Deputy Mayor for Education (DME) FY14 Oversight Questions

DME Programmatic Initiatives

Q1.   Describe the Office's efforts in FY14 and FY15 to date to enhance interagency cooperation for the agencies under its purview and the other Deputy Mayors' offices to address and coordinate education policies, programs, and initiatives across the District's public education system. How frequently do you coordinate with other agencies?

Each of the initiatives described below involves significant inter-agency cooperation both within the education cluster and across clusters that fall under other Deputy Mayors' offices.

Interagency cooperation efforts in FY14 include:

- The DME in collaboration with DMHHS submitted the RTT-ELC grant application.
- The DME and DMHHS constituted and chair the Early Success Council which meets quarterly.
- The DME and DMHHS collaborated on reconstitution of the SECDCC which is a requirement of District and federal laws and regulations. The SECDCC and its subcommittees meet on a bi-monthly basis and are an integral part of implementation of the District's early learning strategic plan.
- The DME worked with DCPS, PCSB and participating charter schools to design and build a common application and lottery system, called My School DC. The DME chairs the cross-sector Executive Committee that is the main decision making body established by the coordinators, which meets quarterly.
- The DME and DMHHS continue to lead the Truancy Taskforce that supports across government agencies efforts to reduce truancy by leveraging existing programs more efficiently, tracking data and assessing program impact and effectiveness.
- In partnership with Raise DC, OSSE, DCPS, PCSB and other critical stakeholders, DME led efforts to develop and implement a "pathways" approach to graduation that is tailored to meet the needs of students who are off track and produced the DC Graduation Pathways report.
- In collaboration with key District agencies including OSSE and DOES, and nonprofit partners, DME oversaw the development of a ReEngagement Center, which serves as a focal point for youth to reconnect back to school and provide supports they need to succeed academically (see Q#3).
- DME collaborated with the Department of General Services (DGS) to solicit six of the twelve long-term use school buildings. Of those six buildings, four were awarded and subsequently leased to charter schools.
- The DME invited DC Office of Planning to be a part of the Student Assignment and School Boundaries Committee, which helped ensure that OP's priority of walkable communities was maintained in the student assignment recommendations. Moreover, OP and DDOT provided key transportation information to inform our fiscal impact on transportation policies recommended in the final student assignment and school boundaries report.

- The DME coordinated closely with DCPS to help develop student assignment recommendation that guarantees PK seats for in-boundary families at select DCPS Title I schools and its implementation.

Interagency cooperation efforts in FY15 include:

- DME will continue to work with the DMHHS to lead the Mayor's Early Success Council.
- The DME will coordinate the development of a centralized waitlist system for public schools participating in the common lottery system, My School DC. DME is leading this effort and is chairing the cross-sector Common Lottery Board that is the main decision making body.
- The DME will establish a cross-sector collaboration task force which will include relevant stakeholders to review and make recommendations on methods, structures and processes that allow for better planning across education sectors.
- The DME will spearhead a team that includes DGS, DCPS and the Public Charter School Board (PCSB) to compile and release the annual supplement to the Master Facilities Plan (MFP).
- DME will continue to collaborate with DGS in managing the RFO process for excess DCPS facilities.
- The DME will continue to co-chair and provide support to the Truancy Task Force.
- In support of the DC ReEngagement Center, the DME will continue to facilitate the development of partnerships with key educational, workforce, and human services agencies and stakeholders to address critical barriers to reconnection for youth served by the Re-Engagement Center.

Q2. Provide an update on the DME's efforts as a member of the Raise DC Leadership Council. Please include the most recent report from Raise DC.

The DME continues to serve as a member of the Raise DC multi-sector Leadership Council. To date, the DME has contributed to the citywide, collective impact work of the Raise DC partnership through management of the Graduation Pathways data analyses and coordinating the multi-sector effort to launch the Re-Engagement Center. As these projects transition to the full-time management of Raise DC (Graduation Pathways Project) and OSSE (Re-Engagement Center), the DME will continue to play a supportive role in both these initiatives.

Additional information, including membership, reports and updates of Raise DC and its change networks can be found at www.raisedc.org.

Q3. Describe the DME's efforts to capture disconnected youth and connect them with adult learning, GED, workforce development, and other programs. In your answer, please also provide a response to the following:
- What partnerships or collaborations with community partners and other District government agencies does the DME utilize to capture these individuals and promote workforce development?
- The Reengagement Center was launched in September 2014 as a part of Raise DC. Please provide an update on that project's collaboration with OSSE and DOES.
- Provide an update of the Graduation Pathways Project.

Reconnecting Disconnected Youth

OSSE has identified, through the data available in the DC Statewide Longitudinal Education Data System (SLED), approximately 7,500 youth (ages 16-24) who have not received a high school diploma or GED and are not currently enrolled in an education placement.   In response to this need, the DME and OSSE co-led the launch of the Youth ReEngagement Center, with strong support from DOES, other key partner agencies, Raise DC's Disconnected Youth Change Network (DYCN), schools, and community-based organizations. Roles and responsibilities are outlined in the attached DME, OSSE, and DOES MOA and the ReEngagement Center Advisory Board Charter.

The ReEngagement Center serves as a "single-door" through which youth (ages 16-24) who have dropped out of school can reconnect to educational options and other critical services to support their attainment of a high school diploma or GED. The center opened its doors to the public in October 2014. In alignment with nationwide best practices, the Reengagement Center's core activities include:

- Conducting targeted outreach to a defined list of dropouts, as well as engaging walk-ins and referrals;
- Assessing academic status and non-academic needs of youth and using this information to help them develop individualized education plans;
- Identifying "best-fit" educational options;
- Supporting the re-enrollment process (e.g. collecting required documents, accompanying youth on site visits, connecting to resources that will address barriers); and
- Providing ongoing support for at least one year once re-enrolled.

Still in its inaugural months, the Reengagement Center has connected with 48 youth, completed 19 full intakes, and has successfully enrolled eight youth in educational programs. Currently, the REC is developing an outreach plan to increase the number of youth referred to the REC and improve the REC staff presence in targeted neighborhoods.   Additionally, the REC is working with DOES' Summer Youth Employment Program to conduct outreach to youth who would benefit from REC services.

In the months leading up to the launch of the REC and continuing in the first months of operation, the DME and OSSE staff have focused on establishing partnerships that will set the REC, and consequently the youth they serve, up for long-term success. The REC has established partnerships with approximately 30 educational placements including DC Public Schools and DC Public Charter Schools and over 15 community-based organizations that provide GED and adult basic education programs. Many of these programs offer certifications in workforce development such as construction, barbering, medical assistance, Microsoft certification, and many more meaningful programs in addition to instruction towards a secondary credential. The REC also partners with DOES to connect clients with work readiness programs, job fairs, and other employment opportunities.

Raise DC's DYCN has provided much of the ground work for launching the REC and is vital to the success of the center. Comprised of government, community-based, and private organizations, the DYCN serves as the REC's Advisory Board and provides guidance on policies and procedures (see the attached REC Advisory Board charter). They are also key partners for educational placements and barrier removal such as housing, workforce, and community resources. As a member of the DYCN, the REC Director provides monthly updates about the progress of the Center.

The table below provides a more comprehensive overview of the REC's established partnerships.

Organization	Partnership
Educational Placements	1. The REC has established partnerships with approximately 30 educational placements including DC Public Schools and DC Public Charter Schools for more traditional classroom placements and over 15 community-based organizations that provide GED and adult basic education programs. Many of these programs offer certifications in workforce development such as construction, barbering, medical assistance, Microsoft certification, and many more meaningful programs in addition to instruction towards a secondary credential.
The Department of Employment Services (DOES)	1. DOES provided a brand new space for the REC office. 2. REC clients participate in job training and soft skills programs offered by DOES. 3. REC staff have been trained by DOES to connect REC youth to DOES's Virtual One Stop system (VOS) and employment recruitment events through DOES's Business Services Group 4. DOES refer clients who fit the REC criteria to the REC. 5. Further programmatic collaboration is currently being discussed as part of the WIOA youth program redesign.
Raise DC's Disconnected Youth Change Network (DYCN)	1. The REC has tapped into the collective expertise of the DYCN (which is comprised of schools, community based organizations, local government agencies, and members of the philanthropic community that specifically focus on serving the District's disconnected youth) to act as the REC's Community Advisory Board. This includes, but is not limited to, supporting the REC through providing feedback on operations and strategies, supporting and encouraging partnerships with professional networks, and getting the word out about the REC's services.
The DC Department of Transportation (DOT)	1. 84% of youth who have come through the REC to date have identified transportation to an educational placement as a barrier. 2. REC staff have been trained and authorized by DOT as DC One Card administrators and can issue cards to youth who meet the qualifications so that they can ride the bus for free on the "Kids Ride Free" program and can access the school transit subsidy program for discounted metro train fare.

Department of Human Services (DHS)	1. REC staff have been trained by DHS on the different benefits DHS offers (TANF, SNAP, etc…) and their respective eligibility requirements. REC staff screen youth for these benefits and, when applicable, the REC staff collect all required documentation and transfer the application to DHS and work with DHS to ensure successful enrollment in the programs. 2. The REC is working with DHS to train their frontline staff so DHS staff can refer youth that meet the REC criteria to the REC.
District of Columbia Public Schools (DCPS)	1. The REC collaborates with DCPS's Student Placement Office on all REC youth who have identified a DCPS school as their preferred school of re-enrollment.
OSSE's Division of Early Childhood Education (ECE)	1. REC staff has been trained by ECE on the childcare voucher program eligibility and have been authorized to determine eligibility and provide childcare vouchers directly to youth. 2. The REC staff has also been trained to use the childcare finder which will allow them to find available childcare slots throughout the city.
The Metropolitan Police Department (MPD)	1. Through the support of Chief Lanier and Assistant Chief Groomes, the REC team has begun training police officers in each police district during roll call about the services provided by the REC. 2. Officers will pass out REC outreach cards to youth on the streets and refer youth that meet the REC criteria to the REC.
Department of Youth Rehabilitation Services (DYRS)	1. Social workers have been trained about services at the REC during their monthly meetings. 2. The referral process has been formalized so DYRS can make referrals to the REC for both older and post-committed youth.
Superior Court of the District of Columbia	1. The REC is working with the magistrate judge for family court in the District on providing information to families who may need educational placement support. 2. Staff participated on a panel led by the magistrate judge on January 23, 2014 to provide training to the community about services offered.
ANC's Wards 1-8	1. During the month of January, staff met with ANCs from Ward 7, and Ward 5. 2. Over the coming months, staff will be meeting with the remaining ANCs to ensure that they are informed about the services provided by the REC.

The Young Women's Project	1. The organization will work with the REC to provide group trainings to REC youth on self-advocacy and independence.
Temple of Praise	1. The REC team will speak at several church services about the program and how they can refer youth.

Many of these initial partnerships were facilitated by the DME, which was tasked in providing support and oversight of the launch of the REC. Now that the REC has been launched the operations and continued management is under the purview of OSSE's Division of Postsecondary Education and Career Education.

Graduation Pathways Project

The Graduation Pathways Project seeks to drive collaboration across sectors in a citywide effort to improve high school completion rates for District youth, one of Raise DC's five citywide goals. Over the last year, the DME has been a key contributor to the Graduation Pathways Project, along with OSSE, PCSB, DCPS, a number of charter school LEAs, and community partners through Raise DC. This project consists of three phases: set-up, situation assessment, and strategic planning. DME managed the set-up and situation assessment phases of the work. Moving forward, Raise DC staff will manage the strategic planning and implementation phases.

Set-Up: By leveraging OSSE's State Longitudinal Education Data System (SLED) and LEA-level data, the Graduation Pathways Project created a robust and unprecedented cross-sector data set and conducted ground-breaking analysis.

Situation Assessment: The project team focused the analysis in three areas:
▪ *Early Warning*: What do we know about students' probable graduation outcomes by the end of 8th grade?
▪ *High School Effects*: Controlling for incoming 9th grade characteristics, which schools are graduating students (overall and subgroups) at higher rates than predicted (e.g. "beating the odds")?
▪ *Student Segmentation*: What do we know about student high school experiences based on patterns of disengagement? Can this information help us to identify strategies for each specific segment and where there may be gaps?

The situation assessment was released on September 26, 2014 at the Graduation Pathways Summit to a targeted audience of over 100 educational leaders and partners, half of whom were from District high schools, alternative and adult schools. The Summit was a critical opportunity for practitioners to engage with their school-specific data and to reflect on how their current programs and supports align with the needs of their student populations. The situation assessment is included with this submission.

Strategic Planning: Following the public release of the situation assessment findings, Raise DC is engaging a wide range of stakeholders, including the DME, to develop strategies that will improve 4, 5 and 6-year graduation rates. This work also seeks to leverage the Re-Engagement Center to expand opportunities to re-engage students who have dropped out of school. Efforts are focused on multiple levels:
▪ *Practitioner Level*: In response to Graduation Pathways data, Raise DC is marshalling resources to

support a Core Group of DCPS and public charter schools in identifying and implementing effective practices at the school level to increase graduation rates. This group will also provide a critical perspective in identifying policies and resource barriers impeding schools' abilities to progress in moving key segments of students towards graduation. The Core Group kicked off its work in January 2015.

- *Planning Level*: This analysis is being used to inform planning that will fill programmatic gaps and expand effective programs. For example, this information allows PCSB to target their efforts at recruiting operators and DME to develop an RFO for excess public school buildings that will increase the number of seats effectively serving students who are at-risk of not graduating or who have already dropped out.
- *Policy Level*: This information will be used in innovative ways to develop multiple and flexible pathways to graduation in the District. For example, some schools are innovating with competency-based learning which could be a way to award credit based on content mastery rather than the number of hours a student is in the course. Such flexibility would allow schools to respond in more targeted ways to address the learning needs of students, especially those who are overage and under credited.

Q4.   Describe any efforts, initiatives, programs, or policies regarding workforce development that were developed or implemented by the DME in FY14 and to date in FY15. In your response indicate who in your office is responsible for overseeing these programs, the number of individuals who took part in each program, and a narrative description of the results and outcomes of this program.

Recognizing that educational preparedness is the launching pad for workforce success, the DME is engaged in several citywide workforce-related efforts. This includes participation in the Adult Career Pathways Taskforce, which is charged with developing a city-wide strategic plan for connecting adult basic skills programs administered by the District to career pathways. DME also serves as a member of the Workforce Investment Council, DC's private sector-led board responsible for advising the Mayor, Council, and District government on the development, implementation, and continuous improvement of an integrated and effective workforce investment system.

Q5.   What programs and initiatives are currently underway by the DME to promote and improve early childhood education in the District? Additionally, provide an update on the implementation of a comprehensive assessment to measure Kindergarten readiness and the accomplishments made with the 10 state consortium. What is the status of the tool to be piloted in the District in FY15, and will it be ready for full implementation in FY16?

DME is overseeing and supporting OSSE and its Division of Early Learning (DEL) on the following early childhood initiatives:

- Infant Toddler Quality Expansion: In December 2014, OSSE/DEL launched the Early Learning Quality Improvement Network (QIN). The QIN is supported by three neighborhood based hub partners that are charged with providing technical assistance, parent engagement and support, job embedded professional development, and comprehensive physical and mental health services to children enrolled in a network of 14 child development centers and 12 child development homes. The goal is to bring the quality of services to Early Head Start standards by June of 2016. Additionally, OSSE/DEL is also evaluating the quality of all infant toddler classrooms in the District that serve children receiving the child care subsidy. Evaluators will use the Infant/Toddler CLASS.

- ▪ Professional Development: The Division of Early Learning offers intentional professional development for early care and education workforce that is responsible for the care of the District's youngest and most vulnerable children and their families with a prioritized and strategic approach to selections. The professional development offered is provided through a cohort of 97 local OSSE Certified Early Childhood Trainers that is inclusive of DEL subject experts and early childhood expert partners. DEL is sponsoring our 2nd annual Infant Toddler conference in April and we anticipate 1,000 professionals will attend. DEL also provides funding to support the T.E.A.C.H. Scholarship program and training for early learning professionals to receive a Child Development Associate (CDA) credential.
- ▪ Pre-K Classroom Quality Evaluation: OSSE supports the evaluation of quality in all public charter school and community based organizations public pre-k classrooms using the pre-k Classroom Assessment Scoring System (CLASS). These evaluations also include classrooms that enroll children receiving subsidized child care.
- ▪ Parent Outreach and Engagement**:** DEL supports DC's Child Care Connections, our resource and referral agency for parents seeking child care and for providers seeking information about training opportunities.
- ▪ Early Development Instrument (EDI): The District is also moving forward with plans to administer the *Early Development Instrument (EDI),* a population-based measure that covers five domains of early childhood development (physical health and well-being, social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge), which describes how children are developing and has predictive validity in reading and math up to sixth grade. OSSE has contracted with the University of California, Los Angeles (UCLA), Center for Healthier Children, Families, and Communities to assist with implementation of the EDI in the SY 2014-2015 school year for classrooms serving 4- year olds across all sectors. The EDI results will present population level data of children's kindergarten readiness across all domains of development overlaid with community assets and other data, including TANF participation, SNAP certification, and homeless data which are factors used in determining the number of students at-risk for academic failure. OSSE will use the District's 39 neighborhood clusters as the geographic boundaries for displaying the data to inform both local and District wide planning efforts, to make evidence-based decisions when targeting early childhood resources, and to track the impact of early learning policies on child outcomes over time.

In addition, the District joined the K-3 Formative Assessment Consortium, a North Carolina led, 10-state consortium funded through a grant from the U.S. Department of Education to develop a new K-3 formative assessment system with an embedded kindergarten entry assessment (KEA). This new KEA will be available to all LEAs in the Consortium for implementation in SY2016-2017. The tool itself and all related teacher professional development resources will be available to LEAs free of charge. In FY15, OSSE will work with a committee of the State Early Childhood Development Coordinating Council (SECDCC), including LEA representatives, to participate in the Consortium activities including the design and development of an implementation and communication plan that ensures key District stakeholders are informed and engaged in the work. The committee will also help inform a KEA policy for the District that includes its purpose and intent.

Activity	Leaders & Participants	Date	Status
Feedback on proposed process for gathering input on and making decisions about KEA constructs	SRI All states and research partners	June 11, 2014	Completed
Principles to guide decision-making	SRI All states and research partners	June 11, 2014	Completed
Kick-off call for KEA construct discussions	SRI All states and research partners Expert consultants	July 16,2014	Completed
Domain Discussion calls (6 from Aug-Oct)	Research partners lead calls	Aug 1, 2014 - Oct 8, 2014	Completed
Finalize constructs	SRI All states and research partners	Oct 20-22, 2014	Completed

Next Steps: Develop a policy regarding the purpose and intent of a kindergarten readiness/kindergarten entry assessment. The District is pursuing multiple options for gathering data on kindergarten readiness, and ultimately a broad group of stakeholders must be engaged to advise on the purpose and intent for this data considering multiple factors, such as, relevant laws and regulations around assessment, desired use of the data, the currently available assessment tools.

Q6. Update the Committee on the organization, defined goals, timelines, and organizational details for the Early Success Council (ESC). Please include in your response the names and bios of the members of the ESC; terms of service; and any upcoming meetings scheduled.

The Mayor constituted and the DME and DMHHS chair the Early Success Council, which was launched in February 2014, and now meets quarterly. The Council coordinates and collaborates at the Cabinet level on critical early childhood systems issues, such as budget development, strategic planning, and data coordination. The DME and DMHHS collaborated on reconstitution of the State Early Childhood Development Coordinating Council's (SECDCC), which is a requirement of District and federal laws and regulations. The SECDCC meet on a quarterly basis and its committees are an integral part of implementation of the District's early learning strategic plan. The SECDCC's objectives and initiatives are described below.

Below are the current ESC members and the ESC establishment order (attached) describes their terms of service.

Government Additions Based on Early Success Council – Not Officially Appointed		
Wayne	Turnage	DHCF
Sharia	Shanklin	DPR
Thomas	Luparello	DOES
Michael	Kelly	DHCD
Adrienne	Toddman	DCHA
Richard	Reyes-Gavilan	DCPL
James	Lyons	UDC
Calvin	Woodland	UDC-CC
Ellen	McCarthy	OP
Brian	Hanlon	DGS

Q7. List the outcomes and objectives of the State Early Childhood Development Coordinating Council's (SECDCC). Please also provide a narrative response regarding the outcomes that have been met in FY14 or will be met in FY15.

Originally, the SECDCC's purpose and objectives were established in the Pre-K Acceleration and Clarification Emergency Amendment Act of 2010, namely to improve collaboration and coordination among key early childhood stakeholders providing early childhood services, improve school readiness, assist in the planning and development of a comprehensive early childhood system, and comply with requirements of the federal Head Start Act. The SECDCC was first established in June 2011. In 2014, the DME and DMHHS collaborated on the reappointment of the State Early Childhood Development Coordinating Council's (SECDCC) and new members were appointed in May of 2014.

The SECDCC early learning plan includes six key strategies to advance the goals for children, families, professionals and communities. Below is a brief description as well as their accomplishments in FY14 and thus far in FY15. See the attached full report.

- Enhance the District's Quality Rating and Improvement System (QRIS), *Going for the Gold:* In FY14, the Division of Early Learning (DEL) at OSSE developed a draft framework for rating program quality and the Quality Rating System Committee is compiling and integrating stakeholder feedback and re-convening in February 2015 to review the revised QRIS Framework.
- Expand Infant & Toddler Capacity and Quality: Since achieving universal PK-access, the District is now focused on increasing the availability and quality of programs serving infants and toddlers. Starting in FY14, the District invested nearly $18 million to increase the reimbursement rates to providers serving infants and toddlers in our child care subsidy program and expand the supply of infant and toddler child care in the District by an additional 200 slots. In FY15, the SECDCC is conducting a study of the cost of quality of early learning both of which will help inform the policy and practices needed to scale up evidenced-based, affordable care and early learning for infants and toddlers. Also, in FY14, DEL at OSSE has developed proposed revisions to licensing regulations for child development facilities, and in January 2015, OSSE put forth the proposed licensing regulations for public comment. Finally, in FY14, DEL submitted for a federal grant for Early Head Start-Child Care Partnerships, which will supplement local resources for the Quality Improvement Network initiative.
- Create Health and Early Childhood Education Linkages: Starting in FY14 and continuing in FY15, the SECDCC has been working with the Home Visiting Council, with technical assistance from

Zero to Three, to create a coordinated system of targeted home visitation services with a centralized intake process. This process ensures that all home visiting programs operating in the city have a clear understanding of the continuum of services available and the gaps that currently exist.

- Implement Pre-k to 3rd Grade Approaches and Accountability: In order to ensure that children's gains made in Pre-K are sustained in the K-3 grades, SECDC began to engage key early learning stakeholders within OSSE, DCPS, and the public charter schools around the development of a comprehensive K-3 formative assessment system in FY14. In addition, starting in FY14 the District has been participating in a consortium of nine states led by North Carolina that is developing a comprehensive assessment system to monitor the status of children's development during these critical years, including expectations for social and emotional development and approaches to learning pre-K-3rd grade. In FY15, the SECDCC will facilitate the implementation of specifically a kindergarten entry assessment (KEA) in the District.

- Develop and Utilize a Comprehensive Early Childhood Data System. Starting in FY15, SECDCC has been working with OSSE to extend our existing State Longitudinal Education Data system (SLED) and the District of Columbia Access System (DCAS) to develop, manage and use data to improve the quality of the District's birth to five system and look at children's progress and outcomes over time. In addition, OSSE continues to work with the Department of Human Services (DHS) to ensure compatibility and linkages of the early childhood data system with release of DCAS version 3.0.

- Produce citywide and neighborhood level school readiness data and maps. In FY14, the District contracted with the UCLA, Center for Healthier Children, Families, and Communities to implement the Early Development Instrument (EDI), a valid and reliable school readiness measure, in the 2014-2015 school year, in pre-K 4 classrooms across all sectors. By May 2015, all pre-K teachers in DCPS, participating charters, and CBOs with pre-K grants, will have completed the assessment on all the children in their classroom.

Q8.   What is the current make-up and status of the Truancy Task Force and when are their planned meetings for FY15?

The DME and DMHHS are co-chairs of the Truancy Taskforce and the following agencies make-up the taskforce:
- The Office of The Deputy Mayor for Education (DME)
- Deputy Mayor for Health and Human Services (DMHHS)
- District of Columbia Public Schools (DCPS), Office of Youth Engagement Division
- Public Charter School Board (PCSB)
- Office of the State Superintendent for Education (OSSE)
- Child and Family Services Agency (CFSA)
- Metropolitan Police Department (MPD)
- Office of the Attorney General (OAG) –
- Department of Transportation (DDOT)
- Washington Metropolitan Area Transit Authority (WMATA)
- Court Social Services (CSS)
- Criminal Justice Coordinating Council (CJCC)

The task force meets quarterly, and usually occurs six weeks after the end of a DCPS advisory period in order to give the agencies enough time to clean and prep the required data. The Truancy Task Force meetings will be scheduled once the second quarter DCPS advisory period closes.

Q9. Describe the DME's work in improving the administration of special education in the District.
  - Please describe any programs, policies, or initiatives undertaken in FY14 and to date in FY15. How has the DME worked to improve the internal capacity of DCPS and public charter schools to meet the needs of these students and to reduce non-public and non-District placement?

The DME has worked closely with OSSE and DCPS to develop strategies to meet the goal of reducing the number of students in non-public placements and identifying strategies to increase capacity to serve them within DCPS. These strategies were subsequently embedded in OSSE and DCPS' strategic plans, and include various initiatives including building new special education classrooms within DCPS schools, providing rigorous professional development opportunities for educators, improving the process for developing and implementing IEPs, and creating more robust transition planning, among other initiatives. Since that time, DME has served chiefly as a coordinator to ensure smooth implementation of DCPS and OSSE's strategic plans for initiatives that require significant collaboration with other agencies and non-governmental partners. In FY14, the number of students in nonpublic placement according to OSSE's audited enrollment process was 1,005 students, 13% lower than the number of nonpublic placements in FY13 and 9% lower than the FY14 targeted number of 1,100. In FY15, the DME will also be collaborating the PCSB to support work to develop a mechanism for creating cross-charter LEA satellite classrooms to more effectively serve students with high-need, low-incidence disabilities and to help build additional human capital capacity to meet these students' needs.

Q10. Provide an update on the partnership with OSSE and DCPS on the development of the public-private partnership with Ivymount, including the professional development of special education teachers in both DCPS and public charter schools and the location, development of the building, and facilities. Provide and updates and timelines for FY15.

The DCPS partnership with Ivymount expanded from School within a School @ Goding (grades 1-2) to School without Walls @ Francis Stevens (grades 3-5) and focuses on students with autism spectrum disorders. Teachers and paraprofessionals from both sites participated in professional development at Ivymount this summer on the following topics:

  ▪ Executive functioning
  ▪ Teaching flexibility
  ▪ Using reinforcement systems
  ▪ Social communication
  ▪ Unstuck on Target curriculum in the general education classroom.

Both sites benefit from a unique co-teaching arrangement in each classroom, one Ivymount instructor and paraprofessional with one DCPS instructor and paraprofessional, who are coached by an Ivymount ABA expert. This expert provides job-embedded PD based on the summer training topics, as well as inclusion support as students are ready. The Unstuck and On-Target curriculum is implemented across both sites; facilities are updated to include safe and appropriate de-escalation space, internet bandwidth, instructional materials and storage.

Q11.   Provide: a list of all safety concerns; roles of each agency involved in school safety and emergency preparedness. Additionally, provide an update on the environmental and safety audits conducted in schools for FY14 to date in FY15.

In terms of safety concerns, the safe passage of students to and from school, reduction of violent and disruptive incidents during the school day and at after school activities, keeping school buildings safe and secure from property theft and other crimes, and ensuring that all schools have clear and effective plans in the event there is a school safety incident or emergency, are among the top priorities for every agency involved in school safety and emergency preparedness.

School safety and emergency preparedness involves close coordination between multiple District agencies. The Emergency and Safety Alliance (ESA) is an inter-agency team that came together in 2009 to plan, implement, manage and sustain emergency preparedness and response efforts in the District. The ESA interagency team consists of representatives from the Department of General Services; Department of Health; Metropolitan Police Department; Fire and Emergency Medical Services (FEMS); Department of Homeland Security and Emergency Management Agency (DHS/HSEMA); DC Office of Risk Management; DC Public Charter School Board, and the Executive Office of the Mayor. The ESA website was developed from this coalition and stores the individual emergency response plans (ERP) for DCPS, the DC Public Charter Schools, and the Archdiocese of the Washington Catholic Schools. The ESA is the body of DC personnel that were the authors of the School Emergency Response Plan and Management Guide. The Guide (Red Book) that DCPS uses complements the District Response Plan (DRP).

The DRP structures the response organizations functionally - grouping capabilities, skills, resources, and authorities across the District Government into specific functional areas. Using the functional framework, the DPR outlines circumstances under which resources will be leveraged and implemented across Federal and regional partners, District agencies/departments, nongovernmental and voluntary organizations and schools. The DC Homeland Security and Management Agency (HSEMA) are the stewards for the DRP (this is where the plan is kept and maintained).

In addition, the following agencies manage other safety initiatives:

- DDOT operates the Safe Routes to School Program, which was established pursuant to federal legislation in 2005. The Safe Routes to School Program is available for schools with students in grades K-8, and involves a planning assistance program that helps schools identify barriers to safe walking and biking to school, and to develop an action plan to address those barriers. DDOT also deploys crossing guards to various intersections according to need.

- MPD deploys SROS for public charter schools and DCPS. SROs are sworn police officers with specialized training and experience in working with youth. SROs serve as a resource to school staff, and are available to assist with:
- Coordinating mediations and response to conflicts;
- Providing mentoring and outreach programs, such as seminars and assemblies on public safety topics, including bullying, drug use, and gangs, and other issues, such as transitioning to the ninth grade;

- Coordinating the Safe Passage Program to provide safe routes for youth to and from schools in collaboration with the Metro Transit Authority Police;
- Providing support to at-risk youth, such as home visits to chronic truants, visits to group homes and seminars to designated youth; and
- Visiting and working with the schools that feed into middle and high schools. MPD is focused on protecting students from criminal activity on their way to and from school.

  MPD also manages the security guard contract for DCPS. Generally speaking, security guards are responsible for controlling entry to and exit from schools, assisting with emergency situations and incident investigations, providing protection and security services for employees, students and visitors, and preventing and reporting safety and security risks. Security personnel are typically the first on the scene if there is an incident at a school. If an incident is serious in nature, an SRO or district officer may be called to the scene. Many public charter schools also employ or contract with security guards to serve similar needs on their campuses. However, MPD does not manage contract security for charter schools. Charters have the flexibility to fund their own individual programs and services, including investments in security, as they see fit with their UPSFF dollars.

- DCPS's Office of School Security oversee day to day school safety issues in DCPS schools and is responsible for preventing, detecting, and investigating criminal and illegal activity on public school property.

- PCSB has a dedicated staff member to serve as a focal point for school security and emergency preparedness issues in public charter schools, and to act as a liaison with District government agencies such as with the ESA.

- DGS also conducts environmental and safety audits. Violation Abatement Management Inspections are in progress for FY15, which have identified 603 Level 1 Issues (DCPS) and 334 Level 2 (DGS) issues. SY14 inspections resulted in 1419 Level 1 Issues (DCPS) and 315 Level 2 (DGS) issues cited. *Level 1 issue means that the matter is addressed by DCPS, at the school administration or custodial level. Some examples include improper storage, blocked exits, and improper use of extension cords. **Level 2 issue means that the matter is addressed by DGS Facilities personnel, as well as, on-call maintenance contractors. Some examples include fire protection systems, door repairs, and wall penetrations.

  Bi-Annual Environmental Safety and Health Surveys are in progress for SY15, which have identified 86 issues in 39 school buildings to date. Annual testing for Lead in Drinking Water for SY15 are are underway with 32 schools tested thus far. SY14 results are posted online and available through the DDOE Website. Lead Risk Assessments were conducted in all pre-1978 school buildings in areas occupied and commonly used by children ages 6 and under during both SY14 and SY15. Lead stabilization work is in progress. All school buildings were surveyed to determine the presence and environmental compliance of any underground petroleum storage tanks. Fuel was reclaimed and recycled from 21 school properties. Radon testing is currently being conducted at schools that have been identified as adjacent to EPA Radon Hot Zones. Radon testing was completed at all 28 schools that are located within the Hot Zones in SY14; the results were below EPA Action Levels.

Q12.   Describe any programs or initiatives that the DME has in place or is working on to address homeless students and what it will be doing to help these students during the 2014-2015 and 2015-2016 school years.

     a.   The UPSFF funding formula was revised and now provides additional funding for students at risk of academic failure, which includes students who are homeless.

     b.   Following the disappearance of Relisha Rudd from DC General in March 2014, a case review was undertaken by the Deputy Mayors of Education and Health and Human Services, to understand the efforts that were made to support this child and family, to identify where current policies, procedures and practices failed to meet collective expectations for this child, and to make recommendations for policy and practice changes. A number of policy, procedure and practice recommendations were made; the following recommendations speak directly to those being overseen by the two Deputy Mayor's offices and related most directly to homeless students:

        i.   Co-locating CFSA in-home services social workers at DCG shelter to provide more direct services and assessment to children and their families.

        ii.   Ensuring that all District LEAs review the range of services and social supports that need to be available, particularly in schools with high concentrations of homeless children, and make necessary staffing and resource commitments

            1.   The DME is working with LEAs to ensure that DCG Shelter and school social workers are coordinating;

            2.   The DME is working with DCPS to ensure that a homeless liaison is present at each school and that services are being received by students who need them.

        iii.   The DME and DMHHS offices are working to ensure that District Government agencies and their contracted providers have current client/family assessments that take into account broader family functioning to include economic security, living conditions and environmental risk factors.

        iv.   The DME and DMHHS offices are working to establish a cross-agency working group, charged with creating the best structure for identifying the District's families with the most complex needs and a strategy for coordinating services across all relevant agencies.

MySchool DC and LearnDC

Q13.   Provide an update on any new features that were added in FY14 to the LearnDC.org and MySchool DC and any anticipated changes for FY15.

OSSE launched LearnDC.org in FY13 and has continued to add key information for education stakeholders, parents, and community. In FY14, OSSE added the following information to the Profile section of each school: program information about the school (such as athletic offerings and after school programming), as well as updated enrollment and assessment data (2014 DC CAS), school classifications, and midyear entrance and withdrawals. In addition, OSSE provided links to the school specific PDF versions of the Equity Reports that were developed in coordination by OSSE, DCPS, PCSB, and DME for the first time in FY14. In FY14, OSSE also added information about state level special education annual performance metrics to the state report card. Similar information, at the LEA level, will be added in FY15.

Thus far in FY15, OSSE has created a separate page on the LearnDC site for the second year of Equity

Reports, which provide interactive metrics and new information on student test growth by gender. Equity Report metrics include school-level data on: student characteristics (including by race, ethnicity, gender, economic disadvantage, ELL and SPED status), midyear entry and withdrawal, in-seat attendance, discipline (suspensions and expulsions), student achievement, student growth, and graduation rates (four- and five-year).

The following are the new features added to MySchoolDC.org in FY15:
- School Finder Tool (find.myschooldc.org),
- New Subpages on school options outside of My School DC and information and materials an applicant needs to apply,
- Calendar of Events, including schools' open houses, My School DC events, school fairs, and other related events meant to assist families in their school selection process. The calendar is searchable by type of event, date, and ward.
- Two additional resource documents, available in English, Spanish, Amharic, Chinese, Vietnamese, and French, were created for SY15-16 to support families through the application process:
    - What you Need to Apply Flyer
    - Select Your Schools in 3 Steps Worksheet
- Each individual school's profile was updated to include the following:
    - A picture of the school
    - Grades accepting new students in SY15-16
    - Whether the school has extended hours
    - Whether the school offers before or after care (and whether it's offered free, at cost, or accepts a voucher)
    - The lottery preferences the school accepts
    - Overall increase in size of text displayed on the entire website
    - More comprehensive foreign language pages. The pages in Amharic, Chinese, Vietnamese, and French (while not complete translations of the website in English) provide more comprehensive information about the My School DC application and lottery and how to apply than last year. The website remains fully translated in Spanish.

New features added to the My School DC online application in FY15:
- Translated versions of the application - the online application is available in English and Spanish. Links were created to an application user guide in Amharic, Chinese, Vietnamese, and French to assist those language communities in completing the My School DC application online.
- Incorporation of the new boundaries, feeder patterns, and phase in policies from the Final Recommendations on Student Assignment and DCPS School Boundaries.
- Printable versions of submitted applications (i.e. receipts) available for parents' records.
- Improvements to the ranking step of the application – separating the school selection and ranking steps to increase parents' understanding of the importance of ranking schools in order of preference.

Centralized Waitlist Management System planned to be released along with the FY15 Round 1 lottery results, allowing parents to see updates to their waitlist numbers in real time.

Q14.   Provide the Committee with the following information for each year MySchool DC has been operating, including FY15 to date:

- How many schools participated in MySchool DC;
- How many total seats were available in MySchool DC broken down by LEA and grade level;
- How many applications were submitted by the first deadline;
- What was the match rate for applications submitted in the first round (i.e., how many families got their first choice, second choice, third choice, and so on);
- What percent of families accepted their match during the first round;
- What percent of families participated in the first round opted to submit an application for the second round;
- How many applications were submitted by the final round;
- What was the match rate for applications submitted in the final round (i.e., how many families got their first choice, second choice, third choice, and so on);
- What percent of families accepted their match during the final round; and
- How many seats were still available (broken down by LEA and grade level) at the end of the lottery period.

- How many schools participated in MySchool DC?
  - 210 school campuses participated in FY14.
- How many total seats were available in My School DC broken down by LEA and grade level?
  - There were 17,583 seats offered in Round 1 at the time of lottery, and 7334 seats offered at the time of the Round 2 lottery for FY14. (See Attachment A). It is important to note that the number of seats offered may exceed the number of students that a school intends to enroll based on estimated yield rates. However, a school is obligated to admit any accepted student who chooses to enroll. Additionally, schools only offer seats in Round 2 if they have exhausted their entire waitlists from Round 1.
- How many applications were submitted by the first deadline?
  - 17,332 in FY14. For FY15, there were 3581 applications submitted for the high school lottery by the February 2 deadline. This represents an increase from the FY14 total of 3307 applications.
- What was the match rate for applications submitted in the first round (i.e., how many families got their first choice, second choice, third choice, and so on)?
  - The overall match rate for Round 1 was 71%. Within this, 41% of students received their first choice, 13% of students received their second choice, and 7% of students received their third choice.
- What percent of families accepted their match during the first round?
  - My School DC does not collect this information. Enrollment is managed by the individual LEAs/schools.
- What percent of families participated in the first round opted to submit an application for the second round?
  - 6% of Round 1 applicants submitted a Round 2 application. Round 2 was only open to families that did not receive a match in Round 1, either because they didn't participate or were waitlisted at all of their choices.
- How many applications were submitted by the final round?
  - 22,469 applications were submitted in Round 1 (17,332) and Round 2 (5,137) combined.
- What was the match rate for applications submitted in the final round (i.e., how many families got their first choice, second choice, third choice, and so on)?

- Only seats that were not filled by Round 1 applicants were available during the Round 2 lottery. As a result the overall match rate for round 2 was lower - 58%. Within this, 32% of students received their first choice, 12% of students received their second choice, and 6% of students received their third choice.
- What percent of families accepted their match during the final round?
  - We do not have this information available for FY14.
- How many seats were still available (broken down by LEA and grade level) at the end of the lottery period?
  - (See Attachment A). Please note that MSDC does not currently have any way of tracking how many of those unfilled seats were filled after May 30, 2014.

Q15. How many complaints were received regarding MySchool DC in FY14 and how were those issues tracked and resolved in a timely manner?

My School DC received 13 complaints from callers who were displeased with the process. My School DC tracked escalated calls, unusual circumstances, and complaints received in FY14 in Smartsheet (an online database used to record all interactions with callers who contact us through the Hotline or with whom we initiate communication telephonically.) These calls handled by the My School DC management staff and escalated to DCPS or DME when appropriate. At all times if a family expressed a serious concern with the process we responded quickly and gave them the option to communicate with the Executive Director of My School DC and, if that did not suffice, we provided the contact information for DME, DCPS or PCSB (depending on the nature of the complaint).

Q16. If available, please provide a breakdown of how parents or guardians accessed MySchool DC (via home; work; DC Libraries).

We do not have this information available for the past year but will be collecting this information in the survey following the lottery this year.

Q17. Did the MySchool DC train employees of the DC Public Libraries to be able to assist patrons attempting to use MySchool DC? If yes, please describe the nature of those trainings and how many DCPL employees were trained. Also, provide the languages that MySchool DC offers website information and if it links to information regarding the Language Access Line.

Approximately 70 librarians and associates were trained both this year and last year (FY14-15.) Training consists of a thorough overview of the common lottery process (its goals, deadlines to apply, how the lottery works, key information about the application and what is needed to apply, and an overview of the website), including a Q&A.

The entire MySchoolDC.org website, including the application itself, is fully accessible in English and Spanish. Web pages containing key information are available in Amharic, Chinese, Vietnamese, and French are also accessible at MySchoolDC.org.

Information on our hotline is on each page of the site and informs the web viewer that we are able to assist callers in their language through telephonic interpretation (i.e. the Language Access Line.)

Q18. Describe all of MySchool DC's outreach efforts in FY14 to ensure the public was aware of date deadlines for all grades? Specifically, what is the DME doing in conjunction with OSSE and DCPS to make sure that parents are aware that PreK-3 and PreK-4 programs require use of the lottery system and that a seat at the beginning of the school year is not currently guaranteed at their neighborhood school?

- Field outreach - My School DC contracted with 270 Strategies in FY14 and continues to contract with them in FY15 to execute a citywide grassroots campaign with the goal of increasing awareness of and access to the My School DC application and process. The campaign informs families of the lottery process, provides 1-on-1 assistance with completing the application, and provides the means to complete the application (i.e., a computer and internet). The campaigns focus on the learn phase (i.e., learning about the common lottery application and process), apply phase (i.e., providing families with tools to research schools and completing applications during the Round 1 timeframe), and enroll phase (i.e., calling a subset of families who received a match through the lottery to remind them of the enrollment deadline). Over 27,000 door-to-door canvass attempts were made that produced 8300 contacts. Door hangers with My School DC contact information and deadlines were left at doors where no contact was made. Over 2900 "commit to apply" cards were also collected. The field campaign for FY15 is actively taking place; metrics are still being evaluated.
- Direct outreach - My School DC participated in community fairs, presented at ANC and Ward Education Council meetings, and trained service providers.
- Partnership with DCGOV agencies - My School DC partnered with 10 DCGOV agencies to get the word out to families about the lottery application and deadlines, including training agency staff: EOM, OLA, OAPIA, OAA, DPW, DPR, DC Water, DYRS, DHS, and DCPL.
- My School DC Advertising Campaign (1/13/14 – 3/2/14) - Advertising was conducted via radio, transit / out-of-home (through WMATA), and digitally (mobile media, SEM, Facebook).
- My School DC Website: MySchoolDC.org - The website is the main portal for My School DC information. It contains the online application, a robust FAQ and Key Terms section, and downloadable factsheets for families and schools.
- Email Alerts / Text Alerts - Families have the option of signing up for email and text alerts on MySchoolDC.org. This is a vehicle through which My School DC reminds families of important application information and deadlines. In FY14, 30 e-alerts and 15 texts were issued.
- Social Media - My School DC has a Twitter and Facebook account through which we post information relevant to the application process.

With respect to DCPS PK3/PK4 programs, we:
- Clearly listed on all My School DC outreach material (fact sheets, the My School DC School Directory), including MySchoolDC.org, that families must submit a My School DC application if they want to attend their in-boundary DCPS school for grades PK3 and PK4;
- Trained the My School DC hotline and field staff to clearly relay this message when communicating with families;
- Included this in all training that took place with community providers and DCGOV staff; and,
- Included a notice on the My School DC application in the School Selections section explaining such to applicants.

Q19. Provide the organization of the Common Lottery Board. Specifically:
- Members of the Board;

- Meeting Dates;
- Organization documents and bylaws that address voting and protocol for making any changes to MySchool DC; and,
- Public outreach and engagement plans.

The Common Lottery Board has seven voting members and three non-voting members. Voting members include:

- Deputy Mayor for Education (ex-officio, chair);
- The Chancellor of the District of Columbia Public Schools ("DCPS") or designee; and two representatives from DCPS, as appointed by the Chancellor:
  - Kyoung Lee, *Chief of Staff, Office of the Chief of Schools*
  - Naomi Watson, *Deputy Chief of Data and Strategy*
  - Christopher Rinkus, *Deputy Chief, Enrollment*
- Three representatives from public charter schools:
  - Shantelle Wright, *Founder and CEO, Achievement Prep Public Charter School.*
  - Kimberly Campbell, *Chief of Staff, Friendship Public Charter School*
  - Susan Schaeffler, *Founder and CEO, KIPP DC*

Non-voting ex officio members include:

- Executive Director of the Public Charter School Board: Scott Pearson
- The State Superintendent of Education, or designee: Amy Maisterra
- Executive Director of My School DC: Cat Peretti

Our most recent meeting was held on December 10, 2014. The Common Lottery's organization documents and bylaws that address voting and protocol for making any changes to MySchool DC are attached (See Attachment B). Outreach and engagement plans are also attached (see Attachment C).

Planning and Facilities

Q20. List all of the former school buildings that have been released under the RFO process in FY14 and FY15 to date. Additionally, please update the Committee on your efforts to jointly engage both DCPS and Public Charter Schools in determining supply, need and demand for school buildings.

Date	Agency	School	Location	Result
October 24, 2013	DGS	Sharpe Health	4300 13th Street, NW	RFO canceled due to River Terrace delay
October 24, 2013	DGS	Shadd	5601 East Capitol Street, SE	Awarded to DC Scholars, PCS
September 10, 2014	DMPED	Grimke	1923 Vermont Avenue, NW	SFO award pending. See link
September 19, 2014	DME	Gibbs	500 19th Street, NE	Awarded to the Charter Incubator Initiative with Monument Academy, PCS and Community College Prep, PCS

September 19, 2014	DME	Mamie D. Lee	100 Gallatin Street, NE	Awarded to Bridge, PCS and Briya, PCS. See link
September 19, 2014	DME	MC Terrell	3301 Wheeler Road, SE	Award pending. See link
September 30, 2014	DME	Fletcher Johnson	4650 Benning Road, SE	RFO live. See link

The DME is in the process of establishing a Cross-Sector Collaboration Task Force comprised of a diverse sample of LEAs and schools, parents with students in DCPS and PCS, and community members. The task force will identify strategies for improving the coherence of the public school system for parents and for increasing collaboration to strengthen educational impact.

The DME also collaborated with DCPS, PCSB and DGS to draft the 2014 MFP Supplemental update. The report establishes the collection of facility needs, utilization and conditions information for both sectors on an annual basis, which can inform joint-planning efforts.

Q21.   Provide an update on the 5-year Master Facilities Plan and what steps are being taken to follow the plan and how that aligns with capital improvement funding in the FY14 and FY15 budget, and the planning for the FY16 budget.

The DME is in the process of finalizing a 2014 annual supplement to the Master Facilities Plan (MFP), pursuant to the "Comprehensive Planning and Utilization of School Facilities Act of 2014". Due to the Mayoral transition, the DME will release the report by the end of February, 2015. The 2014 MFP Supplemental report contains information about facility conditions and utilization rates, which will help inform the upcoming April Budget Cycle for the DCPS FY 16 to FY 21 Capital Improvement Plan. The data collected in the updated MFP will foster greater transparency and allow for alignment between facility needs and capital expenditures.

The next steps in the plan will be to create a Request for Offers for all buildings that are determined to be "excess." Because there is increased collaboration with PCBS and DCPS, the RFO will be another opportunity to create optimal locations for charter schools that will best serve District students and the surrounding community.

Q22.   Discuss fully the DME status of the current implementation of the DCPS school boundary plan and any anticipated changes or revisions to that plan. In your response, please also please provide an update and a timeline on how DME is working with DCPS, PCS and DGS to implement changes LEAs may need to their facilities.

All of the expected revisions for SY2015-16 are on track to be implemented. For instance, the revised boundaries for SY2015-16 have been incorporated into DCPS's EBIS system (school assignment system) and in the common lottery application and online school search tool. The relevant phase in/grandfathering contingencies and protocols have also been incorporated into EBIS, DCPS's Enrollment Policy Handbook, and the common lottery application and FAQ materials as well. The

STEM programmatic feeder from McKinley MS to HD Woodson is going into effect as planned for SY2015-16. In addition, five Title 1 elementary schools and the new Van Ness ES have been identified to pilot this coming school year for the new guaranteed PK3 and PK4 enrollments.

DME is working collaboratively with DCPS and DGS to ensure that the final student assignment recommendations inform the FY16- FY21 CIP. All new school openings recommended in the boundary proposal are being analyzed for the current budget cycle as part of the FY16-FY21 CIP formulation. Because we must work within the current capital allotments, those projects deemed necessary to continue supporting DCPS enrollment and the boundary study will be included in the CIP formulation and sequenced in the appropriate year. For example, MacFarland MS has capital dollars in the approved CIP for planning activities, and the future construction budget will be informed by DCPS's program plan for the school. The timing and approach for MacFarland MS School will be discussed during the FY16 to 21 budget formulation process.

DME may make minor modifications to this plan moving forward, but has not reached any final decisions.

General Questions

Q23.   Provide a current organization chart for DME and the name of the employee responsible for the management of each office/program and a brief description of that role. Please indicate the timeline for filling key positions, if it has not been done so already. If applicable, provide a narrative explanation of any organizational changes made during FY14 or to date in FY15.

See Attachment D for the organizational chart. DME has16 Full-Time Equivalent but currently has 13 employees. As indicated on the org chart, there are 3 vacancies. We are currently in the process of filling those vacancies.

Table of Current Employees

Staff	Position Title
Jennifer Niles	Deputy Mayor
Margery Yeager	Chief of Staff
Tara Lynch	Special Assistant/Office Manager
Shayne Wells	Special Assistant – Special Projects
Jennifer Comey	Senior Policy Advisor – Data
Claudia Lujan	Senior Policy Advisor – Joint Planning
Althea Holford	Senior Policy Advisor – Capital Projects
Cecilia Kaltz	Data Analyst
Amy Lerman	My School DC – Director of Operations
Aryan Bocquet	My School DC – Parent Engagement Manager
Aaron Parrott	My School DC – Data Manager
Michele Desando	My School DC – Parent Response Manager
Catherine Peretti	My School DC—Executive Director
Vacant	Senior Policy Advisor for Disconnected Youth
Vacant	Senior Policy Advisor for Truancy

Vacant	Special Assistant

- **Deputy Mayor for Education**: Leads and oversees high impact, cross-sector education policy initiatives on behalf of the Mayor.
- **Chief of Staff**: Responsible for oversight of day-to-day operations, budget, performance monitoring and compliance, and inter-governmental relations.
- **Special Assistant/Office Manager**: Responsible for scheduling, human resources, procurement, constituent services, managing agency spending, and administrative support.
- **Senior Policy Advisor for Data Analysis**: Responsible for the development of the supply, demand and need data set (SDN) and for providing support to the Deputy Mayor on initiatives that require significant data analysis. Facilitates inter-agency coordination for projects that involve cross-sector data analysis.
- **Senior Policy Advisor for Disconnected Youth**: Leads work on developing a Re-engagement Center for the District as well as work to develop alternative paths to graduation for students who are off-track or who have dropped out of school. Provides support to Raise DC.
- **Special Assistant**: Manages special projects for the DME including the Adequacy Study, DME's performance reporting, and other special projects as assigned.
- **Senior Policy Advisor for Joint Planning**: Leads work on common lottery and student assignment, and advises Deputy Mayor on strategic planning around school supply and programming.
- **Senior Policy Advisor for Truancy**: Leads DME's work on the Truancy Taskforce and manages inter-agency coordination around anti-truancy initiatives.
- **Data Analyst**: Supports Senior Policy Advisor for Data in all aspects of SDN development and data analysis. Provides support for DME initiatives that require significant data analysis.
- **MSDC Director of Operations –** Overseeing technology and application design for My School DC. Also running the lottery and ensuring centralization.
- **MSDC Parent Engagement Manager –** Leads the My School DC's parent outreach efforts by coordinating partners, and ensuring that messaging is aligned, there are no duplicative efforts, and that the goals and milestones identified are met.
- **MSDC Data Manager -** Designing and producing weekly reports for participating LEAs (Local Education Agencies) with My School DC data, including number of applications received, relative demand indicators, and geographic distribution of applications; Managing application data clean-up, including identifying and resolving duplicate applications;
- **MSDC Parent Response Manager –** Manages the My School DC hotline's daily operation. Operation of the hotline also includes managing daily correspondence through the My School DC email account
- **Senior Policy Advisor for Capital Projects**—Oversees the process for determining usage of excess buildings including community engagement and RFO processes.

Q24.   Provide the agency's performance plan for FY14. Understanding that there was an Executive change, to your knowledge did DME meet the objectives set forth in the FY14 performance plan? Provide a narrative description of what actions the agency undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

OBJECTIVE 1: Special Education. Reduce nonpublic enrollment and associated budget.

INITIATIVE 1.1: DME will provide oversight and coordinate resolution of inter-District impediments to providing high-quality, special education service delivery in the District and charter sectors.

FULLY ACHIEVED: DME continues to work with OSSE and DCPS to track nonpublic enrollment data, trends and costs. In addition, DME helped to resolve issues related to HCF, DCPS, and OSSE's work to improve the Medicaid claiming process to maximize Medicaid revenue for school based health services. DME also played a key role in coordinating agencies around plans for Options Public Charter School, which was placed under court receivership last year, and supported DMPED's work to advance the disposition of the Steven School, which will house a partnership between Ivymount (a non-public provider focused on Autism Spectrum Disorders) and DCPS.

OBJECTIVE 2: Early Childhood. DME will improve kindergarten readiness within the District by emphasizing service quality, coordination, and collaboration.

INITIATIVE 2.1: Assess all young children's academic, social, & emotional functioning at kindergarten entry.

FULLY ACHIEVED: OSSE is serving as the representative for the District as a member of a ten state consortium, led by North Carolina, which has successfully been awarded a $6.1 million Enhanced Assessment grant from the U.S. Department of Education to develop a K-3 grade formative assessment that includes an embedded kindergarten entry assessment (KEA). This vision for this newly created assessment is that it will be useful for multiple purposes -- drive policy and program improvements for the birth to five system in the District, while also informing instruction at the classroom level, and providing families with information about their children's progress. In this past year, OSSE and DME, along with a working group of key stakeholders, participated in the design of the assessment system in order to ensure that the assessment is available for implementation for the 2016-17 school year.

INITIATIVE 2.2: Prepare and submit an application for the competitive, federal Race to Top – Early Learning Challenge program.

FULLY ACHIEVED: The District submitted an Early Learning Challenge application in October 2013 that outlined strategies and activities in 6 priority areas. Each of these areas has a particular focus on ensuring that the adults in young children's lives -- teachers, parents, and families members -- have the supports they need to promote children's healthy development and learning. The Early Learning Challenge is a highly competitive grants program with over 30 states applying for less than 6 awards. Unfortunately, the District's application was not funded by the Department of Education. However, the District has made progress on numerous goals and strategies outlined in its strategic plan.

INITIATIVE 2.3: Develop and implement a governance strategy to improve Early Childhood efforts in the District.

FULLY ACHIEVED: The DME and DMHHS constituted and chair the Early Success Council which meets quarterly. The Council coordinates and collaborates decision-making at the Director level on critical early childhood systems issues, such as budget development, strategic planning, and data coordination. Additionally, the DME and DMHHS collaborated on reconstitution of the SECDCC which is a requirement of District and federal laws and regulations. The SECDCC and its subcommittees meet on a bi-monthly basis and are an integral part of implementation of the District's early learning strategic plan.

OBJECTIVE 3: Joint Planning and School Quality.

INITIATIVE 3.1: Coordinate the development of a common lottery system for all public schools of choice, including charters, DCPS out-of-boundary, DCPS specialized high schools, and DCPS PreK.

FULLY ACHIEVED: DME worked with DCPS, PCSB and participating charter schools to design and build a common application and lottery system, called My School DC. The application launched on December 16, 2013 with approximately 200 participating schools. The first round of the lottery collected approximately 17,300 applications, and matched 71% with a school placement. Of applicants who were matched, 85% received one of their top three choices.

INITIATIVE 3.2: Develop a supply, demand, and need dataset for public schools.

FULLY ACHIEVED: DME successfully collected a wide variety of student, school, and neighborhood-level data from SY2012-13, SY2013-14, and SY2014-15, such as enrollment, facility locations, utilization, boundary participation, academic performance, discipline and in seat attendance, and intra-year mobility data. DME used these data to inform the school boundary and student assignment revision process, Request for Offer process for excess DCPS buildings, enrollment projections, and the new at risk of academic failure weight and associated funding. Development of the dataset is an ongoing project, and DME continues to collect new data over time.

INITIATIVE 3.3: Release the DC Education Adequacy Study and utilize its findings in the development of the FY15 budget.

FULLY ACHIEVED: DME released the DC Education Adequacy Study's findings and preliminary recommendations for stakeholder review and feedback in October, 2013. The final report was released in January, 2014. The study's findings guided development of the Mayor's FY15 education budget which included a new Uniform Per Student Funding Formula, a new weight for students at risk for academic failure and over $100 million in increased funding.

OBJECTIVE 4: Reconnecting Youth. Increase collaboration across agencies and key stakeholders to develop strategies to re-engage youth who are falling off track to graduation and who are currently disconnected.

INITIATIVE 4.1: Continue to co-chair and provide support to the Truancy Task Force.

FULLY ACHIEVED: DME and DMHHS continue to lead the Truancy Taskforce. Work included the collection and analysis of baseline data and Attendance Accountability Amendment Act data from OAG, CSSD, DCPS, PCSB, and CFSA for school year 2013-2014. In addition, the Taskforce worked to ensure that effective programs, such as the Parent and Adolescent Support Services (PASS) program and the "Show up, Stand Out" program facilitated by the Justice Grants Administration (JGA) were properly funded and supported. Over the past several years, we have seen a decline in the District's truancy rate both for students who attend the District of Columbia Public Schools (DCPS) and the Public Charter Schools (PCS) and an increase the In-Seat Attendance (ISA) rates. However, the data for new policies and programs reveals both strengths and challenges in both truancy data collection and truancy reporting. The Taskforce will continue to work on improving these issues to ensure that the District continues to see a decline in its truancy rates and an increase in ISA.

INITIATIVE 4.2: Manage the Graduation Pathways Project.

PARTIALLYACHIEVED: The Graduation Pathways report was released in September 2014 to a targeted audience of nearly 150 educational leaders, schools and partners. The project team is now engaging a wide range of stakeholders to develop and implement strategies that will improve 4, 5 and 6-year graduation rates as well as expand opportunities to re-engage students who have dropped out of school.

INITIATIVE 4.3: Oversee the development of a youth re-engagement mechanism.

FULLY ACHIEVED: The Re-Engagement Center officially launched and is serving former dropouts who are seeking to reconnect back to educational pathways. The Re-Engagement Center is staffed by a Director and three inaugural re-engagement specialists; has developed partnerships with DCPS, charter schools and community based organizations offering high school diploma and/or GED pathways; and has established partnerships with key government agencies, including DOES, DHS, DBH, and DDOT, to address critical barriers to reconnection.

OBJECTIVE 5: Facilities Planning. Support strategic use of school buildings for high quality instruction.

INITIATIVE 5.1: Support DGS' release of Requests for Offers (RFO) for vacant school facilities.

FULLY ACHIEVED: DME collaborated with the Department of General Services (DGS) to solicit six of the twelve long-term use school buildings. Of those six buildings four were awarded and subsequently leased to charter schools. Also in collaboration with DGS, the DME awarded and developed a short term license agreement for one of the four short term use school buildings. Throughout this process, the DME provided vital support in every aspect of community outreach, solicitation, evaluation, award, lease negotiation and finally obtaining all Council approvals.

INITIATIVE 5.2: Re-establish a consolidated and up-to-date inventory of school facility assets.

FULLY ACHIEVED: DME collaborated with DGS and DCPS to update the inventory of school facilities. DME worked closely with DGS to ensure each DCPS school facility is assigned to the correct agency for budgeting purposes. Additionally an up-to-date inventory of vacant DCPS school facilities was posted on the DME website on August 25, 2014.

OBJECTIVE 6: Raise DC. Support the continued development of the Raise DC partnership.

INITIATIVE 6.1: Coordinate continued District agency engagement in Raise DC.

FULLY ACHIEVED: Key youth-serving agencies continue to remain engaged in Raise DC's Leadership Council and relevant Change Networks and DME continues to facilitate the alignment of citywide efforts to improve outcomes for youth across the cradle-to-career continuum.

Q25.   Provide the agency's performance plan for FY15. What steps has the agency taken to date in FY15 to meet the objectives set forth in the FY15 performance plan?

OBJECTIVE 1: Early Childhood. The DME will improve kindergarten readiness within the District by emphasizing service quality, coordination, and collaboration. (Sustainable DC Action ED1.2)

INITIATIVE 1.1: Implement a governance strategy to improve Early Childhood efforts in the District. DME will continue to work with the Deputy Mayor for Health and Human Services to lead the Mayor's Early Success Council. This work will involve ensuring accountability for making program, policy, financing, and implementation decisions across all early care and education services for children from birth to age five.

STATUS UPDATE: The Mayor constituted and the DME and DMHHS chair the Early Success Council, which was launched in February 2014, and now meets quarterly. The Council coordinates and collaborates at the Cabinet level on critical early childhood systems issues, such as budget development, strategic planning, and data coordination. The DME and DMHHS collaborated on reconstitution of the State Early Childhood Development Coordinating Council's (SECDCC), which is a requirement of District and federal laws and regulations. The SECDCC meet on a quarterly basis and its committees are an integral part of implementation of the District's early learning strategic plan. The SECDCC's objectives and initiatives are described below.

OBJECTIVE 2: Joint Planning and School Quality.   Increase coordination across public school sectors so that the District can achieve optimal allocation and leveraging of public education assets and resources, resulting in increased cross-sector equity, access, and school quality.

INITIATIVE 2.1: Coordinate the development of a centralized waitlist system for schools participating in the common lottery system, My School DC.
DME is leading this effort and is chairing the cross-sector Common Lottery Board that is the main decision making body. The centralized waitlist system will provide parents real-time access to their waitlist positions, and reduce waitlist shuffling by automatically updating waitlists as parents accept seats at schools. Participating schools in both sectors will be able to access data on which of their current students have accepted offers at other schools, allowing them to better plan for enrollment.

STATUS UPDATE: DME is working with Acumen (vendor) and OCTO to finalize the waitlist system, which will be tested in mid-February. DME is holding LEAs trainings on the waitlist system rules and policies in March 2015.

INITIATIVE 2.2: Expand on the supply, demand, and need dataset for public schools. DME is compiling school and neighborhood level data from multiple DC agencies, which will allow analysis of data related to public schools across multiple domains of information.
For instance, users can analyze data related to enrollment, demographics, academic quality, programs, facilities, neighborhood conditions, and expected population projections. DME intends to update the data system annually and the data system will be longitudinal (i.e., include historical data).

The data system is being used by District officials as a planning tool to increase the number of high quality seats across public schools. DME will maintain the data system as an ongoing project. The first phase of the data system, which was completed in June 2014, included the collection of enrollment, demographic, facilities, attendance, and discipline data. The second phase includes expanding types of data collected and updating the information for the most recent school year (2014-15).

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STATUS UPDATE: DME continually updates the dataset with the most recent information available. For instance, DME has added new facility and utilization data based on the Master Facility Plan update, audited enrollment trends, and in boundary participation rates. DME will continue to use these data to inform their projects and initiatives.

INITIATIVE 2.3: Establish a task force of relevant stakeholders to review and make recommendations on methods, structures and processes that allow for better planning across education sectors.
As part of the student assignment and boundary implementation plan, the DME will bring together relevant stakeholders including representatives from a diverse sample of LEAs and schools, parents with students in DCPS and public charter schools, as well as residents and community leaders. Specifically, the taskforce will engage the community to gain input that will inform recommendations to the Mayor on the following:
- Methods and systems for information sharing across sectors;
- Structures for increased accountability and transparent decision-making on school openings, closings, co-locations, student assignment, student mobility, and capital investment across sectors; and
- Processes for securing and considering public input about school openings, closings, co-location, student assignment, student mobility, and capital investment across sectors.
- As the first step, DME will appoint members and define the charge of the task force.

STATUS UPDATE: The DME is in the process of establishing a Cross-Sector Collaboration Task Force, which will include a diverse sample of LEAs and schools, parents with students in DCPS and PCS, and community members. The task force will identify strategies for improving the coherence of the public school system for parents and for increasing collaboration to strengthen educational impact.

INITIATIVE 2.4: Continue to manage the Request for Offer (RFO) process for excess DCPS facilities.
The DME seeks to utilize current data and community feedback to develop and execute RFO's that seek to make strategic matches between vacant school buildings and charter school providers. The DME will also coordinate with the Department of General Services (DGS) and DCPS to explore other options for use of vacant buildings. The DME will complete the RFO process, and will assist DGS with the lease negotiation and final Council approval of at least 4 vacant buildings.

STATUS UPDATE: The DME is on track to fully achieve Initiative 2.4 of the FY '15 performance plan. To date the DME posted a data driven RFO that encompassed community input and engagement. This RFO was posted in September 2014 and offers were received in October 2014. Two of the buildings released in that process have been awarded. The DME fully anticipates releasing another RFO before September 2015 and possibly to award the other buildings from the previous RFO. Both of these actions will complete Initiative 2.4.

INITIATIVE 2.6: Create an annual Master Facilities Plan Supplement.
DME will spearhead a team that includes DGS, DCPS and the Public Charter School Board (PCSB) to compile and release the annual supplement to the Master Facilities Plan (MFP). The MFP supplement will seek to adhere to all statutory requirements.

STATUS UPDATE: The DME is in the process of finalizing a 2014 annual supplement to the Master Facilities Plan (MFP), pursuant to the "Comprehensive Planning and Utilization of School Facilities Act of 2014". Due to the Mayoral transition, the DME will release the report by the end of February, 2015. The 2014 MFP Supplemental report contains information about facility conditions and utilization rates, which will help inform the upcoming April Budget Cycle for the DCPS FY 16 to FY 21 Capital Improvement Plan. The data collected in the updated MFP will foster greater transparency and allow for alignment between facility needs and capital expenditures.

OBJECTIVE 3: Reconnecting Youth. Increase collaboration across agencies and key stakeholders to develop strategies to re-engage youth who are falling off track to graduation and who are currently disconnected.

INITIATIVE 3.1: Continue to co-chair and provide support to the Truancy Task Force.
Working with the Truancy Task Force, DME will continue to support a coordinated effort across government agencies and community stakeholders to reduce truancy by:

1. Leveraging existing programs, resources, and structures to ensure that they are employing truancy reduction strategies that are measureable;
2. Tracking data and providing guidance on the implementation of truancy related programs and services; and,
3. Assessing program impact and effectiveness and making real-time adjustments as necessary.

STATUS UPDATE: Continues to co-chair and provide support to the Truancy Task Force, and plans to schedule the next meeting after the second quarter DCPS advisory period closes.

INITIATIVE 3.2: Support the implementation of the Graduation Pathways Project.
Building on the findings from the 2014 Graduation Pathways report, and in partnership with Raise DC, the DME will support efforts to develop and implement a "pathways" approach to graduation that is tailored to meet the needs of students who are off-track. This will include securing technical assistance to support a professional learning community of DCPS and public charter schools that are seeking to continuously improve practices aimed at increasing high school graduation outcomes.

STATUS UPDATE: The Graduation Pathways Project seeks to drive collaboration across sectors in a citywide effort to improve high school completion rates for District youth, one of Raise DC's five citywide goals. Over the last year, the DME has been a key contributor to the Graduation Pathways Project, along with OSSE, PCSB, DCPS, a number of charter school LEAs, and community partners through Raise DC. This project consists of three phases: set-up, situation assessment, and strategic planning. DME managed the set-up and situation assessment phases of the work. Moving forward, Raise DC staff will be managing the strategic planning and implementation phases.

INITIATIVE 3.3: Support and evaluate the DC Re-Engagement Center. In support of the DC Re-Engagement Center, the DME will continue to facilitate the development of partnerships with key educational, workforce, and human services agencies and stakeholders to address critical barriers to reconnection for youth served by the Re-Engagement Center. In addition, the DME will ensure the execution of an external formative evaluation of the Re-Engagement Center to assess first year operations and to provide recommendations for improvement and expansion.

STATUS UPDATE: The Re-Engagement Center serves as a "single-door" through which youth (ages 16-24) who have dropped out of school can reconnect to educational options and other critical services to support their attainment of a high school diploma or GED. DME and OSSE co-led the launch of the Youth Re-Engagement Center, with strong support from DOES, other key partner agencies, Raise DC's Disconnected Youth Change Network (DYCN), schools, and community-based organizations. The center opened its doors to the public in October 2014. Still in its inaugural months, the Re-Engagement Center has connected with 48 youth, completed 19 full intakes, and has successfully enrolled eight youth in educational programs. Currently, the REC is developing an outreach plan to increase the number of youth referred to the REC and improve the REC staff presence in targeted neighborhoods. Additionally, the REC is working with DOES' Summer Youth Employment Program to conduct outreach to youth who would benefit from REC services.

INITIATIVE 3.4.: Coordinate continued District agency engagement in Raise DC. Raise DC is a public-private partnership that seeks to align citywide efforts around shared outcomes so that District youth can achieve success from cradle to career (more information can be found at http://raisedc.net/).The DME will ensure participation of key youth serving agencies on the Raise DC Leadership Council and Change Networks (working groups) to drive alignment of citywide efforts towards improving outcomes for young people at each stage of the cradle-to-career continuum. This work is ongoing.

STATUS UPDATE: The DME continues to serve as a member of the Raise DC multi-sector Leadership Council. To date, the DME has contributed to the citywide, collective impact work of the Raise DC partnership through management of the Graduation Pathways data analyses and coordinating the multi-sector effort to launch the Re-Engagement Center. As these projects transition to the full-time management of Raise DC (Graduation Pathways Project) and OSSE (Re-Engagement Center), the DME will continue to play a supportive role in both these initiatives.

Q26. Provide the following budget information for DME, including the approved budget, revised budget, and expenditures, for FY14 and to date in FY15:
   - At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. (See Attachment E).
   - At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. (See Attachment E).
   - At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group. (See Attachment E).
   [NOTE: for electronic submission please submit raw data (i.e. CFO data ump)]

Q27. Provide a complete accounting of all intra-district transfers received by or transferred from DME during FY14 and to date in FY15. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within DME the transfer affected.

   See Attachment F

Q28. Provide a complete accounting of all reprogrammings received by or transferred from the DME during FY14 and to date in FY15. For each, please provide a narrative description as to the purpose

and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, include an accounting of all reprogrammings made within the agency that exceeded $100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

See Attachment G

Q29.　Provide a list of all DME's fixed costs budget and actual dollars spent for FY14 and to date in FY15. Include the source of funding and the percentage of these costs assigned to each DME program. Include the percentage change between DME's fixed costs budget for these years and a narrative explanation for any changes.

See Attachment H

Q30.　Provide the capital budget for DME and all programs under its purview during FY14 and FY15, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY14 and FY15. Did any of the capital projects undertaken in FY14 or FY15 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.

N/A

Q31.　Provide a current list of all properties supported by the DME budget. Indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, provide the terms of the lease. For all properties provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).

N/A

Q32.　Describe any spending pressures that existed in FY14. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

DME had no spending pressures for FY14.

Q33.　Identify potential areas where spending pressures may exist in FY15? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY15 budget.

DME does not anticipate any spending pressures for FY15.

Q34.　Provide a list of all FY14 full-time equivalent positions for DME, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, indicate the source of funds for each FTE (local, federal, special purpose, etc.).

See Attachment I

Q35.   How many vacancies were posted for DME during FY14? To date in FY15? Which positions? Why was the position vacated? In addition, note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

- There was one (1) position posted for DME in FY 14.
    - Special Assistant
    - Position was vacant due to employee resigning.
    - Position was vacant for 10 months
    - Position has been filled
    - Local funding
- There were five positions posted for DME in FY15.
    - My School DC (MSDC) Positions
        - Program Manager – Executive Director (This position was posted twice due to employee resigning)
        - Data Analyst
        - Program Analyst – Parent Response Manager
        - Special Assistant – Parent Engagement Manager
    - Positions were vacant due to new positions for FY15 for MSDC
    - Positions were vacant for 15 days
    - Local funding

- There are three additional vacancies that will be posted soon.

Q36.   How many employee performance evaluations were completed in FY14 and how was performance measured against position descriptions? To date in FY15? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

There were four (4) performance evaluations completed in FY14. All staff performed at or above average therefore no corrective action was necessary.

Q37.   Provide the Committee with the following:

- A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY14 and to date in FY15, and the amount; and,
- A list of travel expenses for FY14 and to date in FY15, arranged by employee.

DME had no employees receiving bonuses, special pay, additional compensation, or hiring

incentives in FY14 and to date in FY15

Employee	Date of Travel	Destination/Reason	Cost	
Celine Fejeran	12/12-13/13	Los Angeles, CA/ National League of Cities Conference	Airline	$ 381.80
			Hotel	$ 307.74
Abigail Smith	2/26/14 – 3/2/14	Park City, UT/ Pahara-Aspen Education Fellows Seminar	Airline	$ 611.50
			* This was reimbursed back to Gov't by Aspen	
Cecilia Kaltz	1/15-18/14	Memphis, TN/ Education Pioneers Training	Airline	$ 689.49
			Hotel	$ 450.00
Abigail Smith	4/29/14 – 5/1/14	San Francisco, CA/ New School Venture Fund Summit	Airline	$490.00
			Registration	$800.00
Abigail Smith	7/22-26/14	Aspen, CO/ Pahara-Aspen Education Fellows Seminar	Airline	$618.50
			Reimbursed back to the Government	
Abigail Smith	7/31/14	Boston, MA/ Pioneer Institute One Day Conference	Airline	$204.00
Scheherazade Salimi	9/10-16/14	Santa Monica, CA/ National Alliance for Public Charter Schools Conference	Airline	$445.20
			Hotel	$741.21
Celine Fejeran	12/10-14/14	Portland, OR/ National League of Cities Reengagement Plus Convening	Airline	$526.20
			Hotel	$374.43

Q38.   Provide the following information for all grants awarded to DME during FY14 and to date in FY15:
- Grant Number/Title;
- Who the grant was awarded;
- Approved Budget Authority;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the grant;
- Grant deliverables;
- Grant outcomes, including grantee performance;
- Any corrective actions taken or technical assistance provided;
- DME program and activity supported by the grant;
- DME employee responsible for grant deliverables; and
- Source of funds.

DME did not have any grants awarded to DME during FY 14 and to date in FY15.

Q39.   Provide the following information for all grants/subgrants awarded by DME during FY14 and to date in FY15:
-   Grant Number/Title;
-   Who the grant was awarded;
-   Approved Budget Authority;
-   Expenditures (including encumbrances and pre-encumbrances);
-   Purpose of the grant;
-   Grant deliverables;
-   Grant outcomes, including grantee/subgrantee performance;
-   Any corrective actions taken or technical assistance provided;
-   DME employee/s responsible for overseeing the grant; and
-   Source of funds.

DME did not award any grants/subgrants in FY14 and to date in FY15

Q40.   Provide the following information for all contracts awarded by DME during FY14 and to date in FY15:
-   Contract number;
-   Approved Budget Authority;
-   Funding Source;
-   Whether it was competitively bid or sole sourced;
-   Expenditures (including encumbrances and pre-encumbrances);
-   Purpose of the contract;
-   Name of the vendor;
-   Contract deliverables;
-   Contract outcomes;
-   Any corrective actions taken or technical assistance provided; and
-   DME employee/s responsible for overseeing the contract.

A.   Adequacy Study Contract Extension – FY14

Contract number: DOC77318
Approved Budget Authority: $13,045
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively bid
Expenditures: $13,045
Purpose of Contract: Continuation from FY13 – To produce and deliver to the Mayor an adequacy study and recommendations for revision of the Uniform Per Student Funding Formula (UPSFF)
Vendor: The Finance Project
Contract deliverables:

Deliverables
Report recommending revisions to the UPSFF

Outcomes: Cost of Student Achievement: Report of the DC Education Adequacy Study report delivered.

Corrective Action Taken or technical assistance provided: none

DME employee responsible for overseeing the contract: Judi Greenberg

B. Purchase of New Computers – FY14

Contract number: VA-090202-DELL
Approved Budget Authority: 5,932.54
Funding Source: Local
Competitively Bid or Sole Sourced: Sole Sourced (This is the vendor the IT uses to purchase computer equipment)
Expenditures: $5,932.54
Purpose of Contract: DME computers were out dated and needed an upgrade
Vendor: DELL
Contract deliverables:

Deliverables
Four computers with monitors and speakers and two additional monitors

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Tara Lynch

C. Translation and Interpretation Services for Common Lottery and My School DC – FY14

Contract number: NA
Approved Budget Authority: $20,000
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively bid
Expenditures: $20,000
Purpose of Contract: Translation and Interpretation Services for the Common Lottery project and My School DC
Vendor: Multicultural Community Services
Contract deliverables:

Deliverables
Translate Fliers, brochures and other communications to parents and the community
Provide interpretation services for various community meetings

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Tara Lynch

D. Education Pioneer Program (Everette Guiterrez Jr)

Contract number: None
Approved Budget Authority: $7,000
Funding Source: Local
Competitively Bid or Sole Sourced: Sole Source
Expenditures: $7,000
Purpose of Contract: Brought on an intern from the Education Pioneers Fellows Program. Required to pay the intern this amount for 10 weeks.
Vendor: Everett Gutierrez Jr.
Contract deliverables:

Deliverables
Work with the My School DC Team on outreach projects

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Tara Lynch

E. Education Pioneers Program (Payment for actual agreement) – FY14

Contract number: None
Approved Budget Authority: $3,500
Funding Source: Local
Competitively Bid or Sole Sourced: Sole Sourced
Expenditures: $3,500
Purpose of Contract: Collaborate with the Education Pioneer Fellow Program to allow graduate students an internship with organization focusing on Education
Vendor: Education Pioneers
Contract deliverables:

Deliverables
Provide an intern for 10 weeks to the DME

Outcomes: All deliverable met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Tara Lynch

F. UPSFF Interactive Electronic Tool – FY14

Contract number: NA
Approved Budget Authority: $35,000
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively bid
Expenditures: $35,000
Purpose of Contract: To develop an interactive electronic tool that models the resources and costs needed to derive the Uniform Per Student Funding Formula base and weights.
Vendor: Augenblick Palaich and Associates
Contract deliverables:

Deliverables
An Excel workbook that models the resources and costs to derive the UPSFF base and weights

Outcomes: Electronic tool was delivered.
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Judi Greenberg

G. LEA Payment Research Consultant – FY14

Contract number: CW30802-BPA
Approved Budget Authority: $30,000
Funding Source: Local
Competitively Bid or Sole Sourced: Sole Sourced
Expenditures: $3,500
Purpose of Contract: Phase II: Provide technical advice and support in the development of recommendations for a uniform Local Education Agency (LEA) payment system
Vendor: Augenblick Palaich & Associates
Contract deliverables:

Deliverables
Phase II of the LEA Payment work that includes working with DME to refine a set of recommendations for achieving and implementing a uniform LEA payment system and run additional modelling of anticipated changes to LEA funding levels. This is time and expense and is provided on a needed basis.

Outcomes: First technical assistance request was met and DME intends to keep work with APA.
Corrective Action Taken or technical assistance provided: none
DME employee responsible for overseeing the contract: Judi Greenberg

H. <u>Boundary Mailings – FY14</u>

Contract number: CW24978
Approved Budget Authority: $23,879.50
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively Bid
Expenditures: $23,879.50
Purpose of Contract: Provide printing and mass mailing service for letters to DCPS Parents in reference to boundaries.
Vendor: Toucan Printing and Promo
Contract deliverables:

Deliverables
-Print letter in color front and back
-Fold into standard #10 regular envelopes
-Image return and recipient address labels
-Provide first class mailing

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Claudia Lujan

I. <u>My School DC Ed Fest Event Planner – FY14</u>

Contract number: None
Approved Budget Authority: $10,000.00
Funding Source: Local
Competitively Bid or Sole Sourced: Sole Sourced
Expenditures: $10,000
Purpose of Contract: Provide event planning for My School DC Ed Fest
Vendor: Abbe Kaufmann Associates, Inc.
Contract deliverables:

Deliverables
-Festival planning, promotion, solicitation and logistics.

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Aryan Bocquet

J. <u>Translation and Interpretation Services for My School DC – FY14</u>

Contract number: DCPO-2012-13-0067
Approved Budget Authority: $57,980.93
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively Bid
Expenditures: $57,980.93

Purpose of Contract: Provide translation and interpretation services for My School DC
Vendor: Multicultural Community Services
Contract deliverables:

Deliverables
-Translate various documents for communication to parents for My School DC Common Lottery project

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Aryan Bocquet

K. My School DC Promotions for Ed Fest – FY14

Contract number: None
Approved Budget Authority: $12,000
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively Bid
Expenditures: $12,000
Purpose of Contract: Develop some communication items for Ed Fest
Vendor: KSA – Plus Communications Inc.
Contract deliverables:

Deliverables
-Develop Logo and Save the Date Image and Postcards
-Modify existing Mailchimp template to create the Ed Fest Mailchimp
-Design promotionals

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Aryan Bocquet

L. Desktops for DME, laptops for My School DC and Re-engagement Center – FY14

Contract number: VA-140401-DELL
Approved Budget Authority: $21,342.53
Funding Source: Local
Competitively Bid or Sole Sourced: Sole Sourced (This is the vendor that our IT department uses)
Expenditures: $21,342.53
Purpose of Contract: Complete upgrade of DME computers, Purchase of laptops for My School DC team as well as the Re-engagement center staff
Vendor: DELL
Contract deliverables:

Deliverables
Provide desktops, monitors and laptops

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None

DME employee responsible for overseeing the contract: Tara Lynch Contract number:

M. My School DC Temp Agency for Hotline – FY15

Contract number: C12643
Approved Budget Authority: $100,000
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively Bid
Expenditures: $0
Purpose of Contract: Provide staff to respond to questions and requests for assistance from parents, students and community using the MSDC to apply for and enroll their children in public schools
Vendor: Aspen of DC ADC Management Solutions
Contract deliverables:

Deliverables
Provide temps for MSDC Hotline

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Michele DeSando/ Amy Lerman

N. Continuation of LEA Payment Systems Contract – FY15

Contract number: CW30802
Approved Budget Authority: $15,000
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively Bid
Expenditures: $7,950.00
Purpose of Contract: PhaseI: Provide technical advice and support in the development of recommendations for a uniform Local Education Agency (LEA) payment system.
Vendor: Augenblick Palaich & Associates
Contract deliverables:

Deliverables
Provide a summary of best practice research describing payment methodologies and enrollment counts used in similar jurisdictions and a matrix of optional student enrollment count and payment methods the District of Columbia could implement to achieve a uniform LEA payment system.

Outcomes: All deliverables met
Corrective Action Taken or technical assistance provided: None
DME employee responsible for overseeing the contract: Judi Greenberg/Jennifer Comey

O. Printing/Duplication Services – FY15

Contract number: C12287
Approved Budget Authority: $9,916.50
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively Bid
Expenditures: $0

Purpose of Contract: Provide printing services for My School DC
Vendor: DIGI Docs Inc. Document Managers
Contract deliverables:

Deliverables
Provide duplication services

Outcomes: Still performing duties
Corrective Action Taken or technical assistance provided:
DME employee responsible for overseeing the contract: Aryan Bocquet

P. Translation and Interpretation Services – FY15

Contract number: DC PO-2012-B-0067
Approved Budget Authority: $10,000
Funding Source: Local
Competitively Bid or Sole Sourced: Competitively Bid
Expenditures: $0
Purpose of Contract: Provide translation and Interpretation Services for My School DC
Vendor: Multicultural Community Services
Contract deliverables:

Deliverables
Provide translation and interpretation services

Outcomes: Still performing duties
Corrective Action Taken or technical assistance provided:
DME employee responsible for overseeing the contract: Aryan Bocquet

Q41. Provide the following information for all contract modifications made by DME during FY14 and to date in FY15, broken down by DME program and activity:
- Name of the vendor;
- Purpose and reason of the contract modification;
- employee/s responsible for overseeing the contract;
- Modification cost, including budgeted amount and actual spent; and
- Funding source.

A. Translation & Interpretation Services – FY14
- Multicultural Community Services
- Additional documents needed translation and additional meetings with the community needed interpreters. Additionally added services for My School DC
- Claudia Lujan & Aryan Bocquet
- $10,000
- Local

B. My School DC Promotions for Ed Fest – FY14
- KSA-Plus Communications Inc.
- Additional work needed for promoting Ed Fest
- Aryan Bocquet
- $6,000

- Local

C. Translation Services for My School DC – FY15
- Multicultural Community Services
- Additional translation of documents needed for My School DC
- Aryan Bocquet
- $5,000
- Local

Q42. Provide the following information for all purchase card transactions during FY14 and to date in FY15:
- Employee that made the transaction;
- Transaction amount; and,
- Transaction purpose.

All transactions were made by Tara Lynch who manages the purchase card. Transactions were made with the approval of Scheherazade Salimi who was the Chief of Staff and cardholder at the time.

Date of Transaction	Transaction Amount	Vendor	Purpose	NOTES
11/7/2013	$1,732.36	Multicultural Community Services	Translation/Interpretation Services for Boundaries project	
11/14/2013	$381.80	Delta Airlines	Airline ticket for employee (Celine Fejeran) for conference	
11/18/2013	$105.02	The Corporate Connection	Notary items for staff	
12/14/2013	$307.74	JW Marriott L.A. Live	Hotel for employee (Celine Fejeran) for conference	
12/20/2013	$863.97	Metropolitan Office Products	Office Supplies	
1/6/2014	$10.17	GoDaddy.Com	Website used to collect community feedback on boundaries project	
1/6/2014	$611.50	US Airways	Airline ticket for employee (Abigail Smith) conference	
1/8/2014	$689.49	US Airways	Airline ticket for employee (Cecilia Kaltz) to attend a training	Training was required by contract DME had with Ed Pioneers Program
1/19/2014	$450.00	The Madison Hotel	Hotel for employee	Training was

			(Cecilia Kaltz) for training	required by contract DME had with Ed Pioneers Program
1/23/2014	$494.73	Metropolitan Office Products	Office Supplies	
1/24/2014	$642.00	Multicultural Community Services	Translation/Interpretation Services for Boundaries project	
2/3/2014	$745.15	American Business Supplies	Office Supplies	
2/19/2014	$1,299.99	American Business Supplies	Office Supplies	
2/27/2014	$45.00	Metropolitan Office Supplies	Office Supplies	
3/13/2014	$30.00	Amazon.com	Mini Display Pot to VGA Video Adapter	Adapter to connect computer to projector
3/26/2014	$800.00	New Schools Venture	Registration for employee (Abagail Smith) to attend conference	
3/27/2014	$490.00	Delta Airlines	Airline ticket for employee (Abigail Smith) for conference	
4/11/2014	$1,758.78	Metropolitan Office Supplies	Office Supplies	
4/18/2014	$16.77	Amazon.com	Cubicle Board Hangers	

4/18/2014	$52.77	Amazon.com	Outterbox for employees iPhones	
4/24/2014	$90.00	Metropolitan Office Products	Office Supplies	
4/26/2014	$339.98	Metropolitan Office Products	Office Supplies	
4/28/2014	$55.21	Amazon.com	Outterboxes for employees iPhones	
4/28/2014	$42.72	Amazon.com	Adaptor to connect computer for dual monitors	
4/29/2014	$1,230.12	Canon Business Solution	Repairs to copier	
5/8/2014	$529.54	DELL	Computer Monitors	
6/3/2014	$187.48	Metropolitan Office	Service for repairs to	

		Supplies	printer	
6/4/2014	$2,207.70	Multicultural Community Services	Translation/Interpretation for boundaries Project	
6/16/2014	$140.00	Poll Everywhere	Survey services for boundaries project	
6/23/2014	$40.00	Travel Insurance Policy	Insurance added to airline ticket for employee	
6/23/2014	$618.50	United Airlines	Airline ticket for employee (Abigail Smith) for conference	
6/23/2014	$204.00	US Airways	Airline ticket for employee (Abigail Smith) for conference	
6/25/2014	$169.99	Metropolitan Office Products	Office Supplies	
8/1/2014	$484.84	IBM	Renewal of service agreement for the SPS system	
8/5/2014	$2,500.00	Washington Convention Center	Deposit for the use of the Stadium Armory for Ed Fest	
8/28/2014	$445.20	Frontier Airlines	Airline ticket for employee (Scheherazade Salimi) for conference	
9/13/2014	$741.21	Doubletree Hotel	Hotel for employee (Scheherazade Salimi) for conference	
9/20/2014	$1,059.08	DELL	Computer Monitors	
9/22/2014	$4,873.84	Metropolitan Office Products	Office Supplies	
9/23/2014	$4,512.07	4Imprint	Products for Ed Fest	
9/23/2014	$1,275.00	4Imprint	Products for Ed Fest	
9/23/2014	$1,262.52	4imprint	Products for Ed Fest	
9/24/2014	$443.97	Metropolitan Office Products	New Fax for Office	
9/24/2014	$987.50	Document Managers	Printing for Ed Fest	
9/23/2014	$4,677.36	DELL	Laptops for Office	
9/24/2014	$2,400.00	Document Managers	Printing for Ed Fest	
9/25/2014	$2,002.50	Washington Blade	Advertising for Ed Fest	
9/25/2014	$347.40	Ring Central	MSDC Old Hotline	
9/26/2014	$1,454.00	Global Printing	Printing for Ed Fest	
9/26/2014	$2,498.00	Document Managers	Printing for Ed Fest	
9/26/2014	$2,443.70	American Business Supply	Office Supplies	
10/24/2014	$300.00	ABEBE BELEW	Amharic Advertising for	

			Ed Fest	
10/24/2014	$129.00	SmartSheet	MSDC database for hotline calls	
10/28/2014	$1,561.05	CSI	Printing for Ed Fest	
11/5/2014	$960.00	Washington Post	Advertising for Ed Fest	
11/12/2014	$526.20	United Airlines	Airline ticket for employee (Celine Fejeran) for conference	
11/18/2014	$167.97	Metropolitan Office Products	Office Supplies	
11/19/2014	$438.80	CSI	Printing for MSDC	
11/21/2014	$42.00	Rack Space	MSDC email plate form for info account	
11/24/2014	$150.00	Mailchimp	MSDC account for email alerts	
12/2/2014	$7.58	US Postal Service	Certified Letter to Employee	
12/2/2014	$1,594.00	CSI	Printing for Ed Fest	
12/3/2014	$2.42	Amazon Web Service	Hosting fee for MSDC website	
12/3/2014	$40.49	Best buy	Replacement Charger for Surface	
12/5/2014	$93.46	Amazon.com	Cover Sleeves for laptops	
12/8/2014	$2,491.75	CSI	Printing for MSDC	
12/9/2014	$300.00	Guide By Cell Inc	Hosting site for My School DC	
12/16/2014	$136.53	Heroku	Hosting fee for MSDC website	
12/18/2014	$19.21	GoDaddy.com	Website used to collect community feedback on boundaries project	

Q43. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DME during FY14 and to date in FY15. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

N/A

Q44. Provide a citation of all regulations that were reviewed and/or revised in FY14 and FY15 to date.

All regulations that were reviewed or revised were done by DCPS and OSSE and are included in their responses.

Q45. Has the DME adhered to all non-discrimination policies in regards to hiring and employment?

Yes, DME has adhered to all non-discrimination policies in regards to hiring and employment.

Q46.   Have there been any accusations by employees or potential employees that the DME has violated hiring and employment non-discrimination policies in FY14 or to date in FY15? If so, what steps were taken to remedy the situation(s)?

There have been no accusations by employees or potential employees that the DME has violated hiring and employment non-discrimination policies in FY14 or to date in FY15.