GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Deputy Mayor for Education

Responses to Fiscal Year 2015 Performance Oversight Questions

Jennifer C. Niles
Deputy Mayor for Education

Submission to

Committee on Education
Chairman David Grosso
Councilmember, At Large

February 5, 2016

Committee on Education
John A. Wilson Building
1350 Pennsylvania Ave., NW, Suite 116
Washington, DC 20004

<u>**Deputy Mayor for Education (DME) FY15 Oversight Questions**</u>

<u>**DME Programmatic Initiatives**</u>

Q1. **Discuss each of the programmatic and policy initiatives the DME has worked on in FY15 and FY16 to date. Please include details about a long-term strategic plan if there is one being developed.**

Initiative	Notes
My School DC (MSDC)	*Include the following in the notes:* - *overview of the project/initiative* - *major milestones/accomplishments since Jan 2015* **Overview** My School DC is the District's common application and common lottery for enrollment into public schools. Before the common lottery, families had to navigate disparate applications and timelines in order to exercise school choice. In an effort to simplify the process for families, My School DC was cooperatively designed with input from DCPS, the PCSB and participating charter LEAs and is often held up as an example of successful cross-sector collaboration. The lottery is a high profile project that will, over time, impact the majority of families with children that live in the District because approximately 75% of our public school students are attending schools other than their in-boundary neighborhood school. **Major milestones/accomplishments since Jan 2015** Improved Accuracy of System: - Incorporated boundary changes into application - Performance Algorithm Analysis Simplified and Improved Process for Parents: - Launched SchoolFinder - Launched Centralized Waitlist Management System - Implemented Children of Staff Preference - Extended hotline staff availability - Expanded post-lottery period of open application Increased Data Transparency: -Established Research Request Process **Any upcoming deliverables or milestones** • Implement Special Education Preference • Remove Round Two of the Lottery
(Supply, Demand, Need data)	**Overview** DME has created in-house capacity for school, student, and neighborhood-level analysis that supports our DME initiatives. The DME has worked to compile current and historic data files that are used to help inform our projects, policies and initiatives. For instance, we compile information about facilities (conditions and locations), school demographics, student characteristics (demographics and locations), and neighborhood data. The collection of information and analysis is an ongoing process. The SDN data will help inform

	upcoming DME projects such as the Cross Sector Task Force and RFOs. **Upcoming deliverables** In support of the Cross Sector Task Force, the DME is releasing school year 2014-14 fact sheets about our schools and students and expects to release the 2015-16 fact sheets soon after.
LEA Payment Initiative	**Overview** The goal of the revised LEA payment initiative is to ensure that local education funding more accurately follows students throughout the school year instead of the current system where DCPS local funding is based on the projected number of students and public charter funding is based on the October audited enrollment. This will allow LEAs to better serve students, especially high need students; equalize the funding mechanisms across the sectors; create incentives for LEAs to retain or backfill open seats; help increase the accuracy of our state longitudinal education system; and increase the accuracy, timeliness, and efficiency of the OCFO payment systems. The project infrastructure and high level policy framework will be completed by August 2016 for an all school implementation of the tracking and reported payments in school year 2016-17. A full roll out of the fiscal impacts will occur in school year 2017-18. This project involves OSSE, DME, OCFO, PCSB, DCPS, and all of the public charter schools. **Major milestone** OSSE is currently piloting a membership tracker system with a subset of schools in order to improve the process for locating students in a more real time basis. This pilot will inform the best data tracking process before all school implementation in school year 2016-17.
Equity Reports	**Overview** The purpose of the annual Equity Reports is to move the District closer to having a complete and transparent view of DCPS and public charter school performance by working cross sector to aligning on and reporting out on key measures of school equity. Representatives from the DC Public Schools (DCPS), DC Public Charter School Board (PCSB), the Office of the State Superintendent of Education (OSSE), and the Office of the Deputy Mayor of Education (DME) have been collaborating since 2013 to produce Equity Reports. These reports, available at LearnDC.org, provide information that allows families to make accurate comparisons across schools citywide. The reports highlight each school's ability to serve all students including those with various challenges in school year 2014-15. The DC 2015 School Equity Reports feature several metrics, including a school's demographic profile, the percentage of students with disabilities; in-seat attendance rates; student suspension and expulsion rates; rates of student entry and withdrawal throughout the year; high school graduation rates; and school assessments.

	Major milestones In November 2015, the agencies released the 2015 Equity Reports that provide information about school year 2014-15. **Upcoming deliverables** In March 2016, the agencies will add 5-year adjusted cohort graduation rates to the 2015 Equity Reports, as well as provide the supporting data available to the public in downloadable form.
Truancy Task Force	**Overview** The Truancy Taskforce (the Taskforce) is a collaborative body charged with developing a multiagency, community-wide effort to increase attendance and decrease truancy of students in DC Public Schools and DC Public Charter Schools. The Taskforce is co-chaired by the Deputy Mayor of Education and Deputy Mayor of Health and Human Services. The Taskforce additionally includes representatives from the following public offices, agencies and organizations: Child and Family Services Agency (CFSA), Criminal Justice Coordinating Council (CJCC), Court Social Services Division (CSSD), DC Public Charter School Board (PCSB), DC Public Schools (DCPS), Department of Behavior Health (DBH), DC Trust, Department of Human Services (DHS), Deputy Mayor of Greater Economic Opportunity (DMGEO), Deputy Mayor for Public Safety & Justice (DMPSJ), Department of Health (DOH), Department of Transportation (DOT), Justice Grants Administration (JGA), Metropolitan Police Department (MPD), Office of the State Superintendent (OSSE), Office of the Attorney General (OAG), State Board of Education (SBOE), the Offices of Chairmen Phil Mendelson and Councilmember David Grosso, public charter school leaders, and others. The Taskforce is divided into four committees in order to address specific areas related to truancy: • The **Steering Committee** develops and manages the strategic plan, objectives, meeting agendas, and program evaluation plans. • The **Data Committee** develops common business rules, oversees integration of agency databases, and prepares analyses for committee and Taskforce meetings. • The **Policy Committee** develops recommendations for legislation, regulations and business rules in support of objectives established by the Taskforce. • The **Program Committee** coordinates and executes activities in support of the Taskforce in partnership with practitioners and the public. Each committee meets as needed and reports at bi-monthly Taskforce meetings. Recommendations formulated in committee are submitted to the Steering Committee for review before being agendized at

Truancy Taskforce.

The Taskforce uses an EdStat model to increase attendance and decrease truancy. EdStat is an aggressive, data centric, problem-solving model for the District's education system. The model looks across agencies to identify efficiencies and recommend systemic policy changes. Periodic EdStats in truancy will inform a *measure, monitor, act* framework in which the Taskforce will collect and report on key data points (measure), regularly take stock of progress by analyzing and reviewing that data (monitor), and plan and implement a data-informed strategy (act).

Major milestones/accomplishments since Jan 2015
- Developed and implemented more rigorous Ed Stat and Measure, Monitor, Act models for driving Taskforce action.
- Identified key trends in the data, including:
  - Truancy and In Seat Attendance rates for both sectors declined from SY12-13 to SY13-14, but neither sector saw significant changes between SY13-14 and SY14-15.
  - Middle schools truancy declined between SY12-13 and SY13-14. During SY14-15, it continued to show a decline.
  - High schools have the highest rates of truancy.
  - Truancy more than doubles between 8th and 9th grade.
  - 3% of students in grades K-8 had 21+ unexcused absences while 32% of students in 9th grade had 21+ unexcused absences.
- Developed and implemented committee structure for driving Taskforce work between meetings (data, program, policy, steering)
- Developed initial policy recommendations, including reaching consensus on the need for comprehensive change in SY16-17.
- Developed common business rules for calculating truancy at the school, district, sector and state levels---including a common definition at the district and sector level.
- Collaborated on Attendance Awareness Month by providing joint resources and social media outreach.
- Collaborated with Chairman Mendelson and Councilmember Grosso to develop emergency truancy legislation for SY15-16.
- Adopted Every Student, Every Day: Citywide Plan for Action, identifying the role of all public partners
- Identified best practices for Local Education Agencies (LEAs) and their schools
- Mapped current investments
- Identified key data questions (data plan that identifies additional key data points needed to inform policy currently

	forthcoming) • Collaborated with Chairman Mendelson and Councilmember Grosso to develop permanent truancy legislation for SY15-16 to address referrals to CFSA and CSSD for chronic tardiness. **Any upcoming deliverables or milestones** • Final Truancy Taskforce Strategic Plan, including goals • Final Data Plan • Truancy Design Challenge Event
Request for Offer (RFO)	**Overview** The Request for Offer process is the mechanism used to ensure that charter schools can exercise the right of first offer on excess DCPS school properties. The DME endeavors to announce awards of RFO facilities and release a new RFO in February 2016. Because finding appropriate facilities is one of the largest challenges facing charter schools, the DME is committed to identifying additional opportunities outside of excess school properties for charter school use. **Major milestones/accomplishments since Jan 2015** The DME spearheaded a discussion between lenders, developers and charter leaders to discuss EB 5 Financing on November 2, 2015. This discussion connected charter school leaders with lenders to explore potential non-traditional funding options. **Any upcoming deliverables or milestones** The DME is partnering with DMPED and facilitating a discussion between the District and private stakeholders and charter leaders on January 29, 2016 to find public-private solutions to charter facilities challenges.
Transportation Working Group (TWG)	**Overview** The DME Transportation Working Group (TWG) is a forum to support inter-agency and public school coordination to maximize and ensure safe and efficient travel by DCPS and public charter school students across the District. In an effort to address these issues effectively, there were three subcommittees established by the DME: Transit, Safety, and Data. All subcommittees have established guiding issues and will be meeting in the next two weeks to set concrete timelines, deliverables, and POCs for each. **Major milestones/accomplishments since Jan 2015** The TWG has received tremendous support from various agencies and nongovernmental organizations, and there is great momentum in producing real results for our students. The DME has already received a strong response to its recent transportation survey, and continues to support District students in various ways, including the development of a school transportation toolkit.

Cross Sector Task Force (CSTF)	**Overview**
	The DME co-chairs the Cross-Sector Collaboration Task Force, which was formed in Dec 2015. The first meeting was scheduled for Jan 26, but due to the snow had to be cancelled. The meeting has been tentatively rescheduled for Feb 17. The Task Force is charged with developing clear and fair recommendations to the Mayor on how to improve the coherence among and collaboration across public schools to improve effectiveness and efficiency. The Task Force will focus its efforts on recommending strategies and solutions for the priority issues that will have the most impact on improving student outcomes for all public schools in the District of Columbia.
	Timeline
	During the month of February, the DME is hosting focus groups across the city to gather input of the goals and focus of the work.
ReEngagement Center evaluation	**Overview**
	The ReEngagment Center (REC) a program to reconnect students who have dropped out with education options that will prepare them for successful adulthood. This effort is being spearheaded by OSSE. The REC is committed to engaging in a practice of continuous improvement. In December of 2014, the REC initiated discussions with the Mid-Atlantic Regional Education Laboratories (REL) to conduct a formative evaluation of its first year of operations. The REC intends to use the study as an internal evaluation to refine and improve the implementation of the REC. Specifically the study will evaluate the REC's: (1) outreach strategies; (2) intake/assessment procedures; (3) quality of educational offerings; and (4) data collection and use.
	Major milestones/accomplishments since Jan 2015
	To collect this information, REL conducted focus groups in November 2015. These focus groups included educational service providers, non-academic service providers, referring organizations, referring family and friends (i.e., relatives and friends of disengaged youth who have referred the youths to the DC REC), and various groups of youth serviced by the REC. In addition, REL interviewed the REC staff members and reviewed any relevant documents and materials (intake assessments, outcome data, etc.).
	Any upcoming deliverables or milestones
	The REL will deliver a first round of results and recommendations the REC for its internal use in early spring 2016. The REL will then conduct a second round of data collection starting in late summer 2016 to gauge the impact of changes made and will deliver a second round of results and recommendations to the REC for its internal use of the second round of the evaluation by the end of 2016.

Q2. **Describe the Office's efforts in FY15 and FY16 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.**

DME plays an important role in supporting coordination across agencies within the Education cluster as well as working collaboratively with other agencies that have a significant impact on public education. There are numerous specific examples of this during FY15.

The Deputy Mayor for Health and Human Services (DMHHS) and DME coordinate closely on numerous issues including student immunization, Medicaid reimbursement and school-based health and mental health-services. This year the collaboration has included efforts to increase communication about immunization requirements and boost rates of students receiving recommended immunizations. Additionally, DME is working closely with DMHHS on a new school nursing contract and improving Medicaid reimbursement.

DME also co-chairs the Truancy Taskforce with DMHHS. The Truancy Taskforce is a collaborative body charged with developing a multiagency, community-wide effort to increase attendance and decrease truancy of students in DC Public Schools and DC Public Charter Schools. The Taskforce additionally includes representatives from the following public offices, agencies and organizations: Child and Family Services Agency (CFSA), Criminal Justice Coordinating Council (CJCC), Court Social Services Division (CSSD), DC Public Charter School Board (PCSB), DC Public Schools (DCPS), Department of Behavior Health (DBH), DC Trust, Department of Human Services (DHS), Deputy Mayor of Greater Economic Opportunity (DMGEO), Deputy Mayor for Public Safety & Justice (DMPSJ), Department of Health (DOH), Department of Transportation (DOT), Justice Grants Administration (JGA), Metropolitan Police Department (MPD), Office of the State Superintendent (OSSE), Office of the Attorney General (OAG), State Board of Education (SBOE), the Offices of Chairmen Phil Mendelson and Councilmember David Grosso, public charter school leaders, and others.

The Taskforce is divided into four committees in order to address specific areas related to truancy:

- The Steering Committee develops and manages the strategic plan, objectives, meeting agendas, and program evaluation plans.
- The Data Committee develops common business rules, oversees integration of agency databases, and prepares analyses for committee and Taskforce meetings.
- The Policy Committee develops recommendations for legislation, regulations and business rules in support of objectives established by the Taskforce.
- The Program Committee coordinates and executes activities in support of the Taskforce in partnership with practitioners and the public.

DME also works closely with the District Department of Transportation (DDOT) on initiatives including the Transportation Working Group and Kids Ride Free. DME partnered closely with DDOT to launch Kids Ride Free this fall and has continued to work closely with them (in coordination with WMATA) to oversee the ongoing implementation and address issues that have arisen.

Within the DME cluster, a key cross-sector collaboration project is the annual Equity Reports. The Office of the State Superintendent of Education (OSSE), the Office of the Deputy Mayor of Education (DME), DC Public Schools (DCPS), and the DC Public Charter School Board (PCSB) have been working collaboratively since 2013 to produce annual Equity Reports. The purpose of Equity Reports is to align data among all DC public and public charter schools and move the District closer to having a complete and transparent view of school performance.

These reports, available at OSSE's LearnDC.org, PCSB's dashboard, and the MySchool DC school finder, provide information that allows families to make accurate comparisons across schools citywide. The reports display each school's ability to serve all students including how the school has served students with the greatest needs.

DME also leads the cross-sector My School DC common Lottery process. My School DC is the District's common application and common lottery for public schools. The lottery is a high profile project that will, over time, impact the majority of families with children that live in the District because approximately 75% of our public school students are attending schools other than their in-boundary neighborhood school. Before the common lottery, families had to navigate disparate applications and timelines in order to exercise school choice. In an effort to simplify the process for families, My School DC was cooperatively designed with input from DCPS, the PCSB and participating charter LEAs and is often held up as an example of successful cross-sector collaboration. The feedback from families and schools to My School DC has been overwhelmingly positive.

The DME also co-chairs the Cross-Sector Collaboration Task Force, which was formed in December 2015. The first meeting was scheduled for Jan 26, but due to the snow had to be cancelled. The meeting has been rescheduled for Feb 17. The Task Force is scheduled to meet monthly and all meeting are open to the public. The Task Force is made up of 26 members and includes education leaders, charter school leaders, parents and community members.

The Task Force is charged with developing clear and fair recommendations to the Mayor on how to improve the coherence among and collaboration across public schools to improve effectiveness and efficiency. The Task Force will focus its efforts on recommending strategies and solutions for the priority issues that will have the most impact on improving student outcomes for all public schools in the District of Columbia. The goals of the Task Force are to:

- Improve the experience of parents and families understanding and navigating their public school options.

- Develop methods for information sharing with the public and across public school sectors.

- Develop a framework for coordinating processes on school openings, closings, and facilities planning.

- Promote enrollment stability.

- Identify educational challenges that need to be addressed through cross-sector collaboration

The DME is holding focus groups throughout the city during the month of February to gather feedback on these goals and what the public hopes the Task Force will accomplish.

Q3. What agencies and offices have been added in the past year to the DME's portfolio and how does this change the priorities of the DME?

In June 2015, the Department of Parks and Recreation (DPR) joined DME's cluster of agencies. DPR is the primary provider of recreation services and steward of the parks legacy in the District. To date, DME has had a very collaborative relationship with DPR leadership with the goal of integrating their priorities related to recreation and parks with the education cluster's broader educational goals. DME is excited about the potential to leverage the recreation programs and spaces that DPR managers for the purpose of improving educational outcomes in the District and anticipates moving from a partnership of information sharing to one of true collaboration with other cluster agencies (e.g., join planning and programming; shared initiatives, etc.). While in many ways DPR's priorities were easily integrated into the educational goals DME was already pursuing, the addition of DPR has added some critical new work for DME in the following ways: DME is committing significant

time to supporting DPR in strengthening their core infrastructure, including improving human capital management, budgeting, and other core processes. We have strong partners in DPR's director, Keith Anderson, and chief of staff, Jason Yuckenberg, but are required to expend additional capacity to ensure DPR receives the support it needs from the Administration to effectively make the necessary changes they have identified.

Q4. **In June 2015, the National Academy of Sciences released its [five-year evaluation](#) of public education in the District of Columbia under mayoral control. Discuss and provide plans for how the DME intends to address each of the following three recommendations from the study:**

- *Recommendation 1: The District of Columbia should have a comprehensive data warehouse that makes basic information about the school system available in one place that is readily accessible online to parents, the community, and researchers.*

  OSSE has made substantial gains in this area since the study period covered in the National Academy of Sciences' five year evaluation. For instance, OSSE launched LearnDC, a dashboard that provides school-level information for families and stakeholders with the following metrics:
  - federal accountability measures including assessments, attendance, and teacher quality (report card tab);
  - student enrollment, college-readiness, and growth in student achievement (profile tab); and
  - how well schools equitably serves students including suspension and expulsion and enrollment mobility, as well as detailed subgroup student presentation (equity reports tab).

  The LearnDC site is dynamic and interactive, and virtually all data are downloadable. However, the DME recognizes there is more work to do. One of Deputy Mayor Niles's priorities is to ensure that OSSE improves its core function of data collection, analysis, and sharing of information. She supports State Superintendent Hanseul Kang's recent strategic plan that highlights the importance of improving OSSE's data functions.

  One tangible result of this priority is OSSE's request for $15M for a 5-year capital investment from the District, beginning in FY2017, to catalyze the actual development of this data warehouse. OSSE's IT department and developers are meeting on a weekly basis to identify all the authoritative data that will be housed in the new data warehouse. Once the backbone of the data systems is streamlined and updated, then OSSE can focus on ensuring a robust public facing data warehouse.

- *Recommendation 2: The District of Columbia should establish institutional arrangements that will support ongoing independent evaluation of its public education system.*

  DME has been in conversations with numerous entities to solicit input on the best way to support ongoing independent evaluation of the public education system. We have met with the DC Auditor as well as numerous stakeholders to discuss approaches to this. Additionally, DME is exploring best practice models from other jurisdictions.

- *Recommendation 3: The District of Columbia's primary objective for its public schools should be to address the serious and persistent disparities in learning opportunities and academic progress that are evident across student groups and neighborhoods, with equal attention to DCPS and public charter schools. To that end, the NRC Committee recommends that the city attend to:*

o   Establishing centralized, system-wide monitoring and oversight of all public schools and their students, with particular attention to high-need student groups;

OSSE's LearnDC site, and Equity Reports in particular, are one way that the city has collaboratively worked across the education agencies to "shine light" on how students and particularly high-need students are served by schools. This continues to be a priority for this office. In addition, OSSE with the support of DME is beginning the process to address the requirements of the new Every Student Succeeds Act (ESSA) that replaced the previous Elementary and Secondary Education Act (ESEA) waiver. This process will provide the opportunity to revise our current accountability system. OSSE is currently working with the US Department of Education to understand the new requirements under ESSA.

o   The fair distribution of educational resources across wards and neighborhoods;

Starting in FY15, the District implemented the at-risk of academic failure funding category to the Uniform Per Student Funding Formula (UPSFF). The UPSFF is the mathematical formula that establishes a minimum dollar amount a school received for each student that attends the school. Both the District's traditional and charter schools are funded by this method. The at risk funding category was recommended in the DME's adequacy study (Cost of Student Achievement: Report of the DC Education Adequacy Study) and put into legislation via the Fair Student Funding and School Based Budgeting Act of 2013. Due to the late implementation of the new at risk funding category in FY15, DCPS ensured the at-risk funds were allocated based on each school's number of at risk students in FY16. The impact of this was that high-poverty schools had more resources to meet their students' needs.

o   Fostering more effective collaboration among public agencies and with the private sector to encourage cross-sector problem solving for the city's schools;

Fostering more effective collaboration across public school sectors and across agencies in support of improving public education is at the heart of the work of the DME. The DME is uniquely positioned to bring parties together in the interest of improving public schools for all families of the District. All of DME's major projects and initiatives are cross-sector or inter-agency efforts. Our most notable projects include: The Cross-Sector Collaboration Task Force, the Transportation Working Group, Equity Reports, LEA Payment system reforms (LEAP), and the Truancy Task Force.

o   Centrally collecting and making available more accessible, useful, and transparent data about D.C. public schools, including charters, tailored to the diverse groups with a stake in the system; and

As mentioned above, OSSE's relatively new LearnDC, a dashboard that provides school-level information for families and stakeholders, includes a wide range of information about schools such as assessments, attendance, teacher quality, student enrollment, suspension and expulsion, mid-year mobility. Virtually all of the data are provided at different subgroup levels such as race/ethnicity, gender, special education, English learners, and economically disadvantaged. The school level data on LearnDC are downloadable. Even with these improvements over the past few years, there is more work to do. OSSE is prioritizing strengthening their data systems to enable them to provide more information back to the LEAs themselves, as well as provide information to the public. Additionally, DME and OSSE collaborate to provide equity reports with clear transparent data on schools in both

sectors. DME is also working to produce data information sheets by school level with citywide information that will be available on our website in March 2016.

o Exploring measures to strengthen public trust in education in a diverse, highly mobile city.

Increasing public trust in education is critical to ensuring we are meeting the needs of our students and families. This is done through authentic community engagement and transparency. Through the Cross-Sector Task Force initiative, the DME plans to engage the broader public on critical education issues and how the District can best address them. This initiative will also provide the opportunity for the DME to share citywide data on our students and schools that will help foster a more authentic dialogue with the community on how best to improve our school and out city.

Q5. **The following questions are regarding the DME's work to improve outcomes for special education students in the District of Columbia:**

- *Please describe any programs, policies, or initiatives undertaken in FY15 and to date in FY16.*

The DME has worked closely with OSSE, PCSB and DCPS to develop strategies and meaningful partnerships that enhance the supports of students with special education needs in the District. To that end, DME has served chiefly as a liaison between PCSB, OSSE, and DCPS with other agencies and non-governmental partners, including DMHHS and its cluster agencies. This was the case in DME's work with DHCF aimed towards improving the Medicaid reimbursement process for DCPS. Similarly, the DME continues to support the Charter sector's work towards taking greater advantage of the Medicaid program through collaboration with specific Charter schools and the DC Special Education Cooperative. Moreover, DME is working with PCSB and OSSE towards improving access to special education DATA for all LEAs while protecting student privacy. DME has also worked with MOTA and OSSE in selecting and nominating new leadership to the State Advisory Panel for Special Education. The DME also worked along with the PCSB to support work towards exploring cross-charter LEA satellite classrooms. See below for further detail on that point.

- *What is the status of your FY15 collaboration with the Public Charter School Board to create satellite or shared special education classrooms across LEAs to meet the needs of children with disabilities in charter schools within the District? Please provide any reports or planning documents describing ongoing work. Also include which disabilities and/or subsets of children will be served, likely partnerships, and what resources are needed to accomplish this capacity-building?*

DME has worked collaboratively with PCSB and OSSE over the years in supporting work toward the development of a satellite classroom model in the District. OSSE previously ran a co-located classroom model through a time-limited competitive grant. DME supported this effort through participation in the review of applications.

In FY 15, DME supported PCSB's effort to continue the effort to stand up a satellite model, i.e. reviewing relevant data, convening meetings with LEAs to determine areas of need/interest, and exploring private-public partnership opportunities. OSSE provided technical assistance in the form of providing them with their grant RFA, the application rubric, and the legally reviewed agreements (LEA to LEA and student level) that were used for the OSSE model. OSSE also let PCSB know when the SOAR grant was released so that interested LEAs could apply for funds to support the model (through the academic quality strand of the grant).

A school site was selected to house the satellite classrooms (Children's Guild DC PCS) and various schools

sent their applications to a review panel. The reviewers, however, deemed none of the students eligible for the satellite classroom. That said, there is continued interest in the community for this type of project. OSSE, PCSB and the DME stand committed to continuing with this important work.

- *The Special Education Quality Improvement Act allowed charter schools to establish a preference for students with an IEP or particular disability. How have you modified the lottery to accommodate this new preference?*

LEAs were permitted to opt-in and offer a preference for students with special needs. One charter LEA, Bridges PCS, opted in and worked with the My School DC team and the Public Charter School Board to design a preference in the lottery. The preference will be for students who need high levels of special education support outside of the general education setting as defined by the Individual Educational Program (IEP).

Q6. **Provide a comprehensive overview of the Truancy Taskforce's work in FY15 and FY16 to date. Please include outcomes to date and a copy of the Taskforce strategic plan.**

The Taskforce is divided into four committees in order to address specific areas related to truancy:

- The Steering Committee develops and manages the strategic plan, objectives, meeting agendas, and program evaluation plans.
- The Data Committee develops common business rules, oversees integration of agency databases, and prepares analyses for committee and Taskforce meetings.
- The Policy Committee develops recommendations for legislation, regulations and business rules in support of objectives established by the Taskforce.
- The Program Committee coordinates and executes activities in support of the Taskforce in partnership with practitioners and the public.

Each committee meets as needed and reports at bi-monthly Taskforce meetings. Recommendations formulated in committee are submitted to the Steering Committee for review before being agendized at Truancy Taskforce.

The Taskforce uses an EdStat model to increase attendance and decrease truancy. EdStat is an aggressive, data centric, problem-solving model for the District's education system. The model looks across agencies to identify efficiencies and recommend systemic policy changes. Periodic EdStats in truancy will inform a *measure, monitor, act* framework in which the Taskforce will collect and report on key data points (measure), regularly take stock of progress by analyzing and reviewing that data (monitor), and plan and implement a data-informed strategy (act).

Using this structure and approach, the Taskforce achieved the following accomplishments in 2015 and 2016 thus far:

- Developed and implemented more rigorous Ed Stat and Measure, Monitor, Act models for driving Taskforce action.
- Identified key trends in the data, including:
  - Truancy and In Seat Attendance rates for both sectors declined from SY12-13 to SY13-14, but neither sector saw significant changes between SY13-14 and SY14-15.
  - Middle schools truancy declined between SY12-13 and SY13-14. During SY14-15, it continued to show a decline.
  - High schools have the highest rates of truancy.
  - Truancy more than doubles between 8th and 9th grade.
  - 3% of students in grades K-8 had 21+ unexcused absences while 32% of students in 9th grade had 21+ unexcused absences.
- Developed and implemented committee structure for driving Taskforce work between meetings (data, program, policy, steering)
- Developed initial policy recommendations, including reaching consensus on the need for comprehensive change in SY16-17.
- Developed common business rules for calculating truancy at the school, district, sector and state levels---including a common definition at the district and sector level.
- Collaborated on Attendance Awareness Month by providing joint resources and social media outreach.

- Collaborated with Chairman Mendelson and Councilmember Grosso to develop emergency truancy legislation for SY15-16.
- Adopted Every Student, Every Day: Citywide Plan for Action, identifying the role of all public partners
- Identified best practices for Local Education Agencies (LEAs) and their schools
- Mapped current investments
- Identified key data questions (data plan that identifies additional key data points needed to inform policy currently forthcoming)
- Collaborated with Chairman Mendelson and Councilmember Grosso to develop permanent truancy legislation for SY15-16 to address referrals to CFSA and CSSD for chronic tardiness.

Please additionally see the attached Strategic Plan for Addressing Chronic Truancy & Absenteeism in the District of Columbia for 2015-2016, which is currently being finalized with the Taskforce.

Q7. **Provide a complete accounting of the District's investment in reduce absenteeism and boost overall attendance for each agency involved. Please include the following:**
- *A description of the investment (program, personnel, etc.);*
- *Total funding budgeted for FY15 and FY16 to date;*
- *Total amount spent in FY15 and FY16 to date;*
- *The number of schools impacted by the investment;*
- *A description of the target population;*
- *The maximum capacity of the program, if any;*
- *The total number of youth impacted; and*
- *Any evaluation data/key outcomes observed in FY15 and FY16 to date as a result of the investment.*
[NOTE: For electronic submission, please provide in an Excel document.]

See Attachment A.

Q8. **Provide the following data regarding the Kids Ride Free program for FY14, FY15, and FY16 to date:**
- *The number of students with an active DC One Card;*

Below is information on KRF from OCTO as of December 2015:

OCTO data from SY15-16
-There were 42,574 (~42K) of all DC active students that already have a DC One Card (DC1C).
-There were 11,906 (~12K) of these students that have already created an account and registered their card via the DC1C web portal.
-There were 4,096 (~4K) of these that have already checked their eligibility for the DDOT Transit Subsidy Program (TSP) via the DC1C portal.

OCTO data from SY 14-15
-In May/June of 2015, there were 7,931 active students with DC1Cs that completed TSP eligibility throughout the school year.
(Note: this is important as a baseline for how many students may need a DC1C for access to TSP)

WMATA rail data for SY15-16
-From Aug- early December of 2015, there are 4,256 cards in their system eligible for the DDOT TSP.
(Note: this closely aligns with the 4K from OCTO above, with the 150 or so difference likely being duplicate

cards and the timing of pulling the two reports)

WMATA bus data for SY 15-16
-In December 2015, WMATA data reflects 20,000 bus rides are being taken daily by flashing the DC1C. This translates into approximately 10,000 students taking trips to/from school.
(Note: This may be the "high end" estimate of how many need DC1Cs for access to the DDOT TSP)

- The number of students that qualify for Kids Ride Free **Bus** program;

Number DCPS SY14	47,548
Number PCS SY14	37,684
Number OSSE Managed SY14	171
Total Public SY14	**85,403**
*Note that Bus program is available to students in private schools	

- *The number of students that qualify for Kids Ride Free **Rail** program;*

Number DCPS ages 5-through 21	40,907
Number PCS 5-through 21	28,326
Number OSSE Managed SY14	171
Total Public	**69,404**

- *The number of students that have signed up for the Kids Ride Free Rail Program;*

As of January 11, 2015 20,127 students have signed-up for the Kids Ride Free on Rail program. Of these, 14,625 students have successfully downloaded the pass onto their DC One Cards.

- *The number of trips taken for the Kids Ride Free Rail Program August 2015 to date by month;*

Table: Student ridership, August 2015 to December 2015

	Aug. 2015	Sep. 2015	Oct. 2015	Nov. 2015	Dec. 2015
KRF-Bus	146,947	446,477	480,179	439,898	380,000 (est.)
KRF-Rail	16,829	107,567	143,297	142,590	123,000 (est.)

- *The number of students who participate in the metro subsidy for Metrorail access;*

Approximately 400 students continue to buy the 30-day pass.

- *Any observed outcomes during the first semester with regard to attendance as a result of this investment.*

We have observed that students are taking about 50% more rail trips so far this school year compared to last year. And, since ridership on KRF Bus remains flat, we can infer with some reliability that more students are taking transit to get to school with the advent of KRF Rail. This can have a number of positive effects beyond removing a financial burden for families: higher attendance, more school choice, reduced vehicle traffic, and better air quality. In FY 2017, DDOT, OCTO and WMATA intend to set-up a secure database system where we can use student data, including attendance, and ridership data to evaluate the impact of the KRF Rail program.

Table: Trips taken by District students on the Metrorail system

	August	**September**	**October**	**November**
2014	30,630	101,021	120,038	104,068
2015	26,603	120,806	161,116	157,225
Percent change	-13%	20%	34%	51%

Source: DDOT analysis of Metro data

Q9. **What programs and initiatives are currently underway by the DME to promote and improve access to high quality early care and early childhood education in the District of Columbia? Describe the DME's efforts to address the impact that the cost of living has had on the provision of child care services for both families that receive subsidy and are private pay.**

While DME is not spearheading any early childhood initiatives, we are supporting OSSE's work on implementing QRIS and EDI. With DMHHS, DME continues to support OSSE and the State Early Childhood Development Coordinating Council to promote and improve access to high quality early care and early childhood education. The District adapted the Provider Cost of Quality Calculator (PCQC) by embedding its principles in a model that is aligned to the District's unique reimbursement rate variations that are based on a range of quality and other funding factors. The cost modeling methodology provides useful information when considering rate policy because it not only allows OSSE to analyze the impact of standards and likely revenues, but also takes into consideration a host of additional factors that impact costs, such as enrollment levels, program size, gaps in subsidy eligibility and fee collection. This approach permits OSSE to understand the potential impact of rates and other policy changes on these quality and funding variations.

Q10. **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's Early Success Council met in December 2013 and in February 2014 and successfully identified priorities for their work. The most notable area of focus was to organize and promote a strong network of support for early childhood providers. As a result, the Quality Improvement Network (QIN) initiative was developed and is now a priority project for OSSE's Division of Early Learning. Given the District Priority Goal efforts and the SECDCC, the DME and the DMHHS have decided that there is no longer a need to have an Early Success Council. Moving forward this work will be rolled into the efforts of both of these initiatives.

Q11. **Provide an update on the DME's efforts as a member of the Raise DC Leadership Council and your work with the organization to engage more disconnected youth in FY15 and FY16 to date. Please include the most recent report from Raise DC.**

With the transition of Raise DC's management from DME to an independent entity, DME continues to ensure alignment and collective advancement of citywide efforts to improve outcomes from District youth through active leadership and engagement as a member of Raise DC's Leadership Council, the Graduation Pathways Project, and the Disconnected Youth Change Network. In these roles, DME engages both directly and through the facilitation of partnerships with cluster agencies, with the ultimate aim of increasing graduation rates, decreasing the number of students who drop out, and reconnecting students who have disengaged.

As the District's independent, collective impact partnership, Raise DC joins multi-sector partners through a shared agenda for improving outcomes for District youth across five high-level education and workforce goals One of those goals is to reconnect all youth not in school, to education/training. While Raise DC itself is not a direct service provider, it supports multi-sector efforts to identify and scale effective practices, define policy opportunities, and engage in collaborative planning efforts to address key challenges along the reconnection continuum. To that end, Raise DC has undertaken several efforts aimed at preventing disconnection/improving graduation rates (via the Graduation Pathways Project), reconnecting youth who've dropped out, and supporting continued connections into post-secondary:

1. Prevention
   a. Released its newest Graduation Pathways report, "From Off-Track to Diploma: Understanding the Educational Path of DC's Recovery Students", which builds off of the 2014 Graduation Pathways Report. The new report offers insight into DC's "recovery students," a particular segment of students defined in the 2014 report, who started high school with low attendance and low credit accumulation, key predictors of students likely to drop-out, but who ultimately turned around to graduate high school on time. The report unpacks the recovery experience from the students' perspectives to inform decision-makers in developing strategies to support similar students who fall off track to graduation, in efforts to prevent future disconnection as well as to engage disconnected youth. A copy of the report can be found at the following link. http://static1.squarespace.com/static/543dae78e4b09e17b7b6c5fe/t/562e7b26e4b03b50789d37 da/1445886758792/GraduationPathways_RecoveryStudentsReport_2015.pdf

   b. Manages the 9th Grade Counts Network, a group of DCPS and public charter middle/high schools and nonprofits who are defining and piloting strategies for ensuring strong and successful student transitions from middle school through the critical 9th grade year.

   c. Organized and hosted the 2nd Annual Graduation Pathways Summit designed as a yearly event to bring stakeholders together to share effective strategies along the graduation continuum that practitioners and policymakers could use to strengthen student transitions to high school, help more off-track students "recover," and to reconnect students who dropout back onto educational pathways.

2. Reconnection
   a. Continues to convene the Disconnected Youth Change Network (DYCN) which consists of community-based organizations, government agencies, funders, and alternative and adult learning institutions dedicated to creating and providing reengagement opportunities for youth who are not currently enrolled in an education or training program. This network collaboratively supports

the efforts of the DC ReEngagement Center, shares program strategies, and identifies and advances key policies to support District reconnection efforts.

   b. Managing a Graduation Pathways: Supply and Demand Gap Analysis to scope the District's current overage/under-credit and dropout populations and determine the District's current supply of "seats" that serve them. This analysis seeks to inform efforts of District education agencies to strategically develop an expanded set of educational options for these populations to help them complete their high school credential.

3. Continued Connections
   a. With funding from the Lumina Foundation, convenes a learning network of selected adult/alternative LEAs and CBOs who serve reconnecting youth to improve their transitions to and through post-secondary education.

Q12. **The following questions are regarding the DME's efforts to capture disconnected youth and connect them with adult learning, GED, workforce development, and other programs:**

- *What partnerships or collaborations with community partners and other District government agencies does the DME utilize to capture these individuals and promote workforce development?*

In 2014 OSSE identified, through the data available in the DC Statewide Longitudinal Education Data System (SLED), approximately 7,500 youth (ages 16-24) who had not received a high school diploma or GED and were 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 (REC), with strong support from DOES, other key partner agencies, Raise DC's Disconnected Youth Change Network (DYCN), schools, and Community Based Organizations. The REC is now fully managed by OSSE. DME supports the REC through coordinating partnerships between the REC and other agencies, reviewing monthly reports suggesting avenues for further development, escalates issues flagged by the REC, and provides additional support as needed. DME is also tracking the formative assessment of the REC which is discussed in further detailed below.

The REC 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 REC'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.

OSSE staff, at times supported by DME staff, continue to foster 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 other 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 Disconnected Youth Change Network (DYCN) provided much of the ground work for launching the REC and continues to be vital to the success of the center by providing guidance and support to the director, staff, and youth. Comprised of government, community-based, and private organizations, the DYCN serves as the REC's Advisory Board and provides guidance on policies and procedures. 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. While the REC has found some programs to be a better fit for the youth coming through the REC than others, all educational partners are considered when making placement determinations.
The Department of Employment Services (DOES)	1. DOES refer clients from their youth services program, and the American Job Center, who fit the REC criteria to the REC. 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. The REC was a host site for the Summer Youth Employment Program, and also coordinated with DOES to make REC services available to some of the older SYEP participants who met the eligibility for the REC. 5. The REC has recently partnered with DOES on their new Career Connections program which has allowed several REC clients to get access to subsidized employment. 6. The REC has also recently begun discussions about joining DOES Workforce on Wheels program which is a mobile unit

	that periodically goes out into the community to do street outreach for workforce development programs. 7. Further programmatic collaboration is currently being discussed as part of the WIOA State Planning effort.
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. 71% 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 a DC One Card administrators and can issue cards to youth who meet the qualifications so that they can ride the bus and metro for free on the "Kids Ride Free" program.
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. DHS is co-located at the REC on Thursday afternoons so that clients don't have to wait at service centers to complete benefit enrollment and eligibility status.
OSSE's Division of Early Learning (DEL)	1. REC staff has been trained by DEL 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.
DC Child Care Connections Resource & Referral Center Office of the State Superintendent of Education	1. The DC Child Care Connections Resource and Referral Center co-locates at the REC every first and third Thursday of the month to assist REC clients search for appropriate child care options.
The Metropolitan Police Department (MPD)	1. Through the support of Chief Lanier and Assistant Chief Groomes, the REC team has trained over 1,100 police officers in each police district during roll call about the services provided by the REC. Officers pass out REC outreach cards to youth on the streets and refer youth that

	meet the REC criteria.
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 works with the magistrate judge for family court in the District on providing information to families who may need educational placement support. As a result, several judges have made court ordered referrals to the REC.
Virginia Williams Family Resource Center/DC General Family Shelter	1. REC staff is co-located at the Virginia Williams Family Resource Center on the fourth Wednesday of every month and DC General on the fourth Monday of every month.
Court Services and Offender Supervision Agency	1. REC Specialists conduct co-located intakes at the Offender Processing Unit at 300, Indiana Avenue, NW.
Child and Family Services	1. The REC receives referrals from CFSA staff working with active CFSA clients as well as clients who are aging out.
Co-located Intakes in Columbia Heights	1. The REC's bilingual specialist conducts intakes one day a week in Columbia Heights. The MOA with Latin American Youth Center, which will formalize the space for co-location, is currently being drafted.
Court Appointed Special Advocates (CASA)	1. The REC developed a partnership with CASA in order to provide services to relevant youth who have been emancipated from CFSA.
Department of Behavioral Health	1. The REC has built DBH's Universal Intake into the intake process. Staff utilize these questions to identify youth who may be in need of mental health services and makes these referrals through the hotline.
Malcolm X Pop Up Center	1. The REC dedicates one day a week to colocate services in the Malcolm X Pop Up Center in Ward 8 which has been coordinated by the DME.
Juvenile Reentry Workgroup	1. A REC staff person is a member of the CJCC's Juvenile Reentry Workgroup, which pulls together different agencies to grapple with the challenges youth face on returning home from placement.
The Community Partnership for the Prevention of Homelessness (TCP)	1. Staff have gained access to HMIS database in order to see where youth who complete the VI-SPDAT are on the waiting list for transitional or permanent housing. 2. Staff also received training on the youth SPDAT assessment which allows the REC to administer the assessment and add youth to the waiting list. 3. TCP provided gift cards to the youth who graduated and would like to pursue Higher Education.
ANC's Wards 1-8	1. Staff continue to meet with ANCs from Wards 1-8, and actively participate in priority neighborhood outreach projects.
The University of the	UDC provided six to ten volunteers once a week for three

District of Columbia – School of Business	months to provide soft skills trainings and resume building to REC clients.

- *Provide an update on your collaboration with the Office of the State Superintendent for Education and the Department of Employment Services for the Youth Re-Engagement Center, specifically the budget, staff, and number of disconnected youth served to date.*

Budget
In FY15, the OSSE's Division of Postsecondary and Career Education was appropriated with $558,000 in local funds for the REC, with $495,000 for personnel services and $63,000 for Non-Personnel services.

Staff
The REC staff includes five Reengagement Specialists and one Director. The staff is cross-trained by many partner agencies in areas such as case management, educational requirements of partner agencies, crisis intervention, and soft skills to enter the workforce successfully. They come from a variety of professional backgrounds ranging from youth workforce development, juvenile justice, housing/homeless services, and alternative education.

Number of Disconnected Youth Served in FY15 to date
As of January 12, 2016 (FY15 to date), the REC has successfully reconnected 233 youth to an educational program, conducted 374 full intakes (a full intake includes an interview to identify barriers to enrollment and retention, a staff review of past academic history, and student completion of the ECASAS assessment to determine literacy and numeracy levels), and has conducted 659 youth short intakes.
In line with national practices, the REC has adopted a method of tracking persistence by establishing two cohorts a year based on when re-enrollment takes place. This approach allows for a more meaningful measure of persistence rather than including students who were re-enrolled in the immediate past into a persistence calculation. Based on this approach, the REC's Cohort I includes 106 youth who reconnected to an educational program between October 20, 2014 and July 27, 2015. Seventy-two percent (72%) of Cohort I are still enrolled and attending as of January 12, 2016 (8 percentage points higher than the national average retention rate based on publicly available data from the National League of Cities Re-engagement Network), and 7 have earned a High School diploma or GED.

The REC continues to develop, implement, and modify outreach strategies to increase the number of youth served by the REC and improve the REC staff presence in targeted neighborhoods.

As part of the planning process that led to the development of the REC, both the DME and OSSE were committed to ensuring that the REC engage in a practice of continuous improvement. As part of this strategy, DME provided the REC $75,000 through a Memorandum of Understanding (MOU) to OSSE to support the REC in a formative evaluation of the REC's first year of operations. To this end, OSSE initiated discussions with the Mid-Atlantic Regional Education Laboratories (REL) who actually agreed to conduct the evaluation at no cost to the District. The purpose of the REL study is to refine and improve the implementation of the REC. Specifically the study will evaluate the REC's: (1) outreach strategies; (2) intake/assessment procedures; (3) quality of educational offerings; and (4) data collection and use. To collect this information, REL conducted focus groups in November 2015. These focus groups included educational service providers, non-academic service providers, referring organizations, referring family and friends (i.e., relatives and friends of disengaged youth who have referred the youths to the DC REC), and various groups of youth serviced by the REC. In addition, REL interviewed the REC staff members and reviewed any relevant documents and materials (intake assessments, outcome data, etc.).

The REL will deliver a first round of results and recommendations (for internal use only) of the evaluation to the REC early spring 2016. The REL will then conduct a second round of data collection starting in late summer 2016 to gauge the impact of changes made and will deliver a second round of results and recommendations (for internal use only) of the second round of the evaluation by the end of 2016.

Since the REL's formative evaluation was provided at no cost to the District, the REC and DME amended the evaluation MOU to allow the REC to use the $75,000 on other REC related activities. Accordingly, the funding was primarily used on a marketing campaign that ran through the summer and which included advertisements on the radio and in the newspapers, on buses and on metro trains..

In addition, a portion of the funding was allocated to support the development of the backend database that the REC staff uses and which will eventually be connected to the "Virtual Re Engagement Center." The Virtual ReEngagement Center will complement the brick-and-mortar REC and be a public website that will act as an alternative "front-door" for disengaged youth to connect with the REC or directly to a relevant educational program that provides instruction toward a secondary credential and/or industry certification. This tool will enable agencies and nonprofits that are already embedded in the community to assist youth in reconnecting to school by pushing out into the community the most up-to-date information on educational options as well as offering a direct line to REC staff who can assist with the re-engagement process. The initiative is based in part on the functionality of DC's Learn DC website, as well as Colorado's Drop in Denver website that targets out-of-school youth. To date, the back-end database has been developed and populated with information on the relevant educational partners and initial work on the front-end website has been completed. OSSE looks forward to the current estimate public launch date of the Virtual ReEngagement Center in late Spring of 2016.

- *Provide an update of the Graduation Pathways Project. What milestones were achieved in FY15 and FY16 to date?*

  See response to question 11. In FY 16 DME is facilitating the provision of data to Raise DC in order for Raise DC to produce an updated Graduation Pathways Report in order to support the Graduation Pathways Project. The new report aims to drill down deeper into for off-track students and students who have dropped out and the citywide capacity of seats to serve them. DME aims use this report once released to assist with the establishment of citywide policy, align resources, and ensure that stakeholders adopt effective practices to better serve these target populations of students. In addition, as a part of the Graduation Pathways Project, the Core Schools Group, has been using the identified indicators to drive organizational change within their own campuses and share their best practices with school le aders across sectors.

  In FY15, DME managed the set-up and situation assessment phases of the Graduation Pathways Project as it was still housed within DME. The project consisted of three phases: set-up, situation assessment, and strategic planning.

  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.

- *Provide an update on your work with the State Board of Education on approving a state diploma for the District of Columbia.*

The DME requested that the State Board approve a state diploma for the District. DME wrote a letter to the SBOE expressing her support and that of Mayor Bowser for approving a state diploma proposal, met with several Board members on the matter, provided staff to participate on any SBOE organized working group for the state diploma and to provide research support, enlisted the support of the business community for a state diploma, and facilitated the provision of information from OSSE to the SBOE.

Q13. **Describe the involvement that the DME has with the Workforce Investment Council and on the District of Columbia's State Plan as it relates to the Workforce Investment and Opportunity Act (WIOA) in FY15 and FY16 to date. Please include an accounting of the DME's role on the Adult Career Pathways Taskforce.**

Though DME is not a member of the Workforce Investment Council (WIC) DME cluster agencies, OSSE and UDC, are members. The DME works closely with these cluster agencies to ensure that they are keenly involved and contribute to the WIC's drafting of the State Plan. In addition DME has provided staff to support the WIC in the drafting of the State Plan.

DME is a member of the Adult Career Pathways Task Force and was represented at every full Task Force meetings from June through September and on all Task Force conference calls. DME staff was also a member of the Access to Education and Occupational Training work group and attended four of five work group meetings, and one of two Task Force working sessions. DME staff contributed content and assisted with the drafting of the Adult Career Pathways Task Force report.

Q14. **Describe any efforts, initiatives, programs, or policies regarding workforce development that were developed or implemented by the DME in FY15 and to date in FY16. 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.**

By 2020, 76% of jobs in the District will require some form of postsecondary education. Currently, approximately 60,000 adults in the District do not a have high school diploma or its equivalent. DME works to better coordinate the education and workforce development systems with the aim of creating a comprehensive system that supports District residents from cradle to career. DME's efforts have focused on coordinating relevant entities to develop a system that better supports making the workforce and education more accessible to District residents. To that end this year DME has and continues to:

1. Worked with the Deputy Mayor for Greater Economic Development to ensure that grant funding for Community Based Organizations working in schools was released.
2. The Adult Career Pathways Task Force to develop a plan for a District Career Pathway System.
3. OSSE to ensure that it is tracking data required to evaluate workforce development programs that receive funding thought them.
4. UDC to highlight its role as the District's sole public higher education system in providing education and training to our residents as it develops under a new president.
5. Establish partnerships between DOES, UDC Community College, and the WIC to establish UDC as the preferred training partner to provide training services to District residents at a potential cost savings for the District.
6. Work throughout the process of the drafting of the WIC's State Plan to include postsecondary education and training amongst the District's goals in order to increase the number of citizens who can meet the educational requirements of the job market.
7. Worked with the State Board of Education on the Credit Flexibility Taskforce to award schools with the ability to better support and prepare our students to graduate from high school and enter the workforce and/or postsecondary careers.

Q15. **Provide an update on the environmental and safety audits conducted in schools for FY15 to date in FY16.**

Note that all data was provided by DCPS and DGS.

Violation Abatement Management Inspections are in progress for FY16, which have identified 406 Level 1* Issues (DCPS) and 237 Level 2**. SY15 inspections resulted in 1,119 Level 1* Issues (DCPS) and 306 Level 2** (DGS) issues cited.

Annual testing for Lead in Drinking Water for SY16 is underway with 61 schools tested thus far. SY15 results are posted online and available through the DOEE Website.

Lead Risk Assessments were completed in all pre-1978 school buildings in areas occupied and commonly used by children ages 6 and under during SY15. Lead stabilization work is in progress.

Asbestos Assessments were conducted per AHERA regulations in all schools. In addition, 202 assessments were performed in SY15 on as needed basis.

Indoor Air Quality surveys were performed, as requested, at 19 school buildings during SY15. Remediation work was completed to include deep cleaning classrooms, sanitizing carpets, disinfecting HVAC equipment, running dehumidifiers and air scrubbers, and performing associated restoration.

All schools within and adjacent to EPA Radon Hot Zones have been tested. Current testing is being conducted in schools outside of the EPA Radon Hot Zones with 22 schools completed thus far in SY16. All results to date have been below EPA Action Levels.

*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.

Q16. **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 2015-2016 school year.**

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 soon thereafter and continued into 2015, including the development and implementation of policies that require case workers to review all historical information and the provision of additional mandated reporter training. Additionally, DCPS's mental health and behavioral support services team updated the discipline guidebook for the 2015-2016 academic year to include significant revisions to documentation requirements. These updates are reviewed in-depth with school social workers and school psychologists during pre-service week at school opening. More broadly, all District Local Education Agencies (LEAs) now have a Homeless Liaison who is tasked with ensuring students who are homeless receive the supports they need. OSSE has also released formal school closure guidance that provides specific requirements with regards to student records to ensure secure transition. Additionally, PCSB has developed a process to support effective school close out that specifically ensures safe records transfer.

My School DC

Q17. **What changes, if any, were made My School DC in FY15? What changes, if any, will be made in FY16**?

FY15 Changes

- Launched Centralized Waitlist Management System (CWMS) - The Centralized Waitlist Management System (CWMS) successfully launched on Round 1 results day and the My School DC team has trained and supported school users. The CWMS put a mechanism in place to ensure that waitlist offers were extended in the appropriate order according to assigned waitlist position. Nearly all schools are effectively making offers through the CWMS and are thus prevented from making offers out of order. For a handful of schools that had trouble, we identified a need to support them in understanding that the CWMS is not integrated with their student information system and enrolling a student still requires action in both systems. The addition of this platform has had a tremendous positive impact in our ability support both schools and families. The CWMS allows us to quickly review schools' waitlists and parents' statuses; last year doing either of these things would have required multiple calls to schools. This positive effect is being echoed by parents. Our hotline continues hear from parents who appreciate being able to review their waitlist statuses in real time. It has decreased parent anxiety, and anecdotally, the amount of calls being made to schools.

- Implemented Children of staff preference – LEAs were permitted to offer a staff preference and several charter schools opted in to offer that preference in the 2015 lottery. My School DC verifies with LEAs that a staff member actually works for the school and qualifies for the preference before applying that preference in the lottery algorithm.

- Established data request process – The Common Lottery Board voted to establish the requirements for requesters applying for authorization to receive applicant records submitted to the lottery such as school rankings, personally identifiable information such as addresses, and aggregate data comprising a group size smaller than ten individuals.

- Performed algorithm analysis – My School DC initially designed our algorithm using a single random lottery number because, based on New York City data analysis provided by IIPSC, it produced more matches of students to their #1 choices. We wanted to confirm that design this summer using real DC data, since we now have two years of the common lottery under our belt. IIPSC ran 5,000 lottery simulations using DC lottery data and compared match results using single random numbers (SRN) and multiple random numbers (MRN). Using a SRN remains preferable. Both SRN and MRN maintained the overall match rate of about 72%, but SRN matched about 400 more students (2% of applicants) to their #1 choice than MRN did. Thus, My School DC will **not** change the algorithm to use MRN because more students get their first choice with SRN in the IIPSC analysis.

- Launched School Finder tool – A family using the My School DC website can simply enter their address to see any participating school, DCPS or charter that is close to where they live. The family can also filter by grade, distance or program. As of FY16, the family can also see the driving and public transit time in minutes from their house to the school. The School Finder can be accessed at find.myschooldc.org. The My School DC team recommends that families start their school search with the School Finder to start narrowing down their options.

- Incorporated Boundary Changes into Application – The Student Assignment and DCPS School Boundary Review Committee made recommendations to change school boundaries in August 2014, which DCPS adopted. The My School DC application incorporated all of those boundary changes and appropriately considers the in-boundary and feeder schools of every applicant.

- Extension of hotline staff availability – The My School DC team manages a hotline to respond to inquiries from Monday to Friday during business hours. In the first year of the common lottery (FY14) these contracted hotline staff members were seasonal. In FY15, the call volume was steadily high and the contract was extended to be year-round. The hotline response team has consistently received high marks on the annual survey of applicants.

Changes in FY16:

- Remove Round 2 of the Lottery – The My School DC team recommended and the Common Lottery Board voted to eliminate Round 2 in favor of a ranked post-lottery application. We think this change will expedite results for families and schools after the main lottery, and will push families to apply earlier. In order to maintain the "waitlist cleaning" function that Round 2 formerly served, we are implementing a ranking feature in the post-lottery period and planning carefully for that new function.

- Expand post-lottery application period – This enhancement allows My School DC to better serve families and see student mobility during the school year. We gathered feedback from schools and the design committee who generally support the enhancement. The Common Lottery Board voted to extend the application period to December 4, 2015 just before the new application for the 2016 lottery opens. The extension will allow families to use one central application and for My School DC to capture applicants that would otherwise apply mid-year outside of our system and directly to the school.

- Implement Special Education preference - One school, Bridges PCS, opted in to offer a lottery preference for high level special education students to gain entry into high level special education classrooms. My School DC will coordinate effort with OSSE and with Bridges to ensure that the

preference is applied appropriately to students requiring 16 special education hours or more outside of the general education setting.

Q18. **Provide the Committee with the following data for each My School DC lotteries operated for SY14-15, SY15-16, and SY16-17:**
- *The number of participating schools;*
- *The total seats are available broken down by school/campus and grade level at the beginning of the lottery period;*
- *The number of applications were submitted by the first deadline;*
- *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 percent of families that accepted their match during the first round;*
- *The percent of families that participated in the first round opted to submit an application for the second round;*
- *The number of applications were submitted by the final round;*
- *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);*
- *The percent of families that accepted their match during the final round;*
- *The average number of schools parents/guardians select in each round (12 being the most); and*
- *The number of seats that were still available at the end of the lottery period broken down by school/campus and grade level.*

See Attachment B. Note that some data for SY 16-17 is not yet available.

Q19. **Describe My School DC's efforts to provide training and outreach to D.C. Public Libraries or other agencies to be able to assist patrons attempting to use My School DC during FY15 and FY16 to date. Please describe the nature of those training or outreach sessions.**

Library Outreach

Approximately 70 librarians and associates were trained in FY15 and FY16. Training consists of a thorough overview of the common lottery process (program 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) with time for questions and answers.

During the application period in FY15, My School DC regularly staffed a table at the entrance of the library and providing information, materials, and application assistance to interested families. My School DC also held parent information sessions with Q&A at neighborhood libraries where parents came to learn about the lottery from a My School DC representative. These sessions provided parents with a more in-depth look at the process and allowed them to ask questions they had about it.

Total for FY15:
- 14 total family assistance events held at 8 libraries
- 70 librarians and associates trained

Total for FY16:

- 14 total family assistance events held at 12 libraries
- 70 librarians and associates trained

DCGOV Outreach

In addition to direct engagement efforts with the DC Public Library, My School DC has forged partnerships with DC Government agencies to train staff, their grantees, and / or directly reach their consumers. In total, we directly engaged with 11 DC Government agencies. (Note: We do not include DCPS in this count; however, DCPS is an entity we work with daily.)

FY15 engagement with DC Government agencies:
- DC Public Library (described in detail above)
    - Staff training
    - Engagement events (open office hours and parent information sessions)
- Department of Parks and Recreation
    - Engagement events (open office hours)
- Department of Human Services
    - Staff training in multiple departments
    - Presentation to TEP providers
    - Engagement events (open office hours)
    - Creation of PPT film to play on a loop at the five service centers with pertinent lottery information
- Child and Family Services Agency
    - Staff training
- Department of Youth and Rehabilitation Services
    - Staff training
- Mayor's Office on Latino Affairs
    - Training to grantees
    - Engagement events (OLA provided support on information dissemination)
- Mayor's Office on Asian and Pacific Islander Affairs
    - Training to grantees
    - Engagement events (OAPIA provided support on information dissemination)
- Mayor's Office on African Affairs
    - Training to grantees
    - Engagement events (OAA provided support on information dissemination)
- Department of Public Works
    - Engagement events (table at annual Truck Touch)
- Office of Cable Television
    - Filming of My School DC PSA
- Office of the State Superintendent for Education
    - Provided content for LearnDC

Q20. **Provide the languages that My School DC offers website information and other information regarding language access being provided to families.**

My School DC offers information in English, Spanish, Amharic, French, Chinese, and Vietnamese in the following ways:

- My School DC Website (MySchoolDC.org): Available in English and Spanish. Web pages containing key information are available in Amharic, Chinese, Vietnamese, and French.
- My School DC Application: Available in English and Spanish. Application user guides available in Amharic, Chinese, Vietnamese, and French.
- My School DC School Directories: Available in English and Spanish
- My School DC Fact Sheets: Available in English, Spanish, Amharic, Chinese, Vietnamese, and French
- **New!** My School DC Videos: Available in English in Spanish. Subtitles available in Amharic, Chinese, Vietnamese, and French.
- My School DC Advertisements and Promotions:
  - EdFEST: Promotional material in English, Spanish, Amharic, Chinese, Vietnamese, and French; interpreters are the event in the aforementioned languages and sign language.
  - Ad campaign for the lottery: Promotional material in English, Spanish, and Amharic.
- My School DC Field Campaign: Canvassers have been hired that speak English, Spanish, and Amharic

In addition, the My School DC Hotline is staffed with bilingual staff (English / Spanish); has menu options for callers who speak Spanish, Amharic, Chinese, Vietnamese, and French to "press _ for their language" to connect them with a telephonic interpreter; and is equipped with a telephonic interpretation service (Language Line) that provides interpreter assistance in over 100 languages.

Q21. **Describe the transition from a Round 2 of the lottery and how the new system of wait listing will be similar or different than having two lottery rounds. Also, what public education is being done for parents or household using the lottery who are used to a system with multiple rounds.**

Description of Change

In previous years, the intended purpose of Round 2 was to equitably distribute the remaining seats that were unfilled after the first, main round of the lottery to families who did not receive a match in the first round or who missed the application deadline. However, upon review of application data from the past two years, My School DC determined that a second round of the lottery is not actually necessary to distribute the remaining seats. Transitioning directly from a lottery to a ranked post-lottery application period has the same effect. Removing Round 2 also allows My School DC to communicate waitlist positions and available seats sooner to parents than we were able to in previous years. The removal will also allow schools that are under-enrolled after the lottery to recruit and immediately enroll interested families instead of forcing them to wait for Round 2 results.

In many ways the new process will be very similar to the process in previous years. Families who miss the lottery application deadline can apply to up to twelve schools using the My School DC post-lottery application. The My School DC post-lottery application period begins on February 2nd for 9-12 grade applicants, and March 2nd for all grades. Prior to April 1st, only applicants who did not submit a lottery application may apply to additional schools using the post-lottery application. Beginning April 1st, there is no restriction as to who can apply. This is consistent with the rules for applying in Round 2 last year.

Similar to the lottery application, and to Round 2 last year, families who apply to multiple schools in the post-lottery application period will be asked to prioritize their school choices. After April 1st, there is no limit to the number of schools to which a family can apply. However, families will be prevented from reapplying to a school if their child is already on that school's waitlist. There is no benefit to reapplying since a student cannot move up a waitlist by reapplying.

Post-lottery applications will be added automatically to the bottom of the schools' waitlists in the order they are received and below applicants who applied and were waitlisted through the lottery. The only exception to this is for applicants that qualify for a lottery preference, such as in-boundary, sibling enrolled, etc. For example, an applicant with an in-boundary preference will jump ahead of an applicant without an in-boundary preference on the waitlist regardless of when they applied.

Education of Community

The applicant pool each year tends to be comprised mostly of distinct families rather than the same families year over year, but we still wanted to widely communicate the removal of Round 2. We highlight it during our outreach events, to our Parent Advisory Council (PAC) members, in press interviews, and to all LEAs participating in My School DC. We have included information on the removal of Round 2 on our website in our FAQ section. We have reached out to key partners who provide lottery guidance for applicants and briefed them extensively on this change. The My School DC hotline staff members are trained and able to answer any parent inquiries about the change that are directed to them.

Q22. **Provide the organization of the Common Lottery Board and any updates regarding the members of the Board, meeting dates, and decisions made in FY15 and FY16 to date.**

The Common Lottery Board was established by the Budget Support Act of 2015. It is tasked with developing and maintaining a common lottery that is currently administered by My School DC. The members vote on any major policy change to the common lottery.

Members of the Common Lottery Board as of 2/4/15:

Member Name	Board Membership Status	Organization
Jennifer Niles	Chairperson and voting member	DME
Kaya Henderson	Voting member	DCPS
Anjali Kulkarni	Voting member	DCPS
VACANT	Voting member	DCPS
Shantelle Wright	Voting member	Achievement Prep
Keisha Hutchinson	Voting member	TMA
Susan Schaeffler	Voting member	KIPP DC
Darren Woodruff	Non-voting member	PCSB
Shana Young	Non-voting member	OSSE
Catherine Peretti	Non-voting member	My School DC

The Common Lottery Board met four times during FY15 in January 2015, April 12, 2015, July 17, 2015 and September 14, 2015. Major policy changes voted upon were:
- Voted to approve hiring of new Executive Director. (January)
- Voted to eliminate Round 2 of the lottery. (April)
- Voted to extend the post-lottery period so that My School DC would accept applications through December instead of October. (April)

- Voted to approve research request process. (April)
- Approved Changes to the attached My School DC Policy Guide. (September)

2016 Common Lottery Board Meeting dates:
- January 25, 2016 at 1:30pm
- April 25, 2016 at 1:30pm
- July 25, 2016 at 1:30pm

Planning and Facilities

Q23. **Provide a comprehensive update on the Cross Sector Collaboration Task Force including named and appointed members; mission and vision statements; timelines for meetings and planned agendas; and any other relevant community or sector partner engagement.**

The DC Cross-Sector Collaboration Task Force is charged with developing a report for the Mayor with clear and fair recommendations on how to improve the coherence of public education in DC for parents and increase the collaboration across and among public schools; this initiative aims to improve effectiveness, efficiency, and student outcomes. The Task Force will focus its efforts on identifying key aspects of education that would benefit from cross-sector efforts between DCPS and public charter schools.

The Task Force will be a two year effort and will tackle issues in a phased approach. The Task Force will meet monthly from January 2016 through July 2017. The Task Force, co-chaired by the DME and Mayor Anthony Williams, has 26 members and includes representatives from Local Education Agencies (LEA) and district agencies, public school parents, and community members. Membership is balanced across sectors, demographics and ward of residence. A list of all members and affiliations is attached.

Attachment C - List of Task Force members and their affiliations.

The first Task Force meeting will be held on January 26 at the Martin Luther King Memorial Library from 6-7:30 PM. The Task Force will hold monthly meetings (with a couple exceptions over the summer). See below for the meeting dates. All meetings will be held from 6-7:30PM at the MLK Memorial Library. We will be holding a series of focus groups in February to get broad community input on what educational challenges should be addressed through collaboration across public school sectors. This information will help inform the work of the DME and the Task Force.

Attachment D - focus group flyer
Attachment E – Taskforce FAQ

The Task Force will focus its work on the following five goals.
- Improve the experience of parents and families understanding and navigating their public school options;
- Develop a framework for coordinating processes on school openings, closings, and facilities planning;
- Develop methods for information sharing with the public and across public school sectors.
- Promote enrollment stability, and;
- Identify educational challenges that need to be addressed through cross-sector collaboration.

Q24. **List all of the former school buildings that have been released under the RFO process in FY15 and FY16 to date.**

There were no excess school buildings released for the Right of First Offer process in FY 15 or FY 16 to date. Nonetheless, the DME is committed to making excess school spaces available to the charter school community. In September 2014, a Request for Offers was released on the MC Terrell School and a separate Request for Offers was released on the Fletcher Johnson School. Neither of these solicitations yielded an award to a charter school. By law the DME was required to leave these two solicitations open and review charter school offers through December FY 16. In addition to this, DME worked closely with DGS to completed leases on four excess school facilities (Mamie D. Lee, Gibbs, Shadd, and Draper) to charter schools in FY 15. DME is currently supporting DGS with leases for two additional excess school facilities (Minnesota, and Nicholson). These two leases are a direct result of DME working diligently with DCPS and PCSB to ensure that 1,600 students were not displaced through the closure of Community Academy Public Charter School. (CAPCS). The DME also worked with DGS to complete license agreements for six excess schools (MC Terrell, Malcolm X, Sharpe Health, PR Harris, Jefferson and Keene).

Q25. **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 FY16 and FY17 budget.**

The DME has begun the process of designing the 2018 Master Facility Plan. DME is working closely with the Office of Planning, DCPS, DGS and the Public Charter School Board to outline the scope for the MFP that will be timely, relevant, accurate and forward looking. The 2018 MFP will seek to create a vision for District facility planning. It will be comprehensive including relevant data points from OP and PCSB. It will also provide the framework for school modernizations in the District; by including the latest Ed Spec and a rationale for the CIP queuing order. But the MFP will not simply be a construction document. The MFP will set policy for DC facility planning by examining growth, capacity and for the need across sectors. DCPS and DGS have decided to retain the current queuing order through the FY '15-FY'20 CIP. This allows for continuity and community reliance on the current CIP. After the MFP is updated in 2018, there will be an opportunity to revisit the CIP.

Q26. **Do you anticipate any changes or revisions to the DCPS school boundary plan and if so what are those changes? 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.**

DCPS is responsible for implementing the boundary plan and has taken a measured approach to the roll out of changes. Additionally, DCPS is working directly with DGS on changes to facilities needed based on the boundary recommendations. With the new approach to modernizations - putting DCPS in the driver seat and DGS as an implementation agency - any required modernizations will be on target with DCPS' overall plan and vision. At this time there are no major facilities changes needed as a result of implementation the boundary plan. The following is a summary of changes (by recommendation number) made to the boundary plan since the final plan was released in August 2014:

Recommendation 4: Moving out-of-boundary
  - After DME analysis of student mobility data, which revealed that this recommendation would predominantly affect students in Wards 7 & 8 and students labeled as "at risk", it was determined that we should delay implementation of this recommendation for the 2015-2016 school year. Date of implementation has not yet been determined.

Recommendation 7: Programmatic Feeder Patterns
- MacFarland DL program - Provided guaranteed right to all 5th grade DCPS dual-language schools and programs through the SY16-17 lottery. This guaranteed right was extended to DCPS dual-language students interested in enrolling in CHEC (6-8).

Recommendation 8: Feeder pattern changes
- In February 2015, Mayor Bowser made some tweaks to the boundary plan that provided dual feeder rights for Kelly Miller MS students (right to feed Woodson and Eastern) and extended the grandfathering rights to families zoned to a new middle school (MacFarland, Shaw and New North).

Recommendations 13, 14, and 15: Boundary studies for Ferebee-Hope; Kenilworth, Thomas, and River Terrace; and Marshall, respectively
- Date of implementation changed from Spring 2015 to Spring 2016

Recommendation 19: Ron Brown MS
- Will not open Ron Brown MS as specialized and/or selective MS. This site will instead be the Empowering Males HS, which will open in SY16-17.

Recommendations 23 and 24: At-risk preference at non-selective and selective DCPS and charter schools
- Due to operational challenges, we asked DCPS to push date of implementation from SY16-17 to SY17-18 so we could be appropriately incorporate the at-risk preference into the lottery.

General Questions

Q27. **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. If applicable, provide a narrative explanation of any organizational changes made during FY15 or to date in FY16.**

See Attachment F

Q28. **Provide the agency's performance plan for FY15. Did the DME meet the objectives set forth in the FY15 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.**

In FY 2015, DME fully achieved 70% and partially achieved 30% of all of its initiatives and fully achieved all of its rated key performance measures.

See Attachment G

Q29. **Provide the agency's performance plan for FY16. What steps has the agency taken to date in FY16 to meet the objectives set forth in the FY15 performance plan?**

See Attachment H

Q30. **Provide the following budget information for DME, including the approved budget, revised budget, and expenditures, for FY15 and to date in FY16:**

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

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

- *At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.*

[NOTE: for electronic submission please submit raw data (i.e. CFO data dump)]

See Attachment I

Q31. **Provide a complete accounting of all intra-district transfers received by or transferred from DME during FY15 and to date in FY16. 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 J

Q32. **Provide a complete accounting of all reprogrammings received by or transferred from the DME during FY15 and to date in FY16. 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.**

DME did not have any reprogrammings received by or transferred from DME in FY15 and to date in FY16.

Q33. **Provide a list of all DME's fixed costs budget and actual dollars spent for FY15 and to date in FY16. 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 K

Q34. **Provide the capital budget for DME and all programs under its purview during FY15 and FY16, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY15 and FY16. Did any of the capital projects undertaken in FY15 or FY16 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.**

DME does not have a capital budget

Q35. **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).**

The DME does not support any properties with its budget.

Q36. **Describe any spending pressures that existed in FY15. 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 in FY15.

Q37. **Identify potential areas where spending pressures may exist in FY16? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY16 budget.**

DME does not anticipate any spending pressures in FY16.

Q38. **Provide a list of all FY15 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.) and if any staff are classified as independent contractors.**

Position Number	Title (HR Title)	Name	Fund
39600	Deputy Mayor for Education	Jennifer Niles	Local
42730	Special Assistant	Claudia Lujan	Local
42835	Program Analyst	Yair Inspektor	Local
43882	Special Assistant	Jennifer Comey	Local
46578	Program Analyst	VACANT	Local
46652	Senior Policy Analyst	Aurora Steinle	Local
46905	Special Assistant	Tara Lynch	Local
47608	Chief of Staff	Margie Yeager	Local
75127	Special Assistant	Shayne Wells	Local
75128	PGM ANALYST	Althea Holford	Local
75131	Policy Advisor	Taneka Miller	Local
85338	Program Analyst	Michele Desando	Local
85339	Data Analyst	Aaron Parrott	Local
85340	Specialist Assistant	Aryan Rodriguez	Local
85341	Program Manager	Catherine Peretti	Local
85903	Special Assistant	Amy Lerman	Local

Q39. **How many vacancies were posted for DME during FY15, to date in FY16, and what the positions were/are and 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.**

DME had one vacancy posted in December of 2015. The program analyst position was vacated by an employee who moved out of state. The position has been vacant since December 18th and interviews are currently being conducted. Position should be filled by March 7, 2016.

Q40. **How many employee performance evaluations were completed in FY15 and to date in FY16 and how was performance measured against position descriptions?? What steps are taken to correct poor performance and how long does an employee have to correct their performance?**

Performance evaluations were completed for all 15 employees in FY15 and performance plans have been completed for all employees for FY16. There were no poor performance evaluations. All employees performed at or above performance expectations.

Q41. **Provide the Committee with the following:**

- *A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY15 and to date in FY16, and the amount; and,*

No employees received bonuses, special pay, additional compensation, or hiring incentives in FY15 and to date in FY16.

- *A list of travel expenses for FY15 and to date in FY16, arranged by employee.*

Employee	Date of Travel	Purpose	Amount
Celine Fejeran	Dec 9-11, 2014	National League of Cities Conference	$625.80

Q42. **Provide the following information for all grants awarded to DME during FY15 and to date in FY16:**
- *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 was not awarded any grants in FY15 and to date in FY16.

Q43. **Provide the following information for all grants/subgrants awarded by DME during FY15 and to date in FY16:**
- *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.*

See Attachment L

Q44. **Provide the following information for all contracts awarded by DME during FY15 and to date in FY16:**
- *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. LEA Payment Research Consultant – FY15

Contract number: CW30802-BPA
Approved Budget Authority: $15,000
Funding Source: Local
Competitively Bid or Sole Sourced: Sole Sourced (Carried over from FY14)
Expenditures: $7,,950
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: Jennifer Comey

B. Printing and Duplication – FY15

Contract number PO 512334
Approved Budget: $9,916.50
Funding Source: local
Competitively Bid or Sole Sourced: Sole Sourced (Under $10,000 and was given to a CBE vendor)
Expenditures: $9760
Purpose of Contract: Handle various big printing jobs for My School DC
Vendor: Digi Docs Inc Document Managers
Contract Deliverables: Provide Duplication services
Outcomes: Performed tasks as needed
Corrective Action: None
DME employee responsible for overseeing the contract: Aryan Bocquet

C. Translation and Interpretation Services – FY15

Contract number: PO511052
Approved Budget: $20,000
Funding Source: Local
Competitively Bid or Sole Source: Sole Sourced (Vendor the City uses)
Expenditures: $20,000
Purpose of Contract: Translation and interpretation Services for My School DC
Vendor: Multicultural Community Services
Deliverables: Translate fliers, brochures and other communications to parents and the community. Provide interpretation services for various community meetings.
Outcomes: Performed tasks as needed
Corrective Action: None
DME employee responsible: Aryan Bocquet

D. My School DC Temp Agency for Hotline – FY15

Contract number: PO511470
Approved Budget: $100,000.00
Funding Source: Local
Competitively Bid or Sole Source: Competitive
Expenditures: $87,494.96
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
Deliverables: Provide temps for the My School Dc Hotline
Outcomes: Performed tasks as assigned
Corrective Action: None
DME employee responsible: Amy Lerman

E. My School DC Audit Evaluation Program – FY16

Contract number: PO534755
Approved Budget: $49,746.00
Funding Source: Local
Competitively Bid or Sole Source: Competitive
Expenditures: None to date
Purpose of Contract: My School DC is the common application and common lottery for 95% of public schools in the District of Columbia, managed out of the Office of the Deputy Mayor for Education. My School DC would like to identify participating schools that enrolled students outside of the My School DC process. This analysis is used to support schools in their participation with My School DC by identifying failure points in their own processes. Once identified, My School DC can provide technical assistance to schools with trainings, instructional materials, and other helpful tools to address gaps in the My School DC process for schools to enroll new students.
Vendor: American Institute Research
Outcomes: None to date
Corrective Action: None to date
DME employee responsible: Catherine Peretti

F. My School DC Temps for Hotline – FY16

Contract number: PO532970
Approved Budget: $100,000
Funding Source: Local
Competitively Bid or Sole Source: Competitive
Expenditures: $16,170.66 to date
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
Deliverables: Provide temps for the My School Dc Hotline
Outcomes: Performing tasks as assigned
Corrective Action: None to date
DME employee responsible: Amy Lerman

G. Translation and Interpretation Services – FY16

Contract number: PO535260
Approved Budget: $20,000
Funding Source: Local
Competitively Bid or Sole Source: Sole Sourced (Vendor the City uses)
Expenditures: $11,130.60 to date
Purpose of Contract: Translation and interpretation Services for My School DC
Vendor: Multicultural Community Services
Deliverables: Translate fliers, brochures and other communications to parents and the community. Provide interpretation services for various community meetings.
Outcomes: Performing tasks as needed
Corrective Action: None to date
DME employee responsible: Aryan Bocquet

H. Education Pioneer Program – FY16

    Contract number: PO535558
Approved Budget: $67,128.00
Funding Source: Local
Competitively Bid or Sole Source: Competitive
Expenditures: $26,554.44
Purpose of Contract: Collaborate with the Education Pioneer Fellow Program to allow graduate students an internship with organization focusing on Education
Vendor: Education Pioneer, Inc.
Deliverables: Provide an intern for 10 weeks to DME
Outcomes: Performing tasks as needed
Corrective Action: None to date
DME employee responsible: Claudia Lujan

I. Exposition Management and Consulting for My School DC Ed Fest 2015 - FY16

    Contract number: PO531213
Approved Budget: $98,804.00
Funding Source: Local
Competitively Bid or Sole Source: Competitive
Expenditures: $98,804.00
Purpose of Contract: To actively manage the site layout, exhibit and event logistics and related event production for the My School DC Education Festival
Vendor: Linder & Associates, Inc.
Deliverables: -Design the Festival site/floor plan(s); Edit/customize the plan as requested and/or required to bring to final (over 4-6 week time span); Accommodate Events DC, venue (DC Armory), City, Fire, etc. reviews of Festival site/floor plan(s) and, per their requirements, regulations, and permitting (if pertinent), adjust as necessary; Provide final site/floor plan(s) in digital and hard copy formats for above entities as requested, for participant/exhibitor packets, and for attendee/event program, signage, etc.
Outcomes: Performed tasks as assigned
Corrective Action: None
DME employee responsible: Aryan Bocquet

J. Printing/ Duplication for My School DC – FY16

    Contract number PO 537135
Approved Budget: $17,966.00
Funding Source: local
Competitively Bid or Sole Sourced: Competitive
Expenditures: None to date
Purpose of Contract: Provide services related to a bulk mailing of the mail merge results of the My School DC lottery to applicant families.
Vendor: A Digital Solutions, Inc.
Contract Deliverables: To provide bulk mailing services
Outcomes: None to date
Corrective Action: None to date
DME employee responsible for overseeing the contract: Catherine Peretti

K.   Advertising for My School DC – FY16

Contract number PO535749
Approved Budget: $178,456.19
Funding Source: local
Competitively Bid or Sole Sourced: Competitive
Expenditures: $59,485.40
Purpose of Contract: Promote the My School DC Common lottery application to families for the 2016-17 school year.
Vendor: Campbell & Company DC
Contract Deliverables: Kickoff meeting with My School DC. Update existing copy for advertisements and tabletops for review by My School DC; Develop weekly tweets, Facebook, and Instagram posts for radio websites for review by MSDC; Negotiate and purchase radio spots, transit placements, and digital advertising at identified media outlets; Develop communications plan that includes media outlets, bus routes, "on the ground" placement locations for table tops, flight dates, dates for digital advertising ; Deployment of initial radio spots, ground placements and digital advertisements. Screenshots or confirmations submitted for review by My School DC team placement, deployment schedule for transit ads, and dissemination plan / schedule for tabletop placements
Outcomes: Performing tasks as assigned
Corrective Action: None to date
DME employee responsible for overseeing the contract: Aryan Bocquet

Q45.   Provide the following information for all contract modifications made by DME during FY15 and to date in FY16, 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 and Interpretation Services

Vendor: Multicultural Community Services
Purpose of modification: My School DC needed additional services for the Common Lottery
Employee Responsible: Aryan Bocquet
Modification Cost: Originally budgeted for $10,000. Modification was done for an additional $10,000 bringing the total to $20,000
Funding Source: Local

Q46.   Provide the following information for all purchase card transactions during FY15 and to date in FY16:
- *Employee that made the transaction;*
- *Transaction amount; and,*
- *Transaction purpose*

All transactions are made by Tara Lynch with the approval of Margie Yeager, Chief of Staff.

See Attachment M

Q47. **Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DME during FY15 and to date in FY16. This includes any reports of the D.C. 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.**

DME had no investigations, reviews or program/fiscal audits conducted on programs and activities during FY15 and to date in FY16.

Q48. **Has the DME adhered to all non-discrimination policies in regards to hiring and employment?**

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

Q49. **Have there been any accusations by employees or potential employees that the DME has violated hiring and employment non-discrimination policies in FY15 or to date in FY16? 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 FY15 and to date in FY16