



Universal OST Legislation Coffee Chat

Norms for Virtual Meetings

- ✓ **Stay stationary** - we want to be safe! If you are driving, we will move you to the waiting room.
- ✓ Remain **muted** unless **called upon**.
- ✓ Make sure your **name** on Zoom is something **we can recognize you to let you in**
- ✓ Be **on camera** and **present** as much as possible! This meeting will require you to **share** and **interact with** your fellow parent leaders!

NORMS FOR TODAY:

- *If you tend to be a talker, push yourself to listen more*
- *If you tend to be quieter and often sit and listen, challenge yourself to speak more*



DC Action

Nice to meet you!

Ryllie Danylko, Senior Policy Analyst

- Focusing on OST
- Policy/budget/data analysis, creating policy reports and other materials, researching policy solutions and supporting the campaigns of the DC OST Coalition

Joanna Blotner, Director of Government Affairs

- Focusing on youth programs advocacy, including OST, youth homelessness, and teen and young adult workforce development
- Policy and legislative development, strategy, funding, and oversight; building relationships with Council and Administration; supporting coalitions and partners in deepening advocacy skills and strategy



The OST Landscape



What are Out-of-School Time (OST) Programs?

Out of school time (OST) programs occur:

- **Before** and/or **after** school
- In the **summer**
- On the **weekends**
- During any other times when **school is not in session (ex. school breaks)**.

Why do they matter?



Academic enrichment



Social emotional learning and building social skills



Exploring new activities and finding the JOY in learning



Safe, productive space for kids while caregivers are working

OST Program Landscape

Source	Providers	Programs
Community Based Organizations	88	92
Public Charter Schools and non-Title I DCPS schools	58	58
DCPS Title I Schools	1	55
Department of Parks and Recreation	1	254
DCPS Summer Programs	1	14
Department of Employment Services (MBSYEP)	1	1
Grand Total	150	474

Source: Provider surveys conducted by the D.C. Policy Center, administrative data from DCPS for Title I schools, administrative data summaries from Department of Parks and Recreation, and administrative data summaries from the Department of Employment Services for the Marion Barry Summer Youth Employment Program.



**D.C. POLICY
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OST Program Landscape

Grade Band	After School	Summer	Before School	Seasonal sports	Weekends	Seasonal Breaks	Single day school closures	Other
PK3 through grade 8	30,360	16,434	9,655	7,698	5,547	4,134	2,695	2,754
Grades 9 through 12	6,090	15,044	477	528	3,574	2,321	606	880

Source: Provider surveys conducted by the D.C. Policy Center, administrative data from DCPS for Title I schools, administrative data summaries from Department of Parks and Recreation, and administrative data summaries from the Department of Employment Services for the Marion Barry Summer Youth Employment Program.



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Need Metrics and Gaps

Metric	Definition	Estimated need		
		Pre-K to grade 8	Grades 9-12	Total
Universal coverage	All children and youth in public schools*	69,888	19,017	88,905
Broad income targeting	Children and youth in public schools living in households under 300 percent of the FPL	54,855	14,927	69,782
“At risk” children and youth	Children and youth in public schools determined to be “at risk” for academic failure	33,654	9,157	42,811
Narrow income targeting	Children and youth in public schools living in households below the poverty line	17,886	4,867	22,753

Need Metrics and Gaps

Goal	Afterschool		Summer	
	PK3-Grade 8	Grades 9-12	PK3-Grade 8	Grades 9-12
Universal coverage	(39,528)	(12,927)	(53,454)	(3,974)
Broad income targeting	(24,777)	(8,923)	(38,708)	116
At-risk	(3,332)	(3,029)	(17,258)	5,924
Narrow income targeting	2,334	1,235	(1,592)	10,188

Source: Analyses developed by the D.C. Policy Center.

OST Provider Concerns

Staffing, especially delayed clearance, and less interest in part-time in person work, need to increase wages.

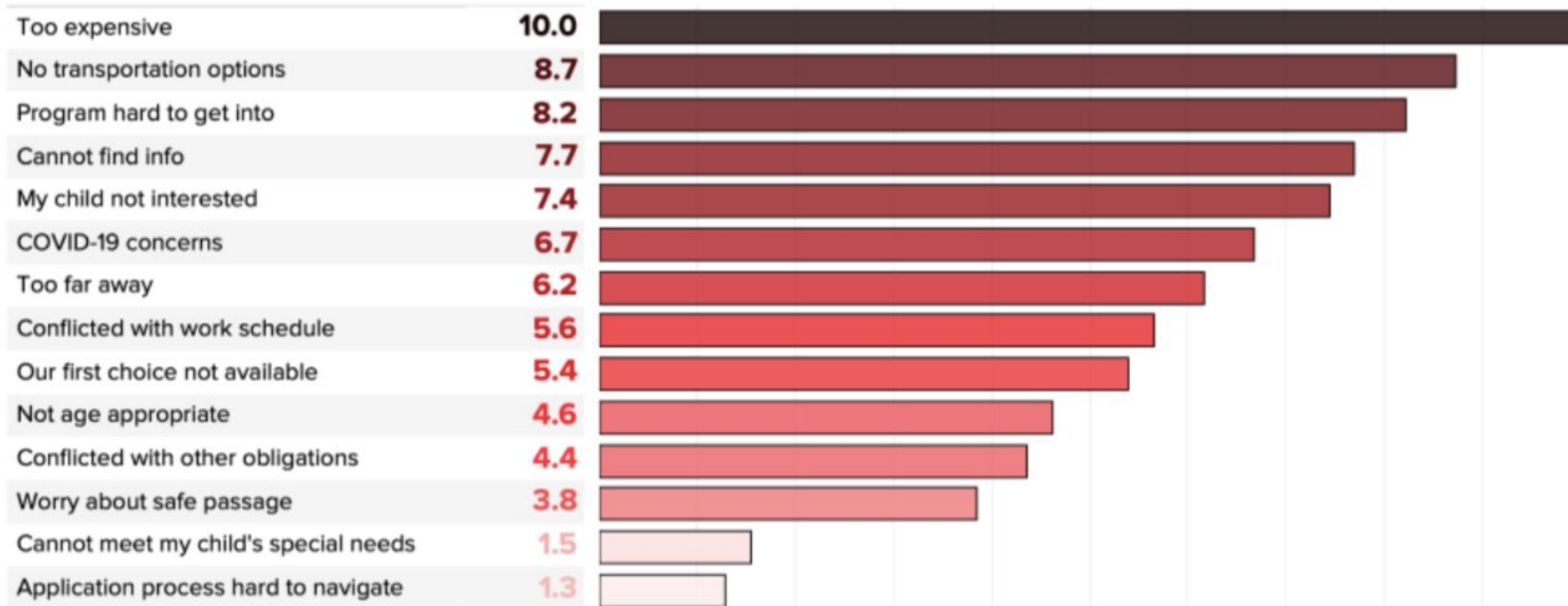
Funding, especially the mismatch between when CBOs receive funds and have to provide services, volatility of funding, and trouble securing space for programming.

Rising costs including inflation, insurance costs, and salaries.

Enrollment and attendance which have declined post-pandemic.

Changing needs of students, including socioemotional support, economic hardship, and academic support.

OST Parent Concerns



Source: Parent survey conducted by PAVE

Note: Responses are ranked by frequency on a scale of 0 to 10 with the highest frequency response set at 10.



Universal OST Access Legislation

Universal OST Amendment Act of 2023 (B25-630)

- Introduced December 12, 2023
- Introduced by Ward 3 Councilmember Matthew Frumin; cosponsored by Councilmembers:
 - Brianne Nadeau (Ward 1)
 - Brooke Pinto (Ward 2)
 - Janeese Lewis George (Ward 4)
 - Zachary Parker (Ward 5)
 - Charles Allen (Ward 6)
 - Vincent Gray (Ward 7)
 - Trayon White (Ward 8)
 - Robert White (At-large)
 - Kenyan McDuffie (At-large)
 - Anita Bonds (At-large)

Universal OST Amendment Act of 2023

What's in the bill?

OST Expansion

- Requires the city to have enough out-of-school-time program seats for **every child enrolled in a DCPS or DC Public Charter School**, relative to OST demand, by **2035**.
- Requires the city to expand program capacity by at least 10% year-over-year and to prioritize geographic equity and seats for at-risk youth in how they scale up program access (expansion of all types of OST programs, not just afterschool programs)

Changes to OST Office and OST Commission to Improve OST Operations

- Requires OST office to more actively facilitate interagency coordination in order to achieve universal and equitable access of programming
- Adds the following agencies to universe of government partners who need to be collaborating in support of youth development: DOES, DBH, DHS, CFSA, DYRS, OAG, ONSE, DCPL, and the Council
- Increases number of youth on Commission to two; adds two parent seats to Commission; adds an OST policy and/or research organization seat on Commission

Universal OST Amendment Act of 2023

What's in the bill?

Other changes:

- Adds a ceiling to amount of funding the Office can retain to administer grants/subgrant (so the majority of funding goes directly to funding OST seats and community organizations)
- Requires the Office to spend at least 90% of grant funds on CBOs that provide or coordinate OST programming. Only 10% of Office grants can be spent on funding DCPS or Charter programs.
(Note: DCPS and DC public charter schools can still use other public funding for OST, and this does not impact DPR or other agencies; goal is to ensure high-quality CBO programs retain important funding)
- Requires the office to provide at least 4 months of public notice before making major changes to grant processes; Office must solicit community input in changemaking to improve collaboration and transparency.

Improved data collection:

- Adds more specificity to the type of data the Office is required to collect and report out on to include all types of OST programs funded in part or in whole by the District; OST Office, DCPS, Charters, DPR, and DOES/SYEP are the core agencies the office will be required to report out annually. Better data can help us measure success in meeting OST seat growth needs and addressing equity gaps.

What's next?

- The Council will hold a **public hearing for feedback** on the bill - timing TBD
- The public can also speak out about the bill at the **upcoming performance [oversight](#) and budget hearings (Education oversight: 2/28)**
- Parents, youth, and advocates can **meet with their Councilmembers** to express **support** for passing the bill, and discuss specific elements of the bill they'd like to see protected, **strengthened, or changed**
- We must **identify potential sources of new revenue** to fund universal OST
- We must share input with the Council and the DME about:
 - What parents want to see in OST programs (program content offerings, location/transportation, affordability, frequency, outcomes)
 - What youth want (types of programs, location, frequency, and outcomes)
 - The ability of OST providers to scale up to universality; capacity building support needed



Q&A