

Deputy Mayor for Education (DME)

Organization, Performance Plan, and General Questions

Q1: Please provide a current organization chart for DME. Please provide information to the activity level. In addition, please identify the number of full time equivalents for each organizational level and the name of the employee responsible for the management of each program and activity. If applicable, please provide a narrative explanation of any organizational changes made during FY12 or to date in FY13.

Please see Attachment A for organizational chart. DME has 11 Full-Time Equivalents.

Table of Employees:

Staff	Position Title
Jennifer Guste Leonard	Interim Deputy Mayor
Penelope Thornton Talley	Deputy Chief of Staff
Scheherazade Salimi	Chief Policy Advisor
Tara Lynch	Special Assistant – Office Manager
Brandon Starkes	Special Assistant – External Affairs
Marc Bleyer	Capital Programs Manager
Celine Fejeran	Policy Advisor – Cradle-to-Career Partnership
Eshauna Smith	Senior Policy Advisor - Disconnected Youth and Workforce Development
Charlayne Hayling-Williams	Senior Policy Advisor – Early Childhood
Chiquita Martin	Senior Policy Advisor - Special Education and School Health
Vacant	Senior Policy Advisor - School Quality

- Deputy Mayor for Education
- Deputy Chief of Staff – responsible for oversight of day-to-day operations, budget, performance monitoring and compliance.
- Chief Policy Advisor – responsible for oversight of policy initiatives, management of all policy staff and execution of certain initiatives.
- Special Assistant, Office Manager -- responsible for scheduling, human resources, procurement and administrative support.
- Special Assistant for External Affairs – accompanies Deputy Mayor to all external meetings and events to assist in managing administrative details, manages constituent issues and community outreach.
- Capital Program Manager – responsible for overseeing development of a citywide public education master facilities plan, coordinating disposition of surplus school buildings, and advising the Deputy Mayor on capital budget formulation. This position includes coordinating multiple agencies that play a role in facilities planning, construction, finance, operation, and maintenance.

- Policy Advisor for Cradle-to-Career Partnership (Raise DC) -- manages a cross-sector partnership that focuses on aligning citywide efforts to improve outcomes for young people at each stage of the cradle-to-career continuum. Responsibilities include engaging and managing a team of public, private, and non-profit leaders; establishing a citywide roadmap that articulates goals and outcomes for District youth from ages 0-24 and developing a report card that presents baseline data; and facilitating collaborative networks that focus on each part of the educational continuum.
- Senior Policy Advisor for Disconnected Youth-- charged with ensuring that youth who are at severe risk of dropping out or have already dropped out of school have the opportunities they need to access appropriate in-school alternative options or to reengage with school and/or work. The advisor must monitor, improve or develop the relevant policies and partnerships necessary to reach this goal and build systemic reform. The Senior Policy Advisor also helps manage the Truancy Taskforce, which DME co-chairs, and oversees the work of the Policy Advisor for the Cradle-to-Career Partnership.
- Senior Policy Advisor for Early Childhood Education – The foremost objective of this role is to implement the Mayor’s Early Success Framework, which details the elements necessary for a comprehensive early childhood system. Supporting tasks and responsibilities include: managing the work of the State Early Childhood Development Coordinating Council and associated federal dollars; advising the Mayor on current early childhood best practices; developing policy recommendations to improve the existing early childhood system; building relationships with members of the early childhood community to strengthen services and supports for children and families and responding to early childhood stakeholder policy concerns.
- Senior Policy Advisor for Special Education – tasked with coordinating relevant District agencies to develop strategies for reducing the District’s reliance on non-public placements, including increasing the capacity of local public schools to serve students with disabilities.
- Senior Policy Advisor for School Quality – charged with advising the Deputy Mayor on issues related to PK-12 school quality in the District. This work to date included acting as a liaison between education cluster agencies and DME on multiple local and federal education initiatives, managing applications for grants and awards, representing DME at local education events, and partnering with the Deputy Mayor for Health and Human Services (DMHHS) on issues related to early childhood education. Moving forward, it is expected that this work will focus on improving K-12 school quality in the Top 10 priority clusters as identified by the IFF study.

Q2: Please provide the performance plan for FY12. Did DME meet the objectives set forth in the performance plan for FY12? Please provide a narrative description of what actions the management of DME undertook to meet the key performance indicators, including any reasons why such indicators were not met.

For each initiative, DME management meets periodically with responsible staff to track progress on key performance indicators. DME management also provides support to staff as needed to achieve objectives.

OBJECTIVE 1: Special Education. Reduce nonpublic enrollment and associated

budget.

INITIATIVE 1.1: Reduce nonpublic enrollment and associated budget by 250 students from 1,900 to 1,650 students.

DME has exceeded its nonpublic reduction target. Our goal was to work with the education agencies to reduce nonpublic enrollment from 1,950 students to 1,650 students. At the conclusion of Fiscal Year 2012, 1,446 students were enrolled in nonpublic schools. In FY11, DME worked with DCPS and OSSE to develop non-public reduction strategies that were incorporated into each agency's strategic plans for special education. Our activities in FY12 consisted of ensuring that DCPS had the necessary resources to meet goals outlined in its strategic plan. DME also periodically tracked nonpublic enrollment data.

OBJECTIVE 2: DME will provide Local Education Agency (LEA) support to improve the provision of the District services to charter schools.

INITIATIVE 2.1: Ninety-five percent of Local Education Agencies will attend or engage in meetings hosted by DME to improve the provision of District services to charter schools.

After consultation of the LEA working group, it was determined that establishing points of contact for charter related issues under DME was preferable to holding periodic working meetings. At present all Senior Advisors are expected to resolve charter issues that arise and to elevate any issues that require intervention to the Deputy Mayor, therefore this measure is no longer applicable.

DME has partnered with DGS to develop a more transparent, criteria-driven Request For Offers (RFO) process for surplus public education facilities in the Department of General Services (DGS) inventory. The revised process ensures that public assets will go to high quality providers.

OBJECTIVE 3: School Quality. Develop and begin implementation of a plan to create 14,000 quality seats in K-12 within the 10 highest needs communities.

INITIATIVE 3.1: Assist PCSB, OSSE and DCPS in launching their school quality data systems.

DME provided oversight and support to PCSB and DCPS in launching their data systems. PCSB's Performance Management Framework was issued for the first time in the fall of 2012. DCPS' scorecard is slated to be issued in the fall of 2013. OSSE has made significant progress with its State Longitudinal Education Data (SLED) system in that it was able to launch a pilot this year with LEAs to test the system.

INITIATIVE 3.2: Create a data empowerment campaign to help city residents make effective use of education data.

DME has begun research on this issue and will work to frame and create this campaign in FY 13. Given that the data systems mentioned above were either in their early stages or still under development, DME determined that it was premature to create the data empowerment campaign.

OBJECTIVE 4: Higher Education & Workforce Pathways. Reconnect disconnected youth and expand the number of alternative options available to over-age, under credited in-school youth.

INITIATIVE 4.1: Map current education and training funding streams touching vulnerable youth ages 16-24.

The mapping has been completed and will be incorporated into a citywide plan for disconnected youth that is under development.

INITIATIVE 4.2: Develop Deputy Mayor’s Taskforce on Disconnected Youth to identify, publicly promote, build awareness of, and champion best practices for reengaging disconnected youth.

The Taskforce was created and it has developed a set of recommendations that have been shared with DME.

INITIATIVE 4.3: Collaborate with DCHR and DOES to convene agencies and conduct an inventory of entry-level job opportunities available and ideal for disconnected youth; develop mentoring and hiring pipelines.

DME and DCHR have initiated an ongoing process for sharing information on “entry level” position vacancy announcements and related skills sets. This information will be given to partner agencies and community-based organizations convened through the Raise DC Youth Employment Change Network as it collectively designs strategies for connecting youth to job training and employment opportunities.

INITIATIVE 4.4: Develop a strategic plan for a reengagement center in the District.

DME has conducted extensive research on reengagement centers in other cities including Boston, Philadelphia and New York. We have also held several conversations with agency partners and stakeholders about required resources and efforts to develop centers here in the District and will complete the plan this fiscal year.

OBJECTIVE 5: Facilities Planning. Manage development of a master facilities plan, which will function as a guide for the Mayor and Council on school facilities modernization and resource allocation.

INITIATIVE 5.1: Reduce the percentage of schools with less than 50% utilization for more than three years by 25% (approximately six schools).

DME worked closely with DCPS to re-evaluate the capacity of its building stock in accordance with current programmatic needs. The percentage of active schools with less than 50% utilization over three years was reduced from 24 to 10. This is prior to DCPS' recent decision to consolidate 15 under-enrolled schools.

INITIATIVE 5.2: Develop and maintain a web-based information portal for facilities-related data.

The information portal was removed from the scope of work in the master facilities plan contract due to cost constraints. However, the consultants have gathered data that can eventually feed such a website and DME has held conversations with the Office of the Chief Technology Officer (OCTO) to build an information portal to display the data.

INITIATIVE 5.3: Re-establish a consolidated and up-to-date inventory of school facility assets.

DME worked with the Department of General Services (DGS) to procure an assessment of the physical and operational conditions for all District of Columbia Public School (DCPS) facilities. The contractor, 4tell Solutions, has completed conditions assessments of 52 school buildings since September 2012 and is scheduled to complete the assessments of all DCPS school facilities by May 2013. The information on building conditions will be consolidated in DGS' iPlan database, which is used to track information on all publicly-owned facilities.

Q3: What are the objectives set forth for DME in the performance plan for FY13? Please provide a narrative description of the progress made by DME to date to meet the objectives of the FY13 performance plan. Please describe any legislative goals or initiatives for FY13.

The objectives for DME's FY13 performance plan are as follows:

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

INITIATIVE 1.1: DME will continue to identify impediments to providing high-quality, special education service delivery in the District and charter sectors and will develop initiatives to address barriers in collaboration with OSSE, the Public Charter School Board (PCSB), and the charter community. The American Institutes for Research (AIR) has provided OSSE with an initial draft of a study on the quality of special education programs in the District. The study analyzes barriers to providing high-quality special education programs in both District and public charter schools. In collaboration with OSSE, DME is in the process of reviewing the study and will determine implementation opportunities for FY13 and FY14.

In addition, DME is working with our agency partners at OSSE and DCPS to develop an innovative public-private partnership with Ivymount, a high quality non-public provider. The partnership involves a training component for District teachers from both DCPS and public charter schools in addition to serving students with special needs. The partnership will provide a template for future collaboration with non-public providers to build capacity in District schools to serve students with special needs.

Finally, DME will continue to work with OSSE and DCPS to track nonpublic enrollment data, trends and costs.

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

INITIATIVE 2.1: Assess all young children’s academic, social, and emotional functioning at kindergarten entry

DME will oversee and support the Office of the State Superintendent of Education’s (OSSE’s) selection and implementation of a comprehensive Kindergarten Entrance Assessment to better understand the developmental strengths and needs of young children in the District. “Kindergarten Readiness” is conceptualized as multidimensional preparedness from birth to age five in the areas of academic, social, and emotional development. DME provided assisted significantly in the development of a Kindergarten Entrance Assessment (KEA) work group, comprised of members from all early childhood sectors in the District. DME coordinated the original lists of potential members, provided ongoing support and technical assistance, and provided policy guidance regarding the implementation of the tool. The work group successfully agreed upon the “purpose” of the tool, and it developed a scope of work for potential vendors. In addition, DME hosted a half-day KEA workshop for the State Early Childhood Development Coordinating Council members. The workshop was facilitated by national leaders in early childhood assessment from the Society for Research in Child Development, the United Way of America, San Antonio, Texas Promise Neighborhoods, and Strive Cincinnati.

INITIATIVE 2.2: Support the work of the State Early Childhood Development Coordinating Council (SECDCC)

DME will manage the work of the SECDCC by coordinating key early childhood stakeholders across sectors within the District. The SECDCC will develop policy recommendations relevant to the Mayor’s Early Childhood priorities. The SECDCC has met monthly to support the implementation of a comprehensive early childhood system. DME is managing the work of the SECDCC toward meeting all federally mandated deliverables by August 2013. The SECDCC will also launch a public awareness campaign and co-sponsor the Universal School Readiness Conference in April 2013.

INITIATIVE 2.3: Increase collaboration across agencies to improve Early Childhood efforts in the District

DME will work to coordinate the early childhood efforts within the various DC government agencies to support the ongoing development of a high quality, comprehensive early childhood system. This work is ongoing. DME is currently leading an effort to develop an early childhood resource map highlighting all potential linkages and barriers to be produced this spring. DME is also supporting the development of an early childhood data governance structure toward a unified data system for all children from birth across agency. The ultimate goal is to successfully support the full implementation of the Mayor’s Early

Success Framework. To that end, DME is taking steps toward improving the early childhood quality, coordination, and data collection/sharing among District agencies.

OBJECTIVE 3: School Quality. Empower families to access high quality school options.

INITIATIVE 3.1: Determine feasibility of creating a unified school quality data system [to help city residents make effective use of education data].

DME will work with OSSE, DCPS and PCSB to evaluate the feasibility of a common school quality data system. The data system would provide parents with multiple school quality indicators that they can use to help inform school choice. DME has recently begun reaching out to agency stakeholders to discuss this initiative.

OBJECTIVE 4: Disconnected Youth. Reconnect disconnected youth (ages 16-24) and expand the number of alternative options available to over-age, under credited in-school youth.

INITIATIVE 4.1: Review funding streams.

A map of FY 11 Disconnected Youth education and workforce development programs and funding streams was completed and submitted to DME in fall 2012 through the District's Six Sigma Fellowship Initiative. This information is being used to inform both the development of the District's citywide plan for reconnecting disconnected youth (ages of 16-24) to educational opportunities as well as the Children's Budget.

INITIATIVE 4.2: Collaborate with the DC Department of Human Resources (DCHR) and the Department of Employment Services (DOES) to convene agencies and non-government partners to implement mentoring and hiring pipelines that connect youth to entry-level job opportunities.

DME has held several conversations with DCHR and DOES to begin laying out the specifics and resources needed for this kind of an effort. DME will work closely with both agencies in FY 13 to develop an action plan.

INITIATIVE 4.3: Develop and implement a city-wide action plan for reconnecting disconnected youth to education.

In conjunction with its RAISE DC initiative, DME has established a Disconnected Youth Change Network consisting of city agencies, community-based organizations, philanthropic leaders and key stakeholders. This network is currently developing a citywide action plan for reconnecting disconnected youth to education.

OBJECTIVE 5: Facilities Planning. Manage development of a master facilities plan, which will guide school facilities modernization and improvements.

INITIATIVE 5.1: Develop a reliable and comprehensive set of school facilities-related data.

DME is currently working with a team of planning consultants on a 5-year master facilities plan. One of the primary deliverables in this plan is a fact base including data on school conditions, building capacity, and demographic trends. The consultants have developed a database and a series of technical analyses that will be a significant portion of the master facilities plan to be delivered to Council in February 2013.

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

DME will continue its collaboration with the Department of General Services (DGS) to update the building conditions information on District of Columbia Public School properties and consolidate that data in the DGS' asset management database called iPlan. The data gathered from these assessments will be incorporated into a school facility inventory that will be part of the master facilities plan. The conditions assessment teams have completed assessments of 52 buildings since September 2012 and will complete the rest of the assessments by spring 2013. The building conditions assessments are scheduled to be completed by the end of May 2013 and the inventory will then be updated by September 30th, 2013.

OBJECTIVE 6: Cradle-to-Career Partnership.

Manage the continued development of the Raise DC partnership to drive alignment of citywide efforts towards improving outcomes for young people at each stage of the cradle-to-career continuum.

INITIATIVE 6.1: Publish the Raise DC Baseline Report Card.

Under DME's leadership, the Raise DC partnership has defined specific citywide metrics of success for children and youth (ages 0-24) and has established baseline data related to each indicator. This Baseline Report Card will provide a blueprint for future annual report cards to monitor the partnership's progress. Target completion date is February 28, 2013.

INITIATIVE 6.2: Develop and implement a city-wide action plan for increasing the number of youth who engage in a work experience.

Under Raise DC, DME has convened a Youth Employment Change Network. This network, which includes the Workforce Investment Council and the Department of Employment Services along with numerous business and community-based partners, is currently developing a common set of strategies to increase the number of youth (ages 16-19) who engage in a paid work experience.

Q4: Please provide a list of all studies, research papers, and analyses the agency prepared, or contracted for, during FY12 and FY13, to date. Please state the status and purpose of each.

A. Quality Schools Report

In January 2012, DME published a report entitled "Quality Schools: Every Child, Every School, Every Neighborhood" (Quality Schools Report) that assessed the quality of public education options available to families in neighborhoods throughout the city. The report was funded by the D.C. Public Education Fund with a grant from the Walton Family Foundation and was written by the Illinois Facilities Fund. The purpose of the report was to provide DME and our agency partners with a baseline understanding of the supply of high-quality education options at the neighborhood level.

B. Public Education Finance Reform Commission (PEFRC)

DME was tasked with establishing the Public Education Finance Reform Commission, a legislatively mandated body. The Commission was required to study, report on and recommend revisions to the Uniform Per Student Funding Formula (UPSFF) with regard to improvements in equity, adequacy,

affordability and transparency by January 31, 2012. Two contracts were awarded to Collaborative Communications for the support of the Commission’s Phase I work in FY11 and Phase II work in FY12. Collaborative’s work included convening and facilitating the Commission meetings, implementing a public engagement plan, developing a Commission website, providing briefings and status reports, preparing an Equity Report, delivering a final report with recommendations, and producing a briefing document of those recommendations.

C. Adequacy Study

In the report issued by the PEFRC (described above), the Commission recommended that the Mayor commission a full-scale Adequacy Study. The purpose of the Adequacy Study is to:

1. Develop a data-driven estimate of the cost of an “adequate” pre-K-12 education; and
2. Recommend changes in the structure and level of foundation funding in the UPSFF to provide an adequate pre-K-12 education in District of Columbia public schools.

DME has contracted with the Finance Project to complete this work. The report is expected in September of 2013.

D. Urban Institute Data Analysis for Raise DC

DME contracted with the Urban Institute to collect, review and analyze data to inform the establishment of citywide outcome goals for the emerging Cradle-to-Career partnership. The data was delivered in April 2012.

E. Master Facilities Plan (MFP)

Please see detailed information on the MFP in the response to Question 26.

Q5: Please explain the impact on your agency of any legislation passed at the federal level during FY12 or FY13, to date.

None.

Q6: Please list all regulations for which the agency is responsible for oversight or implementation. Please list by chapter and subject heading, including the date of the most recent revision. What role does DME play in writing, supporting, providing, or approving regulations for the agencies under the purview of DME?

DC Code Section(s)	Description
38-351-355 (Chapter 3A of Subtitle I of Title 38- Ombudsman for Public Education)	Establishes the Office of the Ombudsman for Public Education.

38-2803 (Chapter 28 of Subtitle X of Title 38- Facilities Master Plan; Annual Updates)	Requires the Mayor to submit a revised comprehensive multiyear Master Facilities Plan for the District of Columbia Public Schools and public charter schools along with the Mayor's annual submission of a budget recommendation for public schools to the Council for review and approval.
38-2914 (Chapter 29 of Subtitle X of Title 38- Public Education Finance Reform Commission)	Requires the Mayor to retain an independent organization to convene and staff an independent commission on public education finance reform in the District of Columbia.

DME’s approval is required before regulations issued by OSSE can be posted for public comment and finalized. As part of this approval process, DME supports OSSE by offering substantive changes to draft regulations and ensuring that other impacted agencies are informed of proposed rules.

Budget

Q7: Please provide the following budget information for DME, including the amount budgeted and actually spent, for FY12 and to date in FY13. In addition, please describe any variance between the amount budgeted and actually spent for FY12 and to date FY13:

- 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.

Please see Attachment B. For FY 12, DME shows a positive variance of \$180,000. That variance was due to under-spending for both personnel (PS) and non-personnel services (NPS). There was under-spending in PS by approximately \$19,000 due to the fact that DME was not fully staffed throughout the year. In addition, fringe benefits were calculated at a rate that was higher than needed. With regard to NPS, which makes up the balance of the variance, DME transferred approximately \$150,000 to OSSE to support an adult literacy study which was ultimately not contracted for because OSSE was able to do the work in-house. As a result, these funds were returned to DME’s budget at the end of the Fiscal Year. In addition, DME underspent for supplies and travel, which accounts for approximately \$11,000 of the variance.

For FY13, DME anticipates having a positive variance due to fringe benefits being calculated at a higher than needed rate. DME will collaborate with the education cluster to prioritize needs and initiatives so DME’s budget can be fully utilized.

Q8: Please provide a complete accounting of all intra-district transfers received by or transferred from DME during FY13 and to date in FY12. 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.

Please see Attachment C.

Q9: Please provide a complete accounting of all reprogrammings received by or transferred from DME during FY12 and to date in FY13. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within DME the reprogramming affected.

Please see Attachment D.

Q10: Provide a complete accounting of all DME's Special Purpose Revenue Funds for FY12 and FY13. Please include the following:

- Revenue source name and code;
- Source of the revenue for each special purpose revenue fund (i.e. license fee, civil fine);
- Total amount of funds generated by each source or program in FY12 and to date in FY13;
- DME activity that the revenue in each special purpose revenue fund supports;
- FY12 and to date FY13 expenditure of funds, including purpose of expenditure; and
- An accounting of those funds that were removed as part of the FY13 budget.

DME does not have any Special Purpose Revenue Funds.

Q11: Please provide DME's fixed costs budget and actual dollars spent for FY11, FY12 and to date in FY13. Include the source of funding and the percentage of these costs assigned to each DME program. Please provide the percentage change between DME's fixed costs budget for these years and a narrative explanation for any changes.

Please see Attachment E. Please note that the primary fixed costs expenditures for DME are covered under an MOU for support services (i.e. IT support, transportation, etc.). These expenses are not always budgeted as "fixed cost" line items but are budgeted as part of NPS expenses.

Q12: Please identify potential areas where spending pressures may exist in FY13? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY13 budget. How does DME support the agencies under its purview in identifying and addressing spending pressures? Please describe any actions undertaken by DME in FY12 and to date in FY13 to address spending pressures in the agencies under its purview.

DME does not currently have nor does it anticipate spending pressures for FY13.

With regard to agencies under DME's purview that have spending pressures, such pressures are handled through the Mayor's spending pressure task force, which includes representatives from the Office of the City Administrator, the Mayor's Office of Budget and Finance, the four Deputy Mayor Offices, the Mayor's Office of Policy and Legislative Affairs, and the independent Office of the Chief Financial Officer. In general, the task force works with agencies to first attempt to find reductions within an agency's budget. If offsetting savings are not available within the agency, the task force then looks within the agency's cluster for offsetting savings, or identifies funds elsewhere to be reprogrammed.

In FY 12, DME participated in the spending pressure task force to address a \$25.2 million spending pressure in DCPS. See Attachment F for more detail on this spending pressure and how it was resolved. In FY 13, we anticipate working with the task force to resolve a \$20.5 million spending pressure for the public charter schools that is caused by an increase in student enrolment. There will likely also be a need to resolve a spending pressure for the University of the District of Columbia that has resulted from its recent right-sizing efforts.

Personnel

Q13: Please provide a list of all FY12 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, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

Position of Title	Title	Date of Hire	Salary/Fringe	Grade/Step	Job Status/ Source of Funds
(Interim) Deputy Mayor	Jennifer Guste Leonard	6/21/10	\$170,000/26,350	E5	Continuing/Local
Deputy Chief of Staff	Penelope Thornton Talley	9/10/12	\$101,467/15,727	14/7	Continuing/Local
Chief Policy Officer	Scheherazade Salimi	3/28/11	\$99,000/15,345	08/00	Continuing/Local
Special Assistant – Office Manager	Tara Lynch	10/1/93	\$93,286/14, 459	14/4	Continuing/Local
Special Assistant – External Affairs	Brandon Starkes	6/27/11	\$60,000/9, 300	05/00	Continuing/Local
Capital Programs Manager	Marc Bleyer	8/15/11	\$95,000/14,725	08/00	Continuing/Local
Policy Advisor-Cradle-to-Career	Celine Fejeran	5/9/11	\$75,000/11,625	07/00	Continuing/Local

Partnership					
Senior Policy Advisor – Disconnected Youth and Workforce Development	Eshauna Smith	5/10/10	\$101,013/15,657	07/00	Continuing/Local
Senior Policy Advisor – Early Childhood	Charlayne Hayling-Williams	8/6/ 12	\$90,000/13,950	07/00	Continuing/Local
Senior Policy Advisor - Special Education and School Health	Chiquita Martin	1/28/13	\$79,211/12,278	06/00	Continuing/Local
Senior Policy Advisor - School Quality	Vacant			08/00	Continuing/Local

Q14: How many vacancies were posted for DME during FY12? To date in FY13? Which positions? Why was the position vacated? In addition, please 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.

In FY 12 there were two vacancies: a Special Assistant position and Senior Policy Advisor for charter support. In both cases the positions were vacated because the employee found a new position. The Special Assistant position was vacant for two months and was filled. With regard to the Senior Policy Advisor position, DME changed its priorities and converted the position to a Senior Policy Advisor position for Early Childhood. The position was vacant for six months before it was filled. The source of funds for both positions is local funds.

In FY 13 to date there is one vacancy: Senior Policy Advisor for School Quality. The position has been vacant for three months. DME is in the process of assessing its school quality portfolio and will recruit a candidate for the position once the portfolio of work is fully determined. The source of funds for this position is local funds.

Q15: How many employee performance evaluations were completed in FY12 and how was performance measured against position descriptions? To date in FY13? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

Performance evaluations for all employees were completed for FY 12. Each employee’s performance was rated against his/her performance plans for the fiscal year, which detailed anticipated activities for the year. DME managers work with each employee to build on strengths and address areas of weakness on an ongoing basis.

Q16: Please provide the Committee with the following:

- A list of all employees who receive cellphones, personal digital assistants, or similar communication devices at agency expense

All DME employees have blackberries with integrated cellphones

- A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY12 and to date in FY13, and the amount;

FY 12

Employee	Position	From	To
Celine Fejeran	Policy Advisor	\$60,000	\$80,000
Jennifer Leonard	Chief of Staff	\$125,000	\$135,000
Scheherazade Salimi	Chief Policy Advisor	\$90,000	\$99,000
Eshauna Smith	Senior Policy Advisor	\$96,013	\$101,013
Brandon Starkes	Special Assistant	\$55,000	\$60,000

FY13

Employee	Position	From	To
Jennifer Leonard	Interim Deputy Mayor	\$135,000	\$170,000

- A list of travel expenses for FY12 and to date in FY13, arranged by employee; and

Employee	Date of Travel	Destination/Reason	Cost
Scheherazade Salimi Chief Policy Advisor	October 5-7, 2011	Cambridge, MA/ Alliance of Public Charter School Attorneys Annual Conference	\$735.66 (Airfare, hotel)
Eshauna Smith	September 22-23, 2011	Baltimore, MD/National League of City’s Institute	\$76.00 (Train)
	September 26-28, 2012	Milwaukee, WI/Strive 2012 Cradle-to-Career Network Convening	\$522.09 (Airfare, Hotel)

*Deputy Mayor for Education
FY12 Oversight Questions
DRAFT RESPONSES*

De'Shawn Wright	September 22, 2011	Baltimore, MD/National League of City's Institute	\$148.00 (Train)
	March 24-27, 2012	San Francisco, CA/Meetings and Visit of the Rocketship Charter School	\$1,861.97 (Airfare, Ground Transportation, Hotel)
	April 25-26, 2012	Boston, MA/8 th Annual Schools That Can National Forum	\$479.65 (Airfare, Hotel)
	October 22, 2012	New York City/The 2012 Board Prize for Urban Education Event	\$117 (Train)
	FY12	Inner City Travel Reimbursement	\$913.50 (Taxis)
Jennifer Leonard	September 23, 2011	Baltimore, MD/National League of City's Institute	\$53.00 (Train)
	FY12	Inner City Travel Reimbursement	\$319.68 (Taxis)
Marc Bleyer	April 14-17, 2012	Los Angeles, CA/American Planning Association conference on Comprehensive Reuse and Planning for Closed Schools	\$1,579.73 (Registration, Airfare, Hotel)

Joshua Thompson	April 25-27, 2012	Boston, MA/8 th Annual Schools That Can National Forum	\$764.70 (Airfare, Hotel)
	June 12-14, 2012	Philadelphia, PA/Frontline Solutions Forum, A Gathering of Leaders, Cultivating Connections and Changing Conversations	\$554.46 (Airfare, Hotel)
Jessica Sutter	June 29-July 2, 2012	Denver, CO/2012 All-America City Awards 7 Conference	\$1,177.60 (Airfare, Hotel)
Celine Fejeran	December 5-6, 2011	Boston, MA/National	\$189.40 (Airfare)

		League of Cities, Institute for Youth & Families	
--	--	--	--

Grants, Subgrants, Contracts, and Purchase Orders

Q17: Please provide the following information for all grants awarded to DME during FY12 and to date in FY13, broken down by DME program and activity:

- Grant Number/Title;
- Approved Budget Authority;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the grant;
- Grant deliverables;
- Grant outcomes, including grantee performance;
- Any corrective actions 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 FY 12.

Q18: Please provide a complete accounting of all grant lapses in FY12, including a detailed statement on why the lapse occurred and corrective action taken by DME. Please also indicate if the funds can still be used and/or whether they carried over into FY13.

Please see the response to Question 17.

Q19: Please provide the following information for all grants/subgrants awarded by DME during FY12 and to date in FY13, broken down by DME program and activity:

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

DME does not have grant-making authority and as such, did not award any grants during FY12.

Q20: Please provide the following information for all contracts awarded by DME during FY12 and to date in FY13, broken down by DME program and activity:

- 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. PEFRC Contract

Contract number: DCPO-2011-C-0347

Approved Budget Authority: \$150,000

Funding Source: Local

Competitively Bid or Sole Sourced: Competitively bid

Expenditures: \$148,938.04

Purpose: To support the work of the Public Education Finance Reform Commission. Per legislation the commission was responsible for studying and making recommendations on revisions UPSFF for consideration in the development of the FY13 budget.

Vendor: Collaborative Communications

Contract deliverables:

Deliverable No.	Deliverable	Quantity
1	Schedule, prepare for, facilitate and staff Commission meetings.	As needed
2	Implement public engagement plan, including posting all meeting notices and Commission documents to the Internet.	As needed
3	Meet with CA and other designated DME personnel to provide periodic briefings and status reports.	As needed
4	Produce draft Equity Report for Commission and CA review.	2 hard copies 2 electronic copies
5	Produce (final) Equity Report; deliver to Commission, CA, Mayor and City Council.	5 hard copies 4 electronic copies
6	Produce (draft) Final Recommendations Report for Commission and CA review	2 hard copies 2 electronic copies
7	Produce (final) Final Recommendations Report, including Executive Summary; deliver to Commission, CA, Mayor and City Council.	5 hard copies 4 electronic copies
8	Produce Briefing Document (PowerPoint) of final recommendations for DME.	1 hard copy 1 electronic copy
9	Submit a complete summary of work completed to DME.	1 hard copy 1 electronic copy

Contract Outcomes: All deliverables were provided to DME.
 Corrective Action Taken or Technical Assistance Provided: None
 DME Employee Responsible for Overseeing: Marc Bleyer

B. Adequacy Study

Contract number: DOC 77318

Approved budget Authority: \$450,000

Funding Source: Local

Competitively Bid or Sole Sourced: Competitively Bid

Expenditures: \$450,000

Purpose: (1) Develop a data-driven estimate of the cost of an “adequate” pre-K-12 education; and (2) Recommend changes in the structure and level of foundation funding in the UPSFF to provide an adequate pre-K-12 education in the District of Columbia.

Vendor: The Finance Project

Deliverables:

Deliverable No.	Deliverable	Qty/Format/ Method of Delivery	Due Date
1	Meet with DME to outline a meeting schedule for soliciting stakeholder input and providing briefings/status reports regarding the contract deliverables.	1	Within 1 week of contract award date
2	Attend all meetings.	As needed	Ongoing
3	Attend in person or by phone monthly check-ins regarding status of work.	Monthly	Ongoing
4	Select and convene Adequacy Study staff in consultation with DME.	1	Within 10 business days of the contract award date
5	Create a preliminary draft of the Adequacy Study and convene stakeholders to share the draft and collect feedback.	1	Within 9 months
6	Submit draft Adequacy Study to DME.	1	Within 10.5 months of the contract award date
7	Submit final Adequacy Study to DME.	1	Within 12 months of the contract award date
8	Submit final summary of work to DME.	1	Within 12 months of the contract award date

Outcomes: Work on-going but deliverables that were due have been achieved.
Corrective Action Taken or Technical Assistance Provided: None.
DME Employee Responsible for Overseeing: Celine Fejeran

Q21: Please provide the following information for all contract modifications made by DME during FY12 and to date in FY13, broken down by DME program and activity:

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

No contract modifications were made by DME during FY12 or to date in FY13.

Q22: Does DME use purchase orders and purchase cards to acquire supplies or services? If so:

- What safeguards has your agency put in place to prevent waste, fraud, and abuse of purchase cards and purchase orders;
- How many purchase orders were received, completed, for how much, and to whom in FY12 and to date in FY13;
- How many purchase cards were issued, to whom, and for how much in FY12 and to date in FY13;
- What is the maximum amount that can be spent with a purchase card;
- What limitations are placed on the items that can be purchased with a purchase card; and,
- What has been purchased using these methods in FY12 or to date in FY13?

DME does use purchase orders and purchase cards to acquire supplies.

A. Safeguards that have been put in place to prevent waste, fraud, and abuse:

DME follows OCP guidelines regarding purchase order and purchase card usage and approvals. Purchases are managed by the Office Manager who monitors supply usage and only purchases needed items. In addition, staff uses supplies efficiently.

B. Number of purchase orders that were received, completed, for how much, and to whom in FY12 and FY13:

One purchase order was received in FY 12 in the amount of \$200,000 to WMATA for the purchase of student fare cards and bus tokens for the Truancy Program. There have been no purchase orders in FY13.

C. Number of purchase cards issued, to whom, and how much in FY 12 and FY13:

There is one purchase card for DME issued to Jennifer Leonard and the limit is \$15,000 for both fiscal years.

D. What is the maximum amount that can be spent with a purchase card?

The maximum amount that can be spent is \$2,500 per day.

E. What limitations are placed on the items that can be purchased with the purchase card?

Purchases are allowable as long as the item is under \$2,500 and the item, items or services are necessary for the tasks of DME. Separate payments for the same item is not permissible.

F. What has been purchased using these methods in FY12 or to date in FY13?

- Supplies
- Travel
- Interpretation Services
- Metro Passes for staff (to attend meetings when transportation is not available through Support Services)
- 2 Computers (in FY12)
- Conference Fees
- FedEx Services
- Communications Services

G. Purchase Orders for FY12 and FY13:

Fiscal Year	PO#	Purpose	Vendor	Amount
FY12	413906	Raise DC 180-Day Plan (consulting work)	KnowledgeWorks Foundation	\$32,217
FY12	426494	Communications – Development and implementation of strategic communications plans for DME	Reingold Link, LLC	\$66,800
FY12	439275	Metro student bus tokens and student fare cards to support Truancy Program	WMATA	\$200,000
FY13	450400	Communications – Development and implementation of strategic communications plans for DME	Reingold Link, LLC	\$70,000

Q23: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DME during FY12 and to date in FY13. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

None.

Q24: For FY12 and to date in FY13, how many employees are detailed to DME from other agencies and from which agencies are employees detailed? Please provide each detailed employee's position at the detailing agency and their salary.

None.

DME Programmatic Initiatives

Q25: Please describe the Office's efforts 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.

Please see responses to questions below. In each of the activity areas described, DME's work involves this type of collaboration and coordination.

Q26: Please describe DME's work in the creation of a Master's Facilities Plan for the District. In your response, please indicate any meetings held in FY12 and to date in FY13, a timeline for the development of this plan, and the names and organizations of individuals currently involved in this plan.

Beginning in April 2012, DME began the development of an updated Master Facilities Plan (MFP) to guide decision-making around school facilities investments over the next five years. The plan is built around the idea that the District should provide classrooms that support educational needs and provide safe, positive learning environments to all students in the District. To ensure a quality seat for every child, the Facilities Plan will include a) a comprehensive fact base including data on population changes, school capacity, and building conditions; b) an analysis of schools facilities needs for both DCPS and charter schools; and c) a framework based on community input and advice from school leaders to make decisions on capital investments that improve access to quality schools. The plan is grounded in the belief that every child in the District of Columbia should have access to a quality school. The planning process was guided by an understanding that ongoing community engagement and collaboration must drive the planning and school development processes.

This is the first time that the District will include charter schools in a facilities plan for public schools in the District. Charter enrollment has grown considerably in the last few years and these schools have significant facility needs and challenges. Since charter schools are responsible for their own facilities and

capital investments, the MFP will not give explicit recommendations on charter capital needs or expenditures, but rather will provide policy recommendations to address charter needs.

DME has been committed to engaging stakeholders across the District and believes that stakeholder involvement is essential to developing a strong plan. DME embarked on a wide-ranging effort to engage members of many different stakeholder groups. Through these stakeholder meetings, DME has collected extensive feedback on making capital planning and resource allocation decisions. See the attached list of stakeholder meetings held in FY12 and FY13. DME managed a team of planning professionals led by Ayers Saint Gross to develop the facilities plan and expects to deliver the plan to Council in February 2013.

Q27: How does DME collect data on the availability of facilities within DCPS that are not currently being used for schools or school programming? How does DME work with the public charter schools, and the public charter school board, to ascertain the facility needs of the District's public charter schools?

DME works closely with the Department of General Services (DGS) and DCPS to determine the availability of surplus facilities and to ensure that those facilities are made available for charter schools.

DME has several channels of communication to ascertain information on the facilities needs of charter schools. Between FY12 and FY13, DME staff visited 87% of charter school buildings in the District to discuss school facility needs and growth plans. Many charter school operators and support organizations contact DME to request information on available facilities. DME also maintains regular contact with the Executive Director and staff of the Public Charter School Board to track charter school facility needs.

Q28: How has DME worked in FY12 and to date in FY13 to address the underutilization of school buildings and facilities? What recommendations have been made by DME in FY12 and to date in FY13 to address the underutilization?

As stated above, in early in FY12 DME released the Quality Schools Report which compared school performance against capacity and utilization. This analysis provided insight on which neighborhoods have the greatest need for high quality seats.

Subsequently, DME worked with DGS to release Requests for Offer (RFO) on five surplus school buildings. Of those, two buildings were awarded to charter schools, both of which are in areas identified in the Quality Schools study. DME expects to announce the award of another surplus building in the coming weeks and is currently working with DGS to release an RFO for at least one more surplus facility. In FY12, DME also worked with DCPS and DGS to lease space at two DCPS facilities to charter schools.

Lastly, DME will make recommendations in the MFP, which will be released in FY13, to address underutilization of school buildings.

Q29: Please provide an update on DME's efforts to establish and implement the Cradle to Career Partnership program. In your response, please provide how this program is broken down for different age groups. In

addition, please describe the work of DME in developing programs/policies and soliciting partnerships for each age category within these programs.

The District's Cradle-to-Career Partnership, Raise DC, is fully established, and it recently launched its baseline report card.

Raise DC is a cross-sector partnership that focuses on aligning citywide efforts to improve outcomes for young people at each stage of the cradle-to-career continuum by ensuring that:

- Every child enters kindergarten ready to learn (ages 0-5);
- Every child graduates from high school on time and prepared for post-secondary success (ages 5-18);
- Every youth who is not in school reconnects to education, training, or employment opportunities (ages 16-24);
- Every youth attains a post-secondary credential (ages 16-24); and
- Every youth is prepared for a career (ages 20-24).

The mission of Raise DC is to put into action the city's vision that every child will be career-ready by age 24, by:

- Aligning the educational and necessary supports across all parts of the Cradle-to-Career continuum;
- Focusing resources on the few most critical outcomes for children and youth;
- Using data to lift up and spread practices that actually work; and
- Investing in the sustainability of the work so that it thrives beyond political cycles.

Raise DC is led by a 34 member Leadership Council, with a 21 member Executive Team providing strategic guidance and governance.

There is a Change Network for each of the Partnership's five goals (Early Childhood, K-12, Disconnected Youth, Postsecondary, and Youth Employment). Consisting of city agencies, philanthropic organizations, community-based groups, and corporate leaders, the Change Networks analyze data on effective practices, formulate action plans and incorporate these plans into their existing programs in order to bring successful practices to scale. Their work is driven by the Raise DC success roadmap and information presented in the baseline report.

Q30: Please describe 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 DME utilize to capture these individuals and promote workforce development?

Disconnected youth face multiple barriers that impede their ability to successfully transition into adulthood. Because this population is not a monolithic group, with needs spanning across a wide continuum of supports and agencies, DME has undertaken several initiatives to strengthen our city's infrastructure to support these youths' reconnection to education, training and work opportunities.

DME conducted an inventory of district agencies that provided education and/or workforce development programs for youth ages 16-24, in order to capture in a single repository the landscape of program offerings, their budgets and capacity.

In addition, DME convened a working group of leaders of alternative DCPS and charter schools to determine specific barriers and policy opportunities that would enhance their success in reconnecting youth to school and to enable them to persist towards attaining their high school diploma or GED.

Recently, the District of Columbia launched Raise DC, a cross-sector partnership that focuses on aligning citywide efforts to improve outcomes for young people at each stage of the cradle-to-career continuum. In addition to strengthening the traditional educational pipeline, Raise DC has highlighted the reconnection of the District's 10,000 disconnected youth as a critical component of its overall efforts to raise the level of achievement for all young people. Through the Raise DC Disconnected Youth Change Network, DME has engaged a broad table of District agencies, research institutions, non-profit service providers, schools, businesses, and philanthropies to develop an action plan with effective strategies and measurable goals towards reconnecting youth towards attaining a high school diploma or GED.

Q31: Does DME collect data to track disconnected youth who are no longer with the school system? If that data is available, please provide a report. If the data is not available, please describe any efforts undertaken by DME in FY12 and to date in FY13 to collect this data, and any impediments that prevent the collection of this data.

The Raise DC partnership has identified the reconnection of disconnected youth as one of its primary goals. To that end, the partnership, through its annual report card, will track the District's progress on several indicators that will contribute to this overall reconnection goal:

- Number of youth (ages 16-24) who exited school without indicating enrollment in another educational institution/program or showing up in another school roster;
- Number of formerly out-of-school youth (ages 16-24) enrolled in a high school/GED/adult basic education program;
- Number of formerly out-of-school youth ages 16-24 enrolled in a postsecondary program (college or certification); and
- Number of formerly out-of-school youth (ages 16-24) connected to employment training.

The initial data related to each of these indicators is captured in the Raise DC Baseline Report Card. While this data provides a starting point for focusing our work, it is by no means complete. While District agencies and community-based programs serve portions of this population, many youth remain "invisible" to data systems. Moreover, although we have worked to share existing information and coordinate among the programs that do exist, no single entity has the ultimate authority and responsibility for monitoring the number of out-of-school youth, their needs, or the delivery of services.

Q32: Please describe any efforts, initiatives, programs, or policies regarding workforce development that were developed or implemented by DME in FY12 and to date in FY13. In your response please 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.

- (1) In Summer 2012, DME established the Raise DC Youth Employment Change Network. The Change Network is managed in partnership with the Workforce Investment Council (WIC) and is officially recognized by the U.S. Department of Labor as the official Youth Investment Council/Subcommittee for the WIC as mandated by the federal Workforce Investment Act.

The Change Network brings together key city agencies, corporate leaders, community-based organizations, and philanthropic partners to develop a joint, citywide action plan toward meeting the Raise DC target of increasing the percentage of DC residents ages 20-24 who are employed full-time from 41.6% to 66% by 2017. The action plan will be completed by April 2013.

Please see Attachment G for a list of individuals participating in the Change Network.

- (2) In FY 12, DME worked closely with the Department of Employment Services (DOES) and education cluster agencies to support the development of DOES' Pathways for Young Adults Program (PYAP). PYAP assists out-of-school and out-of-work District residents ages 18-24 by combining occupational training, life skills development and work readiness instructions to connect them to the world of work successfully. The four areas of occupational training include allied health, hospitality, culinary and tourism, construction property management, and basic IT Administration skills.

DME convened several meetings to assist DOES with the design of the program and bring key partners to the table including the University of the District of Columbia Community College, the Child and Family Services Agency, and OSSE.

The initiative began in FY 12 and to date has assisted 81 District youth over five cohorts.

- (3) DME is working closely with DOES and the Deputy Mayor for Health and Human Services (DMHHS) to develop and implement a school attendance policy as part of the District's Summer Youth Employment Program (SYEP). As a city it is important to ensure that families are given the supports that they need and that messages about the importance of school and work are consistent. In that vein, DME and DMHHS want to support SYEP participants by ensuring that those who are not attending school regularly are identified and that plans are in place to support them to engage in school more positively. DME began working with DOES on the policy last summer, pulling together a working group with OSSE, DCPS, PCSB, and DMHHS to develop the policy which will likely go into effect this summer.

Q33: Please provide an update on the study currently underway regarding the Uniform per Student Funding Formula. At a minimum, please include:

- The name of the company conducting the study;
- The goals and objectives of the study;
- The source of funding for the study;
- The timeline for delivering the study; and,
- How DME will use the results of this study to inform and recommend policies and programs.

The name of the firm conducting the Adequacy Study is The Finance Project. As stated above, the purpose of the Adequacy Study is to:

1. Develop a data-driven estimate of the cost of an “adequate” pre-K-12 education; and
2. Recommend changes in the structure and level of foundation funding in the UPSFF to provide an adequate pre-K-12 education in District of Columbia public schools.

The source of funding for this study is local funds.

The Finance Project is expected to deliver the study by October of 2013. The study will be used to inform the budgeting process for FY 15.

Q34: What programs and initiatives are currently underway by DME to promote and improve early childhood education in the District? How does DME work with and coordinate the agencies under their purview to ensure access to early childhood education, maximize the benefits of early childhood education, and promote school readiness?

DME is currently supporting various programs and initiatives to strengthen coordination and collaboration toward a comprehensive early childhood development and education system. DME manages the work of the State Early Childhood Development Coordinating Council (SECDCC) and the associated federal grant dollars and deliverables. The SECDCC is comprised of early childhood leaders from the community and several DC government agencies. In addition, DME is supporting OSSE in the implementation of a new universal Quality Rating Improvement System and Kindergarten Entrance Assessment by aiding in the development of and participating in two representative work groups to engage the early childhood stakeholder community in the deliberative process. DME has supported a partnership between the SECDCC, the Executive Office of the Mayor and the DC Public Libraries to develop and launch a public awareness campaign on family engagement and early literacy in an effort to highlight the existing early childhood resources in the District. Further, DME/SECDCC will co-sponsor the Universal School Readiness conference this year during the Week of the Young Child, along with the launch of an early childhood web portal.

Q35: Please provide an update on the work of the Truancy Task Force. At a minimum, please include the following:

- The name and organization of each member of the Task Force;
- A list of each meeting of the task force, including the meeting of any subcommittees;
- The minutes from each meeting of the task force, including the meetings of any subcommittees;
- The goals of the Task Force for FY12 and FY13 including how they were developed and any agreed upon work plan for achieving the goals;
- An update on any programs or policies implemented by the Task Force including the number of youth served by the programs, a narrative description of each program, a narrative description of the outcome of each program, and any changes made in FY12 or to date in FY13;
- How the Commission communicates with residents, advocates, and interested stakeholders including an explanation of the methods and frequency of communication the Commission has

- with these individuals. Additionally, please describe any outreach and/or education efforts that the Commission has made to engage the public in its work in FY12 and to date in FY13; and,
- Any efforts undertaken by the Task Force to directly involve youth in their work.

(1) Name and organization of each member of the Task Force

See Attachment H for the name and organization of each member of the Task Force.

(2) A list of each meeting of the Task Force, including the meetings of any subcommittees –

Truancy Taskforce Meetings

- October 12, 2011
- November 15, 2011
- February 22, 2012
- March 28, 2012
- May 23, 2012
- August 22, 2012
- December 5, 2012

Data

- September 9, 2012
- October 31, 2012

Best Practices

- June 19, 2012
- July 3, 2012
- September 10, 2012
- October 1, 2012

Transportation

- May 23, 2012
- July 11, 2012
- July 26, 2012
- September 14, 2012
- October 18, 2012

Media

- April 4, 2012

- May 18, 2012

Steering Committee

- October 11, 2011
- November 22, 2011
- December 13, 2011
- January 3, 2012
- May 28, 2012
- June 19, 2012
- July 24, 2012
- November 19, 2012
- January 16, 2013

- (3) The minutes from each meeting of the Task Force, including the meetings of any subcommittees

See Attachment I for minutes.

- (4) The goals of the Task Force for FY 12 and FY 13 including how they were developed and any agreed upon work plan for achieving the goals:

The Truancy Taskforce has identified four overarching goals:

- Assess, align and leverage programs to support improved school attendance;
- Develop a sustainable system of cross-agency and collaborative partnerships to support improved school attendance;
- Create a data rich culture that accurately monitors and regularly communicates truancy data as well as the co-factors that serve as truancy predictors;
- Leverage agency interaction with youth and families to support improved school attendance.

The Truancy Taskforce is in the process of finalizing a strategic plan to meet these goals. The Steering Committee of the Truancy Taskforce developed the original plan and has garnered input from the overall Task Force membership on a regular and ongoing basis. In addition to several Task Force meetings focused on strategic plan feedback, the membership participated in a session with an outside facilitator focused on soliciting critical feedback and input on the strategic plan.

- (5) An update on any programs or policies implemented by the Task Force including the number of youth served by the programs, a narrative description of each program, a narrative description of the outcome of each program, and any changes made in FY 12 or to date in FY 13.

There are two primary programs currently being implemented by the Truancy Task Force: the Truancy Court Diversion Program and the High School Case Management Program.

Truancy Court Diversion Program

The Truancy Court Diversion Program (“TCDP”) is a 10-week, collaborative effort of the District’s criminal justice, education and human services agencies. The goal of this program is to identify middle school students who are at risk of becoming chronically truant and to assist them and their families in overcoming barriers to school attendance. The initiative is managed by the Criminal Justice Coordinating Council.

Each participating school identifies students for the program based upon academic performance and poor attendance during the prior semester. These students, along with their families, are invited to participate in the program.

A key component of the program is the collaboration of judges, school staff, case managers, and other government and community-based partners. Whether directly involved with the weekly planning sessions or in providing additional supports for the program, all entities play a vital role in ensuring that the school, the students and their families acquire the tools necessary to overcome barriers to attendance and the skills necessary to ward off truant behavior.

The program’s primary partners include:

- District of Columbia Public Schools (DCPS) (designated middle school)
- District of Columbia Superior Court (DCSC)
- Deputy Mayor for Education (DME)
- Deputy Mayor for Health and Human Services (DMHHS)
- Child and Family Services Agency (CFSA) (Healthy Families/Thriving Communities Collaborative Council (HFTCCC) and designated Health and Human Service Partner)
- Criminal Justice Coordinating Council (CJCC)

In the Spring 2012 cohort, there were a total of 15 students that participated in the program. According to an evaluation conducted by the Urban Institute, 100% of participants at Johnson Middle School (which served as a host site) increased their average daily attendance after participating in the program. In the Fall 2013 cohort, there were a total of 20 students that participated. Outcomes for the current iteration of the program are being finalized as the TCDP sites are in the process of holding commencement ceremonies.

Several changes have been made since the program’s inception. First, in FY 2013 the program expanded from two middle schools to a total of six, which included: Browne Educational Campus, Eliot-Hine Middle School, Johnson Middle School, Kramer Middle School, LaSalle-Backus Educational Campus, and Shaw Middle School. Second, the TCDP cohorts have had two different starting timelines, with the first cohort beginning in the spring of FY 2012 and the FY 2013 cohort beginning in the fall. Lastly, to meet the case management demands for the extra four schools, four community collaboratives were added.

High School Case Management

The High School Case Management program is a formal partnership between selected DCPS high schools and their respective Healthy Families Thriving Community Collaborative (“Collaborative”) to expand capacity to provide case management services to truant youth and their families.

DCPS has identified seven high schools that collectively contributed 47% of the system-wide chronic truants for SY11-12. These schools are Anacostia, Ballou, Cardozo, Dunbar, Roosevelt, Spingarn, and Woodson High Schools. While these schools have previously employed creative strategies to address student absences, their students and families often required support that outpaced the resources available to the school.

This program is designed to have each school refer 9th grade students who have been truant for at least five (5) school days to their assigned neighborhood Collaborative. Collaborative family support workers then conduct outreach to the family to identify primary barriers to attendance and develop an attendance support plan that builds upon the student and family’s strengths and addresses the barriers to attendance. The family support worker provides on-going case management and support to ensure that the student and family are connected to appropriate services and resources in the school or the community to resolve the root cause of the student’s truancy.

The referral criteria for program participants includes 9th graders (first time or repeaters) who have 5 - 14 unexcused absences. The total maximum active caseload per school at any period is 10 - 15 students (10 students for four schools served by Far Southeast and Edgewood Brookland and 15 students for three other schools).

The number of youth served in FY 12 was 28 youth. For FY 13 to date, this program has served 53 youth. The target number of students for SY12-13 is 45 students per school, serving a total of 315 students district-wide.

High School Case Management—FY 13							
School	Anacostia	Ballou	Cardozo	Dunbar	Roosevelt	Spingarn	Woodson
Number of Active Cases	4	5	9	7	15	6	7

In FY 12, an initial evaluation by the Urban Institute found that while the initiative was effective in linking families to available community services, improved family well-being, and demonstrated some improvements in student attendance, the model did not lead to significant truancy reduction for the majority of the students.

Since its inception, several changes have been made to the program. First, in FY 13, DCPS is planning to collect information on the below overall and programmatic outcomes:

- Decrease truancy rate at seven targeted high schools by 25% from SY11-12 to SY12-13
- Improve 9th grade student attendance at each school from SY11-12 to SY12-13
- Ensure 9th grade student promotion to the 10th grade
- Promote family well-being
- Increase parent engagement and connection to school

In addition, in FY 13 the initiative expanded from Anacostia and Ballou High Schools to include Cardozo, Dunbar, Roosevelt, Woodson and Spingarn High Schools.

(6) How the Commission communicates with residents, advocates, and interested stakeholders including an explanation of the methods and frequency of communication the Commission has with these individuals. Additionally, please describe any outreach and/or education efforts that the Commission made to engage the public in its work in FY 12 and FY 13;

It is important to note that the Task Force consists of three co-chairs and a Steering Committee, all of whom manage various communications with residents, advocates, and interested stakeholders in many ways.

For example, the Criminal Justice Coordinating Council (CCJC), where the Truancy Task Force is technically based, holds quarterly public meetings where it discusses the work of the Truancy Task Force as well as its other projects. In addition, it conducts the main outreach with interested residents, advocates and key stakeholders, and respond to various inquiries.

In FY 12, the Task Force as a whole conducted a citywide media campaign that included radio, bus, and metro ads, and targeted outreach to students in three high schools – Anacostia, Ballou and Cardozo.

In addition, the Task Force conducted two neighborhood walkthroughs to identify unsafe conditions that create barriers to school attendance.

(7) Any efforts undertaken by the Task Force to directly involve youth in their work

The Task Force worked closely with youth at Ballou, Anacostia, Cardozo, and Paul Public Charter School on the media campaign. Five of these youth and their stories were featured in ads across the city in the “The More You Learn. The More You Earn” media campaign. The stories focused on barriers to attendance that each student faced at one point in time, and what they did to overcome these challenges and improve their school attendance.

Q36: Please describe DME’s work in improving the administration of special education in the District. Please describe any programs, policies, or initiatives undertaken in FY12 and to date in FY13. How has DME

worked to improve the internal capacity of DCPS to meet the needs of these students and to reduce non-public and non-District placement?

In FY 11, DME worked with DCPS and OSSE to develop strategies to reduce non-public enrollment and increase the capacity of District schools to serve students with disabilities. These strategies include the creation of new “transition” classrooms that will allow DCPS to transition students served in non-public schools into the general education setting on a gradual basis, robust professional development programs for special education teachers, tightening and improving policies around IEP development and implementation, and the provision of related services, among others. In FY 12, DME worked to ensure that adequate funds were allocated to support implementation of these strategies, and will continue to do so in FY 13. DME also has been tracking non-public enrollment trends, which is an indicator of how well the District is serving students locally.

In addition, as described above, DME is working with OSSE, DCPS, and non-public providers to establish innovative partnerships that will help build the District capacity to serve students with special needs. One such partnership contemplates creating a “satellite” classroom served by a non-public provider that will allow both DCPS and charter schools to temporarily place students with higher levels of need in the school. As part of the arrangement, the sending school will receive professional development to build its capacity to serve the child. DME will continue to explore such partnerships to help build capacity in District and charter schools in FY 13.

Q37: Section 504 of the District of Columbia Public Education Reform Act of 2007 established an Interagency Collaboration and Services Integration Commission. The Commission was given the authority to combine resources in order to provide multi-disciplinary assessments, integrated services, and evidence based programs. Please provide an update on the work of this Commission which includes, at a minimum the following:

- The name and organization of each member of the Commission;
- A list of each meeting of the task force, including the meeting of any subcommittees;
- The minutes from each meeting of the Commission, including the meetings of any subcommittees;
- The goals of the Commission for FY12 and FY13 including how they were developed and any agreed upon work plan for achieving the goals;
- An update on any programs or policies implemented by the Commission including the number of youth served by the programs, a narrative description of each program, a narrative description of the outcome of each program, and any changes made in FY12 or to date in FY13;
- How the Commission communicates with residents, advocates, and interested stakeholders including an explanation of the methods and frequency of communication the Commission has with these individuals. Additionally, please describe any outreach and/or education efforts that the Commission has made to engage the public in its work in FY12 and to date in FY13; and,
- Any efforts undertaken by the Commission to directly involve youth in their work.

The Raise DC initiative is intended to replace the work of the ICSIC. Please refer to responses regarding Raise DC in Question 29.

**Attachment B Question 7: Fiscal Year 2012 Agency's approved budget, a
Office of the Deputy Mayor for Education/ Departmen**

FY12

Fund Source	Comp Source Group	Agency Object Code	FY12 Budget	FY12 Expenditure	FY12 Intra-District	FY12 Variance
2012						
100	11	111	980,678.00	963,637.50	-	17,040.50
	11 Total		980,678.00	963,637.50	-	17,040.50
	12	125	-	10,111.56	-	(10,111.56)
	12 Total		-	10,111.56	-	(10,111.56)
	13	134	-	2,004.81	-	(2,004.81)
	13 Total		-	2,004.81	-	(2,004.81)
	14	141	-	668.16	-	(668.16)
		142	-	35,149.16	-	(35,149.16)
		147	159,363.00	4,298.44	-	155,064.56
		148	-	52,825.57	-	(52,825.57)
		154	-	706.88	-	(706.88)
		155	-	1,856.61	-	(1,856.61)
		158	-	13,532.13	-	(13,532.13)
		159	-	34,715.06	-	(34,715.06)
		161	-	1,529.15	-	(1,529.15)
	14 Total		159,363.00	145,281.16	-	14,081.84
	20	201	15,000.00	7,156.75	-	7,843.25
	20 Total		15,000.00	7,156.75	-	7,843.25
	31	308	-	370.00	-	(370.00)
	31 Total		-	370.00	-	(370.00)
	40	401	-	2,145.30	-	(2,145.30)
		402	12,000.00	7,703.47	-	4,296.53
		403				
		404				
		408	530,232.00	362,517.00	-	167,715.00
		410	-	2,229.00	-	(2,229.00)
		411	-	2,698.68	-	(2,698.68)
		424	-	645.00	-	(645.00)
	40 Total		542,232.00	377,938.45	-	164,293.55
	41	409	160,000.00	169,992.60	-	(9,992.60)
	41 Total		160,000.00	169,992.60	-	(9,992.60)
	50	506				
	50 Total					
1734	41	409				
	41 Total					
Grand Total			1,857,273.00	1,676,492.83	-	180,780.17

**Actual spending by Agency/Program
Department of Education**

FY13			
FY13 Budget	FY13 Expenditure	FY13 Intra-District	FY13 Variance
2013			
1,070,217.32	237,737.52	-	832,479.80
1,070,217.32	237,737.52	-	832,479.80
-	(111.56)	-	111.56
-	(111.56)	-	111.56
-	1,717.92	-	(1,717.92)
-	1,717.92	-	(1,717.92)
-	184.39	-	(184.39)
-	10,766.95	-	(10,766.95)
316,325.91	-	-	316,325.91
-	11,822.62	-	(11,822.62)
-	194.06	-	(194.06)
-	541.36	-	(541.36)
-	3,410.02	-	(3,410.02)
-	10,467.96	-	(10,467.96)
-	469.94	-	(469.94)
316,325.91	37,857.30	-	278,468.61
15,000.00	-	-	15,000.00
15,000.00	-	-	15,000.00
-	-	250.00	(250.00)
-	-	250.00	(250.00)
2,000.00	-	-	2,000.00
13,000.00	49.00	15,000.00	(2,049.00)
2,594.95	-	-	2,594.95
2,405.05	-	-	2,405.05
181,313.83	-	16,000.00	95,313.83
-	413.14	(413.14)	-
-	-	-	-
-	-	-	-
201,313.83	462.14	30,586.86	100,264.83
200,000.00	-	21,000.00	179,000.00
200,000.00	-	21,000.00	179,000.00
500,000.00	-	-	66,197.06
500,000.00	-	-	500,000.00
435,045.00	-	-	435,045.00
435,045.00	-	-	435,045.00
2,737,902.06	277,663.32	51,836.86	1,904,598.94

ATTACHMENT C
OSSE PERFORMANCE OVERSIGHT QUESTIONS:
QUESTION 8: ACCOUNTING FOR ALL INTRA-DISTRICTS
TRANSFERRED FROM DEPUTY MAYOR (GW0) FOR FISCAL YEAR 2013

APPROPRIATION FUND	DESCRIPTION	SELLER AGENCY NAME	ADVANCES	EXPENSES	VARIANCES	Narrative
LOCAL TOTAL	TRUANCY TASKFORCE	METROPOLITAN POLICE DEPARTMENT	37,000.00		37,000.00	Transfer for Truancy Taskforce Consultancy Services to the Justice Grants Administration. Funds were transferred from the Agency Oversight & Support Division of DME.
	FY13 DCNET SWEEP	OFFICE OF THE CHIEF TECHNOLOGY OFFICER	250.00		250.00	DCNET Sweep
	PURCHASE/TRAVEL CARD	OFFICE OF FINANCE & RESOURCE MGMT	15,000.00	(413.14)	14,586.86	Transfer of Funds to OFRM for the purpose of P-Card Advance. Funds were transferred from the Agency Oversight & Support Division of DME.
LOCAL TOTAL			52,250.00	(413.14)	51,836.86	
VARIANCES			52,250.00	(413.14)	51,836.86	

Attachment D Office of the Deputy Mayor of Education (GW0) Performance Oversight Questions:
Question 9: List of Reprogrammings for Fiscal Year 2012

Agency	FY	Receipt Date	Fund Detail	Grant Number/ Project Number	Requested Amount	Transaction Type	Comments
GW0	2012	05/29/12	0100	Local	100,000.00	Reprogramming	Reprogramming within the budget of the Deputy Mayor for Education to pay for \$75K communications contract to support the development and dissemination of material on the activities of DME and the education cluster as a whole. \$25K to co-sponsor the Back to School Conference with OSSE. Funds were reprogrammed from CS14.
GW0	2012	08/07/12	0100	Local	100,000.00	Reprogramming	Reprogramming within the budget of the Deputy Mayor for Education to ensure that obligations are met for that Trunacy Consulting Services. Funds were reprogrammed from CS11 to CS40.
GW0	2012	11/02/11	0100	Local	395,930.99	Reprogramming	Reprogramming within the budget of the Deputy Mayor for Education to ensure the FY12 budget is correctly reflected in the appropriate programs and budget lines within the agency to meet spending needs in salaries (CS 11), supplies (CS 20), out of state travel and professional services fee (CS 40). Funds were reprogrammed from CS14 (\$25K), CS41 (\$128K) and CS40 (\$242K).
GW0	2012	11/07/11	0100	Local	70,000.00	Reprogramming	Reprogramming to the Office of the Deputy Mayor for Education to support the Public Education Finance Reform Commission (PEFRC) which performs activities pertaining to the Uniform Per Student Funding Formula. Funds were added to CS 41. Funds were reprogrammed from Debt Services -Repayment of Loans and Interest (DSO) to DME.
Local Total					665,930.99		

*FY13 No reprogrammings YTD

**Attachment E Question 11: Fiscal Year 2012 Agency's Fixed Costs
Office of the Deputy Mayor for Education/ Department of Education**

Program	Approp Fund	Comp Source Group	Agy Object	2011			2012			Percentage Change of Fixed Cost Budget FY12- FY11	2013			Percentage Change of Fixed Cost Budget FY13 -FY12	Details	
				Budget	Expenditure	Intradistrict Advances	Budget	Expenditure	Intradistrict Advances		Budget	Expenditure	Intradistrict Advance			
Agency Oversight and Support	0100	31 40	308	-	326.92	-	-	370.00	-	0.00%	-	-	250.00	0.00%	Telephones - OCTO	
			403	1,500.00	-	-	-	-	-	-100.00%	2,594.95	-	-	100.00%	Transportation Charges	
			404								0.00%	2,405.05	-	-	100.00%	Maintenance and Repair - Auto
			494	5,290.00	5,273.14	-	-	-	-	-	-100.00%	-	-	-	0.00%	IT Assessment with OCTO
100 Total				6,790.00	5,600.06	-	*	370.00	-		5,000.00	-	250.00			

100% of Fixed Cost is assigned to the Agency Oversight and Support Division

* Please note that the MOU for Transportation and Auto Maintenance was expended under NPS but not budgeted under fixed costs.

ATTACHMENT F

Excerpt From FY 2012 Second Supplemental Budget Amendments Details

District of Columbia Public Schools

\$4.5M – Loss of Federal Funds: DCPS originally budgeted \$44.5M of the federal payment request for FY 2012 in the President’s budget for school improvement. Due to a proposed reduction in the FY 2011 School Improvement federal payment of 50%, DCPS decided to budget \$20M of the FY 2012 federal payment request in a “holding” activity in Comptroller Source Group 0050, which would allow DCPS to easily reprogram the funding should it be Congressionally approved, or not completely rely on it should it not be Congressionally approved. This also ensured that the funds were not allocated for use to pay salaries or other program expenditures that could potentially be lost in subsequent federal budget adjustments. However, in order to fund schools as required in FY 2012, the remaining federal payment allocation of \$24.5M was used to fund teachers’ salaries at the schools. This appeared a prudent decision based on preliminary feedback on the expectations for FY 2012 funding based upon congressional actions with the federal payment funds for FY 2011.

Reviewing the information for the President’s budget submission for FY 2012, DCPS has found that the House Bill in Congress eliminates the entire School Improvement Federal Payment of \$24.5M, leaving only \$20M available for expenditure. If this federal payment funding is not restored in the final federal budget, DCPS will have to replace the \$4.5M used to fund teachers’ salaries with local funding. Despite the existence of this pressure, it could have been significantly worse had DCPS not decided to restrict \$20M of federal funds.

\$12.0M – Food Service Contract: When reviewing the current and projected spending of the Food Service Program, we found that the division is projected to have a Local Funds deficit of \$12.0M in FY 2012. This is due to increased costs, as well as reduced collections that provide insufficient revenue to cover non-local expenditures. If FY 2012 is consistent with the FY 2011 spending pressure, it will again be comprised of three appropriated funding sources:

- Local Funds cost increase for food prices and labor of \$5.5M;
- Special Revenue projected revenue collections shortfall of \$0.8M; and
- Intra-District projected revenue collections shortfall of \$5.7M

The revenue collection shortfalls in the Special Purpose and Intra-District funds will have to be covered by utilizing local funds.

\$3.4M – After School Programs: The FY 2012 Supplemental Budget provides \$3.4M in order to fund after school programs. This money is needed to be able to continue after school programs for the remainder of the school year. Without this additional funding, DCPS will be forced to reduce program hours, days of operation and/or staffing assigned to school-based after-school programs.

\$5.3M – Non-instructional Staff Costs: The FY 2012 Supplemental Budget provides \$5.3M in funding to cover the unanticipated carryover cost of non-instructional staff. DCPS continues to carry the personnel

costs of non-teaching school staff that were not funded on school budgets in FY 12 and who were not separated through a reduction in force. While DCPS has worked to reduce these costs through placing excess non-instructional staff, some costs remain.

ATTACHMENT G

Individuals Participating in Youth Employment Change Network

Leila	Peterson	School Talk
Lori	Kaplan	LAYC
Neil	Stanley	DYRS
Anne	Abbott	DCAYA
Cara	Fuller	Ballou STAY
Sarah	Thankachan	CFSA
Amy	Templeman	CFSA (Office of Well-Being)
Ben	Murphy	Community Foundation
Larry	Gold	Covenant House
Noel	Tieszen	Covenant House
Judy	Berman	DC Appleseed
Brandi	Crawley	DDS
Rebecca	Salon	DDS
Susannah	Harris	UWNCA
Steve	Luteran	DYRS
Martha	Ross	Brookings
Thomas	Penny	Courtyard Marriott
Adrienne	Todman	DCHA
Hammere	Gebreyes	DCHA
Rebecca	Renard	DCPL
Melody	Crutchfield	DMH
Gerren	Price	DOES
Sam	Williams	DYRS
Mindy	Larson	Institute for Educational Leadership/Center for Workforce Development
Lisa	Henig	Job Corps Outreach and Admissions
Ana	Hageage	LAYC
Marullus	Williams	Limbic Systems, Inc., President
Tony	Johnson	OSSE- CTE

Danielle	Ouzts	Parent Representative
Emma	Tucker	Sasha Bruce
Sarah	Grime	School Talk
Kim	Ford	UDC-CC
Jazmyn	Singleton	Urban Alliance
Sean	Segal	Urban Alliance
Veronica	Nolan	Urban Alliance
Wendy	Dixon- DuBois	Urban Alliance
Joe	Andronaco	USA Technology Service
Joy	Arnold Russell	UWNCA
Allison	Gerber	WIC
Clifton	Morgan	Year Up National Capital Region
Meredith	Potempa	Year Up National Capital Region
Da'Shara	Brown	Youth Representative

ATTACHMENT H

DC TRUANCY TASK FORCE

NAME	TITLE	AGENCY
Michelle Farr	Program Administrator, CPS	CFSA
Tyanna Williams	Management Support Liaison	CFSA
Brenda Donald	Director	CFSA
Mannone Butler	Executive Director	CJCC
Charisma Howell	Deputy Director	CJCC
Eric Chapman	Program Analyst	CJCC
Penny Griffith	Executive Director	Columbia Heights-Shaw Collaborative
David Catania	Councilmember	Council
Phil Mendelson	Councilmember, Chairman	Council
Vonda Frayer	Supervisory Probation Officer	D.C. Superior Court - Social Services Division
Adele Fabrikant	Deputy Chief, Office of Youth Engagement	DCPS
Amoretta Morris	Director of Student Attendance	DCPS
Jemea Goso	Attendance Specialist for the Middle Schools	DCPS
Nina Harrison	Attendance Specialist for the High Schools	DCPS
Steve Strauss		DDOT
David Berns	Director	DHS
Zoe Bush	Presiding Judge of Family Court	District of Columbia Superior Court
Jennifer Leonard	Interim Deputy Mayor for Education	DME
Eshauna Smith	Senior Advisor	DME
		DMH
Abby Bonder	Special Assistant	DMHHS

BB Otero	Deputy Mayor for HHS	DMHHS
Quincy Booth	Chief of Staff	DMPSJ
Adam Aljoburi	Legislative Affairs Analyst	DYRS
Rebecca		Children's Law Center
Eddie Ferrer	Executive Director	DC Lawyers for Youth
Mae Best	Executive Director	East of the River Collaborative
Louvenia Williams	Executive Director	Edgewood Brookland Collaborative
Perry Moon	Executive Director	Far Southeast Collaborative
Karen Feinstein	Executive Director	Georgia Avenue Collaborative
Jackie Henry	Executive Director	Healthy Families Thriving Communities Collaborative Council
Diane Groomes	Chief	Metropolitan Police Department
JoAnne Ginsberg	Director, Policy and Legislative Affairs	OAG
Adrienne Day	Assistant AG	Office of Councilmember David Catania
Sandra Schlicker	Deputy Director	Office of the Attorney General
Naomi DeVeaux	Deputy Director	OSSE
Arthuro Lawson		OSSE
		Public Charter School Board
		WMATA