

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



Responses to Fiscal Year 2016 Performance Oversight Questions

Jennifer C. Niles
Deputy Mayor for Education

Submission to

Committee on Education
Chairman David Grosso
Councilmember, At Large

February 6, 2017

Committee on Education
John A. Wilson Building
1350 Pennsylvania Ave. NW, Suite 402
Washington, DC 20004

Deputy Mayor for Education (DME) FY16 Oversight Questions

DME Programmatic Initiatives

Q1. Discuss each of the programmatic and policy initiatives the DME has worked on in FY16 and FY17 to date. Please include details about how these initiatives both new and on-going are part of a long-term strategic plan for city-wide education.

To date, this Administration has made unprecedented investments in public education, including initiatives targeting historically underserved students and providing all students with the tools they need to thrive.

The opportunity to hear from hundreds of educators, parents, students and residents during our search for the next Chancellor of DC Public Schools (DCPS Rising), proved invaluable; the feedback we received affirmed the investments we've been making, and has helped us further refine the focus of our efforts for the next two years.

The DCPS Rising Leadership Committee captured it best when they said: *"Great educational leadership starts with a deep commitment to the achievement of social justice through ensuring excellence at all educational levels, in all school activities, in all parts of the city. **Educational progress must be equitable for all students; progress for only a few denies justice for all.**"* We couldn't agree more. Thus, early in 2017 we launched a messaging and communications campaign, *"The Mayor's Commitment to Educational Equity."*

This **Commitment** encompasses efforts that have already been accomplished and that are currently underway, as well as new endeavors we will deliver this year and next. The **Commitment** is the lens through which we will continue to focus and identify our priorities for improving public education in the District; it's the lens of educational equity: **for all students, across all schools, and in all neighborhoods.** Our current and future work is grounded and aligned to this **Commitment**.

The DME will continue to be the driving force behind the **Commitment**, setting priorities for our Agencies and leveraging their talents and resources to achieve our shared goals. Below are DME-led or owned initiatives.

See Attachment for a complete list of DME Priority Projects and Policy Areas.

Q2. Describe the Office's efforts in FY16 and FY17 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 of Columbia'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 FY16 and FY17.

Summer Strong DC. Summer Strong DC is a new collaboration started in FY16 between District agencies critical to the summer experience of youth and families to ensure a summer that keeps residents healthy and safe. It includes DC Public Schools (DCPS), DC Parks and Recreation (DPR), DC Public Library (DCPL), Office of the State Superintendent of Education (OSSE), DC Public Charter School Board (PCSB), Office of the Deputy Mayor for Greater Economic Opportunity (DMGEO), DC Department of Employment Services (DOES), Deputy Mayor for Public Safety and Justice (DMPSJ), Metropolitan Police Department (MPD), the DC Women, Infants, and Children program (WIC), Office of the Deputy Mayor for Health and Human Services (DMHHS), DC Housing Authority (DCHA), Safer Stronger DC, and ServeDC. In summer 2016, DME coordinated across agencies to launch summer.dc.gov, a one stop shop for summer resources including pools, free meals, programs and activities. DME also aligned the timing of summer school and summer camp sign up for the first time (this summer will be the second) in a single "Summer Sign Up Day."

Access to Public Space Initiative. Another new cross agency collaboration co-led by OCA and DME started in FY16 is the Public Space Rental Initiative intended to improve coordination and alignment of space rental policies and procedures in the District. It engages DC Parks and Recreation (DPR), DC Public Schools (DCPS), DC Public Charter School Board (PCSB), DC Public Library (DCPL), and the University of the District of Columbia (UDC). Through a mayor's order, the initiative created an advisory group made of up members of the general public that will meet monthly to advise the Bowser Administration on addressing current barriers to public space rental. DME is working with agencies to create a public portal to be the public face of the initiative where residents can reserve spaces and fields across the city through a single portal. Topics to be addressed include building a common reservation portal, fee structures, reservation processes, and space offerings.

Cross Sector Collaboration Task Force. The Office of the Deputy Mayor for Education (DME), at the behest of Mayor Bowser, established a task force in February 2016 charged with developing clear and fair recommendations on how to improve the coherence among and collaboration across public schools to improve effectiveness and efficiency. The Task Force focuses its efforts on recommending strategies and solutions for the priority issues that have the most impact on improving student outcomes for all public schools in the District of Columbia. The Task Force, co-chaired by the DME and Mayor Anthony Williams, has 26 members and includes representatives from Local Education Agencies (LEAs) and district agencies, public school parents, and community members. Membership is balanced across sectors, demographics and ward of residence. The Task Force meets monthly and will convene in December 2017. The Cross-Sector Collaboration Task Force's goals include: 1) improve the experience of parents and families understanding and navigating their public school options, 2) develop methods for information sharing with the public and across public school sectors, 3) develop a framework for coordinating processes on school openings, closings, and facilities planning, 4) promote enrollment stability, and 5) identify educational challenges that need to be addressed through cross-sector collaboration.

The Task Force completed its first year developing recommendations to promote enrollment stability. During its second year, the Task Force will focus on the remaining goals by developing working groups to tackle the remaining goals and develop related recommendations.

Revised LEA Payment Initiative. The goal of the revised LEA payment initiative is to fund schools equitably for the students they serve by instituting a funding system for both charter and DCPS schools that 1) uses similar methodology to calculate funding across both DCPS and public charter schools, and 2) more accurately targets local resources to LEAs based on the students they are serving throughout the school year, providing associated timely disbursements. This is particularly relevant to LEAs who might receive significant numbers of students mid-year. A higher level of funding accuracy related to mid-year enrollment mobility will create more effective incentives for LEAs to enroll and retain high needs students, and will reduce burden on LEAs accepting students after a school year's enrollment measurement date. Currently, only DCPS accepts large numbers of students, mid-year, but these changes could lead to other LEAs doing so as well.

The redesign of an LEA payment system requires staff effort and collaboration from multiple agencies and stakeholders including Office of the State Superintendent of Education (OSSE), DME, Office of the Chief Financial Officer (OCFO), Office of Budget and Planning (OBP), DC Public School (DCPS), DC Public Charter School Board (DCPCSB), charter LEA representatives, and charter advocacy and support organizations like Friends of Choice in Urban Schools (FOCUS) and ED Ops. OSSE and DME have convened multiple working groups including representatives from these agencies and LEAs to support the development of the policies needed for the revised LEA payment initiative (e.g., OSSE's new data membership tracker in SLED that ensures that schools' information systems are aligned with SLED throughout the school year).

Truancy Task Force. 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. In addition to the Deputy Mayor of Education and Deputy Mayor of Health and Human Services (co-chairs), the following public offices, agencies and organizations participate: 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 Housing Authority (DCHA), 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), Office of Victim Services and Justice Grants (OVSJG), Metropolitan Police Department (MPD), Office of the State Superintendent (OSSE), Office of the Attorney General (OAG), State Board of Education (SBOE), the Offices of Chairman Phil Mendelson and Councilmember David Grosso, public charter school leaders, public advocates, program providers, and others.

The Taskforce is divided into four committees in order to address specific areas related to truancy: 1) the Steering Committee develops and manages the strategic plan, objectives, meeting agendas, and program evaluation plans; 2) the Data Committee develops common business rules, oversees integration of agency databases, and prepares analyses for committee and Taskforce meetings; 3) the Policy Committee develops recommendations for legislation, regulations and business rules in support of objectives established by the Taskforce; and 4) the

Program Committee coordinates and executes activities in support of the Taskforce in partnership with practitioners and the public.

In FY16 the Truancy Taskforce focused on surveying the national and local landscape for information about what works to address truancy and absenteeism. This meant a priority on information collection and the improvement of meaningful data collection. In FY17 the Taskforce is built on the information learned in FY16 by focusing on implementing more programs and activities we know to be effective, continuing to improve programs being implemented, and scaling programs that have demonstrated success. See question 6 for key accomplishments.

Kids Ride Free and the Transportation working group. The DME also works closely with the District Department of Transportation (DDOT) on initiatives including Kids Ride Free on Bus and Kids Ride Free on Rail and the Transportation Working Group. DME partnered closely with DDOT, Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), DC Public Charter School Board (DC PCSB), Office of the Chief Technology Officer (OCTO), and the Washington Metropolitan Area Transit Authority (WMATA) to ensure a successful second school year launch of the Kids Ride Free at the start of SY16-17, and continues to work closely with DDOT, OCTO, and WMATA to oversee the ongoing implementation of Kids Ride Free.

As of June 2016, over 24,000 KRF Rail passes had been issued to students' DC One Cards and almost 17,000 passes had been "picked up" by students. For the launch of SY16-17, the program administration changed and students were issued "combo" passes containing both a Rail and Bus pass. Because of the removal of additional barriers to accessing the program, the pass delivery and pick up rate improved substantially. As of December 31, 2016, approximately 19,500 KRF combo passes had been "picked up" by students.

Regarding the Transportation Working Group (TWG), DME managed the following members of a wide range of agencies and local education agencies including OCTO, OSSE, DDOT, Metro Transit Policy Department (MTPD), WMATA, DCPS, OP, State Board of Education (SBOE), MPD, DPR, Office of Human Rights (OHR), PCSB, and several charter LEAs. In FY17, the TWG focused its efforts on data collection and analyses to better understand and address transportation challenges, Kids Ride Free program improvements, the production of school siting and transit toolkits that cross-reference with other agencies' guides, and SafeTrack response planning and outreach.

My School DC common lottery process. DME leads the My School DC common lottery process, the District's common application and common lottery for public schools, currently in its fourth year. The program is a model of successful collaboration between DCPS and public charter schools, and the lottery has been a stable and continuously improving program since its inception. 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.

School-based Health Services. In FY16, the DME coordinated with the Deputy Mayor for Health and Human Services (DMHHS), related to services provided by DOH and DBH to DCPS and public charter schools, 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 support changes in the deployment of school nurses and DBH clinicians.

Equity Reports. Equity in education refers to all students receiving the same caliber of education regardless of their race, ethnicity, economic status, special education status or other factors. Equity Reports give our schools, families and communities transparent and comparable information related to equity across all DC schools. DME works with the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), and the DC Public Charter School Board (DC PCSB) in consultation with charter schools to create these Equity Reports. Equity Reports are a complement to OSSE's LearnDC School Profiles, DCPS's School Scorecards and DC PCSB's Performance Management Framework. The 2016 report covers School Year 2015-16 and can be found online under each school's profile on OSSE's Learn DC site. This project will move fully to OSSE in FY17.

School Safety and Safe Passage Working Group: In June, 2016, the DME and the DMPSJ launched the School Safety and Safe Passage Working Group (Safety Group) to enhance safety-related policies affecting both public charter schools and DCPS schools and better coordinate efforts between law enforcement and the community. The Safety Group is an evolution and broadening of the Safety Subcommittee of the DME's Transportation Working Group. Members of the Safety Group include representatives from a variety of LEAs and government agencies that need to coordinate in order to fully address safety-related issues (a full list of government agencies is available [here](#)). Currently, the Safety Group is focused on the planning and set-up of two initiatives that span both the charter and DCPS sectors. The first initiative is the LEA Emergency Network and the second is a safe passage initiative.

Q3. Please list all of the agencies under the DME and the priorities and goals both set and met for those agencies for FY16 and to date FY17. Include any agencies have been added in the past year or are planned for FY17 to the DME's portfolio and how any of these changes alter the priorities of the DME.

See Attachment.

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 the DME's efforts address each of the following three recommendations from the study for FY16 and FY17 to date:

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.

The District continues to invest in a strong education data infrastructure. OSSE, with support from the DME, is continually working to improve the data architecture needed to take the DC Statewide Longitudinal Education Data (SLED) to the next level and enable cross agency data sharing to improve services and outcome for students. Some examples of OSSE's continued enhancements to SLED include data quality reports and the LEA membership tracker that identifies discrepancies between data in SLED and the school's information system, and Qlik, a new data visualization tool used for easier access to information and ability to share information. The District has invested heavily in SLED, and SLED is able integrate data across other agencies and from OSSE. However, the OSSE data systems that feed into SLED still require restructuring and support in order to provide the flexibility and scalability needed. OSSE received \$11M plus for data infrastructure overhaul and enhancements over a five year period starting in FY17. Once the backbone of the data systems is streamlined and updated, then OSSE can focus on ensuring a robust public facing data warehouse.

Over the last two years, education agencies, including DME, have significantly increased their capacity to collect data and have made great strides in building the infrastructure needed to review, analyze, synthesize and share data in a meaningful ways for schools and parents. Examples of our progress include:

- Learn DC – an online tool with school level data and analysis, including federal accountability measurements; student enrollment, college-readiness, and growth in student achievement; and suspension, expulsion, and enrollment mobility data. OSSE continues to add to the school profiles, school report cards, and school-specific Equity Reports.
- My School DC site – A resource tool for parents that provides cross sector information on schools and programs. In FY16, My School DC enhanced the School Finder tool based on parent feedback, adding key items such as the availability of before and after care and transit times, and provided data to the public on seats available and historical waitlist movement to contextualize lottery results.
- DME Data Resource Page - DME launched a data resource page where we will be sharing cross-sector data with the public in an effort to better understand the education landscape of our city. The Data Resource page has a series of Fact Sheets with data on enrollment, academic programs in schools, student characteristics, and school facilities by neighborhood and by grade level and the DME will continue to add to this page as appropriate cross-sector data becomes available.

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

First and foremost, DME is focused on ensuring that the state's data system operates so that independent evaluators, along with education stakeholders, can access accurate data in a timely manner. DME has engaged in conversations with external entities to solicit input on the best way to support ongoing independent evaluation of the public education system, including identifying best practice models in other jurisdictions. An important step in supporting this effort has been to build greater capacity within OSSE's data team; OSSE fulfilled 314 data requests in FY16, representing a 44% increase over FY15.

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:

- *Establishing centralized, system-wide monitoring and oversight of all public schools and their students, with particular attention to high-need student groups;*
 - Efforts include: working with OSSE and other stakeholders in the development of the State Plan, including the development of a Common Accountability Framework (draft posted in January 2017 for public comment).
- *The fair distribution of educational resources across wards and neighborhoods;*
 - Efforts include: Support of Kids Ride Free; Transportation and School Safety Working Groups; School-based Health supports
- *Fostering more effective collaboration among public agencies and with the private sector to encourage cross-sector problem solving for the city’s schools;*
 - Efforts include: the Cross Sector Collaboration Task Force, development of the Out of School Time office, and Summer Strong
- *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*
 - Efforts include: Equity Reports and DME data webpage
- *Exploring measures to strengthen public trust in education in a diverse, highly mobile city.*
 - Efforts include: Public engagement related to the Cross Sector Collaboration Task Force and the Chancellor Search process (DCPS Rising)

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 FY16 and to date in FY17.**
- **What is the status of your FY16 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 D.C.? 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?**
- **What recommendations, if any, does the DME have for OSSE and others to improve special education transportation services and disability services at recreation centers?**

DME supports OSSE in its role as lead agency on special education oversight. Grants were released in 2016 to support the creation of shared or satellite classrooms, however no awards were made. DME has supported OSSE in the improvement of its special education transportation services. In FY16, OSSE took a number of significant steps to improve OSSE DOT:

- Establishment of the Transportation Advisory Council
- Additional staff hired at OSSE DOT's Parent Resource Center
- Purchase of a new bus terminal
- Transitioning eligible students with disabilities who utilize public transit services from tokens/fare cards to the DC One Card.

Q6. Provide a comprehensive overview of the Truancy Taskforce's work in FY16 and FY17 to date. Please include outcomes to date and a copy of the Taskforce strategic plan.

Taskforce Charge

The Truancy Taskforce (the Taskforce) is charged with developing a multiagency, community-wide effort to increase attendance and decrease truancy of students in DC Public Schools (DCPS) and DC Public Charter Schools (PCS).

Membership

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 Housing Authority (DCHA), 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), Office of Victim Services and Justice Grants (OVSJG), Metropolitan Police Department (MPD), Office of the State Superintendent (OSSE), Office of the Attorney General (OAG), State Board of Education (SBOE), the Offices of Chairman Phil Mendelson and Councilmember David Grosso, public charter school leaders, public advocates, program providers, and others.

Structure & Approach

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 meets bi-monthly and 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).

Strategic Planning in FY16 and FY17

In FY16 the Truancy Taskforce focused on surveying the national and local landscape for information about what works to address truancy and absenteeism. This meant a priority on information collection and the improvement of meaningful data collection.

In FY17 the Taskforce is built on the information learned in FY16 by focusing on implementing more programs and activities we know to be effective, continuing to improve programs being implemented, and scaling programs that have demonstrated success.

Key Accomplishments

2015-16 School Year

- Mapped truancy policy challenge dependencies (code, practice, regs)
- Researched model LEA system for addressing absenteeism
- Adopted a citywide "plan" by agency role to address absenteeism
- Inventoried current investments in addressing truancy
- Coordinated Attendance Awareness Month (Sept. 2015)
- Drafted Truancy Taskforce Strategic Plan
- Developed Truancy Taskforce Data Plan
- Adopted common methodology for calculating truancy across sectors
- Reported quarterly on Attendance Accountability Amendment Act
- Informed School Attendance Clarification Amendment Act of 2016
- Hosted a Design Challenge engaging youth, educators, and agencies
- Attended the National Conference on Attendance as a state team

2016-17 School Year

- Reported out using common methodology at the district and state levels
- Launched the Every Day Counts! citywide attendance campaign as a part of a coordinated Attendance Awareness Month
- Launched attendance.dc.gov
- Conducted learning sessions on attendance SST meetings and health resources
- Selected 4 high school Truancy Taskforce student representatives from across the city
- Developed a timeline for Ed Stat
- Presented at OSSE's LEA Institute and Community Schools Community of Practice
- Identified specific agency/entity strategies for 2016

See the attached Truancy Taskforce 2015-2017 Strategic Plan.

Q7. Provide a complete accounting of the city'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 FY16 and FY17 to date;**
- **Total amount spent in FY16 and FY17 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 FY16 and FY17 to date as a result of the investment.**

See the attached Excel document.

Q8. Provide the following data regarding the Kids Ride Free program for FY15, FY16, and FY17 to date:

- **The number of students with an active DC One Card;**
 - FY15:42,574;
 - FY16: 62,176;
 - FY17 to date: 71,451
- **The number of students that qualify for Kids Ride Free Bus program;**
 - In order to qualify for the Kids Ride Free on Bus program, students must be District residents ages 5-21 enrolled in a District school.
 - In FY15 there were 69,097 students between the ages of 5 and 21 (inclusive) enrolled in public and public charter schools as of October 6. Private school enrollment data is not collected.
 - In FY16, there were 70,755 students who qualified for the KRF Bus program as of October 5 (excluding private school students).
 - In FY17, there were approximately 73,000 students who qualified for the KRF Bus program as of October 5 (unaudited).
- **The number of students that qualify for Kids Ride Free Rail program;**
 - See above;
 - The Kids Ride Free on Rail program launched in FY16. Private school students are not eligible for the program, so the number of students who qualify for the KRF program is the same as the reported number of students eligible for KRF Bus in FY16 and FY17.
- **The number of students that have signed up for the Kids Ride Free Rail Program;**
 - The KRF Rail program launched in FY16.
 - By June 14, 2016, 24,115 KRF Rail passes had been issued to students' DC One Cards.
 - For the launch of SY16-17, the program administration changed and students were issued "combo" passes containing both a Rail and Bus pass.
 - As of November 15, 2016 17,630 KRF combo passes had been "picked up" by students.
- **The number of trips taken for the Kids Ride Free Rail Program August 2016 to date by month;**
 - August 2016: 50,504 trips;

- September 2016: 151,220;
- October 2016: 171,324 trips;
- November 2016: 154,934 trips;
- December 2016: 153,482 trips.
- **The number of students who participate in the metro subsidy for Metrorail access; and any observed outcomes during the first semester with regard to attendance as a result of this investment.**
 - The District is working to assemble the data sharing agreements required to analyze attendance-related outcomes for this program. At this time it is not possible to report attendance-related outcomes.

Q9. Provide an update of the work of the Transportation Working Group for FY16 and FY17 to date. Please include members of the Working Group and any outcomes observed as a result of its work, specifically as it relates to promoting and ensuring safe passage.

Members:

Daniela Anello (DC Bilingual), Howard Barrett (OCTO), Kilin Boardman-Schroyer (OSSE), Gretchen Brumley (OSSE), Alex Caple (DCPS), Chelsea Coffin (DC PCSB), Patrick Davis (DCPS), Jami Dunham (Paul PCS), Martita Fleming (Washington Latin PCS), Kevin Gaddis (MTPD), George Branyann (DDOT), Faith Gibson-Hubbard (SBOE), James Graham (DDOT), Suzanne Greenfield (OHR), James Hamre (WMATA), Alonzo Holloway (DPR), David Jenkins (DCPS), Emily Johannesen (DC Prep PCS), Jamie Kamlet Fragale (Academy of Hope PCS), Kristine Marsh (WMATA), Kevin Mehm (KIPP DC PCS), Aaron Parrot (MySchool DC), Lisa Richardson (DCPS), Charlie Richman (OP), Sharona Robinson (DCPS), Kajaz Safarian (DDOT), Dr. Jacqueline Speight (DCPS), Steve Strauss (DDOT), Dena Thweatt (DDOT), Sam Zimbabwe (DDOT).

FY16 Outcomes: Some highlights from the TWG's FY16 work include:

- Transportation surveys (administered to parents and adult learners) with nearly 2200 responses on questions covering transportation modes, travel time, transportation problems/concerns, frequency of transportation problems, and use of the Kids Ride Free program;
- Production of School Siting and Transit Toolkit with cross-references to DDOT's Compendium
- Removal of bus hour restrictions for Kids Ride Free, additional KRF improvements
- SafeTrack Response Plan
- SafeTrack Student Outreach and Communications Plan
- Submission of Adult Learner Transportation Subsidy Report to Council

FY17 Update:

In early FY17 the TWG focused on implementing its SafeTrack Student Outreach and Communications plan for WMATA's Red Line Surge. Based on feedback from LEAs, WMATA, DDOT, MPD, MTPD, and others, the outreach was effective in minimizing the effects of the major transit disruption. There were neither major surge-related

attendance nor safety issues reported. The remainder of FY17 TWG work will be focused on phasing out the working group by transitioning the various components to other appropriate work streams, wrapping up key deliverables (such as the Edgewood Transit Cluster case study), and documenting and archiving the work of the group since its inception. The last in-person meeting is scheduled for February 2017.

Safe Passage: Safe Passage work has transitioned to the School Safety and Safe Passage Working Group, coordinated by DME and DMPSJ.

See Question 2 for more information.

Q10. 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.

DME has worked with DMHHS, OSSE and RaiseDC to ensure cross-sector implementation of the Early Development Indicator (EDI), and use resulting data to help the SECDCC and relevant stakeholders build on community assets and address gaps. The EDI tool was used to evaluate more than 4,400 4-year-old students in 333 classrooms across the District. EDI provides a community snapshot of children's health, development and school readiness. The results can be used to assess how the community can better support early childhood development and prepare for school; and inform how to address the needs of incoming classes of kindergarten students. The tool, and subsequent community engagement regarding the findings, has allowed providers and stakeholders to engage in cross-sector partnerships; inform strategic planning, needs assessment resource allocation and decision making; and increase awareness and support for early childhood.

The Office of the Deputy Mayor for Education has supported OSSE in the promulgation of new child care center licensure regulations, which seek to increase access to quality early learning and child care facilities, while also supporting providers through more efficient and streamlined licensure, accountability and reporting processes.

Q11. Provide an update on the DME's involvement with the Raise DC Leadership Council and how you connect your work with the organization to engage more disconnected youth in FY16 and FY17 to date.

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 who are 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 have dropped out (via the Raise DC Disconnected Youth Change Network and its continued support of the

REC), and supporting continued connections into post-secondary (via the Lumina-funded Community Partnership for Postsecondary Attainment, which includes seven non-traditional LEAs and CBOs along with local area community/colleges).

With the transition of Raise DC's management from DME to an independent entity in 2014, DME continues to ensure alignment and collective advancement of citywide efforts to improve outcomes from District youth. It does this 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 in 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.

DME worked with Raise DC to:

A. Strengthen transitions – Raise DC's 9th Grade Counts Network and the Student Information Exchange

The transition from 8th to 9th grade is a critical time for students. The 2014 Graduation Pathways Report found that 26% of the variation in DC's students' chances of graduating could be explained by 8th grade characteristics, with key predictive factors including SPED, ELL and overage status; math and reading proficiency levels; absences; and course performance. The study also found that roughly half of first-time 9th graders were "off track" by the end of their freshman year. Through Raise DC's 9th Grade Counts Network, DC middle/high schools and nonprofit organizations are collaborating to strengthen student transitions from middle to high school through sharing practices, developing middle to high school partnerships, and elevating to key citywide leaders specific infrastructure and policy barriers that need to be addressed. The District's robust choice landscape often presents unintentional logistical challenges for high schools, with many enrolling students from dozens of different LEAs and lacking key information upfront to serve those incoming 9th graders well. To address this challenge, in 2016, the 9th Grade Counts Network (9GCN), with technical leadership from OSSE, launched a volunteer data-sharing initiative among participating DC middle and high schools to transfer the critical 8th grade "early warning" data identified through the 2014 Grad Pathways Report for rising 9th graders. ***The 9th Grade Student Information Exchange is a standardized process for ensuring that this essential information is transmitted early, quickly, automatically, and consistently for students as they move from middle to high school.***

During its 2016 pilot year, 11 LEAs participated in the Student Information Exchange, representing 31 middle school campuses and 16 high school campuses. Participating high schools enrolled over 2,000 first time 9th graders, of which more than 700 were enrolled at a different LEA the year before. As a result of this process, participating schools were able to promote early interventions, establish relationships between staff and new students within and across schools, and plan resource placement.

In 2017, Raise DC – with support by DME, OSSE, PCSB, and OSSE – is recruiting more LEAs to grow the number of students served through the 9th Grade Student Information Exchange and

will be focusing on improving how schools use this data to drive increased 9th grade promotion rates.

B. Developing more flexible paths and improving the supply of programs for “off-track” students and youth who’ve dropped out.

Throughout 2016, Raise DC, DME, OSSE, DCPS, PCSB, public charter LEAs, and the DMGEO continued to expand our shared understanding of District students who have dropped out of school. Armed with this data, and facilitated by Raise DC, these key education agencies and other critical partners have prioritized specific strategies to improve student access to credit recovery across the city and to expand academic options for older youth with low basic skills. In 2017, we will be focusing on implementing, testing, and fine-tuning these strategies.

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?

OSSE’s DC ReEngagement Center (REC) directly captures disconnected youth and connects them with adult learning, GED, workforce development, and other programs with support from DME. The REC has partnerships and collaborations with DC General Family Shelter, Department of Human Services (DHS), District Department of Transportation (DDOT), the Deputy Mayor for Public Safety, the US Attorney’s Office, the DC Office of the Attorney General, the Public Defender Service, and the Department of Employee Services to capture these individuals and promote workforce development and re-enrollment in schools and training programs.

Provide an update of the Graduation Pathways Project. What milestones were achieved in FY16 and FY17 to date?

Raise DC continues to play a research and convening role in support of local efforts to improve high school completion rates through its citywide Graduation Pathways Project – a multi-pronged initiative driven by the vision that every young person in the District, no matter how far off track he or she may be, has a path to graduation. Since the release of the inaugural Graduation Pathways Report in 2014, Raise DC has used the findings to focus its ongoing collective efforts through three core strategies:

- Strengthening student transitions from 8th through 9th grade:
- Informing the development of more flexible and varied paths to graduation for students who are off-track;
- Supporting the expansion of the supply of education options to better serve off-track students and dropouts ; and
- Hosting the 3rd annual Graduation Pathways Summit in November 2016, bringing together hundreds of stakeholders.

Q13. Describe the involvement that the DME has with the Workforce Investment Council through agencies in your purview, specifically any work done on the District of Columbia's State Plan as it relates to the Workforce Investment and Opportunity Act (WIOA) in FY16 and FY17 to date. Please include an accounting of the DME's role on the Adult Career Pathways Taskforce.

The number of Workforce Investment Council (WIC) government representatives is limited by statute. As such, DME was replaced as a member of the WIC with the Deputy Mayor for Greater Economic Opportunity in FY15. Although DME is no longer a member of the WIC, DME cluster agencies (OSSE and UDC) are members. In FY16 DME worked with these cluster agencies to ensure that they were keenly involved with the WIC's drafting of the WIOA State Plan. DME also provided staff to support the WIC in the drafting of the State Plan. In FY17 DME has not been directly involved with the WIC but has connected DME has also connected potential community partners with the WIC.

Dr. Antoinette Mitchell, OSSE's Assistant Superintendent of Postsecondary and Career Education, is an official member of the Workforce Investment Council as the Superintendent's Designee. Furthermore, as the District's administrator of the federal funding associated with Title II of WIOA, OSSE was fully involved with both the drafting and continual implementation of the WIOA State Unified Plan. This involvement has included drafting entire sections of the WIOA State Plan; reviewing and providing feedback on the full plan; and participating in all full WIC meetings, relevant WIC sub-committee meetings, and multiple implementation and partnership meetings associated with the State Plan.

DME is a member of the Adult Career Pathways Task Force and was represented at all Task Force meetings held in FY 16 to date.

Q14. Describe any efforts, initiatives, programs, or policies regarding workforce development that were developed or implemented by the DME in FY16 and to date in FY17. 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.

DME supported the development and release of a feasibility study for UDC's community college, as well as the implementation of the Marion Barry Summer Youth Employment Program. In partnership with DOES, more MBSYEP opportunities were created to provide young people in the district with hands-on learning opportunities, designed to prepare them for college and career. DME has supported DCPS's development of Career Academies, as well as the development of adult charter schools. Through the UDC-Workforce Edge (UDC-WE) program, a partnership between 3 DC adult public charter schools and UDC, students enrolled in schools to receive a high school diploma or a GED, can also enroll at UDC to receive workforce training and development. Finally, DME supported OSSE in awarding GED graduates a state high school diploma, with more than 500 having been awarded since its establishment in 2015.

Q15. Describe DME's efforts in FY16 and FY17 to date to implement a new LEA payment process.

The DME and OSSE have worked throughout FY16 and are continuing in FY17 to develop the policies to implement the revised LEA Payment Initiative. This initiative will better ensure that money follows the students 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. The revision to the payment system was prompted by DME's Adequacy Study, Office of the DC Auditor report, Public Charter School Association equity lawsuit.

The goals of the revised LEA payment process are to:

- Fund schools equitably for the students they serve by instituting a funding system that calculates the amount every LEA receives the same way.
- Incentivize LEAs to enroll students throughout the year and minimize dis-enrollment.
- Improve state-level student data systems and tracking to ensure accurate monthly enrollment that is aligned with LEAs so that we have accurate data year round.
- Automate OCFO payments of local school funds to increase accuracy, efficiency, and timeliness.

The elements of the revised LEA payment are: data source for enrollment over the course of the year, measurement of the final annual enrollment level, projections for enrollments, adjustments of budget to final enrollment measurement, and cash flows of payments. The following provides a status update on these elements.

In some cases recommendations have been developed by either an OSSE/DME led data membership working group or financial working group. The data membership group met biweekly through August and December of 2015, with representatives from DME, OSSE, PCSB, OCFO, FOCUS, DCPS, The Next Step, and DC Prep. This working group determined the necessary specifications for the data membership tracker that would be necessary to track and verify membership throughout the school year (details about the data membership tracker are included below). The financial working group began meeting biweekly starting July 2016 and is ongoing including representatives from OSSE, DME, OCFO, PCSB, FOCUS, DCPS, Apple Tree, Ed Ops, DC Prep, EL Haynes, and City Arts. It has provided recommendations on the financial components of the initiative, which are described in more detail below.

The data working group recommended the business rules and processes for the recently-implemented LEA membership tracker, which will be the data source for the measurement of the beginning and end of year enrollments for LEAs. This membership tracker is a module in the State Longitudinal Education Data (SLED) system intended to 1) improve the quality and consistency of student data, 2) ensure that data are aligned between OSSE and the schools' Student Information Systems (SIS) throughout the school year, and 3) reduce the amount of duplicative data verifications required (e.g., assessments, federal reporting, and Equity Reports). Phase I of LEA Membership Tracker was implemented during the fall of 2016 and additional phases will be implemented that address ACGR later this spring. Currently 30 LEAs and 60 school staff have been trained to use the membership tracker. All LEAs are expected to be trained and using the LEA Membership tracker by the end of February 2017.

The financial working group also recommended financial policies including measuring annual

enrollment and enrollment projections. These recommended policies will be modeled by The Lab @ DC, an evaluation arm of the Office of the City Administrator. In addition, the Financial Working Group also recommended that LEAs conduct a pilot projection process in spring 2017 to identify the best methods and use for budgetary comparison during the first hold-harmless year. These pilot projections will be used only for comparison purposes in FY18 and will not be used for actual UPSFF budgetary purposes. DME and PCSB will work with LEAs to create these simulated projections for FY18.

In December 2016, Deputy Mayor Niles communicated with LEAs the expected timeline for implementing these new policies (can be found at <https://dme.dc.gov/node/1206022>). The timeline is attached.

Throughout the remainder of SY2016-17, the DME will work to further hone and finalize the policies for the revised LEA payment, so they can be fully implemented in the hold harmless year, SY17-18.

Q16. Describe the DME’s engagement in FY16 and FY17 to date with stakeholders to complete the review of Uniform Per Student Funding Formula (“UPSFF”) that is required by law every 2 years beginning January 30, 2016.

The Office of the State Superintendent of Education convened a Uniform Per Student Funding Formula (UPSFF) Working Group pursuant to section 112(c) of the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998 (UPSFF Act), effective March 26, 1999 (D.C. Law 12-207; D.C. Official Code § 38-2911(c)). The members of this group included representatives from DCPS central office, DCPS principals, public charter school leaders, public charter support organizations, nonprofit organizations and individuals focused on education finance, the DC PCSB, the Office of the Deputy Mayor for Education, the DC Office of Budget and Finance, and the DC Office of the Chief Financial Officer. The OSSE chair solicited the members for input and recommendations regarding revisions to the formula over the course of six meetings.

UPSFF members identified topics that they were interested in exploring, including analysis of the previous “Adequacy Study” for UPSFF; a summary of the District’s ongoing revised LEA Payment Initiative to revise how per pupil dollars reach schools; an exploration of open policy questions regarding per pupil rates, including the at-risk weight and special education weights; and examination of other states’ funding practices. Topics such as facilities funding and the UPSFF funding policies for adult and alternative education settings were identified but not addressed due to limited time. The report has yet to be published, but is expected to be released in early 2017.

At this time, however, OSSE does not recommend making any major changes to the substantive framework of the Formula. The Mayor will consult the working group’s recommendations as the city works to develop the Fiscal Year 2018 and future education budgets. Substantial work has been conducted in the past several years to implement changes in response to Adequacy Study recommendations. Additionally, there are ongoing and forthcoming efforts to analyze and make additional changes that may impact student funding, including LEA payment policy

implementation, and examination of adult and alternative student definitions and funding. In light of the ongoing policy work and the timeline needed to implement and observe outcomes from new policies, OSSE, suggests amending section 112(a)(2) of the UPSFF Act to require this report be submitted every 4 years, instead of every 2 years, to provide sufficient time to implement and evaluate any recommendations thoroughly.

Q17. Describe any programs or initiatives that the DME implemented to address homeless students during school year 2015-2016.

DME has supported coordination efforts between OSSE and DMHHS and DHS, as OSSE's Homeless Education Program has worked on a plan to evaluate and strengthen the support of school-aged students experiencing homelessness. The collaboration with other agencies is critical, as OSSE has worked to expand the data sources used to identify children experiencing homelessness. This information is invaluable, as OSSE will be able to identify more students and support LEAs as they work to improve services to students.

Additionally, DME has worked with DMHHS, DHS, DCPS and others, to support the transition of children and families from DC General into short-term family housing facilities in the coming months and year. We have supported these efforts as we work collaboratively to identify a timeline for students enrolling in schools near these facilities and how schools will need to plan for this accordingly; as well as the identification of other supportive services that may be available in those schools or communities (such as from DBH or DOH).

Q18. In November 2016, the DME submitted to the D.C. Council a report titled, "The Need for Transportation Subsidies and Assistance for Adult Learners Report." The report made several recommendations and options for achieving those recommendations. Please describe those recommendations and the efforts the DME has made to date or is planning during FY17 to implement those recommendations.

The Report on the Need for Transportation Subsidies and Assistance for Adult Learners, produced by members of DME's Transportation Working Group, offered several recommendations to better leverage and connect qualifying adult learners and transportation providers to existing resources, as well as options for providing broader access to transportation supports.

Recommendation A:

At enrollment and intake into adult education programs, identify students who may be eligible for transportation services or support from other District agencies and programs that are already leveraging federal funding.

DME response:

To support adult education programs who are interested in adopting this recommendation, DME could/will continue to update the scan of existing transportation subsidies offered by District agencies and connect programs to this information, as well as appropriate agency contacts.

Recommendation B:

Prioritize limited transportation funding for students who demonstrate they are not eligible for or have been denied assistance from other sources.

DME response:

This recommendation is for adult education programs and transportation subsidy providers to consider.

Recommendation C:

Explore opportunities to support administration of the Kids Ride Free program to improve access for the currently eligible population.

DME response:

DME is coordinating with and participating in several work streams with DDOT, OCTO, OSSE, WMATA, DCPS, PCSB, and other key stakeholders to improve the program for the existing eligible population for next school year (SY17-18). These work streams include but are not limited to both Communication (marketing, education, and outreach) and Technical components.

Recommendation D:

Expand the unlimited bus and rail component of the School Transit Subsidy program to all District residents enrolled in publicly funded adult education programs and increase the frequency of eligibility checks to ensure that students are incentivized to continue their education and to account for the more transient enrollment situation of many adult learners.

DME response:

DME continues to engage in conversations with OSSE, DDOT, adult learner advocates, and others to discuss potential policy options and the budgetary and administrative implications of these options. <http://lims.dccouncil.us/Download/36809/RC21-0140-Introduction.pdf>

My School DC

Q19. What changes, if any, were made My School DC in FY16? What changes, if any, will be made in FY17?

My School DC is the city's common application and lottery for public schools, currently in its fourth year. In an effort to simplify the process to learn, apply and enroll in DC's growing number of schools, school officials, policy leaders, and parent representatives gave input to My School DC's design. The program is a model of successful collaboration between DCPS and public charter schools. The lottery has been a stable and continuously improving program since its inception. The following changes were made or are in progress.

In FY16, My School DC:

- Removed the second round of the lottery to allow families to access remaining seats without undue delay;
- Enhanced the School Finder tool on find.myschooldc.org based on parent feedback, adding key items such as the availability of before and after care and transit times;
- Made improvements to the application that allowed high school applicants to track the status of their teacher recommendations for the selective citywide high

- schools;
- Built the function to allow re-ranking of school selections in the post-lottery period;
- Extended the post-lottery application from October to December for better continuity;
- Implemented the special education preference after assisting in the design;
- Converted contracted hotline staff members to full-time employees to best meet demand for family assistance;
- Expanded outreach and advertising efforts to ensure families know of the lottery process and deadlines;
- Converted the www.myschooldc.org website to be fully managed by OCTO;
- Provided data to the public on seats available and historical waitlist movement to contextualize lottery results; and
- Expanded our suite of outreach materials to families to include two videos in multiple languages that provide a brief overview of the lottery process and explain how the lottery matches students to schools. The lottery overview video is being shown continuously at each of the five DHS service centers.

In FY17, My School DC:

- Launched two new ways for families to get direct help with the My School DC process: booking 1 to 1 appointments with My School DC team members, and staffing school open houses (28 appointments and 40 open houses staffed to date);
- Added a field office in ward 1 to support our language minority communities and any families that need direct assistance with their application as a complement to our field office in ward 8;
- Created online demand reports so schools now see application progress in real-time;
- Removed discretionary age cutoffs for most local education agencies that had them;
- Enhanced the eighth grade counselor portal to allow them to better support their students in applying; and
- Will enable lottery results to be e-mailed to applicants in addition to log-in access and USPS delivery.

Q20. Provide the Committee with the following data for each My School DC lotteries operated for SY15-16 and SY16-17 to date:

- 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;

- The average number of schools parents/guardians select (12 being the most);
- The number of seats that were still available at the end of the lottery period broken down by school/campus and grade level; and
- A response to if the system is more streamlined and transparent with only one round (versus two in previous years).

See attached spreadsheet for answers to Q20.

Q21. The Special Education Quality Improvement Act allowed charter schools to establish a preference for students with an IEP or particular disability. Please provide an update on the modification to the lottery to accommodate this new preference.

One charter school, Bridges PCS, took advantage of the new legal allowance and was approved through the DC PCSB to offer a preference in the lottery. Bridges worked closely with the My School DC team to develop eligibility and identification protocols to fill classrooms with students with high level IEPs, without limiting the prospects of eligible applicants. The high level classrooms are for students requiring 16 or more hours of special education support outside of the general education setting as defined by the Individual Educational Program (IEP). Special education support can include but is not limited to: specialized instruction from a special education teacher, therapy/related services, counseling and consultation with classroom teachers.

Q22. 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 FY16 and FY17 to date. Please describe the nature of those training or outreach sessions.

My School DC coordinates annually with DCPL to ensure that its patrons with school-aged children are fully informed of the annual public school lottery. We do so in multiple ways:

- We present on the lottery application process to DCPL librarians to ensure they're apprised of the deadlines, where families can access the application, and how the lottery works
- Copies of the school directory are made available at each branch
- In FY16 we held 12 application workshops at target branches for the 2016-17 lottery and will have held six "drop-in" application clinics during the month of January for the 2017-18 lottery
- My School DC participates in DCPL's annual STAR Festival and DCPL participates in EdFEST – the annual citywide school fair
- DCPL also informs its patrons of the lottery application deadlines through its monthly e-newsletter and its Books from Birth email alerts

My School DC also partners with or supports other government agencies to ensure DC families are apprised of the lottery application period. These agencies include DHS, DOH, DPR, OLA, OAPIA, OAA, CFSA, OSSE, DYRS, OCTO, DCHA, SBOE, and the DC Council.

Lastly, My School DC partners with the 215 participating schools (both DCPS and charter) to ensure families are fully supported throughout the application period. We have created an open house toolkit for schools, provide school counselor trainings to 8th grade counselors, and provided direct support at school open houses, fairs, and student workshops.

Q23. Provide the languages that My School DC offers website information and other information regarding language access being provided to families.

Reaching language minority and low-information families is core to My School DC's mission to increase school access across the city. My School DC offers its information to families, schools, and stakeholders in multiple languages.

- The My School DC website – MySchoolDC.org – is fully accessible in English and Spanish. Informational pages that contain key information about the lottery, including deadlines and how to apply, are also available on MySchoolDC.org in Chinese, Vietnamese, Amharic, and French.
- The My School DC application is fully accessible in English and Spanish. Detailed application user guides are available in Chinese, Vietnamese, Amharic, and French for individuals to use as a guide as they complete the application in English. In-language application support is available through the My School DC Hotline by way of bilingual staff and telephonic interpreters. Our bilingual staff are fluent in English and Spanish; the telephonic interpretation service provides real-time support in over 100 languages.
- The *Guide to My School DC* – a guide on how the lottery application process works – is available in English, Spanish, Chinese, Vietnamese, Amharic, and French; the *My School DC Overview* video and *How Does the Matching Algorithm Work* video are available in English, Spanish, Chinese, Vietnamese, Amharic, and French; and the *My School DC School Directory* is available to families in English and Spanish.
- EdFEST – the District's annual citywide school fair – took place on December 10 and was fully supported by a team of interpreters that covered the following languages: Spanish, Mandarin, Vietnamese, Amharic, French, and ASL. Our field team – the team we deploy to engage and support families throughout the application period – is also staffed with bilingual staff who speak Spanish and Amharic.
- Traditional advertising (print, TV, radio) promoting the lottery application period is executed in English, Spanish, and Amharic (radio). Digital advertising is executed in English and Spanish; however, we're exploring digital outreach in Chinese, Vietnamese, French, and Amharic. External communication via email and text alerts is sent in English and Spanish.
- Lottery results letters are mailed in English and Spanish with explanatory text in Chinese, Vietnamese, French, and Amharic stating that families should call the My School DC Hotline if they have questions about their results.

Q24. Provide the organization of the Common Lottery Board including a full list of members of the Board and the leadership and voting structure, meeting dates, and decisions made in FY16 and FY17 to date. Please include any steps the Board is taking or considering to address preferences, more data being publicly being released, and any other initiatives. Include any bylaws or other official guiding documents.

My School DC is governed by the Common Lottery Board, established by the FY15 Budget Support Act with representation from both DCPS and participating public charter schools. The Deputy Mayor for Education is the chairperson of the board. The board meets quarterly and the meetings are public and minutes are posted on the My School DC website.

Common Lottery Board Members as of January 2017

- Jennifer C. Niles, Deputy Mayor for Education (chairperson, voting member)
- Emerald Becker, DC Public Schools (voting member)
- Eugene Pinkard, DC Public Schools (voting member)
- Richard Pohlman, Thurgood Marshall Academy PCS (voting member)
- Susan Schaeffler, KIPP DC PCS (voting member)
- Will Stoetzer, Ingenuity Prep PCS (voting member)
- Colin Taylor, DC Public Schools (voting member)
- Shana Young, Office of the State Superintendent for Education (non-voting member)
- Darren Woodruff, DC Public Charter School Board (non-voting member)
- Catherine Peretti, My School DC (non-voting member)

The Common Lottery Board considers changes to the policy and procedures of My School DC and each is documented in meeting minutes. Actions of note are the removal of the second round of the lottery, the creation of a research request process, and the increased data transparency to help families understand results.

The seven (7) voting representatives appointed by DCPS and determined by the PCSB election serve 1 or 2-year terms and may be re-appointed or re-elected without limitation. The terms shall begin on July 1 and end July 30. For an action to carry it requires a simple majority with at least one vote from each sector. Former voting Board members that have served are: Anjali Kulkarni (DCPS), Naomi Watson (DCPS), Donna Anthony (DCPS), Kyoung Lee (DCPS), Chris Rinkus (DCPS), Kimberly Campbell (Friendship), Shantelle Wright (Achievement Prep), and Keisha Hutchinson (Thurgood Marshall Academy).

Meeting dates are as follows with hyperlinked minutes and bylaws are attached.

- [March 4, 2016](#)
- [February 4, 2016](#)

- September 14, 2015
- July 17, 2015
- April 10, 2015
- November 18, 2016

Upcoming meeting dates:

- January 26, 2017, Wilson Building Room G9, 2:30PM
- May 4, 2017

See Attachment for bylaws.

Q25. Provide a comprehensive update on the Cross Sector Collaboration Task Force including named and appointed members; mission and vision statements; meetings held in FY16 and agendas for meetings; and any other relevant community or sector partner engagement for FY16 and FY17 to date. Of the goals for the Task Force, which were met and what are still outstanding? What are the planned action items for the remainder of FY17 and when a finalized report be issued?

See Attachment.

Q26. List all of the former school buildings that have been released under the RFO process in FY15, FY16, and FY17 to date. Include a description of the DME's timeline for the release of additional buildings in FY17.

Former DCPS Facility	Ward	Timeline	Outcome or Next Step
MC Terrell	8	RFO released in November 2014, but no award was made. CSII submitted an unsolicited offer in August 2015.	Awarded to CSII in February 2016 (Somerset and Community College Prep)
Keene	4	RFO released in June 2016	Awarded to DC Bilingual in December 2016
PR Harris	8	RFO released in June 2016	Awarded to Charter School Incubator Initiative (CSII) in February 2017
Fletcher-Johnson	7	Community meeting to be held in February 2017, prior to solicitation	Anticipated solicitation in March 2017, to be awarded by August 2017
Winston	7	Community meeting to be held in February 2017, prior to solicitation	Anticipated solicitation in March 2017, to be awarded by August 2017

Q27. Describe the DME's work in FY16 and to date in FY17 to address the lead testing and lead in the water in D.C. public schools, recreation centers and libraries. Include a description of planning for lead testing and funding for FY17, including

sources for funding this initiative, and also provide an update on the DME's work with public charter schools to meet the Bowser Administration's new standard of a 1 part per billion action level for tests on drinking water sources in public schools and recreation centers. Please include any MOU/MOA agreements with regard to funding for future tests and filters.

The Bowser Administration developed an updated lead in drinking water testing protocol to guide lead testing in drinking water at Department of General Services (DGS) maintained facilities. Please refer to the attached Lead in Drinking Water Testing Protocol. The Administration provided the DC Public Charter School Board (PCSB) with a one-time allotment of \$721,164 to offset the cost of purchasing filters for charter school locations. DGS also provided the PCSB with information regarding the type and impact of the filters that were installed at DCPS facilities. Additionally, the revised Lead in Drinking Water Testing Protocol was shared with the PCSB to inform their operating procedures.

Q28. Provide an update on the environmental and safety audits conducted in schools for FY16 to date in FY17.

Test	Notes
Violation abate management inspections	Violation Abatement Management Inspections are in progress for FY16, which have identified 1084 Level 1* Issues (DCPS) and 808 Level 2**. SY17 inspections resulted in 695 Level 1* Issues (DCPS) and 491 Level 2** (DGS) issues cited.
Annual Testing for Lead in Drinking Water	Completed activities for the Lead in Drinking Water for SY16-SY17 include installation of 4,354 filters for all drinking water fountains and coolers, ECE classroom faucets and fountains, health suite sinks, breakroom sinks, food prep sinks and bottle fillers. All schools were tested in SY16 with results posted online and available through the DGS Website. SY17 filter test results will be posted pending confirmation from DCPS for distribution to parents.
Lead Risk Assessments for all pre-1978 Buildings	5 Lead Risk Assessments were completed in pre-1978 school buildings in areas occupied and commonly used by children ages 6, including childcare facilities. Lead Stabilizations were performed where hazards were identified.
Asbestos Assessments	Asbestos Assessments were conducted per AHERA regulations in all schools. In addition, 100 assessments were performed in SY15 on as needed basis. 39 abatements were performed.
Indoor Air Quality Surveys	49 indoor air quality assessments were performed within DCPS in FY16.
Testing in Schools within or adjacent to	All DCPS facilities, including Radon hot zones, are tested on a 4 year cycle. In FY16, a total of 32 schools were surveyed. All are below

EPA Radon Hot Zones	applicable regulatory limits.
Bi-Annual Environment Safety and Health Surveys	

**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.*

Q29. Current law requires a 5-year Master Facilities Plan with the next one due on December 15, 2017. Provide an update on the development of the MFP and what steps the DME has taken in FY16 and FY17 to date to prepare for a thorough analysis and on-time submission.

During Education Week kick-off, on January 28th, the Mayor announced the launch of the 10-year Master Facilities Plan process, with the release of a Formerly Closed DCPS Facilities Landscape and the publishing of Supply, Need and Demand data on the DME webpage. DME has conducted extensive engagement with cluster leaders—at DCPS and DCPCSB—to ensure alignment and investment in the 5 strategic goals we plan to accomplish with this year’s MFP. Those strategic goals include:

1. Create a prioritization for the 35 DCPS schools that have only received a Phase I modernization and have a clear plan for the six DCPS schools completely untouched by the CIP as well as those eight DCPS schools will have planning efforts started;
2. Develop plans for vacant and underutilized DCPS facilities;
3. Include Facility Condition Assessments about the public charter schools, not just DCPS facilities, as well as recommend additional supports for charter schools in obtaining, developing, and maintaining facilities;
4. Integrate the Cross Sector Collaboration Task Force’s recommendations of a common process for DCPS and PCSB/public charters to coordinate the opening, closing, and locating of school facilities, and
5. Anticipate the need for educational seats in the future. Like in years past, we intend to use a consultant to collect necessary data as well as develop the MFP.

DME has secured funding to support the analysis and development of the MFP, and plans to release the solicitation for a contractor to assist with the MFP process by March 2017.

See Attachment for Formerly Closed DCPS Facilities Landscape.

General Questions

Q30. 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 FY16 or to date in FY17. Please provide any staff or

related budget constraints the DME faced in FY16.

See Attachment.

- Q31. Provide the agency's performance plan for FY16. Did the DME meet the objectives set forth in the FY16 performance plan? Provide a narrative description of what actions the agency undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.**

See Attachment.

- Q32. Provide the agency's performance plan for FY17. What steps has the agency taken to date in FY17 to meet the objectives set forth in the FY17 performance plan?**

See Attachment.

- Q33. Provide the following budget information for DME, including the approved budget, revised budget, and expenditures, for FY16 and to date in FY17:**

- **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.

- Q34. Provide a complete accounting of all intra-district transfers received by or transferred from DME during FY16 and to date in FY17. Please include FTEs in this reporting. 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.

- Q35. Provide a complete accounting of all reprogrammings received by or transferred from the DME during FY16 and to date in FY17. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, include an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the**

purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

See Attachment.

- Q36. Provide a list of all DME's fixed costs budget and actual dollars spent for FY16 and to date in FY17. Include the source of funding and the percentage of these costs assigned to each DME program. Include the percentage change between DME's fixed costs budget for these years and a narrative explanation for any changes.**

See Attachment.

- Q37. Provide the capital budget for DME and all programs under its purview during FY16 and FY17, 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.

- Q38. 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.

- Q39. Describe any spending pressures that existed in FY16. 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 FY16.

- Q40. Identify potential areas where spending pressures may exist in FY17? Please provide a detailed narrative of the spending pressures including FTEs, and any steps that are being taken to minimize the impact on the FY17 budget.**

DME does not anticipate any spending pressures in FY17.

- Q41. Provide a list of all FY16 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 No	Title (HR Title)	Employee	Fund
39600	Deputy Mayor for Education	Niles, Jennifer	Local
42730	Special Assistant	Watson, Naomi	Local
42835	Program Analyst	Vacant	Local
43882	Special Assistant	Comey, Jennifer	Local
46578	Program Analyst	Lee, Rebecca	Local
46652	Senior Policy Analyst	Steinle, Aurora	Local
46905	Special Assistant	Lynch, Tara	Local
47608	Chief of Staff	Smith, Ahnna	Local
75127	Deputy Chief of Staff	Wells, Shayne	Local
75128	Program Analyst	Vacant	Local
75131	Policy Analyst	Miller, Taneka	Local
85338	Program Analyst	Desando, Michele	Local
85339	Data Analyst	Parrott, Aaron	Local
85340	Special Assistant	Rodriguez, Aryan	Local
85341	Program Manager	Peretti, Catherine	Local
85903	Special Assistant	Lerman, Amy	Local
90717	Customer Service Representative	Williams, Antoinette	Local
90718	Customer Service Representative	Etienne Payano, Patricia	Local
91907	Program Analyst	Russell, Richelle	Local
10007317	Program Analyst	Vacant	Local
10007318	Special Assistant	Vacant	Local

Q42. How many vacancies were posted for DME during FY16, to date in FY17, 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.

Position	Reason Vacated	Time Vacated	Steps Taken to Fill	Employee in the Position	Funding Source
Special Assistant	Employee resigned from position (Claudia's position)	October 2016	Position Posted	Offer accepted; to begin 2/19	Local
Program Analyst	Employee resigned from Position (Althea's position)	November 2016	Position posted	Finalists being interviewed	Local

*FY16 Performance Oversight Questions
Deputy Mayor for Education*

Chief of Staff	Employee Resigned	May 2016	Position posted	Ahnna Smith	Local
Special Assistant	New FY17 Position	Established October 1, 2016	Position Posted	Offer pending	Local
Policy Analyst	New FY17 Position	Established January 2017	Position to be Posted February 2017		Local
Communications Specialist	New FY17 Position	Established December 2016	Position Posted	Finalists being interviewed	Local

Q43. Provide the Committee with the following:

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

There were no bonuses issued to employees in FY16 and to date in FY17.

Travel Expenses

Employee	Dates	Travel Purpose	Expenses
Jennifer Niles	March 9-10, 2016	Travel to meetings in New York with the Mayor	Hotel \$346.61
			Amtrak \$ 208.50
			Total \$555.11
Jennifer Niles	May 10-12, 2016	New Schools Conference San Francisco, CA	Airfare \$657.70
Jennifer Niles	July 18-22, 2016	Aspen Action Forum, Aspen , CO	Registration \$995.00

Q44. Provide the following information for all grants awarded to DME during FY16 and to date in FY17:

- **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 had no grants awarded to us in FY16 and to date in FY17.

Q45. Provide the following information for all grants/subgrants awarded by DME during FY16 and to date in FY17:

Grant Number/Title: Increased Access to Music Instruction Grant

Who the grant was awarded to: Children's Chorus of Washington (\$75,000);
Washington Performing Arts (\$75,000)

Approved Budget Authority: \$150,000

Expenditures (including encumbrances and pre-encumbrances): \$150,000

Purpose of the grant: to provide a music instruction program serving elementary school students in the District that have limited means to afford or access to instrumental music instruction

Grant outcomes, including grantee performance:

The 2016 Increased Access to Music Instruction Grant was awarded February 2016 with a grant period end date of July 30, 2017. The grant was awarded to two different organizations:

- 1) Washington Performing Arts (WPA): Capital Arts Partnership; and
- 2) Children's Chorus of Washington (CCW): SING! DC Program.

The grantees have not yet submitted final reports. However, the mid-term report from CCW and the progress update from WPA provide information on the programs' outcomes and performance:

- Washington Performing Arts (WPA) received \$75,000 to support Capital Arts Partnership (CAP) programming for 669 students, including 335 elementary school students, at 22 DCPS partner schools.
- Funds from this grant went directly toward providing tuition remission support for 38 DC students, who were able to attend the CAP Performing Arts summer camps.
- Grant funds also supported the purchase of new equipment and the implementation of in-school residencies for CAP teaching artists.
- WPA reported that 100% of the students participating in CAP participated in performances for their peers and/or families, which meets WPA's goal that at least 80% of students would participate in performances.
- All students improved on their use of proper techniques and performance skills, meeting WPA's goal that at least 80% of students would improve.
- WPA had used almost all of the awarded funds at the time of its interim report but will submit a final report with any updates to the program's 2016-2017 outcomes at the end of the grant period.
- Children's Chorus of Washington (CCW) also received \$75,000 to support the SING! DC program.
- SING! DC provided a total of 96 classes during the first semester of SY 2016-2017.
- Thus far for SY16-17, SING! DC has instructed 159 students at four different schools, which meets 49% of their goal to serve 300-325 students per semester.
- CCW met its goal to hire a part-time SING! DC coordinator and part-time instructors and accompanists but has not yet met its goal of conducting classes in 10 different schools.

- CCW has \$42,262 remaining on the grant balance and has plans to continue expanding the SING! DC program during the second semester of the SY16-17 school year.
- The program recently expanded to an additional elementary school, bringing the total number of partner schools to five. At the end of the year, CCW will submit a final report on the total number of students and schools served throughout the year.

Any corrective actions taken or technical assistance provided; None

DME program and activity supported by the grant;

DME employee responsible for grant deliverables; Claudia Lujan

Source of funds: Local provided by Council

Grant Number/Title: 2016 Drop-Out Prevention Grant

Who the grant was awarded: Communities in Schools of the Nation's Capital (\$100,000); Access Youth (\$170,000)

Approved Budget Authority: \$270,000

Expenditures (including encumbrances and pre-encumbrances): \$270,000

Purpose of the grant: to provide advocacy, individual counseling, academic support, enrichment, life-skills training, and employment-readiness services for high school students in the District who are at risk of dropping out.

Grant deliverables: The funds were allocated by the Council of the District of Columbia pursuant to section 4152(a)(1) of the Fiscal Year 2016 Budget Support Act of 2015 (A21-148) to "provide advocacy, individual counseling, academic support, enrichment, life-skills training, and employment-readiness services for high school students in the District who are at risk of dropping out."

Grant outcomes, including grantee performance:

The 2016 Drop-Out Prevention Grant was awarded in February of 2016 with a grant period end date of July 2017. While final grant reports are still forthcoming, mid-term reports and site visits yielded the following information about outcomes and performance:

- Access Youth served received \$170,000 to provide approximately 225 students at Eastern High School, Anacostia High School and Ballou High School with case management focused on improving their attendance and preventing or remediating truancy.
- In SY 2015-2016, roughly 100 students served during the school year for whom end-of-year data were available, there was an average of 12 fewer absences gained over two weeks' worth of instructional days.
- In addition, these students avoided the thresholds of 10 and 15 unexcused absences at rates 40% and 60% higher, respectively, than their peers.
- Thus far, in SY16-17, Access Youth has enrolled 144 students total from Anacostia, Ballou and Eastern – 64% of our grant-period goal of serving 225 total students.
- Among those students, at this point in the year, they have, on average, four fewer unexcused absences (23% fewer) and four fewer total absences (20% fewer) than their peers.
- At year-end, Access Youth will report on ISA rates as well as rates of truancy and chronic absenteeism

- Communities in Schools (CIS) received \$100,000 to provide case management for 50-75 youth and school-wide efforts for 880 youth at Cardozo High School.
- To date, for grades 9-12, CIS case managed a total of 86 students.
- Twenty-one of the 86 case-managed students were 12th graders and 86% of them graduated high school. Sixty-five of the 86 case-managed students were in grades 9-11, and the promotion rate for those 65 students was 82%.
- Eleven of the case managed students were parenting teens: two graduated from Cardozo Education Campus this school year, three transferred to Luke C. Moore and the remaining six students were promoted to the next grade level.
- We were glad to see that in Q1 data provided by the Truancy Taskforce Data Committee, three of the four schools impacted by Dropout Prevention grant were highlighted as schools making the greatest improvement in attendance from Q1 of School Year 2015-16 to Q1 of School Year 2016-17

Any corrective actions taken or technical assistance provided: None

DME program and activity supported by the grant: This grant furthered the work of the Truancy Taskforce co-chaired by the Office of the Deputy Mayor for Education and the Every Day Counts! citywide student attendance campaign.

Source of funds: Local funds provided by Council

Grant Number/Title: 2016 UDC Community College Relocation Feasibility Study Grant

Who the grant was awarded: Brailsford and Dunlavey

Approved Budget Authority: \$150,000

Expenditures (including encumbrances and pre-encumbrances): \$150,000

Purpose of the grant: A grant in an amount not to exceed \$150,000, for a study, in consultation with the Board of Trustees of the University of the District of Columbia, to evaluate the cost, benefits, and feasibility of relocating the University of the District of Columbia Community College to a location east of the Anacostia River.

Grant deliverables: Report published February 2017.

Any corrective actions taken or technical assistance provided: None

DME program and activity supported by the grant: Adult education

DME employee responsible for grant deliverables: Althea Holford and Taneka Miller

Source of funds: Local Funds Provided by Council

Q46. Provide the following information for all contracts awarded by DME during FY16 and to date in FY17:

- **Contract number;**
- **Approved Budget Authority;**
- **Funding Source;**
- **Whether it was competitively bid or sole sourced;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the contract;**
- **Name of the vendor;**
- **Contract deliverables;**
- **Contract outcomes;**

- Any corrective actions taken or technical assistance provided; and
- DME employee/s responsible for overseeing the contract.

See Attachment

Q47. Provide the following information for all contract modifications made by DME during FY16 and to date in FY17, broken down by DME program and activity:

Vendor	Purpose of Modification	Employee Responsible	Budgeted Amount	Modification Amount	Total Amount	Funding Source
Link Strategies	Added additional services to assist with Chancellor Search	Catherine Peretti & Claudia Lujan	\$149,980.00	\$29,925.00	\$179,905.00	Local
Campbell & Company DC	Added advertisements for the period after the lottery closed to ensure families knew they could still apply for available seats	Catherine Peretti	\$178,456.19	\$6,384.00	\$184,840.19	Local

Q48. Provide the following information for all purchase card transactions during FY16 and to date in FY17:

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

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

Q49. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DME during FY16 and to date in FY17. 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 or reviews of programs/fiscal audits in FY16 or to date in FY17

Q50. Has the DME adhered to all non-discrimination policies in regards to hiring and employment?

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

Q51. Have there been any accusations by employees or potential employees that the DME has violated hiring and employment non-discrimination policies in FY16 or to date in FY17? If so, what steps were taken to remedy the situation(s)?

DME has not had any accusations by employees or potential employees that we have violated hiring and employment non-discrimination policies in FY16 or to date in FY17.