



Fiscal Year 2016 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
Alex Dorosin, Student Representative
Jamiah Hall, Student Representative

John-Paul Hayworth, Executive Director
Paul Negron, Program Support Specialist
Jamikka Briscoe-Kendrick, Staff Assistant

February 3, 2017



Program Operations and Community Engagement

- Q1. What were the major accomplishments of the SBOE in FY16 and to date in FY17? Include the following:
- Specific efforts to engage with the community and other jurisdictions;
 - Improvements to the process for student discipline;
 - Changes made to regulations regarding student attendance, improving content standards, educator quality, and preparing students for post-secondary success;
 - Studies, analyses, and research papers conducted by the Board (provide a copy); and
 - Reports published by the Board (provide a copy).

Following its impressive work in Fiscal Year 2015, the DC State Board of Education (SBOE) has had the most productive year in its short history, including approval of regulations and policies that will increase educational equity and achievement in the District of Columbia. In our annual report (attached), we highlighted three of these: Creation of a State Diploma, Approval of Competency Based Education, and Approval of New Health Education Standards. As an independent, neutral body, the SBOE helps parents and students navigate and understand district-wide education policy. Board members analyze and research trends within public education in order to craft policy that serves the best interests of DC's young children who attend our public schools. The SBOE is responsible for advising the State Superintendent of Education and her office (OSSE) on educational matters, including state standards/objectives, state policies for special academic, academic, vocational and charter schools, and state regulations proposed by the Mayor or State Superintendent.

- 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 office's operations.

The State Board remains significantly understaffed and under resourced. In question 1, the Committee requested copies of "(s)udies, analyses, and research papers conducted by the Board". This type of work is vital to ensuring that our education system continues on its upward path with additional momentum, yet no funds are available for that function within the State Board. Additional resources in the form of staff members and NPS funds are needed to meet the basic provisions set for the State Board under DC Official Code.

Further, the State Board does not have the authority to require or request information from any agency or school within the District of Columbia. Our relationship with our sister agencies is much better than it has been in the past. The State Board is committed to continuing that progress. Even as an elected body that represents the thousands of students, parents and educators in the District, it can be challenging to receive requested information or data. The State Board requests that the Committee work to provide it with the authority to require agency compliance with these requests so that the State Board is fully informed.

- Q3. Provide a detailed update on the Board's work to date develop a new accountability system under ESSA for the school year 2017-2018.
- Please describe steps the Board has taken to comply with ESSA requirements;
 - Describe any efforts to engage the community;
 - Explain how you worked with OSSE; and,
 - Provide a timeline of implementation.

The SBOE's was at the table in helping to craft the implementation of the new federal law, Every Student Succeeds Act (ESSA. Signed by President Obama in December 2015, this legislation replaces No Child Left Behind (NCLB), and provides states greater authority on how to measure performance based on their respective student population demographics. The State Board has spent the entirety of 2016 focused on revising the District's statewide accountability plan. This work is vital to the future of education in the District. SBOE engaged hundreds of parents, teachers, workforce development and business representatives, and community members through numerous meetings and quorum held in each ward. The goal of this outreach is to develop strong recommendations for OSSE to incorporate in the development of the plan. Notably, the new federal education law itself reflects the District's voice due to State Board's involvement with, and leadership of, our national organization during the ESSA legislative advocacy effort. It is anticipated that the plan will be before the State Board for a vote in March 2017 with implementation beginning in SY2017-2018. The State Board does not have authority over the implementation of the accountability plan. We have attached a timeline prepared by OSSE.

- Q4. Provide an update on the implementation of the new health education standards that were approved by SBOE in April 2016.

The State Board does not have authority to require OSSE or LEAs to report back on the implementation of any standards or policies. That being said, the State Board will create a review policy of District standards to ensure that every student is being held to a high standard in every school.

OSSE began implementing the 2016 Health Education Standards in the 2016-17 school year by offering training and resources to teachers. OSSE provided training on the Health Education Standards at its annual Health Symposium in August. Additionally, several resources are available to support teachers in implementation:

- [DC Healthy Schools book list \(K-5\)](#)
- [Health and Physical Education Booklist \(K-12\)](#)
- [Health and Wellness Menu of Professional Development, Services, and Technical Assistance](#)

- Q5. Provide an update on the implementation of the high school credit flexibility regulations that were approved by SBOE in March 2016.

As noted above the State Board does not have authority to require reporting on implementation on the regulations it approves. However, the State Board has been informed that the waiver application is available on [OSSE's website](#), and all LEAs have been informed about its availability. To date, OSSE has not received any waiver applications.

- Q6. Please describe any activity the Board has taken to improve adult education in the District of Columbia in FY16 and to date in FY17. In your response, please provide an update on awarding state diploma for adult learners. How many adult learners received awards? If possible, please disaggregate this data by ward.

The State Board remains very committed to improving access to quality adult education in the District. Since the passage of the State Diploma, over 550 individuals have completed the GED or NEDP successfully. In December, the first graduation ceremony for State Diploma earners was hosted by

OSSE at Howard University. Data on the individuals is held by OSSE. The State Board does not administer any data related to this function.

- Q7. Provide an update on the Board's plan to establish parent involvement standards for LEAs, including how you will work with the various LEAs on this effort.

The State Board has engaged in discussion with OSSE on this effort, but to date, there has not been action due to a number of factors including the inability of the State Board to initiate action on its own.

- Q8. Does the State Board of Education comply with the Language Access Act? If not, why?

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

Interagency Collaboration

- Q9. What interagency or intra-agency efforts have been made to improve SBOE functions in FY16 and FY17 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:

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

The State Board continues to build strong links with its sister education agencies. SBOE leadership and staff meet regularly with the Deputy Mayor, Superintendent and staff of DCPS and PCSB. SBOE has requested to institute a monthly meeting with DCPS Chancellor Antwan Wilson as well. As you know, one of our former members, Kamili Anderson, was confirmed last fall by the Council as a member of the DC Public Libraries Board and our Chief Student Advocate, Faith Gibson Hubbard, is also continuing her service there.

The Office of the Ombudsman and Student Advocate have also worked diligently since their opening to form strong relationships with District agencies. They have discussed these in their performance oversight question responses.

- Q10. 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 FY16 and to date in FY17.

The State Board and OSSE have a unique relationship; despite being dependent upon one another, we each serve our own respective constituencies. This dynamic is a challenge, but is not insurmountable, as evidenced by the strong body of work that we have accomplished together. One example of the formalization of this stronger connection is an agreement to review and update District education standards following the release of new national standards.

The State Board continues to reform its internal structures and policy review process in order to be a better partner. We have also revised our bylaws and policy manual that provide the public and OSSE with additional clarity and transparency about the State Board's rules and operating procedures.

There is not a uniform model for the interaction between state boards of education and departments of education. In some states, the state board is directly responsible for the hiring of the superintendent, in others they propose candidates to the governor, in still others, the state board is fully appointed by the governor. In the future, it might be worth revisiting the role the DC State Board plays in the selection of the state education officer so that there are additional structural links between the agencies.

Q11. Please describe SBOE's working relationship with the Office of the Ombudsman for Public Education's and any improvements that can be made.

The working relationship between the SBOE and the Ombudsman has been challenging, however, we believe it is now on a productive path. The Ombudsman's office remains dependent on the State Board to fulfill its mission, and the SBOE remains committed to providing operations and administrative support to the Office of the Ombudsman.

Further, the Ombudsman's annual report that is submitted to the State Board at the beginning of each school year provides policy recommendations to correct issues that the Office discovers in their work. Unfortunately, the SBOE does not have the authority to independently evaluate or implement these citywide recommendations. The SBOE is the only agency with the potential to critically review and act on these recommendations because of its independent status.

Q12. Please describe SBOE's working relationship with the Office of the Student Advocate and any improvements that can be made.

Similarly to the Ombudsman's office, the Office of the Student Advocate and the State Board have continued to build upon the progress made since the establishment of that office. The State Board committed one of the agency's FTE positions to the office in FY16 in order to build capacity for the Office of the Student Advocate and will continue to administratively support the office as it fulfills its role in the education landscape.

Similarly to the Ombudsman, the Office of the Student Advocate provides policy recommendations in its annual report that could be acted upon by the State Board if its authority were extended.

Personnel

Q13. 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 FY16 or to date in FY17.

The Council approved the State Board of Education Omnibus Amendment Act of 2016 in December 2016. This bill provided exclusive authority for the Ombudsman and Chief Student Advocate over the budget and personnel in their respective offices. Although the bill has not yet become law, the State Board has approved revised bylaws that provide the same provisions. These changes are noted in the organizational chart.

Q14. 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 have been detailed from or to the State Board.

Q15. List SBOE's committees and subcommittees and which members serve on each one.

Administration & Budget

Chair – Joe Weedon, Ward 6

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

Student Advisory

Co-Chairs- Alex Dorosin & Jamiah Hall

Members: Students, Karen Williams (ex officio)

Educational Excellence & Equity

Chair: Laura Wilson Phelan, Ward 1

Members: Ashley Carter, At-Large; Mark Jones, Ward 5; Karen Williams (ex officio)

ESSA Accountability Plan

Chair: Ruth Wattenberg, Ward 3

Members: Jack Jacobson, Ward 2; Joe Weedon, Ward 6; Ashley Carter, At-Large; Lannette Woodruff, Ward 4; Markus Batchelor, Ward 8; Karen Williams (ex officio)

Public Engagement & Outreach

Chair: Markus Batchelor, Ward 8

Members: Jack Jacobson, Ward 2; Laura Wilson Phelan, Ward 1; Karen Williams (ex officio)

Q16. Has the SBOE adhered to all non-discrimination policies in regards to hiring and/or employment?

The State Board has adhered to a strict standard and process to ensure its hiring and employment is free from discrimination. In order to do so, we follow the guidance and regulations issued by the DC Department of Human Resources.

Q17. Have there been any accusations by employees or potential employees that the SBOE has violated hiring and/or employment non-discrimination policies in FY16 or to date in FY17? If so, what steps were taken to remedy the situation(s)?

Yes. As the Committee is aware, the Ombudsman noted concerns that the agency has not fostered an inclusive environment for staff of color at a hearing in November 2016. Former President Jacobson appointed then-Ward 4 member Kamili Anderson to prepare a plan to ensure that collaboration between the agency's leadership, board members and staff occurs at a foundational level to "re-set" the current environment and build a new structure of inclusion. This process will include, at minimum, clarification of staff roles and hierarchy, formal training with facilitator trained in overcoming professional diversity challenges, and placing responsibility and accountability for optimizing and harmonizing a diverse workplace in the hands of all staff and board members. Further, the State Board adopted new bylaws and a policy manual in December 2016 with significant contribution and review by the Ombudsman and

Student Advocate. We also included a provision in our strategic plan related to developing a welcoming and inclusive environment.

Q18. Please include SBOE's plan and describe efforts taken to ensure a welcoming, inclusive, and diverse workplace for all employees.

The State Board is committed to being a welcoming, inclusive, and diverse workplace for all employees. Any allegations of the failure to do so by members or staff of the State Board or its component offices will be investigated. The State Board has requested training from the National Association of State Boards of Education on equity for its members and staff.

Performance Plan

Q19. Provide the agency's performance plan for FY16. Did SBOE meet the objectives set forth in the FY16 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.

The State Board did not participate in the mayor's agency performance plan framework. We did utilize a strategic plan (attached). In FY2016, the State Board adopted as the overarching theme "Promoting Equity & Achievement in DC Public Education". Under this theme, the State Board divided its goals into three areas: policy, community engagement & transparency/efficiency. As the Committee can see from the attached plan, the goals the State Board set for itself were quite ambitious, exemplified by the inclusion of recommendations in a number of key areas like graduation requirements and the Every Student Succeeds Act, creating a plan to increase the diversity of voices participating in policy development, and continuing to build the State Board's internal efficiency.

Overall, the State Board has made major strides in these items. Some priorities, such as ESSA, have continued in FY17. In almost all cases, a State Board member volunteered to lead the effort associated with a specific goal series. For example, Laura Wilson Phelan (Ward 1) led our work on increasing proportionate voices in FY16. Her committee produced a plan of action that included an aggressive timeline of actions for each member of the State Board. Although incomplete, the State Board intends to build on the foundation established in FY16 in this area.

Q20. Provide the agency's performance plan for FY17. What steps has the agency taken to date in FY17 to meet the objectives set forth in the FY17 performance plan?

In November 2016, the State Board held an all day strategic planning session to set our goals for the next two years. Adopted by the State Board in December 2016, that plan (attached) continues the pattern set by the State Board that our reach exceeds our grasp. We are committed to the hard work needed to increase academic excellence and equity in the District's schools.

Our primary focus for the first two quarters of FY2017 has been to work with the Office of the State Superintendent of Education on the new statewide accountability plan required by ESSA. To that end, the State Board created a committee, led by Ruth Wattenberg (Ward 3), to assist in its work. OSSE has requested that the State Board prepare for a vote on the accountability plan in March 2017. In February 2017, the State Board will be soliciting community input by holding meetings in every ward across the District to review the proposed plan and the impact it will have on improving student success.

The State Board will also continue its review of the District's graduation requirements with a particular view on increasing academic achievement and equity. Our Educational Excellence and Equity committee, led by Laura Wilson Phelan (Ward 1) is taking the lead on this work and we look forward to working with parents, students and the Council to ensure that our requirements promote student growth and prepare students for their future.

Budget and Finances

Q21. Provide the following budget information for SBOE, including the approved budget, revised budget, and expenditures, for FY16 and to date in FY17:

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

Please see attached.

Q22. Provide a complete accounting of all intra-district transfers received by or transferred from SBOE during FY16 and to date in FY17. 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 did not have any intra-district transfers in FY16 or to date in FY17.

Q23. Provide a complete accounting of all reprogrammings received by or transferred from the SBOE during FY16 and to date in FY17. 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.

Please see attached.

Q24. Provide a list of all SBOE's fixed costs budget and actual dollars spent for FY16 and to date in FY17. 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 SBOE does not have a fixed cost budget.

Q25. Provide the capital budget for SBOE and all programs under its purview during FY16 and so far in FY17, including amount budgeted and actual dollars spent. In addition, provide an update on all capital projects undertaken in FY16 and so far in FY17. Did any of the capital projects undertake in FY16 or so far in FY17 have an impact on the operating budget of the agency? If so, provide an accounting of such impact.

The SBOE does not have a capital budget.

Q26. 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.).

No properties or facilities are supported by the SBOE budget. The SBOE operates from two suites in One Judiciary Square. The Offices of the Ombudsman and Student Advocate occupy Suite 723N and the State Board occupies Suite 530S. 723N was not designed for use by the Ombudsman and Student Advocate and does not provide confidential meeting space or conducive environments for the sensitive nature of their work.

Q27. Describe any spending pressures that existed in FY16 and so far in FY17. In your response provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

No spending pressures existed in FY16 or thus far in FY17. However, this was managed by significant restrictions on statutory responsibilities that went unfulfilled.

Q28. Identify potential areas where spending pressures may exist in FY17. Provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY17 budget.

The SBOE does not anticipate any spending pressures in FY17, though it should be noted that this is because the agency has limited its programming and services to fit within the budget provided.

Q29. Provide a list of all FY16 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
State Board	Executive Director	Hayworth, John-Paul	Yes	Local
State Board	Staff Assistant	Briscoe, Jamikka	Yes	Local
State Board	Board Member	Anderson, Doris	Yes	Local
State Board	Board Member	Wattenberg, Ruth	Yes	Local
State Board	Board Member	Williams, Karen	Yes	Local
State Board	Board Member	Weedon, Joe	Yes	Local
State Board	Board Member	Jolly, Tierra	Yes	Local
State Board	Board Member	Lord, Mary	Yes	Local
State Board	Board Member	Jacobson, Jack	Yes	Local

State Board	Board Member	Wilson-Phelan, Laura	Yes	Local
State Board	Board Member	Jones, Mark	Yes	Local
State Board	Policy Analyst	Chalk, Sean	Yes	Local
Ombudsman	Ombudsman	Smith, Joyanna	Yes	Local
Ombudsman	Student Advocate	Parks, Clarence	Yes	Local
Student Advocate	Chief Student Advocate	Gibson Hubbard, Faith	Yes	Local
Ombudsman/Student Advocate	Program Associate	Williams, Khadijah	Yes	Local

Please note that this chart reflects the agency's positions as of September 30, 2016. Since that time, we have added new Board members as well as additional staff members reflected below.

Q30. How many vacancies were posted for SBOE during FY16? To date in FY17? 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.

Three positions were posted and one appointed in FY16: Program Associate, Program Support Specialist, Assistant Ombudsman and Student Advocate. To date in FY17, two positions were posted and one was appointed: Policy Analyst (2) and Assistant Ombudsman.

The Program Associate position was appointed by the Ombudsman and Chief Student Advocate in November 2015 as a Career Service term appointment. This is a new position for the agency provided by Council to assist with the administrative burden of the offices. The position was filled by moving a Fellow into the full-time position. Upon guidance from DCHR and OAG, this position will be converted into the excepted service.

The Program Support Specialist position was posted in August 2016 as an excepted service position. The State Board elected to follow a full hiring process including three rounds of review and interview before selecting a candidate. This is a new position created to support the State Board's engagement and outreach efforts.

The Assistant Ombudsman position was originally posted as a career service position, but converted to excepted service upon DCHR and OAG guidance that the agency does not have the authority to hire career service employees. The position was vacant due to the previous incumbent departing for a new opportunity.

The Student Advocate position was posted in August 2016 as an excepted service position. The State Board reorganized its PS funds in order to find enough funding for this new position.

The two Policy Analyst positions were posted in November 2016 & February 2017 as excepted service positions. One of these positions was vacated in October due to the previous incumbent finding a new

opportunity after DCHR and OAG determined that the position could not remain career service. The second is a new position provided by Council.

The second Assistant Ombudsman position was appointed by the Ombudsman in January 2017. It is a new position provided by Council.

Q31. How many employee performance evaluations were completed in FY16 and how was performance measured against position descriptions? To date in FY17? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

Three performance evaluations were completed in fiscal year 2016. Two evaluations were completed through the performance management system embedded in PeopleSoft for the Staff Assistant and Policy Analyst. The third performance review, for the Executive Director, was conducted by the President and Vice President with review and approval by the full Board.

The agency is proud to say that all of its employees are performing at or above expectations. In the limited cases where performance falls below the standard, the Executive Director meets with the affected employee to determine the cause and a solution to the issue. This collaborative effort in problem solving has led to a strong increase in employee morale.

The State Board has reestablished an Administration & Budget Committee, one of their tasks is to establish office performance goals in consultation with the Executive Director, Ombudsman and Chief Student Advocate for Fiscal Year 2018.

Q32. Provide the committee with the following:

- A list of employees receiving bonuses, special pay, additional compensation, or hiring incentives in FY16 and to date in FY17, and the amount; and
- A list of travel expenses for FY16 and to date in FY17, arranged by the employee.

No employees received bonus, special pay, additional compensation or hiring incentives in FY16 or FY17 to date.

Q33. Provide the following information for all grants awarded to SBOE during FY16 and to date in FY17:

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

No grants were received by the State Board in FY2016 or to date in FY2017.

Q34. Provide the following information for all grants/subgrants awarded by SBOE during FY16 and to date in FY17:

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

No grants were issued by the State Board in FY2016 or to date in FY2017. The State Board intends to issue scholarships through the Bennetta Bullock Washington scholarship in late spring/early summer 2017.

Q35. Provide a complete accounting of all grant lapses in FY16, 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 FY17.

The State Board did not issue or receive any grants in FY2016 or to date in FY2017.

Q36. Provide the following information for all contracts awarded by SBOE during FY16 and to date in FY17:

- 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 that were taken or technical assistance provided; and
- SBOE employee(s) responsible for overseeing the contract.

Please see attached.

Q37. Provide the following information for all contract modifications made by SBOE during FY16 and to date in FY17, broken down by SBOE program and activity:

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

No contract modifications were made by SBOE during FY16 or to date in FY17.

Q38. Provide the following information for all purchase card transactions during FY16 and to-date in FY-17:

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

Please see attached.

Q39. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within SBOE during FY16 and to date in FY17. 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 program/fiscal audits were completed on any program or activity within the State Board in FY2016 or to date in FY2017.

Q40. Provide a citation of all regulations that were reviewed and/or revised in FY16 and FY17 to date.

Residency - 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 (“DCMR”)

Pre-K Enhancement & Expansion Funding - Chapter 35 (Pre-K Enhancement and Expansion Funding), Subtitle A (Office of the State Superintendent of Education), Title 5 (Education), of the District of Columbia Municipal Regulations (“DCMR”)

High School Credit Flexibility – Sections 2100 (Compulsory Education and School Attendance,) 2201 (Promotion) 2203 (Graduation: Academic Requirements) of Chapter 22 (Grades, Promotion, and Graduation) of Subtitle 5-E (Original Title 5), Title 5 (Education) of the District of Columbia Municipal Regulations (DCMR)

State Diploma - Chapter 22 (Graduation) to Title 5 (Education), Subtitle A (Office of the State Superintendent of Education), of the District of Columbia Municipal Regulations (DCMR).

Facilities and Resources

Q41. 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 agency remains in need of additional funding for the information technology needs of the State Board, Ombudsman and Student Advocate offices. The Ombudsman and Student Advocate must retain private information from their work with students and parents, but do not have the funding available to ensure the system is fully compliant with District and federal security law and meets the needs of the offices.

The Office of the Student Advocate currently uses Google Drive to track interactions and requests for assistance from parents and students. This is not only inappropriate but also insufficient; Google Drive does not offer the confidentiality that the families served by the office deserves nor does it have the

ability to generate the reports needed in order to ensure that the office is able to make recommendations and policy changes that will support our families in receiving the quality of education they deserve.

The Office of the Ombudsman utilizes a Quickbase case management system. The development of this system has allowed us to appropriately track and manage our cases, to provide quarterly reports to the State Board of Education in order to allow them to have a sense of how many cases we have worked on, to provide a breakdown of the topic areas of cases we are seeing (special education, school discipline, truancy, etc), to provide a breakdown in the wards that cases are coming from, to share any trends that we are seeing in a real-time fashion, and to look for opportunities to engage the State Board as well as other education partners around systemic issues that we are seeing from our individual cases. Additional funds are needed in order to fully utilize the system and the data it contains.

Q42. Do the properties and facilities meet current ADA requirements? If not, describe the situations that do not comply.

Neither of the offices of the State Board are fully ADA compliant. The main doors to Suites 530S and 723N are not accessible. The hallways in Suite 723N are not large or wide enough to accommodate wheelchairs.

Q43. Please describe the State Board's relationship with the Department of General Services.

The State Board's relationship with the Department of General Services remains a challenge. Although the basic needs of the new office suite were met, it was not without significant pressure and multiple missed deadlines. The State Board believes much of the frustration lies in misunderstandings and misstatements about the services that DGS is willing to provide.