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Committee of the Whole
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Public Hearing:
Budget Oversight Hearing
District of Columbia Public Schools
Office of the State Superintendent of Education
Office of the Deputy Mayor for Education
District of Columbia Public Charter School Board
State Board of Education
Office of the Student Advocate
Ombudsman for Education

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Introduction

Good morning, Chairman Mendelson, Councilmembers, and staff. My name is Danielle Robinette. I am a policy analyst at Children’s Law Center and former public-school teacher. I am testifying today on behalf of Children’s Law Center which believes every child should grow up with a strong foundation of family, health and education and live in a world free from poverty, trauma, racism and other forms of oppression. Our more than 100 staff – together with DC children and families, community partners and pro bono attorneys – use the law to solve children’s urgent problems today and improve the systems that will affect their lives tomorrow. Since our founding in 1996, we have reached more than 50,000 children and families directly and multiplied our impact by advocating for city-wide solutions that benefit hundreds of thousands more.

I appreciate this opportunity to testify regarding the proposed FY24 budget for the education sector. Through our work, we represent DC students who regularly face barriers in accessing their education. In our medical-legal partnership, Healthy Together, we represent parents who are fighting for their child’s right to access special education services. Our clients in foster care also face myriad challenges with their education including struggles to maintain educational continuity. Based on our experience representing students who are often furthest from opportunity, we have two recommendations for the Committee as you consider the critical needs that must be met by the FY24 education sector budget:

- 1) Restore the \$4 million and 82 FTEs cut from OSSE's Division of Student Transportation.
- 2) Restore investments in evidence-based attendance initiatives:
 - a. \$500,000 to OVSJG for Show Up, Stand Out to pilot the Learner Engagement and Attendance Program, and
 - b. \$450,000 to DME for EveryDay Counts! to continue the EveryDay Labs intervention.

We believe that these investments are critical in ensuring that students have meaningful access to their school which is, of course, a prerequisite to learning.

Investments in OSSE's Division of Student Transportation Are Needed to Enable Students with Disabilities to Access Their Education

Over the past three months, there has been no shortage of coverage of the chaotic state of the transportation system for students with disabilities in the District.¹ During the education performance oversight hearing, the Committee heard over and over again from public witnesses about how the failures at OSSE-DOT have impacted students and their families.² Children's Law Center testified about the experiences of our clients and proposed several options for OSSE to explore to improve service and compensate students and families.³ Although Dr. Grant testified to the various ways in which OSSE intends to improve the provision of special education transportation,⁴ problems with OSSE-DOT are not limited to the challenges that arose at the start of this year. Children's Law Center has repeatedly testified before the Council about our concerns that OSSE-DOT's lack of resources and consistent performance issues are preventing DC students with disabilities from attending school and accessing their education.⁵ Over the years,

our clients have consistently faced issues with OSSE-DOT that include, but are not limited to, inconsistent pick up and drop off times, lack of support staff on buses, and poor communication to parents and caregivers.

Amidst all the discourse about compliance data and staffing shortages, we want to highlight the ways in which students and their caregivers are impacted by these agency failures. Not only do students miss valuable instruction and services at school, but the pervasive sense of uncertainty around OSSE-DOT has ripple effects across families. When a bus is 45 minutes late, so is everyone else in the family. Mom cannot leave the OSSE-transported student home alone while she takes the other kids to school. Dad's employer does not care that OSSE-DOT is unpredictable. A student's afterschool therapy appointments cannot simply wait for whenever the OSSE bus drops them off.

Despite these long-standing concerns from the community and promises from the Agency, the Mayor's proposed budget includes \$4 million in cuts to Division's operating budget and a reduction of 103 FTEs.⁶ This is unacceptable. We strongly urge the Committee to restore the \$4 million cut from OSSE-DOT's operating budget to ensure that they are able to make the investments and improvement necessary to provide an adequate system of transportation for students with disabilities. These investments include recruitment and retention incentives, a grow-your-own program to train both existing employees and promising candidates to receive a commercial driver's license

(CDL), and funding for a contract to develop a family-facing mobile application that would notify caregivers of bus arrivals and delays.

Investing in Recruitment, Retention, and Training

Persistent staffing shortages at OSSE-DOT have not only led to serious service delays for students but have also required the agency to expedite contracts with private service providers to cover nearly 10% of their routes.⁷ Despite several hiring fairs and conditional job offers, Dr. Grant testified during performance oversight that the Division had 250 vacancies, 87 of which were for bus drivers.⁸ Rather than increase pay or fund additional recruitment incentives, the Mayor's proposed budget cuts \$4 million from OSSE-DOT's operating budget and cuts 82 FTEs from Terminal Operations (bus drivers and attendants).⁹ While it is presumed that these FTEs are currently vacant, the reduction seems to concede that it will not be possible to fill these positions in the coming fiscal year.

Instead of conceding recruitment potential, we urge to the Committee to restore the 82 FTEs cut from terminal operations and invest in increases to pay, sign-on bonuses, and opportunities for growth for terminal operations employees. Presently, OSSE-DOT driver positions are not competitive with their WMATA counterparts. OSSE-DOT requires driver applicants to have a valid CDL with passenger and school bus endorsements.¹⁰ WMATA requires no CDL experience and offers a 9-week paid training program where employees can acquire a CDL.¹¹ Starting salary for OSSE-DOT drivers

with a CDL is \$24.98-\$25.98, depending on collective bargaining unit.¹² After graduation from the paid (up to \$20/hr) training program, WMATA drivers earn \$28.19/hr.¹³ Moreover, these figures do not reflect the differences in working conditions. OSSE-DOT drivers work split shifts that could leave unpaid gaps of time during their morning and afternoon routes.¹⁴ Further, OSSE drivers must have additional skills and training to support the unique and varied needs of the students they transport. Regional driver shortages have been impacting public transportation options throughout the pandemic.¹⁵ WMATA and OSSE are not the only employers in the area seeking drivers.¹⁶ However, when prospective employees evaluate job options, we must ensure that OSSE-DOT positions are truly competing with comparable positions in the region. To do so, we must ensure that we are investing in pay, recruitment, retention, and training for bus drivers and attendants.

During the education performance oversight hearing, Dr. Grant referenced several new tactics that the agency has planned to address staffing shortages – including the efforts to train new CDL drivers.¹⁷ OSSE developing the capacity to train prospective drivers will address multiple workforce concerns at OSSE-DOT. First, it will allow OSSE to hire candidates who do not yet have a CDL but are otherwise a good fit for the work of OSSE-DOT. As noted above, in-house driver training is a strong selling-point for WMATA positions. Second, OSSE can provide candidates with CDL training and certification in exchange for an obligated service agreement that will ensure these

employee stays with the agency for at least this agreed upon length of time. Additionally, the opportunity for paid CDL training and licensure could increase retention among bus attendants and other terminal operations staff who may be interested in becoming a driver. As such, the CDL training option noted by Dr. Grant could prove to be a powerful tool for both recruitment and retention at OSSE-DOT. However, building this training capacity will require several investments – development of the training program (or coordination with the CDL training programs offered by the DC Infrastructure Academy¹⁸), wages for trainers and trainees, among other administrative costs.

Unfortunately, the proposed budget for Special Education Transportation makes significant cuts and fails to make any meaningful investments in the incentives or training that could make OSSE-DOT positions more competitive. In order for OSSE-DOT to match the pay and benefits offered by WMATA, the Committee must restore the \$4 million cut from the Division’s FY24 operating budget and, at minimum, restore the 82 FTEs cut from terminal operations. Without these investments, OSSE-DOT cannot truly compete for applicants amidst a national driver shortage.

Improving Communication with Families

In addition to hiring an adequate number of drivers and attendants, OSSE-DOT must also improve its communication with families. During the oversight hearing, parents and caregivers repeatedly asked for better communication from OSSE regarding the arrival of their student’s bus, especially if it will be late.¹⁹ Currently, OSSE provides

families with an estimated window of arrival. However, many of the students and families we work with report that the bus infrequently arrives in that window. If the student has not boarded the bus within 5 minutes of its arrival, the bus will leave. This requires parents to spend untold hours of their morning watching for the arrival of an unpredictable bus. During oversight, one parent noted that their apartment does not face the street where the bus arrives and so they have no choice but to wait outside to await the bus. If the bus arrived at a consistent time, this may not be a significant burden. However, given chronic delays, students and their families are left waiting outside regardless of weather conditions or community safety concerns. Moreover, this lack of predictability and communication leaves families anxious and uncertain about their student's return home after school.

During oversight, Dr. Grant testified that OSSE-DOT has completed the installation of GPS devices on all of their vehicles. However, this GPS information is not available to caregivers. Currently, students and families awaiting a late bus are told to call the Parent Resource Center and wait until someone can find their bus and provide updated arrival estimates. This is both inefficient for the agency and frustrating for families. We understand that a tracking app for OSSE-DOT buses would be more complicated than those used by WMATA and other public transit systems. There are serious privacy and safety concerns that must be considered as such a tool is developed. However, in response to a question from Chairman Mendelson, Dr. Grant noted that a

family-facing app is doable but would require funding.²⁰ We urge the Committee to work with OSSE-DOT to determine the costs of a family-facing app and to allocate the necessary funding to contract its development and ensure that this amount is added to OSSE-DOT's capital budget.

Together, investments in recruitment and improved communication with families will make significant strides toward meeting the transportation needs of students with disabilities. If these students cannot reliably get to school, we cannot expect them to learn and grow their skills. Council must ensure that students with disabilities have meaningful access to the free, appropriate public education to which they are entitled by federal law.

Investments in Supportive Attendance Interventions Are Needed to Meaningfully Address Chronic Absenteeism

For years, attendance and chronic absenteeism have been recognized by District government (both agencies and the Council) as a challenge that we must overcome in order to ensure students are in school and learning.²¹ Despite past efforts by the Council and the education agencies seeking solutions to this problem, however, high rates of absenteeism among DC students persist.²² When looking at the barriers to attendance faced by the children and families we work with at Children's Law Center, we note that their challenges in attending school often stem from a lack of resources. Unstable and fluid living situations, unreliable transportation or unsafe routes, caregiver changes, health concerns, and familial responsibilities all serve as barriers to regular school

attendance. For others, school disengagement results from the inability of their school to meet a student's special education or behavioral health needs.

These client experiences are supported by OSSE attendance data showing that at-risk students²³ are more likely to incur absences compared to their peers.²⁴ At the same time, at-risk students report higher instances of feeling unsafe due to bullying, harassment, and embarrassment.²⁵ They are more frequently enrolled in schools with poor facility conditions, are more disconnected and disengaged from adults in the school community, have limited transportation options, and have additional familial responsibilities.²⁶ Failing to address these issues only increases student absenteeism.²⁷ Given the highly individualized nature of these barriers to attendance, it follows that the solution will also need to be highly individualized.

Children's Law Center has previously supported the use of Student Support Teams (SSTs)²⁸ to create individualized solutions to address a student's unique set of barriers to attendance.²⁹ However, in our experience, insufficient resources have led to SST meetings that are frequently brief and superficial rather than a meaningful opportunity to bring together relevant stakeholders to devise a plan to support a student's attendance. To be impactful, SSTs need the time and information to identify a student's barriers, connect the student and their family to appropriate supports, and the ability to provide regular follow up to determine if the proposed support is working. To do this, SSTs cannot be managed by existing school personnel who are often already

overburdened and who do not have dedicated bandwidth to focus on personalized attendance interventions. For schools to implement SSTs with fidelity, SSTs must be adequately resourced and staffed – and there must be meaningful connections between schools and the existing supportive services offered by District government.

Fortunately, DC already has several programs that have the expertise and foundational infrastructure to offer this sort of support to students and young people. Specifically, DC funds the “Show Up, Stand Out” (SUSO) program through OVSJG which works with schools to increase their capacity to hold meaningful school-based attendance meetings. Additionally, SUSO has collaborated with the DME in their Student Support Team Working Group which is examining SST processes across DC schools and developing best practices and tools to improve SST implementation.³⁰ Given this experience, SUSO has the existing infrastructure and expertise to support the improvement of SST work in DC schools.

Unfortunately, SUSO’s budget has been slashed by 57%.³¹ As such, the truancy reduction work funded by OVSJG will be severely limited. Currently, the Mayor’s proposed FY24 budget cuts \$2.9 million in funding from SUSO. We ask the Council to restore \$500,000 in local funds to SUSO to support the piloting of the Learner Engagement and Attendance Program (LEAP). LEAP is a research-based, home visiting program that identifies and partners with families to improve student attendance and family engagement.³² This model of intensive support for students and families has shown

impressive improvements to student attendance.³³ According to a study of LEAP conducted in public schools across Connecticut:

“attendance rates increased by approximately four percentage points in the month immediately following the first LEAP visit. Attendance rates then continued to rise in subsequent months, reaching an average increase of approximately seven percentage points for students treated in the summer of 2021 and nearly 15 percentage points for students treated during the 2021-22 school year in the 6 months or more after treatment.”³⁴

Given that SUSO already has the foundational skills and infrastructure to implement a program like LEAP and that they are already connected to DME’s work on SST implementation, they seem a natural fit for this pilot. With \$500,000 in FY24, SUSO could implement a pilot at 3-4 DC schools and could offer the intensive, personalized intervention needed to meet the unique needs of families who are struggling with barriers to attendance. Therefore, we ask the Council to restore at least \$500,000 in local funds to SUSO’s budget to support a LEAP pilot in SY24-25.

Additionally, the Mayor’s proposal cuts \$1.3 million, or roughly 27%, from the Agency Oversight and Support activity within the budget for the Office of the Deputy Mayor for Education (DME).³⁵ This cut will significantly reduce the capacity of the EDC! Taskforce and, specifically, it will mean an end to the EveryDay Labs attendance initiative. EveryDay Labs is an evidence-based nudge technology that sends personalized texts and mail to help students overcome barriers and build positive attendance habits.³⁶ Because EveryDay Labs was initially funded by American Rescue Plan Act (ARPA) funds, to continue the intervention, the DME budget will need local funds to keep it

running. If the intervention is prematurely forced to sunset now, that ARPA investment will have been for naught. While this initiative was only first implemented in SY22-23, it has shown promising early returns.³⁷ In their performance oversight responses, the DME notes that “as of the end of January 2023, chronic absenteeism was at 41%, which is down over 4 percentage points from the same point in time last year.”³⁸ While it is still too early to be sure that the EveryDay Labs initiative is contributing to this drop in absenteeism, it would be a mistake to defund a evidence-based intervention before any meaningful analysis of its impact can be conducted. Importantly, EveryDay Labs costs less than \$10 per student and in FY24 can be implemented across all DC schools for \$450,000. As such, we urge the Council to ensure that EDC! has the necessary funds to continue the EveryDay Labs initiative in FY24.

Conclusion

Cumulatively, our proposed investments seek to increase access for students often overlooked by our current public education system. Without access, these students are left without a meaningful opportunity to learn and achieve post-secondary success. These issues with special education transportation and chronic absenteeism are not new. However, we hope that investments will ensure that these students are not permanently left behind.

Thank you for this opportunity to testify and I welcome any questions.

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- ¹ See, e.g., Sam P.K. Collins, *Bus Service Changes Highlight Woes of Special-Needs Students*, Washington Informer, (January 25, 2023), available at: <https://www.washingtoninformer.com/bus-service-cuts-highlight-woes-of-special-needs-students/>; John Gonzalez, *DC school bus driver hiring and retaining challenges, call-outs blamed for disruptions*, ABC, (January 26, 2023), available at: <https://wjla.com/news/local/dc-school-bus-disruption-special-needs-students-hiring-challenge-retaining-driver-shortage-staffing-callouts-delayed-pick-up-drop-off-parent-reimbursement-uber-lyft-superintendent-dcps-education>; Mariel Carbone, *Bus delays, cancellations impacting DC's most vulnerable students*, DC News Now, (January 24, 2023), available at: <https://www.dcnewsnow.com/news/local-news/washington-dc/bus-delays-cancellations-impacting-dcs-most-vulnerable-students/>; Martin Austermuhle, *Students With Disabilities Face Barrage of School Bus Delays in D.C.*, DCist, (January 20, 2023), available at: <https://dcist.com/story/23/01/20/students-with-disabilities-face-barrage-of-school-bus-delays-in-dc/>; John Henry, *Weeks Later, DC's School Bus Delays Persist*, WUSA, (January 30, 2023), available at: <https://www.wusa9.com/article/news/education/dc-school-bus-delays-students-special-needs/65-fdbcf559-82ce-407c-9978-b856fd2fc00c>; Theresa Vargas, *D.C. is Failing Disabled Students who Rely on Buses to get to School*, Washington Post, (February 8, 2023), available at: <https://www.washingtonpost.com/dc-md-va/2023/02/08/disabled-students-buses-dc/>; Sam P.K. Collins, *D.C. Parents Demand Clarity from OSSE on Continuing Bus Delays*, Washington Informer, (March 14, 2023), available at: <https://www.washingtoninformer.com/d-c-parents-demand-clarity-from-osse-on-continuing-bus-delays/>.
- ² See, e.g., Committee of the Whole, Performance Oversight Hearing, Phil Mendelson Chairman, (March 1, 2023), available at: https://dc.granicus.com/MediaPlayer.php?view_id=4&clip_id=8127.
- ³ Danielle Robinette, Children's Law Center, Testimony Before the District of Columbia Council Committee of the Whole, (March 1, 2023), available at: https://childrenslawcenter.org/wp-content/uploads/2023/02/CLC_Education-Agencies_PerformanceOversightTestimony_Final.pdf.
- ⁴ See Committee of the Whole, Performance Oversight Hearing, Phil Mendelson Chairman, (March 3, 2023), available at: https://dc.granicus.com/MediaPlayer.php?view_id=4&clip_id=8136.
- ⁵ See, e.g., *The State of Special Education and Disability Services in Public Schools*, Public Hearing Before the Comm. on Educ., D.C. Council, (Nov. 16, 2016) (testimony of Renee Murphy, Senior Policy Attorney, Children's Law Center), available at: <https://childrenslawcenter.org/wp-content/uploads/2021/07/CLC-Testimony-State-of-Special-Education-Disability-Services-in-DCs-Public-Schools.pdf>
- ⁶ Mayor's Proposed FY 2024 Budget and Financial Plan, Volume 3 Agency Budget Chapters – Part II, Table GO0-2, p. D-92.
- ⁷ See Committee of the Whole, Performance Oversight Hearing, Phil Mendelson Chairman, (March 3, 2023), available at: https://dc.granicus.com/MediaPlayer.php?view_id=4&clip_id=8136.
- ⁸ *Id.*
- ⁹ Mayor's Proposed FY 2024 Budget and Financial Plan, Volume 3 Agency Budget Chapters – Part II, Table GO0-1, p. D-91; Mayor's Proposed FY 2024 Budget and Financial Plan, Volume 3 Agency Budget Chapters – Part II, Table GO0-4, p. D-91.
- ¹⁰ Office of the State Superintendent of Education, *Calling All School Bus Drivers, Hiring Flyer*, available at: https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/School%20Bus%20Drivers_0.pdf.
- ¹¹ METRO, *Become a Metrobus driver. No experience needed.*, available at: <https://www.wmata.com/about/careers/become-a-metrobus-operator.cfm>.
- ¹² District of Columbia Government Salary Schedule, *Teamsters 639 (Union), Full time Moto Operators and Bus Attendants, FY2023*, available at:

https://dchr.dc.gov/sites/default/files/dc/sites/dchr/page_content/attachments/FY23%20OSSE%20Teamsters%20639%20Bus%20Drivers%20and%20Attendants.pdf.

¹³ METRO, *Become a Metrobus driver. No experience needed.*, available at:

<https://www.wmata.com/about/careers/become-a-metrobus-operator.cfm>.

¹⁴ Office of the State Superintendent of Education, *Calling All School Bus Drivers*, Hiring Flyer, p. 2, FAQ 1, available at:

https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/School%20Bus%20Drivers_0.pdf.

¹⁵ See, e.g., Luz Lazo, *Bus drive shortage hurts D.C. region's ability to return to pre-pandemic service levels*, The Washington Post, November 26, 2021, available at:

<https://www.washingtonpost.com/transportation/2021/11/26/bus-driver-shortage-washington/>.

¹⁶ Example bus driver posting available at Indeed.com, search *CDL Bus Driver, Washington, DC*. Results as of April 4, 2023, available at:

<https://www.indeed.com/jobs?q=CDL+Bus+Driver&l=Washington%2C+DC&radius=10&vjk=14da2f23e51bfcec>.

¹⁷ See Committee of the Whole, Performance Oversight Hearing, Phil Mendelson Chairman, (March 3, 2023), available at: https://dc.granicus.com/MediaPlayer.php?view_id=4&clip_id=8136.

¹⁸ Mayor's Proposed FY 2024 Budget and Financial Plan, Volume 3 Agency Budget Chapters – Part II, Table CF0-4 (4260), p. D-4.

¹⁹ See Camille Tate, Public Witness, Testimony Before the District of Columbia Council Committee of the Whole, (March 1, 2023), available at: https://dc.granicus.com/MediaPlayer.php?view_id=4&clip_id=8136;

see also, Renica Robinson, Public Witness, Testimony Before the District of Columbia Council Committee of the Whole, (March 1, 2023), available at:

https://dc.granicus.com/MediaPlayer.php?view_id=4&clip_id=8136. Written testimony may also be found at,

[https://www.dropbox.com/sh/a9c91dqy6nmas9t/AACaez6B20ictXcvctgiMG7Ma/3.1.23%20Education%20Cluster%20\(Public\)%20Performance?dl=0&preview=Robinson+Testimony.pdf&subfolder_nav_tracking=1](https://www.dropbox.com/sh/a9c91dqy6nmas9t/AACaez6B20ictXcvctgiMG7Ma/3.1.23%20Education%20Cluster%20(Public)%20Performance?dl=0&preview=Robinson+Testimony.pdf&subfolder_nav_tracking=1)

²⁰ Committee of the Whole, Performance Oversight Hearing, Phil Mendelson Chairman, (March 3, 2023), available at: https://dc.granicus.com/MediaPlayer.php?view_id=4&clip_id=8136.

²¹ Office of the State Superintendent of Education, District of Columbia Attendance Report, School Year 2021-22, p. 3-4, (November 30, 2022), available at:

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2021-22%20Attendance%20Report%20%28Nov%2028%202022%29.pdf>.

²² *Id.*

²³ Office of the State Superintendent of Education, District of Columbia Attendance Report, School Year 2021-22, p. 8, (November 30, 2022), available at:

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2021-22%20Attendance%20Report%20%28Nov%2028%202022%29.pdf>.

(outlining that at-risk students are defined as those receiving Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP); students who are homeless: students under the care of CFSA; and students who are in high school and are at least one year older than the expected age for their grade).

²⁴ Office of the State Superintendent of Education, District of Columbia Attendance Report, School Year 2021-22, p. 4, (November 30, 2022), available at:

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2021-22%20Attendance%20Report%20%28Nov%2028%202022%29.pdf>.

²⁵ Valerie L. Marsh, *Understanding Chronic Absenteeism: What Research Tells Us about Poor Attendance at School*, American Federation of Teachers (AFL-CIO) (Winter 2019–2020), available at:

<https://www.aft.org/ae/winter2019-2020/marsh>

²⁶ *Id.*

²⁷ *Id.*

²⁸ The term “Student Support Team” or “SST” is drawn from the South Capitol Street Memorial Act of 2012 § 302, codified at DC Code § 38-201(3B). A recent presentation at a recent presentation before the Every Day Counts! Taskforce, the Office of the Deputy Mayor for Education noted an effort to rebrand SSTs as “Student Attendance Conferences (SACs).” For the purposes of this testimony, we will use SST, but we acknowledge the potential change in terminology.

²⁹ Danielle Robinette, Children’s Law Center, Testimony Before the District of Columbia Council Committee of the Whole, (March 1, 2023), available at: https://childrenslawcenter.org/wp-content/uploads/2023/02/CLC_Education-Agencies_PerformanceOversightTestimony_Final.pdf.

³⁰ FY2022 Office of Victim Services and Justice Grants Performance Oversight Responses, responses to Q56 and Q57, available at: <https://dccouncil.gov/wp-content/uploads/2023/02/Office-of-Victim-Services-and-Justice-Grants.pdf>.

³¹ Mayor’s Proposed FY 2024 Budget and Financial Plan, Volume 2 Agency Budget Chapters – Part I, Table FO0-4 (5010), p. C-143.

³² Connecticut’s Official State Website, *Learner Engagement and Attendance Program – LEAP*, available at: <https://portal.ct.gov/SDE/Chronic-Absence/Learner-Engagement-and-Attendance-Program-LEAP>

³³ Center for Connecticut Education Research Collaboration, An Evaluation of the Effectiveness of Home Visits for Re-Engaging Students Who Were Chronically Absent in the Era of Covid-19, December 31, 2022, available at: https://portal.ct.gov/ccerc/-/media/CCERC/Reports/CCERC-Exec-Summary-LEAP_FINAL.pdf.

³⁴ *Id.*, at 7-8.

³⁵ Mayor’s Proposed FY 2024 Budget and Financial Plan, Volume 3 Agency Budget Chapters – Part II, Table GW0-3 (2010), p. D-71.

³⁶ FY2022 Deputy Mayor of Education Performance Oversight Responses, response to Q32, available at: [https://www.dropbox.com/sh/a9c91dqy6nmas9t/AAAiC75JmSqe5xEepxt3elH_a/3.3.23%20Education%20Cluster%20\(Gov\)%20Performance/FY23%20DME%20Performance%20Oversight%20Responses?dl=0&preview=FY+2022+%26+2023+DME+Performance+Oversight+Responses.pdf&subfolder_nav_tracking=1](https://www.dropbox.com/sh/a9c91dqy6nmas9t/AAAiC75JmSqe5xEepxt3elH_a/3.3.23%20Education%20Cluster%20(Gov)%20Performance/FY23%20DME%20Performance%20Oversight%20Responses?dl=0&preview=FY+2022+%26+2023+DME+Performance+Oversight+Responses.pdf&subfolder_nav_tracking=1).

³⁷ FY2022 Deputy Mayor of Education Performance Oversight Responses, response to Q40, available at: [https://www.dropbox.com/sh/a9c91dqy6nmas9t/AAAiC75JmSqe5xEepxt3elH_a/3.3.23%20Education%20Cluster%20\(Gov\)%20Performance/FY23%20DME%20Performance%20Oversight%20Responses?dl=0&preview=FY+2022+%26+2023+DME+Performance+Oversight+Responses.pdf&subfolder_nav_tracking=1](https://www.dropbox.com/sh/a9c91dqy6nmas9t/AAAiC75JmSqe5xEepxt3elH_a/3.3.23%20Education%20Cluster%20(Gov)%20Performance/FY23%20DME%20Performance%20Oversight%20Responses?dl=0&preview=FY+2022+%26+2023+DME+Performance+Oversight+Responses.pdf&subfolder_nav_tracking=1).

³⁸ *Id.*