

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



**Responses to Fiscal Year 2021
Post-Hearing Performance Oversight Follow-up Questions**

Dr. Christina Grant
State Superintendent of Education

Submission to:

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

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

*FY 2021 Post-Hearing Performance Oversight Follow-up Questions
Office of the State Superintendent of Education*

March 16, 2021

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

Dear Chairman Mendelson,

Please find enclosed the Office of the State Superintendent of Education's (OSSE's) Fiscal Year 2021 Post-Hearing Performance Oversight Follow-up responses.

If you have any questions, please do not hesitate to contact Justin Tooley, Chief of Staff, at justin.tooley@dc.gov or (202)-215-3617.

Sincerely,

Dr. Christina Grant
State Superintendent of Education

Table of Contents

Agency Operations.....	4
Childcare and Early Learning	5
COVID-19.....	13
Post-Secondary and Career Readiness.....	15
K-12 Systems & Supports.....	19
Data, Assessment, and Research.....	21
Student Transportation	23

Agency Operations

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

ATTACHMENT: Q1 – OSSE POH Org Chart.pdf

Child Care and Early Learning

2. **OSSE has extended its early childhood workforce credentialing requirements to December 2023.**
- (a) **What proportion of educators have already met credentialing requirements? Please break down the answer by categories of license.**
 - (b) **Are there particular groups facing greater difficulty in getting credentialled? Are there particular credentials that are seeing more difficulty?**
 - (c) **What strategies are being pursued by OSSE (or other agencies in the District government) to increase the likelihood that everyone will be credentialled and the December 2023 deadline will not have to be extended?**
- (a) Early childhood workforce credentialing.

Credential Requirements*

Role	Required Credential	Original Date	Extension Date	% Meeting or Exceeding Credential
Child Development Center Staff				
Director	BA	Dec. 2020	Dec. 2022	81.1%
Teacher	AA	Dec. 2020	Dec. 2023	42.1%
Assistant Teacher	CDA	Dec. 2018	Dec. 2023	36.8%
Family Child Care Home and Expanded Home Staff				
Child Development Expanded Home Caregiver	AA	Dec. 2019	Dec. 2023	58.7%
Child Development Home Caregiver, Associate Home Caregiver	CDA	Dec. 2018	Dec. 2023	43.1%

** Note: This data is as of March 9, 2022. Please note that the data in this chart includes only those individuals who have completed the credential or degree needed to meet the credential requirements for their position. Facilities may request a continuous service waiver for employees who were employed in a child development facility on December 2, 2016, and have been employed in the same or similar roles for the past ten years; however, individuals with continuous service waivers are not included in the numbers above. Thus, the number of staff who are meeting requirements or covered by a waiver is larger than the percentages in the above tables indicate.*

(b) Challenges in credentialing.

In 2018, the Office of the State Superintendent of Education (OSSE) conducted a survey to examine the perceived barriers of center-based teachers in obtaining a college degree. Although the population of survey respondents was small, it is reflective of the general ECE workforce population in the District.

The survey found that most teachers without degrees surveyed (60 percent) had some college experience but did not complete the program up to degree conferment. Thirty-one percent of non-degreed teachers surveyed were enrolled in a degree program (most frequently an associate degree program). Survey respondents identified a variety of barriers to completing degrees, including:

- Cost of college tuition and books (the most commonly identified barrier)
- Work schedules and time or energy for coursework
- Child care (for their own children)
- Transportation (particularly for teachers with children)

The barriers identified in the survey are like those identified in national research on efforts to increase degree attainment for early childhood educators, as well as other adult learners with similar demographic characteristics. Early childhood educators in the District are predominantly women of color (with the largest share identifying as African American/Black, followed by Latina), as were survey respondents. In addition, many child care educators are parents themselves, and a significant minority are immigrants and/or speak a first language other than English—factors that are associated with increased barriers to postsecondary completion in the larger population.

OSSE has also heard anecdotally that language can be a barrier to accessing education programs. To address these, OSSE funds Child Development Associate (CDA) scholarship programs that are available in English, Spanish, and Amharic and has worked with the Council for Professional Recognition (the national organization that administers the CDA) to facilitate translation of the CDA exam into Amharic (it is already offered in Spanish). The District also has one of the nation's only Spanish language early childhood associate degree programs, offered through the University of the District of Columbia – Community College, and early childhood educators can access funding for this program through the Tuition Assistance Program for Early Educators operated by UDC, as well as the DC LEAD (formerly TEACH) scholarships funded by OSSE.

The OSSE-funded CDA programs referenced above are offered free of charge to early educators, and OSSE also makes an online CDA coursework option available to the child care workforce free of charge through Quorum, an online learning platform, which can mitigate child care, transportation and time challenges for some educators. United Planning Organization and Briya Public Charter School also offer CDA training programs. Due to the multiple CDA programs available in the District at no cost to participants, through both online and in-person modalities and in English, Spanish, and Amharic, there should currently be minimal barriers to early childhood educators completing a CDA. Anecdotal reports indicate that some CDA candidates

who are not currently employed in child development facilities have experienced challenges completing required CDA practicum hours during the pandemic. D.C. Child Care Connections, the District's child care resource and referral agency funded by OSSE, has worked with CDA programs to connect their students with employment opportunities that enable them to complete required hours.

Because associate and bachelor's degree programs take several years to complete, and mitigating life events can prevent completion, early educators may face more barriers to completing these degrees. The DC LEAD program is specifically designed to combine scholarships with additional supports for program completion, as discussed below.

(c) OSSE strategies to increase likelihood of credentialing.

OSSE has implemented a variety of strategies to help address both financial and non-financial barriers and support early childhood educators to complete required credentials and degrees in advance of the 2023 deadline.

- OSSE supports scholarships for the Child Development Associate (CDA) credential through two grantees. CDA scholarship cohorts are offered in English, Spanish, and Amharic. Workforce members may utilize OSSE-funded access to Quorum, an online learning platform, to complete the required coursework, which can address child care, transportation and scheduling barriers for some workforce members. OSSE's grantees provide support with CDA portfolio development, professional development specialist verification visits, and CDA exam preparation and fees for participants in the cohort programs, as well as workforce members completing coursework through Quorum. Through OSSE's partnerships with the CDA scholarship programs and the Council for Professional Recognition, OSSE supported the translation of the CDA exam into Amharic to increase access to the CDA credential for the Amharic speaking population within the DC workforce.
- Following changes to the minimum education requirements in December 2016, OSSE expanded scholarships for early childhood associate and bachelor's degree programs – first through the TEACH program and now through the DC LEAD program. Both TEACH and its successor, DC LEAD, combine scholarship funding with other supports (e.g., advising, academic support, stipends) to address academic, financial, and other barriers, increase college success and completion of participating early educators, and partner with employers to provide release time and address time and scheduling barriers. Recognizing the need to accelerate degree progress and completion, the District used federal CCDF and Treasury COVID relief funds to nearly triple funding for scholarships in FY22 and FY23.
- Workforce members also have access to scholarship opportunities through: 1.) the Higher Education Incentive Fund-Teacher Assistance Program for Early Educators operated by UDC, 2.) DC Tuition Assistance Program (DCTAG), 3.) DC's Mayor's Scholars

*FY 2021 Post-Hearing Performance Oversight Follow-up Questions
Office of the State Superintendent of Education*

Undergraduate Program, and 4.) DC Futures, which will fund a DC resident's first U.S. recognized associate or bachelor's degree in specific high demand fields.

- To assist early childhood educators in connecting with the degree or credential program and funding supports best suited to their individual needs, OSSE initiated the Early Childhood Education (ECE) Help Desk, which early childhood educators can contact for individualized assistance. Resources are available online through the [ECE resources webpage](#), and the Help Desk can be reached at (202) 478-5903 or ECEhelpdesk@dc.gov.
- OSSE also established a credential verification system, through OSSE's professional development information system, to enable child care workers to submit their education information (e.g., CDA credential, college transcript, etc.) to confirm whether they meet the minimum education requirements, identify additional education needed to meet requirements, and obtain a certificate to provide to potential employers as evidence of meeting the credentials. This is particularly helpful because there are multiple ways educators can meet degree requirements. In addition, because many early childhood educators have completed some college education but not yet earned a degree (and may have studied at multiple institutions at different periods of time), the verification process increases employer confidence that an individual hired for a particular role possesses the appropriate credentials.

3. Last year, childcare providers were experiencing challenges recruiting or retaining adequate staff due to COVID. Is this still a problem? If yes, please explain and also discuss what strategies OSSE is pursuing to help.

Child care providers continue to experience challenges recruiting and retaining staff, as are many other industries in the District and nationally in the current tight labor market. OSSE is pursuing a variety of strategies to help:

- Continuing to fund CDA and degree scholarship programs and supports to increase the number of early childhood workers earning required credentials.
- Adding a retention incentive component to the DC LEAD program that will provide financial incentives to current workers who meet credential requirements to remain employed in their roles.
- Increasing child care subsidy payment rates effective October 1, 2021, to reflect the increased costs to deliver care and enable providers that participate in the District's child care subsidy program to increase compensation for their staff.
- Distributing roughly \$24 million in COVID relief funds to child care in FY20 and FY21, and another \$38 million in Child Care Stabilization Grants in FY22 and FY23. Child care providers may use these funds for personnel costs, including increasing staff compensation and benefits or providing recruitment and retention bonuses for staff.
- Funding business supports for child care providers, through the Shared Services Business Alliance, D.C. Child Care Connections, and Capital Quality – including business supports related to effective HR practices to enhance staff recruitment and retention. SSBA members also have opportunities to receive one-on-one coaching on HR and employment law topics, which can assist them in recruiting and retaining staff.
- Operating D.C. Child Care Connections (DC CCC), our child care resource and referral agency. DC CCC controls a job posting board where child care providers can post positions and job seekers can find employment opportunities. DC CCC also establishes partnerships to connect individuals enrolled in CDA programs with employment in child care facilities.
- Working with DCHR and CFSA to streamline and expedite the process for child care staff to complete federally required background checks.
- Supporting the Pay Equity Task Force and working expeditiously to implement the Pay Equity Fund. Increasing compensation can help address what child care providers and surveys of child care staff indicate is the greatest barrier to attracting or retaining child care workers – the current low pay for many child care jobs.

4. Please describe OSSE’s timeline for implementing early educator pay supplements and summarize the agency’s outreach plan (as this is an opt-in program for educators).

This answer addresses OSSE’s anticipated timeline and plans for the short-term implementation of the Pay Equity Fund in FY22, consistent with the Early Childhood Educator Pay Equity Task Force’s recommendation that OSSE implement a short-term strategy of distributing pay supplements directly to child care workers in FY22 (and possibly through FY23) while laying the ground work for a long-term approach that provides funding to child development facilities to sustainably increase staff compensation (and holds them accountable for doing so). OSSE is unable to provide additional information on the long-term approach at this time because the agency is awaiting the completion of the Task Force’s second report on the topic.

As a reminder, the Task Force recommended that OSSE engage a third-party organization with experience managing cash transfer programs to individuals to manage the distribution of Pay Equity Funds to early educators in FY22.

Fund Distribution Process:

- **Progress to date:**
 - OSSE has identified a third-party organization with a proprietary technology platform for, and extensive past experience in, delivering direct cash payments to eligible individuals, including child care workers, unbanked individuals, and undocumented immigrants. This organization has the capacity to verify employee eligibility and identity and distribute funds directly to child care workers through a variety of modalities, including check, ACH transfer, and Western Union. The organization’s platform also has sophisticated anti-fraud features that can minimize the potential for erroneous distributions without imposing heavy barriers on child care workers regardless of their immigration status.
 - OSSE is currently making enhancements to our internal data systems to ensure that we are able to provide the data the grantee will need to implement the fund.

- **April 2022:** OSSE anticipates awarding a grant to the third-party entity in April 2022.

- **April-early Summer 2022:** Once the grant is awarded, OSSE will work with the grantee to make any adjustments needed to their platform to meet the requirements of the Pay Equity Fund and to transfer data from OSSE’s data systems to the grantee’s system. This will enable child care educators to access funds through the grantee’s platform. After speaking with the anticipated grantee, we estimate that it will take 4-12 weeks to fully customize and stand up the system.

- **Mid-late Summer 2022:** In Summer 2022, the grantee will launch the platform and begin processing requests for funding from eligible child care workers. When the platform is live, OSSE or the grantee will contact child care workers to notify them that they may be eligible to access funds and of the process to do so (see below for additional detail). We anticipate that child care workers will begin receiving funds within 6 weeks of

the platform's launch. The exact timing of when workers receive funds will depend on when they provide required information to the grantee.

- **Fall 2022:** Once the platform has launched, OSSE will continue to work with the grantee to conduct outreach and distribute funds until all eligible early educators that wish to access the funds have done so or the funds are fully expended. Reaching all eligible early educators may require rolling over a portion of the funds into an FY23 grant, which will be possible within the parameters of the non-lapsing fund.

Outreach and Communications Planning:

OSSE plans to undertake an extensive communication to ensure that child care workers, their employers and other stakeholders are informed about the program and have support and information to access it. We will work with the selected grantee and an external communications firm to finalize the plan but anticipate that it will include at least the following components:

- **Communications Firm:** OSSE will engage a communications firm to develop and support implementation of a professional and modern communications campaign that includes lay audience friendly collateral (e.g., brochures) and messaging developed for the target audiences of early childhood educators and their employers (including those that speak languages other than English) and uses a variety of communications platforms and vehicles selected to reach these audiences. We are currently reviewing proposals.
- **Grantee Communications and Support:** The grantee will provide communications and support to assist child care workers in accessing the fund, including:
 - Sending an invitation to apply for funds to a list of child care workers provided by OSSE.
 - Training and contracting with applicant support specialists (likely current child care workers or staff from community based organizations with experience working with child care workers) to conduct outreach and provide support to child care workers in applying for funds.
 - Providing help desk support via email, text, and phone.
- **Pay Equity Fund messaging integrated into OSSE communications:** OSSE has many employees, contractors, grantees, and programs that regularly interact with child development facilities and staff and will begin integrating information about the Pay Equity Fund into communications with programs and child care workers this spring. This will include:
 - **Capital Quality:** Information about the Pay Equity Fund will be shared in Capital Quality Communities of Practice programming (e.g., webinars). Capital Quality facilitators will also share Pay Equity information with facility leadership in 1:1 coaching sessions and may provide additional technical assistance to facility staff in applying for funds upon request.
 - **Professional Development Information System (PDIS):** Information about the Pay Equity Fund will be shared through the PDIS. All staff of licensed child development facilities have access to and are required to have accounts in the

PDIS. Any staff using the PDIS to access professional development will see information about the Pay Equity Fund.

- **CDA and degree scholarship programs:** Grantees operating CDA and postsecondary scholarship programs will share information on the Pay Equity Fund.
- **Shared Services Business Alliance, Quality Improvement Network, and Pre-K Enhancement and Expansion Program:** Staff from these programs will share information about the Pay Equity Fund with child care program leadership and staff as part of regularly scheduled meetings for these programs and may provide additional technical assistance to child care staff in applying for funds upon request.
- **Division of Early Learning (DEL) Communications:** Information about the Pay Equity Fund will be integrated in all DEL communications platforms, including biweekly calls with child care stakeholders, the licensing newsletter sent to all licensed facilities, the DEL newsletter sent to a broader group of early childhood stakeholders, and OSSE website and social media properties.
- **DEL Licensing Specialists** will support child development facility administrators in updating staffing data.
- **Stakeholder engagement:** OSSE regularly engages membership organizations and community-based groups representing various child care programs (e.g., D.C. Association for the Education of Young Children, D.C. Early Learning Collaborative, D.C. Family Child Care Association, Directors Exchange, D.C. Head Start Association, Washington Area Association of Child Care Centers, D.C. Action for Children, D.C. Early Learning Coalition, and the Multicultural Spanish-Speaking Providers Association). As we formally roll out the program, we will regularly share information with these groups and engage them in sharing information with their constituencies (including by sending OSSE or grantee staff to present at meetings when requested). We will also engage community-based organizations that work with groups of child care programs and workers (e.g., Mary's Center).

OSSE recognizes the importance of timely and frequent communication to ensure uptake for this program, and we know that child care workers have many questions about it. However, we also recognize that it is important to provide clear and consistent messages and to work with the selected grantee to clearly define how the fund distribution will work prior to widescale communications efforts. We know that the key questions people have will be “how do I know if I am eligible” and “how do I access funds,” so we must have clear, consistent, precise, and accurate answers for these questions.

Next month we will begin communicating with child care facilities about the steps they should take to ensure that their staff are able to access funds. We will also begin developing marketing collateral targeted to child care workers, which we anticipate disseminating in late Spring 2022, and we will seek to capitalize on opportunities provided by events such as the Month of the Young Child in April.

COVID-19

5. What strategies are being pursued by OSSE to increase vaccine rates for students (referring to all of the vaccines required for public school enrollment).

OSSE recognizes that all students must be fully immunized before entering school to prevent the spread of infectious diseases. Immunizations are the best defense against potentially deadly infectious diseases. In advance of the 2022-23 school year, OSSE will revise the [Immunization Attendance Policy](#), guidance documents, trainings, and communications. This policy includes District statutory and regulatory immunization requirements, as well as recommended best practices and a roadmap for establishing school-based operations, responsibilities, and protocols for increasing and maintaining immunization compliance. The policy recommends schools form a “School Health Team” responsible for coordinating all school-based immunization efforts, including confirming all immunization requirements are met, ensuring clear and timely communications are sent to families, and verifying families are connected to the information and resources they need to secure immunizations.

OSSE encourages School Health Teams to kickstart their efforts each spring and summer to ensure families are well-informed of the immunization requirements and have plenty of time to secure appointments before the start of school. OSSE supports these school-based efforts by providing trainings, targeted technical assistance, template communications, a map of locations to secure immunizations, and flyers that can be distributed to families beginning in the spring and summer. OSSE also includes immunization and Universal Health Certificate reminders for schools and families as part of My School DC public school lottery and enrollment activities each spring.

In addition to revising the Immunization Attendance Policy and corresponding materials, OSSE will partner with DC Health and local District stakeholders to focus on five primary strategies for supporting schools with increasing student immunization rates:

- **Access to high quality data** – DC Health manages the District of Columbia Immunization Information System (DOCIIS). This immunization registry utilizes OSSE enrollment data to provide schools with real-time immunization data for their enrolled students. DC Health is currently training school nurses and school-based immunization points of contact (IPOCs) on accessing and utilizing the newest version of DOCIIS, which includes immunization data for the COVID-19 vaccine. Additionally, OSSE will re-release the “[Early Access to Immunization Data Application](#)” for schools ahead of the 2022-23 school year. This early access application displays both currently enrolled students and pre-enrolled students for the next school year. This gives schools an early start in the spring and summer to identify immunization non-compliance among pre-enrolling students so that they can begin targeted communications and supports well in advance of the start of school.
- **Guidance and Training** – OSSE provides schools with both live and pre-recorded training on the Immunization Attendance Policy and the Early Access to Immunization

Data Application. These trainings target data managers, registrars, school leaders, health staff, and other immunization points of contact that support collecting and interpreting health forms within schools. These efforts complement training and technical assistance provided by DC Health for school nurses and school-based immunization points of contact (IPOCs) on the pediatric immunization schedule, interpreting and accepting proof of immunization, and on the District's immunization registry. OSSE also works with DCPS and PCSB to identify low-compliance schools and offer targeted technical assistance. For example, DCPS has previously formed focus groups among low-compliance schools to provide incentives and share best practices, strategies, and initiatives for boosting immunization compliance.

- **Public Communications** – OSSE will complement and promote DC Health's annual well-child campaign, which promotes student immunizations, well-child visits, Universal Health Certificates, and Oral Health Assessments. This public campaign includes important reminders and information over the spring and summer for families to secure their annual well-child appointments in anticipation of the new school year. OSSE also prompts schools and families with reminders about immunizations and Universal Health Certificates as part of My School DC public school lottery and enrollment activities. Schools are also encouraged to include these health forms and reminders in their connections with families matched to their schools. Parallel efforts led by community groups, such as the ImmunizeDC coalition, will also be amplified among community partners, such as faith leaders, who have trusted connections with District families. All communications will be translated to ensure all families are reached.
- **Targeted Communications** – OSSE and DC Health will explore strategies for targeted communications. In the past, this has included sending letters and postcards from DC Health directly to the homes of families. School-based efforts have also included targeted phone calls, robo-calls, home visits, and reminders at back-to-school events and parent-teacher conferences. Additionally, OSSE and DC Health will continue to support schools with the necessary information they need to educate families on immunizations, including connecting schools with local physicians to join school-based meetings to provide information and answer parents' questions on immunizations. These targeted communications will complement efforts led by District of Columbia Department of Healthcare Finance (DHCF) with managed care organizations (MCOs) and private health providers who can reach their patients directly. All communications will be translated to ensure all families are reached.
- **Access to Immunizations** – The District's primary goal is for every family to have a primary care health home. OSSE and DC Health provide schools with resources to share with families regarding accessing immunizations, primary care, and health insurance in the District. School nurses are also a trusted source of information for supporting families in connecting to primary care. OSSE and DC Health will continue to explore additional strategies for increasing access to immunizations over the spring and summer before the start of school. In the past, efforts have included coordinating mobile health units at schools and community sites, expanding COVID-19 sites to include other pediatric

immunizations, and opening School-Based Health Centers to all students regardless of where they are enrolled.

Beginning with school year 2022-23, eligible students will also be required to receive a COVID-19 vaccination that is fully approved by the Food and Drug Administration (*Coronavirus Immunization of School Students and Early Childhood Workers Amendment Act of 2021*). OSSE continues to promote the COVID-19 vaccine and opportunities to secure it, such as through temporary initiatives like incentive programs and temporary vaccine clinics at schools and community events, and through longer term solutions, such as directing families to DC COVID Centers, pharmacies, and primary care providers.

Education on the COVID-19 vaccine will continue to be important for District families. The District has partnered with area physicians to host engagement and education efforts where families can learn more information about the vaccine and have their questions answered. Many families have also indicated that they prefer to speak with their child's primary care physician on important medical decisions, so OSSE and DC Health continue to encourage area providers to reach out and educate their patients on the COVID-19 vaccine and answer questions parents or guardians might have about securing it for their children.

Enforcing the vaccine expectations, as legally required, will increase uptake rates. It is important to note that exclusion is the final step in a long path to increasing youth vaccinations. As outlined in the DME's cluster-wide Youth Vaccination Plan in December, increasing vaccinations rates for students is a collective effort that involves educating District residence about vaccine safety and efficacy, providing access to vaccinations across the city, partnering with community organizations to conduct outreach, and broadly building trust in immunizations. OSSE is committed to doing everything possible to immunize students before reaching the point of exclusion.

Post-Secondary and Career Readiness

- 6. At the public witness hearing on education, one organization testified: "Urgently reform the Dual Enrollment Opportunities in the District: expand access to all interested students, particularly students of color, students from low-income backgrounds, and students with disabilities; make the application process more efficient; and ensure students receive maximum dual enrollment credit hours." What is OSSE's response to this?**

Current Dual Enrollment Programming Funded by OSSE

OSSE has been expanding access to dual enrollment programs for interested students for the past five years. Using local funds, OSSE awards competitive grants to fund dual enrollment programs with institutions of higher education (IHEs) that establish partnership agreements with local education agencies (LEAs) through the Dual Enrollment Scholarship program. In 2018, recognizing that IHEs were choosing to partner with larger LEAs, OSSE sought to address this inequity through the establishment of the DC Dual Enrollment Consortium.

The Consortium was designed to provide additional dual enrollment opportunities for all students—but particularly for students attending small LEAs that may otherwise not be able to establish strong partnerships with multiple IHEs on their own. Over the years, the Consortium has expanded the number of LEAs (23) and IHEs (nine) participating. In addition, OSSE, in partnership with LEAs, expanded dual enrollment eligibility rules so that students (who meet the application requirements) can now begin taking dual enrollment courses as early as tenth grade and can take two dual enrollment courses in a single semester.

In FY22, OSSE used federal recovery funds to launch the College Rising Initiative. This program expanded dual enrollment by providing 250 additional dual enrollment opportunities over two years, along with “to and through” mentorship to low-income high school students and first-time college goers. College Rising was designed to help students who have strong potential to succeed in college but need additional exposure support and mentorship to get there. OSSE-funded dual enrollment programming continues to grow and expand each year. You can read more about OSSE’s dual enrollment opportunities here: <https://osse.dc.gov/page/osse-dual-enrollment-opportunities>.

Access

Access to OSSE-funded programs is available to any student whose LEA has chosen to participate in the Consortium (and has a completed a MOA), as long as the student meets the admission requirements defined by partner IHEs and is approved by their school. Each partner plays an important role. IHEs set the requirements, including grade point average (GPA) requirements, because they are essentially “admitting” dual enrollment students to the institution. LEAs have multiple responsibilities in the dual enrollment process: helping determine which students are mature enough for the responsibilities inherent in taking a dual enrollment course and help students with the application; holding students accountable for attendance and course work; providing necessary support when students need it; and recording dual enrollment courses (and in some cases credit) on transcripts. OSSE convenes interested parties, brokers partnerships, and provides funding. While OSSE cannot unilaterally change requirements or rules associated with dual enrollment, OSSE does work to expand access. In addition, OSSE is participating in a landscape analysis project being led by Office of the Deputy Mayor for Education (DME) on dual enrollment to identify and develop solutions on a range of issues, including program and course access.

In the 2020-21 school year, 370 dual enrollment seats were available, and with OSSE funds, 204 seats were filled. Note that a student may take multiple courses. In the coming years, OSSE aims to have over 400 seats available annually.

Currently, 23 out of 27 LEAs that serve high school and/or adult learners participate in the Dual Enrollment Consortium (and another LEA is in the process of joining). All eligible LEAs are encouraged to join the consortium. There is no cost to LEAs to participate, but LEAs are asked to sign a memorandum of agreement agreeing to support the student through the application process as well as monitor and mentor the student while taking the college course throughout the semester.

OSSE does not currently report demographic or student-group level participation, but, with increased data collection efforts currently under discussion, the agency is moving in this direction. In addition, the OSSE College and Career Readiness team continues to engage with the DC Secondary Transition Community of Practice to discuss how to improve dual enrollment options for students with disabilities.

Application Process

As a result of feedback from LEAs, students, and IHE partners, OSSE has made multiple changes to the application process. For example, OSSE responded to LEA feedback in 2018 by providing LEA points of contact (POCs) the ability to upload student documents and submit student applications on behalf of students and adding a dashboard for LEA POCs that indicates where students are in the process of applying. Starting with the [Fall 2022 application](#) (which is currently open), IHE partners may review student applications within OSSE's QuickBase application system. OSSE continues to seek feedback from all involved parties and remains responsive as we seek to make the application process as seamless, efficient, and effective as possible.

To this end, OSSE acknowledges that QuickBase (the application that houses the Dual Enrollment Consortium application) may prove challenging. That is why OSSE is aiming to develop a better application platform. Until then, OSSE is working diligently to ensure that all interested students complete the application by offering supports to students, families, and LEA staff who need them.

The Dual Enrollment Consortium program application is a component in one of OSSE's business process reengineering projects that aims to streamline several scholarship programs and increase efficiency across their applications, both for applicants and IHE partners. This work will enable OSSE to connect dual enrollment with other post-secondary options, simplify the process, and increase access.

Maximum Credit Hours

Students may take up to two (three-credit) courses per semester through the DC Dual Enrollment Consortium Program. Awarding course credit is the role of the LEA or IHE, and OSSE encourages LEAs to provide dual credit options for dual enrollment courses taken through the Dual Enrollment Consortium. Dual credit refers to courses where grades and credits earned will be reported on both the student's official college transcript and high school transcript. OSSE does not have the authority to issue credits for coursework. However, OSSE does provide a template ([District of Columbia Dual Enrollment Consortium Program Parent and Student Dual Credit Course Approval Form Template](#)) for LEAs to use to ensure families, students, and LEAs are on the same page about a student taking a dual credit course (if the LEA allows the option and the student chooses to pursue it). This is important because dual credit courses can become a barrier to credit accumulation for high school graduation if the student does not perform well in the college course.

Dual enrollment may decrease the cost of postsecondary education for enrolled students. If the postsecondary credits earned are accepted by subsequent postsecondary institutions, students in

*FY 2021 Post-Hearing Performance Oversight Follow-up Questions
Office of the State Superintendent of Education*

D.C. can earn credit for up to 16 courses over the span of their high school careers. However, IHEs have independent authority to decide which credits to accept.

In addition to the DC Dual Enrollment Consortium Program, D.C., through the District of Columbia Public Schools, has three early college programs: Bard Early College High School, Coolidge Early College Academy, and School Without Walls's GW Early College program. These high school program models encourage participants to take a series of coursework that includes multiple dual enrollment courses with the goal of attaining an associate degree alongside of their high school diploma. Student enrollment is funded through the uniform per student funding formula.

K-12 Systems & Supports

- 7. How has the District improved educational services to youth incarcerated at the DC Jail or the Youth Services Center? We received testimony at the March 2nd hearing that the District is still not in compliance with the federal court and the law.**

The provision of educational services for students incarcerated by the Department of Corrections (DOC) in the DC Jail transitioned from the District of Columbia Public Schools (DCPS) to Maya Angelou Public Charter School on October 1, 2021. Since that time, Maya Angelou Public Charter School has steadily increased capacity toward providing all specialized instruction and related services to incarcerated students in accordance with the Individuals with Disabilities Education Act (IDEA) and the youths' individualized education programs (IEPs).

Incarcerated students in the Maya Angelou Public Charter School Academy (the Academy) at the DC Jail are now receiving in-person classroom instruction to the extent feasible in light of safety and security concerns and infection control measures related to COVID-19. As appropriate, students are also receiving live virtual classroom instruction and asynchronous work through digital education tablets provided by DOC. Students are receiving related services in person and virtually. Maya Angelou Public Charter School has developed and implemented class schedules for all students to receive six classes per day, five days a week. Through ongoing litigation in *Charles H. v. District of Columbia*, Civil Action No. 21-997 (D.D.C.), the District has publicly filed numerous updates concerning continued efforts to this end, including declarations from OSSE and DOC staff that provide additional details.

In addition to improved service delivery at the DC Jail, on-going consideration is being given to addressing learning loss to students caused by missed services due to the COVID-19 pandemic. OSSE has provided guidance to local education agencies, including DCPS and Maya Angelou Public Charter School, on how to address student learning loss, which OSSE denotes as "recovery services." Recovery services for students include accelerated learning, which focuses on placing unfinished learning in the context of new learning, integrating both new information and the needed prior knowledge at the same time. OSSE's expectation is that all LEAs, including Maya Angelou Public Charter School, employ accelerated learning techniques. Recovery services may also include compensatory education, which must be individualized and designed to place a student in the educational position he or she would have been in had the educational services been provided as prescribed. In response to a court order in the *Charles H.* litigation, the District will be providing to the court individualized compensatory services plans for students at the D.C. Jail by March 15, 2022, pertaining to any services missed during September 2021, and plans pertaining to any services missed from October 1, 2021, through January 31, 2022, by April 14, 2022.

Detained youth below age 18 are housed by the Department of Youth Rehabilitation Services (DYRS) at the Youth Services Center (YSC). While some concerns have been raised by community advocates regarding education services at YSC during the COVID-19 pandemic, such concerns have not been the subject of litigation in federal court and services for these

*FY 2021 Post-Hearing Performance Oversight Follow-up Questions
Office of the State Superintendent of Education*

students are not a part of the *Charles H.* litigation. Hence, the District is not subject to any court order in regard to education services at YSC. According to our information, YSC facility has had wi-fi infrastructure for virtual instruction throughout most of the pandemic. Based on information available to OSSE, students at YSC are receiving the services required by their IEPs. Like DOC, the delivery of education services at YSC transitioned away from DCPS at the start of the FY 22 fiscal year, on October 1, 2021. DYRS continues to be the public agency with educational responsibility to students housed at YSC and has contracted with the See Forever Foundation (the non-profit entity that operates Maya Angelou Public Charter School) to provide education services. Reports from DYRS and the See Forever Foundation indicate that full time, live instruction has been provided to youth at YSC since October 1, 2021. OSSE will conduct on-site monitoring at YSC in late March 2022.

OSSE is also working with the DME to support students at the D.C. Jail through the newly established Office for Students in the Care of D.C. (SCDC). The SCDC works to ensure that students who are experiencing incarceration receive the educational services and supports that they need and has launched a new \$840,000 grant, through the Office of Out of School Time Grants and Youth Outcomes, to increase access to out-of-school-time programs for incarcerated youth – so additional resources are being funneled to meet the needs of this student population.

Data, Assessment, and Research

- 8. Please list for each public school the number and percentage of students by Ward in which they reside for SY16-17, SY17-18, SY18-19, SY19-20, SY20-21, and SY21-22. Please provide this information in Excel format.**

ATTACHMENT: Q8 – Students by Ward.xlsx

- 9. Please provide a list of seats offered and preferences offered in the My School DC lottery (in the same format as question #100 in pre-hearing responses) for SY22-23. Please provide this information in Excel format.**

ATTACHMENT: Q9 – Lottery Preferences (MSDC).xlsx

Note: My School DC does not collect seats offered from participating schools until the current lottery is run. For SY22-23, schools will not have that information to share prior to results being released on April 1, 2022. The anticipated list of preferences is attached – although My School DC will not consider this list final until after the lottery is run and results are released on April 1st.

Student Transportation

10. Please provide the agency protocol for cleaning of OSSE DOT's bus fleet.

Specifically:

(a) How often do busses undergo deep cleaning, and how does OSSE DOT track when those cleanings actually occur?

(b) Who is responsible for deep cleaning?

(c) What training do bus drivers and depot staff receive on day-to-day cleaning of busses?

(a) Bus deep clean routine.

OSSE DOT buses undergo deep cleaning quarterly. However, deep cleaning is incorporated as needed due to COVID exposure. Bus drivers are responsible for internally cleaning the bus daily and are provided with the necessary training, cleaning materials, and supplies.

(b) Parties conducting deep cleans.

A contracted vendor is responsible for conducting bus deep cleaning.

(c) Training on deep cleaning.

OSSE DOT bus drivers and attendants have received training on wiping down high touch point areas and internally cleaning the bus. OSSE DOT fleet maintenance assistants/ operators have been trained on using electrostatic sprayers which are used to disinfect the interior of the bus at the end of each day.

- 11. Please provide information on how OSSE DOT ensures student safety when boarding and deboarding a bus. Specifically:**
- (a) How many of OSSE DOT's busses are equipped with cameras to track drivers who illegally pass a stopped bus?**
 - (b) How many and what percentage of busses are equipped with interior cameras?**
 - (c) Please explain why all busses do not have a camera.**
 - (d) The Committee has received notice that the cameras on many busses are nonfunctional or not set up to record infractions. How many bus cameras are functional? Where all busses do not have a functional camera, please explain why.**
 - (e) How is bus camera footage collected and stored?**
 - (f) What is OSSE DOT's protocol for when a driver illegally passes a stopped bus?**
 - (g) Can bus drivers (or are they required to) report the license plate of a vehicle illegally passing a stopped bus?**
 - (h) How does OSSE DOT share camera footage of drivers illegal passing the bus with relevant enforcement agencies?**
 - (i) How many instances of drivers illegally passing OSSE DOT busses did the agency refer to MPD, DPW, DMV, or another relevant agency for enforcement in FY2021 and FY2022, to date?**
 - (j) How many reports of injuries, dangerous situations, or other safety concerns during bus boarding or deboarding did OSSE DOT receive from students, families, or bus drivers in FY2021 and FY2022, to date.**

(a) Bus cameras.

OSSE DOT completed the pilot phase of the Stop Arm Camera project. Stop arm cameras will allow OSSE DOT to capture vehicles who illegally pass a stopped bus when the stop arm is engaged. Currently, there are no buses actively using these cameras as the pilot has ended.

(b) Bus interior cameras.

There are 144 new buses (24% of the total school buses currently in service) equipped with interior cameras to monitor student and staff safety while onboard.

(c) Buses without cameras explanation.

As OSSE DOT procures and receives new buses, they will be equipped with the internal cameras. The transition to new buses that are fully equipped with internal cameras for OSSE DOT's entire fleet (604 school buses currently in use) will require significant investments beyond the current capital allocations which are based on full vehicle replacement.

(d) Non-functional cameras.

All 144 buses that are equipped with internal cameras are functional and set up to record internal infractions.

(e) Camera footage.

Bus camera footage is collected and stored by the contracted vendor. As needed, OSSE DOT's Data and Technology team may access the stored footage to review incidents that occur on the buses that are equipped with the cameras. Camera footage is stored for a minimum of six (6) months.

(f) Protocol for illegally passed bus.

There is no protocol for a bus driver to report a vehicle that illegally passes a stopped bus. However, OSSE DOT participates in the annual illegal passing survey (when applicable) conducted by the National Association for Pupil Transportation (NAPT), which is designed to aggregate source data from school bus drivers (public and contracted) on the number of illegal passing incidents within each state.

(g) License plate reporting.

Bus drivers are not required to report the license plate of a vehicle illegally passing a stopped bus. However, OSSE DOT participates in the annual illegal passing survey (when applicable) conducted by the National Association for Pupil Transportation (NAPT), which is designed to aggregate source data from school bus drivers (public and contracted) on the number of illegal passing incidents within each state.

(h) Camera footage sharing.

OSSE DOT does not currently share camera footage with relevant enforcement agencies unless an enforcement agency requests camera footage from OSSE DOT of a bus involved in an incident (if bus is equipped with a camera).

(i) Illegal passing referrals in FY21 and FY22 to date.

OSSE DOT did not refer any instances of drivers illegally passing OSSE DOT buses to MPD, DPW, DMV, or another relevant agency because the Stop Arm Camera project was only in the pilot phase.

(j) Safety concern reports in FY21 and FY22 to date.

There was one (1) incident of improper boarding/departing procedures incident that took place in SY20-21 and seven (7) that have taken place in SY21-22 to date.