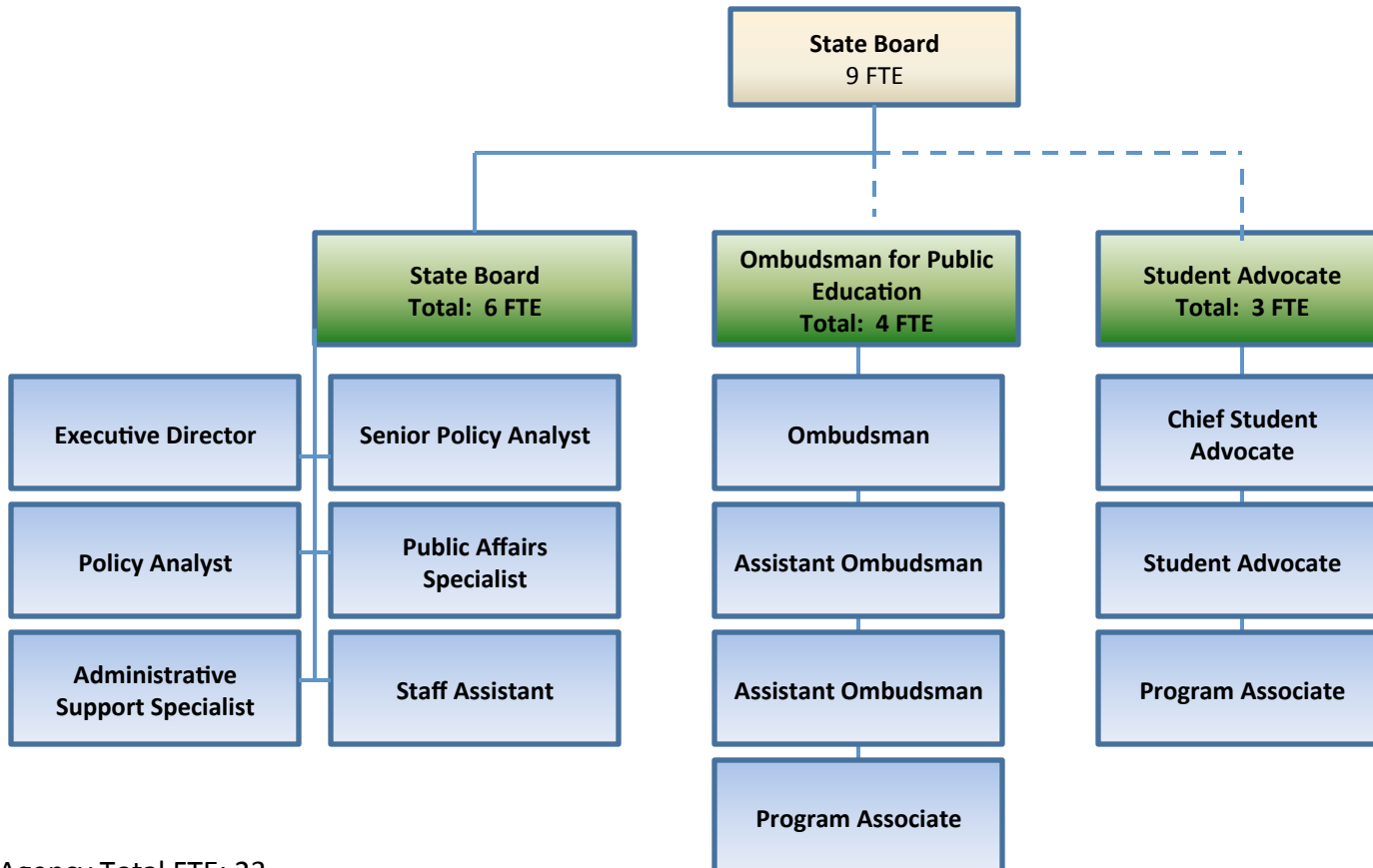


FY 2018 State Board of Education Organization Chart



Agency Total FTE: 23

The dashed lines above represent the independent nature of the Offices of the Ombudsman and Student Advocate. The State Board provides administrative support and general oversight over the offices, but does not direct their activities. Please also note that each of the offices utilize part time fellows (approximately 18-20 per fiscal year) to supplement the work of FTEs. The fellows share FTE position numbers, typically three per FTE.



Fiscal Year 2017 Performance Oversight Responses

Karen Williams, President, Ward 7
Jack Jacobson, Vice President, Ward 2
Ashley Carter, At Large
Laura Wilson Phelan, Ward 1
Ruth Wattenberg, Ward 3
Lannette Woodruff, Ward 4
Mark Jones, Ward 5
Joe Weedon, Ward 6
Markus Batchelor, Ward 8
Tallya Rhodes, Student Representative
Tatiana Robinson, Student Representative

John-Paul Hayworth, Executive Director
Maria Salciccioli, Senior Policy Analyst
Matthew Repka, Policy Analyst
Paul Negron, Public Affairs Specialist

February 2, 2018





State Board of Education of the District of Columbia
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Program Operations and Community Engagement

Q1. What were the major accomplishments of the SBOE in FY17 and to date in FY18? Include the following:

a. Specific efforts to engage with the community and other jurisdictions;

The accomplishments of the District of Columbia State Board of Education in FY17 and to date in FY18 are a testament to the dedication and passion of the elected members and staff. One of the primary accomplishments of the State Board was the passage of the State Accountability Plan required under the federal Every Student Succeeds Act (ESSA). Creating a new accountability system represented an important opportunity for DC to expand its school improvement efforts, support and develop educators, and share transparent, consistent information about public education options in the District. SBOE and the Office of the State Superintendent of Education (OSSE) were firmly committed to engaging the public on the new accountability system. Throughout 2016, SBOE held numerous community meetings across all eight wards of the District and scheduled extra public meetings to gather public input.

In February 2017, SBOE and OSSE co-hosted nine community meetings across all eight wards to present the draft ESSA plan to families and solicit community input on what DC should include in its final accountability plan. The draft plan outlined how schools would enact ESSA's requirements and described statewide strategies for public education policies, such as sharing school quality data accessibility and improving support for underserved student populations. More than 300 community members, parents, students, and advocates attended these meetings to learn more about the plan and provide input. This feedback helped Board members advocate to incorporate the community's needs and desires into the plan.

In summer 2017, the SBOE launched a task force to examine the District's high school graduation requirements, which have not been updated since 2007. Through an open and transparent application process led by Ward 1 representative Laura Wilson Phelan and Ward 8 representative Markus Batchelor, the Board convened a task force of diverse, passionate high school stakeholders, including students, parents, advocates, DCPS and PCSB leaders, teachers, administrators, college staff, and local business experts. The task force started work in July 2017 on updated requirements that would offer students greater flexibility, prepare them for 21st century jobs and foster civic engagement. To inform this work, the task force conducted focus groups with high school students and college counselors at fourteen traditional public and public charter schools to understand the challenges affecting high school students and their families.

The State Board also convened a task force led by Ward 4 Representative Lannette Woodruff, comprised of students, teachers, principals, District education experts, nonprofit leaders, and community advocates representing all eight wards. The ESSA Task Force first met in August 2017 and continues to work closely with OSSE to create a family-driven school report card that will provide standard information on all of DC's public and public charter schools. Task force members have hosted focus groups across the city to gather feedback on the elements that should be included on the school report card, worked to create a shared definition of equity, and shared their perspectives on a variety of education issues. The ESSA Task Force's work will continue through June 2019, and in that time, they plan to make recommendations to the Board on various District education policies.

b. Improvements to the process for student discipline;

The State Board remains concerned about the lack of consistency in public schools related to student discipline. The SBOE's Offices of the Ombudsman for Public Education (Ombudsman) and Student Advocate (OSA) have amply demonstrated that student discipline remains a consistent issue in schools across the District. Racial disparities in student discipline remain a significant concern to the SBOE as well. In the District, African American students are nearly seven times more likely to be suspended than white students. It is unconscionable that students of color are being treated as more deserving of punishment than education. The State Board agrees with the recommendations of the Ombudsman and OSA and will continue to push for the adoption of policies in all schools that reflect the needs of our students first.

c. Changes made to regulations regarding student attendance, improving content standards, educator quality, and preparing students for post-secondary success;

As noted above, the State Board launched a high school graduation requirements task force to review the current requirements to determine what, if any, changes could be made that would maintain the current rigor of a diploma and ensure that the requirements are aligned with pathways to a student's future career. Further, following the SBOE's enormous success with Health Education Standards, the State Board created a new committee in 2018 focused exclusively on evaluating – and updating, where necessary – the District's education standards. The State Board has received requests for updates to the following standards in the past two years alone: Arts, Music, Social Studies, and Science. The committee will review each request and determine if updates are needed before establishing a public discussion process and timeline on a particular standard.

d. Studies, analyses, and research papers conducted by the Board (provide a copy); and

In our FY16 Performance Oversight Questions Responses, we noted that the SBOE was unable to perform this vital function to the desired extent due to a lack of staff and funding. Unfortunately, no additional funds from Council were available in FY17. The State Board has attempted to secure funding from grant sources and was successful in an application with the National Association of State Boards of Education (NASBE). The NASBE grant is centered around their work on “deeper learning,” and SBOE is using these funds to augment our outreach and analysis efforts for high school graduation requirements. The State Board also has streamlined internal processes to provide funding for additional research. The SBOE staff also provides significant research capability to the individual Board members and the task forces in the form of briefing memos and article summaries.

e. Reports published by the Board (provide a copy).

Student Advisory Committee Report & 10 Years of SBOE Report are located in the appendix.

Q2. Identify any legislative, statutory, or regulatory requirements that the State Board of Education lacks sufficient resources to properly implement. Please note any operational or logistical barriers to your agency's operations.

For the first time in three years, SBOE is not requesting additional personnel. This is not because we would not benefit from increased capacity, but we understand the financial limitations of the District's budget. SBOE continues to face significant administrative pressures, but we are very hopeful that the recent addition of an administrative staff person will mitigate these issues.

In fiscal year 17, SBOE had significant concerns with two sister agencies: DC Department of Human Resources and the Office of the Chief Technology Officer. In both cases, we are committed to working with these agencies in FY18 to streamline and improve these relationships.

Legislative barriers continue to hamper the State Board in fulfilling its role as the voice of residents in education policy development. Despite the Committee's strong support at our last performance oversight hearing, our agenda remains largely dominated by issues of interest for other agencies. As was made clear in the reporting related to potential issues at District high schools, the consolidation of authority within a single entity has led to situations where appropriate oversight could be compromised. As the Committee is aware, the SBOE adopted a resolution (copy in appendix) on January 17, 2018, that called for an independent analysis of the oversight structure of the education system in the District by the DC Auditor. We believe this is a necessary and appropriate action, as a best practice after a decade of operations under the Public Education Reform Amendment Act of 2007. The State Board also intends to offer further recommendations in the coming months on attendance policy and credit recovery, two areas of concern on which the Board has been working for a number of years.

The aforementioned resolution also recommended a change to the SBOE's statute to ensure access to District agency data and information to facilitate its statutory duties. We would recommend that the language be added as a new paragraph in Section 403 of the State Board of Education Establishment Act of 2007, D.C. Official Code § 38-2652. We will work with Committee staff to develop the legislative language.

Q3. For FY17, the Committee added an additional FTE and corresponding funding to the SBOE, and in FY18 the Committee allocated another FTE and corresponding funding as well as additional funds for staff raises at SBOE. Provide an update on what this additional funding has allowed the SBOE to accomplish.

The State Board has created two new positions, one in community engagement and a second in administration, to meet general needs of the agency. The community engagement position is the first of its kind for SBOE and the person in the role serves as the lead staff member for communications and engagement. This has greatly enhanced the ability of the State Board to engage with stakeholders in a professional and consistent manner.

The second position provides mid-level administrative support to all three offices of the State Board. This reduces the administrative burden on the Executive Director while also increasing

efficiency between the three offices. There were unfortunate delays in hiring for this position, but we are now on track to welcome the new staff member on February 20, 2018.

Q4. Provide a detailed update on the Board's work to date develop a new accountability system under ESSA.

a. Please describe steps the Board has taken to comply with ESSA requirements;

The Every Student Succeeds Act does not specifically give requirements for the State Board. However, District law requires State Board approval of accountability plans and the design and content of school report cards. It is in these areas that the State Board has been working closely with the Office of the State Superintendent of Education to provide input, recommendations and guidance.

In the response to Q105 of its performance responses, OSSE outlines the steps it has taken to submit the state's Consolidated State Plan to the US Department of Education for approval. In addition, OSSE summarizes the steps it has taken to implement the state plan.

b. Describe any efforts to engage the community;

For much of the past decade, consistent and intensive public input into education policymaking has been missing in the District of Columbia. The State Board is committed to not only providing the microphone for residents who have been historically marginalized and ignored, but to continue to insist that other agencies do the same. There is always room to improve community engagement.

c. Explain how you worked with OSSE;

The SBOE worked with OSSE on the development of the Consolidated State Plan required by the ESSA. In February 2017, the SBOE and OSSE jointly held meetings in every ward in the city, developed joint presentations, and provided briefings to numerous ward education groups, community associations and individuals. Staff-to-staff coordination occurred at least weekly to ensure that updates to materials and timelines were carried across agencies. As a result of this collaboration, the SBOE approved the STAR framework, the state accountability system in March 2017 consistent with DC law. OSSE has continued to brief Board members at every official meeting of the SBOE since January 2017. OSSE has also participated consistently and presented to the SBOE's ESSA task force since its formation. Most recently, the SBOE supported OSSE in conducting public engagement on the contents of the report card. The SBOE ESSA task force provided feedback to OSSE on the suite of tools used to conduct public engagement and provided feedback as the content proposal evolved. This work, which ended in December 2017, resulted in over 1,900 pieces of public feedback on the report card content.

Both OSSE and the SBOE have held meetings in every ward of the city with community associations, ward based education groups, teacher unions, students, parents, arts organizations, and not for profits to present information related to ESSA and ensure that feedback was gathered. The SBOE has also made its meetings more transparent by live-streaming them on social media, providing video and audio recordings of meetings on our website and other venues, translating

materials whenever possible, and utilizing the State Board representative's vast networks of personal connections within their neighborhoods. Further, the SBOE created one of the most dynamic and representative task forces in the city's history to advise the State Board on the ESSA school report card and the state accountability plan.

d. Provide a timeline of implementation; and,

Although the State Board of Education has no authority over the day-to-day implementation of the Consolidated State Plan, the State Board of Education continues to play an advisory role on issues pertaining to the STAR framework. As mentioned previously, the SBOE has worked with OSSE as it developed a list of the content that will appear on the state report card; this work has taken place since September 2017 and is ongoing. OSSE will also publish its first list of schools receiving comprehensive and targeted support using the STAR framework in December 2018.

e. Describe the Board's next steps on the ESSA plan.

At its February meeting, the State Board will be considering a proposal from OSSE on the content of a new District-wide School Report Card. The proposed content is expected to grow and change with the information needs of residents. The State Board will also be searching for new or revised accountability metrics in a variety of areas including: high school growth, school climate, and access and opportunity.

Q5. Please describe any activity the Board has taken to improve adult education in the District of Columbia in FY17 and to date in FY18. In your response, please provide an update on awarding the state diploma for adult learners. How many adult learners received state diplomas?

The State Board does not award the state diploma. OSSE has informed us that 350 adult learners received state diplomas in FY17.

Q6. Provide an update on the Board's ad hoc committees that are currently operating, including their goals and work plans.

In 2017, the Board created five committees: Administration, Educational Excellence & Equity, ESSA Accountability Plan (later updated to the ESSA Task Force), Student Advisory, and Public Engagement & Outreach by resolution. Two of the committees (ESSA & EEE) created an application based Task Force to assist with their work. The Student Advisory Committee produced a report for the SBOE. In January 2018, the State Board revised its committee membership and structure to include committees that will focus on Regulation & Laws and Education Standards. Copies of these resolutions and report are in the appendix.

Q7. How does the State Board of Education comply with the Language Access Act?

The State Board complies with the Language Access Act to the greatest extent possible given funding and staff limitations.

Interagency Collaboration



Q8. What interagency or intra-agency efforts have been made to improve SBOE functions in FY17 and FY18 to date? Describe efforts to collaborate with other boards and agencies to engage in District education initiatives and include in your response specifically any partnerships or collaborations with the following:

- a. Office of the State Superintendent of Education;
- b. Office of the Deputy Mayor for Education;
- c. DC Public Schools;
- d. DC Public Charter School Board;
- e. Office of Human Rights' Citywide Youth Bullying Prevention Program; and
- f. DC Public Libraries.

SBOE continues to enhance and expand its efforts to engage other District agencies, including those listed above. In particular, the relationship with OSSE continues to strengthen, particularly in matters related to public engagement on education policy like the ESSA accountability plan and school report card. DCPS Chancellor Wilson has begun his tenure with a commitment to working with the State Board members individually and collectively to better opportunities for students across the District.

Q9. Please describe SBOE's working relationship with OSSE. Describe any efforts to formalize policy-making processes between the two agencies. Also describe any collaboration between the two agencies in FY17 and to date in FY18.

Our working relationship with OSSE continues to grow. Although there is not a formal policy-making process in place, we do have mutual commitments to continue to review and revise policies and regulations with an eye toward what is best for students. We have collaborated successfully with OSSE on work related to the Every Student Succeeds Act and will continue to build on our progress in 2018. Members of OSSE's team serve on both our High School Graduation Requirements Task Force and our ESSA Task Force.

Q10. Please describe SBOE's working relationship with the Office of the Ombudsman for Public Education's and any improvements that can be made.

The relationship with the Office of the Ombudsman for Public Education is improving, but challenges remain. The primary challenges relate to the administration of three independent offices with very limited internal staff. The SBOE continues to work to improve these systems.

Q11. Please describe SBOE's working relationship with the Office of the Student Advocate and any improvements that can be made.

Similar to the Ombudsman, the Office of the Student Advocate remains understaffed with much administrative support from the SBOE's main office. We are hopeful that the addition of a new administrative-focused employee will provide much needed capacity in this area.

Personnel

Q12. Provide a current organization chart for SBOE and the name of the employee responsible for the management of each program. If applicable, provide a narrative explanation of any organizational changes made during FY17 or to date in FY18.

Please see the appendix for an organizational chart. Two positions were added since the previous organizational chart was created. First, an additional policy analyst and an administrative staff member were added to the SBOE main office. Another position was added by making whole two half positions within the Ombudsman and OSA offices.

Q13. List all employees detailed to or from your agency, if any. Provide the reason for the detail, the detailed employee's date of detail, and the detailed employee's projected date of return.

No employees are detailed to or from SBOE.

Q14. List SBOE's committees and subcommittees and which members serve on each one.

Administration & Budget

Chair – Jack Jacobson, Ward 2

Members – Mark Jones, Ward 5; Lannette Woodruff, Ward 4; Karen Williams (ex officio)

Student Advisory

Co-Chairs- Tallya Rhodes (H.D. Woodson HS) & Tatiana Robinson (Ballou HS)

Members: Students, Karen Williams (ex officio)

Educational Excellence & Equity – Regulations & Laws

Chair: Laura Wilson Phelan, Ward 1

Members: Ashley Carter, At-Large; Markus Batchelor, Ward 8; Karen Williams (ex officio)

Educational Excellence & Equity – Educational Standards

Co-Chairs: Ruth Wattenberg, Ward 3; Mark Jones, Ward 5

Members: Jack Jacobson, Ward 2; Karen Williams (ex officio)

ESSA Task Force

Chair: Lannette Woodruff, Ward 4

Members: Joe Weedon, Ward 6; Jack Jacobson, Ward 2; Karen Williams (ex officio)

Public Engagement & Outreach

Co-Chairs: Markus Batchelor, Ward 8; Ashley Carter, At-Large

Members: Jack Jacobson, Ward 2; Karen Williams (ex officio)

Q15. Has the SBOE adhered to all non-discrimination policies in regards to hiring and/or employment?

Yes. The SBOE complies with all District and internal non-discrimination policies.

Q16. Have there been any accusations by employees or potential employees that the SBOE has violated hiring and/or employment non-discrimination policies in FY17 or to date in FY18? If so, what steps were taken to remedy the situation(s)?

None.

Q17. Please include SBOE's plan and describe efforts taken to ensure a welcoming, inclusive, and diverse workplace for all employees. Describe the equity work that the Board has undertaken as a result of the challenges that were surfaced in FY16.

The SBOE has conducted an all-employee and member training in 2017. Additional trainings are in planning stages now. In addition, the SBOE approved a new non-discrimination policy in November 2017 to make clear the position of the agency. Finally, SBOE staff members were required by the Executive Director to complete two online classes on sexual harassment prevention and awareness in December 2017. Subsequently, the mayor issued an order for all District agencies related to sexual harassment prevention. The Executive Director has been designated as the agency Sexual Harassment Officer.

The non-discrimination policy reads: "The DC State Board of Education prohibits discrimination against and harassment of any employee or any applicant for employment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status or any other characteristic protected under applicable federal or state law. All Board members and staff are charged to support this effort and to respond promptly and appropriately to any concerns that are brought to their attention."

Q18. Please list all settlements entered into by the agency or by the District on behalf of the agency in FY17 or FY18, to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).

Four settlement agreements were entered into in FY17 and FY18 today. Each was a ratification from the previous fiscal year for various goods and services.

Q19. Please describe the agency's procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY17 and FY18, to date, whether or not those allegations were resolved.

As noted above, the agency has been proactively working to establish a culture in which harassment is actively prevented. The agency grievance process protects the rights of employees through an investigation of any allegations.

Q20. Please list the administrative complaints or grievances that the agency received in FY17 and FY18, to date, broken down by source. Please describe the process utilized to respond to any complaints and grievances received and any changes to agency policies or

procedures that have resulted from complaints or grievances received. For any complaints or grievances that were resolved in FY17 or FY18 to date, describe the resolution.

No complaints have been received.

Performance Plan

Q21. Provide the agency's performance plan/strategic plan for FY17. Did SBOE meet the objectives set forth in the 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.

The SBOE is midway through a two-year strategic plan that includes both FY17 and FY18. A copy of the plan is located in the appendix. To date, the SBOE has completed roughly two thirds of the objectives in the plan and has added further activities including those related to graduation requirements, the Every Student Succeeds Act, and attendance policy.

Q22. Provide the agency's performance plan/strategic plan for FY18. What steps has the agency taken in FY17 and to date in FY18 to meet the objectives set forth in the plan?

See above.

Budget and Finances

Q23. Provide the following budget information for SBOE, including the approved budget, revised budget, and expenditures, for FY17 and to date in FY18:

- a. At the agency level, provide the information broken out by the source of funds and by Comptroller Source Group and Comptroller Object.
- b. At the program level, provide the information broken out by the source of funds and by Comptroller Source Group and Comptroller Object.
- c. At the activity level, provide the information broken out by the source of funds and by Comptroller Source Group.

Please see appendix.

Q24. Provide a complete accounting of all intra-district transfers received by or transferred from SBOE during FY17 and to date in FY18. For each, provide a narrative description as to the purpose of the transfer and which programs, activities and services within SBOE the transfer affected.

The State Board provided \$200 to DPR for the cost of renting a bus to transport the Ballou High School football team to our December 20, 2017, public meeting at the request of Ward 8 Representative Markus Bachelor.

Q25. Provide a complete accounting of all reprogrammings received by or transferred from the SBOE during FY17 and to date in FY18. For each, 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, provide 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 appendix for reprogramming chart.

Q26. Provide a list of all SBOE's fixed costs budget and actual dollars spent for FY17 and to date in FY18. Include the source of funding and the percentage of these costs assigned to each SBOE program. Provide the percentage change between SBOE's fixed costs budget for these years and a narrative explanation for any changes.

The agency does not have a fixed costs budget other than salaries and benefits.

Q27. Provide the capital budget for SBOE and all programs under its purview during FY17 and so far in FY18, including amount budgeted and actual dollars spent. In addition, provide an update on all capital projects undertaken in FY17 and so far in FY18. Did any of the capital projects undertaken in FY17 or so far in FY18 have an impact on the operating budget of the agency? If so, provide an accounting of such impact.

The State Board does not have a capital budget.

Q28. Provide a current list of all properties supported by the SBOE 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, etc.).

The agency does not have a capital budget. In January 2018, the SBOE was contacted by the Department of General Services' Office of Protective Services with a request to begin subsidizing security at 441 4th Street, NW. DGS has requested the SBOE provide \$3,500 per year, beginning in FY2018. We have notified the mayor's budget office and the deputy mayor for education that additional funds will be necessary in FY2019 to meet this and other agency requests.

Q29. Describe any spending pressures that existed in FY17 and so far in FY18. In your response provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

The SBOE identified no spending pressures in FY2017 or FY2018.

Q30. Identify potential areas where spending pressures may exist in FY18. Provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY18 budget.

No spending pressures are expected in FY2018.

Q31. Provide a list of all FY17 full-time equivalent positions for SBOE, broken down by program and activity. In addition, for each position, 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.).

Program	Position	Name	Filled	Funding Source
SBOE	Board Member	Laura Wilson Phelan	Yes	Local
SBOE	Board Member	Jack Jacobson	Yes	Local
SBOE	Board Member	Ruth Wattenberg	Yes	Local
SBOE	Board Member	Lannette Woodruff	Yes	Local
SBOE	Board Member	Mark Jones	Yes	Local
SBOE	Board Member	Joe Weedon	Yes	Local
SBOE	Board Member	Karen Williams	Yes	Local
SBOE	Board Member	Markus Batchelor	Yes	Local
SBOE	Board Member	Ashley Carter	Yes	Local
SBOE	Executive Director	John-Paul Hayworth	Yes	Local
SBOE	Senior Policy Analyst	Maria Salciccioli	Yes	Local
SBOE	Policy Analyst	Matthew Repka	Yes	Local
SBOE	Public Affairs Specialist	Paul Negron	Yes	Local

SBOE	Administrative Support Specialist	To be filled February 20, 2018	No	Local
SBOE	Staff Assistant	Posted on January 29, 2018	No	Local
STOMB	Ombudsman	Joyanna Smith	Yes	Local
STOMB	Assistant Ombudsman	Clarence Parks	Yes	Local
STOMB	Assistant Ombudsman	Beryl Trauth-Jerman	Yes	Local
STOMB	Program Associate	Khadijah Williams	Yes	Local
STADV	Chief Student Advocate	Faith Gibson Hubbard	Yes	Local
STADV	Student Advocate	Dan Davis	Yes	Local
STADV	Program Associate	Tiffany Wilson	Yes	Local

Q32. How many vacancies were posted for SBOE during FY17? To date in FY18? Which positions? Why was the position vacated? In addition, note how long the position was or has been 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.

Two positions were posted in FY2017, both for Policy Analyst roles. One of the positions was new to the agency; the second was vacant for five months. The Administrative Support Specialist and Staff Assistant positions were posted in FY2018. The Administrative Support Specialist position is new to the agency. The Staff Assistant position only recently became vacant. All SBOE positions are funded through local dollars.

Q33. How many employee performance evaluations were completed in FY17 and how was performance measured against position descriptions? To date in FY18? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

All employees of the SBOE received performance evaluations in FY2017. Performance was measured against agreed-upon goals established at the beginning of each fiscal year between the employee and the Executive Director. Further, the Executive Director receives a performance evaluation from the Board that also includes input from agency partners and stakeholders.



Q34. Provide the committee with the following:

- a. A list of employees receiving bonuses, special pay, additional compensation, or hiring incentives in FY17 and to date in FY18, and the amount; and
- b. A list of travel expenses for FY17 and to date in FY18, arranged by the employee.

No employees received bonuses, special pay, additional compensation or hiring incentives in FY17. A list of travel expenses is located in the appendix.

Q35. Provide the following information for all grants awarded to SBOE during FY17 and to date in FY18:

- a. Grant Number/Title;
- b. Approved Budget Authority;
- c. Expenditures (including encumbrances and pre-encumbrances);
- d. Purpose of the grant;
- e. Grant deliverables;
- f. Grant outcomes, including grantee performance;
- g. Any corrective actions that were taken or technical assistance provided;
- h. SBOE program and activity supported by the grant;
- i. SBOE employee responsible for grant deliverables; and
- j. Source of funds

The State Board was successful in an application for a grant from the National Association of State Boards of Education related to “deeper learning.” The grant is reimbursable rather than included in the SBOE budget and will end on August 15, 2018. The grant has helped to provide funding for the Board’s High School Graduation Requirements Task Force.

Q36. Provide the following information for all grants/subgrants awarded by SBOE during FY17 and to date in FY18:

- a. Grant Number/Title;
- b. Approved Budget Authority;
- c. Expenditures (including encumbrances and pre-encumbrances);
- d. Purpose of the grant;
- e. Grant deliverables;
- f. Grant outcomes, including grantee performance;
- g. Any corrective actions that were taken or technical assistance provided;
- h. SBOE employee(s) responsible for overseeing the grant;
- i. Source of funds.

The State Board did not award any grants in FY2017.

Q37. Provide a complete accounting of all grant lapses in FY17, including a detailed statement on why the lapse occurred and corrective action taken by SBOE. Also, indicate if the funds can still be used and/or whether they carried over into FY18.

No grant lapses occurred in FY17.

Q38. Provide the following information for all contracts awarded by SBOE during FY17 and to date in FY18:

- a. Contract Number;
- b. Approved Budget Authority;
- c. Funding Source;
- d. Whether it was competitively bid or sole sourced;
- e. Expenditures (including encumbrances and pre-encumbrances);
- f. Purpose of the contract;
- g. Name of the vendor;
- h. Contract deliverables;
- i. Contract outcomes;
- j. Any corrective actions that were taken or technical assistance provided; and
- k. SBOE employee(s) responsible for overseeing the contract.

Please see the appendix for a chart of the agency's contracts.

Q39. Provide the following information for all contract modifications made by SBOE during FY17 and to date in FY18, broken down by SBOE program and activity:

- a. Name of the vendor;
- b. Purpose and reason for the contract modification;
- c. SBOE employee(s) responsible for overseeing the contract;
- d. Modification cost, including the budgeted amount and actual spent; and
- e. Funding source.

No contract modifications were made by the SBOE.

Q40. Provide the following information for all purchase card transactions during FY17 and to date in FY18:

- a. Employee that made the transaction;
- b. Transaction amount; and
- c. Transaction purpose.

Please see the appendix for a chart of the agency's purchase card transactions.

Q41. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within SBOE during FY17 and to date in FY18. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

No investigations or audits were completed on programs or activities within the SBOE during FY2017 or to date in FY2018.

Q42. Provide a citation of all regulations that were reviewed and/or revised in FY17 and FY18 to date.

Residency Regulations, November 2016 & March 2017. Chapter 50 (Residency Verification for Public Schools and Public Charter Schools) of Subtitle A (Office of the State Superintendent of Education), Title 5 (Education), of the District of Columbia Municipal Regulations. Awaiting Council Action.

Graduation Requirements Regulations. Chapter 2203 (Academic Requirements) of Subtitle A (Office of the State Superintendent of Education), Title 5 (Education), of the District of Columbia Municipal Regulations. On-going.

Facilities and Resources

Q43. Are the agency's information technology needs met? If not, what areas are in need of attention (i.e. computer support, internet and phone functionality, etc.)?

The Offices of the SBOE, Ombudsman and Student Advocate each face unique challenges in information technology. Jointly, there are ongoing problems with a recent shift to Office 365 mandated by the Office of the Chief Technology Officer. During the planning phase for this shift, mayoral agencies were consulted and advised of the pros and cons of the switch; unfortunately, this did not occur with the SBOE. We were simply told the date of our shift and given little notice to prepare. The shift has led to multiple issues with existing functionality. A request to OCTO for assistance by providing licenses went ignored for many months before being dismissed out of hand; OCTO claimed this was due to the cost, which was \$3,500. To date, no permanent solution has been found, but OCTO's new Interim Chief Technology Officer and SBOE's Executive Director are set to restart discussions on February 8th, 2018.

Q44. Do the properties and facilities meet current ADA requirements? If not, describe the situations that do not comply.

No, 441 4th Street, NW is not fully ADA compliant. During our ADA walk through with the Office of Disability Rights, we found multiple issues in common areas, bathrooms and hallways on both the 5th and 7th floors, where the SBOE offices are located.

Q45. Please describe the State Board's relationship with the Department of General Services. Provide an update on the use of the funds allocated for the FY18 budget to conduct capital improvements in the Old Council Chambers.

The relationship with the Department of General Services remains frustrating. Since full control of the Old Council Chambers was absorbed by DGS, DGS has frequently used the room without any regard to the sensitive electronic equipment and furniture owned by SBOE. Repeated requests for DGS personnel and guests to refrain from abusing SBOE property have been ignored. Further, repeated power washing of the concrete porch directly outside the Chambers has led to water (and other fluids) to leak into the carpeting. The odor from the fluids and subsequent dampness is quite foul. This, in part, led to the SBOE request last year for funding to conduct capital improvements in the Old Council Chambers. To date, no information about the use of that funding has been shared with the SBOE, despite multiple requests and inquiries.