Concentration; 3. Foundation Level Cost Drivers; and 4. English Language Learners (ELL) Weight Structure.	Complete	In FY20 Q3, Afton Partners completed and submitted the 2020 UPSFF Study.	
Safe Passage (1 Strategic Initiative)				
Safe Passage Pilots	In FY20, DME will implement new safe passage supports with a focus on designated priority safe passage areas that reflect the public engagement with youth and community leaders completed in FY19.	Complete	First, the Man The Block Safe Passage Technical Assistance Partnership has concluded its efforts as a result of the COVID-19 pandemic, though some volunteers attended a DME-sponsored de-escalation training held in February. Second, the Safe Spots program expanded to Minnesota Ave in March 2020, and is planning to extend to all priority areas in the future, pending school building re-opening considerations. DME also provided de-escalation training for safe spots participants. Third, although the CarpooltoSchool program abruptly shifted operations due to COVID-19 school closures, families still used the program to organize trips to meal sites and pick up academic work packets. Finally, DME, in collaboration with DMPSJ, convened a Youth Safety group. This group drafted best practice recommendations for schools to use in the technology distribution process, and was able to support an interagency (ONSE, DPR, DYRS-Credible Messengers) safe passage safety plan to ensure families and students were safe during packet, meal, and technology distributions.	

Office of the City Administrator

January 15, 2021

Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

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Sincerely,

Kevin Donahue
Interim City Administrator

Department of Employment Services FY2020

Agency	Department of Employment Services
Agency Code	CF0
Fiscal Year	2020
Mission	The Department of Employment Services (DOES) mission is to connect District residents, job seekers, and employers to opportunities and resources that empower fair, safe, effective working communities.
Summary of Services	DOES, the District of Columbia's lead labor and workforce development agency, provides customers with a comprehensive menu of workforce development services funded through a combination of federal grants and Local appropriations. DOES delivers basic income support services to unemployed or underemployed persons who lost their jobs through no fault of their own through the Unemployment Insurance division. The Labor Standards division ensures a safe and healthy work environment for workers in the District, administers a program to provide benefits to qualified individuals with employment-related injuries or illnesses, administers the District's wage-and-hour laws, and provides hearing and adjudication services to settle workers' compensation disputes. DOES's Workforce Development division provides job seekers with workforce development and training programs and services to ensure employers have access to qualified job candidates. Finally, DOES provides District youth with job training, academic enrichment, leadership, and employment opportunities through its Year-Round, Summer Youth, Mayor's Youth Leadership Institute, and other youth programs.

🔻 2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
The onset of the COVID-19 Emergency and the passage of the Federal Bill on unemployment insurance put a heavy burden on the shoulders of DOES. However, the agency accepted the challenge and worked together to provide continuing services to the people of the District. In a typical year, DOES receives approximately 35,000 claims. From March 2020 to October 2020, DOES has processed and paid nearly three times that amount. DOES' Office of Customer Experience led and managed 5 UI call center groups, consisting of over 200 call takers who received over 526,000 calls. Despite the long wait times associated with the unprecedented call volume, at times the UI call center was able to achieve average customer wait times as low as 9 minutes. OCE could not have reached its goal without the Office of Training and Professional Development providing training for new hires at the call center, call center volunteers, and DOES employees from other departments educating them in the correct processes. The Office of Information Technology was able to procure, configure, and distribute 500+ devices in support of the surge in Unemployment Insurance and Pandemic Unemployment Assistance claims. This included laptops and cellular devices for Customer Navigation Center (CNC) workers, Internal UI Program staff and volunteers, DC Employee volunteers, and multiple third-party call centers. In addition, the Office of Workers' Compensation (OWC) has kept its commitment to offer a $5 million dollar rebate to workers' compensation insurance carriers and self-insured employers doing business in the District of Columbia providing financial relief to self-insured employers.	By reacting as an agency, helping each other where we could, DOES came together and out of silos. While most employees of the agency are able to work from home, the amount of extra work that many put in to help deal with problems arising from the health emergency was substantial.	Unlike many jurisdictions, DOES has managed to distribute unemployment insurance under the COVID-19 regulations as well as the extra funds supplied by Congress. At the peak times, FY2020 Q3, our benefits claims examiners resolved an average 2033 issues, six times the number of issues they addressed in Q1. Moreover, a total of 86,649 total claims were filed with over 62,000 of them filed in Q3.
The Office of Paid Family Leave began issuing benefits for the PFL program on July 1, 2020. This was the final step in the plan to outline, develop, and administer a paid leave program for the District of Columbia under the provisions of the Universal Paid Leave Amendment Act of 2016. Employer tax collection began on July 1, 2019	The Paid Family Leave program is a huge addition to the Department of Employment Services. Besides collecting taxes from District businesses and considering benefits, the Office of Paid Family Leave incorporates: maintaining and updating technology so people can apply for benefits; working with different District agencies to implement MOUs; considering appeals and reconsideration requests; creating and running a call center; providing outreach to citizens with newsletters, social media, webinars et al.	This accomplishment impacts residents of DC because this program provides: 1. 8 weeks to bond with a new child 2. 6 weeks to care for a family member with a serious health condition 3. 2 weeks to care for your own serious health condition This also benefits non DC residents, as the tax collected is from DC businesses which have employees outside of the District of Columbia.
• Virtual Program: Kicked off our first ever virtual Mayor Marion S. Barry Summer Youth Employment Program (MBSYEP). • Virtual Certification: Our office was able to adapt quickly to a virtual certification model. The normal certification process requires youth to come in person to certify. Thanks to our IT team working closely with the program, we were able to set up a platform which afforded over 3,000 youth the opportunity to certify virtually. • Scholarships: Continued our Mayor's Opportunity Scholarship. Food Stamp Supplement Employment and Training (FSET): 150 MBSYEP participants attended the Supplemental Nutrition Assistance Program Bootcamp virtually. Participants earned a total 144 certifications. • 55 Certification across Medical Cleaning, Customer Service, OSHA Bloodborne Pathogens, and Chemical Hazards • 28 Earned Johns Hopkins University Contact Tracing Certification • 23 Earned certificates from the Association of State and Territorial Health Officials and National Coalition of STD Directors • 37 Completed Salesforce training modules for contact tracing using the Work.com software product • 1 Call center public health outreach project to hone customer service and data entry skills	• Virtual Program: Our program was one of the only summer youth employment programs to continue operations at full scale in the nation. While other jurisdictions chose to shut down their operations for the summer, the District continued. Other programs like Prince George's County, Alexandria, Baltimore, and Philadelphia heard that our program was continuing and reached out for guidance and best practices for their 2021 program. • Virtual Certification: The impacts of a virtual certification model motivated our staff to work even harder. This was something our office was already considering; however, we had not yet implemented it. COVID-19 forced our agency to adapt. We are currently ramping up for our 2021 program year with the anticipation of going 100% virtual for certification. • Scholarship: Many of the recipients expressed gratitude in their essays and even emails to the agency for continuing this portion of the program. This financial commitment highlighted all the core values listed in our agency's Vision Forward goals.	• Virtual Program: Over 9,000 youth were place with an employer and afforded the opportunity to work virtually during the COVID-19 pandemic. • Virtual Certification: Over 3,000 youth were able to certify from their home. Without a virtual certification platform during this pandemic, over 3,000 youth would not have been able to participate in our program this year. • Scholarship: We were able to provide 75 Mayor Marion S. Barry Summer Youth Employment Program participants with scholarships. Of the 75 recipients, 54 received $2,000 in scholarships, and 21 received the Director's Award receiving $4,100 in honor of our 41st year of programs.

2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - Unemployment Insurance - Improve the efficiency, integrity, and performance of unemployment compensation benefits and unemployment tax services provided to claimants and District employers. (3 Measures)												
Percent of all first unemployment insurance payments made to eligible claimants within 14 days	Quarterly	88.8%	91.5%	91%	87%	94.7%	95%	58.5%	39.2%	59.9%	Unmet	During its peak, the COVID-19 emergency produced up to 10 times more applications to process than normal. Maintaining the 14 day standard proved to be impossible at that volume.
Percent of new unemployment insurance status determinations made within 90 calendar days	Quarterly	77.6%	82.2%	80.2%	70%	89.9%	84.2%	79.4%	87%	85.2%	Met	
Percent of Nonmonetary Determinations (Separations and Nonseparations) made within 21 days of the date of detection	Quarterly	New in 2020	New in 2020	New in 2020	New in 2020	96.4%	97.7%	65.9%	61.1%	76%	New in 2020	
2 - Labor Standards - Provide a more efficient and effective system to prevent workers from exposure to unsafe working environments and from falling beneath an unacceptable income level at times of unemployment due to injury or illness. (1 Measure)												
Percent of workers compensation formal hearings finalized within 120 calendar days	Quarterly	91.7%	94%	93.8%	80%	95.8%	98.6%	110.8%	95.2%	98.3%	Met	
3 - Workforce Development -Improve employment outcomes for District residents by providing high-quality training programs for adults and youth that are aligned with the District's high demand occupations and lead to credentials recognized nationally by employers. (2 Measures)												
Average number of business days between Training Application and Training Begin Date	Quarterly	Not Available	Not Available	Waiting on Data	45	26.7	25	0	0	25.9	Met	
Percent of program participants that complete occupational skills trainings	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	83.27%	New in 2020	
4 - Organizational Excellence- Ongoing efforts to establish standards and processes intended to engage and motivate staff to deliver services that fulfill internal and external customer requirements. (5 Measures)												
Percent of telephone calls answered (CNC)	Quarterly	New in 2020	New in 2020	New in 2020	New in 2020	91%	75%	53%	61.6%	61.6%	New in 2020	
Average telephone call wait time (CNC)	Quarterly	New in 2020	New in 2020	New in 2020	New in 2020	9.8	20.1	58	58	36.5	New in 2020	
Average telephone call hold time (CNC)	Quarterly	New in 2020	New in 2020	New in 2020	New in 2020	0.5	0.9	3.3	3.1	1.9	New in 2020	
Email response time percentage (CNC)	Quarterly	Not Available	Waiting on Data	Waiting on Data	Waiting on Data	100%	100%	100%	100%	100%	No Target Set	
Voicemail response time percentage (CNC)	Quarterly	New in 2020	New in 2020	New in 2020	New in 2020	100	61	52	No applicable incidents	53.3	New in 2020	
5 - Ensure employers are connected to the American Job Centers to address their workforce needs thereby ensuring positive employment and placement outcomes for residents. (2 Measures)												

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Percent of the First Source Agreements executed by the District that are monitored	Annually	99.5	100	100	85	Annual Measure	Annual Measure	Annual Measure	Annual Measure	98.9	Met	
Percent of the First Source Agreements executed by the District that are enforced	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	98.9%	New in 2020	
6 - Universal Paid Family Leave Benefits - Implementing the program to provide temporary weekly benefits to eligible individuals. (1 Measure)												
Percent of Employers registered in Employer Self Service Portal	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	92.74%	New in 2020	

▾ 2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
1 - Unemployment Benefits (1 Measure)							
Average number of issues resolved by Benefits Claims Examiners	1690	1611	298	415	2033	998	936
3 - DC Career Connections (9 Measures)							
Number of individuals enrolled in DC Career Connections Program	522	390	88	73	0	0	161
Number of participants completing Job Readiness Training	373	240	68	55	2	14	139
Number of participants placed in subsidized employment	178	147	24	9	0	7	40
Number of participants placed in unsubsidized employment	140	97	17	24	16	17	74
Number of participants that retained unsubsidized employment for 6 months	Not Available	276	28	117	12	57	214
Number of participants enrolled in occupational skills training	New in 2020	New in 2020	26	15	0	5	46
Number of participants that earn a credential from occupational skills training	New in 2020	New in 2020	0	0	0	1	1
Number of employers that participate in subsidized employment	New in 2020	New in 2020	7	4	0	10	21
Number of participants enrolled in post-subsidized employment job search	New in 2020	New in 2020	6	5	0	0	11
3 - Infrastructure Academy (4 Measures)							
Number of participants enrolled in a DCIA training program	965	2012	36	63	63	75	237
Number of participants completing a DCIA training program	388	408	73	61	39	102	275
Number of participants that completed a DCIA training program and placed in unsubsidized employment	15	105	59	31	2	8	100
Number of participants that completed a DCIA training program and retained unsubsidized employment for 6 months	Not Available	90	27	15	87	120	249
3 - Job Centers (7 Measures)							
Number of applicants enrolled in Wagner-Peyser	7977	9627	2218	2389	325	507	5439
Number of applicants enrolled in WIOA	1060	1261	279	280	4	38	601
Number of participants enrolled in a skills training program through an Individual Training Account (ITA)	398	326	50	52	0	3	105
Number of participants successfully completing skills training through an Individual Training Account (ITA)	325	213	52	37	3	3	95
Number of participants that earn a nationally or regionally recognized credential	137	151	20	24	0	58	102
Number of participants placed in unsubsidized employment after receiving any career services, including training	316	546	56	71	22	42	191
Number of participants that retained unsubsidized employment for 6 months after placement and program exit	Not Available	832	91	Waiting on Data	67	129	287
3 - LEAP (10 Measures)							

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
Number of NON-TANF individuals enrolled	39	10	1	13	13	13	40
Number of TANF individuals enrolled	20	36	22	21	17	16	76
Number of NON-TANF participants currently active (open program application)	67	154	1	12	13	4	30
Number of TANF participants currently active (open program application)	50	91	22	17	16	5	60
Number of NON TANF participants completing the program	24	63	0	1	0	9	10
Number of TANF participants completing the program	21	23	13	4	1	11	29
Number of NON TANF participants placed in unsubsidized employment	0	37	0	1	0	8	9
Number of TANF participants placed in unsubsidized employment	0	17	10	4	0	11	25
Number of NON-TANF participants that retained unsubsidized employment for 6 months	Waiting on Data	5	No data available	No data available	No data available	No data available	Waiting on Data
Number of TANF participants that retained unsubsidized employment for 6 months	Waiting on Data	11	No data available	No data available	9	No data available	9
3 - Office Of Apprenticeship Info & Training (2 Measures)							
Number of participants placed in unsubsidized employment	Not Available	18	104	76	17	No applicable incidents	197
Number of participants that retained unsubsidized employment for 6 months	Not Available	0	94	76	719	No applicable incidents	889
3 - On-the-Job Training (4 Measures)							
Number of individuals enrolled in the program	Not Available	39	8	22	11	10	51
Number of participantss completing the program	Not Available	10	30	10	4	2	46
Number of participants placed in unsubsidized employment	Not Available	10	15	8	3	2	28
Number of participants that retained unsubsidized employment for 6 months	Not Available	3	1	2	2	1	6
3 - Senior Service (BTW50+ -- local job program) (5 Measures)							
Number of Applicants	115	159	12	0	0	0	12
Number of individuals enrolled in the program	105	56	12	0	0	0	12
Number of participants completing work readiness training	116	39	6	3	0	0	9
Number of participants placed in unsubsidized employment	55	29	5	2	0	0	7
Number of participants that retained unsubsidized employment for 6 months	Not Available	80	8	16	1	4	29
3 - Senior Service (SCSEP – Federal Program – from DSI) (4 Measures)							
Number of DOES SCSEP participants actively participating in Subsidized Employment	0	107	26	36	17	16	95
Number of DOES SCSEP participants that Entered Unsubsidized Employment	0	8	2	5	0	1	8
Number of DOES SCSEP participants that retained unsubsidized employment for 6 months after placement and exit	Waiting on Data	10	1	5	0	2	8
Number of DOES SCSEP participants that retained unsubsidized employment for 12 months after placement and exit	Waiting on Data	16	1	6	1	1	9
3 - Summer Youth Employment Program (3 Measures)							
Number of Applicants	Waiting on Data	18,718	Annual Measure	Annual Measure	Annual Measure	Annual Measure	19,897
Number of individuals enrolled in the program	Waiting on Data	11,358	Annual Measure	Annual Measure	Annual Measure	Annual Measure	9161
Number of participants completing the program	Waiting on Data	9939	Annual Measure	Annual Measure	Annual Measure	Annual Measure	9081
3 - Transitional Employment (Project Empowerment) (9 Measures)							
Number of individuals enrolled in the program	892	848	242	232	0	12	486
Number of participants completing work readiness training	745	620	234	264	0	1	499
Number of participants placed in unsubsidized employment	387	321	92	91	51	10	244
Number of participants that retained unsubsidized employment for 6 months	Waiting on Data	285	83	290	38	168	579

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
Number of employers that participate in subsidized employment	New in 2020	New in 2020	7	43	0	15	65
Number of participants placed in post-subsidized employment job search	New in 2020	New in 2020	33	25	0	22	80
Number of participants enrolled in occupational skills training	New in 2020	New in 2020	21	17	0	0	38
Number of participants that earn an occupational skills training credential	New in 2020	New in 2020	0	1	0	0	1
Number of participants placed in subsidized employment	New in 2020	New in 2020	129	118	0	38	285
3 - Veteran Affairs (2 Measures)							
Number of participants that are employed 6 months after placement and program exit	New in 2020	New in 2020	33	20	24	28	105
Number of participants that are employed 12 months after placement and program exit	New in 2020	New in 2020	49	39	35	23	146
3 - Year Round Youth Program (4 Measures)							
Number of applicants	439	201	59	42	0	28	129
Number of participants enrolled in a training program	296	254	62	42	0	36	140
Number of participants completing a training program	184	191	0	2	11	0	13
Number of participants that earn a credential	188	90	0	2	0	1	3
4 - Customer Experience (4 Measures)							
Total number of telephone calls received (CNC)	New in 2020	New in 2020	23,921	72,014	261,490	246,981	604,406
Total number of emails received (CNC)	New in 2020	New in 2020	1150	6243	11,522	8647	27,562
Total number of voicemails received (CNC)	New in 2020	New in 2020	16	63	54	No applicable incidents	133
Total number of Unemployment Initial Claims received via the IVR (CNC)	New in 2020	New in 2020	1384	2116	3784	1238	8522
5 - First Source Management, Monitoring, and Enforcement (4 Measures)							
Number of agreements executed and submitted to DOES	Waiting on Data	1112	339	314	254	180	1087
Number of beneficiaries meeting the first source standard	Waiting on Data	722	269	365	362	426	1422
Number of beneficiaries fined	Waiting on Data	6	2	12	0	4	18
Number of beneficiaries that paid fines	Waiting on Data	5	1	0	3	2	6
5 - Talent and Client Services (3 Measures)							
Number of Employers who hired DOES customers for unsubsidized jobs	Waiting on Data	269	121	16	14	9	160
Number of new employers registered into DC Networks	913	810	164	206	279	182	831
Number of new employers who hired at least one DOES customer	Waiting on Data	5	No applicable incidents	3	8	1	12

🔽 2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Unemployment Insurance - Improve the efficiency, integrity, and performance of unemployment compensation benefits and unemployment tax services provided to claimants and District employers. (1 Activity)			
BENEFITS	Unemployment Benefits	Providing temporary weekly benefits to workers who become unemployed due to no fault of their own.	Daily Service
2 - Labor Standards - Provide a more efficient and effective system to prevent workers from exposure to unsafe working environments and from falling beneath an unacceptable income level at times of unemployment due to injury or illness. (1 Activity)			
OAH: ADMINISTRATIVE HEARINGS DIVISION	Hearings & Adjudication	Conducts formal administrative workers' compensation hearings for private and public sector employees and employers in the District of Columbia, so that rights and responsibilities are determined fairly, promptly, and according to due process.	Daily Service
3 - Workforce Development -Improve employment outcomes for District residents by providing high-quality training programs for adults and youth that are aligned with the District's high demand occupations and lead to credentials recognized nationally by employers. (12 Activities)			

Operations Header	Operations Title	Operations Description	Type of Operations
LOCAL ADULT TRAINING	Senior Service (BTW50+ -- local job program)	The District of Columbia has a diverse population of talented job seekers between the ages of 50 and 64 looking to enter or reenter the workforce and assume roles as productive, full-time employees. Back to Work 50+ (BTW50+) is an initiative launched by the Department of Employment Services in collaboration with AARP Foundation which expands employment opportunities for mature job seekers from all eight wards of the District.	Daily Service
LOCAL ADULT TRAINING	Infrastructure Academy	The District of Columbia Infrastructure Academy (DCIA) is a key initiative of Mayor Muriel Bowser's Administration to meet the need for skilled infrastructure professionals in Washington, DC. DCIA coordinates, trains, screens and recruits residents to fulfill the needs of the infrastructure industry and infrastructure jobs with leading companies in this high-demand field.	Daily Service
LOCAL ADULT TRAINING	Office Of Apprenticeship Info & Training	The Office of Apprenticeship, Information and Training (OAIT) oversees the apprenticeship system in the District of Columbia. OAIT also safeguards the well-being of apprentices, ensures the quality of programs, provides integrated employment and training information to sponsors, employers and trainers. OAIT also staffs the District of Columbia Apprenticeship Council. Applicants for apprenticeships must be at least 16 years old and meet the sponsor's qualifications. Generally, applicants must demonstrate to sponsors that they have the ability, aptitude, and education to master the rudiments of the occupation and complete related instruction.	Daily Service
LOCAL ADULT TRAINING	Summer Youth Employment Program	The Marion Berry Summer Youth Employment Program (MBSYEP or Summer Youth) is a program allowing young people 16-24 to gain work experience during the school year's summer break. This locally funded program is considered one of the best in the country with thousands of young people finding employment through the program.	Daily Service
TRANSITIONAL EMPLOYMENT	Transitional Employment (Project Empowerment)	For over fifteen years, Project Empowerment (TEP) has helped to reduce economic disparity in the District by serving thousands of individuals with multiple barriers to employment. The Program's work readiness model is designed to provide nearly 700 unemployed District residents with opportunities to grow in education, training, and subsidized employment placements each year. Project Empowerment achieves its mission of moving participants into the workforce by partnering with government, non-profit, and private businesses across the DMV area to recruit, train, match, and coach candidates for successful employment.	Daily Service
TRAINING AND EMPLOYEE DEVELOPMENT	On-the-Job Training	On-the-Job (OJT) training is a workforce development strategy where employers of all sizes have an opportunity to train, mentor, and hire candidates toward a specific skillset or job function. Through the OJT model, candidates receive the training necessary to increase their skills. This strategy ensures unemployed and underemployed jobseekers have a chance to enter and reenter the workforce through an "earn and learn" model. The streamlined approach developed between employers and the Department of Employment Services (DOES) reimburses employers at an established wage rate in exchange for the training provided to participating OJT candidates.	Daily Service
TRAINING AND EMPLOYEE DEVELOPMENT	DC Career Connections	DC Career Connections is a work readiness program designed to provide more than 400 out-of-school and unemployed young adults with opportunities to gain valuable work experience, skills training, and individualized coaching and support to obtain employment. An integral component of Mayor Muriel Bowser's Safer, Stronger DC Initiative, DC Career Connections actively seeks to engage District youth	Daily Service
LOCAL ADULT TRAINING	LEAP	L.E.A.P. (Learn, Earn, Advance, Prosper) is a network of interconnected partners utilizing the "earn-and-learn" approach to link the city's unemployed residents with employment, education and training opportunities. The earn-and-learn approach applies the apprenticeship model to skill development, allowing individuals to earn a wage while participating in an on-the-job training experience and concurrently participating in related technical instruction.	Daily Service
YEAR ROUND YOUTH PROGRAM	Year Round Youth Program	The Year Round Youth program is federally funded opportunities for young people 14-24 to gain work experience and job readiness training. In-School Youth will continue their secondary school studies while having counseling and coaching to prepare them for the workplace. Out-of-School Youth, 18-24, have either already completed secondary school or are working toward a GED or other nationally recognized secondary school equivalence while receiving coaching and job leads.	Daily Service
SENIOR SERVICES	Senior Service (SCSEP – Federal Program – from DSI)	The Senior Community Service Employment Program (SCSEP) is a federal program to help older Americans get back into or remain active in the workforce. It is a part-time community service and work-based training program where participants gain career skills through on the job training in community based organizations in identified growth industries. SCSEP also works with the business community to identify employers who are interested in hiring qualified, trained mature workers.	Daily Service
VETERAN AFFAIRS	Veteran Affairs	The DC Department of Employment Services (DOES) requires that Priority of Service be given to veterans and eligible spouses who meet the eligibility criteria in accordance with applicable laws, policies and federally mandated programs. Priority of service also requires that veterans and eligible spouses receive priority over non-covered persons earlier in time for the full array of services provided at an American Job Centers (AJC). These services include the receipt of employment, training, and placement services in any workforce preparation program directly funded, in whole or in part, by the US Department of Labor. Specialized federal services such as the Vocational Rehabilitation & Employment (VR&E) program are also available to eligible veterans.	Daily Service
ONE-STOP OPERATIONS	Job Centers	Providing job seekers with a number of employment opportunities. Each center provides career counseling, resume assistance, job placement, vocational training, access to online services, information about local and national labor markets, and unemployment insurance.	Key Project
4 - Organizational Excellence- Ongoing efforts to establish standards and processes intended to engage and motivate staff to deliver services that fulfill internal and external customer requirements. (2 Activities)			
TRAINING AND EMPLOYEE DEVELOPMENT	Professional Development	Provide opportunities for staff to enhance and develop skill sets to improve efficiency and customer service.	Key Project
CUSTOMER SERVICE	Customer Experience	Deliver professional, helpful, high quality service in a timely manner while providing clear thoughtful and deliberate messaging to both internal and external customers.	Daily Service
5 - Ensure employers are connected to the American Job Centers to address their workforce needs thereby ensuring positive employment and placement outcomes for residents. (2 Activities)			
EMPLOYER SERVICES	Talent and Client Services	Manage employer relationships, connect them to the American Job Centers, and brokers products and services provided by DOES. Encourage local businesses to participate in District employment programs and to take advantage of the many free services that support their business needs; e.g., Office of Safety and Health consultations.	Key Project
FIRST SOURCE	First Source Management, Monitoring, and Enforcement	Manage and monitor First Source Employment Agreements as well as handle all reporting regarding the agreements specified in the "First Source Employment Agreement Act"; e.g. the regular reports sent to the Council of the District of Columbia.	Daily Service
6 - Universal Paid Family Leave Benefits - Implementing the program to provide temporary weekly benefits to eligible individuals. (1 Activity)			
UNIVERSAL PAID FAMILY LEAVE	Paid Family Leave Benefits Implementation	Implement the program to provide temporary weekly benefits to eligible individuals.	Key Project
7 - Create and maintain a highly efficient, transparent, and responsive District government. (2 Activities)			

Operations Header	Operations Title	Operations Description	Type of Operations
TRAINING AND EMPLOYEE DEVELOPMENT	Staff Professional Development	Providing opportunities for staff to enhance and develop skill-sets to improve efficiency and customer service.	Key Project
CUSTOMER SERVICE	Service Delivery	Providing and delivering services to all customers in a professional and timely manner.	Daily Service

2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Customer Experience (1 Strategic Initiative)				
Rebrand the "Customer Experience" at DOES Customer Navigation Center	In FY20, the Department of Employment Services (DOES) will improve customer service and the customer experience by redesigning the Customer Navigation Center (CNC) to serve as the main communication hub for the Agency. The CNC will re-engineer processes and procedures and integrate technology that will allow the Agency to provide quality and timely responses to customers via, calls, email, chat, and social media, while tracking all communication from entry to resolution. The CNC will improve service delivery by establishing customer service standards at every customer entry point (calls, live, email, chat, social media) to ensure consistency in the quality of service provided to stakeholders.

In FY20, the DOES will also redesign the Agency's Interactive Voice Response System (IVR) by providing self-service options as well as efficient live support to ensure customers have a positive experience when navigating the IVR. | Complete | In Q4, the Office of Customer Experience ensured equal access to DOES services to all customers, in all languages. During FY20, over 250 vital documents were translated for DOES programs and departments in 6 different languages including translating social media kits and documents for UI, PFL, and MBSYEP into Spanish and Amharic. The OCE provided vital information to limited English speaking and non-English speaking customers, translating the PUA online application into six languages including several supporting documents, translating all PFL medical forms, the employee handbook, and the webinars into 6 languages. Technical support was also provided to the UI team to create a Spanish webinar and training modules for staff. | |
| **Job Centers (1 Strategic Initiative)** | | | | |
| Align Education and Workforce Strategies to Improve Outcomes | In FY20, DOES will promote the alignment of education and workforce strategies for improved outcomes by designing and releasing a set of "playbooks" that identify challenges and promote potential solutions related to serving the following target groups:
1)   DC's Opportunity Youth, defined as young adults between the ages of 16 and 24 who are neither in school or the workforce.
2)   DC's College Students
3)   DC Adults with low literacy levels

With each playbook, DOES will also provide resources and information for facing the challenges through recommendations for improved practices and tools to serve the target population and improve outcomes for educational and workforce success. This is in line with both DOES' Strategy and the Workforce Investment Opportunity Act Unified State Plan. | 75-99% | Director to sign off on the 3 documents is pending - agency may wish to make edits based on the current workforce landscape and the impact of the public health emergency and pandemic. Once these are approved the agency can move forward with publishing (hard copy and digitally). | The agency may wish to make edits based on the current workforce landscape and the impact of the public health emergency and pandemic. |
| **Professional Development (1 Strategic Initiative)** | | | | |
| Improve and Increase Staff Capabilities | In FY20, The Office of Training and Professional Development (OTPD) aims to improve the capabilities of DOES staff by registering at least one third of managers in management and leadership training, expand Academy DOES to include a Management Essentials program, implement a Data Management program within Academy DOES, and facilitate manager-focused training to occur at least quarterly. | Complete | OTPD increased the number of training enrollments and course offerings in Q4. There were 299 training enrollments through Graduate School USA, Harvard Extension School, Management Concepts, and Grant Training Center for courses on data collection, management and analysis, leadership management training, and grant writing. A leadership development program was created through Harvard Extension School for 14 staff. Specialized training was provided in Compliance Auditing. 30 staff completed Contract Admin recertification. OTPD created the DOES ReOpening training presentation and post-training assessment. Enhancements were made to the UI Call Center training program; PFL and UI training was provided for over 115 agents. OTPD collaborated with UI to develop a UI Escalation training program. | |

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Executive Office of Mayor Muriel Bowser

Office of the City Administrator

January 15, 2021

Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

Kevin Donahue
Interim City Administrator

Department of Parks and Recreation FY2020

Agency	Department of Parks and Recreation	**Agency Code**	HA0	**Fiscal Year**	2020

Mission The mission of the Department of Parks and Recreation (DPR) is to enhance the quality of life and wellness of District of Columbia residents and visitors by providing equal access to affordable and quality recreational services, and by organizing meaningful programs, activities and events.

Summary of Services DPR provides a wide range of recreational activities to individuals and groups of all ages throughout the District of Columbia, including aquatics, athletics, fitness, urban camps, therapeutic recreation, environmental education and food and nutrition programs. To offer such diversified activities and services, DPR promotes recreation and leisure at over 931 acres of parkland, 73 recreation and community centers, 34 aquatic facilities, and several additional recreational facilities including playgrounds, athletic fields and play courts.

2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
DPR COVID Relief Response. In FY20, DPR transformed agency operations through several different phases of a (continuing) pandemic, affecting all DPR facilities, playgrounds, gated parks and athletic fields. In addition, DPR continued to offer its free meals program(s) while using the agency's automobile fleet to transport doctors and nurses to the Department of Health to and from testing centers.	It was beneficial for the agency to demonstrate an increase in overall efficiency, while showing the agency's ability to adjust our operations to the current context of what's needed from a public level. There have been several technological and financial infrastructures in place that enables the agency to operate remotely.	The residents of the community were able to directly and indirectly receive several services albeit in a limited capacity. Overall, 523 staff members worked in-person to support summer operations, and over 108K "Grab & Go" meals were served.
DPR Camp at Home & Fun & Sun Camps. In FY20, DPR had adjust the normal operations of its Summer Camp season due to COVID-19. As a result, DPR offered two separate camps, "Camp at Home" and "Fun & Sun Camp". DPR's Camp-at-Home was made of 3 parts: a "fun pack" of supplies, a self-paced Camp-at-Home Activity Guide, as well as supplemental virtual camp content available online. Fun & Sun Camps were limited, in-person, full-day summer camps for DC Residents. DPR will host these programs at over 25 locations, from July 20 - August 28, 2020. Campers participated in socially-distanced traditional camp activities, fitness activities, non-contact sports, arts and crafts, in-camp field trips/enhancements, nature walks and games.	DPR's summer camps are one the agency's core component/programmatic offering of an agency objective. Perhaps the biggest influencer of some of DPR's KPIs and overall social capital. It was necessary for these modified camps to be implemented as efficient as possible. Further, given that there is an adequate chance that the agency has to offer a scaled (larger or smaller) version of camps again, this provided a successful template to build on.	DPR's summer camps are one the agency's most popular programmatic offerings. The data shows that even in an unprecedented pandemic, there was very much still a need for some sort of camp or engagement for kids. Overall, 67 youth were served at Learning Hubs, 3,900 youth were served through Camp-At-Home and 1,080 youth were served through Fun & Sun Camp.
2020 Virtual Chuck Brown Day. On Saturday, August 22, 2020, the Mayor Bowser Administration and the DC Department of Parks and Recreation (DPR), along with the DC Office of Cable Television, Film, Music & Entertainment (OCTFME), celebrated the late Go-Go legend Chuck Brown's birthday with the 6th Annual Chuck Brown Day virtually. The event celebrated the Godfather of Go-Go and the rich, original musical history of the District. The virtual festival included two hours of entertainment and broadcasted on DCN Channel 16, and streamed on all of DPR's social media platforms.	The agency builds social capital by offering a popular event through an unprecedented time period, while helping to satisfy a KPIs and workload measure. This also gave the agency a successful template on conducting other events in a virtual process.	The residents of the community enjoyed a virtual experience of a popular event that was disrupted by COVID-19. Overall, Virtual Chuck Brown Day garnered over 400,000 Views across all media platforms!

2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - Improve the quality of life for District residents by providing equal access to high quality, outcomes-based recreation and leisure services. (5 Measures)												
Percent of program participants surveyed that would recommend a DPR program to others	Quarterly	85.5%	85.7%	83.3%	87%	87.4%	85.1%	100%	90.6%	89%	Met	
Percent of program participants surveyed rating their experience in DPR programs as Good or Excellent	Quarterly	83.7%	83.5%	79.1%	85%	79.8%	74.6%	100%	89.5%	84.9%	Nearly Met	Over the last few years, DPR has been progressively increasing program participant satisfaction. The agency only .1% away from meeting this target this year. The agency is continuing to work on programmatic improvements for customers.
Percent of program participants surveyed that plan to register for a DPR program again in the future	Quarterly	89.6%	90.6%	87.1%	87%	93.9%	89%	100%	86.2%	88.4%	Met	

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Percent of participants who met program goals	Quarterly	80.7%	80.1%	76.7%	83%	81%	70.7%	100%	85.4%	82%	Nearly Met	Over the last few years, DPR has been progressively increasing program participant satisfaction. The agency only 1% point away from meeting this target this year. The agency is continuing to work on programmatic improvements for customers.
Percent of programs meeting minimum quality standards	Quarterly	82%	85.1%	77.8%	85%	91.7%	80%	0%	93.1%	91.8%	Met	
2 - Promote program success through high quality operational and administrative support. (4 Measures)												
Percent of customers rating their experience at DPR as positive	Quarterly	88.8%	85.1%	80.4%	90%	75.3%	68.3%	75%	88%	82.8%	Nearly Met	Compared to the previous year, that agency has improved with this metric. The agency is going through a renewed commitment with customer service, by making it a core focus of agency goals, changing management in this area, and developing robust trainings for staff. DPR is continually improving within this area, as shown by the data both within the year and over the last couple of years.
Percent of agency's budget supplemented by outside resources	Annually	6%	8.3%	7%	5%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	4.06%	Unmet	Due to the pandemic, the agency shut down centers to the public for half of the fiscal year. As such, the agency was not able to have partners or volunteers to assist or offer as many programs. Both are large portions of how the agency supplements the budget.
Percent of staff completing industry-specific training	Annually	100%	100%	90.2%	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	80.32%	Unmet	With the pandemic, the agency was not able to provide the normal levels of training or opportunities to send staff to conferences.
Percent of staff with professional certifications	Annually	23.5%	23.7%	26.4%	25%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	25.21%	Met	

2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
1 - Aquatic Facilities and Programs (5 Measures)							
Number of visitors at aquatic facilities	657,651	721,882	90,214	69,906	0	0	160,120
Number of programs provided	898	1044	304	363	0	0	667
Program enrollment rate	82.1%	84.3%	84%	43.8%	0%	0%	44.5%
Number of minority youth learning to swim	2473	5647	730	351	0	0	1081
Number of new lifeguards trained	205	229	Semi-Annual Measure	Semi-Annual Measure	Semi-Annual Measure	Semi-Annual Measure	78
1 - Parks Policy and Programs (3 Measures)							
Number of Community Gardening Classes	28	6	4	5	0	13	22
Program enrollment rate	76.6%	93.3%	85%	95.8%	0%	94.8%	94.2%
Number of residents participating in classes	268	112	82	115	0	1327	1524
1 - Permits (2 Measures)							
Number of permit applications received	40,595	47,428	11,734	14,382	36,723	1639	64,478
Number of permits issued	35,405	44,403	10,158	12,906	163	234	23,461
1 - Recreation Centers and Programs (10 Measures)							
Number of visitors at recreation centers	1,428,294	1,560,104	325,956	302,519	0	31,989	660,464
Number of programs provided	1304	1743	449	489	98	267	1303
Program enrollment rate	80.4%	79.6%	61%	82.3%	99.6%	73.2%	81.6%
Number of meals served through nutrition programs	468,799	381,403	Annual Measure	Annual Measure	Annual Measure	Annual Measure	118,426
Number of at-risk youth connected through the Roving Leaders services	49,253	21,438	3476	0	231	541	4248
Number of School Visits by Roving Leaders	New in 2020	New in 2020	456	774	352	441	2023
Number of Playground Visits	New in 2020	New in 2020	540	843	234	132	1749
Number of Mobile Recreation Activations	New in 2020	New in 2020	63	50	0	103	216
Number of Hours of Community Engagements	New in 2020	New in 2020	46	123	0	89	258
Number of Customer Care Engagements	New in 2020	New in 2020	63	87	0	32	182
1 - Special Events (4 Measures)							
Number of special events	397	321	92	53	0	1	146
Number of participants at special events	40,420	31,244	9594	10,471	0	400,000	420,065
Number of special event surveys collected	37	91	10	26	0	0	36
Number of external special events served	402	411	74	24	52	43	193
2 - Customer Service (2 Measures)							
Number of program surveys collected	981	2251	172	154	1	709	1036
Number of customer service surveys collected	1281	2848	457	357	8	998	1820
2 - Partnerships and Donations (4 Measures)							
Number of residents served by programmatic partners	7771	3671	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1147
Number of park partners	36	79	Annual Measure	Annual Measure	Annual Measure	Annual Measure	5
Number of programmatic partners	24	49	Annual Measure	Annual Measure	Annual Measure	Annual Measure	26
Dollar amount from external resources	$4,157,974.1	$3,932,370.7	$1,189,731.4	$650,895.7	$208,225.5	$66,100.7	$2,114,953.3
2 - Planning and Design (1 Measure)							
Number of capital projects	49	50	Annual Measure	Annual Measure	Annual Measure	Annual Measure	81
2 - Support Services (1 Measure)							
Number of transportation trips executed	540	891	533	198	56	59	846
2 - Volunteers (2 Measures)							
Number of volunteers	810	1439	459	210	0	15	684
Number of volunteer hours	43,681	48,540	22,032	10,080	0	402	32,514

2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Improve the quality of life for District residents by providing equal access to high quality, outcomes-based recreation and leisure services. (5 Activities)			
Recreation Centers and Programs	Recreation Centers and Programs	DPR operates the District's recreation centers and provides recreational programs and activities such as camps; sports, health and fitness; youth; senior; therapeutic recreation; environmental; and personal enrichment programs.	Daily Service
Aquatic Facilities and Programs	Aquatic Facilities and Programs	DPR operates the District's aquatic facilities and provides aquatic programs and activities such as learn to swim, water aerobics, and swim teams.	Daily Service
Parks Policy and Programs	Parks Policy and Programs	DPR operates District parks and provides programs and activities to promote environmental stewardship and sustainability.	Daily Service
Special Events	Special Events	DPR hosts community and citywide special events to promote healthy lifestyles and encourage participation in DPR programs and activities.	Daily Service
PERMIT SERVICES	Permits	DPR issues permits for ball fields, parks, picnic areas, and other facilities and equipment operated and maintained by the agency.	Daily Service
2 - Promote program success through high quality operational and administrative support. (9 Activities)			
Partnerships and Donations	Partnerships and Donations	DPR solicits and manages grants, donations, partnerships, and sponsorships to support DPR programs and facilities.	Daily Service
Volunteers	Volunteers	DPR recruits and manages volunteers to support DPR programs and activities.	Daily Service
Planning and Design	Planning and Design	DPR plans, designs, and manages capital projects to renovate existing or build new playgrounds, recreation centers, aquatic facilities, and parks.	Daily Service
CUSTOMER SERVICE	Customer Service	DPR measures and improves customer satisfaction by soliciting community input and feedback.	Daily Service
SUPPORT SERVICES	Support Services	Agency operations are supported by stagecraft, warehouse, and transportation services. Transportation is provided for program participants and constituents to various programs, activities, and events.	Daily Service
Human Resources	Human Resources	DPR's Human Resources division provides services for the agency's workforce through employee recruitment, professional development, payroll, compliance, employee benefits, and wellness.	Daily Service
COMMUNICATIONS	Communications	The Communications Division keeps District residents, visitors, and staff informed about DPR programs, activities, and events through media campaigns, social media, printed materials, etc.	Daily Service
DIRECTOR'S OFFICE	Office of the Director	The office of the Director provides vision and guidance to senior managers to achieve the agency's mission and goals.	Daily Service
INFORMATION TECHNOLOGY	Information Technology	Provides recreational facilities and staff with operational and technical support.	Daily Service

2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Aquatic Facilities and Programs (1 Strategic Initiative)				
Aquatic Program Expansion	In FY 20, DPR will expand high demand aquatic fitness programs, such as hydrospin, aqua pole, and aqua board, etc. at aquatic facilities across the city.	50-74%	Due to the pandemic and the closure of aquatic facilities in Quarter 3 and 4, this initiative has been put on hold until FY 21.	Agency operating status due to COVID response.
Customer Service (1 Strategic Initiative)				
Launch new Customer Care Tracking System	In June 2019, DPR began its transition from Customer Service to Customer CARE. The transition, which is geared to elevate the quality of service experience enjoyed by DPR's customers, includes the launch of DPR's dedicated Customer CARE website (dprcustomercare.com); the establishment of DPR's Customer CARE Task Force; roll-out of Customer Care Training, agency-wide; and the establishment of a new Customer CARE tracking system. The new system will be a repository for all customer interactions, including phone calls and in-person engagements and will: streamline the customer follow-up process, including diarizing follow-up dates in adhere with Customer CARE standards; simplify monitoring of Customer Engagement, including patterns of inquiries and complaints; and facilitate more effective and efficient tracking of Customer Interactions. This system is anticipated to elevate the quality of customer care experience to 90%.	Complete	In Quarter 4, DPR instituted a new customer care system. This system allows the agency to track all customer calls coming to the agency and track the progress of customer concerns.	
Parks Policy and Programs (1 Strategic Initiative)				
Increase Culinary and Health Programming and Events Across the River	During FY20, DPR will develop two new programs to increase the accessibility, the amount, and the quality of culinary programming in Wards 7 & 8. Tentative programming may include but are not limited to: monthly free culinary and health/wellness events for diverse demographics, and health education for targeted groups in Wards 7 and 8, such as seniors and families.	50-74%	Due to the pandemic and the closure of facilities to recreational programming, this initiative has been put on hold. DPR has shifted its focus on developing new partnerships to develop new nutrition and healthy eating programming.	Agency operating status due to COVID response.

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Permits (1 Strategic Initiative)				
Pilot DPR Fun Pass to Recreation Centers	In FY 19 DPR piloted and implemented the DPR Fun Pass at indoor aquatic centers, a new way for DC residents to use any assigned picture ID to be digtially checked-in at DPR facilities for entry. This program is expected to more efficiently track site visits, class attendance, and provide easy entry, as well as greater safety and security for District residents while increasing DPR's operational efficiencies. In FY 20, DPR will pilot this program at four (4) recreation centers throughout the city.	75-99%	In Quarter 4, the agency reopened for in-person camps. To ensure the safety and health of staff, youth, and families, and to ensure the agency is keeping records for contact tracing, DPR has started scanning and logging in customers digitally. DPR will be expanding this process to centers as they begin reopening in FY 21.	With the pandemic, the agency had to shift this initiative to focus on contact tracing. DPR is working to expand this transformed initiative in FY 21.
Planning and Design (1 Strategic Initiative)				
DPR Resilience Hubs	DPR will identify two recreation centers to pilot as Community Resilience Hubs. These hubs will complement (not replace) current initiatives and services offered within communities focusing where populations may be at higher risk (geography, lack of local services) in times of emergency. By providing localized resources, Hubs address local needs more quickly in emergency situations, relying less heavily on other citywide emergency resources. Services provided at the resilience hubs will include: food, water, and refrigeration in the event of a power outage, communication (e.g. internet access), First Aid, heat and air conditioning, etc. DPR will also work with agency partners to provide information on government services. This initiative directly relates to the city's resiliency goals by launching the Resilience Hubs and Resilience Corps programs by 2023 (Objective 2.3.3), and investing in infrastructure that is built to last and provides multiple benefits (Objective 2.1.3).	50-74%	Due to the pandemic, this initiative has been put on hold until FY 21. The agency has identified the next location to be designated as a Resilience Hub, however, the capital project has been postponed.	Due to the pandemic, the agency had to postpone the initiative until FY 21.
Recreation Centers and Programs (2 Strategic initiatives)				
Increase Art programs in Ward 8	In FY 20, DPR will increase the number of art programs available to residents in Ward 8 by offering at least one new art program at three centers in Ward 8 during each program season (fall, winter, spring, and summer).	Complete	DPR completed this initiative in Q3. DPR introduced 2 new art programs: the Young at Art is a Seniors Art program that occurred at Ft. Stanton and Kreative Kids is a Youth Art program that occurred at Ft. Stanton and Barry Farms.	
Roving Leaders Recalibration	In FY 20, DPR will be recalibrating the Roving Leaders Division for greater alignment with DPR's mission and to effectively fulfill their core purpose of providing specialized, recreation-centric outreach services to District at-risk youth. Staff will be assigned either to a recreation center, a mobile recreation unit, or an external affairs unit. The agency expects to have increased targeted outcomes such as: for Site Based Staff- (a) host 95 special programs/events for youth, (b) 1.2K school visits, (c) 3K playground visits; for Mobile Recreation Unit- (a) 700 mobile recreation activations, (b) participation in 1K community events; and for External Affairs Unit- (a) 500 hours of community engagements, (b) 480 hours of customer care engagements, and (c) gather new baseline data of community and youth engagements.	Complete	DPR has completed the recalibration of the Roving Leaders. To better align the team with DPR's mission, DPR's Roving Leaders have successfully been assigned to one of three areas, recreation center based, the mobile recreation unit, or the external affairs unit.	

Office of the City Administrator

January 15, 2021

Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

Kevin Donahue
Interim City Administrator

Special Education Transportation FY2020

Agency	Special Education Transportation	**Agency Code**	GO0	**Fiscal Year**	2020

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

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

2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
OSSE DOT completed the renaming of the entire school bus fleet from District of Columbia Public Schools to District of Columbia Student Transportation which better illustrates the supports OSSE DOT provides for DCPS and DC public charter schools.	This accomplishment aligns with OSSE's core value of organizational excellence. Identifying the need to ensure the fleet fully represents the students being served is an example of focusing on getting the details of our core work right.	Rebranding the fleet is more inclusive of all educational programs supported by transportation services provided to DC residents.
OSSE DOT developed a Bus Safety Kit focused on providing content and information related to internal measures the agency is taking to create a safe transportation environment upon reopening. The Kit was mailed to eligible students and is available on the OSSE website.	This accomplishment aligns with OSSE's core value of partnership. The Bus Safety Kit is an example of OSSE DOT's commitment to working with empathy, transparency, and humility. In preparing the Kit, OSSE DOT was mindful of the trust placed in the agency to administer services fairly and honestly and operate with the highest standards of integrity and professionalism.	The Bus Safety Kit provided vital information for parents and families regarding safety precautions being taken in preparation for when transportation services resume.
OSSE DOT conducted 96 school visits, 29 of which were in Wards 7 and 8, and participated in 9 community events in Q1 and Q2. During the COVID-19 closure, OSSE DOT maintained a clear line of communication with internal and external stakeholders regarding services. OSSE DOT participated in weekly meetings with DCPS and OSSE DOT leadership regarding reopening plans, start of school and student accommodations (i.e. nursing). OSSE DOT facilitated meetings with the Transportation Advisory Committee (TAC) and other parent advocates to discuss parent concerns and OSSE DOT plans for reopening. OSSE DOT also developed a plan to support LEAs and met with LEA leaders in preparation for return to school. Additionally, to support the District during the pandemic OSSE DOT delivered ongoing support to partner agencies to provide services during the health emergency.	This accomplishment aligns with OSSE's core value of partnership. By conducting community outreach, OSSE DOT can better understand the needs and perspectives of stakeholders, and work in partnership with many others to support DC students and families.	OSSE DOT focused on ensuring school staff and parents, specifically in Wards 7 and 8, are well informed of special education transportation services. Working with sister agencies during the pandemic provided residents with resources and support services.

2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions. (1 Measure)												

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Average percent of calls answered	Quarterly	87%	81.5%	85.7%	92%	88%	83.2%	No data available	No applicable incidents	85.8%	Nearly Met	Although OSSE DOT did not meet its FY20 target for calls answered, there has been noticeable improvements. OSSE DOT identified and developed staff training based on needs to ensure complete information is provided to reduce repeat calls. The division also conducted weekly QA with feedback provided to Customer Service Specialists. QA trend reports were also developed in order to improve and enhance performance as well as drive additional training needs. These reports provided individualized feedback as well as departmental.
2 - Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students. (1 Measure)												
Average preventable accidents per 100,000 miles	Quarterly	0.6	1.7	1.2	1	1.6	1.6	No data available	No applicable incidents	1.6	Unmet	At the end of FY19, OSSE DOT saw a notable increase in the number of preventable accidents. Subsequently, OSSE DOT developed an accident reduction plan. The reduction plan outlines accidents that with minor operational adjustments can be avoided to include accidents that take place on the terminal or height clearance incidents. Additionally, OSSE DOT tailored its school bus driver training material to specifically address and target prevention strategies regarding frequent accident/ incident types.
3 - Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school. (1 Measure)												
											Nearly Met	

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Average percent on-time arrival at school AM (20 minute window)	Quarterly	86.7%	85%	89.3%	94%	91.1%	92%	No data available	No applicable incidents	91.5%	Nearly Met	OSSE DOT continued to actively recruit school bus drivers and school bus attendants to ensure there were enough staff to cover routes in an effort to offset employee absence, extended leave and staff turnover as well as fluctuating route counts based on student needs. OSSE DOT also continued its process of daily meetings to review the prior days OTP report to discuss controllable failures and next steps for adjustments; closely managing daily work activities and ensuring routing efficiency. OSSE DOT achieved its highest OTP at 92%, which is the highest performance of the last three years.
4 - Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations. (1 Measure)												
Average variable cost per route (fuel, maintenance, overtime)	Quarterly	1727	1739.4	1865	Waiting on Data	1826.1	1604	No applicable incidents	No applicable incidents	1715	No Target Set	The Q1 and Q2 data should be averaged, therefore, the FY20 year end variable costs amount is $1,715 meeting the target.

🔽 2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
1 - Coordinate and execute strategic internal and external communications (3 Measures)							
Number of students receiving school bus transportation	3295	3173	3447	3471	No data available	No applicable incidents	1729.5
Number of schools supported	226	236	238	239	No data available	No applicable incidents	119.3
Number of students whose parents receive reimbursement or participating in the Metro farecard, token or DC One Card Program	20	60	Annual Measure	Annual Measure	Annual Measure	Annual Measure	106
2 - Enhance bus safety by focusing on staff training and improving operations (2 Measures)							
Number of bus drivers and attendants	1139	1162	1158	1166	1257	1251	1208
Number of training offered for bus drivers and attendants	197	190	40	48	65	33	46.5
3 - Provide coordination and oversight of fleet and terminals/ facilities (2 Measures)							
Number of buses in service	93.5%	94.4%	94.3%	94%	No data available	No applicable incidents	94.2%
Number of school bus breakdowns	244	332	84	53	No data available	No applicable incidents	137

2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions. (1 Activity)			
COMMUNICATION, OUTREACH & ADMINISTRATION	Coordinate and execute strategic internal and external communications	Coordinate and expand communication to OSSE-DOT staff, other OSSE departments, schools/ LEAs, and students and families who use student transportation through efforts led by OSSE-DOT Office of Customer Engagement.	Daily Service
2 - Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students. (1 Activity)			
TRAINING COORDINATION AND LOGISTIC	Enhance bus safety by focusing on staff training and improving operations	Ensure DOT compliance with federal and state regulations pertaining to motor vehicle operations, student accommodations, specialized equipment and professional development.	Daily Service
3 - Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school. (1 Activity)			
INSPECTIONS AND FLEET MANAGEMENT	Provide coordination and oversight of fleet and terminals/ facilities	Coordinate maintenance for all fleet vehicles ensuring they are reliable for transportation. Enhance bus operations in order to improve on time arrival at school.	Daily Service
4 - Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations. (1 Activity)			
PROGRAM MANAGEMENT & RESOURCE ALLOCATION	Internal management to improve external services	Monitor and track operations in order to improve services as well as support student transportation in the most cost effective manner.	Daily Service

2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Coordinate and execute strategic internal and external communications (3 Strategic initiatives)				
Customer Service Training Program	OSSE DOT will complete the implementation of a customer service training program through peer to peer training for all staff. This customer service training program, Communicate with Heart, provides practical skills and tools for employees to use as standards of behavior when communicating with parents, students, LEAs, stakeholders and colleagues. As of FY19, approximately 60% of staff have been trained, leaving 40% to be trained by the end of FY20. In FY20, there will be four classes held each month with 15 participants per class. In FY20, the Communicate with Heart Recognition Program will continue with quarterly acknowledgement for employees who Start and Respond with Heart.	75-99%	The Communicate With Heart(CWH) training program will be transitioned to a virtual platform by the Cleveland Clinic (vendor). Upon procurement of the virtual module, remaining staff will be trained in order to complete the initial round of training. Anticipated completion of this initiative will take place in Q1 FY21. Continuation of the CWH Recognition Program will occur when in person services resume.	Due to COVID-19 restrictions to include no large gatherings and the transition to telework, in person training was cancelled. OSSE DOT had to await approval from the vendor to transition to a virtual module. Anticipated completion of this initiative will take place in Q1 and therefore, will not be an FY21 initiative.
Targeted Outreach and Recruitment	OSSE DOT, in collaboration with OSSE HR, will conduct targeted outreach for staff recruitment in Wards 7 and 8. DOT will also participate in ward specific outreach events and conduct school visits to ensure school staff and parents, specifically in Wards 7 and 8, are well informed of special education transportation services. OSSE DOT will participate in two to three outreach efforts in Wards 7 and 8 per month throughout the school year (recruitment, events, school visits).	Complete	Due to COVID 19 restrictions, OSSE DOT was unable to attend in person Ward 7 and 8 community events. However, outreach in reference to Start of School was ongoing. OSSE DOT developed the Bus Safety Kit which is an at-a-glance resource for vital information related to OSSE DOT's response to COVID-19 and school reopening. The Kit was mailed to eligible families and is available on the OSSE website. OSSE DOT also conducted outreach to parents regarding potential start dates for LEAs and the submission of Transportation Request Forms. Weekly meetings were held with DCPS to determine transportation needs in an effort to ensure accommodations and compliance. OSSE DOT also participated in an agency wide working group to create a resource platform for families of children with disabilities.	
Stop Arm Camera Project	OSSE DOT in collaboration with the Deputy Mayor for Operations and Infrastructure, District Department of Transportation, Department of Moto Vehicles, Mayor's office and City Administrator, will begin the implementation of the Stop Arm Camera Project by developing and deploying a pilot program in FY20. The Stop Arm Project will allow OSSE DOT to place stop arm cameras on its buses and to issue citations for violators. Stop arm cameras will ensure the safety of students, staff and pedestrians while loading and unloading the bus.	75-99%	In Q4, OSSE DOT continued to meet with the vendor in preparation for the relaunch of the Stop Arm pilot program. OSSE DOT incorporated Stop Arm training into its summer training for staff. As schools begun to reopen for in person learning, OSSE DOT utilized its buses with stop arm cameras installed to provide transportation services in order to retest equipment and evaluate any issues identified from the initial launch. The relaunch of the pilot will take place in Q2 of FY21, pending operational status.	As a result of COVID-19, OSSE DOT had to suspend the initial pilot program. The program will relaunch in Q2 of FY21, pending operational status and has been identified as a FY21 initiative.
Internal management to improve external services (1 Strategic Initiative)				

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Student Ridership Tracking System	OSSE DOT will procure and pilot a more reliable, efficient and user- friendly Student Ridership Tracking System and GPS which will better meet the needs of operations. This new system will enhance routing and reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals) traceable, while easing the existing burden of utilizing multiple systems.	50-74%	In Q4, OSSE DOT completed the requirements and design sessions for 60% of the items outlined in the contract with the vendor, to include addressing COVID-19 contingency items. OSSE DOT conducted weekly meetings with the vendor, to stay on track with the project plan. The pilot is anticipated to roll out in Q3 of FY21, pending operational status.	Contract negotiations were delayed in order to finalize and gain additional information required to adhere to DC guidance related to cooperative agreements. Anticipated roll out in Q3 of FY21. This initiative has been identified as an FY21 initiative.
Provide coordination and oversight of fleet and terminals/ facilities (2 Strategic initiatives)				
New School Bus Terminal	OSSE DOT, in collaboration with the DGS, will open a school bus terminal that encompasses an on-site maintenance and repair facility in FY2022. The new terminal will replace the New York Avenue terminal location. In FY20, the grounds of the facility will be renovated in order to serve as swing space for the 5th Street Terminal. New construction on W Street will begin in August 2020 with demolition. At the same time, OSSE DOT, in collaboration with the DGS, will enhance and make necessary renovations at the 5th Street terminal location.	50-74%	Due to procurement issues, the W Street project is behind schedule. DGS prepared a revised timeline and project plan to complete W Street prior to beginning the renovations at the 5th Street Terminal. According to the revised DGS timeline, the W Street project will be rebid in November 2020.	Due to procurement issues, the W Street project is behind schedule. This initiative has been identified as an FY21 initiative.
New Fleet	OSSE DOT will procure new school buses and vans for student transportation. All newly purchased vehicles will be equipped with internal cameras to monitor staff and student safety on the bus and to aid in the investigation of school bus incidents/ accidents.	50-74%	Due to COVID-19, the bus manufacturer shutdown resulted in a delay in the production of the school buses. OSSE DOT now anticipates receiving the first shipment of buses in November 2020. OSSE DOT began to prepare transportation vehicles for school reopening by enhancing cleaning and disinfecting procedures as well as measuring and marking for social distancing.	Due to COVID-19, the bus manufacturer shutdown resulted in a delay in the production of the school buses. This initiative has been identified as a FY21 initiative.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Executive Office of Mayor Muriel Bowser

Office of the City Administrator

January 15, 2021

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The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

Kevin Donahue
Interim City Administrator

Office of the State Superintendent of Education FY2020

Agency Office of the State Superintendent of Education   **Agency Code** GD0   **Fiscal Year** 2020

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

Summary of Services The Office of the State Superintendent of Education serves as the District of Columbia's State Education Agency (SEA). In this role, OSSE manages and distributes federal funding to education providers and exercises oversight responsibility over federal education programs and related grants administered in the District to ensure quality and compliance. OSSE also serves as the standard-bearer in education for the District of Columbia. OSSE develops state-level education policies and standards aligned with school, college, and workforce readiness expectations. OSSE further ensures that the District collects and reports accurate and reliable data. OSSE provides technical support to increase effectiveness among education providers, thereby improving outcomes for all students. OSSE also leads the Special Education Transportation (Agency Code GO0), Non-public Tuition (Agency Code GN0), and administers the District of Columbia Public Charter Schools Payments.

▼ 2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
Completed phase one of a multi-year process to overhaul and optimize agency data infrastructure	This year OSSE completed an inventory of data assets and launched an application that empowers data stewards across the agency to define critical assets and serve as a hub for users to learn about the data points they use in FY20. This work represented the beginning of a multi-year effort to transform how our data is stored, accessed, and used. While this effort is deeply behind the scenes, it is critically important to the efficient functioning of the agency, continued success of our programs, and ongoing improvements for students, parents, families, and stakeholders. Each year, OSSE collects more than 108 million data points, completes more than 700 pages of required reporting to Council, submits 200 plus reports to the U.S. Department of Education, fulfills hundreds of data requests, and executes nearly 100 external data sharing agreements. These impressive efforts are hampered by data management practices that have not kept pace with the agency's growth and which introduce the potential for errors and burden staff. This work will continue through the next several fiscal years and ultimately result in more modern, user-friendly, and efficient services.	Phase one of this multi-year effort established a critical foundation for strengthening and streamlining OSSE's data infrastructure. This effort laid important groundwork for the successful launch of the Research Practice Partnership, which relies on access to quality timely data from OSSE to provide residents, policymakers, and advocates with actionable research about how to strengthen our public schools. In addition to the Research Practice Partnership, this initiative has already begun to improve agency operations which, in turn, benefit District residents by ensuring that OSSE can fulfill data requests in a timely and accurate manner, conduct more efficient data analysis that contributes to ongoing improvements in student achievement, and provide transparent and timely access to information for stakeholders.
Developed and received approval on a new Perkins State Plan to strengthen career and technical education across the city	The process of updating DC's Perkins State Plan was an intensive process that occurred over the course of many months. In addition to meeting the requirements outlined by the U.S. Department of Education (USED), OSSE staff in the Division of Postsecondary and Career Education (PCE) cultivated relationships with leaders of some of the most in-demand industries in our region to ensure that students in CTE programs have access to the learning, training, and skill development that will position them for jobs post-completion. OSSE staff also embraced the agency's commitment to improving access to information for stakeholders by developing and executing on a robust public engagement process. Drafted in close collaboration with teachers and industry partners and informed by best practices from around the nation, the plan received public input throughout its development and was open for a months-long public comment period.	The submission and approval of a new Perkins Career and Technical Education (CTE) state plan for DC positively impacted District residents by providing a roadmap for the Office of the State Superintendent of Education to use in expanding access to high-quality CTE opportunities for learners throughout the city. The plan provides a framework for increasing engagement and achievement for students participating in CTE programs and prepares them to earn jobs in high-skilled, high-wage, and in-demand industries. In particular, the state plan transforms the student experience for participants in the District's forty-two CTE programs of study through updates to and strengthening of the required standards for 107 courses, increases to the availability and impact of work-based learning, and improved teacher education and development opportunities. In contrast to the previous state plan, the newest version intentionally fosters meaningful partnerships between the classroom and organizations in business and industry to enhance academic offerings and provide strong and meaningful opportunities for hands-on learning in the field. Moreover, the plan also aims to increase academic outcomes for CTE concentrators by setting goals around English and language arts (ELA) and math proficiency, as well as course completion. Finally, the plan intends to increase equity by establishing citywide Advanced Technical Centers that give more students access to CTE programs.
Created a three-year roadmap to improve outcomes for students with disabilities	Internally, this focus on students with disabilities has united staff from every one of our divisions; knowing the sheer scope of the work to be done, OSSE brought together a working group to conduct the landscape analysis and subsequent engagement. The many perspectives and areas of expertise possessed by this group were invaluable in ensuring that the full power and attention of the agency is being brought to bear on this issue. In particular, the many members of the Students with Disabilities Working Group each contributed to a landscape and data analysis that unpacked the root causes of the lingering disparities between SWDs and their peers, sought to identify best practices from large urban districts and states across the nation, and accurately stated the scope of these differences in the city during this initial research and outreach phase. The unified attention has reoriented many parts of the agency and made it possible to make progress. We will continue to build on this new level of cross-divisional collaboration as we begin to implement our roadmap in FY21.	As part of an agency-wide focus on improving outcomes for students with disabilities, OSSE conducted interviews, analyzed internal and external data sets, and performed research as part of an extensive landscape analysis aimed at better understanding the present realities of special education in the District. In full, the landscape analysis presents the most complete assessment of DC special education scope, scale, and challenges ever developed and includes key demographic findings, entry and exit data, best practices from other states and large urban districts, and initial recommendations for action. Following the stakeholder analysis, OSSE shared and unpacked these findings through engagement with educators, school staff, families, advocates, and partners at DCPS and PCSB to amplify public voice, forge key relationships, and create a shared understanding of the issues across the DC education sector. This effort culminated in the development a three-year roadmap for improving outcomes for students with disabilities, which focused on the following priorities: • Setting clear and high expectations, • Strengthening staff and leadership capacity, • Promoting appropriate identification and placement, • Expanding access to actionable information and data, • Enabling schoolwide systems of support, and • Addressing recovery needs. To date, this work has provided much-needed clarity and level-setting across the education landscape and empowers OSSE, peer agencies, and stakeholders to embark on the work of advancing outcomes for students with disabilities (SWDs) armed with the knowledge and planning required for success. Moving forward, this work will continue to yield great impact for District residents, particularly given the number of students with disabilities across the city (18% of students).

▼ 2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (4 Measures)												
Percent of user requests via the services portal solved and closed within five days of receipt	Annually	77.5%	69.6%	87.8%	85%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	78.11%	Nearly Met	Due to budget constraints, the OSSE team responsible for this work lost a valuable team member mid-year. While the position was filled, the selected backfill was a staff member new to the LEA Liaison team who did not have the experience possessed by the veteran team member. Other contributing factors may have been due to the shift to remote work during the pandemic.
Percent of all students graduating from high school in four years	Annually	Waiting on Data	Waiting on Data	66%	79%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
Percent of all students at college and career ready level in reading on statewide assessment	Annually	31%	29.4%	37%	34%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of all students at college and career ready level in mathematics on statewide assessment	Annually	28%	33.3%	31%	32%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
2 - Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need. (5 Measures)												
Percent of childhood and development programs that meet "Quality" and "High-Quality" designations	Annually	49.5%	49.7%	42.9%	50%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	41.2%	Unmet	52% of facilities that received Capital Quality ratings in Fall 2019 were rated "Quality" or "High Quality." 21% of Capital Quality participating programs did not receive ratings in Fall 2019 because they did not yet have two years of observations. OSSE was unable to assign new Capital Quality ratings to programs in Fall 2020 because the effects of the public health emergency required cancellation of observations during Spring 2020.

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	Annually	Waiting on Data	Waiting on Data	Waiting on Data	37%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
Percent of low-performing schools that show overall growth in academic achievement	Annually	Waiting on Data	Waiting on Data	80%	80%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	Annually	36.6%	42.8%	47.6%	45%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	41.78%	Nearly Met	FY20 target was to have been set at 40%.
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	89	New in 2020	
3 - Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students. (8 Measures)												
Number of A-133 audit findings	Annually	0	0	0	5	Annual Measure	Annual Measure	Annual Measure	Annual Measure	0	Met	
Average number of days taken to complete reviews of educator licensure applications	Quarterly	135	16.8	24.7	30	31	23	10	18	82	Unmet	Calculation is incorrect - system appears to have added the number of days for each quarter together, rather than calculating the average, which is 20.5 and meets the FY20 target.
Percent of IEPs reviewed that comply with secondary transition requirements	Quarterly	Waiting on Data	80%	77.5%	70%	64%	74%	74%	Waiting on Data	Waiting on Data	Waiting on Data	
Average response time for complaints filed against early child care facilities	Annually	72	36	37	48	Annual Measure	Annual Measure	Annual Measure	Annual Measure	48	Met	
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	Quarterly	98.3%	98.5%	95.4%	95%	100%	100%	100%	96%	98.9%	Met	
Percent of grant funds reimbursed within 30 days of receipt	Quarterly	83.2%	85.8%	95.6%	90%	85.4%	96.4%	99.3%	99%	94.8%	Met	

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	Annually	Waiting on Data	Waiting on Data	Waiting on Data	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	98%	Nearly Met	Of 360 children eligible for an IFSP, seven were not completed within 45 days, although the IFSP was completed. Six delays were due to service coordinator scheduling and one to evaluation scheduling.
Percent of timely completion of state complaint investigations	Annually	100%	100%	100%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	

2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
1 - Federal Meal Programs (2 Measures)							
Ratio of free and reduced price breakfast meals per 100 school lunches served	New in 2020	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Total number of meals served for the Child and Adult Care Food Program (CACFP)	New in 2020	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
2 - Adult Literacy (2 Measures)							
Number of residents who enroll in an Adult and Family Education funded program	1126	1062	Annual Measure	Annual Measure	Annual Measure	Annual Measure	809
Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)	388	329	Annual Measure	Annual Measure	Annual Measure	Annual Measure	161
2 - Student Enrollment (1 Measure)							
Number of PK-12 students in public and public charter schools	92,245	93,016	Annual Measure	Annual Measure	Annual Measure	Annual Measure	94,555
3 - Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs (1 Measure)							
Percent of high school seniors completing a DC TAG application	49%	57.3%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	40.59%
3 - Child Care Facilities (3 Measures)							
Number of affordable infant and toddler slots at child development centers	7421	7201	Annual Measure	Annual Measure	Annual Measure	Annual Measure	11,048
Number of children subsidized by child development programs	11,294	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Number of infant/toddlers receiving IDEA Part C early intervention services	823	1056	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
3 - Individuals with Disabilities Education Act (2 Measures)							
Amount of Medicaid reimbursement collected	$4,823,383	$7,731,612.2	Annual Measure	Annual Measure	Annual Measure	Annual Measure	$7,001,646
Number of students with Individualized Education Programs (IEPs)	12,596	13,319	Annual Measure	Annual Measure	Annual Measure	Annual Measure	14,149
3 - Re-Engagement (1 Measure)							
Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	245	209	31	32	0	16	79
3 - Summer Food Service Program (1 Measure)							
Total number of summer meals served through the entire summer	Waiting on Data	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data

2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (6 Activities)			
OFFICE OF THE STATE SUPERINTENDENT	Key Education Issues	Conduct research and data analysis for key education issues for the District e.g., Student Mobility Report, Equity Reports, evaluations of key programs/projects, next generation assessment results, and fulfillment of additional data requests	Key Project
OFFICE OF THE STATE SUPERINTENDENT	Continuous Improvement	Support accountability and continuous improvement across the District's education landscape. Manage state accountability system. Provide transparency on key education data	Daily Service
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Technical Assistance and Support to LEAs	Provide technical assistance, oversight, and support to improve performance of low-performing schools and boost college- and career-readiness of students and equitable access to effective educators.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Reporting to the US Department of Education	Collect, validate and aggregate data for federal reporting from LEAs.	Key Project
NUTRITION SERVICES	Federal Meal Programs	Administer national school breakfast, national school lunch, and child and adult food care programs and federal meal programs designed to provide nutritious meals throughout the day, particularly for low income child and students.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Administer Annual State Assessment Program	Successfully administer the assessment portfolio (Partnership for Assessment of Readiness for College and Career (PARCC), National Center and State Collaborative (NCSC), Science, Science Alt, Assessing Comprehension and Communication in English State to State (ACCESS)) providing clear guidance and documentation to LEAs prior to test administration, and realtime triage and comprehensive support to LEAs during test administration. Provide meaningful distribution of results to the public, LEAs, schools, and families. www.osse.dc.gov/parcc	Key Project
2 - Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need. (4 Activities)			
NUTRITION SERVICES	Access to Programs	Support increased access to and participation in programs that promote academic, physical, and emotional health and well-being of students. Activities range from implementation of the Healthy Schools Act programs including school gardens to implementation of the DC State Athletics Association.	Daily Service
STUDENT ENROLLMENT AND RESIDENCY	Student Enrollment	Manage annual student enrollment audit and ongoing student residency verification	Key Project
ADULT AND FAMILY EDUCATION	Adult Literacy	Provide adult literacy, occupational literacy, and postsecondary education training to DC residents. Includes coordination with DOES and WIC.	Daily Service
GRANTS MGMT AND PROGRAM COORDINATION	Adminster Grants	Administer federal and local grants to LEAs, CBOs, and other organizations on a variety of topics e.g., Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Perkins, Community Schools, environmental literacy, school gardens, McKinneyVento.	Daily Service
3 - Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students. (8 Activities)			
DC REENGAGEMENT CENTER	Re-Engagement	Provide a fair and equitable alternative dispute resolution process. Oversee the DC Re-Engagement Center and share learnings from its operations with other city agencies and nonprofits engaged in related work with youth.	Daily Service
STUDENT HEARING OFFICE	Alternative Dispute Resolution Process	Provide a fair and equitable alternative dispute resolution process.	Daily Service
CHIEF INFORMATION OFFICER	Operate Schools Technology Fund	Distribute small grants to LEAs to support technology in schools.	Key Project
ECE CHILD CARE SUBSIDY PROGRAM	Child Care Facilities	License child care facilities and administer child care subsidies. Promote accountability and excellence; hold system accountable for results; provide high-quality, safe, and healthy early care and education opportunities for children.	Daily Service
HIGHER EDUC FINANCIAL SVCS & PREP PRGMS	Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs	Administer DCTAG and Mayor's Scholars Programs to support college access for DC high school seniors.	Key Project
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Professional Development	Provide professional development to educators on a variety of topics that is high quality and responsive to the needs of LEAs.	Daily Service
NUTRITION SERVICES	Summer Food Service Program	Oversee the Summer Food Service Program: federal meal program operated during summer months when school is out and ensures youth have access to nutritious meals all year round.	Key Project
SPECIAL EDUCATION ASST SUPERINDENTENT'S	Individuals with Disabilities Education Act	Provide oversight and support to LEAs with implementation of the Individuals with Disabilities Education Act. Ensure that children with qualifying developmental disabilities access and receive timely and high-quality services.	Daily Service
4 - Top notch talent: OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education. (1 Activity)			
HUMAN RESOURCES	Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees	Quality design and effective implementation of Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees.	Daily Service
5 - Create and maintain a highly efficient, transparent, and responsive District government. (2 Activities)			

Operations Header	Operations Title	Operations Description	Type of Operations
OFFICE OF THE CHIEF OF STAFF	Transparent and Responsive Communications	Maintain transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data. osse.dc.gov learndc.org results.osse.dc.gov mcff.osse.dc.gov	Daily Service
OFFICE OF THE CHIEF OF STAFF	Implement Policy Agenda	Implement policy agenda, including coordinating with program offices to draft regulations and required reports. OSSE engages with LEAs and the public regarding proposed regulations through outreach and discussion with major stakeholder groups through means such as working groups, meetings, and public hearings. In addition, OSSE informs LEAs of new or updated regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. OSSE provides a formal public comment period for proposed regulations (generally 30 days).	Daily Service

2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs (1 Strategic Initiative)				
Improve access to information for families	Improve the accessibility and usability of key OSSE resources for families through a multi-strategy approach that strengthens family engagement practices and communications, establishes a shared vision and resources for family engagement across OSSE, focuses on three high-impact signature campaigns, and identifies metrics for assessing the impact of our family engagement efforts.	50-74%	Since the pandemic began, OSSE has continued improving access to information by focusing on two main areas: early childhood education and students with disabilities. In Q4, OSSE launched the inaugural Special Education Resource Hub to help families of SWDs understand policies, procedures, and rights for SY20-21. This work will continue when a new deputy communications director is hired.	
Adult Literacy (1 Strategic Initiative)				
Expand career and technical education	In collaboration with local and regional business, industry, and education partners, OSSE will develop a new Perkins Career and Technical Education (CTE) State Plan that outlines an ambitious and strategic roadmap for expanding access to high quality CTE across the District.	Complete	The DC CTE State Plan was signed by Mayor Bowser on April 7, 2020. The plan was submitted to the US Department of Education on the same day.	
Child Care Facilities (1 Strategic Initiative)				
Increase access to quality child care	Increase access to quality child care for District children and families by completing the three-year project to add 1,000 new infant and toddler slots across the city, providing a robust set of quality supports to help providers improve the quality of care and learning, and facilitating home visits for Head Start families.	Complete	As of Oct. 2020, the A2Q Child Care Expansion Grant has awarded the full $8.1M, which will create 1,244 infant and toddler slots. In summer 2020, the balance of funds were deployed to A2Q grantees for emergency COVID relief. In addition, 14 family engagement specialists in the Quality Improvement Network (QIN) facilitated home visits for Early Head Start families participating in the QIN.	
Key Education Issues (1 Strategic Initiative)				
Strengthen the agency's data infrastructure	Improve and streamline OSSE's data infrastructure by completing an inventory of the current state, designing the new data system and processes, and beginning to work on their implementation.	50-74%	In FY20, OSSE's CIO, DAR, and Operations divisions developed and began to execute a comprehensive workplan. To start, an initial data asset inventory application was launched. While the initiative will be fully complete in FY24, it is on track to transform the way OSSE collects, secures, and reports on the District's education data.	Part of multi-year initiative.

District of Columbia Public Charter School Board FY2021

Agency District of Columbia Public Charter School Board   **Agency Code** GB0   **Fiscal Year** 2021

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

▼ Strategic Objectives

Objective Number	Strategic Objective
1	Increase community engagement and parent education about school quality.
2	Promote increased school academic quality through improved oversight.
3	Ensure charter schools fulfill their roles as public schools serving all students.
4	Improve fiscal and compliance oversight.
5	Improve support for schools by interfacing effectively with city agencies.

▼ Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - Increase community engagement and parent education about school quality. (4 Measures)					
Number of PMF Parent Guides distributed	Up is Better	5600	6000	4500	4000
Number of Task Force Meetings PCSB attended	Up is Better	42	42	42	20
Percent Increase in Social Media Followers	Up is Better	41%	10%	26.2%	10%
Percent of charter school data available on www.dcpcsb.org, in compliance to our transparency policy.	Up is Better	15%	10%	90%	10%
2 - Promote increased school academic quality through improved oversight. (2 Measures)					
Number of charter LEAs receiving 5, 10 or 15 year reviews	Up is Better	18	14	22	15
Number of Tier 1 charter LEAs with announced plans to expand or replicate	Up is Better	1	0	2	2
3 - Ensure charter schools fulfill their roles as public schools serving all students. (8 Measures)					
Reduction in expulsion rate for the five schools that had the highest expulsion rate in the previous school year	Up is Better	61%	56.1%	22.9%	3%
Number of charter school campuses receiving a Notice of Concern from DC PCSB Board for violating DC PCSB's Data Submission Policy	Down is Better	8	44	0	3
Reduction in suspension rate for the five schools that had the highest suspension rate in the previous school year	Up is Better	New in 2020	New in 2020	Waiting on Data	Waiting on Data
Improvement in PARCC performance in ELA for At-Risk Students	Up is Better	New in 2020	New in 2020	Not Available	Waiting on Data
Improvement in PARCC performance in ELA for Students with Disabilities	Up is Better	New in 2020	New in 2020	Not Available	Waiting on Data
Improvement in PARCC performance in Math for At-Risk Students	Up is Better	New in 2020	New in 2020	No Applicable Incidents	Waiting on Data

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
Improvement in PARCC performance in Math for Students with Disabilities	Up is Better	New in 2020	New in 2020	Not Available	Waiting on Data
Percentage of schools who pass both rounds of Mystery Caller Initiative, which monitors for open enrollment	Up is Better	New in 2020	New in 2020	Waiting on Data	Waiting on Data
4 - Improve fiscal and compliance oversight. (3 Measures)					
Number of charter LEAs with weak financials receiving enhanced fiscal oversight from PCSB	Up is Better	15	14	Waiting on Data	1
Number of charter LEAs whose fiscal health improved as a result of oversight efforts	Up is Better	3	6	Waiting on Data	1
Number of Financial Analysis Reports issued	Up is Better	45	37	No Applicable Incidents	1
5 - Improve support for schools by interfacing effectively with city agencies. (2 Measures)					
Percentage of newly approved schools that receive a final charter after pre-operating year?	Up is Better	New in 2020	New in 2020	100%	Waiting on Data
Percentage of newly approved schools with facility by February 12th (MSDC deadline)?	Up is Better	New in 2020	New in 2020	100%	Waiting on Data

Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Increase community engagement and parent education about school quality. (2 Activities)			
AGENCY MANAGEMENT PROGRAM	Share resources and best practices with external groups	Maintain transparency with parents and stakeholders.	Daily Service
AGENCY MANAGEMENT PROGRAM	Manage relationships with key groups and constituencies	Manage relationships with community members and stakeholders in order to increase awareness about public charter schools and continue to improve education throughout the district.	Daily Service
2 - Promote increased school academic quality through improved oversight. (2 Activities)			
AGENCY MANAGEMENT PROGRAM	Provide strong supports to schools	Provide strong supports to schools in the areas of data, communications, new school launch and student support.	Daily Service
AGENCY MANAGEMENT PROGRAM	Oversee all charter schools	Provide oversight to charter schools through reviews and our Performance Management Framework (PMF).	Daily Service
3 - Ensure charter schools fulfill their roles as public schools serving all students. (2 Activities)			
AGENCY MANAGEMENT PROGRAM	Oversee adult charter schools	Ensure adult charter schools are providing quality options to students by providing strong oversight in the form of student data validation, our Adult Performance Management Framework (PMF) and charter reviews.	Daily Service
AGENCY MANAGEMENT PROGRAM	Monitor each school's attendance and discipline	Improve key measures of equity through the use of data.	Daily Service
4 - Improve fiscal and compliance oversight. (1 Activity)			

Operations Header	Operations Title	Operations Description	Type of Operations
AGENCY MANAGEMENT PROGRAM	Monitor each school's finances	Provide strong financial oversight to schools in an effort to improve and maintain charter school's financial health.	Daily Service
5 - Improve support for schools by interfacing effectively with city agencies. (2 Activities)			
AGENCY MANAGEMENT PROGRAM	Work across DC city agencies to ensure best possible supports are available to public charter schools	Work with DC agencies to support and advocate for public charter schools.	Daily Service
AGENCY MANAGEMENT PROGRAM	Provide internal supports to PCS in service of academics, special populations, compliance	Provide support internally to public charter schools academically, for special populations, and for compliance.	Daily Service

▼ Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
1 - Share resources and best practices with external groups (2 Measures)			
Number of PALC meetings attended	New in 2020	New in 2020	11
Number of ANC notifications sent	New in 2020	New in 2020	41
2 - Oversee all charter schools (3 Measures)			
Number of school closings	2	6	0
Number of schools in compliance as evidenced by completed Compliance Review Reports	120	123	123
Number of qualitative site review reports	19	42	26
2 - Provide strong supports to schools (2 Measures)			
Number of Public Charter School Applications Recieved	4	11	15
Number of School Openings (New Charters and New Campuses)	3	7	5
5 - Provide internal supports to PCS in service of academics, special populations, compliance (1 Measure)			
Number of school openings (new charters and new campuses)	New in 2020	New in 2020	5
5 - Work across DC city agencies to ensure best possible supports are available to public charter schools (2 Measures)			
Increase in number of school health suites approved for school nurses	New in 2020	New in 2020	13
Number of schools who participate in the school mental health expansions	New in 2020	New in 2020	72

▼ Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Manage relationships with key groups and constituencies (3 Strategic initiatives)		

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Engage actively across the city to find citywide solutions to health and safety issues, especially related to impacts of COVID-19	Coordinate with other city agencies and key groups and constituencies to access equitable health and safety services for students with an emphasis on students most impacted by COVID-19. DC PCSB will also provide health and safety compliance support to public charter schools through health consultants that will help schools create and implement their re-opening plans and conduct in-person site visits to ensure that schools are operating in accordance with their plans and the DC Health and OSSE guidance.	09-30-2021
Support transparency around DC PCSB's authorizing work by providing public data on public charter schools' performance, equity, and finances	DC PCSB will implement its transparency policy and increase the amount of data that is publicly available regarding public charter school's performance, equity, and finances	09-30-2021
Increase awareness about public charter schools	Deliver effective communication and government relations via outreach events for teacher appreciation and recruitment; support to the My School DC Ed Fest; community conversations with various Ward and neighborhood education committees	09-30-2021
Monitor each school's finances (1 Strategic Initiative)		
Continue efforts to improve fiscal monitoring of charter schools	DC PCSB will continue efforts to improve fiscal monitoring of charter schools. We will review the key financial ratios of all schools we oversee and will publish a Financial Analysis Review Report for SY2019-20 in the spring of 2021 that provides clear indicators of charter school financial health.	09-30-2021
Oversee all charter schools (3 Strategic initiatives)		
Conduct rigorous 5, 10 and 15-year reviews of DC Public Charter Schools	In FY21, DC PCSB will continue to conduct rigorous 5, 10, and 15 year reviews of public charter schools; however, given the significant COVID-related school closures, a majority of the reviews will inlcude data from virtual school/classroom observations. The reviews will also be adjusted as appropriate given the various COVID impacts on data collection and analysis.	09-30-2021
Monitor schools' continuous learning and reopening plans during COVID-19 operations.	DC PCSB will monitor COVID-related continuous learning plans and reopening plans of schools during FY21 and maintain an updated record of school plans and methods to ensure the continuous learning of students during the COVID-19 pandemic.	09-30-2021
Adjust the Performance Management Framework (PMF) to ensure accountability during COVID-19.	DC PCSB will explore changes to our accountability tool - the performance management framework (PMF) - and various policies in response to COVID-19, including our data collection and metrics, in order to provide an accurate assessment of each school's academic performance	09-30-2021

District of Columbia Public Library FY2021

Agency District of Columbia Public Library **Agency Code** CE0 **Fiscal Year** 2021

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

▼ Strategic Objectives

Objective Number	Strategic Objective
1	Strengthen communities through services, programs, outreach, and increased utilization of the Library's physical campus.
2	Provide services and programs that build and cultivate literacy and a love of reading.
3	Connect residents to the city's past and future by providing access to, experiences in, and support for local history and culture.
4	Support digital citizenship through technology and internet access and training.
5	Create and maintain a highly efficient, transparent, and responsive District government.

▼ Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - Strengthen communities through services, programs, outreach, and increased utilization of the Library's physical campus. (4 Measures)					
Number of participants at community sponsored meetings	Neutral	230,536	263,972	117,460	No Target Set
Number of attendees at Library sponsored outreach sessions	Up is Better	89,524	111,743	47,395	52,850
Library Visits	Up is Better	3,632,539	3,820,005	1,852,701	664,032
Number of attendees at Library sponsored programs	Up is Better	310,374	295,817	189,978	79,339
2 - Provide services and programs that build and cultivate literacy and a love of reading. (6 Measures)					
Circulation of books and other library materials	Up is Better	4,514,202	4,864,772	4,067,352	4,570,140
Circulation per capita	Up is Better	6.5	6.9	5.8	6.5
Attendance at programs for children in their first five years	Up is Better	204,435	190,427	123,735	59,251
Percent of eligible children enrolled in Books from Birth in targeted communities	Up is Better	80.9%	91.5%	94.7%	99%
Number of active library accounts	Up is Better	470,477	446,000	414,610	400,520
Library accounts as a percent of total population	Up is Better	68%	63.5%	58.7%	56.8%
4 - Support digital citizenship through technology and internet access and training. (3 Measures)					
Public access computer utilization (as a percent of availability)	Up is Better	52.3%	53.6%	Not Available	No Target Set
Wi-Fi Connections	Up is Better	402,242	523,250	353,076	165,312
Number of people receiving technology training	Up is Better	8589	6218	3300	4180

▼ Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Strengthen communities through services, programs, outreach, and increased utilization of the Library's physical campus. (3 Activities)			
Programs and Services	Programs and services	The Library offers programs to users of all ages.	Daily Service
Community Outreach	Community Outreach	The Library serves the community by providing access to DCPL services and programs outside of our buildings.	Daily Service
NEIGHBORHOOD LIBRARIES	Serve as a community hub:meeting and study spaces	The Library provides meeting and study spaces for the public at neighborhood libraries as well as at Martin Luther King Jr. Memorial Library.	Daily Service
2 - Provide services and programs that build and cultivate literacy and a love of reading. (5 Activities)			
LITERACY RESOURCES	Adult Literacy Services	DC Public Library offers adult literacy services through the Adult Literacy Resource Center.	Daily Service
CHILDREN & YOUNG ADULT SERVICES	Early Literacy Programs	The Library offers a range of services and programs to improve earl literacy, such as story time and Sing, Talk and Read programs.	Daily Service
ADAPTIVE SERVICES	Operate the Center for Accessibility	The Center for Accessibility (formerly Adaptive Services) helps the deaf community, visually impaired, older adults, veterans and injured service people to better use the Library.	Daily Service
COLLECTIONS	Acquire books and other library materials	Through its collections, DCPL is a resource for printed and digital resources and information - such as books, e-books, databases, periodicals, etc.	Daily Service
CHILDREN & YOUNG ADULT SERVICES	Provide library services to students and educators	Offer programs, services and support for students and educators.	Daily Service
3 - Connect residents to the city's past and future by providing access to, experiences in, and support for local history and culture. (1 Activity)			
NEIGHBORHOOD LIBRARIES	Provide access to local history and culture.	Provide access to to local history and culture through special collections, programs, and services at libraries throughout the District.	Daily Service
4 - Support digital citizenship through technology and internet access and training. (2 Activities)			
NEIGHBORHOOD LIBRARIES	Provide computer and technology training and assistance	Libraries throughout the District provide technology and internet training and assistance.	Daily Service
PUBLIC SERVICE TECHNOLOGY	Provide computer and technology access	DCPL provides technology access through publicly available computers, printers and the internet.	Daily Service
5 - Create and maintain a highly efficient, transparent, and responsive District government. (10 Activities)			
Capital Project: Southwest	Southwest Neighborhood Library	Capital Project.	Key Project
CAPITAL PROJECT: SOUTHEAST	Southeast Neighborhood Library	Capital Project.	Key Project
Capital Project: Operations Center (Shared Tech)	Long-term Operations (Shared Tech) Center	Capital Project: Develop a long term operations/shared tech services center for DCPL.	Key Project
Capital Project: Martin Luther King Jr. Memorial Library	Renovation and modernization of the Martin Luther King Jr. Memorial Library	Capital Project - full renovation and modernization of the Martin Luther King Jr. Memorial Library.	Key Project
Capital Project: Lamond-Riggs	Capital Project: Lamond-Riggs	Capital Project.	Key Project

Operations Header	Operations Title	Operations Description	Type of Operations
Capital Project: General Improvements	Maintain library facilities (Capital)	General Improvements in the Capital Budget.	Key Project
NEIGHBORHOOD LIBRARIES	Operate neighborhood libraries	Operate neighborhood library locations throughout the District.	Daily Service
COMMUNICATIONS	Inform residents of library programs, services and projects	communications and outreach in support of DCPL programs, services, projects and operations.	Daily Service
CUSTODIAL AND MAINTENANCE	Maintain library facilities	custodial and maintenance of libraries funded through operating funds.	Daily Service
EXECUTIVE MANAGEMENT OFFICE	Strategic Planning/Data Analysis	support agency operations through strategic planning and data analysis.	Daily Service

Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
1 - Community Outreach (1 Measure)			
Number of outreach sessions	1732	2274	1291
1 - Programs and services (1 Measure)			
Library programs offered	11,364	11,520	6255
1 - Serve as a community hub:meeting and study spaces (2 Measures)			
Study room use	46,117	49,743	21,872
number of community sponsored meetings systemwide	20,895	22,995	10,057
2 - Acquire books and other library materials (3 Measures)			
Local Book Budget	5,480,000	5,980,432	5,485,431.8
Digital Library	1,319,108	1,582,457	2,025,903
Database Usage	1,842,929	1,977,257	1,494,107
2 - Early Literacy Programs (1 Measure)			
Number of programs for children in their first five years	5233	5115	2401
3 - Provide access to local history and culture. (1 Measure)			
Number of Studio and Fabrication Lab Sessions	139	277	324
4 - Provide computer and technology access (1 Measure)			
number of sessions on public access computers	932,308	944,377	466,968
4 - Provide computer and technology training and assistance (1 Measure)			
Number of computer and technology training programs and sessions systemwide	1021	942	436
5 - Inform residents of library programs, services and projects (1 Measure)			
Social media engagement rate	21.4	6	1.7

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
5 - Operate neighborhood libraries (1 Measure)			
Number of hours of unplanned closures at locations systemwide	743	640	152

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Capital Project: Lamond-Riggs (1 Strategic Initiative)		
Start construction of the new Lamond-Riggs Neighborhood Library.	DCPL will demolish the existing building and start construction of the new Lamond-Riggs Library including the building foundation and creating the building shell. This project is an investment in high-quality education and inclusive prosperity.	09-30-2021
Early Literacy Programs (1 Strategic Initiative)		
Activate the new MLK Library	DCPL will implement a variety of activation strategies in the first year of reopening, including installation of art pieces with colorful characters in the Children's Room with an identity/empathy theme; living room space for adults with four new zones of seating; and development of a curriculum based on the Alma Thomas painting collection for teens.	09-30-2021
Maintain library facilities (Capital) (1 Strategic Initiative)		
Start System Renewal Projects and Facility and Building Envelope Assessments	As outlined in the Library's Facilities Master Plan, DCPL will begin to conduct system renewal projects at three libraries:Mt. Pleasant, Shepherd Park, and Northeast. Additionally, the Library will begin conducting building envelope assessments at the oldest of the new libraries built in the last 10 years.	09-30-2021
Operate neighborhood libraries (2 Strategic initiatives)		
Implement DCPL At Home	DCPL will review and expand the virtual program offerings and collections that have been front-and-center during the pandemic, including the Brainfuse product for live online tutoring and resume support. DCPL will make a permanent investment in the new online chat service and create satellite "studios" in select branch libraries for higher quality production of virtual programs.	09-30-2021
Collaborate with District agencies to select a location for the new Congress Heights/Parklands-Turner Library	DCPL will collaborate with city agencies including the Office of the Deputy Mayor for Planning and Economic Development and the Office of Planning on site selection for a new Congress Heights Library to replace Parklands-Turner Library and engage the community in this process.	09-30-2021
Provide access to local history and culture. (1 Strategic Initiative)		
Expand the Go-Go Archive in conjunction with Official Music of DC designation.	DCPL will finalize a MOA with the Go-Go Museum; set oral history priorities and identify interviewees for the go-go archive at DCPL; and prepare programs and outreach activities focused on collection resources, donor education/development and civic engagement.	09-30-2021
Serve as a community hub:meeting and study spaces (1 Strategic Initiative)		
Pilot Families First DC services at DCPL.	Families First DC is an initiative led by the DC Children and Family Services Agency focused on families in Wards 7 and 8. Key to the initiative's success is the ability to connect with families in trusted locations. DCPL and CFSA will be piloting Families First services in several library locations across Wards 7 and 8. Families First grantees will have an area for specific programs on a given date and time, with the goal of having a regular "pop-up" presence at the library. We will establish an MOU, and if feasible in the current health climate, launch programming, and review initial participation.	09-30-2021

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Southeast Neighborhood Library (1 Strategic Initiative)		
Continue design for a renovated Southeast Neighborhood Library.	DCPL will advance into design development for the renovation and expansion of the Southeast Library. This project is an investment in high-quality education and inclusive prosperity	09-30-2021
Southwest Neighborhood Library (1 Strategic Initiative)		
Complete construction and open the new Southwest Neighborhood Library.	DCPL will complete construction and reopen the new Southwest Library. This project is an investment in high-quality education and inclusive prosperity.	03-31-2021

Department of Employment Services FY2021

Agency Department of Employment Services   **Agency Code** CF0   **Fiscal Year** 2021

Mission The Department of Employment Services (DOES) mission is to connect District residents, job seekers, and employers to opportunities and resources that empower fair, safe, effective working communities.

🔻 Strategic Objectives

Objective Number	Strategic Objective
1	Unemployment Insurance - Improve the efficiency, integrity, and performance of unemployment compensation benefits and unemployment tax services provided to claimants and District employers.
2	Labor Standards - Provide a more efficient and effective system to prevent workers from exposure to unsafe working environments and from falling beneath an unacceptable income level at times of unemployment due to injury or illness.
3	Workforce Development -Improve employment outcomes for District residents by providing high-quality training programs for adults and youth that are aligned with the District's high demand occupations and lead to credentials recognized nationally by employers.
4	Organizational Excellence- Ongoing efforts to establish standards and processes intended to engage and motivate staff to deliver services that fulfill internal and external customer requirements.
5	Ensure employers are connected to the American Job Centers to address their workforce needs thereby ensuring positive employment and placement outcomes for residents.
6	Universal Paid Family Leave Benefits - Implementing the program to provide temporary weekly benefits to eligible individuals.
7	Create and maintain a highly efficient, transparent, and responsive District government.

🔻 Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - Unemployment Insurance - Improve the efficiency, integrity, and performance of unemployment compensation benefits and unemployment tax services provided to claimants and District employers. (2 Measures)					
Percent of new unemployment insurance status determinations made within 90 calendar days	Up is Better	82.2%	80.2%	85.2%	70%
Percent of Nonmonetary Determinations (Separations and Nonseparations) made within 21 days of the date of detection	Up is Better	New in 2020	New in 2020	76%	80%
2 - Labor Standards - Provide a more efficient and effective system to prevent workers from exposure to unsafe working environments and from falling beneath an unacceptable income level at times of unemployment due to injury or illness. (1 Measure)					
Percent of workers compensation formal hearings finalized within 120 calendar days	Up is Better	94%	93.8%	98.3%	80%
4 - Organizational Excellence- Ongoing efforts to establish standards and processes intended to engage and motivate staff to deliver services that fulfill internal and external customer requirements. (5 Measures)					
Percent of telephone calls answered (CNC)	Up is Better	New in 2020	New in 2020	61.6%	80%
Average telephone call wait time (CNC)	Down is Better	New in 2020	New in 2020	36.5	5
Average Email Response Time	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021
Average telephone call hold time in minutes (CNC)	Down is Better	New in 2020	New in 2020	1.9	0.5

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
Voicemail response time percentage (CNC)	Up is Better	New in 2020	New in 2020	98.2%	90%
6 - Universal Paid Family Leave Benefits - Implementing the program to provide temporary weekly benefits to eligible individuals. (3 Measures)					
Percent of Employers registered in Employer Self Service Portal	Up is Better	New in 2020	New in 2020	92.7%	50%
Percentage of Claims Approved	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021
Number of New Claims Filed	Neutral	New in 2021	New in 2021	New in 2021	New in 2021

▼ Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Unemployment Insurance - Improve the efficiency, integrity, and performance of unemployment compensation benefits and unemployment tax services provided to claimants and District employers. (1 Activity)			
BENEFITS	Unemployment Benefits	Providing temporary weekly benefits to workers who become unemployed due to no fault of their own.	Daily Service
2 - Labor Standards - Provide a more efficient and effective system to prevent workers from exposure to unsafe working environments and from falling beneath an unacceptable income level at times of unemployment due to injury or illness. (1 Activity)			
OAH: ADMINISTRATIVE HEARINGS DIVISION	Hearings & Adjudication	Conducts formal administrative workers' compensation hearings for private and public sector employees and employers in the District of Columbia, so that rights and responsibilities are determined fairly, promptly, and according to due process.	Daily Service
3 - Workforce Development -Improve employment outcomes for District residents by providing high-quality training programs for adults and youth that are aligned with the District's high demand occupations and lead to credentials recognized nationally by employers. (12 Activities)			
LOCAL ADULT TRAINING	Senior Service (BTW50+ -- local job program)	The District of Columbia has a diverse population of talented job seekers between the ages of 50 and 64 looking to enter or reenter the workforce and assume roles as productive, full-time employees. Back to Work 50+ (BTW50+) is an initiative launched by the Department of Employment Services in collaboration with AARP Foundation which expands employment opportunities for mature job seekers from all eight wards of the District.	Daily Service
LOCAL ADULT TRAINING	Infrastructure Academy	The District of Columbia Infrastructure Academy (DCIA) is a key initiative of Mayor Muriel Bowser's Administration to meet the need for skilled infrastructure professionals in Washington, DC. DCIA coordinates, trains, screens and recruits residents to fulfill the needs of the infrastructure industry and infrastructure jobs with leading companies in this high-demand field.	Daily Service
LOCAL ADULT TRAINING	Office Of Apprenticeship Info & Training	The Office of Apprenticeship, Information and Training (OAIT) oversees the apprenticeship system in the District of Columbia. OAIT also safeguards the well-being of apprentices, ensures the quality of programs, provides integrated employment and training information to sponsors, employers and trainers. OAIT also staffs the District of Columbia Apprenticeship Council. Applicants for apprenticeships must be at least 16 years old and meet the sponsor's qualifications. Generally, applicants must demonstrate to sponsors that they have the ability, aptitude, and education to master the rudiments of the occupation and complete related instruction.	Daily Service

Operations Header	Operations Title	Operations Description	Type of Operations
LOCAL ADULT TRAINING	Summer Youth Employment Program	The Marion Berry Summer Youth Employment Program (MBSYEP or Summer Youth) is a program allowing young people 16-24 to gain work experience during the school year's summer break. This locally funded program is considered one of the best in the country with thousands of young people finding employment through the program.	Daily Service
TRANSITIONAL EMPLOYMENT	Transitional Employment (Project Empowerment)	For over fifteen years, Project Empowerment (TEP) has helped to reduce economic disparity in the District by serving thousands of individuals with multiple barriers to employment. The Program's work readiness model is designed to provide nearly 700 unemployed District residents with opportunities to grow in education, training, and subsidized employment placements each year. Project Empowerment achieves its mission of moving participants into the workforce by partnering with government, non-profit, and private businesses across the DMV area to recruit, train, match, and coach candidates for successful employment.	Daily Service
TRAINING AND EMPLOYEE DEVELOPMENT	On-the-Job Training	On-the-Job (OJT) training is a workforce development strategy where employers of all sizes have an opportunity to train, mentor, and hire candidates toward a specific skillset or job function. Through the OJT model, candidates receive the training necessary to increase their skills. This strategy ensures unemployed and underemployed jobseekers have a chance to enter and reenter the workforce through an "earn and learn" model. The streamlined approach developed between employers and the Department of Employment Services (DOES) reimburses employers at an established wage rate in exchange for the training provided to participating OJT candidates.	Daily Service
TRAINING AND EMPLOYEE DEVELOPMENT	DC Career Connections	DC Career Connections is a work readiness program designed to provide more than 400 out-of-school and unemployed young adults with opportunities to gain valuable work experience, skills training, and individualized coaching and support to obtain employment. An integral component of Mayor Muriel Bowser's Safer, Stronger DC Initiative, DC Career Connections actively seeks to engage District youth	Daily Service
LOCAL ADULT TRAINING	LEAP	L.E.A.P. (Learn, Earn, Advance, Prosper) is a network of interconnected partners utilizing the "earn-and-learn" approach to link the city's unemployed residents with employment, education and training opportunities. The earn-and-learn approach applies the apprenticeship model to skill development, allowing individuals to earn a wage while participating in an on-the-job training experience and concurrently participating in related technical instruction.	Daily Service
YEAR ROUND YOUTH PROGRAM	Year Round Youth Program	The Year Round Youth program is federally funded opportunities for young people 14-24 to gain work experience and job readiness training. In-School Youth will continue their secondary school studies while having counseling and coaching to prepare them for the workplace. Out-of-School Youth, 18-24, have either already completed secondary school or are working toward a GED or other nationally recognized secondary school equivalence while receiving coaching and job leads.	Daily Service
SENIOR SERVICES	Senior Service (SCSEP – Federal Program – from DSI)	The Senior Community Service Employment Program (SCSEP) is a federal program to help older Americans get back into or remain active in the workforce. It is a part-time community service and work-based training program where participants gain career skills through on the job training in community based organizations in identified growth industries. SCSEP also works with the business community to identify employers who are interested in hiring qualified, trained mature workers.	Daily Service
VETERAN AFFAIRS	Veteran Affairs	The DC Department of Employment Services (DOES) requires that Priority of Service be given to veterans and eligible spouses who meet the eligibility criteria in accordance with applicable laws, policies and federally mandated programs. Priority of service also requires that veterans and eligible spouses receive priority over non-covered persons earlier in time for the full array of services provided at an American Job Centers (AJC). These services include the receipt of employment, training, and placement services in any workforce preparation program directly funded, in whole or in part, by the US Department of Labor. Specialized federal services such as the Vocational Rehabilitation & Employment (VR&E) program are also available to eligible veterans.	Daily Service

Operations Header	Operations Title	Operations Description	Type of Operations
ONE-STOP OPERATIONS	Job Centers	Providing job seekers with a number of employment opportunities. Each center provides career counseling, resume assistance, job placement, vocational training, access to online services, information about local and national labor markets, and unemployment insurance.	Key Project

4 - Organizational Excellence- Ongoing efforts to establish standards and processes intended to engage and motivate staff to deliver services that fulfill internal and external customer requirements. (2 Activities)

TRAINING AND EMPLOYEE DEVELOPMENT	Professional Development	Provide opportunities for staff to enhance and develop skill sets to improve efficiency and customer service.	Key Project
CUSTOMER SERVICE	Customer Experience	Deliver professional, helpful, high quality service in a timely manner while providing clear thoughtful and deliberate messaging to both internal and external customers.	Daily Service

5 - Ensure employers are connected to the American Job Centers to address their workforce needs thereby ensuring positive employment and placement outcomes for residents. (2 Activities)

EMPLOYER SERVICES	Talent and Client Services	Manage employer relationships, connect them to the American Job Centers, and brokers products and services provided by DOES. Encourage local businesses to participate in District employment programs and to take advantage of the many free services that support their business needs; e.g., Office of Safety and Health consultations.	Key Project
FIRST SOURCE	First Source Management, Monitoring, and Enforcement	Manage and monitor First Source Employment Agreements as well as handle all reporting regarding the agreements specified in the "First Source Employment Agreement Act"; e.g. the regular reports sent to the Council of the District of Columbia.	Daily Service

6 - Universal Paid Family Leave Benefits - Implementing the program to provide temporary weekly benefits to eligible individuals. (1 Activity)

UNIVERSAL PAID FAMILY LEAVE	Paid Family Leave Benefits Implementation	Implement the program to provide temporary weekly benefits to eligible individuals.	Key Project

7 - Create and maintain a highly efficient, transparent, and responsive District government. (2 Activities)

TRAINING AND EMPLOYEE DEVELOPMENT	Staff Professional Development	Providing opportunities for staff to enhance and develop skill-sets to improve efficiency and customer service.	Key Project
CUSTOMER SERVICE	Service Delivery	Providing and delivering services to all customers in a professional and timely manner.	Daily Service

Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
1 - Unemployment Benefits (1 Measure)			
Average number of issues resolved by Benefits Claims Examiners	1690	414	936
3 - DC Career Connections (2 Measures)			
Number of participants placed in unsubsidized employment	140	97	74
Number of participants enrolled in occupational skills training	New in 2020	New in 2020	46
3 - Infrastructure Academy (1 Measure)			
Number of participants newly enrolled in a DCIA training program	965	2012	237
3 - Job Centers (3 Measures)			

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
Number of participants placed in unsubsidized employment after receiving any career services, including training	316	546	191
Percentage of participants successfully completing skills training through an Individual Training Account (ITA)	New in 2021	New in 2021	New in 2021
Number of participants that earn a nationally or regionally recognized credential	137	151	102
3 - On-the-Job Training (1 Measure)			
Percentage of participants completing the program	Not Available	New in 2021	New in 2021
3 - Senior Service (SCSEP – Federal Program – from DSI) (2 Measures)			
Employment Rate: 4th quarter after exit	Not Available	New in 2021	New in 2021
Employment Rate: 2nd quarter after exit	Not Available	New in 2021	New in 2021
3 - Summer Youth Employment Program (1 Measure)			
Number of Applicants	Not Available	18,718	19,897
3 - Transitional Employment (Project Empowerment) (2 Measures)			
Number of participants enrolled in occupational skills training	New in 2020	New in 2020	38
Number of participants placed in unsubsidized employment	387	321	244
3 - Veteran Affairs (2 Measures)			
Employment Rate: 2nd quarter after exit	New in 2021	New in 2021	New in 2021
Employment Rate: 4th quarter after exit	New in 2021	New in 2021	New in 2021
3 - Year Round Youth Program (3 Measures)			
Number of applicants	439	201	129
Number of participants that earn a credential	188	90	3
Percent of participants successfully completing the program	New in 2021	New in 2021	New in 2021
4 - Customer Experience (3 Measures)			
Total number of telephone calls received (CNC)	New in 2020	New in 2020	604,406
Total number of emails received (CNC)	New in 2020	New in 2020	27,562
Total number of voicemails received (CNC)	New in 2020	New in 2020	133
5 - First Source Management, Monitoring, and Enforcement (2 Measures)			
Number of beneficiaries fined	Not Available	6	18
Number of beneficiaries that paid fines	Not Available	5	6
5 - Talent and Client Services (1 Measure)			
Number of new employers self-registered in DC Networks	913	810	831

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Customer Experience (1 Strategic Initiative)		
DataWorks, Year 1	This project will focus on seven primary goals to improve agency transparency and lead us towards data-driven agency culture: 1. Establish a data governance program 2. Perform a comprehensive data gap analysis 3. Design a master data architecture 4. Create a data warehouse for all DOES data assets	09-30-2021
Job Centers (1 Strategic Initiative)		
Jobseeker Outreach Events	During FY21 DOES will organize a series of employment outreach events in Wards 7 and 8. While the intent is to have the events be onsite in the Wards and in person, either at a designated location or on-board our WOW Bus (Workforce on Wheels). Traditionally, DOES sends out our WOW Bus by request or by invitation to other community events. In response to the call for action within the communities of Wards 7 & 8, DOES will schedule up to 2 outreach events per month starting in March 2021. In order to meet the needs of the job-seeking residents in those Wards, DOES will spend the months of October - January planning for the outreach events and activities to ensure we are responsive to the needs of our community.	09-30-2021
Service Delivery (1 Strategic Initiative)		
Update of DOES Website	The new website will refresh the look and feel of the existing does.dc.gov by: 1) optimizing for mobile users, 2) improving usability, and navigation, and 3) streamlining content. The updated site will include new dynamic features connecting customers to external DOES sites such as DCNetworks, the Mayor Marion S. Barry Summer Youth Employment Program, Paid Family Leave, Unemployment Compensation, etc. The new design will be optimized for mobile users as, currently, 60% of visitors to does.dc.gov are accessing the website via mobile devices (cell phones and tablets).	06-30-2021
Talent and Client Services (1 Strategic Initiative)		
Virtual Hiring Events for DC Residents	DOES' Office of Talent & Client Services (OTCS) will offer hiring events throughout FY21 with our employer partners, offering opportunities for employment in specific high-demand occupations (Technology, Healthcare, etc.). Themed employment fairs will be offered as part of this key agency initiative. "Talent Tuesdays" will appeal to DC Residents who are enrolled in DC Networks and receiving support from a DOES Case Manager. Talent Tuesday will occur on the second Tuesday of each month. "Fast Track Fridays" will offer a virtual pathway to employment to our residents who have participated in a Talent Tuesday event. These virtual job fairs/hiring events will be scheduled for the fourth Friday of each month.	09-30-2021

Department of Parks and Recreation FY2021

Agency Department of Parks and Recreation   **Agency Code** HA0   **Fiscal Year** 2021

Mission The mission of the Department of Parks and Recreation (DPR) is to enhance the quality of life and wellness of District of Columbia residents and visitors by providing equal access to affordable and quality recreational services, and by organizing meaningful programs, activities and events.

▾ Strategic Objectives

Objective Number	Strategic Objective
1	Effectively manage parks and facilities by constantly focusing on elevating operations in every area of the agency.
2	All Residents of the District of Columbia have equal access to high quality, outcomes-based programs, facilities, and services.
3	Provide high quality customer care through community engagement and transparent informational resources and staff.
4	Create and maintain a highly efficient, transparent, and responsive District government.

▾ Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - Effectively manage parks and facilities by constantly focusing on elevating operations in every area of the agency. (3 Measures)					
Percent of staff with professional certifications	Up is Better	23.7%	26.4%	25.2%	25%
Percent increase of agency revenue	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021
Percent of functioning equipment in fitness centers, tech lounges, computer labs, pools, and other amenities.	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021
2 - All Residents of the District of Columbia have equal access to high quality, outcomes-based programs, facilities, and services. (5 Measures)					
Net Promoter Score	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021
Percent of participants who met program goals	Up is Better	80.1%	76.7%	82%	83%
Percent of programs meeting minimum quality standards	Up is Better	85.1%	77.8%	91.8%	85%
Percent of agency's budget supplemented by outside resources	Up is Better	8.3%	7%	4.1%	5%
Percent increase in number of mobile recreation activations	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021
3 - Provide high quality customer care through community engagement and transparent informational resources and staff. (3 Measures)					
Percent of customers rating their experience at DPR as positive	Up is Better	85.1%	80.4%	82.8%	85%
Percent of staff receiving customer service training annually	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021
Percent increase of community engagement	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021

▾ Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Effectively manage parks and facilities by constantly focusing on elevating operations in every area of the agency. (5 Activities)			
Capital Projects	Planning and Design	DPR plans, designs, and manages capital projects to renovate existing or build new playgrounds, recreation centers, aquatic facilities, and parks.	Daily Service
Human Resources	Human Resources	DPR's Human Resources division provides services for the agency's workforce through employee recruitment, professional development, payroll, compliance, employee benefits, and wellness.	Daily Service
SUPPORT SERVICES	Support Services	Agency operations are supported by stagecraft, warehouse, and transportation services. Transportation is provided for program participants and constituents to various programs, activities, and events.	Daily Service
DIRECTOR'S OFFICE	Office of the Director	The office of the Director provides vision and guidance to senior managers to achieve the agency's mission and goals.	Daily Service
INFORMATION TECHNOLOGY	Information Technology	Provides recreational facilities and staff with operational and technical support.	Daily Service
2 - All Residents of the District of Columbia have equal access to high quality, outcomes-based programs, facilities, and services. (9 Activities)			
Volunteers	Volunteers	DPR recruits and manages volunteers to support DPR programs and activities.	Daily Service
Special Events	Special Events	DPR hosts community and citywide special events to promote healthy lifestyles and encourage participation in DPR programs and activities.	Daily Service
COMMUNITY RECREATION	Community Recreation	DPR operates the District's recreation centers and provides recreational programs and activities such as camps; sports, health and fitness; youth; senior; therapeutic recreation; environmental; and personal enrichment programs.	Daily Service
PARTNERSHIP AND GRANTS	Partnerships and Grants	DPR solicits and manages grants, donations, partnerships, and sponsorships to support DPR programs and facilities.	Daily Service
Parks Policy and Programs	Parks Policy and Programs	DPR operates District parks and provides programs and activities to promote environmental stewardship and sustainability.	Daily Service
Aquatic Facilities and Programs	Aquatic Facilities and Programs	DPR operates the District's aquatic facilities and provides aquatic programs and activities such as learn to swim, water aerobics, and swim teams.	Daily Service
Permits and Registration	Permits	DPR issues permits for ball fields, parks, picnic areas, and other facilities and equipment operated and maintained by the agency.	Daily Service
FOOD AND NUTRITION SERVICES	Food and Nutrition Services	Provides nutritious meals and nutritional supplements to eligible children and families int he Distric of Columbia enrolled in recreational programming outside school hours.	Daily Service
COMMUNITY PROGRAMS	Community Programs	Develops, organize and evaluate agency programs and services, such as environmental programs, sports, fitness, out-of-school time, teens, seniors, and therapeutic recreation.	Daily Service
3 - Provide high quality customer care through community engagement and transparent informational resources and staff. (4 Activities)			
CUSTOMER SERVICE	Customer Service	DPR measures and improves customer satisfaction by soliciting community input and feedback.	Daily Service
COMMUNICATIONS	Communications	The Communications Division keeps District residents, visitors, and staff informed about DPR programs, activities, and events through media campaigns, social media, printed materials, etc.	Daily Service

Operations Header	Operations Title	Operations Description	Type of Operations
EXTERNAL AFFAIRS	External Affairs	Description: The External Affairs Division is responsible for cultivating and managing relationships with DPR's diverse constituents; responding to and resolving constituent issues and inquiries arising from DPR's facilities, programs, and services; and implementing DPR's external outreach strategy, with the goal of increasing awareness of and participation in DPR's programs, events, and activities.	Daily Service
ROVING LEADERS	Roving Leaders	Description: Provides specialized outreach services to District children and youth ages 9 to 21 who are at risk of negative social behavior, by providing opportunities in education, employment, community services, and scholarship.	Daily Service

Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
1 - Planning and Design (1 Measure)			
Number of capital projects completed	49	50	81
1 - Support Services (3 Measures)			
Number of internal transportation trips executed	New in 2021	New in 2021	New in 2021
Number of external transportation trips executed	New in 2021	New in 2021	New in 2021
Number of external special events served	402	411	193
2 - Aquatic Facilities and Programs (5 Measures)			
Number of visitors at aquatic facilities	657,651	721,882	160,120
Number of programs provided	898	1044	667
Program enrollment rate	82.1%	84.3%	44.5%
Number of youth learning to swim	2473	5647	1081
Number of lifeguards trained	205	229	78
2 - Community Recreation (4 Measures)			
Number of visitors at recreation centers	1,428,294	1,560,104	660,464
Number of programs provided	1304	1743	1303
Program enrollment rate	80.4%	79.6%	81.6%
Number of Hours of Community Engagements	New in 2020	New in 2020	258
2 - Food and Nutrition Services (1 Measure)			
Number of meals served through nutrition programs	468,799	381,403	118,426
2 - Parks Policy and Programs (3 Measures)			
Number of Community Gardening Classes	28	6	22
Program enrollment rate	76.6%	93.3%	94.2%
Number of residents participating in classes	268	112	1524
2 - Partnerships and Grants (4 Measures)			
Number of residents served by programmatic partners	7771	3671	1147

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
Number of park partners	36	79	5
Number of programmatic partners	24	49	26
Dollar amount from external resources	$4,157,974.1	$3,932,370.7	$2,114,953.3
2 - Permits (2 Measures)			
Number of permit applications received	40,595	47,428	64,478
Number of permits issued	35,405	44,403	23,461
2 - Special Events (4 Measures)			
Number of special events	397	321	146
Number of participants at special events	40,420	31,244	420,065
Number of special event surveys collected	37	91	36
Number of external special events served	402	411	193
2 - Volunteers (2 Measures)			
Number of volunteers	810	1439	684
Number of volunteer hours	43,681	48,540	32,514
3 - Communications (2 Measures)			
Number of followers	New in 2021	New in 2021	New in 2021
Number of posts on social media	New in 2021	New in 2021	New in 2021
3 - Customer Service (3 Measures)			
Number of program surveys collected	981	2251	1036
Number of customer service surveys collected	1281	2848	1820
Number of staff trained in customer care standards	New in 2021	New in 2021	New in 2021
3 - External Affairs (1 Measure)			
Number of Customer Care Engagements	New in 2020	New in 2020	182
3 - Roving Leaders (4 Measures)			
Number of at-risk youth connected through the Roving Leaders services	49,253	21,438	4248
Number of Mobile Recreation Activations	New in 2020	New in 2020	216
Number of Playground Visits	New in 2020	New in 2020	1749
Number of School Visits by Roving Leaders	New in 2020	New in 2020	2023

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Aquatic Facilities and Programs (1 Strategic Initiative)		

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Aquatic Program Expansion	In FY 20, DPR was planning to expand expand aquatic fitness programs, such as hydrospin, aqua pole, and the addition of new programming at aquatic facilities across the city. However, due to the health emergency, the agency had to postpone the initiative. In FY 21, DPR plans to complete this initiative.	09-30-2021
Community Programs (3 Strategic initiatives)		
Virtual Programs Pilot	As the city continues to manage in the pandemic, DPR is looking to develop innovative programming for residents through new virtual and social distant means. In FY 21, DPR plans to provide new virtual programming, such as arts and camps during the school breaks, as the city continues to be in Phase 2 of reopening. This will allow the agency to make art programming and break camps more accessible for residents looking to recreate safely from their home and learn new art skills.	09-30-2021
Pilot New Year-Round Cultural Arts Programs for Teens	In FY 21, DPR will pilot a new year-round cultural arts program for teens. In partnership with the Duke Ellington School of the Arts, DPR plans develop a new cultural arts program targeted towards teens (ages 14-19) with instruction in the following art disciplines: visual arts, theater, literary/media arts, dance, and music. DPR aims to enroll at least 75 participants in this pilot program.	09-30-2021
Inclusive Young Athletes Pilot Program	In FY 21, DPR will pilot a new inclusive program in partnership with Special Olympics. This pilot program will introduce basic sport skills to children with and without intellectual disabilities between ages 2-7. DPR aims to have program offerings during the fall and spring season of FY 21.	09-30-2021
Permits (1 Strategic Initiative)		
Pilot DPR Fun Pass to Recreation Centers	In FY 19 DPR piloted and implemented the DPR Fun Pass at indoor aquatic centers, a new way for DC residents to use any assigned picture ID to be digitally checked-in at DPR facilities for entry. This program is expected to more efficiently track site visits, class attendance, and provide easy entry, as well as greater safety and security for District residents while increasing DPR's operational efficiencies. In FY 20, DPR was going to pilot this program at four (4) recreation centers throughout the city, however, due to the health emergency, the agency had to postpone the initiative. In FY 21, DPR plans to initiate this pilot.	09-30-2021
Planning and Design (2 Strategic initiatives)		
Ward 8 Fitness Amenities Initiative	DPR has identified a couple of locations in Ward 8 in need of outdoor fitness equipment. To meet this important need and reduce the "Fitness Dead Zone," DPR will work with DGS to initiate and construct new outdoor fitness equipment at one of these locations in Ward 8. DPR seeking to completing at least two (2) fitness projects in Oxon Run by 9/30/21.	09-30-2021
DPR Resilience Hubs	DPR will identify two recreation centers to pilot as Community Resilience Hubs. These hubs will complement (not replace) current initiatives and services offered within communities focusing where populations may be at higher risk (geography, lack of local services) in times of emergency. By providing localized resources, Hubs address local needs more quickly in emergency situations, relying less heavily on other citywide emergency resources. Services provided at the resilience hubs will include: food, water, and refrigeration in the event of a power outage, communication (e.g. internet access), First Aid, heat and air conditioning, etc. DPR will also work with agency partners to provide information on government services. This initiative directly relates to the city's resiliency goals by launching the Resilience Hubs and Resilience Corps programs by 2023 (Objective 2.3.3), and investing in infrastructure that is built to last and provides multiple benefits (Objective 2.1.3).	09-30-2021

Special Education Transportation FY2021

Agency   Special Education Transportation   **Agency Code**   GO0   **Fiscal Year**   2021

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

Strategic Objectives

Objective Number	Strategic Objective
1	Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions.
2	Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students.
3	Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school.
4	Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations.
5	Create and maintain a highly efficient, transparent, and responsive District government.

Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions. (1 Measure)					
Average percent of calls answered	Up is Better	81.5%	85.7%	85.8%	92%
2 - Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students. (1 Measure)					
Average preventable accidents per 100,000 miles	Down is Better	1.7	1.2	1.6	1
3 - Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school. (3 Measures)					
Average percent on-time arrival at school AM (20 minute window)	Up is Better	85%	89.3%	91.5%	94%
Daily percent of Bus Attendants available (Includes the need for 1:1 aides)	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021
Daily percent of daily Bus Drivers available	Up is Better	New in 2021	New in 2021	New in 2021	New in 2021
4 - Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations. (1 Measure)					
Average variable cost per route (fuel, maintenance, overtime)	Down is Better	1739.4	1865.02	1715	1700

Operations

Operations Header	Operations Title	Operations Description	Type of Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions. (1 Activity)			
COMMUNICATION, OUTREACH & ADMINISTRATION	Coordinate and execute strategic internal and external communications	Coordinate and expand communication to OSSE-DOT staff, other OSSE departments, schools/ LEAs, and students and families who use student transportation through efforts led by OSSE-DOT Office of Customer Engagement.	Daily Service
2 - Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students. (1 Activity)			
TRAINING COORDINATION AND LOGISTIC	Enhance bus safety by focusing on staff training and improving operations	Ensure DOT compliance with federal and state regulations pertaining to motor vehicle operations, student accommodations, specialized equipment and professional development.	Daily Service
3 - Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school. (1 Activity)			
INSPECTIONS AND FLEET MANAGEMENT	Provide coordination and oversight of fleet and terminals/ facilities	Coordinate maintenance for all fleet vehicles ensuring they are reliable for transportation. Enhance bus operations in order to improve on time arrival at school.	Daily Service
4 - Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations. (1 Activity)			
PROGRAM MANAGEMENT & RESOURCE ALLOCATION	Internal management to improve external services	Monitor and track operations in order to improve services as well as support student transportation in the most cost effective manner.	Daily Service

Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
1 - Coordinate and execute strategic internal and external communications (3 Measures)			
Number of students receiving school bus transportation	3295	3173	1729.5
Number of schools supported	226	236	119.3
Number of students whose parents receive reimbursement or participating in the Metro farecard, token or DC One Card Program	20	60	106
2 - Enhance bus safety by focusing on staff training and improving operations (2 Measures)			
Number of bus drivers and attendants	1139	1162	1208
Number of training offered for bus drivers and attendants	197	190	46.5
3 - Provide coordination and oversight of fleet and terminals/ facilities (2 Measures)			
Number of buses in service	93.5%	94.4%	94.2%
Number of school bus breakdowns	244	332	137

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Coordinate and execute strategic internal and external communications (3 Strategic initiatives)		
Targeted Outreach and Recruitment	OSSE DOT will participate in ward specific outreach events to ensure school staff and parents, specifically in Wards 7 and 8, are well informed of special education transportation services. OSSE DOT will participate in two to three outreach efforts in Wards 7 and 8 per month throughout the school year (recruitment, events, school visits) as allowed via COVID-19 restrictions.	09-30-2021
Stop Arm Camera Project	OSSE DOT in collaboration with the Deputy Mayor for Operations and Infrastructure, District Department of Transportation, Department of Motor Vehicles, Mayor's office and City Administrator, will restart the pilot of the Stop Arm Camera Project in FY21. Based on the pilot program, with sister agencies, OSSE DOT will develop and begin implementing a plan for full deployment. The Stop Arm Project will allow OSSE DOT to place stop arm cameras on its buses and to issue citations for violators. Stop arm cameras will ensure the safety of students, staff and pedestrians while loading and unloading the bus.	09-30-2021
School Reopening (COVID-19)	OSSE DOT will develop and implement new normal practices in accordance with local and federal guidance for reopening as a result of COVID-19.	09-30-2021
Internal management to improve external services (1 Strategic Initiative)		
Student Ridership Tracking System	OSSE DOT will pilot a more reliable, efficient and user- friendly Student Ridership Tracking System and GPS which will better meet the needs of operations. This new system will enhance routing and reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals), while removing the existing burden of utilizing multiple systems.	09-30-2021
Provide coordination and oversight of fleet and terminals/ facilities (2 Strategic initiatives)		
New School Bus Terminal	OSSE DOT, in collaboration with the DGS, will open a school bus terminal that encompasses an on-site maintenance and repair facility in FY2022. The new terminal will replace the New York Avenue terminal location. In FY21, DGS will award the construction contract as well as break ground and start construction of the new terminal at W Street.	09-30-2021
New Fleet	OSSE DOT will prepare newly purchased school buses and vans to be placed in service to include developing a program for the review and storage of camera footage. Staff will be trained on the new vehicles. All newly purchased vehicles are equipped with internal cameras to monitor staff and student safety on the bus and to aid in the investigation of school bus incidents/ accidents.	09-30-2021

Office of the State Superintendent of Education FY2021

Agency Office of the State Superintendent of Education   **Agency Code** GD0   **Fiscal Year** 2021

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

▾ Strategic Objectives

Objective Number	Strategic Objective
1	High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions.
2	Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need.
3	Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students.
4	Top notch talent: OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education.
5	Create and maintain a highly efficient, transparent, and responsive District government.

▾ Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (4 Measures)					
Percent of user requests via the services portal solved and closed within five days of receipt	Up is Better	69.6%	87.8%	78.1%	85%
Percent of all students graduating from high school in four years	Up is Better	Waiting on Data	66%	Waiting on Data	79%
Percent of all students at college and career ready level in reading on statewide assessment	Up is Better	29.4%	37%	Not Available	34%
Percent of all students at college and career ready level in mathematics on statewide assessment	Up is Better	33.3%	31%	Not Available	32%
2 - Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need. (5 Measures)					
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	Up is Better	Waiting on Data	Waiting on Data	Waiting on Data	37%
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	Up is Better	42.8%	47.6%	41.8%	45%
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	Up is Better	New in 2020	New in 2020	89	100
Percent of childhood and development programs that meet "Quality" and "High-Quality" designations	Up is Better	49.7%	42.9%	41.2%	50%
Percent of low-performing schools that show overall growth in academic achievement	Up is Better	Waiting on Data	80%	Not Available	80%
3 - Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students. (8 Measures)					

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
Number of A-133 audit findings	Down is Better	0	0	0	5
Average number of days taken to complete reviews of educator licensure applications	Down is Better	16.8	24.7	82	30
Percent of IEPs reviewed that comply with secondary transition requirements	Up is Better	80%	77.5%	Waiting on Data	70%
Average response time for complaints filed against early child care facilities	Down is Better	36	37	48	48
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	Up is Better	98.5%	95.4%	98.9%	95%
Percent of grant funds reimbursed within 30 days of receipt	Up is Better	85.8%	95.6%	94.8%	100%
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	Up is Better	Waiting on Data	Waiting on Data	98%	100%
Percent of timely completion of state complaint investigations	Up is Better	100%	100%	100%	100%

Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (6 Activities)			
OFFICE OF THE STATE SUPERINTENDENT	Key Education Issues	Conduct research and data analysis for key education issues for the District e.g., Student Mobility Report, Equity Reports, evaluations of key programs/projects, next generation assessment results, and fulfillment of additional data requests	Key Project
OFFICE OF THE STATE SUPERINTENDENT	Continuous Improvement	Support accountability and continuous improvement across the District's education landscape. Manage state accountability system. Provide transparency on key education data	Daily Service
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Technical Assistance and Support to LEAs	Provide technical assistance, oversight, and support to improve performance of low-performing schools and boost college- and career-readiness of students and equitable access to effective educators.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Reporting to the US Department of Education	Collect, validate and aggregate data for federal reporting from LEAs.	Key Project
NUTRITION SERVICES	Federal Meal Programs	Administer national school breakfast, national school lunch, and child and adult food care programs and federal meal programs designed to provide nutritious meals throughout the day, particularly for low income child and students.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Administer Annual State Assessment Program	Successfully administer the assessment portfolio (Partnership for Assessment of Readiness for College and Career (PARCC), National Center and State Collaborative (NCSC), Science, Science Alt, Assessing Comprehension and Communication in English State to State (ACCESS)) providing clear guidance and documentation to LEAs prior to test administration, and realtime triage and comprehensive support to LEAs during test administration. Provide meaningful distribution of results to the public, LEAs, schools, and families. www.osse.dc.gov/parcc	Key Project
2 - Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need. (4 Activities)			

Operations Header	Operations Title	Operations Description	Type of Operations
NUTRITION SERVICES	Access to Programs	Support increased access to and participation in programs that promote academic, physical, and emotional health and well-being of students. Activities range from implementation of the Healthy Schools Act programs including school gardens to implementation of the DC State Athletics Association.	Daily Service
STUDENT ENROLLMENT AND RESIDENCY	Student Enrollment	Manage annual student enrollment audit and ongoing student residency verification	Key Project
ADULT AND FAMILY EDUCATION	Adult Literacy	Provide adult literacy, occupational literacy, and postsecondary education training to DC residents. Includes coordination with DOES and WIC.	Daily Service
GRANTS MGMT AND PROGRAM COORDINATION	Adminster Grants	Administer federal and local grants to LEAs, CBOs, and other organizations on a variety of topics e.g., Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Perkins, Community Schools, environmental literacy, school gardens, McKinneyVento.	Daily Service
3 - Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students. (8 Activities)			
DC REENGAGEMENT CENTER	Re-Engagement	Provide a fair and equitable alternative dispute resolution process. Oversee the DC Re-Engagement Center and share learnings from its operations with other city agencies and nonprofits engaged in related work with youth.	Daily Service
STUDENT HEARING OFFICE	Alternative Dispute Resolution Process	Provide a fair and equitable alternative dispute resolution process.	Daily Service
CHIEF INFORMATION OFFICER	Operate Schools Technology Fund	Distribute small grants to LEAs to support technology in schools.	Key Project
ECE CHILD CARE SUBSIDY PROGRAM	Child Care Facilities	License child care facilities and administer child care subsidies. Promote accountability and excellence; hold system accountable for results; provide high-quality, safe, and healthy early care and education opportunities for children.	Daily Service
HIGHER EDUC FINANCIAL SVCS & PREP PRGMS	Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs	Administer DCTAG and Mayor's Scholars Programs to support college access for DC high school seniors.	Key Project
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Professional Development	Provide professional development to educators on a variety of topics that is high quality and responsive to the needs of LEAs.	Daily Service
NUTRITION SERVICES	Summer Food Service Program	Oversee the Summer Food Service Program: federal meal program operated during summer months when school is out and ensures youth have access to nutritious meals all year round.	Key Project
SPECIAL EDUCATION ASST SUPERINDENTENT'S	Individuals with Disabilities Education Act	Provide oversight and support to LEAs with implementation of the Individuals with Disabilities Education Act. Ensure that children with qualifying developmental disabilities access and receive timely and high-quality services.	Daily Service
4 - Top notch talent: OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education. (1 Activity)			

Operations Header	Operations Title	Operations Description	Type of Operations
HUMAN RESOURCES	Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees	Quality design and effective implementation of Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees.	Daily Service
5 - Create and maintain a highly efficient, transparent, and responsive District government. (2 Activities)			
OFFICE OF THE CHIEF OF STAFF	Transparent and Responsive Communications	Maintain transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data. osse.dc.gov learndc.org results.osse.dc.gov mcff.osse.dc.gov	Daily Service
OFFICE OF THE CHIEF OF STAFF	Implement Policy Agenda	Implement policy agenda,including coordinating with program offices to draft regulations and required reports. OSSE engages with LEAs and the public regarding proposed regulations through outreach and discussion with major stakeholder groups through means such as working groups, meetings, and public hearings. In addition, OSSE informs LEAs of new or updated regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. OSSE provides a formal public comment period for proposed regulations (generally 30 days).	Daily Service

⏷ Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
1 - Federal Meal Programs (2 Measures)			
Total number of meals served for the Child and Adult Care Food Program (CACFP)	New in 2020	Waiting on Data	Waiting on Data
Ratio of free and reduced price breakfast meals per 100 school lunches served	New in 2020	Waiting on Data	Waiting on Data
2 - Adult Literacy (2 Measures)			
Number of residents who enroll in an Adult and Family Education funded program	1126	1062	809
Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)	388	329	161
2 - Student Enrollment (1 Measure)			
Number of PK-12 students in public and public charter schools	92,245	93,016	94,555
3 - Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs (1 Measure)			
Percent of high school seniors completing a DC TAG application	49%	57.3%	40.6%
3 - Child Care Facilities (3 Measures)			
Number of children subsidized by child development programs	11,294	Needs Update	Waiting on Data
Number of infant/toddlers receiving IDEA Part C early intervention services	823	1056	Waiting on Data

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
Number of affordable infant and toddler slots at child development centers	7421	7201	11,048
3 - Individuals with Disabilities Education Act (2 Measures)			
Number of students with Individualized Education Programs (IEPs)	12,596	13,319	14,149
Amount of Medicaid reimbursement collected	$4,823,383	$7,731,612.2	$7,001,646
3 - Re-Engagement (1 Measure)			
Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	245	209	79
3 - Summer Food Service Program (1 Measure)			
Total number of summer meals served through the entire summer	Waiting on Data	Needs Update	Waiting on Data

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Access to Programs (1 Strategic Initiative)		
Strong Start	Increase the number of families in Wards 7 and 8 who are receiving early intervention services by opening a new Strong Start office in Ward 7 and establishing a place where parents can meet with service coordinators and evaluate for eligibility determination as needed, organize Strong Start community playgroups for Ward 7 and 8, and attend workshops on different topics of interest.	09-01-2022
Child Care Facilities (1 Strategic Initiative)		
Early Child Care	Increase access to quality child care for District children and families through continued financial support, guidance, and technical assistance to maintain the supply of high-quality seats.	09-01-2022
Individuals with Disabilities Education Act (1 Strategic Initiative)		
Strengthen academic outcomes	Strengthen academic outcomes for students with disabilities by implementing year one of OSSE's special education roadmap and establishing a shared set of commitments with the education cluster agencies while enhancing internal coordination to sustain this work in the long run.	09-01-2022
Key Education Issues (2 Strategic initiatives)		
COVID Re-Entry and Recovery	Support local education agencies (LEAs), schools, educators, and families in navigating distance learning by requiring continuous education plans from all LEAs, publishing them on OSSE's website, and providing guidance and resources to help address gaps.	09-01-2022
Data Infrastructure	Continue improvements to OSSE's data infrastructure by building a foundation that supports the transformation from the current state to a seamless and user-friendly process that improves responsiveness to stakeholders, drives program, policy and practice improvements, and enables the agency to more fully realize its mission and goals.	09-01-2022

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Executive Office of Mayor Muriel Bowser

Office of the City Administrator

January 15, 2021

Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

Kevin Donahue
Interim City Administrator

Workforce Investment Council FY2020

Agency	Workforce Investment Council	**Agency Code**	UP0	**Fiscal Year**	2020

Mission

The District of Columbia Workforce Investment Council will lead with a sense of urgency to help create a fully integrated, comprehensive workforce development system that effectively meets jobseeker and business needs; while ensuring accountability, high performance, coordination, transparency, and effective leadership at all levels.

Summary of Services

🔽 2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
Successful development and submission of the WIOA State Plan.	Through the development of the State Plan, the WIC has refined and reaffirmed its role as a critical partner and leader in the workforce development system. The State Plan will further assist the WIC as it supports greater coordination and alignment of public and private sector partners.	Through the development of the State Plan, WIC led engagement of residents, community partners, employers, providers, and government agencies. The plan identifies strategies and areas of strength, as well as areas where additional and new strategies and efforts will be needed, to strengthen and improve services to employers and job-seekers in the District. The State Plan provides structure, milestones, and clear goals for all parties to work together to achieve, which will lead to improved services and outcomes for residents.
Strengthening coordination across American Job Center (AJC) partners through the work of the One Stop Operator.	The work of the One Stop Operator supports a critical part of WIC's function in the workforce system of ensuring alignment, coordination, and consistency of services being provided to employers and residents. The regular meetings and coordination led by the One Stop Operator have provided the WIC opportunities to engage, gather, and disseminate information about work happening across the AJC partner organizations, which in turn informs and supports other areas of work within the WIC.	A critical function of the WIC is to support service delivery of required AJC partners--in the District, there are 8 government and non-government partners. To accomplish this, WIC is required to contract a One Stop Operator to support convening, coordination, communication, and system improvement across all partners and services. Through increased coordination and alignment of AJC partners, residents and employers accessing services in the AJC are better able to connect high-quality resources to meet their needs.
Development of tools, reports, and analyses to inform policy, programs, and the District's economic recovery.	The development of these tools, resources, and analyses supports the work of the WIC as well as our agency partners and customers. The work of the Business Services Scan informed the development and launch of a Business Engagement team within WIC, which is being established in FY21; and the Career Pathways report, pathway maps, and COVID recovery analyses will support the establishment of a Healthcare Intermediary and sector strategy engagement in FY21.	A key function of the WIC is to provide resources and information that can inform and support the work of public and private sector partners across the workforce development system. Prior to COVID-19, WIC delivered a Business Services Scan report to identify opportunities to streamline government efforts to engage and support employers; a Career Pathways report that included recommended strategies to ensure residents' education and training needs are met; and WIC staff and Board members conducted best practice investigations and visits to other state and local workforce boards. Since the public health emergency, WIC has engaged with external consultants and partners to conduct analyses of the current and future state of the labor market; we have surveyed recently impacted (unemployed) workers to better understand their needs and what services they are seeking; we have worked with an external consultant to update and validate career pathways for the District's six high-demand industries; and have worked with the Office of the Deputy Mayor for Education to conduct an initial landscape analysis of capacity among education and workforce training providers. These tools, resources, and analyses will ensure that the work of the WIC and our government partners are data driven and tailored to meet current needs. These resources will also inform and be made available in ways that can be used by employers and job-seekers to help them navigate available resources and inform their understanding of the local jobs and labor market.

🔽 2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - Business Engagement: Increase business engagement to help align workforce training programs with employer needs (1 Measure)												
Number of business leaders actively engaged	Quarterly	New in 2019	New in 2019	52	50	47	113	267	30	457	Met	
2 - Policy Guidance: To ensure the workforce development system is informed about the provisions in the Workforce Innovation and Opportunity Act (WIOA) through policy and guidance to aid in the District's WIOA implementation. (1 Measure)												
Number of workforce system partners participating in technical assistance activities per quarter	Quarterly	New in 2019	New in 2019	289	50	137	71	88	76	372	Met	
4 - Career Pathways: Increasing the knowledge of career pathways in the context of sectoral partnerships informed by business to assist with mapping career pathways in the District (1 Measure)												
Number of workforce providers who participate in sectoral partnerships meetings to enhance communication on demand sector needs	Quarterly	New in 2019	New in 2019	34	10	2	71	39	12	124	Met	

2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
1 - Labor Market Awareness (1 Measure)							
Number of business engagement activities	New in 2019	18	2	33	29	5	69
2 - Provide technical assistance (1 Measure)							
Number of technical assistance activities	New in 2019	11	18	17	10	19	64
3 - Workforce Training Providers (1 Measure)							
Number of eligible training providers	37	34	37	9	9	16	16

2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Business Engagement: Increase business engagement to help align workforce training programs with employer needs (1 Activity)			
Labor Market Awareness	Labor Market Awareness	Increase the use of labor market information and anecdotal information to shape training programs that train in the skills employers need	Daily Service
2 - Policy Guidance: To ensure the workforce development system is informed about the provisions in the Workforce Innovation and Opportunity Act (WIOA) through policy and guidance to aid in the District's WIOA implementation. (2 Activities)			
WORKFORCE INVESTMENTS	Policy Development	Provide high level policy development through the dissemination of a WIC WIOA Policy Manual, WIC Unified State Plan Modification; the issuance of important implementation information and updates through Workforce Implementation Guidance Letters (WIGLS), and by facilitating technical assistance webinars and teleconferences. Partner agencies to establish corresponding Standard Operating Procedures that follow the policies and guidance put in place by the WIC.	Daily Service
PROVIDE TECHNICAL ASSISTANCE	Provide technical assistance	Provide technical assistance to impact greater awareness and knowledge of workforce partners by facilitating technical assistance webinars, in-person meetings and teleconferences.	Daily Service
3 - Occupational Skills Training: To provide WIOA customers focused employment and training opportunities for adults and dislocated workers through Individualized Training Accounts (ITA) within the District's high-demand occupations through the Eligible Training Provider program. (3 Activities)			
OUTREACH	Conduct outreach to bring awareness.	Conduct outreach to bring awareness.	Daily Service
MONITORING	Workforce Training Providers	Review, monitor and research industry standards, curriculum, and past performance of prospective eligible training providers	Daily Service
TECHNICAL ASSISTANCE	Technical Assistance	Provide technical assistance for continuous improvement of performance	Daily Service
4 - Career Pathways: Increasing the knowledge of career pathways in the context of sectoral partnerships informed by business to assist with mapping career pathways in the District (2 Activities)			
WORKFORCE INVESTMENTS	Career Pathways	Offer high-quality professional development training to education and workforce providers under a career pathways framework.	Daily Service
WORKFORCE INVESTMENTS	Research and Analysis	Conduct in-depth research on DC landscape to identify where gaps may exist in education, training, and support services.	Key Project

2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Career Pathways (1 Strategic Initiative)				
Workforce Innovation and Opportunity Act (WIOA)	Develop the District's 2020-2023 Workforce Innovation and Opportunity Act (WIOA) State Plan and an accompanying strategic implementation plan.	Complete	The District's 2020-2023 WIOA State Plan was successfully submitted and approved by the US Department of Labor.	

District of Columbia Public Schools FY2021

Agency   District of Columbia Public Schools   **Agency Code** GA0   **Fiscal Year** 2021

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

▼ Strategic Objectives

Objective Number	Strategic Objective
1	Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.
2	Empower our People: Recruit, develop, and retain a talented, caring, and diverse team.
3	Ensure Excellent Schools: Increase the number of excellent schools throughout the city.
4	Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready.
5	Engage Families: Ensure communication and deepen partnerships with families and the community.
6	Create and maintain a highly efficient, transparent, and responsive District government.

▼ Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. (12 Measures)					
Percent of AP exams passed	Up is Better	38%	41%	55%	47%
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	Up is Better	30.5%	32.4%	Not Available	36.2%
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	Down is Better	60.4%	61.2%	Not Available	57.1%
Math achievement gap (Percent of students scoring college and career ready) between black and white students	Down is Better	63.1%	63.9%	Not Available	61.3%
Percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	Up is Better	6.1%	9.3%	Not Available	15.7%
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Up is Better	6.9%	8.5%	Not Available	11.7%
Percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	Up is Better	20.2%	22.2%	Not Available	26.2%
Percent of high school students taking at least 1 Advanced Placement (AP) exam	Up is Better	28.4%	30%	Not Available	33.2%
Percent of students scoring college and career ready (Level 4+) in English Language Arts (ELA) on Partnership for Assessment of Readiness for College and Career (PARCC)	Up is Better	35.1%	39.9%	Not Available	49.5%
Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	Up is Better	New in 2020	New in 2020	Not Available	Waiting on Data
Percent of kindergarten, first and second grade students reading on or above grade level	Up is Better	New in 2019	63%	Not Available	Waiting on Data

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	Up is Better	New in 2020	New in 2020	Not Available	Waiting on Data
2 - Empower our People: Recruit, develop, and retain a talented, caring, and diverse team. (1 Measure)					
Retention rate of teachers rated effective or highly effective on IMPACT	Up is Better	93.8%	92.9%	95%	92%
3 - Ensure Excellent Schools: Increase the number of excellent schools throughout the city. (4 Measures)					
4-year graduation rate	Up is Better	68.6%	65.1%	Waiting on Data	73%
In-seat attendance (ISA) rate	Up is Better	89%	89%	90%	90%
First-time 9th grade student promotion	Up is Better	81%	79%	85%	83%
Percent of schools considered highly rated or improving in rating	Up is Better	New in 2019	66%	Not Available	Waiting on Data
4 - Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready. (6 Measures)					
Audited Student enrollment	Up is Better	49,056	51,060	Waiting on Data	53,000
Percent of principals certifying that their schools have the necessary textbooks and instructional materials	Up is Better	100%	100%	100%	100%
Percent of students indicating they feel challenged	Up is Better	New in 2019	81%	Not Available	85%
Percent of students indicating they feel prepared	Up is Better	New in 2019	67%	Not Available	69%
Percent of students indicating they feel loved, challenged, and prepared	Up is Better	New in 2019	45%	Not Available	47%
Percent of students indicating they feel loved	Up is Better	New in 2019	58%	Not Available	60%
5 - Engage Families: Ensure communication and deepen partnerships with families and the community. (1 Measure)					
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	Up is Better	82.5%	80%	Not Available	80%

Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. (1 Activity)			
Promote Equity	Promote Equity	Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.	Daily Service
2 - Empower our People: Recruit, develop, and retain a talented, caring, and diverse team. (1 Activity)			
Empower Our People	Empower our People	Recruit, develop, and retain a talented, caring, and diverse team.	Daily Service
3 - Ensure Excellent Schools: Increase the number of excellent schools throughout the city. (1 Activity)			

Operations Header	Operations Title	Operations Description	Type of Operations
Ensure Excellent Schools	Ensure Excellent Schools	Increase the number of excellent schools throughout the city.	Daily Service
4 - Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready. (1 Activity)			
Educate the Whole Child	Educate the Whole Child	Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready.	Daily Service
5 - Engage Families: Ensure communication and deepen partnerships with families and the community. (1 Activity)			
Engage Families	Engage Families	Ensure communication and deepen partnerships with families and the community.	Daily Service

Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
5 - Engage Families (1 Measure)			
Percent of schools with active Local School Advisory Teams (LSAT) who meet regularly with school leadership.	New in 2020	New in 2020	Waiting on Data

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Educate the Whole Child (1 Strategic Initiative)		
Curriculum and Coaching	In the 2020-2021 school year, DCPS will provide curricular support to teachers will be provided for virtual and in person instruction through coaching (LEAP) and the cluster support model. Assessments such as ANET will be used to track outcomes.	09-30-2021
Empower our People (1 Strategic Initiative)		
Talent	Recruit and select the best possible teacher and school leader talent with a focus on recruiting applicants that reflect our student population, screening for equity-minded candidates who are invested in the theory of the whole child, and selecting and retaining top talent to serve all our schools, particularly those serving students furthest from opportunity. Examples of this approach include posting teacher job opportunities on websites like DiversityJobs.com, AllBilingualJobs.com, LatinoJobs.org, and TopSchoolJobs.org and updating candidate-facing resources to be translated and shared with bilingual candidates.	09-30-2021
Engage Families (1 Strategic Initiative)		
Family Communication	DCPS will host regular information sessions (currently at least monthly) on top-of-mind questions we are hearing from families. In addition, DCPS will provide in-depth budget information and operating updates throughout the ongoing public health crisis.	09-30-2021
Ensure Excellent Schools (4 Strategic initiatives)		
Capital Projects	In the 2020-2021 school year, DCPS will focus on the successful modernizations of multiple schools, including the opening of modernized facilities at Banneker HS, Eaton ES, West ES, and Capitol Hill Montessori at Logan, and continued small capital projects across the school district such as HVAC replacement at Ludlow Taylor, elevator installation at Ross and Truesdell, and football field replacement at Cardozo EC and Anacostia HS. DCPS will focus on working with inter-agency partners, including DGS, on successful completion of planned work for FY21.	09-30-2021

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
East of the River Supports focused on Anacostia and Ballou Community	DCPS continues to deepen our investment in the Anacostia and Ballou communities. Anacostia and Ballou selected their redesign models last year and continue to focus on implementation for the 2020-2021 school year. This implementation will include working with partners such as New Tech Network at Anacostia and 3DE by Junior Achievement at Ballou who are providing training and support.	09-30-2021
Enrollment	Develop and implement a strategy to increase enrollment. One example of a strategy for FY21 is focusing on enrollment throughout the year, especially as the needs of families shift with COVID19. This will include reviewing enrollment audit data and creating school-specific plans for enrollment outreach beginning in December 2020 and continuing through fall 2021.	09-30-2021
Attendance	Develop and implement a strategy to increase attendance, with a focus on every day counting no matter if a student is in a virtual or in-person learning environment. For example, DCPS will focus on ensuring all students are logging into Canvas this fall during virtual instruction. To ensure students are attending, staff members will directly reach out to support students attending and explore creative ways to connect with students during learning at home, including Student Support Centers.	09-30-2021
Promote Equity (1 Strategic Initiative)		
Post-Secondary Success	DCPS will provide students and their families with access to actionable information that helps to prepare students for post-secondary success. For example, high school students and their families will have access to actionable data in their Student Guide to Graduation, Career, and College. This includes ensuring students have access to information regarding high school options. DCPS will provide a personalized guide for middle school students to the NAF College & Career Academies available at DCPS high schools during Term 2. This guide will be shared with eighth grade students and will help students and families with more information about DCPS college and career programs before the My School DC lottery process opens in December.	09-30-2021

Office of the Deputy Mayor for Education FY2021

Agency Office of the Deputy Mayor for Education   **Agency Code** GW0   **Fiscal Year** 2021

Mission The Office of the Deputy Mayor for Education (ODME) is responsible for developing and implementing the Mayor's vision for academic excellence and supporting the education-related and workforce-related District Government agencies in creating and maintaining a high quality education continuum from birth to adulthood (from early childhood to K-12 to post-secondary and the workforce). The ODME also houses the Office of Out-of-School Time Grants and Youth Outcomes, the Workforce Investment Council, and the Students in the Care of D.C. Coordinating Committee.

🔻 Strategic Objectives

Objective Number	Strategic Objective
1	Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth.
2	Enhance equity of programming and outcomes for all learners.
3	Increase coordination across government agencies to improve the delivery, effectiveness, services to schools and students and optimize the use of public resources.
4	Create and maintain a highly efficient, transparent, and responsive District government.

🔻 Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth. (1 Measure)					
Number of approved Cross-Sector Collaboration Task Force Recommendations in pilot or implementation phase.	Up is Better	4	Waiting on Data	4	4
2 - Enhance equity of programming and outcomes for all learners. (2 Measures)					
The number of OST sites improving their program quality year over year	Up is Better	10	19	10	10
Rate of chronic absenteeism citywide	Down is Better	29.3%	30.2%	23%	26%
3 - Increase coordination across government agencies to improve the delivery, effectiveness, services to schools and students and optimize the use of public resources. (2 Measures)					
Percent of DME agency initiatives on track to be fully achieved by the end of the fiscal year	Up is Better	72.7%	100%	67%	100%
Number of web hits for data publication website	Up is Better	11,419	23,652	22,939	15,000

🔻 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth. (1 Activity)			
Cross Sector Collaboration	Improved Cross Sector Collaboration	Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS)) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth.	Key Project

Operations Header	Operations Title	Operations Description	Type of Operations
2 - Enhance equity of programming and outcomes for all learners. (4 Activities)			
Safe Passage	Safe Passage	DME works with Deputy Mayor for Public Safety and Justice (DMPSJ), Safer Stronger DC, Office of the State Superintendent (OSSE), DC Public Schools (DCPS), Local Education Authority (LEA) leaders and other District agencies, to develop recommendations for improved policies, supports and programs to enhance the safety and security of public schools. DME and DMPSJ will co-lead and facilitate a working group to support interagency and public school coordination to maximize and ensure safe and efficient travel to/from school by DCPS and PCS students.	Daily Service
Office of Out of School Time	Office of Out of School Time Grants and Youth Outcomes	DME will establish, staff and manage operations of the Office of Out of School Time (OST) Grants and Youth Outcomes. The OST office will be responsible for dissemination of grants to support enrichment and programming for youth in the District.	Key Project
Kids Ride Free	Kids Ride Free	DME collaborates with District Department of Transportation, Washington Metro Area Transportation Area, Office of the Chief Technology Officer, LEA leaders and other District agencies to reduce barriers for students to attend school by supporting the implementation of the Kids Ride Free program.	Daily Service
Every Day Counts	Every Day Counts	A citywide effort led by DME to ensure every student attends school every day. Every Day Counts! will bring together the entire community to support students and families through a public awareness campaign, a Taskforce coordinating public agencies and stakeholders, and investments in data-driven strategies to increase attendance.	Daily Service
3 - Increase coordination across government agencies to improve the delivery, effectiveness, services to schools and students and optimize the use of public resources. (3 Activities)			
AGENCY OVERSIGHT AND SUPPORT	Improved Inter-agency collaboration and coordination	Increase coordination across government agencies to improve the delivery, effectiveness, and equity of services to schools and students.	Daily Service
AGENCY OVERSIGHT AND SUPPORT	Office of Planning, Data and Analysis	DME Planning Office will play an important and critical role of: Master Facilities Plan, data and analysis to support other agencies and public transparency of data.	Key Project
AGENCY OVERSIGHT AND SUPPORT	Public Education Facilities	The Office of the Deputy Mayor for Education oversees the planning and support for former public education facilities, as well as supports DCPS and Department of General Services with the execution of the capital improvement plan and school modernization program.	Daily Service

Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
2 - Kids Ride Free (1 Measure)			
# of students receiving Kids Ride Free passes	59,130	184,664	238,692
2 - Office of Out of School Time Grants and Youth Outcomes (1 Measure)			
Number of youth directly impacted by programming funded by the Office of Out of School Time Grants and Youth Outcomes	11,825	12,567	10,639
3 - Office of Planning, Data and Analysis (2 Measures)			
Number of data sets and analyses published on DME's website	6	57	17
Total Public School Enrollment	91,484	92,967	94,413

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Every Day Counts (1 Strategic Initiative)		
Attendance: Every Day Counts!	In FY21, DME will restructure the Every Day Counts! Task Force by leveraging committees to assess the efficacy of EDC! initiatives, policies, and programs, and will lead the development and release of an updated strategic plan for SY21-24.	09-30-2021
Improved Inter-agency collaboration and coordination (3 Strategic initiatives)		
Students in the Care of DC	In FY21, the Students in Care of DC Coordinating Committee will focus on the recruitment, placement, and training of teachers in correctional facilities, as well as supporting supplemental educational support and workforce development services for students in the community who are under DC's care, through continued partnerships with community-based organizations, service providers, and universities.	09-30-2021
Workforce Development	In FY21, DME will publish a list of high-demand occupations in the region, and partner with agencies including UDC, DOES, OSSE, and the WIC to shift District workforce programming and resources toward occupations that will continue to experience high-demand.	09-30-2021
Racial Justice and Equity	In FY21, DME will provide a quarterly series of on-going racial justice and equity professional development training to staff.	09-30-2021
Office of Out of School Time Grants and Youth Outcomes (2 Strategic initiatives)		
OST: Youth Development Practitioner Training	In FY21, the OST Office will provide professional development for at least 750 youth development practitioners in order to improve program quality directly with youth.	09-30-2021
OST: Quality Improvement	In FY21, the OST Office will coordinate with at least 60 sites to ensure completion of a program quality self-assessment and help at least 10 sites from FY20 to improve scores though a quality improvement initiative.	09-30-2021
Safe Passage (1 Strategic Initiative)		
Safe Passage	In FY21, DME will provide Safe Passage professional development sessions for all schools in the 7 Safe Passage areas.	09-30-2021

Workforce Investment Council FY2021

Agency Workforce Investment Council   **Agency Code** UP0   **Fiscal Year** 2021

Mission

The District of Columbia Workforce Investment Council will lead with a sense of urgency to help create a fully integrated, comprehensive workforce development system that effectively meets jobseeker and business needs; while ensuring accountability, high performance, coordination, transparency, and effective leadership at all levels.

▼ Strategic Objectives

Objective Number	Strategic Objective
1	Business Engagement: Increase business engagement to help align workforce training programs with employer needs
2	Policy Guidance: To ensure the workforce development system is informed about the provisions in the Workforce Innovation and Opportunity Act (WIOA) through policy and guidance to aid in the District's WIOA implementation.
3	Occupational Skills Training: To provide WIOA customers focused employment and training opportunities for adults and dislocated workers through Individualized Training Accounts (ITA) within the District's high-demand occupations through the Eligible Training Provider program.
4	Career Pathways: Increasing the knowledge of career pathways in the context of sectoral partnerships informed by business to assist with mapping career pathways in the District
5	Create and maintain a highly efficient, transparent, and responsive District government.

▼ Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - Business Engagement: Increase business engagement to help align workforce training programs with employer needs (1 Measure)					
Number of business leaders actively engaged	Up is Better	New in 2019	52	457	50
2 - Policy Guidance: To ensure the workforce development system is informed about the provisions in the Workforce Innovation and Opportunity Act (WIOA) through policy and guidance to aid in the District's WIOA implementation. (1 Measure)					
Number of workforce system partners participating in technical assistance activities per quarter	Up is Better	New in 2019	289	372	50
4 - Career Pathways: Increasing the knowledge of career pathways in the context of sectoral partnerships informed by business to assist with mapping career pathways in the District (1 Measure)					
Number of workforce providers who participate in sectoral partnerships meetings to enhance communication on demand sector needs	Up is Better	New in 2019	34	124	10

▼ Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Business Engagement: Increase business engagement to help align workforce training programs with employer needs (1 Activity)			
Labor Market Awareness	Labor Market Awareness	Increase the use of labor market information and anecdotal information to shape training programs that train in the skills employers need	Daily Service

Operations Header	Operations Title	Operations Description	Type of Operations
2 - Policy Guidance: To ensure the workforce development system is informed about the provisions in the Workforce Innovation and Opportunity Act (WIOA) through policy and guidance to aid in the District's WIOA implementation. (2 Activities)			
PROVIDE TECHNICAL ASSISTANCE	Provide technical assistance	Provide technical assistance to impact greater awareness and knowledge of workforce partners by facilitating technical assistance webinars, in-person meetings and teleconferences.	Daily Service
WORKFORCE INVESTMENTS	Policy Development	Provide high level policy development through the dissemination of a WIC WIOA Policy Manual, WIC Unified State Plan Modification; the issuance of important implementation information and updates through Workforce Implementation Guidance Letters (WIGLS), and by facilitating technical assistance webinars and teleconferences. Partner agencies to establish corresponding Standard Operating Procedures that follow the policies and guidance put in place by the WIC.	Daily Service
3 - Occupational Skills Training: To provide WIOA customers focused employment and training opportunities for adults and dislocated workers through Individualized Training Accounts (ITA) within the District's high-demand occupations through the Eligible Training Provider program. (3 Activities)			
TECHNICAL ASSISTANCE	Technical Assistance	Provide technical assistance for continuous improvement of performance	Daily Service
OUTREACH	Conduct outreach to bring awareness.	Conduct outreach to bring awareness.	Daily Service
MONITORING	Workforce Training Providers	Review, monitor and research industry standards, curriculum, and past performance of prospective eligible training providers	Daily Service
4 - Career Pathways: Increasing the knowledge of career pathways in the context of sectoral partnerships informed by business to assist with mapping career pathways in the District (2 Activities)			
WORKFORCE INVESTMENTS	Career Pathways	Offer high-quality professional development training to education and workforce providers under a career pathways framework.	Daily Service
WORKFORCE INVESTMENTS	Research and Analysis	Conduct in-depth research on DC landscape to identify where gaps may exist in education, training, and support services.	Key Project

🔻 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
1 - Labor Market Awareness (1 Measure)			
Number of business engagement activities	New in 2019	18	69
2 - Provide technical assistance (1 Measure)			
Number of technical assistance activities	New in 2019	11	64
3 - Workforce Training Providers (1 Measure)			
Number of eligible training providers	37	34	71

🔻 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Career Pathways (1 Strategic Initiative)		

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Establish and Launch a Healthcare Intermediary and Healthcare Training Grants	In FY21, given changes in the sector likely to arise from the COVID-19 public health emergency, as well as added investments in healthcare that will be made in the public and private sector in the next several years, the WIC will establish and launch a healthcare intermediary. This program will establish a body comprised of public and private sector leaders in the healthcare field to inform the development and implementation of sector strategies and career pathway training opportunities. The intermediary will also complete sector analysis that will inform the development of training grants to support training opportunities for District residents seeking credentials and careers in the healthcare sector.	09-30-2021
Labor Market Awareness (1 Strategic Initiative)		
Establish a Business Engagement and Sector Strategies Team within the WIC	n FY21, WIC will hire three new FTE that will be responsible for the development of a business engagement and sector strategy plan. This work will build upon efforts led previously by one FTE with support from outside consultants, and will include: • Updating career pathway maps aligned with the District's high-demand sectors and priority occupations, to reflect changes in the labor market resulting from the pandemic and economic shutdown; • Development and dissemination of the maps and associated resources to public and private sector partners, to inform their work; and • Hosting at least 3 convenings with employers to inform and support the WIC's work in FY21 and beyond.	09-30-2021

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  Leah Bacon

Special Assistant/ Office Manager
Tara Lynch

Chief of Staff
Carlie Fisherow

Executive Director Office of Out of School Time Programs
Mila Yochum

- **Sup. Grants Mgmt. Specialist**
  Vonia Bowie
- **Communication Specialist**
  Alex Brown
- **Data Analyst**
  Tristan Kirkman
- **Data Analyst**
  Jyothis Sreekumar
- **Manager, The Institute of Youth Development**
  Kevin Cataldo

- **Grants Mgmt. Specialist**
  Debra Eichenbaum
- **Grants Mgmt. Specialist**
  FY21
- **Grants Mgmt. Specialist**
  FY21

Director of Planning and Analysis
Jennifer Comey

- **Senior Advisor for Education Facilities Planning**
  Vacant as of 5/11/20
- **Senior Policy Advisor**
  Rebecca Lee
- **Data Analyst**
  Richelle Russell

Director of Legislation & Governmental Affairs
LaKeeshia Fox

Director of Communications and Outreach
Vacant as of 1/21/21

Director of Strategic Initiatives
Laura Harding

Director of Strategic Initiatives
Monica Dodge

- **Policy Analyst**
  Courtney Warren
- **Policy Analyst**
  Vacant as 11/13/20

Director of Budget and Performance Management
Kevin Wenzel

- **Resource Allocation Analyst**
  Patrice Swift-Taylor

DME Organization Chart

Deputy Mayor of Education (GW0)
Schedule A as of 01/31/2021
Fiscal Year 2021

Title	Posn Nbr	Current Salary	Fringe	Prog Office	Vac Stat
Workforce Investment Council D	3059	171,628.84	35,355.54	Workforce Investment	F
Deputy Director	11413	165,000.00	33,990.00	Workforce Investment	F
Deputy Mayor for Education	39600	218,123.60	44,933.46	Agency Oversight & Support	F
Director of Strategic Initiati	42730	128,176.88	26,404.44	Agency Oversight & Support	F
Communications and Outreach Ma	42835	109,767.00	22,612.00	Agency Oversight & Support	V
Director of Data, Analysis and	43882	144,895.60	29,848.49	Agency Oversight & Support	F
Workforce Investment Specialis	44775	113,617.00	23,405.10	Workforce Investment	F
Policy Advisor	46578	123,577.00	25,456.86	Agency Oversight & Support	F
Director of Budget and Perform	46652	120,541.99	24,831.65	Agency Oversight & Support	F
Special Assistant	46905	126,897.00	26,140.78	Agency Oversight & Support	F
Chief of Staff	47608	144,895.60	29,848.49	Agency Oversight & Support	F
Program Support Specialist	71935	51,059.00	10,518.15	Workforce Investment	V
Policy Analyst	75127	85,570.34	17,627.49	Agency Oversight & Support	F
Director of Strategic Initiati	75128	128,176.88	26,404.44	Agency Oversight & Support	F
Director of Legislative & Gove	75131	131,691.00	27,128.35	Agency Oversight & Support	F
Administrative Officer	77085	80,848.00	16,654.69	Workforce Investment	F
Chief of Staff	88711	138,000.00	28,428.00	Workforce Investment	F
Data Analyst	91907	87,931.00	18,113.79	Agency Oversight & Support	F
Special Assistant	92101	109,767.00	22,612.00	Agency Oversight & Support	V
Policy Analyst	92298	76,126.00	15,681.96	Agency Oversight & Support	V
Executive Director of Out of S	94123	127,689.92	26,304.12	Out of School Time Grants Youth Outcomes	F
Manager of Youthe Development	94124	102,958.80	21,209.51	Out of School Time Grants Youth Outcomes	F
Grants Management Specialist	94125	77,337.00	15,931.42	Out of School Time Grants Youth Outcomes	F
Workforce Investment Special.	94540	93,325.00	19,224.95	Workforce Investment	F
Data Analyst	94703	67,452.00	13,895.11	Out of School Time Grants Youth Outcomes	F
Communications Specialist	94704	69,429.00	14,302.37	Out of School Time Grants Youth Outcomes	F
Grants Management Specialist	95309	101,758.00	20,962.15	Workforce Investment	F
Program Analyst	95335	76,126.00	15,681.96	Workforce Investment	V
Program Analyst	98277	85,570.00	17,627.42	Workforce Investment	F
Policy Analyst	99667	83,209.00	17,141.05	Agency Oversight & Support	F
Executive Director	100095	131,691.68	27,128.49	Agency Oversight & Support	F
Supvr Grants Mgmt Specialist	102192	119,460.00	24,608.76	Out of School Time Grants Youth Outcomes	F
Data Analyst	102509	79,314.00	16,338.68	Out of School Time Grants Youth Outcomes	F
Grants Management Specialist	102510	61,521.00	12,673.33	Out of School Time Grants Youth Outcomes	V
Grants Management Specialist	102511	61,521.00	12,673.33	Out of School Time Grants Youth Outcomes	V
Program Analyst	102513	78,487.00	16,168.32	Workforce Investment	F
Staff Assistant	102514	73,383.00	15,116.90	Workforce Investment	F
Workforce Investment Special.	102515	101,758.00	20,962.15	Workforce Investment	F
Workforce Investment Manager (	102544	122,000.00	25,132.00	Workforce Investment	F
Workforce Investment Manager (	102545	116,000.00	23,896.00	Workforce Investment	F
Resource Allocation Analyst	102548	90,514.00	18,645.88	Agency Oversight & Support	F

Name	Title
AHNNA SMITH	Executive Director - WIC
ALEX BROWN	Communication Special - OST
ALEXANDER CROSS	Former Senior Advisor for Education Facilities
ALICIA LEWIS	Former - Policy Analyst
BRIDGETTE ROYSTER	Grants Management Specialist -WIC
BRITTANY SILVER	Program Analyst - WIC
CARLIE FISHERROW	Chief of Staff - DME
COLIN LEVER	Former Director of Communications and Outreach
COURTNEY ALLEN	Former - Policy Analyst
COURTNEY WARREN	Policy Analyst
CRYSTAL DAVIS	Administrative Officer - WIC
DEBRA EICHENBAUM	Grants Management Specialist - OST
GINA TOPPIN	Former Chief of Staff - DME
JENNIFER COMEY	Director of Planning, Data & Analysis
KEISHA MIMS	Former Chief of Staff - DME
KEVIN CATALDO	Manager, The Institute of Youth Development - OST
KEVIN WENZEL	Director of Budget & Performance Management
LASHUNDA HILL	Executive Director Students in the Care of DC
LAURA HARDING	Director of Strategic Initiatives
LAUREN CARPENTER	Former Communications Specialist
LAUREN SCOTT	Workforce Investment Specialist - WIC
LEAH BACON	Policy Analyst Students in the Care of DC
MILA YOCHUM	Executive Director - OST
MONICA DODGE	Director of Strategic Initiatives
PAUL KIHN	Deputy Mayor
REBECCA LEE	Senior Policy Advisor
RICHELLE RUSSELL	Data Analyst
ROSA MORENO	Chief of Staff - WIC
SHAYNE WELLS	Former Director of Communications and Outreach
TARA LYNCH	Special Assistant
TIFFANY RANDALL	Program Support Assistant - WIC

Total Annual Expense
$486.59
$304.06
$603.67
$304.06
$495.21
$974.34
$605.17
$603.67
$575.43
$568.03
$1,582.13
$304.06
$603.67
$568.03
$360.08
$603.67
$617.53
$603.67
$568.03
$603.67
$496.19
$304.06
$576.07
$304.06
$1,022.83
$603.67
$603.67
$495.21
$568.03
$1,382.27
$452.32

Justification for use
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
Employee now with DMPED. Working to have charges moved to new agency based on employee's departure date.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic. Individual has multiple devices assigned as
For general remote work purposes and extended telework during the pandemic.
Employee now with DPR. Working to have charges moved to new agency.
For general remote work purposes and extended telework during the pandemic.
Employee now with OCA. Working to have charges moved to new agency.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
Employee now with EOM. Working to have charges moved to new agency.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic. Has two devices: mobile phone and tablet.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
For general remote work purposes and extended telework during the pandemic.
Employee now with DCPS. Working to have charges moved to new agency based on employee's departure date.
For general remote work purposes and extended telework during the pandemic. Individual has multiple devices assigned as
For general remote work purposes and extended telework during the pandemic.

Office of the Deputy Mayor for Education FY2021

Agency Office of the Deputy Mayor for Education   **Agency Code** GW0   **Fiscal Year** 2021

Mission The Office of the Deputy Mayor for Education (ODME) is responsible for developing and implementing the Mayor's vision for academic excellence and supporting the education-related and workforce-related District Government agencies in creating and maintaining a high quality education continuum from birth to adulthood (from early childhood to K-12 to post-secondary and the workforce). The ODME also houses the Office of Out-of-School Time Grants and Youth Outcomes, the Workforce Investment Council, and the Students in the Care of D.C. Coordinating Committee.

Strategic Objectives

Objective Number	Strategic Objective
1	Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth.
2	Enhance equity of programming and outcomes for all learners.
3	Increase coordination across government agencies to improve the delivery, effectiveness, services to schools and students and optimize the use of public resources.
4	Create and maintain a highly efficient, transparent, and responsive District government.

Key Performance Indicators

Measure	Directionality	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Target
1 - Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth. (1 Measure)					
Number of approved Cross-Sector Collaboration Task Force Recommendations in pilot or implementation phase.	Up is Better	4	Waiting on Data	4	4
2 - Enhance equity of programming and outcomes for all learners. (2 Measures)					
The number of OST sites improving their program quality year over year	Up is Better	10	19	10	10
Rate of chronic absenteeism citywide	Down is Better	29.3%	30.2%	23%	26%
3 - Increase coordination across government agencies to improve the delivery, effectiveness, services to schools and students and optimize the use of public resources. (2 Measures)					
Percent of DME agency initiatives on track to be fully achieved by the end of the fiscal year	Up is Better	72.7%	100%	67%	100%
Number of web hits for data publication website	Up is Better	11,419	23,652	22,939	15,000

Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth. (1 Activity)			
Cross Sector Collaboration	Improved Cross Sector Collaboration	Improve the coordination and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS)) so that the District can capture economies of scale, facilitate sharing of best practices, and improve outcomes for youth.	Key Project

Operations Header	Operations Title	Operations Description	Type of Operations
2 - Enhance equity of programming and outcomes for all learners. (4 Activities)			
Safe Passage	Safe Passage	DME works with Deputy Mayor for Public Safety and Justice (DMPSJ), Safer Stronger DC, Office of the State Superintendent (OSSE), DC Public Schools (DCPS), Local Education Authority (LEA) leaders and other District agencies, to develop recommendations for improved policies, supports and programs to enhance the safety and security of public schools. DME and DMPSJ will co-lead and facilitate a working group to support interagency and public school coordination to maximize and ensure safe and efficient travel to/from school by DCPS and PCS students.	Daily Service
Office of Out of School Time	Office of Out of School Time Grants and Youth Outcomes	DME will establish, staff and manage operations of the Office of Out of School Time (OST) Grants and Youth Outcomes. The OST office will be responsible for dissemination of grants to support enrichment and programming for youth in the District.	Key Project
Kids Ride Free	Kids Ride Free	DME collaborates with District Department of Transportation, Washington Metro Area Transportation Area, Office of the Chief Technology Officer, LEA leaders and other District agencies to reduce barriers for students to attend school by supporting the implementation of the Kids Ride Free program.	Daily Service
Every Day Counts	Every Day Counts	A citywide effort led by DME to ensure every student attends school every day. Every Day Counts! will bring together the entire community to support students and families through a public awareness campaign, a Taskforce coordinating public agencies and stakeholders, and investments in data-driven strategies to increase attendance.	Daily Service
3 - Increase coordination across government agencies to improve the delivery, effectiveness, services to schools and students and optimize the use of public resources. (3 Activities)			
AGENCY OVERSIGHT AND SUPPORT	Improved Inter-agency collaboration and coordination	Increase coordination across government agencies to improve the delivery, effectiveness, and equity of services to schools and students.	Daily Service
AGENCY OVERSIGHT AND SUPPORT	Office of Planning, Data and Analysis	DME Planning Office will play an important and critical role of: Master Facilities Plan, data and analysis to support other agencies and public transparency of data.	Key Project
AGENCY OVERSIGHT AND SUPPORT	Public Education Facilities	The Office of the Deputy Mayor for Education oversees the planning and support for former public education facilities, as well as supports DCPS and Department of General Services with the execution of the capital improvement plan and school modernization program.	Daily Service

Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual
2 - Kids Ride Free (1 Measure)			
# of students receiving Kids Ride Free passes	59,130	184,664	238,692
2 - Office of Out of School Time Grants and Youth Outcomes (1 Measure)			
Number of youth directly impacted by programming funded by the Office of Out of School Time Grants and Youth Outcomes	11,825	12,567	10,639
3 - Office of Planning, Data and Analysis (2 Measures)			
Number of data sets and analyses published on DME's website	6	57	17
Total Public School Enrollment	91,484	92,967	94,413

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Every Day Counts (1 Strategic Initiative)		
Attendance: Every Day Counts!	In FY21, DME will restructure the Every Day Counts! Task Force by leveraging committees to assess the efficacy of EDC! initiatives, policies, and programs, and will lead the development and release of an updated strategic plan for SY21-24.	09-30-2021
Improved Inter-agency collaboration and coordination (3 Strategic initiatives)		
Students in the Care of DC	In FY21, the Students in Care of DC Coordinating Committee will focus on the recruitment, placement, and training of teachers in correctional facilities, as well as supporting supplemental educational support and workforce development services for students in the community who are under DC's care, through continued partnerships with community-based organizations, service providers, and universities.	09-30-2021
Workforce Development	In FY21, DME will publish a list of high-demand occupations in the region, and partner with agencies including UDC, DOES, OSSE, and the WIC to shift District workforce programming and resources toward occupations that will continue to experience high-demand.	09-30-2021
Racial Justice and Equity	In FY21, DME will provide a quarterly series of on-going racial justice and equity professional development training to staff.	09-30-2021
Office of Out of School Time Grants and Youth Outcomes (2 Strategic initiatives)		
OST: Youth Development Practitioner Training	In FY21, the OST Office will provide professional development for at least 750 youth development practitioners in order to improve program quality directly with youth.	09-30-2021
OST: Quality Improvement	In FY21, the OST Office will coordinate with at least 60 sites to ensure completion of a program quality self-assessment and help at least 10 sites from FY20 to improve scores though a quality improvement initiative.	09-30-2021
Safe Passage (1 Strategic Initiative)		
Safe Passage	In FY21, DME will provide Safe Passage professional development sessions for all schools in the 7 Safe Passage areas.	09-30-2021

OST Provides Programs for D.C. Youths But Grant Oversight Needs Improvement

Audit Team
Julie Lebowitz, Deputy Auditor
Stacie Pittell, Audit Supervisor
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Jennay Wood, Auditor

Kathleen Patterson, District of Columbia Auditor
www.dcauditor.org

ODCA

Office of the District of Columbia Auditor

Table of Contents

Executive Summary

Why ODCA Did This Audit

ODCA audited the Office of Out of School Time Grants and Youth Outcomes (OST) to comply with the Office of Out of School Time Grants and Youth Outcomes Establishment Act of 2016.[1] This law states that ODCA must conduct an audit of OST within two years of the issuance of the first grant, and shall conduct subsequent audits of OST at least every five years thereafter.[2] This audit also serves as ODCA's 2018 performance accountability report (PAR) audit, which is required by D.C. Code § 1-614.14(c).

What ODCA Found

Overall, we found that during its first two years, OST achieved its mandate of providing the District's youth access to out of school time programs. At the same time, we found that OST needs to strengthen monitoring and oversight of its grantee, particularly as it relates to ensuring that subgrantee staff who work with children and youth are compliant with the District's criminal background check requirements, grant funds are expended properly, and the data they collect and report to stakeholders are accurate. We found that 96% of sampled subgrantee staff had worked with youths without documentation verifying that they had cleared all required components of their criminal background checks. During a review of subgrantee expenditure documentation, we also found that in our sample, 45% of expended funds did not have sufficient supporting documentation on file. Furthermore, the attendance data in OST's electronic database contained inaccuracies, and OST did not accurately report on the number of unique youths impacted.

What ODCA Recommends

- OST should improve its oversight and monitoring of criminal background checks by:
  - Including in its grant agreement specific requirements for grantee oversight and monitoring of criminal background checks.
  - Performing regular monitoring and oversight of the criminal background check process and ensuring that individuals who have not completed and obtained a valid criminal background check clearance are supervised by persons with valid criminal background check clearances.

- The D.C. Council should require that grantees and subgrantees are subject to the same criminal background check clearance requirements as District government employees and contractors.

- OST should improve its oversight and monitoring of grant funds by:
  - Requiring that the grantee to reconcile financial documentation for a statistically significant sample size of subgrantees.
  - Reviewing grantee bank statements monthly.
  - Requiring that the grantee adheres to payment deadlines.

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1   D.C. Law 21-261, effective April 7, 2017, codified at D.C. Code § 2–1555.01 et seq. The audit requirement is found at D.C. Code § 2–1555.03(d).
2   OST was formed in April 2017, hired an Executive Director in October 2017, and issued its first grant to United Way of the National Capital Area in December 2017.

Background

In April 2017, D.C. Law 21-261 became effective[3] and established the Office of Out of School Time Grants and Youth Outcomes (OST)[4]. OST was established to support the equitable distribution of high-quality, out of school time programs for District of Columbia youths through coordination among government agencies, grant-making, data collection, evaluation, and the provision of technical assistance to service providers. OST is part of the Office of the Deputy Mayor of Education (DME) and it supports the Commission on Out of School Time Grants and Youth Outcomes (Commission) in its duties. The Commission is charged with developing a District-wide strategy for equitable access to out of school time programs and to facilitate interagency planning and coordination for out of school time programs and funding.

OST and the Commission were created after the dissolution of the former D.C. Children and Youth Investment Trust Corporation, also known as the D.C. Trust. The D.C. Trust had received District government funding to promote positive youth development, but eventually dissolved in April 2016 after a D.C. Councilmember pled guilty to diverting hundreds of thousands of dollars from the D.C. Trust to pay for his own expenses.

The Bowser administration decided to continue funding most organizations that had received out of school time funding via the D.C. Trust, and in fiscal year (FY) 2016, United Way of the National Capital Area (United Way) was selected to take over grant management duties for out of school time funding in FY 2017.[5]

During FYs 2018 and 2019, OST's budget was $6,244,000 and $14,255,000, respectively, and it had five full-time employees (FTEs).

OST selected United Way to serve as its grantmaking partner during these two fiscal years, and some of

OST's Relationship with the Commission

The Office of Out of School Time Grants and Youth Outcomes:

- Conducts an annual, community-wide needs assessment, in accordance with the goals and scope established by the Commission.
- Gathers, analyzes, and provides data for the Commission to draw upon as it develops the strategic plan for out of school time programs and funding.
- Works to fulfill the goals and priorities of the strategic plan, and the Commission regularly reviews those efforts.
- Develops plans for assessing the quality of out of school time programs, and the Commission informs and approves them.

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3   OST's establishing legislation, D.C. Law 21-261, was passed subject to inclusion of its fiscal effect in an approved budget and financial plan (See Section 12). This was accomplished in the Fiscal Year 2018 Budget Support Act of 2017, D.C. Law 22-33, effective December 13, 2017.
4   For the public, OST's brand is Learn24.
5   The Office of the Deputy Mayor for Health and Human Services awarded United Way a $4.2 million grant in September 2016 to administer and oversee out of school time grants during FY 2017. However, management of this out of school time grant with United Way was transferred to DME/OST in April 2017 when OST was formed.

United Way's responsibilities included:

- Developing and managing subgrant competitions.[6]
- Disseminating subgrant awards and funds.
- Monitoring subgrantee performance and compliance with the terms and conditions of subgrant awards.

OST's budget increased by 128% from FY 2018 to FY 2019, as seen in Figure 1 below, and this allowed for an increase in the number of subgrant awards and the total amount awarded.

Figure 1: Overview of OST's budget, Grant Awards, and Subgrant Awards

	FY 2018	FY 2019
OST's Budget	$6,244,000 (Actual)	$14,461,000 (Actual)
United Way's Grant Awards	$5,242,000	$13,174,777
Total Amount of Subgrant Awards	$4,717,800	$12,039,656[7]
United Way's Administrative Fee	$524,200	$975,909

Source: OST's Fiscal Year 2018 Annual Grant Report Released December 9, 2018, and OST's Fiscal Year 2019 Annual Grant Report Released November 4, 2019.

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6   OST, with guidance from the Commission, is responsible for deciding the purpose and priorities of each subgrant competition. United Way then issues a request for proposals based on requirements provided by OST.

7   OST authorized United Way to use the remaining balance of $159,212 as grants to be awarded in FY 2020.

Objective, Scope, and Methodology

Objective

ODCA's objective was to evaluate the Office of Out of School Time Grants and Youth Outcomes' operations and its oversight, monitoring, and reporting.

This audit also serves as ODCA's 2018 performance accountability report (PAR) audit.[8]

Scope

The audit scope was April 2017 through April 2019.[9] This included out of school time grant awards OST issued to United Way for services provided during FY 2017 through April of FY 2019, including the subgrants United Way issued.

Methodology

To complete this audit, ODCA interviewed OST, United Way, and subgrantee staff, and observed how the CitySpan[10] database is used. We reviewed the D.C. Code, grant and subgrant agreements, and agency-specific policies and procedures. We also reconciled:

- Expenditure data provided by OST, United Way, and subgrantees.
- Attendance data provided by subgrantees and recorded in CitySpan.
- Deposits and withdrawals that United Way and subgrantees made.

In addition, we reviewed criminal background check documentation for subgrantee staff, contractors, and volunteers, and interviewed OST, United Way, subgrantee, DCHR, and DCPS staff to understand their processes for collecting criminal background check results and determining an individual's suitability to work with youths. For more details on our methodology, please see Appendix A.

We assessed internal controls related to the audit's objective and we conducted this performance audit in accordance with Generally Accepted Government Auditing Standards (GAGAS). Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

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8   D.C. Code §1-614.14(c) requires that ODCA conduct an audit of selected performance measures presented in the Performance Accountability Report (PAR) of certain agencies each fiscal year. This OST audit report includes a PAR Audit section that assesses an FY 2018 key performance indicator (KPI) for DME/OST.

9   The April 2017 start date corresponds with the effective date of D.C. Law 21-261, which established the Office of Out of School Time Grants and Youth Outcomes, but ODCA recognizes that OST's Executive Director was not hired until six months later, in October 2017.

10 CitySpan is an electronic attendance database that OST and subgrantees use to record data.

Audit Results

Overall, we found that during its first two years of operation, OST achieved its mandate of providing the District's youths access to out of school time programs. It issued annual community-wide needs assessments in accordance with the goals and scope established by the Commission, assisted the Commission with developing a strategic plan, implemented quality assessments for OST-funded programs, and communicated well with subgrantees.

While the office made significant strides with a staff of five FTEs, our audit found that OST needs to strengthen its monitoring and oversight of its sole grantee and improve the accuracy of information in its CitySpan database. Improving these two areas will help ensure that the District's funds are being expended properly, youths are receiving quality services, and accurate performance data is being reported to program stakeholders.

During this audit, we issued two Management Alert Reports (MARs). The first addressed unsecured personally identifiable information (PII) for youths and the latter addressed OST not ensuring the suitability of subgrantee staff, contractors, and volunteers who worked with youths.[11] (See Appendices B and C, respectively, for copies of the MARs and OST's responses). OST immediately implemented the recommendations in the PII MAR. With respect to the criminal background check MAR, OST recognized the significance of the safety and security concerns that we identified and took immediate actions to strengthen its internal controls and ensure that all subgrantee staff received the proper criminal background checks, as noted in our recommendations.

Finding 1

Out of school time subgrantee employees who did not have valid criminal background check clearances worked directly and unsupervised with youths, posing a potential danger to youths participating in OST-funded out of school time programs.

Grant agreements between OST and United Way are silent on the topic of criminal background checks. They do not address in any way what United Way is required to do regarding verifying or monitoring, on a sampling or full basis, that criminal background checks have been conducted, whether subgrantee employees, volunteers, and contractors have cleared criminal background checks, or whether the criminal background checks are valid for the duration of the grant period.

United Way's subgrant agreements for school year (SY) 2017-2018, 2018 Summer Strong, and SY 2018-2019, however, each contain a section that includes requirements for criminal background checks and clearances for all program staff, volunteers, and contractors who have regular, direct, and unsupervised contact with youth.

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11 Management Alert Report (MAR) to OST "Personally Identifiable Information (PII) and demographic information for youths who participated in out of school time programing needs to be secured" issued February 21, 2019. Management Alert Report (MAR) to OST "The Office of Out of School Time Grants and Youth Outcomes has not ensured that subgrantee staff members who have regular and direct contact with youths were determined to be suitable to work with youths" issued August 16, 2019.

In the Summer 2018 subgrant agreements, Section A.4.5, requires the following:

> A.4.5 The Grantee shall conduct FBI fingerprint background check, DC Criminal Background Check, National Sex Offender Registry, and DC Child Protection Registry for all program staff, volunteers or contractors who have regular contact and direct interactions with youth. All staff and volunteer [sic] that do not meet this requirement must be continuous [sic] supervised by personnel who met all [of] the required background check.

> The background checks must comply with the District of Columbia's Criminal Background Checks policy. DC Code §§ 4-1501.01-1501.11 All of the above staff background checks must be completed by June 2018 and remain current through August 31, 2018. Clearances and certifications must be valid for the duration of the grant period and align with the program site requirements. All requirements will be reviewed on site visits.... Grantor will request to review random personnel files during monitoring visits.[12]

a. The D.C. Code does not require District government grantees and subgrantees who work with children and youths to follow the same criminal background check clearance requirements as D.C. government employees and contractors who work with children and youths, which increases the risk of potential harm to children and youths.

Section A.4.5, of the Summer 2018 subgrant agreement requires that subgrantees comply with the District of Columbia's Criminal Background checks Policy, D.C. Code §§ 4-1501.01 – 1501.11. This subgrant language, however, cannot be enforced because D.C. Code § 4-1501.02(3) specifically excludes grantees from the D.C. Code's criminal background check requirements and ODCA could not determine why the D.C. Code explicitly excludes grantees and subgrantees, from the criminal background check requirements for D.C. government employees, contractors, and volunteers.

This exclusion increases the risk that a youth is harmed by a subgrant employee, contractor, or volunteer[13] who is not suitable to work with youths. There is an added potential harm to the reputation of D.C. government, OST, and the out of school time program because parents may not want their children to participate in OST-funded out of school time programs where there are and could be employees, volunteers, and contractors with criminal backgrounds who are unsuitable to work directly with youths unsupervised. Furthermore, if a child is harmed, the District may be liable if sued.

> ### D.C. Code § 4-1501.02(3)
>
> **"Covered child or youth services provider"** means any District government agency providing direct services to children or youth and any private entity that is licensed by or contracts with the District to provide direct services to children or youth, or for the benefit of children or youth, that affect the health, safety, and welfare of children or youth, including individual and group counseling, therapy, case management, supervision, or mentoring. **The term 'covered child or youth services provider' does not include foster parents or grantees."** [emphasis added].

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12 This information is located in section A.4.4 in the SY 2017-2018 and SY 2018-2019 subgrant agreements; the wording is not verbatim across the three agreements, but the key points are the same.

13 D.C. Code § 4-1501.03(a)(4) requires that "A volunteer who serves a covered child or youth services provider in an unsupervised position" shall apply for a criminal background check.

b. Ninety-six percent of subgrantee staff, volunteers, and contractors in our sample did not have required criminal background check documentation on file that "cleared" them to have regular and direct contact with youths.

As noted above, subgrant agreements impose a requirement on each subgrantee to have all staff, volunteers, and contractors who have direct and unsupervised interactions with youths complete the following: FBI fingerprint and background check, D.C. Criminal Background Check, National Sex Offender Registry (NSOR) check, and D.C. Child and Family Services Agency Child Protection Registry (CFSA CPR) check. All such criminal background checks must be completed by the established deadline in the subgrant agreement and remain current throughout the grant period.

ODCA interpreted conducting a criminal background check to mean receiving and analyzing the criminal background check results and having a qualified entity complete a suitability determination. We note that OST strengthened the criminal background check process in FY 2019 by requiring that all subgrantee staff, volunteers, and contractors undergo a suitability screening with the D.C. Department of Human Resources if anything appeared in their criminal background check results. Figure 2 provides an overview of the criminal background check process OST has employed since March 2019.

Figure 2: Criminal Background Check Process

Subgrantee staff, volunteers, and contractors undergo required background checks with FBI, MPD, NSOR, and CFSA CPR.

↓

Subgrantee notifies United Way and OST if a background check is returned with an issue or any indication of a past criminal history.

↓

The individual undergoes a suitability screening by DCHR.

↓

DCHR communicates the results to OST.
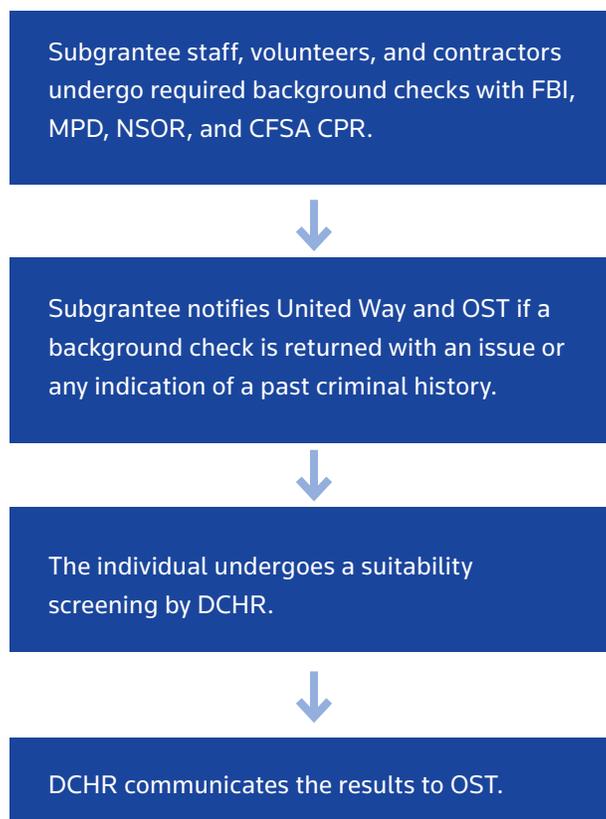
ODCA conducted a file review of criminal background check documentation for 16 subgrants at 10 different subgrantees and found that 128 of the 133 subgrantee employees, volunteers, and contractors in our test sample (96%) worked directly with youths without a valid criminal background check clearance, and there was no documentation showing that these individuals were supervised by someone with a valid criminal background check clearance.

The most common deficiencies we observed when reviewing criminal background check documentation were:

- Documentation was not on file for one or more of the four required criminal background checks.
- Criminal background check results were not valid for the entire grant term for one or more of the required criminal background checks.
- A third-party company that was not approved by OST conducted the criminal background check and provided only a summary of results.
- The National Sex Offender Registry check was not run for all states or it was run using a website other than www.nsopw.gov, the only authorized website.
- A DCPS employee identification or offer letter was included inappropriately as evidence that a criminal background check had been completed.

We also observed several individuals who had arrests, sometimes for serious crimes, but disposition information such as whether the person had been convicted had not been provided. Of the 133 individuals in our sample, 14 had at least one arrest with no disposition provided. Consequently, those individuals should not have worked directly and unsupervised with youths until their disposition information had been obtained and they had been determined to be suitable to work directly and unsupervised with youths.

In addition, we observed two individuals who had specific criminal background check results that may have made them unsuitable to work directly and unsupervised with youths. These examples are below:

- One individual had 13 arrests between 1993 and 2004, resulting in convictions for Attempted Distribution of Cocaine, Simple Assault, Possession of Crack/Cocaine, & Disorderly Conduct. This individual also is included in the count of individuals with arrests with no disposition because the individual also had an arrest for Assault with a Deadly Weapon and Simple Assault for which no dispositions were reported.
- Another individual from the same subgrantee had October 2017 CFSA CPR results on file listing him/her as responsible for the abuse or neglect of a child. United Way reportedly advised the subgrantee that the individual should not have any unsupervised interaction with children in March 2018, which was five months after the results came in. United Way, however, did not ensure that the individual was supervised by someone who had cleared a criminal background check, or was reassigned to work in a position that did not require working directly with youths. The individual was removed from the registry in May 2018, but had worked for the subgrantee, having direct and unsupervised contact with youths since October 2017.

These deficiencies occurred because OST failed to oversee United Way's monitoring of criminal background check clearances to ensure that subgrantees met the requirements of their agreements. OST also did not include specific requirements in its grant agreements with United Way regarding oversight of criminal background check clearances.

Specifically, OST did not provide detailed procedures to United Way regarding:

- Acceptable evidence of a proper criminal background check clearance for subgrantee employees, volunteers, and contractors.
- What United Way is required to do regarding oversight and monitoring of criminal background check compliance, such as:
  - Whether this should be done on a sampling or 100% basis.
  - Whether using third-party companies to conduct a criminal background check is acceptable.
  - What entity performs the suitability determination.[14]
  - What criteria will be used to determine suitability.
  - What documentation of a criminal background check clearance is required to be on file.
  - What constitutes "supervision" of those without criminal background check clearances.
  - What documentation of such "supervision" is required to be on file.

If OST does not implement controls to require that all subgrantee staff, volunteers, and contractors who have regular, direct, and unsupervised contact with youths have valid and documented criminal background check clearances, then there is an increased risk that youths participating in OST-funded programs could be harmed.

Recommendations

1. OST should include in the grant agreement with United Way (or its successor) specific requirements regarding: **a)** grantee oversight of criminal background check clearances and/or appropriate supervision, and documentation requirements regarding criminal background checks and clearances for all subgrantee employees, volunteers, and contractors; and **b)** the language United Way shall include in subgrant agreements regarding criminal background checks and clearances for subgrantee employees, volunteers, and contractors.[15]
2. OST should perform regular oversight of the criminal background check process to ensure that the grantee and OST each ensures that all employees, volunteers, and contractors have a valid criminal background check clearance and that individuals who have not completed and obtained a valid criminal background check clearance are supervised by persons with valid criminal background check clearances.
3. The D.C. Council should require that grantee and subgrantee employees, volunteers, and contractors working directly with youths unsupervised are subject to the same criminal background check clearance requirements as District government employees and contractors.

Finding 2

The 16 sampled subgrants had unsupported and/or unallowed expenditures for 45% of expended funds in our sample, totaling $371,512.

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14 Chapter 4, § 499.1 (Definitions) of the D.C. Personnel Manual (DPM) defines suitability as: the quality or state of being acceptable for District government employment with respect to the character, reputation, and fitness of the person under consideration. While the DPM applies to D.C. government employees, OST has entered into an MOU with DCHR to perform suitability for their subgrantees and these are the criteria they use.

15 A portion of this recommendation also was part of the criminal background check MAR issued in August 2019. See Appendix C for a copy of the MAR and its recommendations.

Each subgrant agreement required that subgrantees submit expenditure certification reports, reports of expenditures detail, and general ledgers that documented how subgrant funds were spent. United Way reviewed and approved those documents prior to disbursing grant funds. The subgrant agreements also include the following requirement: "The [Sub]Grantee shall maintain and be able to provide documentation related to the grant for five (5) years after submission of the final payment. At any time before final payment and five (5) years thereafter, United Way or DME may request the organization's invoices, vouchers, receipts, statements and/or audits."[16]

The invoices, vouchers, receipts, and statements constitute the supporting documentation for expenditure reports, and the Internal Revenue Service (IRS) and District government provide additional guidance for maintaining appropriate expenditure documentation as seen in Figure 3. For example, the IRS defines supporting documentation as sales slips, paid bills, invoices, receipts, deposit slips, and canceled checks. It also notes how to document proof of business expenses. The D.C. Government's Financial Policies and Procedures Manual defines what a "proper" invoice is.

Figure 3: Guidance for Maintaining Expenditure Documentation

IRS "What kind of records should I keep"

Expenses are the costs you incur (other than purchases) to carry on your business. Your supporting documents should show the amount paid and a description that shows the amount was for a business expense. Documents for expenses include the following:

- Canceled checks or other documents that identify payee, amount, and proof of payment/ electronic funds transferred
- Cash register tapes
- Account statements
- Credit card receipts and statements
- Invoices
- Petty cash slips for small cash payments

D.C. Government Financial Policies and Procedures Manual

"Proper" Invoice

1. Name and remittance address of the business concern, and invoice number and date;
2. Contract number or purchase order or other authorization for delivery of goods or services;
3. Description, price and quantity of goods and services actually delivered or rendered:
4. Shipping and payment terms;
5. Vendor's DUNS number; and
6. Other substantiating documentation or information as required by contract.

Sources: Office of the Chief Financial Officer Office of Financial Operations and Systems Policies and Procedures Manual, Volume I District-Wide, November 6, 2018.

Internal Revenue Service guidance retrieved on February 20, 2020 at https://www.irs.gov/businesses/small-businesses-self-employed/what-kind-of-records-should-i-keep.

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16 This information is located in sections E.1.1 and E.1 of the SY 2017 and Summer 2018 subgrant agreements, respectively, and in section B.2.1 in the SY 2018-2019 subgrant agreement. The wording is not verbatim across the three agreements, but the key points are the same.

ODCA selected a sample of 16 subgrants and attempted to review and reconcile each subgrant's expenditure certification reports, reports of expenditures detail, general ledgers, and expenditure supporting documentation. ODCA was not able to reconcile the expenditure supporting documentation for one of the 16 subgrants because the subgrantee did not possess the required documents.[17] Because ODCA was unable to review the expenditures for this subgrant, we categorized these expenditures as unsupported. ODCA, however, reviewed and reconciled documentation for the remaining 15 subgrants and determined whether expenditures charged to each subgrant were supported and allowable.

According to the expenditure certification reports, a total of $823,658 was spent under all 16 subgrants as of January 2019.[18] ODCA's analysis of the supporting documentation revealed that there was insufficient support for $371,512 or (45%) of those subgrant funds. The most common types of deficiencies that resulted in a determination that an expenditure was "unsupported" or "unallowed" were:

- Check payments (e.g., to consultants and vendors) were on file, but there were no corresponding invoices documenting the dates, times, type, and cost of the service(s) provided.
- Invoices were on file, but there was no proof of payment.
- One subgrantee included fundraising expenses as part of its indirect costs, but the subgrant agreement specifically lists fundraising expenses as an unallowable cost.
- Amounts listed on several subgrantees' general ledgers and/or reports of expenditures detail did not reconcile with supporting documentation, such as invoices and/or proof of payment.

With respect to deficiencies that resulted in a determination that an expenditure was unsupported, ODCA's analysis revealed that five of the subgrants had insufficient support for at least 60% of the funds spent. Details are provided below and the specific subgrants are identified by letter to match the information in Figure 4.

1. Subgrant P spent $91,046 for its Summer 2018 subgrant but had insufficient supporting documentation for $80,305 or 88%.
2. Subgrant H expended $119,810 for its Summer 2018 subgrant but had insufficient supporting documentation for $76,587 or 64%.
3. Subgrant B spent $37,292 for its SY 2018-2019 subgrant as of January 2019 but had insufficient supporting documentation for $34,781 or 93%.
4. One subgrantee had two subgrants (subgrants F and G) for which it had insufficient support for at least half of the subgrant funds expended:
   - Subgrant F spent $25,000 for its SY 2017-2018 subgrant but had insufficient supporting documentation for $18,191 or 73%.
   - Subgrant G expended $17,276 for its SY 2018-2019 subgrant as of January 2019 but had insufficient supporting documentation for $11,618 or 67%.

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17 All entries reported on the general ledgers should have been accounted for on the expenditure certification reports and reports of expenditures detail, but were not because, as the subgrantee explained, when the subgrantee's grants manager compiled the expenditure certification reports, she did not match it to the general ledgers. In addition, the supporting documentation, such as receipts, were not organized so that the amounts matched and supported the expenditures on the general ledgers.

18 SY 2018-2019's subgrant agreement required subgrantees to complete three expenditure certification reports. The first expenditure certification report was due November 30, 2018, the second was due February 28, 2019, and the third was due August 15, 2019, which was outside the scope of ODCA's audit. The $823,658 expended does not include expenditures occurring during the third report.

Figure 4: Sample of Subgrant Expenditures

Expended Subgrant Funds

Subgrant	Value
P	$80,305 (88.2%)
O	$1,496 (1.9%)
N	$131 (0.5%)
M	$3,655 (40.0%)
L	$14,666 (22.2%)
K	$13,891 (34.7%)
J	$21,875 (29.2%)
I	$37 (0.1%)
H	$76,587 (63.9%)
G	$11,618 (67.2%)
F	$18,191 (72.8%)
E	$1,899 (17.5%)
D	$24,963 (25.3%)
C	$0 (0.0%)
B	$34,781 (93.3%)
A	$67,419 (100.0%)

Supported / Unsupported
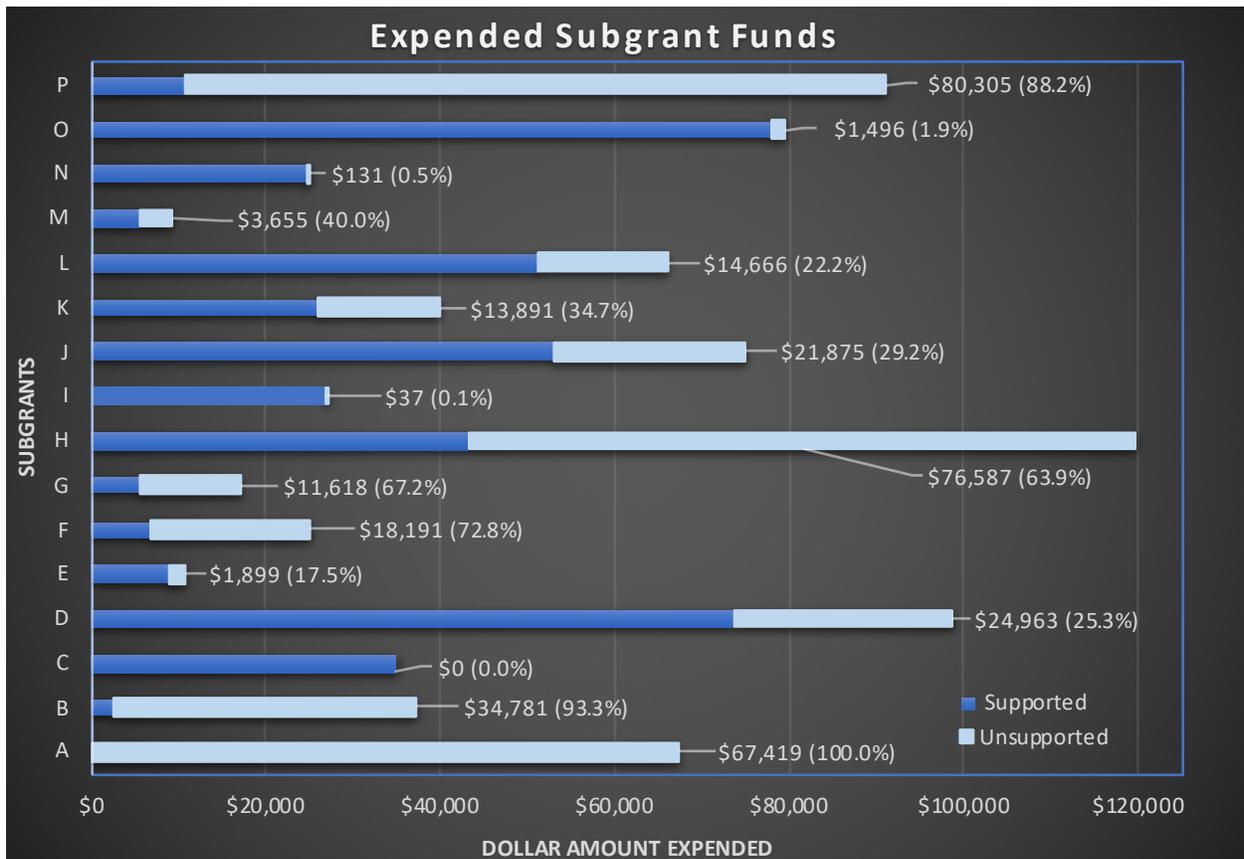
Subgrantees were paid without having sufficient supporting documentation on file. United Way did not verify a statistically significant sampling of supporting documentation to determine whether subgrantee expenditures were appropriate. United Way reconciled the amounts reported in the expenditure certification reports, reports of expenditures detail, and general ledgers, but only reviewed supporting documentation for those expenditures periodically. We found that the grant agreements between OST and United Way only required a review of supporting documentation "as requested."

Because $379,172 in expenditures were not documented the District does not know whether the funds were properly spent on authorized youth services. Furthermore, OST cannot evaluate whether those purchases helped maximize the effectiveness and quality of the programs.

Recommendation

4. OST should update its grant agreement with United Way (or its successor) to ensure that all grant and subgrant agreements provide requirements regarding what is sufficient supporting documentation for subgrant expenditures and require the grantee to reconcile expenditure documentation (e.g., expenditure certification reports, general ledger, reports of expenditures detail, and supporting documentation) for a statistically significant sample of subgrantees on a regular basis.

Finding 3

OST's insufficient monitoring and oversight contributed to United Way using OST grant funds for non-OST services and submitting the FY 2018 grant close-out report one year after its due date.

a. OST did not detect when United Way used $69,121 in grant funds for non-OST related services.

OST's FY 2017 and FY 2018 grant agreements with United Way state that grant funds must be used solely for the purposes of administering and carrying out the projects and activities described in the agreements.

United Way established a separate bank account for OST funds,[19] and during our analysis of transactions we observed seven instances when United Way used OST funds for non-OST related services. This was a direct violation of the grant's terms and conditions. The seven payments totaled $69,121, and United Way ultimately reimbursed the separate OST bank account.

United Way reported to ODCA that it had miscoded those transactions, which resulted in OST funds being used for non-OST related services. OST, however, did not detect this because the FY 2017 and FY 2018 grant agreements did not require United Way to provide OST with copies of their bank statements. The FY 2019 grant agreement with United Way was updated to require that United Way submit bank statements quarterly.

b. OST allowed United Way to submit a closeout report for the FY 2018 grant agreement one year after the report's due date.

The grant term for the FY 2018 grant agreement was December 13, 2017, to October 31, 2018, and Section IV (B)(1) of the agreement required that United Way "submit a final report ("Closeout Report") within sixty (60) days after it has expended all of the Grant Funds." This Closeout Report was to include a final narrative of the activities United Way performed under the grant agreement and the work carried on by the subgrantees using grant funds.[20]

United Way subgrant agreements stated that United Way would issue its last payment to subgrantees on October 31, 2018, which meant United Way's Closeout Report would be due to OST 60 days later, on December 31, 2018 (See Figure 5). United Way, however, did not submit the FY 2018 closeout report until one year later in December 2019, and after ODCA inquired on two occasions about whether OST had obtained the closeout report from United Way.

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19 The OST grant fund payments were deposited into United Way's general operating account, and then United Way moved the funds into a separate bank account that was independent of other funds received from the District.

20 The scope of work within the FY 2018 grant agreement required that United Way administer subgrants during the 2017-2018 school year and summer 2018. Therefore, the grant closeout report should have addressed performance related to subgrants in both periods.

Figure 5: 2018 Summer Strong Subgrant Payment Schedule

Payment	Requirements for Payment	Grantee Submission Deadline	Estimated Direct Deposit Date* (based on Availability of Funds from D.C.)
First Payment: 80%	Signed Grant Agreement	May 7, 2018	May 31, 2018
Final Payment: 20%	May, June, July and August ■ Expenditure Certification Report ■ Detailed General Ledger ■ Approved Bullying Prevention Policy ■ Mandated Reporter Policy	September 28, 2018	October 31, 2018

* Each payment will be provided 30 days after submission, review and acceptance of all required reports and corresponding documentation. Failure to meet the agreed upon deadlines will result in a delayed payment, most likely at the time of the next scheduled payment.

Source: United Way NCA 2018 Summer Strong grant Agreement

United Way reported that this delay occurred because several summer 2018 grantee organizations failed to meet the submission deadline for payment. Subgrantees reportedly missed the deadline due to staff turnover and/or changes in their financial system software, while a few others simply were unresponsive. United Way reported that these challenges affected their ability to review, approve, and remit final payments to those organizations. OST was aware of these subgrantee issues and allowed United Way to continue working with those subgrantees for months, instead of mandating that United Way enforce the cutoff date for final review and payment.

When United Way does not submit closeout reports timely, OST cannot evaluate whether United Way fulfilled all of the grant agreement requirements, review subgrantee performance, account for how grant funds were expended, verify unspent funds, or assess whether unspent funds should be returned to the District or authorized for rollover into the next grant.

Recommendations

5. OST should update the grant agreement to require monthly submissions of bank statements and review the bank statements monthly to confirm that all deposits and withdrawals correspond to OST-related payments and disbursements.

6. OST should ensure that United Way adheres to the final payment deadline established in the subgrant agreements and file grant close-out reports timely.

Performance Accountability Report (PAR) Audit

D.C. Code **§**1-614.14(c) requires ODCA to conduct an audit of selected performance measures presented in the Performance Accountability Report (PAR) of certain agencies each fiscal year. The PAR provides information about the agency's progress in achieving its goals for the previous year.

Finding 4

D.C. Code does not require OST's Annual Grant Report to include a transparent accounting of how grant funds were spent.

D.C. Code § 2–1555.04(g) requires that OST publish a grant report by November 1 of each year that includes the status of all grants issued by, or on behalf of, OST in the previous fiscal year. ODCA reviewed the FY 2018 Annual Grant Report, which notes that United Way received $5,242,000 in grant funds and awarded $4,717,800 of that amount (90%) as subgrants to nonprofit organizations as seen in Figure 6 below.[21]

Figure 6: Summary of Subgrant Awards issued in FY 2018

Grant Competition Name	Number of Grants Awarded	Number of Youth Funded to Serve	Total Amount of Awards
School Year 2017–2018 OST	41	9,578	$2,075,000
2018 Summer Strong DC	32	2,787	$2,123,550
2018 Summer Strong Coordinating Entity	2	120	$200,000
School Year 2018-19 OST and School Year 2018–19 Community Based	80	13,252	$319,250
Total[22]	**156**		**$4,717,800**

Source: Office of Out of School Time Grants and Youth Outcomes Fiscal Year 2018 Annual Grant Report, November 2018

While an accounting of the total amount awarded is helpful, the report did not detail whether the subgrantees properly expended all of the funds they received. It also did not document how much grant funding was carried over from the prior year and spent in FY 2018, or the total amount of unspent funds at the end of FY 2018.

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21 The remaining 10% of the grant was United Way's administrative fee.
22 The source for this table is OST's FY 2018 Annual Grant Report. OST listed the total number of grants awarded as 156, but when adding up the grant awards for each grant competition category in their table, it should be 155. OST did not provide a total for the Number of Youth Funded to Serve.

The FY 2018 Annual Grant Report did not include this level of detail. D.C. Code only requires that OST report on the total amount awarded and not the actual amount expended.[23] In addition, OST could not address whether there were any unspent grant funds at the end of the fiscal year because they had not yet received the fourth quarter report from United Way providing that information. United Way's fourth quarter report must include a list of the Grant Funds expended and copies of the expense reports provided by each subgrant recipient. The report was due on November 30, 2018, after the November 1, 2018, Annual Grant Report publication deadline. The deadlines mean OST will not have timely access to essential data it needs to report on actual expenditures in its Annual Grant Report.

Figure 7: United Way and OST Report Submission Deadlines

United Way's Final Payment Date for 2018 Summer Strong Subgrantees	Publication Date for OST's Annual Grant Report	United Way's Fourth Quarterly Report Due to OST	United Way's Closeout Report Due to OST
October 31, 2018	November 1, 2018	November 30, 2018	December 31, 2018

The amount of funding for grant (and subgrant) awards increased by 128% from FY 2018 to FY 2019, and currently there is no public document that details how those funds were spent and whether they were spent as intended. If future Annual Grant Reports do not include this information, there will continue to be a lack of transparency in how out of school time grant funds are spent and how much funding was carried over and subsequently expended.

Recommendation

7. The D.C. Council should amend the D.C. Code to move the due date for the Annual Grant Report to January 31 or later as requested by OST and the Mayor in the FY 2020 Budget Support Act of 2019 and require that the report include total funds spent by subgrantees, how much funding was unspent at the end of the grant term, and how carryover grant funds from the prior year were expended.

Finding 5

OST's performance data is inaccurate. CitySpan attendance data does not reconcile with subgrantee records and OST did not accurately report on the number of unique youths impacted.

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23 D.C. Code 2-1555.04(g) states the Annual Grant Report shall include, for each grant:
   (1) Detailed information about the grantee and any subgrantees;
   (2) A description of the specific services provided to youth;
   (3) The name of the entity providing the services, if one other than the grantee;
   (4) The location of services and demographic profile of service recipients; and
   (5) The amount of grant funds dedicated to program costs and the amount dedicated to other expenditures.

CitySpan attendance data do not reconcile with subgrantee attendance records.

The FY 2019 subgrant agreements contain explicit language requiring subgrantees to provide daily attendance/ sign-in sheets to the grantor (United Way), record the attendance in CitySpan[24], and ensure that the attendance was up to date at the end of each month.

ODCA compared daily attendance records of seven subgrantees to the attendance data the subgrantees entered into CitySpan for 15 days. The comparison showed that six out of seven subgrantees' daily attendance records did not match the attendance data they had recorded in CitySpan. For example, youths listed as present on the daily attendance sheets, were not listed as present in CitySpan, or vice versa. One subgrantee had 118 attendance entries, but 42% were inconsistent. A second subgrantee had 2,190 attendance entries, but 22% were inconsistent. The remaining four subgrantees had inconsistencies ranging from 2% to 16% for the 15 days in the sample.

ODCA found that these inconsistencies occurred for three primary reasons.

1. Subgrantees did not enroll program participants in CitySpan, and consequently, the participants' names did not appear in CitySpan, but they were listed as present on daily attendance records. For example, a subgrantee stated that there were some participants listed on his/her daily attendance sheet who did not attend the program regularly. Consequently, a decision was made to not enroll those participants in CitySpan. This determination was made because the CitySpan User Guide left it up to the subgrantee's discretion to determine whether a youth was supported by OST grants and therefore required to be enrolled in CitySpan.
2. Subgrantees that recorded daily attendance with manual sign-in sheets typed the incorrect attendance status when documenting participant attendance in CitySpan.
3. When attendance data was uploaded into CitySpan from a subgrantee's separate database, differences between the two systems could have resulted in attendance data being documented incorrectly in CitySpan.

In addition, the CitySpan user guide did not include guidance on how OST and subgrantees should complete quality assurance reviews of the daily attendance records in comparison to CitySpan attendance data. Such issues easily can lead to human error when inputting attendance data. Such errors make the attendance data in CitySpan unreliable if these errors are not caught and corrected timely.

Without complete and consistent data, OST cannot effectively monitor program attendance. OST reported that one of its future goals is to document how frequently each youth comes to the same program and track the number of participants who reach 30, 60, or 90 hours of programming. OST will then use additional data (e.g., improvements in school attendance and grades) from the Office of the State Superintendent of Education (OSSE) to help determine the impact OST programs have on the participants. If OST, however, does not have accurate attendance data from CitySpan to use in this analysis, then its impact analysis will be incorrect.

The 2018 Performance Accountability Report inflated the number of youths impacted by OST funding.

D.C. government agencies complete a Performance Accountability Report (PAR) that measures each agency's performance for the fiscal year against the agency's performance plan. The PAR includes major accomplishments, updates on initiatives, and key performance indicators (KPIs). OST is an office within DME, so DME's FY 2018 PAR

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24   CitySpan is an electronic attendance database that OST and subgrantees use to record data.

included the following workload metric for OST: "Number of youth directly impacted by programming funded by the Office of Out of School Time Grants and Youth Outcomes."

OST reported in the FY 2018 PAR that 11,825 youths were directly impacted by OST-funded programming. ODCA, however, found that this number was inflated because OST double-counted youths who attended both the SY 2017-2018 and Summer 2018 sessions. ODCA came to this determination by analyzing seven subgrantees' rosters for SY 2017-2018 and summer 2018. A total of 1,384 youths' names were listed on the rosters, and 9% (120) of the names were listed on both the School Year and Summer rosters.

The duplication occurred at least in part because OST did not obtain the names of SY 2017-2018 participants and did not retain a copy of the Summer 2018 CitySpan report it ran for the PAR.[25] OST reported they were aware that duplicates were reported, and that the duplicates were not removed because OST relied on United Way's "FY 18 OST Grantee Final Report Review Summary" listing the number of SY 2017-2018 youth participants without names. Without the SY 2017-2018 names, OST could not compare it against the names of Summer 2018 youth participants in CitySpan to eliminate duplicates. Another area of concern is that OST did not retain a copy of the Summer 2018 report on the date it ran the report. This means that OST cannot provide support for the number of Summer 2018 participants it used to calculate its PAR number.

OST informed ODCA that going forward, OST will be able to prevent youths from being counted twice because it will use attendance data from the CitySpan database to determine the unique number of youths directly impacted by OST funding. As seen in the prior finding, however, ODCA has concerns regarding the accuracy of the attendance data in CitySpan.

Without accurate PAR data, OST and the D.C. Council cannot effectively monitor how many youths are impacted by OST funding over time. In addition, the lack of accurate data hinders OST's ability to confidently and accurately report on when they experienced increases or decreases in the number of youths impacted by OST-funded programs.

Recommendations

8. OST should revise the CitySpan user guide so data make clear which participants are supported by each grant and to clarify quality assurance steps to be taken by OST and subgrantees.

9. OST should gather and preserve detailed participant information for both Summer and School Year programs, eliminate duplicates, and report only the number of unique youths impacted by OST-funded programs.

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25   During SY 2017-2018 attendance was not tracked using CitySpan.

Conclusion

As noted by OST, research indicates that children and youth who regularly participate in quality afterschool and summer programs benefit in terms of their academic performance, social and emotional learning, and health and wellness. In addition, youths who participate in out of school time programs have better school attendance; higher graduation rates; lower dropout rates; stronger academic performance; and improved positive behaviors and work habits.

OST provides a network of afterschool and summer opportunities so that children and youths in the District have access to quality educational and enrichment activities beyond the school day. OST, with guidance from the Commission, has fulfilled this mandate by completing a community-wide annual needs assessment on out of school time programming, surveying children, youths, and community-based organizations regarding the quality of programming, approving grant and subgrant awards to organizations for a variety of youth programs, and working to ensure that children and youths have equitable access to quality programming. To maximize the effectiveness of its work and the benefits to the youths participating in its programs, OST must ensure that it provides strong monitoring and oversight in areas related to children and youth safety, expenditure of funds, and its own accounting of the number of youths directly impacted by programs funded by OST.

In this audit, ODCA found that OST needs to strengthen its monitoring and oversight of its grantee, particularly as it relates to ensuring that subgrantee staff who work with children and youths are compliant with the District's criminal background check requirements, ensuring that grant funds are expended properly, and ensuring that the data they collect and report to stakeholders is accurate. For example, our analysis showed that 96% of sampled subgrantee staff had worked with youths without clearing all required components of their criminal background checks. During a review of subgrantee expenditure documentation, we also found that in our sample, 46% of expended funds did not have sufficient supporting documentation on file. Furthermore, the attendance data in OST's electronic database contained inaccuracies, and OST did not accurately report on the number of unique youths impacted.

We commend OST, United Way, and the subgrantees for their responsiveness and cooperation with our many requests for information for this audit. We are grateful for the time they spent responding to our questions and for the courtesies they extended to the audit team during our work.

We anticipate that the implementation of our recommendations will strengthen and enforce grant and subgrant agreement language, result in regular oversight and monitoring of the grantee and subgrantees, improve compliance with criminal background check and fiscal monitoring requirements, lead to more detailed Annual Grant Reports, and improve the quality of data—all to improve the quality of out of school time programs provided to children and youths in the District of Columbia.

Agency Comments

On April 23, 2020, we sent a draft of this report to DME for review and written comment. DME responded on May 8, 2020. DME's comments are included here in their entirety, followed by ODCA's response to the comments.

DME★
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR
WE ARE WASHINGTON

Office of the Deputy Mayor for Education
John A. Wilson Building | 1350 Pennsylvania Ave, NW, Suite 307 | Washington, DC 20004

May 8, 2020

Kathy Patterson
Office of the District of Columbia Auditor
717 14th Street NW, Suite 900
Washington, D.C. 20005

Dear Ms. Patterson:

The Office of Out of School Time Grants and Youth Outcomes (OST Office) appreciates the ability to respond to the OST audit report.

The service provided by the quality OST programs are critical to the healthy development of at-risk youth and broaden their experiences. The OST program includes enrichment programs that provide sewing classes, poetry writing, public speaking through spoken word, soccer, boxing, field trips to college campuses, entrepreneurship and business skills, knitting, robotic challenges, and occasionally a trip to the wilderness with overnight camps outside of DC. While other subgrantees support academics by supporting literacy, math and science.

As footnoted in the report, the OST Office was legislatively created in April 2017. The Fiscal Year 2018 budget funded the OST Office which created the five full-time positions. In October 2017, the Executive Director was hired and then the other four team members hired by October 2018. The audit scope occurred from April 2017 through April 2019, a time when this new office had to hire a team, improve an existing grant program, develop internal standard operating procedures, identify and develop a database for reporting, and develop interagency agreements to support various support aspects of the OST Office.

The Office of the District of Columbia Auditor (ODCA) report acknowledges that the OST Office achieved the mandate of providing the District's youth access to out of school time programs which is the sole purpose of the office. As a new office, we're proud to have instituted procedures for accountability and oversight, as well as the ability to achieve performance measures. The OST Office prioritized the distribution of grant funds to OST programs while developing the internal processes, infrastructure, and oversight concurrently. The OST Office continues to improve the grants management, compliance, accountability, quality of programs, and fiscal monitoring while continuing to prioritize and provide youth access to quality out of school time (OST) programs.

In providing access to quality OST programs, the OST Office is aware of the need to protect the children and youth by ensuring subgrantee personnel engaging in direct services to youth had background checks. The OST Office mandated additional background checks over what was required. There were 113 organizations funded by the OST Office in Fiscal Years 2018 and 2019 of which ODCA sampled 16 organizations. ODCA "interpreted conducting a criminal background check to mean receiving and analyzing the criminal background check result and having a **qualified entity complete a suitability determination**." This was not the expectation of the OST Office until its agreement with DCHR to conduct those suitability checks in June 2018, after which the OST Office had the ability to support the subgrantees with suitability determination. Many nonprofits and community-based organizations encourage community

members to volunteer and staff OST programs. Several of these organizations have written policies and guidance on determining suitability that is much broader than the OST Office requirement. For example, one policy the OST Office has seen is that criminal charges over ten years have less weight in determining suitability. ODCA's Draft Report directly ties this lack of a criminal background check with a suitability determination to indicate that youth participating in OST programs were at an increased risk of being harmed. Based on the sample size and the subjective review of documentation, it is inappropriate and inflammatory to suggest such a conclusion from a lack of documented paperwork. The District takes children safety and protection to the highest priority. The OST Office went above and beyond what was required and have implemented several processes to ensure the safety of the participants in the OST programs.

United Way of the National Capital Area (United Way NCA) was selected as the first grantmaking partner for the OST Office so that the OST Office could build adequate internal capacity. Over several years, the OST Office provided oversight to United Way NCA and instituted several changes working with United Way NCA on its management of the grant program:

1. Initially United Way NCA required attendance as a grant performance measure and was collecting subgrantee enrollment via excel. The excel file contained sensitive information and transmission of the file may not have been secure. The OST Office promptly identified the risk associated and eliminated the attendance requirement. The OST Office via United Way NCA then contracted with Cityspan to manage subgrantee information as a secure method of sharing information.

2. Background checks have sensitive information on subgrantee employees and volunteers. United Way NCA was collecting background checks via email, a second unsecure transmission method. The OST Office changed the grant agreement and protocol which then required United Way NCA to review background checks during administrative site visits.

3. The grant agreements between the District and United Way NCA have been amended, refined, and improved annually. Changes in the grant agreement include having United Way NCA specifying background check information, submission of bank statements, defining the annual grant report requirements, subgrantee visits, and ensuring the need for United Way NCA to transfer subgrantee funds in accordance with the grant agreements.

4. The OST Office finalized a grantee monitoring tool in December 2019 to provide additional oversight of the grantee.

United Way NCA experienced a significant number of staff transitions that made instituting these changes and providing oversight challenging over several grant cycles. There have been three OST Grants Directors managing the OST grant program since October 2017, two Vice Presidents that oversee the OST Grants Director, and the Chief Operating Officer transitioned out of the organization, which eliminated institutional knowledge and expectations.

Finally, the number of youth affected used by the OST Office in the 2018 performance accountability report (PAR) occurred during a transition year between subgrantee self-reporting numbers and the implementation of the OST database. The OST database was under development for most of the 2018 fiscal year and only implemented for subgrantees during summer 2019. There is also a difference in interrupting the PAR data which should be noted. ODCA measured attendance data as the impact analysis, however, the OST Office used enrollment into an OST program as the measure for this PAR. The OST Office has made it clear to subgrantees and the OST Commission that enrollment, not attendance, is a measure of impact and collects the information for future correlational research.

OST's response to ODCA's specific recommendations are as follows:

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Recommendation One: The OST Office should include in the grant agreement with United Way (or its successor) specific requirements regarding: a) grantee oversight of criminal background check clearances and/or appropriate supervision, and documentation requirements regarding background checks and clearances for all subgrantee employees, volunteers, and contractors; and b) the language United Way shall include in subgrant agreements regarding criminal background checks and clearances for subgrantee employees, volunteers, and contractors.

Response: Agree and already implemented. The fiscal year 2020 grant agreement with United Way NCA includes details about the oversight of subgrantee background checks and subgrantee grant agreements also have specific background check requirements. In addition, the OST Office has provided United Way NCA and subgrantees the background check guidance which describes the requirements and documentation needed to be in compliance. Furthermore, the OST Office, through an agreement with the Department of Human Resources (DCHR), organizes several days throughout the years for subgrantees to receive subsidized background checks through DCHR.

Recommendation Two: OST should perform regular oversight of the criminal background check process to ensure that the grantee and OST each ensures that all employees, volunteers, and contractors have a valid criminal background check clearance and that individuals who have not completed and obtained a valid criminal background check clearance are supervised by persons with a valid criminal background check clearances.

Response: Agree and already implemented. The OST Office worked with United Way NCA to improve the oversight process of subgrantees with regards to the background checks. Subgrantees are required to upload the background checks into the OST Office database, with sensitive information removed. The OST Office emails subgrantees when information needs to be corrected or is not acceptable. In addition, United Way NCA submits names of all adults on site during a programmatic site visit. The OST Office verifies the clearances of the adults on site.

Recommendation Three: The D.C. Council should require that grantee and subgrantee employees, volunteers, and contractors working directly with youths unsupervised are subject to the same criminal background check clearance requirements as District government employees and contractors.

Response: This recommendation is not directed at the OST Office.

Recommendation Four: OST should update its grant agreement with United Way (or its successor) to ensure that all grant and subgrant agreements provide requirements regarding what is sufficient supporting documentation for subgrant expenditures and require the grantee to reconcile expenditure documentation (e.g., expenditure certification reports, general ledger, reports of expenditure details, and supporting documentation) for a statistically significant sample of subgrantees on a regular basis.

Response: Agree. As the grantee and fiscal agent for the District, United Way NCA managed the grant distribution and expenditure reporting of the subgrantees. As part of their responsibilities, United Way must manage its subgrantees. The OST Office will review the process and consider revising the entire expenditure process and develop guidance on acceptable expense documentation.

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Recommendation Five: OST should update the grant agreement to require monthly submissions of bank statements and review the bank statements monthly to confirm that all deposits and withdrawals corresponds to OST-related payments and disbursements.

Response: Agree and already implemented. The fiscal year 2019 grant agreement with United Way NCA dated November 30, 2018 requires the submission of bank statements with each quarterly report.

Recommendation Six: OST should ensure that United Way adheres to the final payment deadline established in the subgrant agreements and file grant close-out reports timely.

Response: Agree. The OST Office agrees that United Way should submit timely reports if it continues to serve as the Office's grantee. On several occasions, the OST Office has provided notice to United Way to submit its reports and all late filings have been documented in United Way's performance file and would be under consideration when evaluating future grantees.

Recommendation Seven: The D.C. Council should amend the D.C. Code to move the due date for the Annual Grant Report to January 31 or later as requested by OST and the Mayor in the Fiscal Year 2020 Budget Support Act of 2019 and require that the report include total funds spent by subgrantees, how much funding was unspent at the end of the grant term, and how carryover grant funds from the prior year were expended.

Response: This recommendation is not directed at the OST Office.

Recommendation Eight: OST should revise the Cityspan user guide so data make clear which participants are supported by each grant and to clarify quality assurance steps to be taken by OST and subgrantees.

Response: Agree and will implement. The OST Office will revise the user guide and provide additional supports to subgrantees on the accuracy of data entry.

Recommendation Nine: OST should gather and preserve detailed participant information for both summer and school year programs, eliminate duplicates, and report only on the number of unique youths impacted by OST-funded programs.

Response: Agree and already completed. The OST Office has standardized the internal standard operating procedures to store and provide the source documentation for each performance quarter.

The OST Office is committed to continuing to fund high-quality OST programs across the District. Since the audit, the OST Office has resolved several of the recommendations and the OST Office will continue to refine and improve the system to deliver a high-quality grants program. Please let us know if you have additional questions or concerns.

Regards,

Paul Kihn
Deputy Mayor for Education

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Response to Agency Comments

We greatly appreciate the Deputy Mayor for Education's (DME) response to the draft report. We are pleased that DME agrees with our report recommendations and that several recommendations were implemented prior to the release of this report.

DME's agency comments include concerns regarding our finding on criminal background checks. More specifically, DME faults the sample size and what is referred to as ODCA "subjectivity" and questions whether the lack of documentation of suitability checks is a reasonable foundation to note a potential risk to children. ODCA reviewed 10% of subgrant awards issued during our scope and observed that one or more required pieces of documentation was missing from 96% of the 133 individuals in our sample. This objective review and sample size were sufficient for ODCA to determine that the criminal background check files did not contain the information needed to determine whether the individual was suitable to work with youths. ODCA maintains the position that a qualified entity should review criminal background check results to ensure that suitability determinations are made in accordance with District of Columbia statute as well as grant, and subgrant requirements.

In citing lack of documentation as an underlying risk, ODCA is meeting a standard to which auditors must adhere under Generally Accepted Government Auditing Standards (GAGAS). That is, we have not claimed that a youth was harmed; we have noted the heightened risk of harm occurring from not fully complying with criminal background check requirements. We have made this point in previous reports: that we must stipulate when we see evidence of a risk, whether of fraud or gross negligence, for example. Auditors, per GAGAS, are required to maintain "an attitude of professional skepticism in assessing these risks."

DME's response to our draft report also notes that for the 2018 PAR metric, "…the OST Office used enrollment into an OST program as the measure for this PAR. The OST Office has made it clear to subgrantees and the OST Commission that enrollment, not attendance, is a measure of impact and collects the information for future correlational research." This statement, however, contradicts the methodology that OST stated they used when compiling data for the 2018 metric. On March 7, 2019, OST reported that it added the number of school year (SY) 2017-2018 youths impacted—as reported in United Way's final programmatic report for SY 2017-2018—to an interim number of Summer 2018 youth participants recorded in the CitySpan database. OST's response indicated that students were *actually served*, rather than just *enrolled in* an OST-funded program. ODCA recommends that DME/OST compiles data for its "Number of youth directly impacted by programming funded by the Office of Out of School Time Grants and Youth Outcomes" performance metric, by counting youths who actually participated in an OST-funded program, not double-counting youths who participated in programs in both school year and summer programs , and updating the subgrantees and the OST Commission of this change in methodology.

Finally, we greatly appreciate the spirit of candor and cooperation throughout the audit evidenced by colleagues with the OST Office and look forward to the successful implementation of ODCA recommendations.

Summary of Report Recommendations

Most of the recommendations in this report can be implemented without any additional costs to the Office of Out of School Time Grants and Youth Outcomes (OST), and/or help to advance the goals of OST, as seen below.

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
PII Management Alert Report Recommendation			
1. ODCA recommends that OST, in collaboration with United Way: **a)** Immediately restrict access to attendance reports accessible via hyperlinks contained in United Way's FY 2017 third and fourth quarter reports (e.g., deactivate the hyperlink, require a password). **b)** Review all files located in the Dropbox account and secure any other unsecured files.	No	No	**OCTO policy number 2010.3** "requires all DC agency information to be identified, classified, protected, and managed from creation to disposal in a manner that ensures protection commensurate with the sensitivity and value of the information."

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
Criminal Background Check Management Alert Report Recommendations			
1. Send school year 2019-2020 subgrantees a reminder that: ■ They must ensure that any staff member who has direct and regular contact with youths, but for whom the subgrantee has not received the results from all components of their criminal background check, is supervised by another staff member who was determined to be suitable to work with youths. ■ Any staff member for whom the subgrantee receives results showing that the staff member has a past criminal history, is listed on the National Sex Offender Registry, or is listed in the D.C. Child Protection Register must notify United Way within two business days so that a suitability determination can be performed. If the staff member is determined to be unsuitable (prior to or after the suitability screening), he/she must not work with youths, supervised or unsupervised.	No	No	**The Child and Youth Safety and Health Omnibus Amendment Act of 2000 legislative introduction notes:** The Act was intended to dramatically improve the variety of protections available to ensure the health, safety and well-being of children and youth in the District of Columbia. **DME's FY 2020 Key Performance Indicator:** The number of OST sites improving their program quality year over year. **DME's FY 2020 Strategic Objective 4:** Create and maintain a highly efficient, transparent, and responsive District government. **DCHR's FY 2020 Strategic Objective 1:** DCHR strategically and expeditiously sources, selects and on-boards highly talented individuals with the acumen, aptitude, and attitude to thrive in District Government.[26]

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26 The four goals listed here apply to all four of the Criminal Background Check MAR recommendations.

Recommendation	Is There a Cost to the Agency/Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
■ They must ensure that any staff member for whom the subgrantee is waiting for a suitability determination is supervised by another staff member who was determined to be suitable to work with youths until a suitability determination has been received. ■ These requirements must be met on an ongoing basis and subgrantees should maintain documentation showing how they complied with these requirements.			
2. Conduct a full review of school year 2019–2020 subgrantee compliance with criminal background check requirements listed in the subgrant agreements between each subgrantee and United Way, that includes: ■ Verifying throughout the school year that all subgrantee staff members who have not received results from their criminal background checks are or will be supervised by another staff member who was determined to be suitable to work with youths. ■ Confirming that criminal background check results were sent directly to the employer and not the applicant.	No	No	

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
■ Ensuring that all subgrantee staff members who have results showing a past criminal history, are listed on the National Sex Offender Registry, or are listed in the D.C. Child Protection Register do not work unsupervised until they have been determined to be suitable by DCHR. If they are determined to be unsuitable prior to or after DCHR's suitability screening, they must not work with youths, supervised or unsupervised.			
3. Develop detailed written criminal background check policy and procedures that address topics including: ■ How to complete criminal background checks. ■ How to ensure subgrantee compliance with criminal background check requirements for all subgrantee staff members rather than the current practice of only verifying compliance for a sample of subgrantee staff members. ■ When to complete criminal background check compliance checks. ■ What items are considered acceptable forms of documentation. ■ How to proceed when subgrantee staff members have not completed the required criminal background checks. ■ How to proceed when criminal background checks reveal a criminal background and/or being on the National Sex Offender Registry or D.C. Child Protection Register.	No	No	

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
4. Ensure that: ■ Future grant agreements between OST and United Way and subgrantee agreements between United Way and subgrantees, starting with fiscal year 2020, include OST's criminal background check policy and procedures. ■ The grantee verifies subgrantee compliance with OST's criminal background check policy and procedures.	No	No	

Report Recommendations

1. OST should include in the grant agreement with United Way (or its successor) specific requirements regarding: a) grantee oversight of criminal background check clearances and/or appropriate supervision, and documentation requirements regarding background checks and clearances for all subgrantee employees, volunteers, and contractors; and b) the language United Way shall include in subgrant agreements regarding criminal background checks and clearances for subgrantee employees, volunteers, and contractors.	No	No	**The Child and Youth Safety and Health Omnibus Amendment Act of 2000 legislative introduction notes:** The Act was intended to dramatically improve the variety of protections available to ensure the health, safety and well-being of children and youth in the District of Columbia. **DME's FY 2020 Key Performance Indicator:** The number of OST sites improving their program quality year over year. **DME's FY 2020 Strategic Objective 4:** Create and maintain a highly efficient, transparent, and responsive District government.

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
2. OST should perform regular oversight of the criminal background check process to ensure that the grantee and OST each ensures that all employees, volunteers, and contractors have a valid criminal background check clearance and that individuals who have not completed and obtained a valid criminal background check clearance are supervised by persons with valid criminal background check clearances.	No	No	**The Child and Youth Safety and Health Omnibus Amendment Act of 2000 legislative introduction notes:** The Act was intended to dramatically improve the variety of protections available to ensure the health, safety and well-being of children and youth in the District of Columbia. **DME's FY 2020 Key Performance Indicator:** The number of OST sites improving their program quality year over year. **DCHR's FY 2020 Strategic Objective 1:** DCHR strategically and expeditiously sources, selects and on-boards highly talented individuals with the acumen, aptitude, and attitude to thrive in District Government.

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
3. The D.C. Council should require that grantee and subgrantee employees, volunteers, and contractors working directly with youths unsupervised are subject to the same criminal background check clearance requirements as District government employees and contractors.	No	No	**The Child and Youth Safety and Health Omnibus Amendment Act of 2000 legislative introduction notes:** The Act was intended to dramatically improve the variety of protections available to ensure the health, safety and well-being of children and youth in the District of Columbia. **DME's FY 2020 Key Performance Indicator:** The number of OST sites improving their program quality year over year. **DCHR's FY 2020 Strategic Objective 1:** DCHR strategically and expeditiously sources, selects and on-boards highly talented individuals with the acumen, aptitude, and attitude to thrive in District Government.

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
4. OST should update its grant agreement with United Way (or its successor) to ensure that all grant and subgrant agreements provide requirements regarding what is sufficient supporting documentation for subgrant expenditures and require the grantee to reconcile expenditure documentation (e.g., expenditure certification reports, general ledger, reports of expenditures detail, and supporting documentation) for a statistically significant sample of subgrantees on a regular basis.	No	No	**DME's FY 2020 Key Performance Indicator:** The number of OST sites improving their program quality year over year. **DME's FY 2020 Strategic Objective 4:** Create and maintain a highly efficient, transparent, and responsive District government.
5. OST should update the grant agreement to require monthly submissions of bank statements and review the bank statements monthly to confirm that all deposits and withdrawals correspond to OST-related payments and disbursements.	No	No	
6. OST should ensure that United Way adheres to the final payment deadline established in the subgrant agreements and file grant close-out reports timely.	No	No	**DME's FY 2020 Strategic Objective 4:** Create and maintain a highly efficient, transparent, and responsive District government.

Recommendation	Is There a Cost to the Agency/ Entity to Implement?	Potential to Generate Revenue or Savings to the District?	Specific Agency/Entity or District-Wide Goal Advanced by Recommendation
Performance Accountability Report Audit Recommendations			
7. The D.C. Council should amend the D.C. Code to move the due date for the Annual Grant Report to January 31 or later as requested by OST and the Mayor in the Fiscal Year 2020 Budget Support Act of 2019 and require that the report include total funds spent by subgrantees, how much funding was unspent at the end of the grant term, and how carryover grant funds from the prior year were expended.	No	No	**DME's FY 2020 Strategic Objective 4:** Create and maintain a highly efficient, transparent, and responsive District government.
8. OST should revise the CitySpan user guide so data make clear which participants are supported by each grant and to clarify quality assurance steps to be taken by OST and subgrantees.	No	No	The FY 2020 budget supports this work with an investment of $13.8 million and the impact of the work will be measured by the number of youths served by funded programs and the number of programs improving their quality, currently targeted at ten.
9. OST should gather and preserve detailed participant information for both summer and school year programs, eliminate duplicates, and report only on the number of unique youths impacted by OST-funded programs.	No	No	

Appendices

Appendix A

Methodology

Sample Size

ODCA used samples of subgrant awards to allow for in-depth analysis of compliance with criminal background check and expenditure requirements. Our sample size reflected 10% of our population of subgrant awards and 11% of subgrant award funds. The size of the samples, the complete population from which they are drawn, and how they were selected are shown in Figure 8.

Figure 8: Subgrant Award Sample and Population Sizes and Sampling Methodology

Item	Sample	Population	Sampling Method
School Year 2017-2018 (Total Award Amount)	4 ($200,000)	41 ($2,075,000)	Random & Judgmental
2018 Summer Strong	5 ($349,600)	32 ($2,123,550)	Random & Judgmental
2018 Summer Strong Coordinating Entity	1 ($100,000)	2 ($200,000)	Random & Judgmental
School Year 2018-2019	4 ($400,000)	62 ($5,760,011)	Random & Judgmental
School Year 2018-2019 Community Based	3 ($75,000)	18 ($430,880)	Random & Judgmental
Total	16 ($1,124,600)	155 ($10,589,441)	

Criminal Background Checks

ODCA:

- Interviewed OST, United Way NCA, subgrantee, DCHR, and DCPS, staff to understand their processes for collecting and reviewing criminal background check results and determining suitability.
- Reviewed D.C. Code and subgrant agreement requirements to establish which criminal background check requirements applied to grantee and subgrantee staff.
- Reviewed criminal background check documentation to determine whether results were on file for all required criminal background checks for all staff who had regular and direct interactions with youth, and whether the results were valid for the required period of time. See Figure 9.

Figure 9: Summary of Criminal Background Check Entities and Acceptable Documentation

Criminal Background Check Entity	Acceptable Form of Documentation
DC Department of Human Resources (DCHR) suitability screening results	Email from DCHR stating whether the individual cleared DCHR's background check.
DC Public Schools (DCPS)	DCPS clearance letter
Federal Bureau of Investigation	Criminal background check results
DC Metropolitan Police Department	Criminal background check results
CFSA Child Protection Registry (CPR)	CFSA letter
National Sex Offender Registry (NSOR) located at https://www.nsopw.gov	Results from NSOR showing that a check was completed for all states

Expenditure Testing

ODCA reconciled amounts reported in subgrantees' Expenditure Certification Reports, Reports of Expenditures Detail, General Ledgers, and supporting documentation (e.g., receipts, invoices, cancelled checks, pay stubs, timesheets, etc.). In addition, we assessed whether expended amounts were fully supported by source documentation, whether any expenditures were unallowed, and if there were any unaccounted for amounts.

Bank Statement Analysis

United Way established separate bank accounts and a money market account for OST funds. ODCA documented all deposits into and withdrawals from these accounts and compared those transactions to reports generated by the District's System of Accounting and Financial Reporting (SOAR), grant agreements, subgrantee payment schedules, and transactional details for subgrantee payments to determine whether any deposits or withdrawals were non-OST related. ODCA also obtained explanations from OST and United Way regarding why non-OST related deposits and withdrawals occurred.

PAR

ODCA reviewed the SY 2017-2018 and 2018 Summer Strong final program reports that subgrantees submitted to United Way and analyzed whether the total number of youths impacted that subgrantees listed in their reports reconciled with the total number that United Way reported to OST. Next we selected a sample of seven subgrantees that offered programming during both SY 2017-2018 and Summer 2018 and determined how many students appeared on both lists.

ODCA also reviewed the FY 2018 Annual Grant Report produced by OST, statutory reporting requirements, and grant and subgrant reporting requirements.

CitySpan

ODCA selected 15 days between September 2018 and April 2019 and compared OST's attendance records generated by the CitySpan database to the subgrantee's attendance records (e.g., sign-in sheets or computer printouts of attendance). We documented the students who were present on those days according to the CitySpan and subgrantee attendance records and calculated for each day the number of discrepancies between the two sets of attendance records.

Appendix B

PII Management Alert Report and OST Response

ODCA Office of the District of Columbia Auditor

February 21, 2019

Ms. Mila Yochum
Executive Director
Office of Out-of-School Time Grants and Youth Outcomes
1350 Pennsylvania Avenue N.W., Suite 307
Washington, DC 20004

Mr. Timothy Johnson
Chief Strategy and Impact Officer
United Way of the National Capital Area
1101 15th Street, N.W., Suite 1000
Washington, DC 20005

Management Alert: *Personally Identifiable Information (PII) and demographic information for youths who participated in out-of-school time programming needs to be secured.*

Dear Ms. Yochum and Mr. Johnson:

The Office of the D.C. Auditor (ODCA) writes this Management Alert to inform you that Personally Identifiable Information (PII) and other sensitive information for children and youths who participated in Fiscal Year (FY) 2017 out of school time programming needs to be secured. PII was observed on attendance reports that United Way of the National Capital Area (United Way) made available to the Office of Out of Out-of-School Time Grants and Youth Outcomes (OST) via an unsecured DropBox account and needs to be secured as soon as possible.

During our audit, ODCA reviewed third and fourth quarter reports United Way submitted to the District in FY 2017 as part of its responsibilities under its FY 2017 grant agreement and observed that the reports include active hyperlinks to attendance reports that contain the following PII for youths:

- Date of birth.
- Last four digits of their social security numbers.
- Home address.

Such information is widely regarded as PII and is identified as such in OST's own Policy and Procedures Manual. In addition, the reports contain other sensitive information such as gender, race, and ethnicity.

We are bringing this to your attention now because although OST's current internal controls require the use of a secure Box.com account that mitigates this PII concern going forward, OST needs to go back to these earlier reports as soon as possible and safeguard the PII information.

Recommendations:

ODCA recommends that OST, in collaboration with United Way:

a) Immediately restrict access to attendance reports accessible via hyperlinks contained in United Way's FY 2017 third and fourth quarter reports (e.g., deactivate the hyperlink, require a password).
b) Review all files located in the DropBox account and secure any other unsecured files.

Please let me know by Friday, March 1, 2019, whether you have moved forward with these recommendations. If you have any questions on this Management Alert, please feel free to contact me. Also, when the final audit report on this audit is issued, this management alert and your response will be made public.

Thank you for your consideration. I look forward to continuing to work with you and members of your staff with the goal of improving the District government and benefiting the residents of the District.

Sincerely yours,

Kathleen Patterson
District of Columbia Auditor

cc: Paul Kihn, Deputy Mayor for Education
        Wayne Turnage, Interim Deputy Mayor for Health and Human Services

DME★
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

★★★ GOVERNMENT OF THE
WE ARE
WASHINGTON DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR

Office of the Deputy Mayor for Education
John A. Wilson Building | 1350 Pennsylvania Ave, NW, Suite 307 | Washington, DC 20004

March 1, 2019

Kathleen Patterson
Office of the DC Auditor
717 14h Street, N.W. Suite 900
Washington, DC 20005

Subject: Management Alert: Personally Identifiable Information (PII) and demographic information for youths who participated in out-of-school time programming needs to be secured.

Dear Ms. Patterson,

Protecting Personally Identifiable Information (PII) is extremely important to the Office of Out of School Time Grants and Youth Outcomes (OST Office). In fact, the OST Office has instituted policies and procedures that insure the security of all PII and sensitive information and requires all grantees and subgrantees to follow those policies and procedures. In response to the management alert sent on February 21, the information was immediately secured as of February 22. United Way of the National Capital Area (United Way NCA) deactivated all links containing PII and deleted all files on the unsecured DropBox account, as requested by the OST Office. The OST Office confirmed that all links in the FY17 Q3 and Q4 reports will now lead to a webpage error. Additionally, the OST Office confirmed with United Way NCA that others had not accessed the link and the information was not accessed by other staff.

To our knowledge no data was released publicly or breached in any manner, and the information was initially unsecured due to the lack of internal controls at United Way NCA. We agree with your recommendations and have implemented both with United Way NCA. We have also placed a letter in United Way NCA's file recording this incident and indicating the seriousness of the matter. That letter will be considered when evaluating past performance of application submissions from United Way NCA in the future.

As you have described, the OST Office has instituted a number of policies and procedures to protect PII:

- First, the OST Office worked with United Way NCA to contract with CitySpan, a database provider, to have subgrantees directly enter participant data and attendance into a secure, password protected database. The OST Office is the sole administrator to the database and United Way NCA staff does not have access to any PII entered into the database.

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- In Fall 2018, the OST Office had requested that United Way NCA institute new internal controls and protocols to protect all information. The new protocols required that all information shared with the OST Office must be password protected and shared over secured and encrypted transmission only. At the same time, the OST Office requested all previously shared files and information be deleted with one week.
- Finally, all subgrantees are required to follow data security protocols that have been designed by the OST Office and disseminated to the subgrantees by United Way NCA. This is accomplished in various ways:
    - The OST Office worked with United Way NCA to include security requirements in the subgrantee grant agreements to protect information and data.
    - These security protocols are reiterated in a mandatory meeting that all subgrantees attend at the start of each grant cycle.
    - These protocols are again shared with all subgrantees through the Database User Guide which is provided to all subgrantees.

The OST Office will also conduct on-site monitoring and continued compliance review of United Way NCA as another means of performance evaluation and monitoring pursuant to our grant agreement, effective as of November 30, 2018. Please let us know if you have any questions.

Best,

Mila Yochum
Executive Director, Office of Out of School Time Grants and Youth Outcomes
Office of the Deputy Mayor for Education

Cc: Paul Kihn, Deputy Mayor for Education

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Appendix C

Criminal Background Check Management Alert Report
and OST Response

Office of the District of Columbia Auditor

August 16, 2019

Ms. Mila Yochum
Executive Director
Office of Out-of-School Time Grants and Youth Outcomes
1350 Pennsylvania Avenue N.W., Suite 307
Washington, DC 20004

Management Alert Report: _The Office of Out of School Time Grants and Youth Outcomes (OST) has not ensured that subgrantee staff members who have regular and direct contact with youths were determined to be suitable[1] to work with youths._

Dear Ms. Yochum:

The Office of the D.C. Auditor (ODCA) writes this Management Alert Report to inform you that subgrantee staff members who have not completed or received the results from their criminal background check[2] **may** have had unsupervised, direct, and regular contact with youths. This may have resulted from The Office of Out of School Time Grants and Youth Outcomes (OST) not including in the OST-United Way grant agreement specific requirements relating to the criminal background check review process and not identifying and correcting significant weaknesses in the criminal background check review process conducted by United Way.

OST's grant agreements with United Way do not specify how United Way should ensure subgrantee compliance with criminal background check requirements. For example, there are no specific requirements regarding when United Way should review subgrantee criminal background check documentation, what items are considered acceptable forms of documentation, how to proceed when subgrantee staff members have not completed the required criminal background checks, or how to proceed when criminal background checks reveal a criminal background and/or being on the U.S. Department of Justice's National Sex Offender Registry or the District of Columbia's Child Protection Register.

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[1] The District of Columbia Municipal Regulations (DCMR) contain the District's Employee Suitability Policy and DCMR §6-B400.3 states, "General background checks, criminal background checks, and mandatory drug and alcohol testing shall be utilized to ensure that each applicant, appointee, volunteer, and employee possesses the character and background necessary to enhance the integrity and efficiency of the District government."

[2] The Subgrant agreements require background checks (Federal Bureau of Investigation (FBI) fingerprint and background check, D.C.'s Criminal Background Check, National Sex Offender Registry, and D.C.'s Child Protection Register) for all program staff, volunteers or contractors who have regular contact and direct interactions with youth. Additionally, those agreements specify that the background checks must comply with the District of Columbia's Criminal Background Check policy. D.C. Code §§ 4-1501.01 – 4-1501.11.

In July 2019, ODCA conducted a file review[3] of criminal background check documentation maintained by four subgrantees and observed several areas of concern. Most concerning was a subgrantee that allowed a staff member to work with youths even though the individual was listed on the Child and Family Services Administration (CFSA) Child Protection Register as responsible for the abuse or neglect of a child. In another instance, we observed that a school year 2018-2019 subgrantee staff member had a criminal history but United Way and OST were not notified. Consequently, the employee was not referred to the D.C. Department of Human Resources (DCHR) for a suitability determination. Additional areas of concern that we identified:

- Some Federal Bureau of Investigation (FBI) and Metropolitan Police Department (MPD) background checks were not completed.
- The National Sex Offender Registry search often was not performed for all states.
- There were no results from the CFSA Child Protection Register check.
- There were criminal background check results on file that were not valid for the entire duration of the grant.
- There was one instance when it appeared that the applicant received the criminal background check result from MPD instead of the employer receiving the results directly.

In each of these instances, subgrantees had staff members whose suitability to work with youths had not been confirmed, and the individuals should have been supervised by another staff member who was suitable to work with youths until such confirmation was received. Neither ODCA nor United Way can validate that the subgrantees complied with the safeguard, which is designed to mitigate youths' exposure to harm.

We also note a concern regarding how long criminal background check results are valid. United Way's internal Background Clearance Policy and Procedures states the criminal background check results from MPD, FBI and the National Sex Offender Registry are valid for two years, and the CFSA Child Protection Register results are valid for one year. This timeframe follows requirements established in D.C. Code § 4–1501.05(e)[4] but the policy does not incorporate the additional D.C. Code requirement that subgrantee staff members who use the same set of criminal background check results over a two-year period sign an affidavit stating that since the background check they have not engaged in activity that may preclude them from being suitable to work with children and youths.

The final two areas of weakness that we observed involved the scope of United Way's testing when completing its criminal background check compliance review and United Way's process for ensuring that staff members who have not completed a criminal background check are supervised by another staff member who was determined to be suitable to work with youths. During a July 2019 interview with United Way personnel, they reported that they ensure compliance with criminal background check requirements by selecting a sample of subgrantee staff members for review and the subgrantee is

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[3] ODCA reviewed documentation from four subgrantees who received a total of eight OST-funded subgrants.
[4] D.C. Code § 4–1501.05(e) states: A volunteer may use the same criminal background check for a period of 2 years when applying to volunteer for multiple positions, if the volunteer provides a signed affirmation that he or she has not been convicted of a crime, has not pleaded nolo contendere, is not on probation before judgment or placement of a case upon a stet docket, and has not been found not guilty by reason of insanity, for any sexual offenses or intra-family offenses in the District of Columbia or their equivalent in any other state or territory, or for any of the felony offenses listed in subsection (c)(5) of this section, or their equivalent in any other state or territory, since the date of the most recent criminal background check conducted on him or her.

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considered in compliance if everyone in the sample has applied for criminal background check clearances by a specific date. If a staff member has not received the criminal background check results prior to working with youths, United Way stated that the subgrantee is responsible for ensuring that the staff member works in a supervised setting until receiving the results. United Way, however, did not have a process in place to verify that subgrantees implemented this provision. ODCA asked United Way if OST had provided any guidance on how to conduct the criminal background checks, and United Way reported that they had only received a list of required clearances for subgrantees to complete. They did not receive written guidance regarding how the criminal background checks should be completed.

Given the significant deficiencies identified during our interview with United Way, United Way's criminal background check policy and procedures, and our file review of criminal background check documentation, to date, we recommend that OST take corrective action immediately.

Recommendations:

ODCA recommends that OST:

1. Send school year 2019-2020 subgrantees a reminder that:
   - They must ensure that any staff member who has direct and regular contact with youths, but for whom the subgrantee has not received the results from all components of their criminal background check, is supervised by another staff member who was determined to be suitable to work with youths.
   - Any staff member for whom the subgrantee receives results showing that the staff member has a past criminal history, is listed on the National Sex Offender Registry, or is listed in the D.C. Child Protection Register must notify United Way within two business days so that a suitability determination can be performed. If the staff member is determined to be unsuitable (prior to or after the suitability screening), he/she must not work with youths, supervised or unsupervised;
   - They must ensure that any staff member for whom the subgrantee is waiting for a suitability determination is supervised by another staff member who was determined to be suitable to work with youths until a suitability determination has been received.
   - These requirements must be met on an ongoing basis and subgrantees should maintain documentation showing how they complied with these requirements.

2. Conduct a full review of school year 2019-2020 subgrantee compliance with criminal background check requirements listed in the subgrant agreements between each subgrantee and United Way, that includes:
   - Verifying throughout the school year that all subgrantee staff members who have not received results from their criminal background checks are or will be supervised by another staff member who was determined to be suitable to work with youths.
   - Confirming that criminal background check results were sent directly to the employer and not the applicant.
   - Ensuring that all subgrantee staff members who have results showing a past criminal history, are listed on the National Sex Offender Registry, or are listed in the D.C. Child Protection Register do not work unsupervised until they have been determined to be suitable by DCHR. If they are determined to be unsuitable prior to or after DCHR's suitability screening, they must not work with youths, supervised or unsupervised.

3. Develop detailed written criminal background check policy and procedures that address topics including:
   - How to complete criminal background checks.
   - How to ensure subgrantee compliance with criminal background check requirements for all subgrantee staff members rather than the current practice of only verifying compliance for a sample of subgrantee staff members.
   - When to complete criminal background check compliance checks.
   - What items are considered acceptable forms of documentation.
   - How to proceed when subgrantee staff members have not completed the required criminal background checks.
   - How to proceed when criminal background checks reveal a criminal background and/or being on the National Sex Offender Registry or D.C. Child Protection Register.

4. Ensure that:
   - Future grant agreements between OST and United Way and subgrantee agreements between United Way and subgrantees, starting with fiscal year 2020, include OST's criminal background check policy and procedures.
   - The grantee verifies subgrantee compliance with OST's criminal background check policy and procedures.

Please let ODCA know whether you will move forward with these recommendations and when you will do so. In addition, please notify ODCA if and when you have completed implementation of these recommendations and the results of such implementation.

Thank you for your consideration. I look forward to continuing to work with you and members of your staff with the goal of improving the District government and benefiting the residents of the District.

Sincerely yours,

Kathleen Patterson
District of Columbia Auditor

cc: Paul Kihn, Deputy Mayor for Education
        Timothy Johnson, United Way of the National Capital Area

Office of the Deputy Mayor for Education
John A. Wilson Building | 1350 Pennsylvania Ave, NW, Suite 307 | Washington, DC 20004

September 11, 2019

Kathy Patterson
Office of the District of Columbia Auditor
717 14th Street NW, Suite 900
Washington, D.C. 20005

Subject: Management Alert Report: The Office of Out of School Time Grants and Youth Outcomes
(OST) has not ensured that subgrantee staff members who have regular and direct contact with youth
were determined to be suitable to work with youths.

Dear Ms. Patterson:

The Office of Out of School Time Grants and Youth Outcomes (OST Office) holds the safety and care of
the children and youth of the District in the highest of importance. We have a number of policies and
procedures to ensure that children and youth are supervised by individuals with clearances. The OST
Office requires that any adult with unsupervised interaction with children and youth have background
checks from:
- Federal Bureau of Investigation fingerprint and background check
- Metropolitan Police Department criminal background check
- National Sex Offender (NSO) registry
- DC Child and Family Services Agency (CFSA) Child Protection Register (CPR)

The OST Office instituted policies that protect children and youth of the District above and beyond what
is required by having the additional CFSA CPR and NSO check. The Criminal Background Checks for
the Protection of Children Act of 2004, DC Law 15-353, codified at DC Code § 4-1501.02, defines a
covered child or youth service provider as

> any District government agency providing direct services to children or youth and any
> private entity that is licensed by or contracts with the District to provide direct services to
> children or youth, or for the benefit of children or youth, that affect the health, safety, and
> welfare of children or youth, including individual and group counseling, therapy, case
> management, supervision, or mentoring. The term "covered child or youth services
> provider" does not include foster parents or **grantees**. (emphasis added).

The Management Alert includes a specific, troubling, allegation that a subgrantee allowed a staff member
to work with youth even though the individual was listed on the CFSA CPR. However, no additional
context is given from the previous year regarding the specific staff member from the subgrantee
organization. In that instance, that organization abided by the policies that the OST Office had established
once it learned of the staff member's background. The organization was notified by United Way of the
National Capital Area (United Way NCA) that the individual was not to have any unsupervised
interaction with children in March 2018. That same day, the organization shared that the individual had

been hospitalized and her children were then placed under the care of the father. When she exited the hospital, her children were returned to her and she should not have been listed in the CFSA CPR. United Way NCA reiterated immediately that the individual should not work with youth and that the individual should work with CFSA to clear her record. The individual was cleared from the CFSA CPR in May 2018 and that letter was on file with the subgrantee.

With regards to the recommendations suggested, the OST Office continues to strengthen operations and have implemented many of the recommendations as described below.

1. Send School Year 2019-2020 subgrantees a reminder.

    The OST Office sent a reminder email to all Fiscal Year 2020 subgrantees on August 27, 2019. The email is attached (1. Reminder Email to Subgrantee).

    In addition, the OST Office has asked United Way NCA to remind subgrantees and subsequent cohorts of subgrantees at each mandatory grantee meeting at the start of the grant period. In addition, United Way NCA will ask subgrantees about adherence to the policy during administrative site visits and will send reminders throughout the grant period.

2. Conduct a full review of School Year 2019-2020 subgrantee compliance with criminal background checks.

    The OST Office will work with United Way NCA now and throughout fiscal year 2020 to ensure all subgrantees are compliant on the background check policy. The following policies and procedures have been implemented:

    a. A new requirement for subgrantees to upload clearance documents into Cityspan (the OST Office's database). The OST Office team will review the entries weekly for validity. The OST Office will supply United Way NCA a list of staff that has valid clearance documents monthly or upon request. United Way NCA will cross reference the list with staff present during programming or during administrative site visits.

    b. Another new requirement is that subgrantees are required to supply United Way NCA a list of primary and secondary staff names that will supervise any individual without clearances and background checks.

    c. The OST Office is renewing the agreement with Department of Human Resources (DCHR) to continue to determine suitability of subgrantees' staff and volunteers that have any indication of past criminal records.

    d. A webinar will be hosted on Sept. 11th by the OST Office for subgrantees to clarify and answers questions related to the background check guidance.

    e. On September 14th, DCHR will open their office to complete fingerprint scans for FBI and MPD background checks for subgrantee personnel at no cost to the subgrantee. The results will be sent directly to the OST Office. (The OST Office will then upload the results into Cityspan and update subgrantees and United Way NCA of completion of those checks.)

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f. On September 19th, the OST Office and DCHR will host another opportunity for subgrantees to send individuals to DCHR offices to complete the FBI fingerprint and MPD background checks at no cost to the subgrantee.

In addition, the OST Office will have a notary available for subgrantees to complete the CFSA CPR check form. The OST Office will conduct National Sex Offender Registry checks on site and upload the results into Cityspan.

g. The OST Office offered support to subgrantee with uploading information into Cityspan by being available to subgrantees at their office to scan and upload the files directly into Cityspan.

h. United Way NCA will institute a process to warn subgrantees of non-compliance and corrective action and, if needed, will withhold payment until a subgrantee is compliant.

i. United Way NCA will institute a process for subgrantees to sign an affidavit stating they have not been involved in any behavior that would make then ineligible to work with children and youth within the past twelve (12) months. The sample affidavit is attached (2. Sample Affidavit).

3. Develop a detailed and written criminal background check policy and procedures.

The OST Office has updated the internal policies and procedures (P&P) handbook on clearances. The draft and updated P&P is attached (3. DRAFT OST PandP V2).

The OST Office has drafted guidance for grantee and subgrantees on background checks. The background check guidance has been shared with United Way NCA and United Way NCA has shared the guidance with subgrantees on August 30, 2019. The guidance provided to United Way NCA is attached (4. Background Check Guidance).

4. Future grant agreements.

The grant agreement with United Way NCA for Fiscal Year 2020 will incorporate the requirement for the grantee (United Way NCA) to ensure subgrantee compliance of the policy.

Please let us know if you have additional questions or concerns.

Regards,

Mila Yochum
Executive Director, Office of Out of School Time Grants and Youth Outcomes
Office of the Deputy Mayor for Education

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Yochum, Mila (EOM)

From:	Eichenbaum, Debra (EOM)
Sent:	Tuesday, August 27, 2019 3:04 PM
To:	Eichenbaum, Debra (EOM)
Cc:	Community Impact Grants; Yochum, Mila (EOM)
Subject:	Background Check Policy for Learn24 Grantees

All Learn24 Grantees,

We thank you for your hard work on behalf of the District of Columbia children and youth! As you may know, the Office of the District of Columbia Auditor (ODCA) is currently auditing the OST Office. In the course of the audit, there were several instances of noncompliance from grantees specifically related to the background check policies. We have been advised to send a reminder to all grantees regarding the background check requirements.

Policy
All grantees must ensure full compliance with the background check policy stated in the grant agreement with United Way of the National Capital Area (United Way NCA) and maintain documentation of compliance. The agreement states in part, "all program staff, volunteers, or contractors who have regular unsupervised contact and direct interactions with youth receive the following background checks: …Federal Bureau of Investigation (FBI) … Metropolitan Police Department (MPD), … National Sex Offender Registry (NSO), and DC Child and Family Services Agency (CFSA) Child Protection Registry (CPR)" In the event that "any staff, volunteer, or contractor has a background check returned with an issue or indication of past criminal history … Grantee must notify the Grantor and the OST Office within two (2) business days for the District to determine suitability." The agreement further states: "All staff, volunteers, and contractors without a complete set of clear background checks … must be supervised at all times when working with children or youth by an individual who has cleared background checks." Any adult found to be unsuitable is not permitted to work or volunteer with children and youth.
If you know of any staff, volunteer, or contractor with an issue on their background check, please contact me immediately.

In collaboration with United Way NCA, there are several changes in the fiscal year 2020 grant agreement that help to ensure compliance with the background checks. Prior to first grant payments being issued, United Way NCA will conduct a 100% background check review. Additionally, all clearance documentation must be uploaded to CitySpan, the OST Office database. In the event that all documentation is not received by the date specified in the grant agreement, payment may be delayed. More details will be shared at the mandatory grantee meeting in September.

Assistance
We're here to help and we're offering the following supports:

a. A webinar on September 11, 2019 from 10:00 am – 11:00 am to fully explain the background check procedures and answer any questions you have. Register here.

b. Learn24 Background Check Day on September 19, 2019 from 2:00 pm to 4:30 pm at 1015 Half Street, SE, 9th floor. The OST Office has secured the help of DC Human Resources (DCHR) to provide MPD and FBI suitability checks for all personnel that will have unsupervised interactions with children and youth at Learn24 funded program locations during School Year 2019-20. Everyone who will receive a background check must bring two (2) forms of ID (work ID, license, credit/debit card, bill, birth certificate, or passport). There will be no charge to grantees.

   Additionally, we will have a Notary available for individuals to complete the CFSA CPR form and OST Office staff will be present to complete the National Sex Offender Registry search. The OST Office will also directly enter the information into the Learn24 database, CitySpan.

c. Schedule time for the OST Office team to help you. We're offering hands-on help to complete checks, scan and upload documents into CitySpan, or whatever services you may need. Email me and we'll make arrangements for this to happen.

We appreciate your time and energy in working towards full compliance and I look forward to assisting. In the meantime, please let me know if you have any questions.

Best,
Debra

Debra Eichenbaum
Grants Management Specialist, Office of Out of School Time Grants and Youth Outcomes
Office of the Deputy Mayor for Education
The John A. Wilson Building
1350 Pennsylvania Avenue NW, Suite 307
Washington, DC 20004
(202) 478-5913 Office

AFFIDAVIT BACKGROUND CHECK

As part of my continued service (employment or volunteer) with _____ (name of organization), I, _____ (Name), hereby swear and affirm that all information provided is correct and current, and that any false statements can be punishable by law.

I hereby swear and affirm that I have not been convicted or under investigation of any of the following offenses under the District of Columbia's Child and Youth, Safety and Health Omnibus Amendment Act of 2004 or any offense similar in nature to the crimes listed below, under the laws or former laws of the United States or one of its territories or possessions, another state, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of the District of Columbia:

> (A.) Murder, attempted murder, manslaughter or arson;
> (B.) Assault, battery, assault and battery, assault with a dangerous weapon, mayhem, or threats to do bodily harm;
> (C.) Burglary;
> (D.) Robbery;
> (E.) Kidnapping;
> (F.) Illegal use or possession of a firearm;
> (G.) Sexual offenses, including indecent exposure; promoting, procuring, compelling, soliciting, or engaging in prostitution; corrupting minors (sexual relations with children); molesting; voyeurism; committing sex acts in public; incest; rape; sexual assault; sexual battery; or sexual abuse; but excluding sodomy between consenting adults;
> (H.) Child abuse or cruelty to children; or
> (I.) Unlawful distribution or possession of or possession with intent to distribute, a controlled substance.

I hereby swear and affirm that I understand that a conviction for any of the offenses outlined above or any similar offense under federal or other state law or former law disqualifies me from approval of service. I further swear and affirm that I have an obligation to submit written notice to my direct supervisor disclosing any future arrest or conviction for any such offense, and/or any notification that I have been listed as a perpetrator in a founded or indicted report, within 72 hours, of the occurrence of such arrest, conviction, or notification of listing as a perpetrator.

I hereby swear and affirm that all statements in this Affidavit are true and correct to the best of my knowledge, information, and belief. I further swear and affirm that my statements are made subject to the penalties of DC Law §22-2404, which provides that knowingly making false averments can and will subject me to criminal penalties.

_____   _____
Signature   Date

_____
Attest/Witness Printed Name

_____   _____
Attest/Witness Signature   Date

The Office of Out of School Time Grants and Youth Outcomes

Policies and Procedures Manual

TBD 2019

Contents

The Commission on Out of School Time Grants and Youth Outcomes (OST Commission) D.C. Official Code § 2-1555.5

About the OST Commission
The duties of the OST Commission are to: set the goals and scope of the annual, community-wide needs assessment; draft and approve a strategic plan; review the efforts of the OST Office to fulfill the goals and priorities of the strategic plan; review efforts of relevant District agencies to cooperate in achieving the strategic plan; review the allocation of OST funding to determine if it aligns with the need; identify areas for improved collaboration, problem-solving and cooperation among agencies; and inform and approve plans for assessing the quality of OST programs.

The Mayor's Office of Talent and Appointments (MOTA) is responsible for nominating public members to the OST Commission to be confirmed by Council.

Strategic Plan
The OST Commission established the strategic plan and strategic priorities of the OST Office. The OST Commission must review the strategic priorities annually and consider amending the strategic plan every three years.

Needs Assessment
The OST Commission will guide and review the annual needs assessment.

The Office of Out of School Time Grants and Youth Outcomes

Statutory Authority
D.C. Law 21-261, Office of Out of School Time Grants and Youth Outcomes Establishment Act of 2016 established the Office of Out of School Time Grants and Youth Outcomes and the Commission on Out of School Time Grants and Youth Outcomes (OST Office) to support the equitable distribution of high-quality, out-of-school-time programs to District of Columbia youth through coordination among government agencies, grant-making, data collection and evaluation, and the provision of technical assistance to service providers.

Mission of the OST Office
To improve the educational, social-emotional, and physical health outcomes of youth through participation in out-of-school-time (OST) programs.

Organizational Chart
The OST Office is located in the Office of the Deputy Mayor for Education (DME). The OST Office will be incubated within the DME until such time that the OST Commission and stakeholders discuss and consider optimal placement of the OST Office elsewhere.

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                    │  Deputy Mayor for Education  │
                    │          Paul Kihn           │
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                    │       Chief of Staff         │
                    │         Gina Toppin          │
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                    │     Executive Director       │
                    │  Office of Out of School Time│
                    │   Grants and Youth Outcomes  │
                    │         Mila Yochum          │
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│    Grants     │ │  Manager of   │ │ Data Analyst │ │Communications │
│  Management   │ │ the Institute │ │   Jeremy     │ │  Specialist   │
│  Specialist   │ │   of Youth    │ │Welsh-Loveman │ │  Alex Brown   │
│    Debra      │ │ Development   │ │              │ │               │
│  Eichenbaum   │ │ Kevin Cataldo │ │              │ │               │
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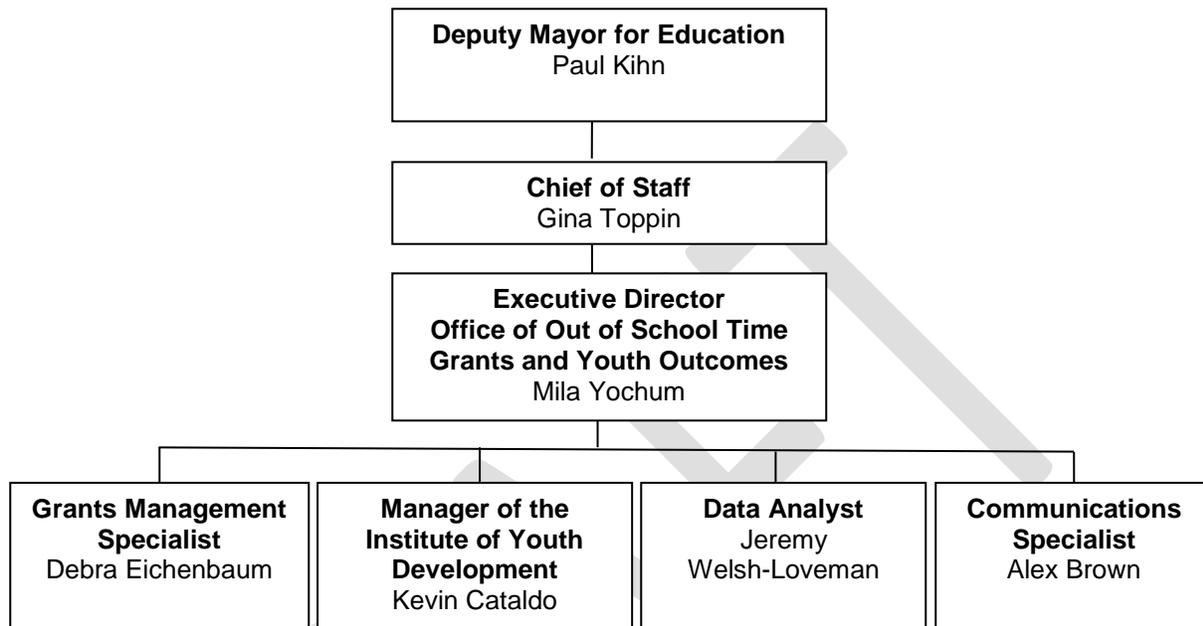
The Institute for Youth Development (The Institute) at the University of the District of Columbia-Community College

The Institute organizes and supports the technical assistance, program quality improvement process and professional development work of the OST Office. The Institute builds the skills of adults who work with children and youth through workshops, trainings, and conferences. The Institute also supports the program quality improvement process through observation, assessment, and coaching to improve the program design and implementation of youth serving organizations.

Quality
The Institute is responsible for implementing and support the David P. Weikart Center for Youth Program Quality's (Weikart) Youth Program Quality Intervention (YPQI). YPQI is a research-validated comprehensive system for improving program quality that follows a three phased approach to quality improvement: Assess, Plan, and Improve.

Professional Development
The Institute provides trainings, technical assistance and organizes learning opportunities that will enhance the skills of the adults working with youth, which in turn increases the quality of the OST program.

Nonprofit organizations, agencies, and local education agencies (LEA) that serve DC children and youth are not charged for trainings as long as the there are no budget constraints on the

OST Office. Organizations, agencies, and LEAs requesting training may not charge attendees a fee for the training and must complete a training request form.

Supporting the OST Commission

The OST Office supports the needs of the OST Commission by: drafting agendas; issuing public notice of meetings in the DC Register at least two weeks in advance of the meeting; physical posting the notice at least two days before the public meeting; drafting and posting minutes within three business days of a public meeting; updating the DC Central Calendar of public meetings; reserving venue and space for all public meetings; supporting OST Committees; and providing regular updates on the work of the OST Office.

If the OST Commission expects a public vote, then a thirty (30) day notice is required and as well as a post in the DC Register. The deadlines and dates to post a notice in the DC Register are available at the Office of Documents and Administrative Issuance. If notice should be posted in multiple editions of the DC Register, it must be reposted, as notice will not roll over automatically.

There are four (4) Standing Committees: Strategic Plan, Needs Assessment, Quality, and Governance, and three (3) Strategic Plan Committees: Funding and Capacity Building, Outcomes, and Coordination and Collaboration. All Committee meetings are public and notice is provided in the OST Office newsletter. The Chairperson and Co-Chairperson are permanently assigned to the Governance Committee. All other Commissioners are assigned to two (2) Committees. Strategic Plan Committees meet monthly. The Executive Director of the OST Office attends all Committee meetings. A staff member of the OST Office is assigned to each Committee and coordinates meeting dates, times, locations, promotion, agenda, handouts and minutes.

Grants and Funding (TO BE UPDATED AFTER RULE MAKING)

The OST Office shall award grants on a competitive basis to nonprofit organizations that provide OST programs provided that grants are awarded in a manner consistent with the OST Commission's strategic plan and target at-risk youth. The OST Office may also award non-competitive grants. See Rulemaking.

a. If the OST Office decides to use a grant administrator, Grantmaking Partner, must be a nonprofit organization that does not provide OST programs but has a proven track record of success in grant-making.
   - The Grantmaking Partner agrees to use at least 90% of the grant to award subgrants to nonprofit organizations that provide OST programs in consultation with the OST Office;
   - The Grantmaking Partner agrees to undergo an annual audit and submit quarterly reports to the OST Office on its financial health and its use of the OST Office's grant funds.
   - As part of the reporting, the Grantmaking Partner will provide detailed information about the subgrantees to include name of the organizations, description of the specific services provided to youth, location of services, demographic profile of service recipients, amount of grant funds provided, and program costs and other expenditures.

b. Grants Timeline: The OST Office shall issue grants that align to the public school calendar and thereby ensuring families and youth have access to programming during the hours school is not operating, either before school, after school, on weekends, or during seasonal school breaks.

c. Grant Competition
   The OST Office must use the policy and grant guidelines established by the District.

   If using an external partner to issue grants, the OST Office must ensure the Grantmaking Partner does the following:
   - Issue a Request for Proposal (RFP) that includes:
     o Grant purpose and minimum number of youth proposed to serve through the grant
     o Eligibility
     o Scope of work to include key deliverables, work, and/or processes
     o Grant period
     o Individual grant award amounts and total amount to be awarded
     o Permitted expenditures and indirect costs
   - Host at least one information session per RFP about the grant competition
   - Publish Frequently Asked Questions for each RFP
   - Communicate with grantees regarding continuation grants, if applicable
   - Define the proposal submission process and if applicable an electronic submission process
   - Recruit and train reviewers to read and score proposals submitted
   - Submit the reviewer scores to the OST Office for determining grant awards
     o Grantmaking Partner will password protect score sheet and call OST Office to provide password verbally
     o Grantmaking Partner will submit score sheet in password protected dropbox account used to provide sensitive documents and reports

- Issue award and denial letters to all applicants
- Issue, collect, and monitor grant agreements
- Ensure all background checks are complete and grantee is compliant with all clearance requirements for all staff, contractors, and volunteers
- Conduct timely administrative and programmatic site visits
- Collect reports from grantees
- Ensure grantees complete the Weikart quality assessments
- Ensure grantees administer the National Institute on Out of School Time (NIOST) Survey of Academic and Youth Outcomes – Youth Survey (SAYO-Y) to measure youth program experience.
- Issue payments according the grant agreement timeline
- Issue quarterly and closeout reports to OST Office

Prior to finalizing grant decisions for a given competition, the OST Office will follow a quality control (QC) process to ensure all data, information, and analysis used to make grant decisions is correct.
- This is a checklist of all of the items/pieces of information which the OST Office needs to check prior to finalizing the grant decisions.
    - Check the source documents compared to the tracking sheets that United Way provided (see below).
    - Check that the information on reviewer scores was accurately copied over and analyzed.
    - Calculations and formulas should be checked for accuracy and should be redone in multiple ways.
    - Quality control (QC) the decision memo against the raw data.
- Source Documents and Values to Check:
    - Eligibility
        - Business license, nonprofit status, etc.
        - In good standing with previous grants
        - Qualify for the grant competition (SY1819 and Summer19 grantees)
        - Dosage (schedule, meeting times per week) and age of participants
    - Program site locations (The Ward should be checked using the DC Master Address Repository.)
        - If not provided in application response, the site locations from previous grant periods will be used (if former grantee) or the fields will be left blank when doing analysis.
    - Reviewer scores
        - Check that all sections are scored
        - All sections add up correctly
    - Proposed number to serve (is achievable)
        - If former grantee check if they met their previous proposed number to serve.
    - Requested grant amount (check that it is under the maximum)
        - For continuation grants and year round grants, check if it is more than the previous grant.

Following grant decisions and during the grant period, the OST Office will follow at QC process to ensure that grantmaking partner is ensuring all policies are followed.

- This is a checklist of all of the items/pieces of information which the OST Office needs to check prior to finalizing the grant decisions.
  - ☐ Clearance documentation dates are current in the database
  - ☐ Youth attendance is current on a monthly basis
  - ☐ Number of youth reported meets number of youth on tracking sheet
  - ☐ SAYO-Y is conducted timely

- Possible Sources of Error:
  - Copy and pasting between documents. Need to be careful if data in one file is alphabetical, but is not in another file.
  - Sorting an excel file incorrectly. For example if the excel file is not formatted correctly (some spacer columns) then the organization name column might sort but other columns do not.
  - Different organization names in different files. For example in one file there is a "The" preceding the name or an "Inc" at the end.
  - Formula errors in excel or in R (statistical analysis software). The formula itself could be incorrect, or it could be referencing the wrong cell.

Background Check

Any adult (18 years or older) staff, volunteer, or contractor that may have unsupervised interactions with children and youth must obtain the following clearances:

- Federal Bureau of Investigation (FBI) Criminal Background Check and a signed Affidavit if using results within a two-year period;
- Metropolitan Police Department (MPD) Criminal Background Check and signed Affidavit if using results within a two-year period;
- National Sex Offender Registry (annually); and
- DC Child and Family Services Agency (CFSA) Child Protection Registry (CPR) (annually)

OST Office maintains a memorandum of understanding (MOU) with DC Department of Human Resources (DCHR) to complete a background checks. The OST Office may use the MOU to complete background checks on OST Office staff, or personnel from grantees and subrantees. The DCHR background check is compliant for meeting the FBI and MPD background check.

OST Office Staff

The OST Office staff may conduct site visits. During these site visits it is possible staff may have interaction with children and youth, therefore, it is possible that OST Office staff may have unsupervised interaction. In the abundance of caution, the OST Office staff will have MPD, FBI and CFSA CPR background checks completed annually after the first year of employment (DCHR completes a background check upon hiring).

The Executive Director must ensure all personnel have clearances annually and must store all results in a secure location.

Grantee and Subgrantee Background Check

Grantee and subgrantees may use grant funds to cover the cost of clearances.

The OST Office has created a guidance document for grantees and subgrantees that shall with each cohort of grantees or subgrantees.

The OST Office should ensure the guidance document is updated regularly.

Suitability

Based on the District of Columbia's Criminal Background Checks for the Protection of Children Act of 2004, any adult with the following felony convictions are not permitted to work or volunteer with children and youth served through the OST grants.

i. Murder, attempted murder, manslaughter or arson;
ii. Assault, battery, assault and battery, assault with a dangerous weapon, mayhem, or threats to do bodily harm;
iii. Burglary;
iv. Robbery;
v. Kidnapping;
vi. Illegal use or possession of a firearm;
vii. Sexual offenses, including indecent exposure; promoting, procuring, compelling, soliciting, or engaging in prostitution; corrupting minors (sexual relations with children); molesting; voyeurism; committing sex acts in public; incest; rape; sexual assault; sexual battery; or sexual abuse; but excluding sodomy between consenting adults;

viii. Child abuse or cruelty to children; or

ix. Unlawful distribution or possession of or possession with intent to distribute, a controlled substance.

Any substantiated background checks returned from CFSA CPR or the National Sex Offender Registry is not permitted to work with children and youth.

Clearance Compliance
The OST Office or designee will track clearance information of grantees and subgrantees through the Cityspan database and site visits. More information on this can be found in the Data Analysis and Reporting section below.

Data Security

The OST Office requires care and specific measures to protect information that could cause harm if made public. All OST personnel, contractors, grantee, subgrantee, and partners must abide by the following procedures.

Any information that is confidential or sensitive must be sent via secure and encrypted transmission. Confidential or sensitive information includes, but is not limited to: financial information, applicant information, personally identifiable information of service recipient(s) and personnel, and social security numbers.

The OST Office will use the DC Government's Box.com account to securely transfer files, unless a partner has their own secure method (such as a secure file transfer protocol portal). Files uploaded to Box.com will be deleted from Box.com once they are downloaded or within 5 days of upload. According to the Office of the Chief Technology Officer, data uploaded to Box.com is encrypted during transit and at rest. Additionally Box.com is FedRAMP compliant.

Data Security

Per DC Law § 2–1555.04(g), the OST Office will collect information from grantee and subgrantee such as Personally Identifiable Information (PII) on Learn24 funded program participants including name, date of birth, address, and demographics. The OST Office will use the following methods for receiving and transmitting PII with other agencies or community-based organizations (CBO).

- The OST Office will receive PII over secure electronic connections. The OST Office will not receive PII via email, even if dc.gov email is considered secure. This means that the source system must be trusted and recognized for the level of security needed (i.e., not a home computer system), and the means of transfer must be secure (e.g., encrypted Internet session, secure file transfer protocol).
- To transfer files securely the OST Office will use the DC Government's Box.com account.
  - To transfer files the OST Office first creates a folder on Box.com for the partner providing data, then adds them as a collaborator for that folder. This ensures they have access to that folder and that folder only. They can then add files to that folder or retrieve files. Once the OST Office has downloaded the file or once the partner has downloaded the file it will be removed from the Box.com folder.
  - Box should not be used for file storage and all files should be deleted from Box once they are downloaded.
- The OST Office can also receive PII or transmit PII via an in-person delivery. OST Office and other agency staff can exchange PII via "hardware" such as encrypted flash drives. The OST Office staff will use dedicated flash drives for these purposes and will secure them in the OST Office's Data Analyst's desk. The preferred method of transfer will be secure electronic connections and transmission via in-person delivery will be minimized.

OST Office PII Storage

The OST Office will use the following methods for securing PII:

- OST Office staff will store all PII in the DME's Confidential file folder on the DME network drive. EOM IT staff created this encrypted folder. The Confidential Data file folder is limited to DME project staff authorized to access the confidential information. The Director of Planning, Data, and Analysis identifies those select DME staff, and they are only granted access after they review these confidentiality procedures and sign a

confidentiality form. Other DME staff not granted access cannot see nor access the Confidential Data file folder.

- The OST Office will also store PII through its contracted database provider Cityspan. The Cityspan database can only be access with individual specific passwords. Access to Cityspan logins is restricted to only those who absolutely need access to meet reporting requirements.
- OST Office staff will track the receipt and transmittal of data that include personally identifiable information including but not limited to person/agency transmitting data, person/agency receiving data, information being shared, reason for sharing, whether a data sharing agreement was necessary and secured. This tracking sheet will be stored on the DME's Confidential Data file folder on the shared drive that only authorized OST Office staff have access to.
- PII data is not stored on OST Office staff's work laptop nor on OST Office staff's desktop hard drive.
- Records and reports containing PII will be secured by individual OST Office staff (e.g., stored in desks or cabinets when not in use). Access to these cabinets and desks must be limited to project staff authorized to access the confidential information. When these records or reports are no longer needed they should be shredded.
- Data will be secured at the end of the evening and materials with PII information will not be left unattended in the office.
- Desktop and laptop computers of OST Office staff with access to PII information will be locked when the staff member is not at their desk.

Analysis of personally identifiable information

The OST Office will ensure that students' and children's identities will remain private when conducting analyses by doing the following:

- Personally identifiable information (PII) will be removed from analytic datasets when feasible (e.g., names, DOBs, or addresses).
- PII will be removed from internal analytic deliverables (e.g., names, DOBs or addresses) and data will be aggregated.
- OST Office staff will limit their use of confidential information to the minimum that allows them to complete the analysis.
- OST Office staff will not intentionally look for an individual's information that is not pertinent to the necessary analysis.

Reporting of data analyses using personally identifiable data

The OST Office shall ensure that analytic products shared with those who are not exempt from privacy laws take the following precaution:

- No PII data will be published in reports. Data will be aggregated or de-identified.
- Analytic materials that will be released publically will be aggregated to the appropriate "cell" size based on federal or local educational standards (e.g., 10, 20, or 25 depending on the metric).
- OST Office staff will ensure that all PII on worksheets/tables are removed from spreadsheets.
- OST Office staff will ensure that all metadata was been removed/sanitized from documents.
- OST Office staff will have another member of the team review materials to ensure PII standards are met before releasing. This includes reviewing summary tables, charts, maps, or other exhibits.

Re-disclosure of personally identifiable data
The OST Office will not release nor re-disclose PII to any non-education agency or authority unless a Memorandum of Agreement (MOA) exists with the third-party with respect to the PII. The MOA will outline the relationship between the OST Office and the third party, what data is being released, for what purpose the data will be used, and the timeline and method of destruction of the data by the third party.

Cityspan: The Learn24 Database
The Learn24 Database has been licensed and contracted by the grantmaking partner to support subgrantees in providing information such as program information and program site locations youth enrollment information and attendance and collection of the SAYO-Y results from youth. The OST Office's Data Analyst is the administrator of the Learn24 Database.

Data Analysis and Reporting

The OST Office will analyze the data from the Cityspan Learn24 Database to calculate the number of youth served for each program, organization, site, and for all grantees combined. The OST Office will also analyze the data from the SAYO youth survey. The OST Office also provides grantees with two guides with recommended procedures and policies regarding data and surveys. One is the "DC Learn24 Database User Guide" which is focused on the database and all information which is entered into it. The other procedures and guide document is the "DC SAYO-Y User Instructions" which provides information on how to administer the SAYO in general and how to collect responses in the database. These guides and instructions are frequently updated and are distributed via email and available for download from the login page of the Cityspan database.

Attendance Entry

Grantees are required to enter participant program attendance for programming that is supported by Learn24 grants, meaning the programming would not have existed without the Learn24 grant.

- Learn24 participants, in regards to attendance tracking requirements, are OST program participants whose OST programming would not have existed in its full form without the Learn24 grants.
- Grantees are required to track individual level attendance for Learn24 participants.
- Grantees are required to provide the OST Office the site locations where Learn24 funded OST programs will take place prior to the beginning of programming.
- The grantmaking partner will record attendance information for 1-3 program days. This information will then be compared to what is in the Cityspan database for those days to check the validity of the attendance entered into the database.
- Programs here are for specific periods of time, serve participants on a regular basis over the course of multiple weeks, and meet regularly.
- Events: For the purpose of attendance tracking events are one time public events that engage youth who are not enrolled in the program. Some grantees hold one off events that are funded, at least in part, by Learn24 grants. If these events do not occur regularly, and do not regularly have the same participants, then it's not required that grantees track individual level attendance for these events. Grantees enter these events in the Events module of the Cityspan database where they enter the date the event occurred, a short description, and the number of attendees. Field trips or events that are part of regular youth program should be tracked as part of program attendance. These days can be added to the regular schedule.

Some grantees administer mentoring programs and they can track attendance in a different manner. It's possible for grantees to track attendance in a mentoring program using a regular program schedule, since the OST Office is only interested in the number of times a participant attended a mentoring session. Grantees can also enter in mentoring attendance using the 1-on-1 Activities module. In this 1-on-1 Activities module the user creates the activity and then tracks attendance individual, with no fixed schedule. These present records are included in the *Person Service Details* report.

Attendance Analysis

The OST Office will download the *Person Service Details* report from Cityspan and use this report to calculate the final number of youth served for the annual report and quarterly performance measurement tracking.

- This report is at the person, program level, meaning there is one record per participant at each program.
- Participants in mentoring are also included in this file.
- This report will be filtered to ensure only Learn24 funded programs are counted. The report will then be filtered by program start date to separate attendance and programs by fiscal year and grant period.
- This analysis will be done using R and the R script used is titled *Learn24 Attendance Summary.R*.
- To count the number of unique participants at each level the records will be collapsed by full name and date of birth. Prior to this the date of birth's will be checked to see if there are ages outside of the range which grantees can serve, ages 5-21. Grantees are supposed to only serve youth, with grant funds, who are eligible for public school enrollment in DC. Grantees with date of birth's outside of the range will be contacted to correct the dates.
- Once data sharing begins with OSSE, name and date of births' will be checked by attempted matching with OSSE records.

Attendance in one off events, as tracked in the events modules, will be included separately because the event attendance cannot be collapsed to the unique individual level because no PII is provided for the event attendance. Attendance in those events is shown in the *Learn24_MasterProgramSummary_SY1819* program level reports (the name of the report varies by the grant period).

The OST Office will provide the Grant Making Partner a list every month of the grantee site locations in the database for that current grant period (For example, School Year 2019-20). That list will include program information (such as begin and end dates), in addition to the number of participants enrolled and the number of participants who have attended at least one session. The purpose of this report is to update the Grant Making Partner on whether subgrantees are staying in compliance with the attendance entry requirements.

Source Documentation
The R script, raw data (downloaded from Cityspan), and all output will be saved in a separate folder in the Confidential Drive and not opened again after each quarter and fiscal year reporting. These numbers will also be used in the Annual Report. Data will be stripped of PII before it is saved and random unique identifier values will be added instead to distinguish unique participants.

SAYO Analysis
SAYO results will be downloaded from the Cityspan *SAYO Y Results Report*. This report has one record per response.
- This report marks each record with the organization and the site location. It also contains the *youthid* which can be used to link the response to a participant.
- Responses are separated by the date of survey.
- Results are analyzed in R.
- Responses with no question answers are dropped.
- Responses are converted to numeric values on a 1-4 scale and then all items in a scale are averaged to create the scale means.
- Scale means are created even if not all questions in a scale have responses. These scale means are then averaged to create means for the organization and means for all grantees, except the organization who is the focus of the report.

Reports are then generated for each grantee and each program period and these reports are provided to grantees. These reports include means of scale means and distributions of scale mean values, comparing the organization to all Learn24 grantees with SAYO responses. The reports also contain tables and graphics showing item level responses, showing the percent of respondents who responded with each option. For example the percentage that answered "Yes" to a certain item.

Staff Clearances and Information
OST grantee or subgrantees are required to enter all personnel clearance date and upload proof of clearance at Learn24 funded sites into the Cityspan database. In addition, personnel name and date of birth will be required to be entered.

The Data Analyst will enter DCHR suitability findings into the Cityspan database as they are received. The DCHR suitability email meets the MPD and FBI background check clearance requirements.

The OST Office staff will review all clearance documents uploaded by grantee or subgrantee on a weekly basis to verify the correct files have been uploaded and valid. The Data Analyst will track new staff entries each week and distribute a list of staff names to review by OST Office staff. The OST Office staff will then check to see if the documentation proves a clearance was completed. If the National Sex Offender registry had not been checked then the OST Office will check the registry and enter the information into the Cityspan database.

The OST Office will inform grantee and subgrantee of clearances which will expire within two (2) months.

Monthly, the OST Office will provide the Grantmaking Partner a list of the staff members at each subgrantee who have collected the sufficient clearances and the effective date of the clearances. The Grant Making Partner will then check this list against the staff members present at their site visits.

Event Management

The Institute for Youth Development (The Institute) plans and organizes professional development opportunities for OST Program staff serving children and youth in the District of Columbia. Through these professional development opportunities, The Institute is building the skills for adults who work with children and youth in OST programs through various workshops and conferences.

The Institute provides workshops and conferences as follows:
1. First Friday Learning Series
   o Offered the first Friday of each month from September through June
   o Workshop topics feature topics of high interest or trending in the OST field
   o Workshops vary from 2 hours to full day offerings

2. On Demand Workshops
   o 2-3 hour workshops hosted by a community-based OST Program provider locations with a minimum of 10 adults participating
   o Youth Development Training Series (6 workshops) provides the foundation workshops for individuals new to positive youth development and an asset-based approach to working with children and youth.
   o Youth Work Methods Training Series (10 workshops) is a series of workshops that improve direct service providers' interaction with children and youth
   o All workshops are delivered by Certified Trainers

3. One Day Conference
   o Fall Conference in October each year
   o Summer Conference held in June each year
   o These conferences usually highlights a keynote speaker and various workshops based on a call for presenters.

The process for creating an event is as follows:
- Develop a registration page using the OST Office Eventbrite Account.
- Coordinate logistics for event
- Advertise event in the Learn24 newsletter and website
- Develop an event work plan and "run of show"
- Secure equipment and supplies
- Clean-up after the event and
- Send evaluations to attendees

Stakeholder Engagement and Outreach

Learn24 is a network of before—and after—school and summer programs, also called out-of-school time (OST) programs, launched by Mayor Bowser in 2017 to ensure that youth in Washington, DC have access to quality educational and enrichment activities beyond the school day. The Learn24 network includes the Office of Out of School Time Grants and Youth Outcomes (OST Office) located in the Office of the Deputy Mayor for Education, The Commission on Out of School Time Grants and Youth Outcomes, the Institute for Youth Development located at the University of the District of Columbia Community College, United Way of the National Capital Area, non-profit organizations that serve District of Columbia youth, Government agencies and the youth development professionals that work to provide youth with a quality learning experience in an out-of-school time (OST) setting.

Organizations that receive funding through the OST Office, network members, partners and stakeholders play a major role as ambassadors, in helping all District of Columbia youth and families access meaningful educational and enrichment activities across the city. These stakeholders serve as the ambassadors and leaders for Learn24. It is the responsibility of all ambassadors to promote the importance of learning, growing, and playing in a safe environment outside the school day. The Learn24 network is proud to have such committed partners and individuals working to enhance the lives of youth in the Nation's Capital.

Branding Guidelines
The following guidelines were created to provide clarity to the network on the use of the Learn24 brand.

Learn24 Grantees
Organizations (Grantees) that receive funding from Learn24 may place the Learn24 logo on the program page of the organization's website and/or acknowledge that the program receives support from Learn24.

Grantees may use the logo on program materials during the grant period such as:
- Program page of organization's website
- Program recruitment flyers and posters
- Registration packets
- Programs booklets or final showcase

The Learn24 logo shall not to be used on the following:
- Fundraising materials
- Physical structures for capital improvements
- Political agendas or materials
- Clothing (i.e. t-shirts, hats, bags, etc.)

Other Stakeholders
All partners and network members should seek approval to use the logo on items such as:
- Websites
- Event materials
- Printed materials

Communication

Website

The Learn24.dc.gov follows the standards and rules set forth by OCTO. OCTO grants access to the potential users only after completing a full-day training hosted by OCTO staff. Currently, the Communications Specialist, Executive Director, and OCTO Web Editors have access to make edits and updates to the Learn24.dc.gov website. Edits and updates to the website are made as needed and must receive approval before being updated to the website. OCTO has final autonomy on layout and content of website and contact the OST Office if there are any concerns with content or layout displayed on the website.

The Learn24.dc.gov website is translated in Spanish, Amharic, French, Korean, Vietnamese, and Chinese. If translation services are needed, use the DME process to obtain translation service from District approved list of translation service providers.

Newsletter

The OST distributes a bi-weekly newsletter to subscribers that have opted to receive information regarding OST. The newsletter is distributed using the Granicus (gov.delivery) platform supported by OCTO. Users must schedule and complete a webinar hosted by OCTO before receiving access to the Granicus software. Content is gathered and reviewed for accuracy by various members of the OST Office. Content is then placed into the system, and then the OST Office reviews a draft newsletter internally before being approved by the DME's Communication Director.

Subscribers sign up to receive the newsletter by entering their email on the homepage of Learn24.dc.gov, physical sign-in sheets or selecting the option to receive newsletters from the OST Office on the DC.gov website. Subscribers have the option to opt-out of receiving the newsletter at any time.

Glossary

Applicant: an entity that submits an application to be considered for funding.

Asset Based: An approach that focuses on the strengths and competencies that children and youth have that values resilience over risk, assets over deficits, and strengths over weaknesses. An asset based approach focuses on leveraging existing strengths as opposed to fixing what is "wrong".

At-Risk: Fair Student Funding and School, Based Budgeting Amendment Act of 2013 Section 4(a)(2A) states "At–risk" means a District of Columbia Public School (DCPS) student or a public charter school student who is identified as one or more of the following: (A) Homeless; (B) In the District's foster care system; (C) Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or (D) A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

Direct Program Costs: costs related to carrying out program activities and working directly with the students such as teachers, instructors, other education staff, aids, assistants, interns, supplies, curriculum, and management.

DME: Office of the Deputy Mayor for Education

DPR: Department of Parks and Recreation

Evidence Based Practices: practices or programming that have been shown through research or data to improve outcomes.

Family Education Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Indirect/Operating Costs: costs that cannot be tied directly to the program, but costs that are incurred to support the program, such as general operating costs or overhead costs (e.g. audits, audit fees, grant writing, management or finance salaries, or administrative rent).

Frontline Staff: staff that work directly with youth.

Goal: an indicator established to determine whether an objective has been achieved (e.g. all participating youth have improved their literacy scores).

Grantmaking Partner: a nonprofit organization that administers and monitors the OST Grant Program on behalf of the OST Office.

Local Education Agency: the DCPS system or any individual or group of public charter schools operating under a single charter.

Opportunities: activities, roles, and responsibilities taken on and done by youth to explore, express, earn, belong, and influence.

OST Commission: The Commission on Out of School Time Grants and Youth Outcomes.

Out-of-School Time (OST) Program: a structured, supervised learning or youth development program offered to District youth before school, after school, on weekends, or during seasonal breaks.

Outcomes: knowledge, skills, attributes, abilities, and behaviors youth need to be healthy, caring, and responsible as they transition to adulthood.

Outputs: tangible and measurable results of what a program does or provides that then lead participants to desired outcomes. (e.g. number enrolled, number retained, number and/or duration of workshops, homework sessions, college visits, special events, and guest speakers).

Personally identifiable information (PII): Information that, alone or in combination, can be linked to a specific student including but not limited to: child or family name, address, Unique Student Identifier, school name, date of birth (DOB), place of birth, or mother's maiden name. Aggregate data may sometimes include PII if the underlying data is so narrowly-defined that the information can be used to identify the student. Furthermore, group level aggregated data where the group is less than 5 children could be identifiable as well.

Personnel: Refers to all (paid and unpaid) staff, contractors, and volunteers that work at or with an organization.

Positive Youth Development (PYD): is a method that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths *so that youth are empowered to reach their full potential.* PYD differs from other approaches to youth in that it rejects an emphasis on trying to correct what is "wrong" with youth's behavior or development.

Request for Application (RFA): a document that solicits entities to submit an application to be considered for funding.

Reviewer: an individual that reads applications, reviews, and scores applications based on the scoring criteria

School-Age Program Quality Assessment (SAPQA): is a validated instrument designed to measure the quality of school age programs (grades K-6) and identify staff training needs. The SAPQA is one of a number of tools available through Youth Program Quality Intervention (YPQI).

Services: provision of resources, knowledge, or goods to or for youth.

Small Nonprofit Organization: an organization with an operating budget of less than $250,000.

Supports: things done with youth; relationships addressed by expectations, guidance, and boundaries.

Survey of Academic and Youth Outcomes-Youth (SAYO-Y): a youth survey created by the National Institute on Out of School Time (NIOST) at Wellesley College that is comprised of multiple choice, Likert scale questions that are completed by youth participants to measure their program experiences, future expectations, sense of competence, and sense of how the OST program has helped them.

Target: an indicator established to determine how successfully an organization is achieving an objective (e.g. x% of youth will improve their literacy scores by at least one grade level).

Youth: an individual of 21 years of age or less who is eligible to enroll in a District primary or secondary school, or an individual of 22 years of age or less who is eligible to receive special education services from a local educational agency.

Youth Development: childhood and adolescence stages of human development that supports social, emotional, cognitive/intellectual, spiritual, and physical growth.

Youth Development (Program): childhood and adolescence stages of human development that supports social, emotional, cognitive/intellectual, spiritual, and physical growth or a programmatic or service delivery approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for youth by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their strengths.

Youth Developmental Outcomes: the results of programs, services and supports that are designed to engage youth to meet their developmental needs. These outcomes have been framed into two categories:

Identity: a sense of personal well-being and connection and commitment to others.

Ability: knowledge, skills, and attitudes that prepare youth for adulthood.

Youth Participation: youth having the power to make and implement decisions, together with a share of the responsibility for the outcomes.

Youth Program Quality Assessment (YPQA) ®: is a validated instrument designed to measure the quality of grades 4-12 youth programs and identify staff training needs. The PQA is one of a number of tools available through Youth Program Quality Intervention (YPQI).

Youth Program Quality Intervention (YPQI): a data-driven continuous improvement model created by The David P. Weikert Center for Youth Program Quality (Weikart) that uses a rigorous, experimental design, which research finds produces a cascade of positive effects, resulting in improved program quality at the point of service.

Youth Worker or Youth Development Practitioner: an individual who works with youth to promote developmental outcomes. Youth Workers range from frontline staff to program managers who work with youth in structured, semi-structured, or unstructured settings.

Office of Out of School Time Grants and Youth Outcomes Background Checks Guidance

Contents

A. Introduction

The Office of Out of School Time Grants and Youth Outcomes Establishment Act of 2016, D.C. Law 21-261, created the Office of Out of School Time Grants and Youth Outcomes (OST Office), located in the Office of the Deputy Mayor for Education. The OST Office's mission is to improve the educational, social-emotional, and physical health well-being of youth through participation in out-of-school-time programs.

The term grantee refers to an organization that receives a grant directly from the OST Office.

The term subgrantee refers to an organization that receives a grant from an OST Office grantee.

B. Overview

Grantees and subgrantees will ensure all adult program staff (paid and unpaid), volunteers, or contractors (herein referenced as personnel) who have unsupervised interactions with youth receive the following background checks in order to comply with the District of Columbia's Criminal Background Checks for the Protection of Children Act of 2004, DC Code §§ 4-1501.01 – 4-1501.11 and other OST Office requirements:

- Federal Bureau of Investigation (FBI) Criminal Background Check
- Metropolitan Police Department (MPD) Criminal Background Check
- National Sex Offender Registry; and
- DC Child and Family Services Agency (CFSA) Child Protection Registry (CPR).

It is strongly encouraged that all staff, supervised and unsupervised, has background checks completed as well.

Personnel without a complete set of clear background checks must always be supervised when working with children or youth by an individual who has cleared background checks. Grantees and subgrantees must provide the OST Office or designee with the names of primary and secondary supervisory staff by site who are responsible for supervising personnel awaiting clearances. Documentation of completed clearances must be uploaded into Cityspan before the start of OST programming.

All background check results must be sent directly to the organization, from the entity providing the check (for example the MPD), and not the individual. Source documentation will be reviewed and verified during the grant period.

C. Personnel

Current Personnel

All personnel must have background checks that are valid throughout the grant period. Personnel whose clearances expire during the grant period should undergo the process again.

New Personnel

Personnel who are newly hired or under contract by the organization must have background checks and clearances submitted to the appropriate agencies within one (1) week of the start date. The organization must maintain proof of submission for each background check in the personnel file.

The National Sex Offender Registry check results must be completed and available in the personnel file within two (2) days of the start date.

New personnel shall not be left unsupervised with children and youth until background checks are completed and approved.

D. Confidentiality and Retention

Confidentiality Information

All personnel files and background checks should be stored in secured file cabinets or password-protected electronic storage. It is the responsibility of the grantee and subgrantee to safeguard confidential information and only use or disclose it as expressly authorized by the staff member or specifically required.

In the event that confidential information must be shared electronically, the transmission must be made via encrypted methods and removed from any temporary storage within seven (7) days.

File Retention Policy

All results must be retained for a minimum of five (5) years after the completion of a grant agreement and must be retained in accordance with federal and DC laws governing record retention.

Destruction of Files

All paper personnel records and confidential employee data maintained will be destroyed by shredding after retention dates have passed.

Electronic records shall be properly purged, deleted, and overwritten, after the retention dates have passed.

E. Completing Background Checks

The following is provided for ease, but information may have changed. It is the responsibility of the applicant to confirm the necessary costs and requirements for submission.

Grantee or subgrantee with personnel that will be providing programming at a District of Columbia Public Schools (DCPS) facility must follow the policies and procedures established by DCPS.

Grantee and subgrantee must ensure background check results are sent directly to the employer. A copy of the clearance letter must be retained within the personnel file.

1. FBI Background Check

   a. Live Scan
   Live Scan is the preferred method for FBI background check submission. A Live Scan is when fingerprints are scanned electronically instead of imprinted on ink first. Results are returned via email typically within twenty-four (24) hours.

   Live Scan locations:
   i.   Metro Lab
         www.metrolabdc.com

   ii.   AFRH-W Police Department
         3700 North Capitol Street NW
         Washington, DC 20011
         Phone: (202) 730-3113

   iii. Bureau of Engraving and
         Printing Police
         301 14th Street SW
         Washington, DC 20228
         Phone: (942) 906-4435

   iv.   Federal Bureau of Investigation
         935 Pennsylvania Avenue NW
         Washington, DC 20535
         Phone: (202) 324-3000

   v.   Federal Emergency
         Management Agency Law
         Enforcement Coordination and
         Investigation
         1201 Maryland Avenue SW
         Washington, DC 20472
         Phone: (202) 646-4263

   vi.   Metropolitan Police Department
         300 Indiana Ave NW
         Washington, DC 20001
         Phone: (202) 727-9909

   vii. Supreme Court of the United
         States Police Department
         One First Street NE
         Washington, DC 20543
         Phone: (202) 479-3211

   viii. U.S. Department of Homeland
         Security Federal Protective
         Service
         1900 Half Street SW
         Washington, DC 20536
         Phone: (202) 245-2300

   ix.   U.S. Park Police
         1100 Ohio Drive SW
         Washington, DC 20242
         Phone: (202) 619-7105

   x.   United States Capitol Police
         119 D Street NE
         Washington, DC 20510
         Phone: (202) 224-5151

b. Ink-based fingerprint card and application
Inked fingerprints and applications can be submitted directly to the FBI and can take three (3) months or more to return search results. More information available at: https://www.fbi.gov/services/cjis/identity-history-summary-checks.

The completed and signed application and the inked-fingerprint card must be submitted directly to the FBI and must include:
  i.   Money Order or Certified Check for $18.00 dollars payable to the "Treasure of the United States".
  ii. The items listed on the Identity History Summary Request Checklist.

Submit completed packet to:
        FBI CJIS Division – Summary Request
        1000 Custer Hollow Road
        Clarksburg, WV 26306

The application may be found at https://forms.fbi.gov/identity-history-summary-checks-review/q384893984839334.pdf

Locations to obtain inked-fingerprints available at:
  i.   Federal Services, Inc.
        1712 I Street NW, Suite 915
        Washington, DC 20006
        (202) 223-5317

  ii. Metro Lab
        Location and information available at www.metrolabdc.com

  iii. Washington DC Fingerprinting
        1140 Connecticut Avenue NW
        Washington, DC 20036
        (202) 628-3716
        www.washingtondcfingerprinting.com

2. MPD Background Check

Grantee and subgrantee must complete a background check by mail to ensure the results are sent directly to the employer. The process of the request can take up to six (6) weeks.

The organization submits a notarized letter on the organization's letterhead. The letter must include the following:
- Statement requesting criminal background
- Full Name (First, Middle, and Last)
- Address
- Date of Birth (DOB)
- Sex
- Race
- Place of Birth
- Social Security Number

The letter must be notarized confirming that the individual is authorizing the release of information to the organization.

The package must include a self-addressed stamped envelope and $7.00 Money Order payable to the "DC Treasurer" (cash and checks are not accepted).

Mail the letter, money order, and envelope to:
Henry J. Daly Building, Metropolitan Police Department
Criminal History Section
300 Indiana Avenue NW, Room 1075
Washington, DC 20001

3. CFSA CPR

The purpose of the Child Protection Register (CPR) is to protect children and to ensure their safety by maintaining an index of perpetrators of child abuse and neglect in the District of Columbia. This confidential index includes the names of individuals with substantiated and/or inconclusive findings from the investigative reports of the Child Protective Services Unit of the Child and Family Services Agency. More information is available at:
https://cfsa.dc.gov/publication/program-child-protection-register

Employers must directly request CPR clearances for prospective or current personnel by completing Part I of the form and selecting "Non-Government Organization". Grantee and subgrantee may not accept a self-check CPR result. Results may take up to 30 days.

The application is available at:
https://cfsa.dc.gov/sites/default/files/dc/sites/cfsa/publication/attachments/CPR_Check_Application_FINAL_030818_English_fillable.pdf

The CFSA CPR check is free, but the application must be notarized.

The CFSA CPR check must be completed annually.

4. The National Sex Offender Registry
The Dru Sjodin National Sex Offender Public Website (NSOPW) provides the public with access to sex offender data nationwide. NSOPW is a partnership between the U.S. Department of Justice and state, territorial, and tribal governments.

Grantee and subgrantee should visit www.nsopw.gov/Home and conduct a search of the personnel by typing in the full name. The results from the website page showing no results found for the staff/volunteer should be printed or pdf and saved in the personnel file.

This background check must be completed annually.

F. Results and Suitability

1. FBI and MPD Background Check

Any personnel with the following felony convictions are not permitted to work with children and youth:

1. Murder, attempted murder, manslaughter or arson;
2. Assault, battery, assault and battery, assault with a dangerous weapon, mayhem, or threats to do bodily harm;
3. Burglary;
4. Robbery;
5. Kidnapping;
6. Illegal use or possession of a firearm;
7. Sexual offenses, including: indecent exposure; promoting, procuring, compelling, soliciting, or engaging in prostitution; corrupting minors (sexual relations with children); molesting; voyeurism; committing sex acts in public; incest; rape; sexual assault; sexual battery; or sexual abuse; but excluding sodomy between consenting adults;
8. Child abuse or cruelty to children; or
9. Unlawful distribution or possession of or possession with intent to distribute, a controlled substance.

Any personnel that have background checks returned with an issue or indication of past criminal history other than what is listed above must have a suitability determination made by the District. Grantee or subgrantee must notify the OST Office within two (2) business days of receiving the results and the OST Office will provide grantee or subgrantee a process in which DCHR will conduct a suitability check for said personnel at no additional cost.

Until the District has determined suitability, the individual MUST not be left unsupervised with youth, or without the presence of the previously identified supervising staff member with appropriate clearances.

Results from the FBI and MPD are valid for two (2) years. Twelve (12) months after the check is complete, the individual will need to sign an affidavit stating that since the FBI and MPD background check was completed, they have not engaged in any activity that may preclude them from being suitable to work with children and youth.

DCPS and Serve DC Background Check clearance letters are accepted evidence of meeting the FBI and MPD Background check policy. The clearance letter must be available in the personnel file and uploaded into Cityspan.

Emailed suitability determination from DCHR is accepted evidence of meeting the FBI and MPD background check policies.

Other documentation of FBI and MPD background may be accepted but must be approved by the OST Office. Grantee or subgrantee must submit a request to the OST Office for approval of other acceptable documents.

2. CFSA CPR

Any personnel listed in the CFSA CPR with substantiated reports of abuse or neglect are not permitted to work with children and youth**.**

Individuals with inconclusive reports have the right to challenge the decision through a Fair Hearing process with CFSA. Further instructions regarding the Fair Hearing process is noted on the last page of the Notice of Investigation Results letter from CFSA.

No other documentation except what is supplied by CFSA will be accepted as completion of the CFSA CPR check.

3. National Sex Offender Registry
The search will display the name, photo, age, aliases, and addresses of individuals who have the same name as the person entered. If the name and photo of the personnel is listed, review the file to ensure it is the correct personnel. Any personnel listed in the national sex offender database is not permitted to work with children and youth.

No other documentation except the pdf or printed results from the National Sex Offender site will be accepted as completion of this check.

G. Compliance

The OST Office or designee will conduct program and administrative visits, announced and unannounced, throughout the grant period. In accordance with Section B above, grantee or subgrantee must supply names of all supervisory personnel, personnel awaiting background checks, and those who have received all clearances and may have unsupervised interaction with youth on-site at the time of programming. The OST Office will verify the names of personnel with what has been entered into Cityspan. In the event personnel background checks have not been entered, grantee or subgrantee will receive a notice within ten (10) business days of observing the non-compliance and grantee or subgrantee will have three (3) business days to upload the information into Cityspan.

If the grantee fails to correct or does not respond, a second written notice will be sent restating the corrective action required and deadline to comply. If grantee has not corrected the action by the deadline specified in the second notice, a third and final notice will be sent restating the corrective action, deadline to comply, and repercussions to Grantee which may include delayed payment, loss of good standing, termination or suspension of grant, or repayment of grant funds.

Any violation of this policy may result in delayed grant payments or termination of the grant agreement for Failure to Comply as listed in the grant agreement.

About ODCA

The mission of the Office of the District of Columbia Auditor (ODCA) is to support the Council of the District of Columbia by making sound recommendations that improve the effectiveness, efficiency, and accountability of the District government.

To fulfill our mission, we conduct performance audits, non-audit reviews, and revenue certifications. The residents of the District of Columbia are one of our primary customers and we strive to keep the residents of the District of Columbia informed on how their government is operating and how their tax money is being spent.

Office of the District of Columbia Auditor
717 14th Street N.W.
Suite 900
Washington, DC 20005
Call us: 202-727-3600
Email us: odca.mail@dc.gov
Tweet us: https://twitter.com/ODCA_DC
Visit us: www.dcauditor.org

	Description	Total Funding Budgeted in FY20	Total Amount Spent in FY20
OVSJG			
Show Up, Stand Out (SUSO)	Show Up, Stand Out's mission is to reduce unexcused absences by mitigating barriers to school attendance of children and their families with five or more unexcused absences prior to escalation to CFSA and/or CSSD. Additional outcomes include: Increased SST capacity at 58 schools to conduct home visits and develop stabilization plans by developing community-school partnerships. Increased AAA compliance rates for 58 schools and their parents by closely monitoring and following timeline protocols. Established student and family resource partnerships at 58 schools that exceed attendance improvement support including parenting, job search, and housing support. **While about 95% of SUSO's funding will go toward SUSO in FY21, holding the program effectively flat from FY20, the remainder may be used for a continuation of the High School Truancy Reduction Grant.	$5,084,807	$3,903,223 Additionally, $330,300 was spent in support activities (e.g., data collection and evaluation) for both SUSO and HSTRP.
High School Truancy Reduction Grant (HS TRP)	The Office of Victim Services and Justice Grants High School Truancy Reduction Pilot Program is partnering with District of Columbia community based organizations to help students get to school every day. The goals of the high school truancy reduction program are to prevent unexcused absences and promote regular attendance; create a culture of educational attainment and youth engagement in the District of Columbia Public and Public Charter Schools; and provide student-centered, research-informed services to students. FY20 was year 3 of the three-year commitment. *While about 95% of SUSO's funding will go toward SUSO in FY21, holding the program effectively flat from FY20, the remainder may be used for a continuation of the High School Truancy Reduction Grant.	$500,000	$530,496
DHS			
Alternatives to Court Experience (ACE)	ACE receives both truancy and low-level delinquency diversions. Many (about 40%) of the youth diverted for delinquency are also truant. Attendance-related services are available to all youth. *Note: ACE and PASS were combined for FY20, with all NPS moved into ACE.	$4,520,997*	$4,155,175
Parent and Adolescent Support Services (PASS)	PASS receives community, CFSA, school, and in-house referrals for youth who are truant, disobedient, or in need of intensive support. *Note: ACE and PASS were combined for FY20, with all NPS moved into ACE. This amount reflects PASS's full PS funding from both local and intradistrict sources.	$2,813,747*	$2,746,557
DME			
Every Day Counts! (EDC!)	DME identified funding in FY18 to sustain a public campaign to spread the message that "Every Day Counts!" and establish a citywide culture of strong attendance. In FY19, the DME received $650,000 in one-time funding for Every Day Counts!, which supported a variety of initiatives that continued into the 2019-2020 school year. Although not specifically an Every Day Counts! item, in FY20, DME identified $27,750 to spend on Kinvolved, Inc. to use two-way texting and regular positive communication with families as family engagement strategies to support attendance at 5 DCPS and public charter schools, whose information is included in this table. In FY21, DME is leveraging philanthropic dollars to partner with Every Day Labs to send attendance letters and use technology to reach DCPS 9th graders and repeat 9th graders and their families, per the OSSE attendance report's prioritized populations.	$0	$27,750
DCPS			
Attendance Counselors	Attendance Counselors provide school-based support to improve student attendance. The objective of this position is to monitor and support the school's compliance with DCPS attendance policies and procedures and implementation of truancy and attendance improvement strategies. *Due to the lack of available precise data on expenditures of individual staff, the expenditures are assumed as 100% of FY20 budgeted and pro-rated for the FY21 period based on the total budgeted.	$3,010,785	$3,010,785*
Attendance Team	There are several programs supported by this team, including central specialists providing support to schools on data, policies, and improvement strategies. The team provides district wide support such as attendance letters, robo-calls and data collection and analysis. Some initiatives include "Energy" Letters, which target families of students who missed 5% or more of school days the previous school year, and Postcard Initiative, which ensures parents receive communication about not only the number of student absences but also what content learning was lost as a result. *Due to the lack of available precise data on expenditures of individual staff, the expenditures are assumed as 100% of FY20 budgeted and pro-rated for the FY21 period based on the total budgeted.	$923,636	$923,636*
OSSE			
Truancy Prevention Guide distribution	OSSE prints and mails truancy prevention information and resources to parents with students who have been identified by LEAs as having accumulated 10+ unexcused absences. Based on other analyses, up to 18,500 should be sent each year. OSSE is required to provide the families of truant students with a truancy prevention resource guide (see D.C. Code § 38-2602)	$50,000	$20,148
Truancy Prevention and Literacy Program	The overall goal of the grant is to test whether additional resources concurrently focusing on numerous community partners dealing with literacy intervention, parental engagement, and social- emotional issues with elementary school students will significantly improve attendance and state assessment outcomes. This was a one-time pilot grant for FY20 from Council funded through the Community Schools Incentive Act of 2012.	$600,000	$527,079
WMATA			
School Transit Program, including Kids Ride Free	Provides free and discounted transit passes to students to get to and from school and school-related activities.	$22,870,000	All budgeted Kids Ride Free funding is transmitted to WMATA in quarterly installments. The total budget for Kids Ride Free in FY20 was $22.9 million. An end-of-year reconciliation process provides a refund for any cards not issued to students. In FY20, the District received a refund of $3.8 million for unissued cards in SY19-20.

Agency	SY19-20 Strategy	Summary
DME	PILOT: Family Engagement in High Schools	Through a contract with Kinvolved, pilot schools will deploy family engagement strategies and training to support attendance. Interventions will include increased communication with families enabled by technology solution "Kinvo," which offers two way texting and regular, positive communication with families.
DME	PILOT: Transit Benefit Flexibility for Families Experiencing Homelessness	Every Ride Counts! will provide families experiencing homelessness an opportunity to receive flexible ridesharing or gas benefits during a two-week transition period into short-term family housing.
DME	PILOT: Walk/Ride Pooling Facilitation	Carpool to School offers school administrators the ability to leverage technology to offer diverse, low maintenance resources parents and students need to organize carpools, walk pools and bike pools
DCPS	Cluster Model of Support	•Cluster Model of School Support, including a uniform menu of attendance supports •Comprehensive School Plans
DCPS	Enhanced Multiple Tiered Systems of Support (MTSS) Process	The prevention Ed Neglect Project between CFSA and DCPS is up and running at Moten and Excel elementary schools. - Working on data sharing agreement with CBOs to monitor progress of SUSO engaged students.
DCPS	Additional Attendance Specialists to Increase Support for Schools	This has been replaced with adding a manager to the team to support more enhances project management and data analysis.
DCPS/KIPP	Proving Ground Communications with Students/Families	All schools are participating in the letter initiative. DCPS is targeting students who missed 5% or more of the 18-19 school year. KIPP is targeting all students. Postcard Project involves 41 schools (Cluster 3, 4 and 5) where 1-3 teachers at each of these schools are piloting the project.
DBH	PILOT: DBH Behavioral Health Supports (DBH Clinicians and School Mental Health Program Clinicians)	DBH will focus on Anacostia, Washington Metropolitan Opportunity Academy, Johnson Middle School. Use of early intervention groups and incentives of gift cards. The frequency, structure, duration and other components have not yet been developed.
CFSA	Educational Neglect investigations are conducted solely by the social workers in the newly formed specialized Educational Neglect unit.	Specialized unit will collaborate closely with DCPS teams to investigate cases of Educational Neglect and intervene with the family to address risks and prevent recidivism. Using this aligned metric will help CFSA determine the efficacy of the intervention plan created upon the conclusion of the investigation, and/or the efficacy of the In-Home services provided (should an In-home case be opened).
CFSA	Educational Neglect Prevention Pilot Project	When a student misses five or more days of school unexcused, Excel Academy and Moten ES will request CFSA Educational Neglect Unit's support in problem-solving to prevent absences reaching 10, at which point a referral for Educational Neglect is warranted. This includes telephone calls, referrals, resource sharing, and ensuring that the school has utilized all community resources to support the family in improving attendance.
DHS	Tiered Case Management Model	Based on a new three-tiered model of case management beginning FY20, Youth Services Division will measure the percentage of students who improve their in-seat attendance.
Children's National Health System	PILOT: Pediatric Provider Education	Children's National will develop an online module on chronic absenteeism for pediatric providers and pilot the module among pediatric residents at CNHS
OAG	Continuation of the I Belong Here truancy reduction initiative	OAG will continue the work in Sousa Middle School for the I Belong Here truancy reduction initiative. This is the third year that OAG has run this program. This year OAG will deepen its relationship with Howard University in order to strengthen the initiative.

OSSE	Community Schools Incentive Initiative- Truancy Prevention and Literacy Pilot Grant	The goal of the grant is to test whether additional resources concurrently focusing on numerous community partners dealing with literacy intervention, parental engagement, and social- emotional issues with elementary school students will significantly improve attendance and state assessment outcomes. The awardees will have grantee-specific measurable metrics are required track the data identified in their grant application. Grantees are required to submit two reports (mid-year and end-of-year report). The reports should include data they committed to collect based on their grant application.
OSSE	Daily Attendance Reports	DAR currently receives daily attendance data at the attendance-level and aggregates this data into multiple attendance Qlik applications for various stakeholders – PCSB, DCPS, and researchers. This data is aggregated into metrics for the DC School Report Card and STAR rating at the end of the year.
PCSB	Solicit and consider feedback from charter LEAs regarding EDC! Initiatives	DC PCSB will invite two charter LEAs to present to the EDC! Taskforce. Ideally, these LEAs will be participating in one of EDC!'s pilot initiatives and can provide updates and actionable feedback to the group.
OVSJG	Monitor engagement, increase data sharing, and measure impact on student attitudes and attendance.	Show Up, Stand Out (SUSO) is a community based truancy reduction program that helps parents get their children to school every day. The program works with families to identify barriers to school attendance by providing support services that address the family needs to make sure their kids attend school regularly- a critical first step for a good education and success later in life. The program also works directly with middle school youth to reengage students by providing them with the opportunity to receive additional resources that will positively impact their attitude towards school.

Strategic Plan for Addressing Chronic Absenteeism in the District of Columbia

2018-2021 Strategic Plan Update

Executive Summary

Every Day Counts! is a citywide effort initiated by Mayor Muriel Bowser to ensure every student attends school every day in Washington, D.C. Every Day Counts! (EDC!) engages the entire community to support students and families through a public awareness campaign, a taskforce coordinating public agencies and stakeholders, and data-driven investments to improve attendance.

EVERY DAY COUNTS!		
Campaign	Taskforce	Data Driven Strategies

In Fall 2017, Mayor Bowser launched a citywide public campaign called Every Day Counts (EDC)! to emphasize the importance of student attendance. The public campaign aligned with the work of the existing Every Day Counts! Task Force already working strategically to ensure that attendance is a priority across public agencies, communities and schools. The campaign deploys targeted messaging using social, digital and print media.

The Every Day Counts! Taskforce is a partnership of diverse D.C. agencies and stakeholders, including D.C. Council and local education agencies, that collectively advance and coordinate strategies to increase student attendance and reduce truancy. The group includes representatives from education, justice, health clusters of the Administration, allowing for the development and implementation of a comprehensive attendance strategy. The Taskforce is chaired by the Office of the Deputy Mayor for Education.

Every Day Counts! employs an Ed Stat model that uses data to select high impact strategies for improving student attendance. The model is also working to shift the city's focus to include chronic absenteeism in addition to truancy to ensure that strategies address both excused and unexcused absences that result in students missing critical learning time. This approach feeds a measure, monitor, act continuous improvement framework employed by the Taskforce.

While work in the District to address truancy and absenteeism has spanned nearly a decade without sustained success, a growing body of national research and local investments currently provide a strong base for the Every Day Counts! initiative to reach its goals.

The School Year (SY) 2018-21 Strategic Plan Update builds on past strategic plans and reflects the learning from a self-assessment conducted by the District of Columbia in partnership with national attendance experts from Attendance Works in Fall 2017 (See Appendix A). It focuses on new activities under six pillars for improving attendance: 1) Culture & Capacity Building, 2) Positive Engagement, 3) Leadership, 4) Shared Accountability; 5) Actionable Data; and 6) Partnerships and Investments.

This update serves to document the goals, approach, strategies and activities that underpin the current work of the Every Day Counts! Task Force.

Why Attendance?

Strong attendance is critical to our students succeeding academically and realizing their dreams. We know that consistent attendance significantly impacts student learning in our schools today and shapes our students' future educational, social and economic outcomes. Specifically, we know that:

- Missing just two days each month can put students at risk of academic failure.[1]
- Missing just 10% of the school year in early grades can leave many students struggling throughout elementary school.[2]
- By sixth grade, missing 18 days a year is strongly linked to dropping out of high school.[3]

Chronic absenteeism continues to be a significant challenge for Washington, D.C., despite years of work to address truancy and absenteeism:

- In School Year 2017-18, 29.3% of students were chronically absent in Washington, D.C.[4]
- In D.C., students who are at-risk, experiencing homelessness, economically disadvantaged, receiving special education services are more likely to be chronically absent from school.[5]
- Students of color are disproportionately likely to become truant and chronically absent.[6]
- Absenteeism impacts students citywide and spans ages, grades and schools.[7]

For more detailed information on chronic absenteeism, annual and quarterly reports can be found on attendance.dc.gov.

Key Citywide Attendance Policies

There are four primary pieces of legislation that address truancy and/or absenteeism in the D.C.:

(1) The Safe Children and Safe Neighborhoods Educational Neglect Mandatory Reporting Amendment Act of 2010;
(2) The South Capitol Street Memorial Amendment Act of 2012;
(3) Attendance and Accountability Act of 2013 (D.C. Code §4-1321.02 and §38-201 et seq.); and
(4) The School Attendance Clarification Amendment Act of 2015.

Requirements of these acts include:

- Students ages 5 through 13 will be referred by schools to the Child and Family Services Agency (CFSA) after ten full day unexcused absences.
- Students from ages 14 through 17 will be referred by schools to Court Social Services (CSS) and the Office of the Attorney General (OAG) after fifteen full day unexcused absences for prosecution, diversion and community-based interventions.
- After a student's tenth unexcused absence, the Metropolitan Police Department, OSSE and parent or guardian must be notified.

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[1] Cite re academic failure
[2] Cite re early grades
[3] Cite re 6th grade leads to dropout
[4] Cite re recent chron absenteeism rate
[5] Cite to OSSE 16-17 year report
[6] Cite to OSSE 16-17 year report re: race
[7] Cite to OSSE 16-17 year report re: grades, schools

- Guardians of students with unexcused absences may be charged with commission of a misdemeanor.

The Office of the State Superintendent for Education (OSSE) has issued regulations approved by State Board of Education (SBOE) that further define how schools implement these acts, including:

- Defining "present" as a single school day where a student is physically in attendance for at least 80% of the full instructional day.
- Requiring an attendance student support team (ASST) meeting after five unexcused absences.

Previously the Truancy Taskforce identified two distinct driving goals behind these policies:

(1) Reducing student truancy, or unexcused absences, to promote student safety and well-being.
(2) Reducing all forms of absenteeism, both excused and unexcused, in order to ensure District students are present for enough school to receive the benefit of their education.

The shift in the Taskforce's name signals a change in a citywide framework for thinking about student absences. A student who is absent for a significant number of days, even if excused, is chronically absent and misses out on valuable learning time.

For additional information and updates regarding attendance policies, visit attendance.dc.gov.

Key Metrics

There are three guiding metrics that measure the success of the District's attendance work:

- The **chronic truancy rate** is the percentage of students who have accumulated 10 or more unexcused absences in a given school year.
- The **chronic absenteeism rate** is the percentage of students who have missed more than 10% of school days in a given school year or portion of the school year for which they were enrolled.
- The Taskforce also reports on **referral rates**, or the extent to which chronically truant students receive the referrals currently required under the law (see Key Citywide Attendance Policies).

Where We Are Today

By implementing the School Year 2015-17 Strategic Plan, we increased our knowledge of absenteeism and assessed D.C.'s historic response and investment to address absenteeism. While ongoing changes to increase the uniformity, accuracy and timeliness of attendance data have made year-over-year comparisons a challenge, we feel increasingly confident that we are acting on meaningful attendance information.

To date we have not observed significant improvements in our primary attendance metrics, despite some bright spots at the school level:

Metric	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
Chronic Truancy Rate	21.4%	25.5%	29.3%	29.9%
Chronic Absenteeism Rate	26.3%	27.3%	29.3%	30.2%
Rate of Referral to CFSA (DCPS Only)[8]		80%	81%	89%
Rate of Referral to CSS (DCPS Only)[9]		46%	34%	33%[10]

[8] Currently the public charter schools are unable to report on this metric sector-wide.
[9] Currently the public charter schools are unable to report on this metric sector-wide.
[10] SY18-19 includes students between the ages of 14-17 and only includes referrals to CSSD; SY17-18 includes students between the ages of 5-17 and includes referrals to CSSD and OAG.

4

Our Approach - Key Components of Every Day Counts!

EDC! Campaign

Partners

The EDC! Campaign leveraged a moderate investment of public dollars in a strategic media campaign to attract both philanthropic support for campaign incentives and private and corporate in-kind donations. The goal of the campaign is to use attendance data to target students, families and communities where absenteeism is most acute and set a baseline message citywide.

Key Messages
- Absences add up. Missing just two days each month means a student is chronically absent.
- Students who attend school every day are more likely to graduate from high school and earn more money as adults.
- Children who attend preschool every day are more likely to read on grade level in 3rd grade.

Reach
- In School Year 2017-18 through Summer 2018, the EDC! Campaign garnered 43 million impressions on social, digital, print and transportation media.

EDC! Taskforce

Approach

The Every Day Counts! Taskforce uses an EdStat model to increase attendance and decrease truancy. EdStat is an aggressive, data centric, problem-solving model for the District's education system. The model looks across agencies to identify efficiencies and recommend systemic policy changes. Periodic EdStats inform a *measure, monitor, act* framework in which the Taskforce collects key data points (measure), takes stock of progress by analyzing and reviewing the data (monitor), and creates a plan for action (act).

Membership

The Every Day Counts! Taskforce is chaired by the Deputy Mayor for Education and includes representatives from the Child and Family Services Agency (CFSA), Criminal Justice Coordinating Council (CJCC), Court Social Services (CSS), DC Public Charter School Board (PCSB), DC Public Schools (DCPS), Department of Behavioral Health (DBH), Department of Human Services (DHS), Deputy Mayor of Greater Economic Opportunity (DMGEO), Deputy Mayor of Health and Human Services (DMHHS), Deputy Mayor for Public Safety & Justice (DMPSJ), Department of Health (DOH), Department of Transportation (DOT), Office of Victim Services and Justice Grants (OVSJG), Metropolitan Police Department (MPD), Office of the State Superintendent (OSSE), Office of the Attorney General (OAG), State Board of Education (SBOE), the Offices of Chairman Phil Mendelson and Councilmember David Grosso, public charter school leaders, and others.

EDC! Taskforce (cont'd)

Structure

The Taskforce oversees four committees that perform functions related to addressing chronic absence:

- The **Steering Committee** develops and manages the strategic plan, objectives, meeting agendas, and program evaluation plans.
- The **Data Committee** develops common business rules, oversees integration of agency databases, and prepares analyses for committee and Taskforce meetings.
- The **Policy Committee** develops recommendations for legislation, regulations and business rules in support of objectives established by the Taskforce.
- The **Program Committee** coordinates and executes activities in support of the Taskforce in partnership with practitioners and the public.

Each committee meets as needed and reports at bi-monthly Taskforce meetings. Recommendations formulated in committee are submitted to the Steering Committee for review before being agendized at a full taskforce meeting.

School Year 2018-2021 Metrics, Goals & Targets

Leading Indicators & Inputs	SY 2018-19 Baseline	SY 2019-20 Goal	SY 2019-20 Actual	SY 2020-21 Goal	SY 2020-21 Actual
# Schools with In Seat Attendance <90%	35/210 (16.7%)[11]	NA	NA due to pandemic	NA	NA due to pandemic
Proportion of Severe or Profound CA Students	9,799 or 13%[12]	NA	NA due to pandemic	NA	NA due to pandemic
Proportion of Referred Students Working w/ a SUSO Partner	12%	22%	21.75%	TBD	Forthcoming
Proportion of Required ASST Mtgs. Held			Forthcoming		Forthcoming

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[11] 2019 DC School Report Card Metric Scores Public Data 1.14.20.xlsx tab: School Report Card Scores; filtered for Student Group= All Report Card Students and Metric = In-Seat Attendance and Metric Score <90 Linked to from: https://osse.dc.gov/page/dc-school-report-card-resource-library

[12] https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2018-19%20School%20Year%20Attendance%20Report.pdf Table D.2.

Performance Indicator	SY 2017-18 Baseline	SY 2018-19 Goal	SY 2018-19 Actual	SY 2019-20 Goal	SY 2019-20 Actual	SY 2020-21 Goal
Citywide Chronic Absenteeism	29.3%	28%	30.2%	NA	NA due to pandemic	NA due to pandemic
Proportion of Students Improving Attendance	43.88%[13]		43.74%[14]	NA	NA due to pandemic	NA due to pandemic
Eligible Students Referred to CFSA	87.1	81%	81%		79.3%	
Eligible Students Referred to CSSD	45.2		33%		40%	

Workload Measure	SY 2017-18 Actual	SY 2018-19 Actual	SY 2019-20 Actual	SY 2020-21 Actual
Every Day Counts! Social Media Impressions	43M	Not available	2,186,311[13]	636,916[14]
Students/Families Engaged by Show Up Stand Out (SUSO)	424	387	470	Forthcoming
Students/Families Participating w/ a SUSO Partner	same as above	same as above	same as above	same as above
Students Receiving PASS Services	316	274	187[15]	Forthcoming
Eligible Students Referred to CFSA	2215	3458	1443	Forthcoming
Eligible Students Referred to CSSD	958	530	442	Forthcoming

School Year 2018-21 Strategies

In Fall 2017, the Office of the Deputy Mayor for Education and the Every Day Counts! Taskforce partnered with Attendance Works[16] to translate an existing Attendance Work tool for evaluating school district and school performance to a citywide approach. The resulting tool for citywide self-assessment of attendance interventions used six pillars identified by Attendance Works as critical areas for addressing absenteeism: 1) Culture & Capacity Building, 2) Positive Engagement, 3) Leadership, 4) Shared Accountability; 5) Actionable Data; and 6) Partnerships and Investments.

Attendance Works identified key activities in each of these areas (See Appendix A) and compared those activities with the systems and programs in place in D.C. at the city level. D.C. demonstrated strengths and

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[13] Represents impressions from SY19-20 campaign April through September 2019

[14] Represents impressions from SY20-21 campaign August through October 2021

[15] Through March 31, 2020

[16] Attendance Works assisted with the development of the Strategic plan key components and pillars

weaknesses across areas, which spanned the work of the campaign, taskforce and data-driven strategies. The six areas of the Attendance Works tool were adopted as pillars to organize future work. Weaknesses identified by the self-assessment guide the new activities outlined below.

EVERY DAY COUNTS! PILLARS					
Campaign		Taskforce		Data Driven Strategies	
I. CULTURE & CAPACITY BUILDING	II. POSITIVE ENGAGEMENT	III. LEADERSHIP	IV. SHARED ACCOUNT-ABILITY	V. ACTIONABLE DATA	VI. PARTNER-SHIPS & INVESTMENTS

I. CULTURE & CAPACITY BUILDING

Strengths (Past/Existing Activities)
- Introduced new **focus on chronic absenteeism** in Fall 2015 to reduce stigma and focus on impact of all absences, regardless of excuse status.
- **Partnered with Attendance Works** in Fall 2017 to inform new attendance approaches, resulting in adoption of three-tier approach and six-pillar strategy by Taskforce in Fall 2017.
- Increased the investment in **Show Up, Stand Out (SUSO), the Parent and Adolescent Support Services (PASS) program, and Alternative to Court Experience (ACE) program**, which meet students and families with judgment-free support.
- OAG launched ATTEND **mediation program** to offer parents support and services as an alternative to prosecution for educational neglect.
- Launched cross-sector **training on trauma-informed practices** for school leaders through support from EdForward and the Cross-sector Collaboration Taskforce.
- **Passed legislation** preventing student expulsion or disenrollment for reasons of absenteeism.

Areas for Growth
- **Supportive policies and practices** – Address punitive policies and practices that communicate blame and undermine message of support for families.
- **Trauma-informed practices** – Build capacity of adults to provide trauma-informed responses.

Aligned Activities		
School Year 2018-19	**School Year 2019-20**	**School Year 2020-21**
• Convened **youth in discussion** about impact of attendance policies. • Considered **policy and legislative vehicles** based on input.	• **Train attendance staff citywide** on supportive, chronic absenteeism frame. • Implement **new supports for trauma-informed training** based on OVSJG landscape	• Focus on increasing **family awareness** of new and existing attendance policies and further communicate message of support.

• Initiated focus on cataloguing and expanding **trauma-informed training** through OVSJG grants.	survey through OVSJG, OSSE, DCPS and public charter LEAs.	• Create process for **sustained input from students and families** on attendance policies.

II. POSITIVE ENGAGEMENT

Strengths (Past/Existing Activities)
- **Launched 600K Every Day Counts! citywide public information campaign** with supportive message focused on communities with the highest rates of absenteeism by age and neighborhood.
- Updated OSSE's **Parent Handbook** to be more accessible and helpful to parents and families.
- Provided **trainings and presentations** at OSSE Parent Summit and Back to School Summit for LEA leaders; presented to health professionals, homeless liaisons, and child mortality officials.
- **Recognized 200+ students and six schools** for improved attendance and provided sports tickets, bikes, designer shoes, laptops and special events like pool parties for award winners.
- Required **attendance student support team (ASST) meeting** between school staff and student/family after five unexcused absences starting in SY2014-15.

Areas for Growth
- **Informing & Engaging Families** – Many families still lack clarity on attendance policies, practices and resources despite awareness of general Every Day Counts! message.
- **Early Student Engagement** – Despite ASST requirement, not all students receive the early outreach from their schools to address attendance issues before significant school is missed.

Aligned Activities		
School Year 2018-19	**School Year 2019-20**	**School Year 2020-21**
• Piloted data-driven messaging to families through cross-sector **partnership with Harvard's Proving Ground** initiative. • Published **online training modules** for general audience with role-specific content developed by partners. • Explored **training and/or capacity** needed to support convening and following up on ASST meetings. • Sustained **Every Day Counts! messaging** and **recognition for improving students and schools.**	• Scale **new messaging** based on learning from Proving Ground partnership. • Pilot Kinvolved **evidence-based communication with families** in six high schools. • Sustain targeted **Every Day Counts! messaging** and **recognition for improving students and schools** with a focus on schools not showing growth. • Leverage **Show Up Stand Out (SUSO)** for Check and Connect Model.	• Sustain targeted **Every Day Counts! messaging** and **recognition for improving students and schools** with a focus on schools not showing growth. • Additional plans forthcoming.

III. LEADERSHIP

Strengths (Past/Existing Activities)
- In 2017, **Mayor Bowser launched the Every Day Counts! campaign** and regularly focuses on importance of attendance in **public messaging and annual budgetary investments.**
- Citywide **Every Day Counts! Taskforce** led by the **Office of the Deputy Mayor for Education** convenes bi-monthly with broad stakeholder representation and participation by public agencies.
- **D.C. Council** actively engaged in taskforce and regularly holds **hearings on attendance** and supports **increased investment** in addressing truancy and absenteeism.
- **The Office of the State Superintendent for Education** has dedicated **data staff capacity** to supporting local education agencies (LEAs) in using attendance data and providing increasingly robust data access.
- **D.C. Public Schools (DCPS)** included attendance as a priority in **five-year strategic plan**.
- **State Board of Education (SBOE)** seeks regular updates on attendance works and supports **public engagement and outreach** on importance of attendance.
- **Convened 100+ citywide stakeholders** at an Attendance Summit in April 2018 with goal of supporting community-led efforts.
- Held two **student design challenges** attracting 50+ students to inform policy and investments.
- Added **youth representatives** to the EDC! Task Force, starting in Fall 2016.

Areas for Growth
- **LEA and School Leadership** – Not all school leaders regularly monitor chronic absenteeism, embrace a supportive mindset, and integrate attendance best practices into their school plans.
- **Family and Youth Leadership** – The attendance conversion remains largely led and driven by policymakers at the top.

Aligned Activities		
School Year 2018-19	**School Year 2019-20**	**School Year 2020-21**
• Offered sustained **training and support for community leaders** engaged at Summit. • Hosted **Community of Practice** for school attendance staff to exchange successful practices. • Identified parent organization and youth organization **partnerships.**	• Identify **partner to sustain Attendance Community of Practice.**	• Deputize **ambassador corps** of Every Day Counts! adults and student leaders.

IV. SHARED ACCOUNTABILITY

Strengths (Past/Existing Activities)
- The EDC! Taskforce has adopted a **public, citywide strategic plan** posted on attendance.dc.gov
- Attendance measures are included as **performance metrics in agency plans**, including the Office of the Deputy Mayor for Education.

- Attendance measures, including chronic absenteeism or chronic presence, were included by OSSE and supported by SBOE on new **school report cards and the STAR framework for school quality**.
- The EDC! Taskforce **convenes stakeholders bi-monthly** in a meeting open to the public and inclusive of a broad range of **youth-serving organizations**, including out of school time program leadership.
- The **Public Charter School Board (PCSB)** holds public charter schools accountable for sustained, high rates of absenteeism by issuing notices of concern with the potential to impact charter reauthorization.
- **D.C. Public Schools (DCPS)** publicly posts rates of attendance taking and in seat attendance on a weekly basis.

Areas for Growth
- **Student Improvement Plans** – Accountability for implementation of improvement plans at the school and individual student levels has historically been weak.
- **Program Evaluation** – Not all investments have been meaningfully evaluated for impact.

Aligned Activities		
School Year 2018-19	**School Year 2019-20**	**School Year 2020-21**
• Engaged **Lab at DC** to support evaluation. • Launched cross-sector **partnership with Harvard's Proving Ground** initiative to implement **rapid cycle testing** of new DCPS and KIPP DC interventions. • Increased **coordination** between schools and the Child and Family Services Agency (CFSA) plans. • Included attendance in DCPS **comprehensive school plans**. • Included attendance in OSSE's **STAR** School Quality Framework.	• Analyze implementation of attendance elements of DCPS **comprehensive school plans.** • Increase **accountability for Show Up Stand Out (SUSO)** providers.	• Additional plans forthcoming.

V. ACTIONABLE DATA

Strengths (Past/Existing Activities)
- **Daily attendance** is required to be taken in compulsory grades by all schools and also reported to OSSE through a **daily feed. Data quality** has been improving each year.
- Attendance data is **reported quarterly** to the EDC! Data Committee on ISA and truancy, but chronic absenteeism does not yet have a regular reporting schedule beyond end-of-year reports.

- OSSE makes a **chronic absenteeism and attendance data dashboard** available to LEA and school leaders through the QLIK application.
- DCPS includes **absences on school report cards** each term.
- PCSB supports attendance reporting and **monitors data quality of public charter schools**.
- **Annual "State of Attendance" report** provided by OSSE in November annually since SY2015-16 focuses on chronic absenteeism, including demographic breakdowns and key analyses.

Areas for Growth
- **Parent, Family and Student Data Access** – Too many families are not aware of accumulated absences until report cards or other communications that are not provided in real time.

Aligned Activities		
School Year 2018-19	**School Year 2019-20**	**School Year 2020-21**
• Introduced **quarterly reporting** on chronic absenteeism. • Piloted attendance **data sharing with OST providers.** • Provided **OSSE data sharing guidance** for Taskforce agencies. • Increased **data sharing with DHS and OVSJG** for program management and evaluation.	• **Expand data sharing** to additional agencies, including for purposes of evaluating the impact of referrals to CFSA and court. • Improve availability of easy to use **QLIK chronic absenteeism reports** at the school level.	• Additional plans forthcoming.

VI. PARTNERSHIPS & INVESTMENTS

Strengths (Past/Existing Activities)
- Invested roughly $12M annually in Show Up, Stand Out (SUSO) and the Parent and Adolescent Support Services (PASS) that support **Tier II and III services**, including a case management approach to address attendance challenged.
- Initiated and subsequently expanded Kids Ride Free (KRF) to provide **free access to public transportation** for students.
- Increased planning and investment in **school-based health services**, including behavioral health, school nurses, and clinics were implemented starting in Fall 2018.
- Nearly 100% of D.C.'s children and youth are **enrolled in health insurance**.
- A number of high schools offer **onsite childcare** where needed, and Mayor Bowser has supported creation of additional spaces for affordable childcare and increased child care quality.
- The Department of Employment Services (DOES) offers a limited **Earn and Learn program** to support students who need to work and attend school.
- **Role-specific training** provided by OSSE to special education liaisons.

Areas for Growth

Commented [LA(2): Need SUSO input

- **Housing and Homelessness Partnerships**
- **Transportation**
- **Mentorship**
- **Employment**
- **Training Partners**

Aligned Activities		
School Year 2018-19	**School Year 2019-20**	**School Year 2020-21**
• Provide $120K to **pilot additional transportation benefits for homeless youth.** • Awarded up to $125K to support a **safe passage support and planning**. • Partnered with Children's National to **survey and train pediatricians**.	• Conduct **a transportation study** on unmet transit needs and carry out related attendance analyses. • Invest in or expand **employment initiative, such as SYEP,** to address employment barriers through Career Ready DC. • Collaborate with a **citywide mentorship partner** to work with schools.	• Pilot **new transit investments** based on transit study. • Engage **new training partners** for roles like nursing, SROs, and recreation officials.

Appendix A: Attendance Works Self-Assessment Tool[17]

I. CULTURE & CAPACITY BUILDING	1. There is **openness to change** and doing things new ways.
	2. The **needs of students and families drive strategy and decision-making** at the city, LEA, school and classroom levels.
	3. There is a shared expectation among LEAs and youth serving agencies to **support students' and families' needs rather than blame them** for challenges they experience.
	4. There is recognition among LEAs and youth serving agencies that high concentrations of chronic absence may require a **trauma-informed approach** that might require attendance partners to help schools reduce the contributing factors to absenteeism.
II. POSITIVE ENGAGEMENT	1. City leadership, LEA leaders, youth serving agencies, and city attendance partners, **clearly and consistently convey messages** about the importance of daily attendance and reducing absences with parents and the general public, as well as other key stakeholders.
	2. **Materials that convey messages about the importance of daily attendance** and reducing absences (flyers, handbook, back to school letters, etc.) are disseminated to students, parents/guardians, staff, and community members.
	3. High quality **trainings and workshops** are provided throughout the year and in the home languages of families to help parents/guardians understand how to help their children succeed in school. These include explaining why attendance matters, how to access data on their children's attendance and performance, and what parents can do to ensure daily attendance.
	4. As soon as signs of chronic absence are detected, **someone reaches out to the student and family** in a caring way to let them know they were missed, to encourage improved attendance and to identify needed supports (Could be school, community partner, health providers, volunteers, etc.). Follow-up is pursued until contact is made.
	5. The city **recognizes positive examples** of students, families, teachers, schools, and community partners improving attendance and uses these bright spots to inspire action and identify best practices.
	6. Schools and community partners (city government, businesses, parent organizations, social workers, health providers, clergy, etc.) take a **cross-sector**

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[17] The Citywide Chronic Absenteeism Self-Assessment Tool was created through a partnership between Attendance Works and the Office of the Deputy Mayor for Education.

	approach to building a positive culture of attendance through student and family engagement, as well as recognition of good and improved attendance.
III. LEADERSHIP	1. **City leadership, including the Mayor and City Council, are committed** to supporting schools, students and families with policies and investments aligned with addressing chronic absenteeism.
	2. **LEA leadership, including the superintendent/CEO** and the leadership team, allocate the talent, time, and resources needed to address chronic absence.
	3. The **state department of education and board of education** are aware of and committed to reducing chronic absence as outlined in official policies.
	4. **Principals understand what chronic absence is** and how to lead their school staff and community partners in working together to improve attendance through a tiered approach.
	5. **Schools have teams in place that regularly review attendance data** and practice, seek input from youth and families on attendance barriers, and use the insights to inform a tiered approach to reducing absenteeism.
	6. **Students and families play an active role** in efforts to reduce chronic absence.
IV. SHARED ACCOUNTBILITY	1. The city has adopted a **public, city-wide plan** for reducing chronic absence that includes goals, activities, metrics.
	2. The district and key community **stakeholders meet regularly** to review chronic absence data in the context of other student, school, and community data, to identify causes of absences and opportunities for action, to discuss implications for targeting available resources, and to set community-wide goals for improved attendance.
	3. **School accountability frameworks** from the department of education include chronic absenteeism and other measures of attendance.
	4. Students with a history of chronic absence have **student attendance improvement plans t**hat sets attendance goals and identifies how they will be attained with support from families, school staff and community providers, as needed.
	5. **Youth- and family-serving partner organizations** support the district's attendance improvement goals.
V. ACTIONABLE DATA	1. Attendance data is **entered accurately on a daily basis** for each student into an electronic database.
	2. Data on **levels of chronic absence are calculated monthly** for individual LEAs and for our city as a whole by school, grade, school, student, sub-population, and zip code.
	3. At least monthly, **LEAs and school site teams receive and use data on the current level of chronic absence** overall, by school, by grade and other sub-group analysis.
	4. School teams also receive a **list of the students by grade and homeroom/teacher who have missed 10%** or more of school.
	5. **Students and parents can access their own attendance data** in a format that is easy to understand and shows if the student is at risk due to chronic absence (ideally they can also track problematic academic performance or behavior that may be related to absences).
	6. Appropriate levels of chronic absence **data are shared with attendance partners** that support LEAs, individual schools, or that are responsible for

	serving a population of students. **Contracts or MOUs with community organizations outline how they will share data**, and provide support to the school and district in improving school attendance and how they will assess the effectiveness of their efforts.
	7. Data on chronic absence and other attendance measures such as truancy and ISA are **publicly reported annually** by the state department of education and are available to families and community partners, including health providers and justice system partners.
VI. PARTNERSHIPS & INVESTMENTS	1. **Professional development and materials are available** to help community partners understand attendance practice and how they can help build a culture of attendance, develop tiered interventions and engage in positive messaging and early outreach to students and families.
	2. **Housing**– Local housing authority supports families in addressing chronic absenteeism and addresses housing as a barrier. Provides incentives where possible to support attendance.
	3. **Homelessness** – Provides incentives where possible to support attendance. Students who are homeless have coordinated support around shelter and transportation to remove barriers to their consistent attendance.
	4. **Transportation** – Students and families have safe and easily accessible ways to travel to and from school without facing significant barriers. Data about student transit is collected, monitored and analyzed in order to continually inform transit policies and programs.
	5. **Health & Wellness** – Students and families can access resources needed to ensure their mental and physical well-being at both school and home and are covered by health insurance. Students have medical homes. Schools collect data on the cause of health related absences. Schools provide school-based services to the extent possible. Parents and families create wellness teams to make health-promoting changes at schools.
	6. **Mentorship** – Students identified as at risk of chronic absenteeism have access to evidence-based peer and/or adult mentorship programs (e.g., Check & connect, success mentors, and peer group connection)
	7. **Child Care** – Students and families have access to affordable childcare options and school policies recognize and support child care needs. Schools offer school-based child care where needed.
	8. **School-based Staff** – Schools have a team and resources dedicated to monitoring and supporting student attendance, including tracking early identification, tracking calls, meetings, plans and plan implementation. Staff have knowledge of necessary referrals and resources available to students identified for support within and outside of the school.
	9. **School Partners** – Schools have access to programs that can support their attendance work by checking in with students (Tier II) or managing more complex cases that require referrals for the students and/or family (Tier III)

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OFFICE OF OUT OF SCHOOL TIME GRANTS AND YOUTH OUTCOMES

Fiscal Year 2020 Tax Check-off Report
(pursuant to D.C. Official Code § 2-1555.04 (h)(2))

OVERVIEW OF SOURCES AND USES OF FUNDS

FY20 SOURCES OF FUNDS

Tax Check-off Funds	$	156,928
Prior Year Carryover	$	70,678
TOTAL FY20 SOURCES OF FUNDS	**$$**	**227,607**

FY20 USES OF FUNDS

Grants	$	0
Supplies	$	0
Non-Cash Assets	$	0
Miscellaneous	$	0
Fund Balance	$	227,607
TOTAL USES OF FUNDS	**$**	**0**

DETAIL OF USES OF FUNDS

The OST Office did not award any grants in FY20 due to the timing of when deposits are entered into the fund and the impacts of COVID limiting the ability to offer in-person programming during the remainder of FY20.

FY 20 20

OFFICE OF OUT OF SCHOOL TIME GRANTS AND YOUTH OUTCOMES

Annual Grant Report

December 18, 2020

Fiscal Year 2020 Annual Grant Report
The Office of Out of School Time Grants and Youth Outcomes (OST Office), located in the Office of the Deputy Mayor for Education, is informed by the Mayor's Commission on Out of School Time Grants and Youth Outcomes (OST Commission). The Fiscal Year 2020 Annual Grant report adheres to the Grant Administration Act of 2013 (DC Law 20-61; DC Official Code § 1-328.16) and DC Office of Out of School Time Grants and Youth Outcomes Act of 2016 (DC Law 21-261; DC Official Code § 2-1555.01 *et seq.*).

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About the Office of Out of School Time Grants and Youth Outcomes

The Office of Out of School Time Grants and Youth Outcomes (OST Office) supports equitable access to high-quality, out-of-school-time programs for District of Columbia youth[1] through coordination among government agencies, targeted grant-making, data collection and evaluation, and the provision of training, capacity building, and technical assistance to out-of-school-time providers.

Learn24 is a network of before school, after school, and summer programs, also called out-of-school-time (OST) programs, launched by Mayor Bowser in 2017. The OST Office stewards the Learn24 brand to foster awareness of the OST Office, The Institute for Youth Development, Commission on Out of School Time Grants and Youth Outcomes, higher education partners, District agencies, philanthropic partners, and the hundreds of nonprofits and schools that offer programs to youth outside the school day.

A decade of research indicates that youth who regularly participate in quality OST programs benefit in terms of their academic performance, social and emotional development, and health and wellness. In addition, youth participation in OST programs can result in improved school attendance, higher graduation rates, lower dropout rates, stronger academic performance, and improved positive behaviors and work habits.

The Commission on Out of School Time Grants and Youth Outcomes (OST Commission) and the OST Office support access to, and cultivation of, high-quality OST programs by:
- Building the skills for adults who work with youth in OST programs through workshops and conferences organized by The Institute for Youth Development within the OST Office;
- Working directly with OST program leaders and staff through observation, assessment, and coaching to improve program design and implementation;
- Communicating the importance of program quality to key stakeholders to increase accountability across the network of OST providers;
- Providing access to funding; and
- Measuring and reporting on outcomes for youth who participate in programs across the District of Columbia.

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[1] Youth is used throughout the document to include children and adolescents in Kindergarten through 12th grade.

About the OST Commission

The OST Commission is a public body composed of engaged residents and representatives from government agencies. The mission of the OST Commission is to support equitable access to high-quality OST programs for District of Columbia youth through coordination among government agencies, targeted grant-making, data collection and evaluation, and the provision of training, capacity building, and technical assistance to OST providers. The OST Commission will guide the OST Office to offer resources and support to ensure a citywide system of high-quality OST programs.

Vision

All youth across the District of Columbia have the skills, attitudes, and knowledge necessary to achieve and thrive in school, the workplace, and their communities.

Values

- o **Youth Voice**
  Youth contribute directly to decisions that impact their lives.

- o **Equity**
  Decisions are made recognizing structural racism with a determined focus on dismantling those systems and achieving equitable outcomes for youth.

- o **Commitment to Learning**
  Continuous improvement and learning leads to stronger and more effective systems, organizations, and programs.

- o **Mutual Respect and Responsibilities**
  Respecting the unique insights, resources, and contributions of all stakeholders leads to the realization of a collective vision.

Strategic Plan 2019-2022

On August 8, 2019, the OST Commission approved the 2019-2022 Strategic Plan. Over the next three years, the OST Commission and the OST Office will focus on the following four strategic priorities to achieve the vision. Each strategic priority must remain anchored in the values of **youth voice, equity, commitment to learning, and mutual respect and responsibilities.**

Funding and Capacity Building

The OST Commission prioritizes closing the gap in OST program capacity; this is achieved when all Washington, DC youth have equitable access to diverse, high-quality programs in locations convenient to them. The OST Commission will support Learn24 in closing the gap in OST program capacity by guiding the OST Office in its mission to provide financial, technical, and educational resources to a wide range of OST providers, large and small, who have established trust with their communities and have experience meeting the needs of their communities.

Quality

High-quality programs engage youth in the authentic expression of voice and choice by providing safe and supportive environments, caring adults, and structured activities. The OST Commission prioritizes ensuring that all Washington, DC youth have equitable access to high-quality OST programs. The OST Commission will set guidelines for the OST Office on how to define, measure, assess, and increase program quality.

Outcomes

Outcomes are the strides the OST Commission expects youth will make through participation in OST programs. Outcomes must evolve with young people as they grow physically, socially, emotionally, and cognitively. The OST Commission prioritizes supporting Learn24 in ensuring that all Washington, DC youth have access to programs that allow them to achieve outcomes. The OST Commission will guide the OST Office on how to define, measure, and assess outcomes.

Coordination and Collaboration

To build a strong and sustainable system that supports high-quality OST programs, the OST Office will rely on the help and input of youth, families, OST providers, experts, and government agencies. To achieve this goal, the OST Commission will encourage connection among various stakeholders including: the OST Office, government agencies, nonprofit entities, parents, and youth.

The OST Strategic Plan 2019-2022 may be found at Learn24.dc.gov.

Key Findings from OST Needs Assessment

In October 2017, the DC Policy Center released a report, "Needs Assessment of Out-of-School Time Programs in the District of Columbia". The report was commissioned by the OST Office to examine the extent to which OST programs were offered and if the programs were meeting the needs of youth attending Washington, DC public and charter schools.

School Year Summary
- 33,400 youth attend regular afterschool programming in Washington, DC.
- This total includes 28,700 youth in pre-K to 8th grade and 4,700 youth in grades 9 to 12.
- Main providers of OST programs are schools and community-based organizations.

Summer Summary
- 15,500 youth from pre-K to 12th grade participate in summer programs in Washington, DC.
- This total includes 4,700 entering pre-K3 to 8th grade and 10,800 in grades 9 to 12.
- Marion S. Barry Summer Youth Employment Program (SYEP), typically not considered an OST program, is the largest summer program provider.

Estimated Gap in OST Program Capacity[2]				
	Afterschool		Summer	
	Pre-K3 to grade 8	Grades 9 to 12	Pre-K3 to grade 8	Grades 9 to 12
"At risk" Youth Population	1,600	4,300	25,600	0

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[2] Source: Taylor, Yesim Sayen and Kathryn Zickuhr (2017). *Needs Assessment of Out-of-School Time Programs in the District of Columbia*. Washington D.C.: DC Policy Center. Retrieved from https://www.dcpolicycenter.org/wp-content/uploads/2017/10/FINAL-OST-DRAFT.OCTOBER-16.corrected.pdf

Voices of DC Parents and Youth on OST[3]

Policy Studies Associates developed and analyzed youth and parent surveys in 2018. The report summarizes insights provided by 1,207 parents of youth from PreK to 8th grade and 227 youth in middle and high school about program activities, supports, and resources that are most important to them.

Insights from parents:
- Safe and engaging programs are priorities.
  - More than half of parents identified safety as one of the most important components of OST programs (78%). Parents also want programs that reflect children's interests (53%), including arts and sports.
- Transportation, affordability, and lack of information are top challenges to OST participation.
  - More than half of parents identified a lack of transportation as a primary challenge (53%).
- Parents prefer to receive information about programs from their child's school and to register their child in person.
  - 76 percent of parents identified schools as their preferred source of information about programs.

Insights from youth:
- Youth want to build skills in OST programs.
  - The top three skill areas identified by youth are arts (51%), sports (46%), and career/vocational (42%).
- Middle and high school youth want programs that offer college exploration and career exploration/training.
  - 58 percent of youth reported "a lot" of interest in college exploration, and 55 percent of youth expressed "a lot" of interest in career exploration/training.
- Middle and high school youth want to participate in sports and recreational activities.
  - 55 percent of middle and high school youth reported "a lot" of interest in sports, and 50 percent reported "a lot" of interest in recreational activities.

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[3] Source: Christina A. Russell, Tandra T. Tuner, and Alisha Butler (2018). *Voices of DC Parents and Youth on OST*. Washington, D.C.: Policy Studies Associates. Retrieved from:
https://static1.squarespace.com/static/59d23c4c64b05f05702d7574/t/5c06b967562fa76ae69792ec/1543944552984/Learn24-+Voices+of+DC+Parents+and+Youth+on+OST-December+2018.pdf

COVID-19 Impacts

Covid-19 had a marked and direct impact on School Year 2019-20 and Summer 2020 programs. Mayor Bowser's order of a public health emergency on March 11, 2020 and subsequent orders changed the:

- method that most programs used to interact with youth,
- ability for programs to connect with the youth enrolled, and
- process for programs to recruit additional youth.

School Year 2019-20 Impacts:

- Many organizations quickly pivoted to the best of their ability to offer virtual programming.
- Other organizations suspended programming until they were able to return in-person.
- The requirement for programs to conduct youth surveys was suspended.

An Essential Worker Request for Applications was released to assist with the immediate needs of District Workers and the OST Office's effort to support the Public Health Emergency. This grant was released to current grantees in good standing with the grant, organizations who had staff already cleared, and organizations that had insurance requirements that met the District's requirements.

Summer 2020 Impacts:

- The grant competition was reduced.
- Applications for summer programs had already been received by March 11th, therefore organizations submitted follow up plans for virtual programming, if appropriate.
- The requirement for programs to conduct youth surveys was suspended.
- All programmatic site visits were conducted virtually.
- Some grantees did offer in-person programming with safety measures in place.

The 2020 Needs Assessment was suspended as a direct result of COVID-19.

Fiscal Year 2020 Grant Funds

The OST Office received $12,651,804 in local funds to be used as grants to nonprofits that offer OST programs. The OST Office issued one grant in Fiscal Year 2020 (FY20) to United Way of the National Capital Area (United Way NCA).

About United Way of the National Capital Area

United Way NCA works to help all members of the community have a better life. United Way NCA focuses on the building blocks of a good life — a quality education, financial stability for individuals and families, and good health. United Way NCA convenes people and organizations to create solutions to the region's most pressing challenges. United Way NCA collaborates with effective partners, serves as the catalyst for community change, and brings together the voices, expertise, and resources needed to define, articulate, and create community impact in the national capital area.

United Way NCA Fiscal Year 2020 Grant Administration

The OST Office works with one grantmaking partner to award subgrants to non-profit organizations that provide youth development services to District of Columbia school age youth. The grantmaking partner does not provide direct services and has a record of success in grant-making. The grantmaking partner works at the direction of the OST Office and releases the various grant competitions; collects and monitors submissions; helps to recruit, train, and support grant reviewers; and works directly with the subgrantees on grant agreements and financial reports; and disburses grant payments.

There was one grant to United Way NCA in the amount of $12,651,804 which was used to disburse $11,714,633 as subgrants. The balance of $937,171 was used by United Way NCA for the administration of the grant program.

In addition, the OST Office directed United Way NCA to use the unspent funds from Fiscal Year 2019 in the amount of $394,407.55 for subgrants in Fiscal Year 2020.

Due to budget constraints, the District requested that United Way NCA return $2,148,357 which impacted the total amount of awards for the 2020 Summer Strong Competitions.

Description of Subgrants and Timeline

United Way NCA administered the OST Office's grant program from October 1, 2019 through September 30, 2020. At the direction of the OST Office, United Way NCA is responsible for awarding subgrants to nonprofit organizations that provide OST programs.

Performance Measures and Performance Outcomes

Grant Competition Name	Number of Grants Awarded	Number of Youth Funded to Serve	Total Amount of Awards
OST Programs for Essential District Workers	2	24	$120,000
2020 Summer Strong DC	22	1,610	$1,602,231
2020 Summer Strong DC Small Nonprofit	7	161	$172,500
2020 Summer Strong Coordinating Entity	1	30	$100,000
2020 Summer Strong Enrichment at DCPS/DPR	3	130	$219,159
School Year 2019-20 OST	42	6,063	$3,479,393*
School Year 2019-20 OST Small Nonprofit	21	791	$514,200*
Fiscal Year 2020 Invitation Only Year Round OST	24	8,449	$4,527,664*
Fiscal Year 2020 Invitation Only Year Round Coordinating Entity	2	100	$400,000*
Total	**124**	**17,358**	**$11,135,147.60**
*These grants start in FY19 and a portion of grant funds are distributed in FY19.			

The OST Office directed United Way NCA to reallocate unspent and returned funds, as well as any remaining balances from Fiscal Year 2019, and apply those funds to Fiscal Year 2020 grants.

About the Subgrant Competitions

OST Programs for Essential District Workers

This grant competition was created as a direct response to the Public Health Emergency in order to support District workers providing essential services with full day, out-of-school time programs for their children and youth ages 5 -13.

2020 Summer Strong DC

This opportunity was available to any nonprofit that provided a structured, supervised learning, or youth development program between June 15 and August 28, 2020 for a minimum of 5 hours per day, 5 days a week, for 5 consecutive weeks.

2020 Summer Strong DC Small Nonprofit

This opportunity was only available to small nonprofit organizations with budgets of less than $250,000. Applicants had to provide a structured, supervised learning, or youth development opportunity between June 15 and August 28, 2020 for a minimum of 5 hours per day, 5 days a week, for 5 consecutive weeks.

2020 Summer Strong Coordinating Entity

The coordinating entities served youth residing at short-term family housing or DC Housing Authority communities. The coordinating entities had to subcontract with grassroots community led entities to provide a rich variety of summer experiences for the youth. The summer camp had to operate between June 5, and August 28, 2020 for a minimum of 8 hours per day, 5 days a week, for 6 consecutive weeks.

2020 Summer Strong Enrichment

The grantees provided youth ages 5-13 with an engaging, fun, and educational enrichment program. The programming took place at DC Public School Summer Sites between June 29 and July 31, 2020.

School Year 2019-20 OST and School Year 2019-20 OST Small Nonprofit

This grant competition was held in Fiscal Year 2019 to fund OST programs from August 1, 2019 through July 31, 2020.

Fiscal Year 2020 Invitation Only Year Round OST and Fiscal Year 2020 invitation Only Coordinating Entity

This continuation competition was released to organizations that received both the School Year 2018-19 OST and 2019 Summer Strong DC to serve school age children and youth with school year and summer programs. This competition was created to reduce the reporting requirements of the two grants and allow those programs to open summer enrollment at the same time as Department of Parks and Recreation (DPR) and DC Public Schools (DCPS).

Details about the Subgrants

The following list shows the subgrantees that received awards from United Way NCA. The amount shows the grant amount distributed in FY20. Details on subgrantees were provided by United Way NCA.

A Greater Washington Field of Dreams

Program Description: Our baseball and character development program cultivates future leaders, using baseball as a tool to teach students the importance of building their emotional, mental, and physical capabilities. Fields of Dreams Summer Camp includes baseball training, fitness exercises, STEM, literacy, financial literacy, character development, and enrichment.
Location of Program(s): Malcolm X Elementary School, Moten Elementary School, Simon Elementary School
Profile of Youth: Ages 7-12, Grades 3-6
Grant Award(s):

School Year 2019-20 OST	$97,000
2020 Summer Strong Enrichment	$30,000

After School All Stars

Program Description: Each day from the end of the school day until 6 pm, we offer a combination of academic support, enrichment, and health and fitness activities to those who could not access them otherwise, providing students a safe-haven during the "danger zone" hours of 3:00 pm-6:00 pm: the time of the day when youth violence, drug use and other delinquent behaviors are mostly likely to occur. In this space, staff can deeply connect with students, incorporate innovative curricula, and equip them with skills, relationships, and experiences they will need to succeed in life.
Location of Program(s): Stuart Hobson Middle School, Charles Hart Middle School, John Hayden Johnson Middle School, Somerset Prep Academy Public Charter School, Two Rivers Public Charter School, Cesar Chavez Prep, Leckie Elementary School
Profile of Youth: Ages 10-14, Grades 4-8
Grant Award(s):

School Year 2019-20 OST	$97,000
OST Programs for Essential District Workers	$90,000

Amala Lives

Program Description: Out-of-School Time Programs – Customized high academic, tutoring support, arts, culturally enriching and leadership programming for youth ages 5-13.
Saving Our Neighborhood (SON) – A Holistic Violence Intervention Program.
"Resilient Mentoring Program" – Transformative Mentoring Program.
Level Up – Music production and engineering program for adjudicated youth.
Location of Program(s): 4511 Quarles Street NE
Profile of Youth: Ages 5-13 who are low income, victims of gun violence, trauma or have incarcerated parent(s).
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000
2020 Summer Strong Coordinating Entity	$100,000

Amy Jacques Garvey Institute

Program Description: This nonprofit values effective and structural improvements of at-risk youth from Ward 7 by offering three independent cohorts (Fall, Spring, and Summer) specifically designed to transform their individualized employment and training with professional strengths in the areas of literacy gains, work-readiness competencies, hands-on career employment, and developmental evidence-based outcomes.
Location of Program(s): Mt. Vernon United Methodist Church
Profile of Youth: Ages 14-24
Grant Award(s):

School Year 2019-20 Small Nonprofit OST $25,000

Arts for Our Children

Program Description: The program is a continuation and expansion of the program that AFOC has conducted in conjunction with Whittier Education Campus since April 2017. AFOC provides services to its community in several areas, scholarships for students to participate in Davis Center programs and production support for the center's awards program, recitals and other activities. AFOC helps to fund and arrange field trips so that community youth can attend conferences and professionally staged performances. The students also attend nutrition classes and take part in ballet dance classes. In the summer the iThings2 Collard Greens summer camp includes opportunities for girls to receive training in dance, etiquette, sewing, music, self-esteem, poetry/reading, yoga, health and nutrition.
Location of Program(s): The Davis Center, Kingsbury Center
Profile of Youth: African American girls ages 5-13 primarily from Wards 4 and 5
Grant Award(s):
        School Year 2019-20 Small Nonprofit OST $25,000

Asian American Youth Leadership Empowerment and Development

Program Description: Programming includes academic counseling and support, including choosing middle school, high school, and post-secondary education options, life and study skills workshops, career workshops, college visits, cultural cooking workshops, cultural dialogues, mental health workshops, and leadership activities to promote ownership of programs.
Location of Program(s): Adams Morgan Community Center, Bancroft Elementary School, Chevy Chase Community Center
Profile of Youth: Ages 5-18, Grades K-12
Grant Award(s):
        School Year 2019-20 OST $97,000
        2020 Summer Strong Enrichment $45,357

Bancroft Elementary Parent Teacher Organization of Washington DC

Program Description: The PTO works in close partnership with school leadership, and in particular the Family Engagement Leadership Team (FELT) to plan, coordinate and implement enrichment programs for the students at Bancroft Elementary. These include a year-long residency program for PK-3 and PK-4 with the local arts organization, Imagination Stage, an in- house tutoring program with Reading Partners, and our targeted weekend enrichment program, Saturday Academy, for families of at-risk children, which the PTO seeks to expand under this grant.
Location of Program(s): Bancroft Elementary School
Profile of Youth: Ages 5-11 who are at-risk English Language Learners
Grant Award(s):
        School Year 2019-20 Small Nonprofit OST $25.000

Beacon House

Program Description: We serve 150 low-income youth and children in two 6,000 square foot centers in the academic mentoring and enrichment programs each day afternoon, and engage another 300 young people in the year-round athletics program. We operate programming everyday afternoon from 3:30 - 8pm, have weekend programming including sports games and field trips, provide special programming on school breaks, and run a camp from 8:30 am - 3:30 pm each day in the summer.
Location of Program(s): Beacon House
Profile of Youth: Ages 5-15, Grades K-9
Grant Award(s):
        Fiscal Year 2020 Invitation Only Year Round OST $218,250

BEST Kids

Program Description: Through BEST Kids' comprehensive 1 one 1 mentoring programs, mentees are shown to have an improvement in social and emotional wellness, an increased set of independent living skills, consistent academic achievement , and an avoidance of risky behaviors.
Location of Program(s): Various sites throughout the District
Profile of Youth: Ages 6-21, Grades K-12
Grant Award(s):

School Year 2019-20 OST $95,866

Beta Omega Social Services

Program Description: The BOSS Summer Tech Camp and the BOSS Youth Tech Initiative OST program are designed to prepare the 21st century learner for success. The programs are designed to focus on S.T.E.M. education, while promoting career exploration in a fun setting. Each component of the programs is designed to use innovative strategies that include project-based learning, hands-on experiences, and other creative methods of instruction that will allow youth participants to thrive.
Location of Program(s): BOSS Youth Tech Initiative at Benning Park Recreation Center
Profile of Youth: Grades 3-8
Grant Award(s):

School Year 2019-20 Small Nonprofit OST $23,320

Boys and Girls Clubs of Greater Washington

Program Description: BGCGW provides youth ages 5-18 with field-tested afterschool and summer programs and exposure to unique experiences, while striving to extend their development and learning beyond the classroom and into the community. Through a blend of educational, enrichment, and recreational activities, our programs are designed to promote positive relationships, increase self-worth, and develop leadership qualities. Our programs are structured under our evidence-based "Formula for Impact" philosophy of positive youth development, in which we work closely with parents and families, schools, and community organizations toward three priority outcomes for our youth: Academic Success, Good Character and Citizenship, and Healthy Lifestyles.
Location of Program(s): Richard England Clubhouse, FBR @ THEARC Club, George M. Ferris Jr. Clubhouse 6
Profile of Youth: Ages 5-18, Grades K-12
Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST $218,250

BUILD Metro DC

Program Description: BUILD's Theory of Change relies on experiential learning within a growth mindset to equip our students with critical 21st century skills. Our students' experiential learning process is comprised of entrepreneurship, college and career readiness activities, and mentorship.
Location of Program(s): Eastern High School; SEED Public Charter School; Friendship Collegiate Academy Public Charter School; Friendship Tech Prep Academy Public Charter School
Profile of Youth: Grades 7-12
Grant Award(s):

School Year 2019-20 OST $25,000

Capital City Public Charter School
Program Description: Programming for students provides enrichment with opportunities for physical and socio-emotional learning. The morning portion of the program is focused on academics, while the afternoon is focused on enrichment, sports, and field trips. This grant is to expand and strengthen our extended day programmatic offerings by establishing partnerships with external organizations that offer opportunities for students to develop mastery in S.T,E,A,M. concepts such as human performance and wellness through athletics, technology, engineering, performing and graphic arts, music, film production, and mathematics.
Location of Program(s): Center City Public Charter School High School
Profile of Youth: Grades 5-12
Grant Award(s):

School Year 2019-20 OST	$97,000
2020 Summer Strong Enrichment	$84,590

Center for Inspired Teaching
Program Description: Real World History teaches history through inquiry, equipping students with crucial skills to prepare them to thrive in our complex 21st century world. The Speak Truth program brings together high school students throughout DC to engage in student-facilitated discussions on riveting and often difficult contemporary issues facing our nation.
Location of Program(s): Center for Inspired Teaching
Profile of Youth: Grades 9-12
Grant Award(s):

School Year 2019-20 OST	$97,000

Children & Charity International
Program Description: Programs are: Saturday Academy - K-12 students do hands-on STEM activities. Summer Enrichment - Summer Youth Employment Program (SYEP). SYEP youth 14-21 engage in integrated learning of academics and STEM, build personal and job readiness skills, Apprenticeships, field trips, research, and team projects, June through August. Peer Mentoring - high school youth 14-18 participate in open discussions and design solutions using critical thinking, problem solving skills, communication, and collaboration, to deal with real life situations. Afterschool Academic and Enrichment Adventure - students K-8, do their homework; work with tutors to improve math and reading skills; learn technology; and create and perform in a variety of music, art, dance, and drama events.
Location of Program(s): Langdon Elementary School; St. Augustine Catholic School; Gilead Baptist Church
Profile of Youth: Grades K-8
Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$172,944

Children's Art Studio (The)
Program Description: FY19 Summer and SY19-20: The Children's Art Studio provides students with the opportunity to create thoughtful drawings, painting, sculptures, prints and collages. Each lesson is enhanced with art history and literature.
Location of Program(s): Anne Beers Elementary School; Plummer Elementary School
Profile of Youth: Ages 5-10
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$20,000

Children's Defense Fund

Program Description: The CDF Freedom Schools program is a six-week summer literacy and cultural enrichment program designed to serve children and youth in grades K–12 in communities where quality academic enrichment programming is limited, too expensive or non-existent. By partnering with schools, faith- and community-based organizations, municipalities, colleges and universities and juvenile detention facilities. To provide an intergenerational learning experience, CDF Freedom Schools are staffed primarily by college students and recent college graduates – called "Servant Leader Interns" – with a 1:10 adult to child ratio. CDF Freedom Schools offer small-group support for learning, mentoring through college-age Servant Leader Interns, guest speakers, field trips and opportunities to make a positive difference. The program enhances children's motivation to read, makes them feel good about learning and connects their families to community resources.

Location of Program(s): Boone Elementary School

Profile of Youth: Grades K-5

Grant Award(s):

2020 Summer Strong Enrichment	$99,279

City Blossoms

Program Description: The City Blossoms model incorporates four core elements: healthy living skills, environmental education, artistic expression, and community development. The grant funds is to support the Youth Entrepreneurship Cooperative (YEC) program, which annually works with 85 youth (ages 14 to 19) in out-of-school time (OST) programming primarily at Eastern Senior High School (Ward 6) and Cardozo Education Campus (Ward 1). The YEC program is a year-round garden-based social entrepreneurship program with the goal of reducing youth unemployment in the District.

Location of Program(s): Eastern High School, Cardozo Education Campus, City Blossoms Studio

Profile of Youth: Grades 8-12

Grant Award(s):

School Year 2019-20 OST	$97,000

City Kids Wilderness Project

Program Description: Since 1996, City Kids Wilderness Project has been serving under-resourced youth from DC's most vulnerable communities. Today we are serving over 130 under-resourced DC youth year-round in Washington, DC and Jackson, WY, in a comprehensive, multi-year program model that includes summer, weekend, school break, afterschool, college access and career support, and alumni support programming. The program goals are to build youth resiliency, broaden horizons, and ensure skills for success, through intensive, long-term programming using wilderness settings to encourage growth.

Location of Program(s): Josephine Butler Parks Center

Profile of Youth: Ages 11-18, Grades 6-12

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$218,250

CityDance

Program Description: DREAM's program model (Theory of Change) is grounded in the conviction that when youth are in an environment built upon youth development principles (youth feel emotionally and physically safe, can form positive long-term relationships, receive exposure to new opportunities, and are met with high expectations) they develop critical competencies that play a key role in enabling them to pursue their full potential. At the center of the model is dance as the vehicle through which students develop these core competencies: a healthy concept of the self, motivation to achieve, creative problem solving, an understanding of the self as part of a larger social environment, and a positive future outlook. "Wrapped around" the dance-based activities are the essential supports and services needed to address the challenges children from low-income neighborhoods so often encounter.

Location of Program(s): Boone Elementary School, Brightwood Education Campus, Harris Elementary School, Wilson Elementary School, Oyster Adams Bilingual School, Savoy Elementary School, Thomson Elementary School, Turner Elementary School, Thomas Elementary School, Simon Elementary School

Profile of Youth: Ages 8-18, Grades 3-12

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$166,840

Collaborative Solutions For Communities

Program Description: This program offers activities that foster literacy skill development and social-emotional learning (SEL) and soccer. CSC has chosen Zoom from which to offer all program activities. The participants will engage in daily activities such as individual contacts (text, group message, video conferencing, phone, Facetime, or Zoom) and small and large group virtual activities. The group of 30 participants will be divided into three groups of 10 for small group activities. The group of 30 participants will meet initially for literacy and soccer then divide in small groups and then reconvene before dismissing. All SEL activities will be offered in the large group setting. The participants will be asked to view a pre-recorded video with demonstrations of soccer drills and skills before meeting for the soccer sessions. All sessions will be 60 to 90 minutes. Additional online content includes virtual scavenger hunt and virtual drawing. For virtual scavenger hunt, the participants will use Google 3D map to search out various soccer arenas around the globe and will be asked to describe what they see in the arenas. For virtual drawing, the participants will select a soccer player that they admire and draw their photo using "Paint" with a brief explanation of why they admire that player. The camp will end on July 31 with a virtual graduation/celebration. Each participant will receive a certificate and a medal or a small trophy.

Location of Program(s): Cardozo Education Center

Profile of Youth: Grades 6-10

Grant Award(s):

2020 Summer Strong Enrichment	$75,305

College Success Foundation

Program Description: CSF-DC offers a unique series of integrated academic and enrichment support services. Beginning in 7th grade and continuing through college completion, students receive in-depth academic advising, school year and summer academic enrichment support, emotional and social development programs, tutoring, SAT Prep, college visitation programs, college retention supports, and career support services.

Location of Program(s): Charles Hart Middle School; Friendship Collegiate Academy

Profile of Youth: Grades 7-12

Grant Award(s):

School Year 2019-20 OST	$97,000

College Tribe

Program Description: Recognizing the need to create a culture of achieving success at an earlier age in order to help boys be competitive at a college level, College Tribe incorporates programs in STEM classes as well as mentoring.

Location of Program(s): Center City Public Charter School-Congress Heights; Garfield Elementary School; St. Francis Xavier Catholic Academy; Stanton Elementary School; Covenant Baptist UCC

Profile of Youth: Grades 3-8

Grant Award(s):

School Year 2019-20 OST	$80,000
2020 Summer Strong Enrichment	$25,000

Common Good City Farm

Program Description: In our youth programs,, we aim to create an environment where children can come to explore the natural environment, and engage with food and cooking. Our programs address both issues by focusing on fresh, healthy, organic fruits and vegetables and how to cook them, as well as environmental education. Our youth development philosophy focuses on hands-on learning , skills development , and providing a safe and supportive environment for learning.

Location of Program(s): Common Good City Farm; St. George's Episcopal Church

Profile of Youth: Grades K-6

Grant Award(s):

School Year 2019-20 OST	$75,000

Community Services Foundation, Inc.

Program Description: Using a Positive Youth Development (PYD) service delivery approach, CSF provides: 1.) Academic instruction and tutoring; 2.) Healthy living, nutrition and physical activity sessions; and (3) Social-emotional learning supports designed to help youth build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Location of Program(s): Benning Courts; Benning Park; Carver Hall Community Center; Congress Park Community Center; Park Naylor Community Center

Profile of Youth: Grades K-12

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$208,094

Critical Exposure

Program Description: Our programs significantly impact the artistic and leadership skills of the youth we serve. Through our programming, Critical Exposure is developing a new generation of young civic leaders who possess the creativity to imagine new solutions to old problems, the belief that they have the right and ability to fight for change, and the skills to hold communities and public officials accountable.

Location of Program(s): E.L. Haynes Public Charter School, Thurgood Marshall Center Trust

Profile of Youth: Ages 14-19, Grades 9-12

Grant Award(s):

School Year 2019-20 OST	$97,000

Dance Institute of Washington (The)

Program Description: DIW operates a holistic conservatory program with an array of wraparound services, several award-winning community partnership programs, a performing youth ensemble, and professional company, granting youth from diverse backgrounds the chance to experience the performing arts and develop skills needed for college and careers.

Location of Program(s): The Dance Institute of Washington

Profile of Youth: Ages 3-18, Grades K-12

Grant Award(s):

2020 Summer Strong Enrichment	$80,000

Dance Place/DC Wheel Productions
Program Description: Our youth programs are integrated into every aspect of our organization as a theater, school and community center. This includes interactive performances (Family Series, InReach, Outreach); classes (Kids on the Move, Outreach); and the Energizers programs (Afterschool Club, Junior Staff, Camp). Our youth initiatives focus on nurturing the holistic development of young people through dance education, cultural experiences, life skills, academic enrichment and job training.
Location of Program(s): Dance Place
Profile of Youth: Ages 5-19, Grades K-12
Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST $99,910

Dancemakers, Inc.
Program Description: Contact between teachers and students will take place for individual students and small groups of students using Zoom for face-to-face contact. Daily contact may also be through phone, email or texting. The summer program will take place from 9:00 AM to 12:00 PM. The teachers will be with groups of no more than 8-10 students at one time, and four online Zoom sessions will be conducted simultaneously. Each day, Monday through Friday, will begin with an online Zoom session for 55 minutes. Students and teachers will then have a ten-minute break followed by a 50-minute session, another ten-minute break followed by the final 50-minute session for the day. Students will have assignments or projects to work on in the afternoon that complement the lessons covered that morning. In addition to interaction with the teachers, special instructors will lead sessions – primarily in the arts, including dance and theater. At least one teacher will be present whenever a guest teacher is conducting a session. The use of virtual technology is critical to the implementation of the summer program. The Information Technology Specialist will be available to troubleshoot as needed to ensure that there are no barriers to daily contact with each student. If there is a technical issue that cannot be resolved quickly, the teachers will contact students directly via telephone, email, or text. All students will have daily contact with a teacher and/or program staff.
Location of Program(s): Turner Elementary School
Profile of Youth: Grades K-5
Grant Award(s):

2020 Summer Strong Enrichment $91,282

DC SCORES
Program Description: DC Scores has 23 years of experience of providing after-school youth development programming simultaneously in up to 55 DC sites of all types. The founding principle is that bonds between teammates built on the soccer field forge a supportive community for poetry workshops, which in turn builds literacy skills and a forum for self-expression. Leadership skills are developed through healthy competition which prepares students to act as agents of change in their communities.
Location of Program(s): Bancroft Elementary School, Brightwood Education Campus, H.D. Cooke Elementary School, Thomas Elementary School, Truesdell Education Campus
Profile of Youth: Ages 5-14, Grades K-8
Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST $218,250

DC Strings Workshop
Program Description: DC Strings Workshop (DCSW) is a Ward 8 based non-profit organization committed to healing and inspiration by presenting live orchestra performances throughout the District of Columbia ("DC") region, particularly in underserved areas. DC Strings Workshop operates from the belief that all people should experience the joys of music and have access to quality music education programs.
Location of Program(s): DC Dream Center 2826 Q Street SE
Profile of Youth: Ages 8-14, Grades 3-8
Grant Award(s):

2020 Summer Strong Enrichment $25,000

DC Youth Orchestra Program

Program Description: At our main site at Eastern High School in ward 6, we offer group music lessons and ensemble training on Saturdays for students ages 4.5 to 18 from across the Washington metropolitan area.
Location of Program(s): Bunker Hill Elementary School; Garrison Elementary School; Noyes Elementary School; Moten Elementary School; Turner Elementary School; Hendley Elementary School
Profile of Youth: Grades K- 5
Grant Award(s):

School Year 2019-20 OST	$100,000

Do the Write Thing

Program Description: Offers 4 core programs at no cost to Ward 7 and 8 students: Raising our youth as leaders multi-media arts project, living storybook, the kindness project, and fashion against bullying.
Location of Program(s): Plummer Elementary School
Profile of Youth: Grades Pre K-5
Grant Award(s):

School Year 2019-20 OST	$97,000

Eagle Academy Public Charter School

Program Description: Eagle Academy PCS's curricula and instructional programs draw from the best practices of research-based, empirically proven early childhood program educational programs. In 2012, the LEA established the first early childhood STEAM program in the district.
Location of Program(s): Eagle Academy Public Charter School
Profile of Youth: Ages 3-10, Grades K-3
Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$218,250

East of the River Boys & Girls Steelband, Inc.

Program Description: The EOTRS provides instruction in steel pan music taught by pan master Roger Greenidge. The musical repertoire consists of genres from Caribbean and calypso to pop, rhythm and blues and gospel. The Steelband performs at a broad range of events and venues throughout metropolitan Washington, DC and eastern states.
Location of Program(s): The Episcopal Church of the Atonement
Profile of Youth: Grades 6-12
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

East River Family Strengthening Collaborative

Program Description: ERFSA partners with community residents and organizations to reduce the number of children from entering the child welfare system of care, increase support to families, provide services to prevent homelessness, increase financial self-sufficiency, decrease youth violence, and ensure that persons with disabilities and older adults have the same rights and responsibilities as other people.
Location of Program(s): Lincoln Heights
Profile of Youth: Ages 5-18, Grades K-12
Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$200,000

Education Plus 2

Program Description: We will use Zoom to communicate with our students in one tutor to five student ratio. We will use IXL to drill the students in math, and teach them the principles of computer programming, often through gamification. Additionally, our program will cover both SEL and literacy. In an effort to keep the children engaged, some of the SEL and literacy work will allow the students a break from intensive computer work (i.e., will involve work with paper and pen). Most modules will be involve at least 15 minutes of Zoom or Zoom-chat time. For the coding instruction, we will use Code.org; for the older students, we will transition to Python/Pygame, which has almost no online interaction. This will be followed by showing the teenagers class how to code a simple video game. Instruction will be via Zoom in a 5:1 student/teacher ratio; younger children will remain with Code.org, which is specifically set up for young children. The software will be Python and Pygame, and Code.org or Minecraft. Some follow-up will be by email and/or phone call. As for the SEL we will use Sanford Harmony and Embrace Race. These will also be taught via Zoom and the related websites. The literacy, nutrition, and similar modules will have an online and an off-line component.

Location of Program(s): Rita Bright Community Center

Profile of Youth: Grades 2-8

Grant Award(s):

2020 Summer Strong Enrichment	$99,850

Ethiopian Community Center

Program Description: An inter-session program that provides culturally and linguistically targeted youth programming designed to provide intensive reading and English language instructions, arts and cultural enrichment, and leadership opportunities for school-age children and youth ages 5-14.

Location of Program(s): Ethiopian Community Center

Profile of Youth: Grade Pre K-8

Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

Exodus Treatment Center

Program Description: ETC provides academic enrichment, recreational opportunities, drug education and intervention, mental health services and youth crime prevention programs to prevent the destructive cycles of substance abuse and addiction that plague underprivileged communities.

Location of Program(s): Exodus Treatment Center

Profile of Youth: Ages 5-12, Grades K-8

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$200,000

Far Southeast Family Strengthening Collaborative

Program Description: FSFSC's service delivery system is neighborhood-based, youth and family driven. This system was formed through a series of networks of support that are both flexible and responsive to the needs of children and families.

Location of Program(s): Far Southeast Family Strengthening Collaborative

Profile of Youth: Ages 10-13, Grades 5-8

Grant Award(s):

2020 Summer Strong Enrichment	$96,012

Fihankra Akoma Ntoaso
Program Description: FAN's PYD program has been a daily after-school and summer program serving youth in foster care between the ages of 8 and 18 in Ward 8. This program engages young adolescents in activities of academic support, extracurricular instruction, community service, and group mentoring in the summer and after school.
Location of Program(s): Malcolm X Opportunity Center
Profile of Youth: Grade 2-10
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

Fishing School (The)
Program Description: The Fishing School's Afterschool Program serves DC children and youth in Wards 7 and 8, embedded within three DCPS and one tuition-free independent school. Our programs are multi-year, ensuring that each student continues to receive the support they need in some of the most underserved communities in Washington, DC. Our offerings also place a heavy emphasis on parent engagement, as we believe this is integral to the success of our students.
Location of Program(s): KIPP DC - Quest Academy Public Charter School; Leckie Education Campus; Miner Elementary School; Roots Public Charter School
Profile of Youth: Grades 1-5
Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$155,200

For Love of Children
Program Description: FLOC's programs offer youth an array of developmental skills that are imperative to their personal and academic growth, helping students succeed academically, maturing into responsible young people who graduate from high school, go on to postsecondary education, and live meaningful lives that contribute to their communities.
Location of Program(s): Adams Morgan Community Center; Bard High School Early College DC; Beacon House; For Love of Children; Jubilee Housing; Sitar Arts Center
Profile of Youth: Ages 6-18
Grant Award(s):

School Year 2019-20 OST	$97,000

FRESHFARM FoodPrints
Program Description: The FoodPrints summer enrichment program integrates gardening, cooking, and nutrition education into the curriculum at partner DCPS schools. The program's goal is to improve health outcomes of children and families.
Location of Program(s): Anne Beers Elementary School; Marie Reed Elementary School; Burroughs Elementary School
Profile of Youth: Grades 3-5
Grant Award(s):

School Year 2019-20 OST	$90,819
2020 Summer Strong Enrichment	$47,159

Friends of Kenilworth Aquatic Center
Program Description: NatureFest includes 3 weeks of full-day nature-based enrichment in camp-style programming to engage youth, families, and neighborhoods nearby in meaningful experiences in one of the community's greatest natural treasures – the Kenilworth Aquatic Gardens. Many of the activities have an environmental focus on local ecology, habitats, STEAM, and opportunities for stewardship, as well as connections to individual and family health and wellbeing.
Location of Program(s): Kenilworth Aquatic Gardens
Profile of Youth: Grades K-5
Grant Award(s):

School Year 2019-20 OST	$77,817

GALA Hispanic Theatre
Program Description: GALA educates thousands of youth each year, provides opportunities for bilingual and multicultural artists, and engages the community in an exchange of ideas and perspectives.
Location of Program(s): GALA Hispanic Theatre
Profile of Youth: Ages 13-21, Grades 8-12
Grant Award(s):

School Year 2019-20 OST	$93,650

Global Kids
Program Description: Global Kids in Washington, DC (GK-DC) works with more than 150 under-served youth annually from public high schools, and is the only organization in the District to offer a globally focused youth development program for high-needs students that uniquely incorporates youth leadership, community engagement, and global education.
Location of Program(s): Columbia Heights Educational Campus; McKinley Tech High School; Shaw (Watha T. Daniel) Library
Profile of Youth: Ages 14-18, Grades 9-12
Grant Award(s):

School Year 2019-20 OST	$97,000

GOODProjects
Program Description: GOODCamp achieves its goal of keeping children away from violence during the summer, by serving as a program that runs during standard day time hours with before care and after care for 7-weeks during the summer. At GOODCamp, youth experience athletics, academics, environmental education, restorative justice group circles, engaging speaker series, and field trips that expose them to new cultivating environments.
Location of Program(s): King Greenleaf Recreation Center
Profile of Youth: Ages 5-13
Grant Award(s):

2020 Summer Strong Enrichment	$30,000

Healthy Living Inc.
Program Description: Healthy Living Summer Youth Program provides healthy youth development where students learn about nutrition, wellness, food justice, arts and social studies.
Location of Program(s): Mayfair Mansions Community Center
Profile of Youth: Ages 6-13, Grades K-12
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000
2020 Summer Strong Enrichment	$25,000

Helping Our People Empowerment Group Inc.

Program Description: The program includes 90 minute sessions that focus on the Common Core Curriculum areas in reading, math, and science while emphasizing the importance of academics, college and career exploration.

Location of Program(s): Oxford Manor Apartments Community Center

Profile of Youth: Ages 8-14

Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$20,880
2020 Summer Strong Enrichment	$22,500

Higher Achievement

Program Description: Higher Achievement specializes in boosting academic success for youth during the pivotal middle school years; addressing unmet educational and social-emotional needs by providing rigorous academics and meaningful relationships at the right time: middle school.

Location of Program(s): Brookland Achievement Center; Eliot-Hine Middle School; Kelly Miller Middle School; Payne Elementary School; Achievement Preparatory Academy Public Charter School

Profile of Youth: Ages 9-14, Grades 5-8

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$218,250

Homeless Children's Playtime Project

Program Description: The Playtime Project provides opportunities for safe and transformative play to help children heal from trauma and promote healthy child development.

Location of Program(s): Overflow Shelters at Quality Inn; Days Inn; Holiday Inn

Profile of Youth: Ages 5-18

Grant Award(s):

School Year 2019-20 OST	$50,000

Horizons Greater Washington

Program Description: Horizons serves at-risk students with a broad range of academic skills, providing them with the opportunity to experience success in a setting that, over time, becomes an inspirational and stable learning environment.

Location of Program(s): Maret School; St. Patrick's Episcopal Day School

Profile of Youth: Grades 1-9

Grant Award(s):

2020 Summer Strong Enrichment	$120,000

Horton's Kids

Program Description: Horton's Kids' programming promotes youth development by providing children with targeted supports that help them develop critical academic and social-emotional skills necessary for success in adolescence and adulthood.

Location of Program(s): Horton's Kids Community Resource Center

Profile of Youth: Ages 5-18, Grades K-12

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$218,250

House Student Leadership Center (The)

Program Description: The EmpowerMEnt® schedules includes EmpowerMEnt leadership classes, group leadership development and physical fitness activities, and enrichment exploration / leading mindfully sessions. Program components include go mobile offsite learning experiences for models in leadership, plus one residency day at the University of Virginia over the summer program term.

Location of Program(s): Wheatley Elementary School

Profile of Youth: Ages 14-18

Grant Award(s):

2020 Summer Strong Enrichment	$72,000

Hung Tao Choy Mei Leadership Institute

Program Description: The program serves students between the ages of 6 and 17 at the U Street location. Summer campers will engage in Kung fu, lion and dragon dance, African and Chinese arts as well as a STEM (Science, Technology, Engineering and Math) leadership and team exercise.

Location of Program(s): Hung Tao Choy Mei Leadership Institute

Profile of Youth: Ages 6-17, Grades 3-12

Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

Institute for African Man Development Inc.

Program Description: Our main purpose is to address the paucity of mental health and social services that directly support the development of African-American Men and Boys and to equip those who work with this population, with effective intervention strategies through expert training.

Location of Program(s): Somerset Preparatory Public Charter School

Profile of Youth: Ages 13-17

Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

Jah Kente

Program Description: Theatre workshops and rehearsal processes are structured to focus on improving life skills, communication skills, negotiation skills, leadership, civic engagement, relationships, and increase positive behaviors while aspiring to educate excellence.

Location of Program(s): Malcolm X Opportunity Center; Samuel G. Brown Community Center

Profile of Youth: Ages 14-17

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$145,024

Jah Kentee did not meet compliance on the grant and therefore, the Fiscal Year 2020 Invitation Only year Round OST grant was terminated. A portion of the grant was disbursed but the reamining balance was used for 2020 Summer Strong Competition.

Jubilee Housing

Program Description: Our program will assist youth to act as agents of positive change in their communities, identify their unique, self-worthy attributes, and apply SEL strategies to real life situations. They will also minimize literacy loss and promote a heightened interest in STEAM fields and future careers.

Location of Program(s): Jubilee Housing

Profile of Youth: Ages 5-21, Grades K-12

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$135,800

Judah Project Inc.
Program Description: Judah Project OST programs create a safe and nurturing environment designed to support the academic achievement, enhance social skills and foster success in school and life.
Location of Program(s): 941 R Street NW
Profile of Youth: Age14-17, 9-12 grades
Grant Award(s):

     2020 Summer Strong Enrichment $25,000

Kid Power
Program Description: Kid Power provides youth with a safe, structured learning environment to foster academic improvement through hands-on academic classes; socioemotional growth through positive relationships with mentors and staff, mindfulness activities, civic engagement, and service-learning projects; and the development of healthy behaviors through gardening, cooking, and physical recreation.
Location of Program(s): Barnard Elementary School; Jefferson Middle School Academy; J O Wilson Elementary School; LaSalle Backus EC; Malcolm X Elementary School; Stanton Elementary School
Profile of Youth: Ages 7-14, Grades 2-8
Grant Award(s):

     Fiscal Year 2020 Invitation Only Year Round OST $218,250

Latin American Youth Center
Program Description: The Teen Center hosts educational, arts & enrichment, job-readiness, life-skills, leadership and recreational activities for youth in a safe, drug- and alcohol-free environment and during the summer special programming for a six-week period.
Location of Program(s): Latin American Youth Center
Profile of Youth: Ages 11-21, Grades 6-12
Grant Award(s):

     Fiscal Year 2020 Invitation Only Year Round OST $218,196

Latino Student Fund
Program Description: The Te Guio mentoring program works with at risk 9th-10th grade youth to empower them in both their school and home lives to put them on the path to graduate high school, enroll in higher education, and enable them to transition to a healthy adulthood. The program is composed of one-on-one mentoring as well as the Peace Cluster curriculum where students complete activities to learn coping and forgiveness skills to break the cycle of violence.
Location of Program(s): Cardozo Education Campus; Coolidge High School
Profile of Youth: Ages 14-18, Grades 9-12
Grant Award(s):

     School Year 2019-20 OST $72,750

Learning Tree (The)
Program Description: The Learning Tree, Inc. is an elementary academic enrichment program, with a focus on STEM education. The program also engage students from middle and high school to provide community service hours during the school year and as a host employer for the Summer Youth Employment Program (SYEP) during the summer.
Location of Program(s): Bunker Hill Elementary School; John Burroughs Elementary School
Profile of Youth: Ages 3-12; Grades K-2
Grant Award(s):

     School Year 2019-20 OST $72,750

Life Success Center
Program Description: Life Success Center offers its STEAM Robotics programs.
Location of Program(s): LaSalle Elementary School
Profile of Youth: Ages 5-13
Grant Award(s):

2020 Summer Strong Enrichment	$100,000

Little Lights Urban Ministries
Program Description: Little Lights takes a holistic approach, providing both academic and social support to address the needs of children and youth from Potomac Gardens, Hopkins and Benning Terrace.
Location of Program(s): Hopkins Apartments; Little Lights Center; Little Lights Hilltop Center; Little Lights Hopkins Center; Little Lights Potomac Gardens Center
Profile of Youth: Ages 4-17, Grades K-12
Grant Award(s):

School Year 2019-20 OST	$97,000
2020 Summer Strong Enrichment	$61,140

Martha's Table
Program Description: Martha's Table Scholars Enrichment is a year-round, academically focused out-of-school-time youth development program designed to support children in being "Strong by 8."
Location of Program(s): Martha's Table at The Commons
Profile of Youth: Grades K-3
Grant Award(s):

School Year 2019-20 OST	$50,000

Maya Angelou Public Charter School
Program Description: The Scholar Athlete Enrichment Program supports student-athletes' academic success; encourages discipline and good sportsmanship, builds leadership skills, and foster healthy behaviors.
Location of Program(s): Maya Angelou Public Charter High School
Profile of Youth: Ages 14-18
Grant Award(s):

School Year 2019-20 OST	$50,000

Men Can Stop Rape
Program Description: Our MOST and WISE Club programs provide leadership, support, and skill-building that serve the sense of responsibility, autonomy, intellectual ability, and civic and social ability of our members.
Location of Program(s): McKinley Middle School; Hart Middle School; Ballou High School; Cardozo High School; KIPP College Preparatory High School; KIPP AIM; Kelly Miller Middle School; McFarland Middle School; Johnson Middle School; Anacostia Senior High School; HD Woodson Senio
Profile of Youth: Ages 11-18
Grant Award(s):

School Year 2019-20 OST	$96,491

Mentors of Minorities in Education, Inc.
Program Description: Program provides academic assistance with a focus on math and ELA; character education via the Great Persons Series, games, enrichment services, physical activities, self-directed time, reflection and field trips once a week.
Location of Program(s): MOMIE's Headquarters
Profile of Youth: Ages 5-18
Grant Award(s):

2020 Summer Strong Enrichment	$96,909

Metropolitan Alliance for Youth Advancement Foundation, Inc.
Program Description: The MAYA Program provides academic support (reading, STEM, art, health/fitness) and another one; physical activity or community activity that will allow for students to obtain community service hours needed to complete their high school graduation requirements; and field trips.
Location of Program(s): The Monroe School; The Nannie Helen Burroughs School
Profile of Youth: Ages 12-17
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

Mission First Housing Group
Program Description: The youth enrichment has an overall goal to create an environment where young people will engage in meaningful opportunities and activities that support them academically and develop the healthy lifestyle necessary to succeed in adolescence and adulthood. The programs also have components of social and emotional learning to help youth effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The Youth Enrichment programs and activities include: visual arts activities, reading and math tutoring, STEM programming, homework assistance, summer camps, volunteer opportunities, typing classes, adolescent health prevention education programs, SAT prep classes, and distribution of school supplies.
Location of Program(s): Golden Rule Apartments; The Severna
Profile of Youth: Grades K-8
Grant Award(s):

2020 Summer Strong Enrichment	$49,512

Multicultural Career Intern Program
Program Description: MCIP has provided evidence-based instructional services and supports to close the achievement gap for underserved youth and to accelerate the transition of new immigrants to the U.S. mainstream. All MCIP programs are student centered and aligned to harness the strengths possessed by young people to promote their positive development, life chances, and civic engagement, as well as, to advance the institutions of civil society. The overarching goal is to enhance the impact of the curricular offerings at CHEC with innovative programs that prepare students to succeed in postsecondary education and meet the demands of a 21st century workforce.
Location of Program(s): Columbia Heights Education Campus
Profile of Youth: Ages 11-17, Grades 6-12
Grant Award(s):

School Year 2019-20 OST	$97,000
2020 Summer Strong Enrichment	$120,000

MusicianShip (The)
Program Description: We focus on four goals: 1) Developing students' musical aptitude to increase their college scholarship opportunities, 2) Improving high school graduation rates, 3) Creating meaningful career pathways, and 4) Providing extracurricular lessons and activities that improve socio-emotional capacity. We work directly in public and charter schools, providing free music instruction and music ensemble enhancement. Our goal is to create more well-rounded musicians while simultaneously shifting their life trajectory to pursue education pathways and become better public citizens.
Location of Program(s): Eastern High School; Friendship Public Charter School; Garfield Elementary School; Bell Multicultural High School; Lincoln Multicultural Middle School
Profile of Youth: Ages 6-21, Grades K-12
Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$218,250

National Center for Children and Families
Program Description: Extended Day Program (EDP): an after-school program offering academic/cultural enrichment through the Blended Learning Model to provide art, language, music, dance and physical education opportunities, as well as STEM related activities and technology. Saturday School: a Saturday program that provides students with extra time and assistance in order to meet DCPS academic standards in reading/math. Parents also learn alongside their children, enabling them to assist with homework and integrate the use of technology (tablets) in order to increase student engagement, knowledge of technology, and overall academic enrichment. Parent University: a program that promotes parental involvement and family literacy, including parent education and adult education services (computer & GED programming). Cultural Learning Experience: designed to enhance character education activities using the "Second Step" character education curriculum. Afterschool, Saturday School, and mental health groups integrate character education seamlessly into their activities, and it is reinforced in the school newsletter. Mental Health Program: provides crisis interventions, one-on-one and group counseling to students, imparts and evaluates strategies to help classroom teachers manage students' negative behaviors, and provides social service and community referrals for families.
Location of Program(s): JC Nalle Elementary School
Profile of Youth: Ages 5-11, Grades K-6
Grant Award(s):

School Year 2019-20 OST	$97,000

NOMIS Youth Network
Program Description: To fulfill its mission to build resiliency and prevent juvenile delinquency, NOMIS will ensure that children and youth will: (1) have access to increased opportunities for success; (2) learn to participate as members of a team; (3) be afforded increased opportunities to improve self-esteem and self-discipline; (4) develop healthy lifestyles; that (5) families will have the ability to learn new skills and have information to assist with parenting; and that (6) youth and families will have access to support systems to assist with developmental life transitions. Each participant will train and condition for a minimum of two hours, three days per week and will participate in individual and group counseling as needed. Participants may drop in and train according to their own schedule and needs.
Location of Program(s): NOMIS Boxing Community Center
Profile of Youth: Grades 8-12
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000
2020 Summer Strong Enrichment	$25,000

Northeast Performing Arts Group
Program Description: NEPAG's Nine-week Summer Arts Camp to serve 50 youths, ages 5 - 18, who primarily reside in Wards 7 & 8, attending Title 1 schools. Program offerings: Performing and visual arts instruction (dance, vocal, visual and technical theater); Tutoring and cultural enrichment activities; Rites of Passages programming; Opportunities to engage in community service project and annual end of program performing arts production. The maximum staff to student ration is 1:10. NEPAG will address the following development outcomes: 1 (Safety), 2 (Self-Worth), 4 (Belonging & Membership), 7 (Physical Health), and 11 (Civic & Social Ability).
Location of Program(s): Northeast Outreach Youth Center
Profile of Youth: Grades K-12
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

One Common Unity
Program Description: OCU provides youth development classes and workshops, incorporating live music, poetry, dance, and visual arts to promote non-violent communication, conflict resolution, and emotional literacy in DC's resource-strapped public schools.
Location of Program(s): Josephine Butler Parks Center; Perry Street Preparatory Public Charter School; School Without Walls High School; SEED Public Charter School of Washington DC; Stuart Hobson Middle School; Capitol Hill Cluster
Profile of Youth: Ages 14-19, Grades 9-12
Grant Award(s):

        School Year 2019-20 OST $97,000

Oye Palaver Hut, Inc.
Program Description: The vision of OPH is to demonstrate the enlightening, therapeutic and transformation power of the cultural arts to foster prosocial behavior, enhance physical and emotional wellness, and inspire hope, imagination, agency, and opportunity. OPH offers an immersive, interactive arts and nutrition education program for children and youth in this community entitled: "Linking Wellness, Health and the Arts". Activities include; teaching basic healthy cooking techniques, food, safety and access integrated with performances storytelling for literacy development, African dance, and live drumming to support physical and emotional health.
Location of Program(s): Woodland Terrace Community Center; Lincoln Heights Community Center; Jefferson Middle School; Two Rivers Public Charter School; Lincoln Heights; Amidon-Bowen Elementary School
Profile of Youth: 5-17 years old
Grant Award(s):

        School Year 2019-20 Small Nonprofit OST $25,000

Peace Thru Culture
Program Description: Peace thru Culture will offer District of Columbia youth, ages 11-16, who reside in Wards 4 and 7, a high quality culturally focused education program. The enrichment programs are combined to provide after school programming, school breaks and summer programming. The core components of the enrichment programs is designed to empower and equip youth with academic achievement that is related to critical thinking, communication and leadership skills, and the self-restraint needed to develop self-confidence to become caring, responsible and productive global citizens.
Location of Program(s): Paul Public Charter School; Seeds Public Charter School
Profile of Youth: Grades 6-9
Grant Award(s):

        School Year 2019-20 OST $24,250

Planned Parenthood of Metropolitan Washington
Program Description: PPMW's health education programs are high-quality, affordable, and culturally-competent, with an emphasis on serving at-risk, low-income, youth in the metropolitan Washington area. PPMW's programs incorporate youth development elements that allow participants to create their own programming and visualize their health and achievement outcomes though education workshops, LGBTQ-focused programs, parent and family programs, Evidence-Based Interventions (EBI) and training of community health education professionals. These educational programs equip teens and adults with the information and tools they need to make healthy reproductive health choices and improve their decision-making skills.
Location of Program(s): Carroll Whitehill Moses Center; Columbia Heights Education Campus; Potomac Job Corp Center
Profile of Youth: Ages 13-19, Grades 9-12
Grant Award(s):

        School Year 2019-20 OST $58,200

Project Create DC

Program Description: Project Create is the only organization in Washington, D.C. that provides free, on-site out-of-school-time arts education to children living in emergency, transitional and long-term affordable family housing. Our programming is designed and operated to promote positive development for children, youth, and families experiencing homelessness and poverty.

Location of Program(s): Project Create Arts Center, Project Create Art Studio

Profile of Youth: Ages 5-21, Grades K-12

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$156,170

Reading Partners

Program Description: Our model's expertise lies in the fact that each student is tutored one-on-one at his or her own independent reading level—i.e., the level of reading that is challenging enough to be motivating without becoming frustrating. We establish each student's independent reading level at the time of his or her enrollment by evaluating the student with a research based assessment tool. Each student receives two 45-minute sessions of tutoring each week either during the school day or after school. Reading Partners staff works closely with teachers to identify which times of day will be most productive for each student.

Location of Program(s): Bancroft Elementary School; Dorothy I Height Elementary School; HD Cooke Elementary School; Payne Elementary School

Profile of Youth: Ages 5-11, Grades K-4

Grant Award(s):

School Year 2019-20 OST	$97,000

Recreation Wish List Committee

Program Description: We have a list of programs include Tennis, Tutoring & Academic Support, STEM, Robotics, Computer Science, Tech Know Kids (Computer Lab), Fit 'N' Know, Sew 'N Know and Strengthening Education through Upgraded Programs (SETUP). SETLC is located in the heart of Ward 8, one of the most underserved communities in Washington, D.C. The facility is a combination tennis and educational center complete with classrooms, a computer lab, sewing center, library, tennis courts and fitness room.

Location of Program(s): Recreation Wish List Committee

Profile of Youth: Ages 7-17, Grades 2-12

Grant Award(s):

School Year 2019-20 OST	$97,000

Sasha Bruce Youthwork

Program Description: Sasha Bruce Youthwork provides a variety of programs to help educate young people and prepare them for meaningful and satisfying careers. We provide a competency-based approach to help youth and families identify and build on their strengths. Our primary objective of all of our work is to encourage young people to be civically engaged.

Location of Program(s): Richardson Youth Center

Profile of Youth: Ages 4-21, Grades K-12

Grant Award(s):

School Year 2019-20 OST	$97,000
2020 Summer Strong Enrichment	$30,000

SEED School of Washington, D.C.

Program Description: A key element of SEED DC's youth development programming is our afterschool program called SPARKS. SPARKS take place two evenings per week and is mandatory for all students. SPARKS fall into five general categories: Health/Fitness and Well-Being, Academic Enrichment, Fine Arts, S.T.E.M., and Leadership & Entrepreneurship with most tracks changing every six-weeks and others designed to engage with the student throughout the year.

Location of Program(s): The SEED School of Washington

Profile of Youth: Ages 12-19, Grades 7-12

Grant Award(s):

School Year 2019-20 OST	$97,000

Sewing Opportunity Never Ending

Program Description: The focus of the organization's primary program, Sew N Know, is to introduce thousands of the District's youth to the art, science, and business of apparel construction within the fashion industry.

The vision of the program is to effectively teach sewing disciplines in order to build youth's self confidence, explore their creativity, learn entrepreneurial skills, and ultimately assist them to become economically, self-sufficient adults.

Location of Program(s): Southeast Tennis and Learning Center

Profile of Youth: Ages 7-24

Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

Shaw Community Center

Program Description: SCC's afterschool program and camp promotes positive youth development and enhances youth self-confidence, motivating them to succeed in social and academic settings.

Location of Program(s): Shaw Community Center-Lincoln Temple Church

Profile of Youth: Ages 12, Grade 6

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$218,250
OST Programs for Essential District Workers	$30,000

Sitar Arts Center

Program Description: Sitar Arts Center provides after-school, weekend and summer classes in the visual arts, music, drama, dance, digital arts and creative writing to 900 students a year. Our Arts Afterschool program provides over 400 low-income children and youth, ages 5-18, with multidisciplinary arts classes that specifically foster 21st century learning skills. Arts Afterschool includes a selection of over 80 multidisciplinary arts classes and 80 private lessons each semester, an intensive daily aftercare program that supports working families, a college readiness and workforce development program for teens, and building community.

Location of Program(s): Sitar Arts Center

Profile of Youth: Ages 5-18, Grades K-12

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$218,250

Student-Athletes Organized to Understand Leadership

Program Description: The College 101 Initiative is a 11-month four-phased college preparation program for college bound SOUL students. The program aims to enhance the intellectual abilities and campus navigation skills required to matriculate towards college graduation.

Location of Program(s): HD Woodson High School

Profile of Youth: Ages 17-19

Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

Thurgood Marshall Academy Public Charter School
Program Description: The school's suite of programs comprises both academic and youth development programming: a college-preparatory curriculum and additional opportunities for remedial instruction; in-house support services such as tutoring and college guidance counseling; and a legal emphasis that teaches students to take responsibility for their actions and to advocate for themselves and their communities.
Location of Program(s): Thurgood Marshall Academy Public Charter School
Profile of Youth: Ages 13-19, Grades 9–12
Grant Award(s):

School Year 2019-20 OST	$97,000
2020 Summer Strong Enrichment	$70,400

Tutoring Café
Program Description: The Tutoring Café provides a structured curriculum that teaches how to build self confidence through overcoming challenges. Mentor Dream T.E.A.M. summer staff create the challenges through the curriculum of Martial Arts, Gymnastics, Swimming, and Sports (basketball, football, soccer, track, tennis, and dance).
Location of Program(s): 6431 Georgia Avenue NW
Profile of Youth: Ages 5-17
Grant Award(s):

2020 Summer Strong Enrichment	$25,000

Two Rivers PCS
Program Description: The 2019 Two Rivers Summer School Program will be open to all rising 1st-8th grade Two Rivers students, regardless of their previous academic performance. However, special emphasis and recruiting will target a) students who are currently below grade level in literacy or math, and b) students who are meeting their grade-level standards but need Summer School to maintain their growth.
Location of Program(s): 1227 4th Street NE
Profile of Youth: Ages 5-14
Grant Award(s):

2020 Summer Strong Enrichment	$119,595

United Planning Organization
Program Description: Elementary OST program: provides youth with academic and enrichment opportunities that help improve reading and math proficiency, promote leadership, address socio-emotional deficiencies, facilitate the enhancement of critical thinking skills through STREAM components, and provides civic/social engagement opportunities.
Location of Program(s): Hendley Elementary School; Ketcham Elementary School
Profile of Youth: Ages 6-12, Grades 1-6
Grant Award(s):

School Year 2019-20 OST	$48,500
2020 Summer Strong Enrichment	$29,999.80

Urban Alliance
Program Description: Urban Alliance's core program matches underserved high school seniors with paid, professional internships, job skills training, one-on-one mentoring, and ongoing post-program support to expand their idea of what is possible for their future.
Location of Program(s): Internships are assigned throughout Washington, DC
Profile of Youth: Ages 16-19, Grade 12
Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST	$124,267

Urban Learning and Teaching Center
Program Description: Our programming is driven by the belief that children learn as much when they are engaged in their communities as they do in schools. We based our programs in schools, churches, and synagogues across the city, so that they can be in commuting distance for families who seek full-day programs for their children when schools are closed.
Location of Program(s): Gallaudet University; Mosaic Church; Inspired Teaching Public Charter School; Stokes Public Charter School; Temple Micah; Washington Parks and People
Profile of Youth: Ages 5-13
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

US Dream Academy
Program Description: The overall goal is to nurture the whole child while altering attitudes, enhancing self-esteem, supporting emotional and intellectual growth, and sparking dreams. We provide one-on-one sessions with carefully matched mentors with complement afterschool activities that combine academic fundamentals. The focus builds on three pillars – skill-building, character-building, and dream-building.
Location of Program(s): John Hayden Johnson Middle School; Turner Elementary School
Profile of Youth: Ages 7-14, Grades 2-8
Grant Award(s):

School Year 2019-20 OST	$97,000

Washington Jazz Arts Institute
Program Description: The Institute is devoted to the preservation of the past, the promotion of the present and preparation for the future of Jazz in DC. We provide a structured program of musical education with a focus on Jazz offering a range of opportunities for children who can benefit from artistic therapies, cultural awareness, individual and group musical training, performance experience, mentoring relationships as mentors and mentees and exposure to a variety of career options in music.
Location of Program(s): Peoples Congregational Church
Profile of Youth: Ages 12-21
Grant Award(s):

School Year 2019-20 Small Nonprofit OST	$25,000

Washington School for Girls
Program Description: The Extended Day and Intersession program at WSG promotes youth development through rigorous academic support and enrichment activities that provide intellectual challenge, team and leadership skills building opportunities, project-based learning, physical recreation, creative stimulation, and family engagement. The program also provides project-based activities that teach students cooperation, leadership, critical thinking and problem-solving.
Location of Program(s): Washington School for Girls
Profile of Youth: Ages 12-13, Grades 6-8
Grant Award(s):

School Year 2019-20 OST	$87,300
2020 Summer Strong Enrichment	$75,000

Washington Tennis and Education Foundation

Program Description: The Center for Excellence (CFE) Summer located on WTEF's Ward 7 campus 9 weeks during summer, 5 days a week 8 am - 5:30 pm/ CFE Summer offer educational enrichment, robust physical activity, and healthy lifestyles through a syllabus of daily tennis paly and matches, educational board games and clubs, community presentations and field trips.

Location of Program(s): 200 Stoddert Place SE

Profile of Youth: Ages 5-12

Grant Award(s):

Fiscal Year 2020 Invitation Only Year Round OST $156,469

Woodland Tigers (The)

Program Description: School Year: The program includes tutoring, studio, football, basketball, boxing, dance, culinary arts and camping opportunities.
Summer: Youth participate in one hour of Sports Education, Athletic Practice, 20 minutes of Mindfulness and Yoga as well as serve as leaders, coaches and captains during enrichment field trips.

Location of Program(s): Malcolm X Community Center

Profile of Youth: Ages 5-21

Grant Award(s):

School Year 2019-20 OST $97,000

Young Ladies of Tomorrow

Program Description: YLOT's programs activities are combined with afterschool programs consisting of workshops, homework help, STEM programs, mentoring sessions, and hands-on activities The Job Training and Work Force Development Program endeavors to improve the participants' communication skills in the work environment, helping them obtain employment or community service opportunities. The Etiquette Program introduces participants to the formal requirements governing one's behavior in the workforce.

Location of Program(s): Friendship Public Charter School; Woodridge Elementary School; Meridian Public Charter School

Profile of Youth: Ages 9-14, Grades 4-8

Grant Award(s):

School Year 2019-20 OST $97,000

Young Playwrights' Theater

Program Description: Young Playwrights' Theater serves the Washington Metropolitan Area and offers in-school and after-school programming that teaches young people how to tell stories. Our workshops build on the concept of playwriting and encourage young people to share stories that matter to them in accessible, imaginative, and freeing ways, while reinforcing literacy, communication and confidence. By teaching students to express themselves through the art of playwriting, YPT develops students' language skills, and empowers them with the creativity, confidence and critical thinking skills they need to succeed in school and beyond.

Location of Program(s): Inspired Teaching Demonstration Public Charter Schools; SEED Public Charter School of Washington DC; Shepherd Elementary School; Sitar Arts Center

Profile of Youth: Ages 3-14, Grades 3-8

Grant Award(s):

School Year 2019-20 OST $97,000

Young Women's Christian Association National Capital Area (YWCA NCA)

Program Description: YWCA NCA's EmpowerSTEAM Summer Academy is a five-week program empowering middle and highs school girls of color to lead, create, and explore education and careers in Science, Technology, Engineering, Arts, and Math (STEAM). It addresses two critical needs facing underserved girls: (1) closing the STEM/STEAM literacy gap, and (2) preparing girls for STEM/STEAM careers.
Location of Program(s): 2303 14th Street NW
Profile of Youth: Ages 11-17, Grades 6-11
Grant Award(s):

    2020 Summer Strong Enrichment $100,000

Youth Entrepreneur Institute

Program Description: YEI provides out-of-school STEM academic tutoring, curriculum-driven, outcomes-based entrepreneurship education, and social-emotional learning. Our five social enterprises (POPSHOPS, MakerShop, CosmeticShop, PrintShop/FashionShop and FoodShop) are innovation labs for youth to deliver both social impact and receive economic returns, through one-on-one interactions, mentorship, networking and professional memberships. We also offer graduates enrollment in the business program with ongoing business development and incubator space located East of the River.
Location of Program(s): Riverside Healthy Hiving Center;
Langston Dwellings; Anacostia High School; Malcolm X Opportunity Center; Roosevelt High School
Profile of Youth: Ages 14-21, Grades 8-12
Grant Award(s):

    Fiscal Year 2020 Invitation Only Year Round OST $218,250

Youth Organizations United to Rise (YOUR) Community Center

Program Description: Advancing After School (AAS) program: Youth will participate in a daily after school 2 hour program that consistent a power hour of homework assistance and tutoring, following by 2 hours of STREAM enrichment and physical activities. Camp-On-The-Go summer camp: YOUR offered a 6-week summer camp for youth ages 6 - 13. It includes academics and enrichment activities, youth will go on daily field trips that provide experiences and exposure to the rich culture and history of Washington, DC.
Location of Program(s): YOUR Community Center; West Education Campus; Garfield Elementary School
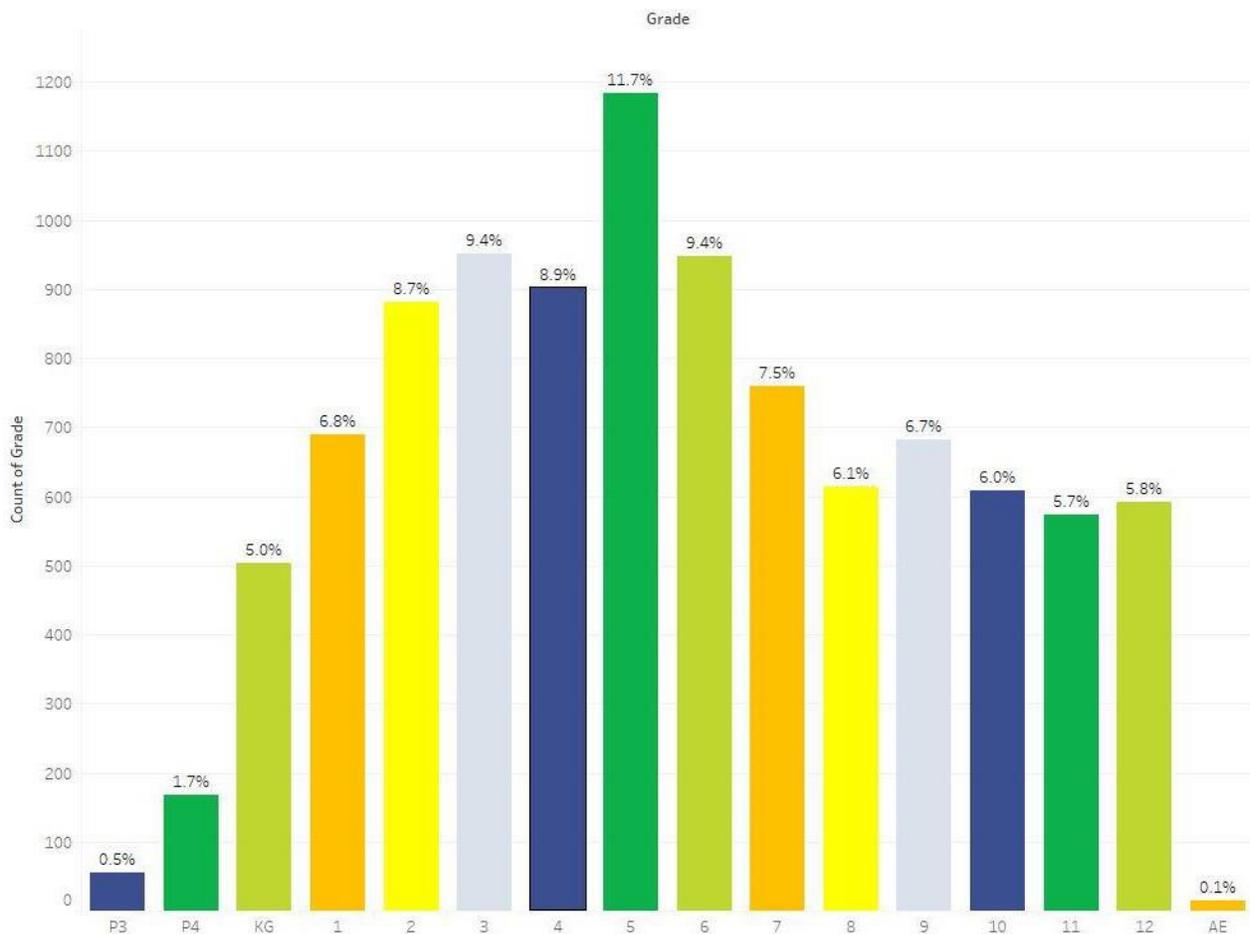**Profile of Youth:** Grades Pre K-6
Grant Award(s):

    Fiscal Year 2020 Invitation Only Year Round OST $169,750
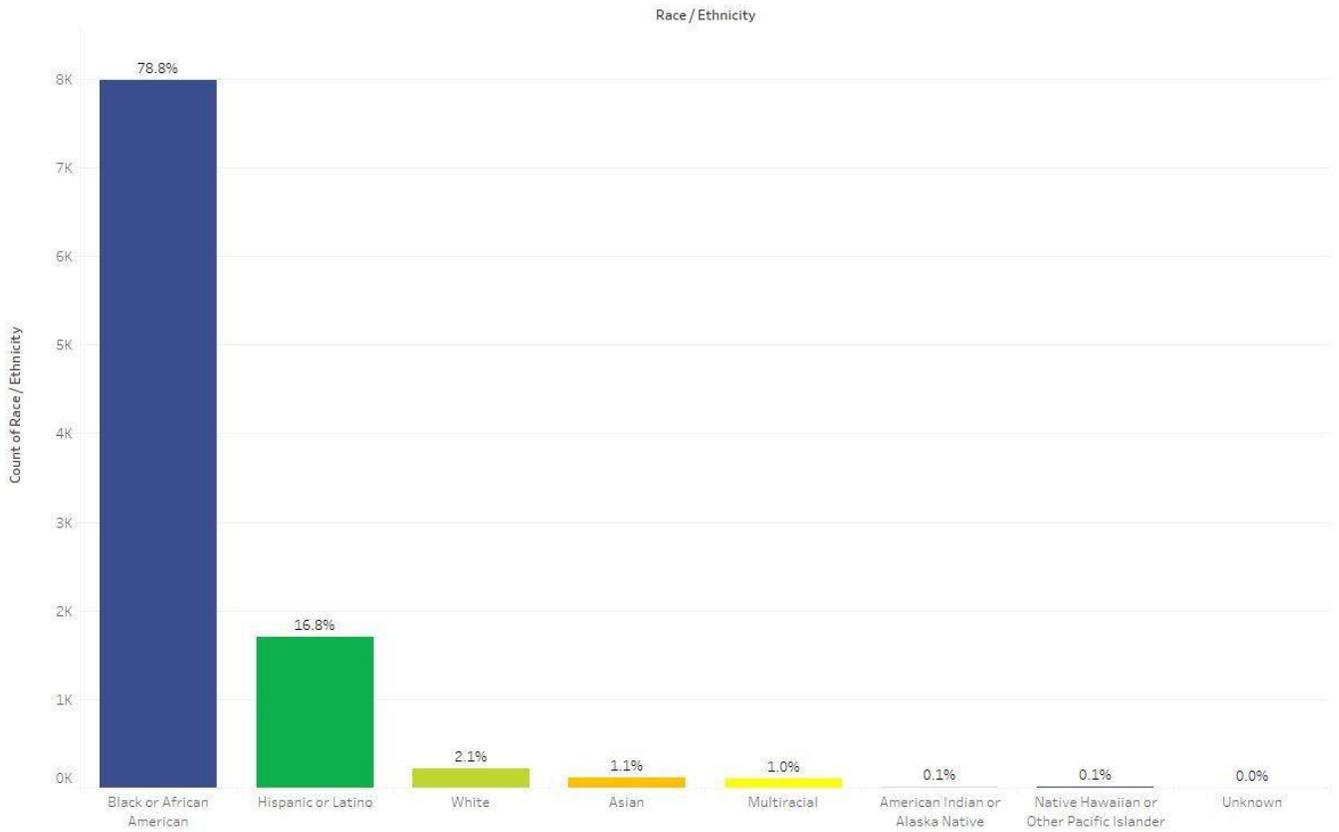
Updates on Fiscal Year 2019

The OST Office waits until the Office of the State Superintendent of Education has audited student information for any given school year. That data is typically available the following fiscal year. Therfore, the OST Office can release aggregate data on students participating on OST programs from FY19.

Overall the OST grants directly served 12,567 youth across the District. The demographics provided are based on participant data submitted by the grantee into the OST Office's database and a data match with OSSE.
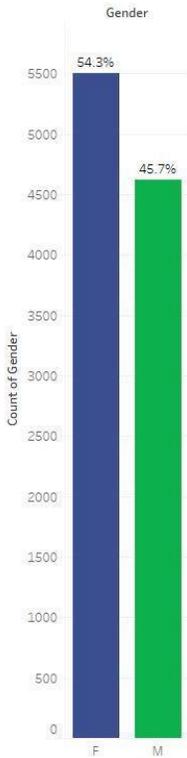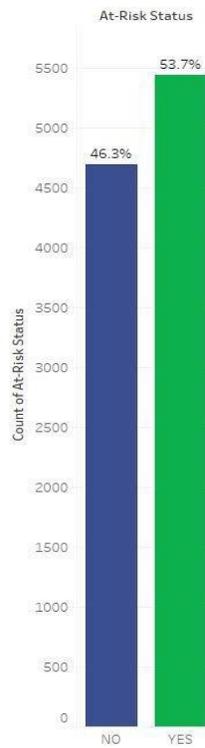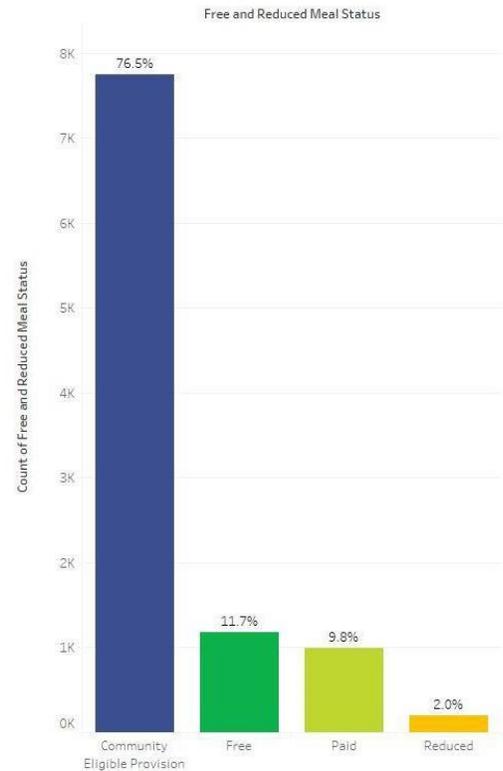
Grade Breakdown

Racial Breakdown

Race / Ethnicity

Bar chart showing Count of Race / Ethnicity:
- Black or African American: 78.8%
- Hispanic or Latino: 16.8%
- White: 2.1%
- Asian: 1.1%
- Multiracial: 1.0%
- American Indian or Alaska Native: 0.1%
- Native Hawaiian or Other Pacific Islander: 0.1%
- Unknown: 0.0%

Gender Breakdown

Gender

Bar chart showing Count of Gender:
- F: 54.3%
- M: 45.7%

At-Risk Status

At-Risk Status

Bar chart showing Count of At-Risk Status:
- NO: 46.3%
- YES: 53.7%

Free and Reduced Meal Status

Free and Reduced Meal Status

Bar chart showing Count of Free and Reduced Meal Status:
- Community Eligible Provision: 76.5%
- Free: 11.7%
- Paid: 9.8%
- Reduced: 2.0%

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