



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

February 5, 2016

Councilmember David Grosso
Chair, Committee on Education
Council of the District of Columbia
1350 Pennsylvania Avenue NW, Suite 402
Washington, DC 20004

Dear Councilmember Grosso,

Please find enclosed the Office of the State Superintendent of Education's (OSSE's) Fiscal Year 2015 Performance Oversight responses and corresponding attachments.

Per your request, OSSE submits six (6) bound, printed copies of the responses with corresponding attachments. Additionally, all responses and corresponding attachments will be submitted electronically to the Committee. For your reference, all attachments are listed on the following page with the file name titled according to question number.

If you have any questions, please do not hesitate to contact Bridget Kelly, Special Assistant for Policy, at bridget.kelly@dc.gov or 202-322-1727.

Sincerely,

Hanseul Kang
State Superintendent of Education

Attachments for OSSE FY15 Performance Oversight Responses (69 total attachments):

Question 2 Attachment – Students by Ward
Question 4 Attachment – Private School Enrollment SY14-15 and SY 15-16
Question 5 Attachment – At-Risk Students
Question 9 Attachment – Discipline Data 2015
Question 10 Attachment 1 – ACGR by Subgroup
Question 10 Attachment 2 – ACGR Outcomes by Subgroup
Question 14 Attachment – 2016 Data Systems Spreadsheet
Question 14 Attachment – 2016 Data Systems Chart
Question 17 Attachment – PARCC Average Scale Score
Question 18 Attachment – NAEP Results 2013 and 2015
Question 20 Attachment – DEL Capacity, Enrollment, Utilization
Question 21 Attachment – Child Development Centers
Question 34 Attachment – SECDCC Mayor’s Order
Question 51 Attachment – District IEP (Demographic)
Question 51 Attachment – District IEP (Prescribed Services)
Question 52 and Question 53 Attachment – Special Ed Leaving Public and Non Public
Question 61 Attachment – Special Education Transportation Policy
Question 67 Attachment – DC TAG
Question 69 Attachment – REC FY15 Report
Question 74 Attachment – FARM Status
Question 76 Attachment 1 – School Garden
Question 76 Attachment 2 – School Garden Snapshot
Question 82 Attachment 1 – DC Health Education Standards
Question 82 Attachment 2 – Health Education Standards Memo
Question 84 Attachment – FY14-FY15 Federal Grant Data State Level
Question 85 Attachment – FY15 Lapsing Fund Report
Question 86 Attachment – FY14 Grants and Subgrants
Question 87 Attachment – Title I, II, III
Question 91 Attachment – Nonpublic
Question 96 Attachment – HYSC Report
Question 97 Attachment – HELC Commissioner Bios
Question 98 Attachment - HELC 2015 1st Quarter Report
Question 98 Attachment - HELC 2015 2nd Quarter Report
Question 98 Attachment- HELC 2015 3rd Quarter Report
Question 98 Attachment- HELC 2015 4th Quarter Report
Question 98 Attachment – HELC 2016 1st Quarter Report
Question 98 Attachment – HELC 2014-2016 Strategic Plan
Question 100 Attachment – HELC 2015 Deposits
Question 100 Attachment – HELC 2016 Deposits
Question 100 Attachment – HELC 2015 Local Budget Worksheet
Question 100 Attachment – HELC 2016 Local Budget Worksheet
Question 100 Attachment – HELC 2015 O Funds Budget Worksheet
Question 100 Attachment – HELC 2016 O Funds Budget Worksheet
Question 105 Attachment – Organization Chart

Question 106 Attachment – FY15 Performance Plan OSSE
Question 106 Attachment – FY15 Performance Plan DOT
Question 107 Attachment – FY16 Performance Plan OSSE
Question 107 Attachment – FY16 Performance Plan DOT
Question 110 Attachment – Budget and Expenditures
Question 111 Attachment – Intra –District
Question 112 Attachment – Reprogramming
Question 113 Attachment – Special Purpose Revenue
Question 114 Attachment – Fixed Costs
Question 115 Attachment – Capital Budget
Question 116 Attachment – OSSE Property
Question 119 Attachment – Full Time Equivalent Positions
Question 120 Attachment – OSSE Vacancies FY15
Question 120 Attachment – OSSE Vacancies FY16 to date
Question 124 Attachment – FY14 Travel Expense Log
Question 124 Attachment – Performance Allowances
Question 125 Attachment – FY14-15 Large Contracts Awarded and Modification
Question 127 Attachment – FY15 Purchase Card Transactions
Question 127 Attachment – FY16 to date - Purchase Card Transactions
Question 128 Attachment 1 – USED MSP Report
Question 128 Attachment 2 – USED MSP Response
Question 128 Attachment 3 – USDA School Programs
Question 128 Attachment 4 – USDA Child Nutrition Programs
Question 128 Attachment 5– USDA Summer Food Service Programs
Question 128 Attachment 6 – A-133 Audit

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the State Superintendent of Education



Responses to Fiscal Year 2015 Performance Oversight Questions

Hanseul Kang
State Superintendent of Education

Submission to

Committee on Education
Chairman David Grosso
Councilmember, At Large

February 5, 2016

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



Data Management, Research, and Assessment

Q1: OSSE is required to perform an annual audit of enrollment for each of the District of Columbia's public schools. Please provide a copy of the most recently completed audit. Please provide a description on how the audit is conducted including:

- (a) How the data is collected from each schools and any changes from FY14;**
- (b) The timeline for collecting the data and performing the audit; and,**
- (c) A detailed description and the result of OSSE's parallel enrollment audit conducted with SLED.**

RESPONSE:

The annual student Enrollment Audit is required by law, under District of Columbia Official Code § 38-1804.02, to determine and develop public education funding and policies. The audit evaluates the accuracy of the fall student enrollment count for all publically funded schools. The audit takes place in the fall of each school year and consists of a physical head count of each student enrolled in the following:

- District of Columbia Public Schools (DCPS);
- Public charter schools (PCS);
- DCPS or PCS schools, but attending private special education schools or programs ("Non-Publics");
- Community-based organizations (CBOs) designed as high-quality through OSSE's Pre-K Enhancement and Expansion program;
- DC foster care students attending schools in surrounding counties and those registered with the Department of Youth Rehabilitation Services (DYRS).

Every year, independent auditors are retained to conduct an examination of enrollment, which includes a physical head count of the entire student population of the District of Columbia schools, as well as procedures for District of Columbia students enrolled in non-public schools, programs and surrounding county schools. The auditor also assesses the amount of non-resident tuition collected for each non-resident student.

The audit reviews student records to determine enrollment and residency status as of October 5 (or the next business day if this falls on a weekend or holiday) of the given school year. For the current school year 2015-16, the date was October 5.

Additionally, the enrollment audit includes verification of students' Limited English Proficiency (LEP), at-risk, and special education statuses.

Preparation for the October 5, 2015 Enrollment Process Deadline

Starting in August of each year, OSSE works with LEA stakeholders to collect and update school information. This includes but is not limited to changes to grade levels offered and points of contact for each LEA. In addition, OSSE provides face-to-face training and technical assistance to all LEA stakeholders and school leadership regarding the residency verification process, changes and updates to the audit timeline, and expectations from the state agency to the LEA.

During the summer, six training sessions were held in August. Enrollment audit process updates were reviewed and discussed at each session. This year we added a make-up session for stakeholders that missed the previously scheduled sessions. There were 190 LEA stakeholders in attendance at the training sessions. The audit training sessions planned and organized to meet the needs of the following audiences:

- Existing LEAs
- New LEAs
- Pre-K Enhancement Grant Awardee Community-Based Organizations (CBOs)

In addition to the in-person LEA specific audit sessions, OSSE also provided webinar presentations regarding residency verification, documentation updates, compliance requirements for students in special education, at-risk students, homeless students and best practices related to data management.

In SY 2015-2016, OSSE utilized the Statewide Longitudinal Education Database (SLED) system to collect enrollment data. From September 15 to October 5, OSSE displayed each LEA's roster in SLED and asked the LEAs to review data and resolve any data discrepancies. Most data elements on the rosters were prepopulated with data transferred to SLED in daily feeds from LEA Student Information Systems (SIS) in an effort to reduce administrative burden and human error. LEAs were required to resolve data errors and clean student rosters by making corrections in the source system.

To collect enrollment and demographic data from schools, OSSE utilized the Automated Data Transfer (ADT) tool through which student level enrollment and demographic data transferred automatically to the Statewide Longitudinal Education Database (SLED) from LEAs' Student Information Systems (SISs) on a daily basis. All specialized education student information was collected from the Special Education Data System (SEDS). Finally, for data that could not be collected automatically from the LEA SIS or SEDS, OSSE utilized a secondary data collection application in QuickBase. In 2015-16, the QuickBase was used to collect CBO enrollment data, student location/room number at the time of the site visit, and student special education educational environment.

All collected data were then displayed in SLED for LEA review. The reports in SLED included summary views which show the enrollment counts by UPSFF funding category as well as student level views, which allowed LEAs to examine and verify the full set of data in the enrollment audit report.

The data review and clean-up period started on September 1, 2015 and ended on October 5, 2015. During that time period, LEAs could make changes to their students' enrollment, demographic, and specialized education student information in the source system, SIS or QuickBase, and the changes would be reflected the following business day in SLED. On October 5, the Enrollment Audit report refreshed for the last time and then became static. LEAs then certified their data and OSSE delivered the audit report to the independent auditor on October 13, so that they could begin their physical headcounts.

Headcount Process Managed by FS Taylor and Associates

The auditors are responsible for conducting a headcount of students at each school in the District of Columbia. This requires a team of individual auditors who visit each school and CBO to collect documentation and verify the enrollment, attendance, residency, and non-resident tuition payment information of each student as of October 5th.

For the purposes of residency verification, the DC Residency Verification Form provided by the school is inspected for each student. Furthermore, the supporting residency documentation is examined for a 10% sample of non-direct certified students to confirm residency status. This year the auditors also examined a random sample of 10% of all 3 and 4 year old non-direct certified students. Finally, the auditors examined the non-resident tuition collected for each non-resident student.

Upon completion of the site visits, the auditor held resolution meetings with all programs (either in person or by phone) to share the findings from the site visit with the Head of LEA/CBO and to allow the LEA/CBO an opportunity to dispute exceptions.

LEP Sample Audit

In parallel with the site visits and in addition to the enrollment and residency procedures, the auditors verified the number of Limited English Proficient (LEP) students attending District of Columbia schools as of October 5, 2015. In order to qualify as LEP, students must meet the criteria as established under Public Law 107-110 and adhere to the requirements published in the OSSE Enrollment Audit Handbook. The final evaluation of LEP status was based on the examination of both complete and current LEP documentation and qualifying assessment scores for a sample of LEP students which had not been automatically verified as LEP established by OSSE.

Special Education Child Count

The final component of the Enrollment Audit, conducted by OSSE, was the verification of the status of students with Individualized Education Programs (IEPs). Child Count is a federally mandated activity as per 34 CFR 300.641(a) that is reported annually and serves as the official special education enrollment number for DC. Between August 31 and November 24, LEAs reviewed, responded to, and resolved all identified anomalies or data discrepancies. For substantive changes made through the anomalies process, LEA submitted a recertification.

Appeals

On December 16, 2015, OSSE released the preliminary results of the enrollment audit, Child Count, and the Limited English Proficient student sample audit via SLED and provided LEAs the opportunity to appeal the findings reported. There were two phases of appeals: the desktop appeals and then the in-person appeals. LEAs submitted their appeals and supporting documentation through the QuickBase application.

In terms of changes from previous years, during the desktop appeals window in 2015-16, for the first time, OSSE encouraged LEAs to submit appeals for any data inaccuracies including

demographic fields such as race, ethnicity, gender, date of birth, and Free and Reduced Meal Status (FARMS). Historically, LEAs focused primarily on appealing data with funding implications. However, since all data in the enrollment file are considered the authoritative data source to be used in future 2015-16 school year public reports, OSSE wanted to draw LEAs' attention to these other data fields.

Desktop appeals are currently being reviewed. The auditor is responsible for the review of enrollment, residency, grade level, LEP, and tuition payment appeals and OSSE reviews appeals related to at-risk, special education, and demographic appeals. The appealed enrollment audit results are set to be released in SLED on January 19, 2016.

Following the release of the appealed results, LEAs will have a final opportunity to appear in person at OSSE before an enrollment audit panel, comprised of representatives from OSSE and the Office of the Deputy Mayor for Education, to appeal the findings. In person appeals will be held by the end of January 2016.

Once the in-person appeals conclude, the auditors will prepare a post-appeals census-type report to capture all appeal determinations. The final audit results, integrating the special education Child Count findings, will be released in February 2016.

Timeline

Item/Action	Date
Preparation for the October 5 deadline	
<ul style="list-style-type: none"> - OSSE collects and updates LEA, School and Point of Contact information - OSSE and the Auditor conduct training sessions - LEAs update data in SIS, Special Education Data System (SEDS), and the OSSE Enrollment Audit and Child Count QuickBase Tool 	August– October, 2015
October Data Certification	
Data in the Enrollment Audit and Child Count roster in SLED freezes	October 5, 2015
LEAs review frozen data available in SLED for accuracy and completeness Prior to submission of certification, LEAs submit requests for support to the OSSE Support Tool (OST) for any issues not previously identified	October 6 – October 7, 2015
Certification submission is due to OSSE	October 7, 2015 by 5:00 PM
Enrollment Audit Head Counts	October 20, 2015- November 25, 2015
Audit Resolution Meetings – The Auditor meets with the LEA to share audit results; the LEA has the opportunity to dispute the findings	November 30, 2015- December 4, 2015
Audited data released to LEAs in SLED	December 16, 2015
LEAs review the findings and submit appeals to OSSE via QuickBase Application	January 5, 2016
Updated data released to LEAs in SLED	January 19, 2016
In-Person appeals hearings are conducted at OSSE	Late January 2016
Final Enrollment Audit and Child Count data released in SLED	February 2016
Final data published	February 2016

OSSE's parallel sample enrollment audit conducted in SLED

In 2014-15 and 2015-16 OSSE did not conduct a parallel sample audit in SLED.

In parallel with the 2012-13 and 2013-14 Enrollment Audits, OSSE conducted an analysis to assess the feasibility of using a sampling-based methodology to count and verify the number of students in publicly funded schools in the District of Columbia. Taking a sample-based approach to the enrollment audit aims to reduce the burden on LEAs by decreasing the number of students being physically audited (without sacrificing data accuracy) while incentivizing long run data quality improvements within LEA data systems.

Sample Audit Methodology

In SY2012-13 and 2013-14, schools and LEAs were asked to continuously review data transferred to OSSE via data feeds to verify and resolve data inconsistencies for a predetermined amount of time. During this time, schools and LEAs worked with OSSE to update their student information systems, resolve errors, and clean up student rosters to be used for the audit. At the end of the time period, a final roster file was produced and transmitted to a third party auditor for the full enrollment audit.

Since the full enrollment audit provides all the information necessary to simulate the outcome of a hypothetical sample audit, it was possible to evaluate the expected outcome as well as range of possible outcomes that would have ascended from a sample audit over the past two years.

School Year 2013-14 Simulation Results

This sample audit was simulated two hundred times, using a sample of 8,715 students – 314 chosen from duplicative student records, and the rest from a 10 percent random sample of each school. This methodology led to an average estimated enrollment of 83,024 students. Thus, across all iterations, this methodology overestimated total audited enrollment (actually 82,958) by an average of 66 students, or 0.08 percent. The sample methodology iterations varied slightly in performance, with the worst overstating enrollment by 88 students, and the best overstating enrollment by 43 students. On average, approximately 27 out of 217 total schools would have been required to go through a full census-style audit (down from 50 in 2012-13) using the 2013-14 simulation approach. As a result, an average of 22,651 students total would have been audited under this approach.

School Year 2012-13 Simulation Results

- In 2012-13, the sample audit methodology predicted a total enrollment of 80,269, a difference of 38 students, or 0.05 percent from the 80,231 census-style audit conducted by the independent auditor. Over each of one hundred iterations, 8,758 students were sampled – a combination of the 10 percent random sample and duplicative student records. Using this approach, 50 schools of 227 (22 percent) would have been required to undergo a full census-style audit.

Q2: Please list for each public school the number and percentage of students by Ward in which they reside for SY2012-2013, SY2013-2014, SY2014-2015, and SY2015-2016 to date.

RESPONSE:

Please see: Question 2 Attachment – Students by Ward

Q3: How many students are homeschooled in D.C. in FY13, FY14, and FY15 to date?

RESPONSE:

	Number of Homeschooled Students in DC
FY13	293
FY14	325
FY15	390

Q4: How many students are enrolled in private and parochial schools in D.C. in SY4-15 and SY15-16 to date?

RESPONSE:

Please see: Question 4 Attachment – Private School Enrollment SY14-15 and SY 15-16

Q5: Please quantify for each LEA the number of homeless youth, foster care youth, TANF eligible, SNAP eligible, and high school students one year older or more than the expected age for grade in which the student is enrolled for SY2013-2014, SY2014-2015, and SY2015-2016 to date.

RESPONSE:

Please see: Question 5 Attachment – At-Risk Students

- Q6: Provide the following information regarding D.C. foster children who are enrolled either in D.C. or out-of-District (e.g., Maryland) public schools:**
- (a) The information that CFSA and OSSE currently share or plan to share regarding the education of students in foster care;**
 - (b) The number of children referred by CFSA that were screened through the Early Intervention initiative in each of FY15 and FY16 to date, and the screening measures used;**
 - (c) The staff members that conduct this screening and how they were trained;**
 - (d) The number of foster children that are currently enrolled in out-of-District public schools and receive general education services only;**
 - (e) The number of foster children that are currently enrolled in out-of-District public schools and receive special education services;**
 - (f) The data OSSE tracks or plans to track regarding foster children enrolled in out-of-District public schools;**
 - (g) The amount that OSSE pays to enroll an individual student in an out-of-District public school. Please break out the answer by school district attended, grade, special education status, and any other relevant factor; and,**
 - (h) The amount that OSSE spent in FY15 and to date in FY16 on special education transportation for children in foster care.**

RESPONSE:

- (a) The information that CFSA and OSSE currently share or plan to share regarding the education of students in foster care**

District of Columbia Child and Family Services Agency (CFSA) shares information with OSSE regarding the education of students in foster care who are enrolled in a public school within the District and surrounding areas. OSSE also obtains the education information of those students from the actual schools within the District.

As for students in foster care who are enrolled in an out-of-District public schools, OSSE has executed a Memorandum of Agreement (MOA) with Child and Family Services (CFSA) to share data on a nightly basis between OSSE's Student Longitudinal Data System (SLED) and CFSA'S FACES system. The main goal is share educational data, which includes but not limited to enrollment, demographic, specialized education, and assessment data. Within SLED and the FACES data systems we are able to identify all foster children to ensure they are receiving an education within the District of Columbia and in the surrounding counties and states. OSSE is in constant communications with CFSA to enhance the current data that is being shared on a nightly basis between both agencies to ultimately track education outcomes and the number of school placement changes for children in foster care.

- (b) The number of children referred by CFSA that were screened through the Early Intervention initiative in each of FY15 and FY16 to date, and the screening measures used;**

OSSE partners with two Community Safety Net locations (Mary’s Center and Howard University Hospital (HUH)) to conduct developmental screenings for CFSA families whose children remain in the home.

For children who are removed from the home, OSSE receives referrals directly from the Healthy Horizons Clinic at CFSA. The following is the number of children referred to OSSE for FY 15 and FY 16 to date:

Referral Source	FY15		FY16 (to date, 1/6/2016)	
	Number	Percent	Number	Percent
CFSA	67	3.10%	16	2.80%

(c) The staff members that conduct this screening and how they were trained;

Mary’s Center and HUH staff are trained in the use of Ages and Stages Questionnaire (ASQ) and follow a protocol of either: (a) if the child fails the screening, refer to child Strong Start; or (b) if the child passes the screening, discuss results with the family and refer to other community resources, as appropriate. In both cases the results are shared with the CFSA caseworker.

(d) The number of foster children that are currently enrolled in out-of-District public schools and receive general education services only;

County/School	# Of Students
MARYLAND	
Charles County Public schools	
Charles County Public schools	20
Charles County Public schools	17
Charles County Public schools	16
Charles County Public schools	15
<u>Prince Georges County Public</u>	-
Prince Georges County Public Schools	2
Prince Georges County Public Schools	95
Prince Georges County Public Schools	95
Prince Georges County Public Schools	92
<u>Montgomery County Public Schools</u>	

Montgomery County Public Schools	5
Montgomery County Public Schools	6
Montgomery County Public Schools	1
<u>BALTIMORE COUNTY SCHOOLS</u>	
BALTIMORE COUNTY SCHOOLS	1
BALTIMORE COUNTY SCHOOLS	1

- (e) **The number of foster children that are currently enrolled in out-of-District public schools and receive special education services;**

County/School	# Of Students
Charles County Public schools	Grades 2 thru 11
FY15	12
FY16	4
<u>Prince Georges County Public</u>	Grades Pre-K 3 thru 12
FY15	84
FY16	18
<u>Montgomery County Public Schools</u>	Grades 6 & 11
FY15	2
FY16	0
<u>FAIRFAX COUNTY PUBLIC SCHOOLS</u>	Grades 7 thru 12
FY15	4
FY16	0

- (f) **The data OSSE tracks or plans to track regarding foster children enrolled in out-of-District public schools**

Under current agreements, CFSA provides a nightly data feed to the State Longitudinal Education Database (SLED). In that nightly feed, OSSE receives student data that includes student name, DOB, FACE'S Case and Client Identification, Care start and exit dates, End of Care Reason, CFSA State Provider State, CFSA School Enrollment Date and School Name and grades.

- (g) **The amount that OSSE pays to enroll an individual student in an out-of-District public school**

Prince George's County FY15 Special Ed Services

- \$122.51 per day includes all services (LRE code B pull-out services) grades 10 thru 12
- \$143.11 per day includes all services (LRE codes B,Q,X for all grades)
- \$206.00 per day includes all services (Least Restrictive Environment (LRE) codes F and C self-contained classroom)grades 1-6 & 8-12
- \$255.48 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S.Z for all grades)
- \$80.77 per day includes all services (LRE codes A and W pull-out services) grades 6, 8, 9 thru 11
- \$86.93 per day includes all services (LRE codes A,P,T,W,Y all grades)

Prince George's County FY16 Special Ed Services

- \$137.90 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S.Z half day Pre-K 3)
- \$151.50 per day includes all services (LRE codes B,Q,X Secondary grades)
- \$152.00 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)
- \$275.85 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S.Z for all grades)
- \$276.00 per day includes all services (LRE codes A and W pull-out services) grades 6, 8, 9 thru 11
- \$45.00 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)
- \$89.00 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
- \$90.00 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)

Charles County FY15 Special Ed Services

- \$186 per day includes instruction & speech grades k, 6 & 8
- \$178.95 per day includes instruction only grades 2, 7 thru 9
- \$216.17 per day includes Regional services , counseling grade 11
- \$219.94 per day includes Regional services, speech, OT grade 5

Charles County FY16 Special Ed Services

- \$187.12 per day includes instruction & speech grades k, 5 & 8
- \$180.00 per day includes instruction only grades 2, 7 thru 12
- \$216.46 per day includes Regional services , counseling grade 11

Fairfax County FY15 Special Ed Services

- \$188.42 per day Special Ed level 2 category B
- \$35.84 Home bound instruction
- \$24.16 per hour speech
- \$30.42 per hour physical & occupational therapy
- \$27.38 per hour adapted physical education
- \$37.31 per hour Career & Transition services
- \$49.40 per hour Registered Nurse (RN) services
- \$74.10 per hour RN-OT services

- \$60.42 per hour Vision services

Fairfax County FY16 – Special Ed Services

- ***No rates on file, no invoices received as of 1-12-16***

Montgomery County FY15 Special Ed Services

- \$142.64 per day includes instruction & all other services Elementary grades
- \$129.67 per day includes instruction & all other services Secondary grades

Montgomery County FY16 Special Ed Services No rates on file, no invoices received as of 1-12-16

- \$60.42 per hour Vision services

- (h) Please break out the answer by school district attended, grade, special education status, and any other relevant factor**

Please refer to response for (g) above.

- (i) The amount that OSSE spent in FY15 and to date in FY16 on special education transportation for children in foster care.**

Amount on special education transportation for children in foster care	Student count	Total scheduled round trips	Total amount
FY15	198	16,434	\$2,586,913.00
FY16 YTD	167	8,973	\$1,476,243.29
Total			\$4,063,156.28

Q7: Provide the following data (number and percentage) on mid-year student mobility for school year 2013-2014 and 2014-2015 by grade and month:

(a) Total overall movement;

(b) Movement into and out of D.C.;

(a) Movement between DCPS and public charter school sectors;

(b) Movement between schools in the same sector; and

(c) Observed characteristics of continuously enrolled mobile students.

RESPONSE:

In July 2015, OSSE published an analysis of mid-year student mobility. The report analyzes patterns of students in pre-Kindergarten 3 through 12th grade entering, exiting, or transferring between public schools in DC. The report includes data on the 2011-12, 2012-13, and 2013-14 school years. OSSE has not yet completed this mobility analysis for 2014-15 school year.

Among the report's key findings are:

- Between October and June of each school year analyzed, more than 90 percent of students in the District started and ended the school year at the same school.
- Of the students who moved schools during the 2013-14 school year, 75 percent were due to entry into or exit from the District's public school system, rather than movement within or between DCPS and public charter schools.
- The District lost more students than it gained during the course of the 2013-14 school year, but the rate of loss narrowed from prior years. The share of students exiting the state is similar in both sectors, whether exiting DCPS or public charter schools.

The chart below, taken from the report, is responsive to the requested information above. The full report is available on the OSSE website at <http://osse.dc.gov/release/osse-releases-report-movement-students-out-and-between-public-schools-dc>.

Chart 1: Mid-year student movement from October to June (excluding adult & alternative programs)¹⁴; rate represented as a percentage of total enrollment

		SY2011-2012		SY2012-2013		SY2013-2014	
		N	%	N	%	N	%
Summary	Gross movement	6,877	9.3%	5,577	7.4%	6,118	7.8%
	Net change - State	(1,137)	-1.5%	(575)	-0.8%	(386)	-0.5%
	net change - DCPS	511	1.1%	709	1.6%	890	1.9%
	net change - PCS	(1,666)	-5.8%	(1,338)	-4.4%	(1,330)	-4.1%
No school change	Subtotal	67,022	90.7%	70,202	92.6%	72,039	92.2%
	DCPS	40,642	88.3%	41,148	90.2%	41,792	89.9%
	PCS	26,380	92.5%	29,054	94.5%	30,247	93.5%
Entered the State...	Subtotal	2,037	2.8%	1,766	2.3%	2,108	2.7%
	to a DCPS school	1,875	4.1%	1,656	3.6%	1,819	3.9%
	to a PCS school	162	0.6%	110	0.4%	289	0.9%
Exited the State...	Subtotal	3,174	4.3%	2,341	3.1%	2,494	3.2%
	from a DCPS school	1,940	4.2%	1,426	3.1%	1,486	3.2%
	from a PCS school	1,234	4.3%	915	3.0%	1,008	3.1%
Switched schools, changed sectors...	Subtotal	638	0.9%	572	0.8%	669	0.9%
	DCPS to PCS	46	0.1%	32	0.1%	49	0.1%
	PCS to DCPS school	592	2.1%	540	1.8%	620	1.9%
Switched schools, same sector...	Subtotal	826	1.1%	784	1.0%	743	1.0%
	DCPS to DCPS school	761	1.7%	718	1.6%	673	1.4%
	PCS to PCS	65	0.2%	66	0.2%	70	0.2%
Other types of entries to... *from New Beginnings and nonpublic*	Subtotal	92	0.1%	30	0.0%	25	0.0%
	DCPS	92	0.2%	23	0.1%	19	0.0%
	PCS	0	0.0%	7	0.0%	6	0.0%
Other types of exits from... *to DYRS and nonpublic*	Subtotal	110	0.1%	84	0.1%	79	0.1%
	DCPS	62	0.1%	52	0.1%	33	0.1%
	PCS	48	0.2%	32	0.1%	46	0.1%

* This chart also excludes non-DC school moves including entrances, exits, and between sector changes that only took place between nonpublic schools, New Beginnings, and/or received educational services at a school not considered as a public school in DC under Child and Family Services Agency

Q8: The following questions are regarding residency fraud:

(a) How many residency fraud tips did OSSE receive in FY15 and FY16 to date?

(b) How many residency fraud cases did OSSE investigate in FY15 and FY16 to date by sector?

(c) How many residency fraud cases were substantiated in FY15 by sector and what were the actions to remediate the situation?

(d) Describe OSSE's efforts to strengthen its residency fraud program in FY15 and FY16 to date?

RESPONSE:

(a) How many residency fraud tips did OSSE receive in FY15 and FY16 to date?

	Tips Received
FY15	130
FY16 to date (December 29, 2015)	53

*Duplicate tips (when more than one tip is submitted per student) are grouped in with total for each fiscal year.

(b) How many residency fraud cases did OSSE investigate in FY15 and FY16 to date by sector?

	DCPS	PCS
FY15	12 (1 pending + 4 sent to DCPS + 7 closed)	84 (66 Closed + 18 Open)
FY16	0 (13 received tips were forwarded to DCPS)	41 (8 Closed + 33 Open)

(c) How many residency fraud cases were substantiated in FY15 by sector and what were the actions to remediate the situation?

a. DCPS: 4

i. All 4 investigations and findings forwarded to DCPS for final determination

b. PCS: 8

i. 7 cases settled in mediation

ii. 1 case referred to OAG

(d) Describe OSSE's efforts to strengthen its residency fraud program in FY15 and FY16 to date?

In FY15 and to date in FY16, OSSE strengthened its residency fraud program by: 1) maintaining its residency fraud communications portal; 2) streamlining the residency fraud investigation

process; 3) procuring a residency fraud investigator; 4) hiring a full time staff investigator which increased office capacity; and 5) continued a process for investigating constituent complaints regarding out-of-state tags. In addition, OSSE continues to provide ongoing technical assistance to schools and LEAs regarding residency verification so potential enrollment issues can be handled prior to enrollment.

Sustainable Residency Fraud Reporting Portal

OSSE completed two years of the tip line. Community and LEA officials successfully use the line to report tips, which are tracked using the reporting portal.

(<http://dcforms.dc.gov/webform/osse-residency-fraud-prevention-form>)

Efforts to streamline Residency Fraud Investigation Process

Accomplishments include:

- Implemented an informal resolution process for fact-finding, interviews and review of supplemental documentation,
- Revised Standard Operating Procedures to outline fraud investigation process
- Streamlined administrative review process,
- Updated sample letters to parents and streamlined parent contact procedure,
- Updated physical and electronic case filing systems,
- Hosted a Residency Verification webinar in lieu of the one-day Residency Institute.
- Launched WMATA bus ads, which led to increased residency fraud tips,
- Increased efforts to reduce Residency Fraud cases by including a 100% Audit for LEAs with higher than 3 residency fraud tips in SY 14-15.

Planned FY 16-17 Activities:

- OSSE will continue to place advertisements on public Washington Metropolitan Area Transit Authority (WMATA) buses.
- OSSE will continue to revise and update the Parent's Guide to Residency Requirements brochure to align with the new Residency Fraud business rules. This document contains pertinent information about the residency requirements, the fraud investigation process, and parental due process rights throughout the entire investigation process.
- The Staff investigator will manage 3rd party procured investigator for quality control to ensure he is meeting the office expectations and deliverables.
- OSSE will work to add enhancements to the Residency Fraud Communications Portal to accurately depict tips. We want to increase data integrity to ensure each tip is connected to solely one student.

- Q9: Provide the following data for the 2014-2015 school year to date, broken down by school/campus (DCPS and public charter school), by grade level, by race, by gender, by whether or not a student has an IEP, by whether or not the student is an English Language Learner, and by whether or not the student is considered at-risk:**
- (a) The number and percent of students suspended for 0-5 days;**
 - (b) The number and percent of students suspended for 6-10 days;**
 - (c) The number and percent of students suspended more than 10 days in total;**
 - (d) The number and percent of students who received more than one suspension in a school year;**
 - (e) The number of students that were referred to an Alternative Educational Setting for the course of a suspension;**
 - (f) The number and percent of students expelled;**
 - (g) The number of involuntary and voluntary transfers to and from each school;**
 - (h) The number of students who withdrew from the school during the school year; and**
 - (i) A description of the types of disciplinary actions that led to the suspensions and expulsions.**

RESPONSE:

Please see: Question 9 Attachment – Discipline Data 2015

- (g) The number of involuntary and voluntary transfers to and from each school**

OSSE has not received this data for the 2014-2015 school year.

Q10: Provide the following data regarding high school graduation, college preparation and enrollment:

- (a) The 4-year and 5-year adjusted cohort graduation rate for each public high school in the District including subgroup information such as gender, race/ethnicity, economically disadvantage, English language learners, and special education for FY12, FY13, FY, and FY15;**
- (b) The number and percentage of students in the graduating class of 2012, 2013, 2014, and 2015 that dropped out for each public high school;**
- (a) The total number and percentage of public high school students in the graduating class of 2012, 2013, 2014, and 2015 who took a college entrance exam; and,**
- (b) The total number and percent of students by school that enrolled in a post-secondary school from the graduating class of 2012, 2013, 2014, and 2015.**

RESPONSE:

Please see: Question 10 Attachment 1 – ACGR by Subgroup
 Question 10 Attachment 2 – ACGR Outcomes by Subgroup

Q11: Describe all studies, research papers, and analyses OSSE conducted or contracted for in FY15 and FY16 to date, including the status and purpose of each. Also provide a list of all current research data agreements between OSSE and non-governmental entities. Include scope of the project and the deliverable date, if applicable.

RESPONSE:

The following studies, research papers, and analyses were conducted or contracted for in FY15 and FY16 to date:

- **OSSE's Mid-Year Student Mobility Report (released July 2015):** Analyzes three years of mid-year student movement data for students in the public school system in DC. Available:
http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/15%2007%2022_Mid-Year_Student_Movement_Final_toPost.pdf
- **School Readiness Consulting Pre-K evaluation:** OSSE contracted School Readiness Consulting (SRC) to implement classroom observations, analyze results, and prepare a final report to summarize findings from pre-K classrooms in the District. The study aimed to create a baseline understanding of pre-k classroom quality. The results from the evaluation will help OSSE create consensus around decisions regarding the quality improvement needs of pre-k programs throughout the District. A subsequent phase of work may build on this baseline study, implementing CLASS observations District-wide to inform a broader quality rating process and communicate this information to early learning stakeholders. SRC analysis and analysis from OSSE's Data, Accountability, and Research team was included in the 2015 State of Pre-K in the District report, found at: <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Pre-K%20Report%202015.pdf>.
- **Child Care Cost Modeling Study:** OSSE has started work on the child care cost modeling initiative to determine where child care reimbursement rates should be set in a manner that provides parents access to quality care as well as help inform the development of family-friendly and cost-effective child care subsidy policies. The reauthorization of the Child Care Development Block Grant allows states to use alternate methods to determine reimbursement rates for child care.
- **Evaluation of the DC ReEngagement Center (REC):** Mid-Atlantic Regional Educational Laboratory (REL) is conducting a formative evaluation of the REC. The purpose of this study is to refine and improve the implementation of the DC ReEngagement Center. Specifically, the study will evaluate the DC ReEngagement Center's: (1) outreach strategies; (2) intake/assessment procedures; (3) quality of educational offerings; and (4) data collection and use. The REL will deliver a first round of results and recommendations (for internal use only) to the ReEngagement Center in early spring 2016. The REL will then conduct a second round of data collection starting in late summer 2016 to gauge the impact of changes made and will deliver a second round of results and recommendations (for internal use only) by the end of 2016.
- **Evaluation of the Healthy Schools Act:** Child Trends is conducting an evaluation to assess the degree of and effectiveness of implementation of the Healthy Schools Act across the District, evaluate the relationship between the implementation of the Healthy

Schools Act and student health, academic, and behavioral outcomes. The contract ends October 1, 2016. **Next Generation Assessment Results:** All data analysis to support the release of Next Generation Assessment results in the fall of 2015 (available at <http://results.osse.dc.gov/>.) and reports home to parents.

- **My College Fact Finder:** All data analysis to support launch of My College Fact Finder (MCFF) (<http://mcff.osse.dc.gov/>), which provides data directly to those making or assisting with critical postsecondary decisions for DC students. The tool allows access to key data for individual colleges and universities in the District of Columbia and across the country, including how District students fared at colleges and universities throughout the United States.
- **Equity Reports:** All data analysis to support the launch of the third year of Equity Report data on Learn DC (www.learnDC.org) in November 2015. A joint effort among OSSE, DME, DCPS and PCSB (and with support from NewSchools Venture Fund), Equity Reports give schools, families and communities transparent and comparable information related to equity across all DC schools as well as citywide.
- **ACGR:** Analysis to support release of the most recent Adjusted Cohort Graduation rate. The 2014-2015 data can be found here: <http://osse.dc.gov/publication/2014-15-adjusted-cohort-graduation-rate>
- **Highly Qualified Teachers:** Analysis to support release of data on highly qualified teachers on Learn DC (www.learnDC.org).
- Analysis to support the creation of a number of aggregate, longitudinal datasets (enrollment, DC CAS performance, graduation) to have available on Commonly Requested Data page on the OSSE website (<http://osse.dc.gov/publication/commonly-requested-data>)
- Data analysis to fulfill more than 166 requests from external stakeholders for data in FY2015.

Current research data agreements between OSSE and non-governmental entities include:

Data Provided to	Expiration Date	Description of Research Objectives
American University (Anastasia Snelling)	11/11/2015	Research on the current health status of DC middle and high school students who completed the 2012 Youth Risk Behavior Survey, particularly around nutrition, physical activity, alcohol use, and tobacco use, in order to identify areas of need and high risk
Center for Research on Education Outcomes (CREDO) at Stanford University	12/31/2017	Evaluation of the impact of public charter school attendance on student academic achievement, as well as a number of emerging policy issues affecting both the traditional public school and public charter school sectors.
Child Trends	12/31/2014	Evaluation of school turn-around efforts at JC Nalle Elementary School on student academic outcomes, specifically student reading and math achievement and gains in the 3 rd through the 5 th grades. Final released report: http://www.childtrends.org/wp-content/uploads/2015/04/2015-14JCNalle.pdf
George Washington University	4/23/2016	Master’s thesis on the relationship between physical education and sports participation and mental health and suicidality among DC students.
George Washington University (Maria Cecilia Zea)	8/31/2016	Analysis of Youth Risk Behavior Survey data on the relationship between experiences of victimization, perceptions of school safety and suicide risk among lesbian, gay, bisexual and questioning youth in DC.

Data Provided to	Expiration Date	Description of Research Objectives
Georgetown University (Kenneth Tercyak)	9/16/2020	Analysis of the socio-demographic and behavioral factors influencing tobacco use behaviors among middle and high school students attending public and charter schools in the District of Columbia who completed the 2012 Youth Risk Behavior Survey.
KIPP DC	8/31/2015	Tracking the impact of broad school and community interventions toward meeting school health and health promotion goals; implementing evidence-based modifications of school health curricula or other health-related programs; developing, supporting, and modifying policies to promote student health; and, seeking funding and other support for new health initiatives.
Mathematica Policy Research	9/30/2015	Development of a rigorous value-added model for teacher evaluation under Race to the Top.
Mathematica Policy Research	12/31/2015	Evaluating the academic outcomes of KIPP school network. Final released report: http://www.mathematica-mpr.com/~media/publications/pdfs/education/kipp_scale-up_voll.pdf .
MDRC	7/31/2016	Evaluation of the effect of being offered an opportunity to enroll in a SEED school on student achievement and student engagement, as measured through standardized test scores, attendance, and postsecondary enrollment.
RTI	9/30/2019	Analysis on behalf of Department of Behavioral Health on substance-related prevalence, consequence, and risk/protective factor data by grade, gender, ethnicity, other relevant demographics such as sexual orientation, and by ward.
The Advisory Board Company	6/30/2015	Research for OSSE to understand factors in postsecondary enrollment, persistence and completion among DC students.
University of Illinois at Urbana-Champaign	12/31/2016	Study of high school preparation, college enrollment, persistence, and completion among students in the District of Columbia, including the impact of specific policies and programs on student outcomes in the District of Columbia.
University of Maryland (Savita Sathya, Graduate Student)	6/15/2015	Policy analysis for OSSE to inform DC TAG program staff on methods to ensure that students are enrolling in colleges and universities that offer needed supports and structures.
University of Virginia	6/1/2017	Evaluation of the effects of District of Columbia Public Schools (DCPS) reforms and IMPACT, the DCPS teacher evaluation and incentive system. The scope of the research study will include: (1) isolating the effects of IMPACT and (2) understanding teacher mobility, particularly in response to IMPACT incentives.
Walden University (Enock K. Adewuyi)	4/30/2015	Doctoral dissertation to investigate attitudes toward HIV/AIDS among African American 8 th grade students who completed the 2012 Youth Risk Behavior Survey
Westat	12/31/2016	Outcomes evaluation of the KIPP to College (KTC) program, which aims to ensure all KIPP DC middle school graduates have the tools and support needed to access and attain a college degree. Westat will compare educational outcomes of KTC participants and their DC counterparts who did not participate in the program in order to assess the impact of the program.
Jacob France		To date, Jacob France has provided wage and earning longitudinal data for DC public high schools and DC public charter school's graduates to support federal outcome reporting associated with CTE students for the Carl D. Perkins grant. The partnership has also provided this data for DC TAG recipients. Moving forward, OSSE will add adult students enrolled in DCPS, DC

Data Provided to	Expiration Date	Description of Research Objectives
		<p>Public Charter schools, and partnering Community-Based Organizations, to the above list of students.</p> <p>The partnership with Jacob France will:</p> <ol style="list-style-type: none"> 1. support the State and the Local Education Agencies (LEAs) in tracking student employment placements to include the Armed Forces; 2. support the State and LEAs in the analysis of trends in the location and quality of employment; 3. provide qualitative and quantitative research and analysis that will support career and technical education and adult education program planning, overall; and 4. support OSSE's federal reporting requirements associated with Perkins and WIOA funding.

Q12: Describe OSSE’s protocol to ensure that student data is protected and how this impacts responses to Freedom of Information Act requests or research requests.

RESPONSE:

OSSE is committed to protecting student privacy. We have parallel protocols in place for publication of data through individual requests or agency releases and for release of records through the FOIA process. Additionally, OSSE protects student level data within its data systems through multiple layers of security and quality assurance checks.

Data and FOIA Requests

OSSE’s protocol surrounding student data access and usage establishes guidelines to provide accurate, timely data and information to internal and external stakeholders while protecting personally identifiable student information and other confidential information. Defined staff roles fit within an established tracking procedure for all data output, layering checks for accuracy and security throughout the data release process.

For Freedom of Information Act (FOIA) requests, the Office of Chief Operating Officer, the Office of the Chief of Staff, the Office of General Counsel, and the Office of the Chief Technology Officer have worked jointly with all divisions in the agency to develop a system for processing of Freedom of Information Act requests that increases transparency, communication, and timeliness while also safeguarding student privacy. This system encompasses robust coordination between the FOIA officer and points of contact within each OSSE division to identify and gather responsive documents in a timely manner. Each FOIA request is subject to review by the FOIA officer, the general counsel, the chief technology officer, and the superintendent. OSSE has adapted the FOIAXPress tool, which allows for centralized submission and tracking of all FOIA requests. The FOIA officer is responsible for review and redaction of responsive records, informed by the DC FOIA code, before a three-stage internal review by legal, IT and the superintendent in advance of any release of records.

For data requests for research (and evaluation), the OSSE Data Request Portal (<http://osse.dc.gov/service/osse-data-request-form>) serves as a centralized intake and tracking system and all requesters are referred there. OSSE ensures that data requests that include student personally identifiable information (or other confidential student information) require signed forms (Memoranda of Understanding) outlining legal responsibilities for requesters and OSSE regarding data sharing, usage, re-disclosure, and destruction. OSSE also recently created a two-page summary of these MOU requirements and responsibilities to support external users with compliance. OSSE staff review these “do’s and don’ts” with requesters when transferring data to them.

Before sending it to requestors, data go through a minimum of three stages of quality assurance and security checks, including peer review, approval from the Assistant Superintendent for the Division of Data, Accountability and Research and final approval from the Superintendent. Data are always transferred in the most secure means possible. For example, when OSSE sends student level data to LEAs, it uses a secure file transfer protocol (SFTP) site.

Data Systems

In OSSE's data systems, OSSE protects student level data through multiple layers of security and quality assurance checks. Common protocols used include HTTPS, SSL, Active Directory Authentication, Role Based Access, Password Strength Minimums, and Encryption Algorithms

Security protocols ensure that only authorized users have access. The data is protected under stringent data security and privacy laws, including the substantial laws that govern our work: the federal Family Educational Rights and Privacy Act (FERPA) and other DC Government Data Privacy Policies and Standards. We are meticulous in ensuring we follow these laws carefully.

Family and Educational Rights Privacy Act (FERPA)

FERPA allows parents to have rights to their child's education records and works to protect student privacy. Schools must have written permission from parents in order to release any information on the student's record except in specific, limited circumstances laid out in the law. Schools do not need consent to disclose directory information such as student names, phone numbers, addresses, dates and places of birth, awards and attendance records. However, schools must notify parents of the right to opt out of the disclosure, and provide a reasonable amount of time to request that the school not disclose student information. FERPA regulations were amended in 2012 to clarify the circumstances under which SEAs and LEAs are specifically permitted to disclose protected information to outside entities that are authorized under FERPA to carry out audits/evaluations of State or federally funded education programs.

OSSE's data systems that house student level data are all credential-based. Users of OSSE's data systems must have LEA specific email addresses, receive written approval from the LEA, and in many cases participate in training prior to receiving access.

Further, OSSE's data systems tie student level data to their responsible LEA and school. OSSE restricts each LEA user's view of the data by allowing the user to view only records where the student's LEA ID and/or school ID matches the LEA User's LEA ID and/or school ID, depending on the level of access of the user.

All student level data entering OSSE's data systems are subject to the State Longitudinal Education Data (SLED) system data quality standards. During the system or application development cycle data must be reviewed, tested, and approved by multiple subject matter and technical experts. Once fully vetted internally, the applications must then be approved by the agency Chief Technology Officer as well as the Superintendent before launching.

Q13: One recommendation of the National Academy of Science’s five-year evaluation of public education in the District of Columbia under mayoral control was for the city to invest in a data warehouse system. Please outline what steps, if any, OSSE has taken on this recommendation.

DC’s Statewide Longitudinal Education Data System (SLED) had some early challenges, but today, it is an important and integral foundation to our education system. It has allowed us to connect sources of data that were never connected before, allowing for meaningful analysis across domains and over time. Through SLED, OSSE collects annual student enrollment, special education data, and most recently serves as a real-time attendance repository. In addition, through SLED, OSSE connects with more human service and health information than any other state. For instance, the Community Partnership (TCP) uses SLED to determine if parents/student are eligible for homeless services and CFSA social workers use SLED to ensure educational services are continued when children are moved to new schools. SLED is also unique in connecting with non-profits that provide services to students outside of school, through the College and Credential Completion Network and Raise DC. OSSE has also added additional functionality to help LEAs and schools use data to improve instruction, through a new reporting tool called Qlik.

SLED, however, is not a comprehensive data warehouse, at this point. A comprehensive data warehouse would not only allow for the kinds of connections that SLED currently provides, but would also be a much structured and formalized system that had identified the authoritative data sets for particular types of information. To build SLED into a true data warehouse will require additional investments, to build both the data architecture and do the foundational work of ensuring clean, quality data sets that can be used over time. OSSE is exploring options for further investments in SLED.

- Q14: Identify all electronic applications/databases maintained by your agency, including databases relating to special education, student transportation, section 504, early intervention, and student progress. For each database, please provide the following:**
- (a) A detailed description of the information tracked within each system, including all systems used by OSSE to collect data from sub-grantees, whether for compliance and oversight or for monitoring and performance;**
 - (b) Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;**
 - (c) The age of the system and any scheduled upgrades that are planned; and,**
 - (d) How data is managed across the agency to ensure quality, consistency and accountability.**

RESPONSE:

Please see: Question 14 Attachment – 2016 Data Systems Spreadsheet
 Question 14 Attachment – 2016 Data Systems Chart

Data is managed across the agency by a centralized team that reports to the Assistant Superintendent of Data, Accountability, and Research who reports directly to the Superintendent. It is managed through documented processes to track changes, perform error checks, manage security in compliance with the OSSE privacy policy, and ensure reports have validity. All educational data that OSSE collects, manually and in an automated way from LEAs, other governmental agencies, and external partners is housed in Microsoft SQL Server. To conduct federal reporting, fulfill data internal and external data requests, and present data to the public, analysts write code to extract, process and calculate educational metrics based on these data. All data analyses go through a rigorous Quality Assurance (QA) process by another analyst or manager to ensure data accuracy, student privacy, and alignment to previously published data. OSSE is currently working to build an Operational Data Store (ODS) that aligns with the Department of Education's Common Educational Data Standards (CEDS) to improve data quality and reporting.

Q15: Provide an update on how OSSE manages data requests to sub-grantees, including an update on outstanding issues in regards to OSSE's data collection authority.

RESPONSE:

OSSE follows the following process when requesting data from subgrantees:

- OSSE provides advance notice of the request beginning with publication in the LEA Look Forward or other relevant communications (*e.g.* the Division of Early Learning's monthly bulletin). We aim to provide subgrantees 30-day written notice. Additionally, OSSE's data collection calendar for the entire year is published in SLED at <https://sled.osse.dc.gov/info/Collection-Calendar/> so subgrantees are aware of upcoming requests for data.
- OSSE provides a data collection template and training or guidance materials at the beginning of the collection. Whenever possible, OSSE populates available data through automated data transfer templates to reduce the administrative burden on LEAs and CBOs.
- OSSE provides LEAs and CBOs with 30 days to provide or verify the requested data.
- OSSE engages in a quality assurance review, working with LEAs and CBOs to ensure the data are accurate and complete.

Q16: OSSE launched LearnDC.org late in FY13 which contains report cards for each District public school. What additional data points were incorporated into these report cards in FY15 and describe how OSSE engaged parents and community members to increase awareness and use of this website?

RESPONSE:

OSSE launched LearnDC.org late in FY13 and has continued to add important information for education stakeholders, parents, and the community.

In FY15, OSSE added the following data to the site:

- The Partnership for the Assessment of Readiness for College and Careers (PARCC) data from 2014-2015, including data disaggregated by race/ethnicity, gender, and special populations. A third year of equity report data, specifically for the 2014-15 school year, and a new separate statewide equity report.
- A charter sector report card, similar to the LEA report card currently on the site for DCPS;
- Teacher quality and credential information for the 2013-14 school year (at the state, LEA and school level) to come into compliance with federal requirements;
- Updates of most other data on the site, including Adjusted Cohort Graduation rate, discipline, and attendance.

OSSE engaged parents, students, community members and others during FY15 in a number of ways, including:

- OSSE staff members attended Ed Fest to demonstrate Learn DC to parents, students, and community members and help them understand how to use Learn DC as they considered educational choices for their children and themselves for the next school year.
- OSSE staff members were available at the annual Federal Grants Management Conference for LEAs.

Q17: Provide the PARCC scores for each DCPS and public charter school disaggregated by grade and by subgroup (race/ethnicity, at-risk, gender, special education and ELL status) for 2015.

RESPONSE:

Please see: Question 17 Attachment – PARCC Average Scale Score

Note: In FY15, OSSE did not verify the at-risk variable with LEAs, so OSSE is not able to report on the at-risk subgroup at the LEA/school level. OSSE has provided data for the economically disadvantaged subgroup at the school-level, as well as state-level data for the at-risk subgroup.

Q18: Provide the statewide NAEP results for DCPS and public charter schools disaggregated by grade and by subgroup (race/ethnicity, at-risk, gender, special education and ELL status) for 2013 and 2015.

RESPONSE:

Please see: Question 18 Attachment – NAEP Results 2013 and 2015

Note: At-risk is not a subgroup identified/collected by NCES in the administration of the NAEP. DC does not receive student-level NAEP data, and so cannot create an at-risk subgroup for analysis.

Q19: Provide the results of testing integrity investigations for SY2014-2015.

RESPONSE:

As of February 5, 2016, OSSE is still conducting the SY2014-15 test integrity investigations, so the results are not available at this time. In the first year of PARCC administration, PARCC Inc., PARCC states, and the test administration vendor, Pearson, prioritized the return of the assessment results (per OSSE's releases in October and November) over test integrity data. OSSE received test integrity data in December 2015, and OSSE is currently analyzing the data and will conduct investigations as soon as possible.

Early Learning

Q20: Provide data on the capacity, enrollment, and utilization of all infant and pre-kindergarten programs in the District for FY13, FY14, FY15, and FY16 to date by ward and program type (center, home, LEA). Please also include the number of infants and toddlers (0-3) residing in the District by ward.

RESPONSE:

Please see: Question 20 Attachment – DEL Capacity, Enrollment, Utilization

Number of infants and toddlers (0-3) residing in the District by Ward:

District Total	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
22,366	2,348	1,462	2,401	3,330	2,669	2,727	2,900	4,481

Source: Child Trends, based on United States Census Bureau American Community Survey 5-year estimates

- Q21: With regard to child care development centers, please provide the following:**
- (a) A list of all licensed child development centers in the District;**
 - (b) The corresponding capacity for each center;**
 - (c) The corresponding Quality Rating Improvement System (QRIS) tier for each center; and**
 - (d) The amount paid to childcare providers in FY15 and to date in FY16.**

RESPONSE:

Please see: Question 21 Attachment – Child Development Centers

Q22: Describe the impact the cost of living has had on the provision of child care services (subsidy and private pay) in the District of Columbia during the preceding 12 months.

RESPONSE:

Through the Child Care Development Block Grant (CCDBG), OSSE is required to implement a Market Rate Survey or an alternative methodology, such as cost modeling, to inform subsidy payment rates. The approach used must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variation, and analyze data in a manner that captures other relevant differences.

For the Child Care Development Fund Plan for FFY 2016-18 (draft is available at <http://osse.dc.gov/ccdfandlicensingregulations>), OSSE used a cost modeling approach that was developed and tested by national experts Anne Mitchell of the Alliance for Early Childhood Finance and Andrew Brodsky of Brodsky Research, and Augenblick, Palaich and Associates (APA), a leader in education finance. These leaders worked collaboratively with the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care through the support of the National Center on Child Care Quality Improvement and the Child Care State Systems Specialist Network to build the Provider Cost of Quality Calculator (PCQC), a dynamic, web-based tool that calculates the cost of quality child care based on site-level provider data. The District adapted the PCQC by embedding its principles in a model that is aligned to the District's unique reimbursement rate variations that are based on a range of quality and other funding factors.

The cost modeling methodology provides useful information when considering rate policy because it not only allows OSSE to analyze the impact of standards and likely revenues, but also takes into consideration a host of additional factors that impact costs, such as enrollment levels, program size, gaps in subsidy eligibility and fee collection. This approach permits OSSE to understand the potential impact of rates and other policy changes on these quality and funding variations.

OSSE is gathering public feedback on the Child Care Development Fund Plan and will issue a final plan and final report on the cost estimation model in March 2016.

Q23: One of OSSE's FY15 goals was to revise and implement new child care licensing regulations. Please provide an update on this work to date.

RESPONSE:

OSSE has revised the Child Development Facilities regulations (Chapter 3, Title 29 DCMR) to update the basic regulatory framework for licensing of child development facilities, with modifications to update operational and professional standards, as well as revisions reflecting local and federal requirements. These include changes for children with special needs, and to reflect that the Office of the State Superintendent (OSSE) is now the lead agency regulating child development facilities.

On December 24, 2015, OSSE issued an Advanced Notice of Proposed Rulemaking to provide stakeholders with an opportunity review the proposed child care licensing rules and send comments to OSSE prior to formal publication of the proposed rulemaking. OSSE also hosted four public hearings to gather testimony from the community on both the proposed child care licensing rules and the Child Care Development Fund Plan. The public comment period for the proposed child care licensing rules closes on February 8, 2016. OSSE will then review the comments, make any necessary changes, and then move the proposed rulesto finalization..

Q24: Describe the professional development opportunities OSSE provided/offered to child development centers and early care staff in FY15 and FY16 to date? Please indicate which opportunities were mandatory.

RESPONSE:

OSSE currently uses the National Association for the Education of Young Children (NAEYC) best practice model for early childhood professional development. According to the model, Early Learning Professional Development is three-pronged and encompasses training, technical assistance, and education.

TRAINING

During FY2015, OSSE provided a total of 292 face-to-face training opportunities that served 4,931 participants. Training content was delivered through a mixed-delivery system consisting of OSSE’s Division of Early Learning (DEL) Professional Development Unit, contractors, intergovernmental partners, external partners, and a cohort of OSSE-certified trainers. All training provided under the auspices of OSSE DEL is data-driven and research-based and aligned to District goals and priorities.

Training is organized in response to the following data sources/directives:

- DC Municipal Regulations 29 Chapter 3
- Student achievement data
- District-wide initiatives
- Community requests and workgroups
- OSSE Licensing inspections and program reports
- DC Common Core Early Learning Standards

The chart below outlines the topics for the training offered throughout FY2015. Mandatory trainings are indicated by bold text in the course list.

Research/Data Alignment	Course
DC Municipal Regulations	<ul style="list-style-type: none"> • <i>Health, Safety, and Nutrition</i> Breathing Easy Asthma Training for Caregivers of Young Children Preventing Sudden Infant Death Syndrome Infection Control and Illness Prevention in Early Childcare <li style="padding-left: 20px;">Settings: A Public Health Approach Adult and Pediatric CPR, First Aid and Blood Borne Pathogens Nutrition for Early Learners Food Handlers Certification Course Fire Extinguisher Training <i>Family and Community Engagement</i> Understanding the Hidden Impact of Incarceration on Children, Families, Schools, and Communities Measuring what Matters: Parent, Family, and Community Engagement <i>Environments</i> Environments for Group Care Awesome Environments for Infants and Toddlers that Promote Physical Development

	<p><i>Child Abuse and Neglect</i> Mandated Reporter Training Stewards of Children</p> <p><i>Developmentally Appropriate Practice</i> Social Emotional Foundations of Early Learning Social Emotional Milestones, Responsive Caregiving, and Identity Exploring Primary Caregiving and Continuity of Care</p> <p><i>Inclusion</i> Act Early: When Children Fall Behind in their Developmental Milestones Using the Ages and Stages Questionnaire</p>
District Initiatives	Preventing Bullying in the Early Childhood Setting Safe Kids: ACT Against Violence
Assessment Data CLASS data	CLASS Emotional Support: Productivity CLASS Emotional Support: Behavior Management CLASS Guiding Children’s Behavior CLASS Facilitation Methods CLASS: Emotional and Behavioral Support CLASS: Promoting Cognition (Toddler) CLASS: Purposeful Conversations (Infant/Toddler) CLASS :Responsive Caregiving and Teacher Sensitivity CLASS: Observant Teaching and Thoughtful Support for Infants CLASS: Demonstrating Dynamic Language Techniques
Community Request	Joining the Professional Development Registry Preparing a Winning Proposal Early Childhood Data Boot Camp and Citrix Tutorial Diapering A to Z A World of Difference: Anti-Bias Foundations for Early Learners Screentime for Early Learners Data Entry
OSSE inspections and reports	Intentional Lesson Planning Eligibility Determination Policies for Subsidized Child Care
DC Common Core Early Learning Standards	Ready To Learn Yoga and Mindfulness The Beat Goes On: Using Rhythm and Rhyming to teach early math skills Same, Different, In, and Out DC CCELS101: Introduction to DC CCELS DC CCELS 201a: Observing and Assessing Children’s Learning DC CCELS 201b: Intentional Lesson Planning and Implementation DC CCELS 301 @ the National Building Museum DC CCELS 301 @ National Zoo! DC CCELS 301@ US Botanic Garden DC CCELS 301@Sitar Arts DC CCELS 301 @ National Air and Space Museum DC CCELS 301@ Washington Youth DC CCELS 301@ Imagination Stage DC CCELS 301: Capitol Hill Arts Workshop

The chart below outlines the content of training held to-date during FY2016 (as of Dec. 2015). Mandatory trainings are indicated by bold text in the course list.

Research/Data Alignment	Course
DC Municipal Regulations	<ul style="list-style-type: none"> • <i>Health, Safety, and Nutrition</i> Breathing Easy Asthma Training for Caregivers of Young Children Preventing Sudden Infant Death Syndrome Adult and Pediatric CPR First Aid Nutrition for Early Learners Child and Adult Food Care Program (CACFP) Application Food Handlers Certification Course Fire Extinguisher Training <i>Family and Community Engagement</i> Building Partnerships with Parents and Raising Confident and Happy Boys Building Strong Families and Supporting School Readiness <i>Environments</i> Creating Learning Spaces for Preschool Children <i>Child Abuse and Neglect</i> Stewards of Children <i>Developmentally Appropriate Practice</i> Social Emotional Foundations of Early Learning Temperament: A Practical Approach to Meeting Individual Needs <i>Inclusion</i> Act Early: When Children Fall Behind in their Developmental Milestones
OSSE inspections and reports	Intentional Lesson Planning
DC Common Core Early Learning Standards	<ul style="list-style-type: none"> Ready To Learn DC CCELS101: Introduction to DC CCELS Eureka! Early Math 1 DC CCELS 201a: Observing and Assessing Children’s Learning DC CCELS 201b: Intentional Lesson Planning and Implementation DC CCELS 301 @ STEM at the National Zoo

TECHNICAL ASSISTANCE

In FY2015, OSSE provided early learning educators with multiple opportunities to join communities of practice (CoPs). CoPs feature classroom sessions with early learning experts, homework, field experiences, in-classroom observation and feedback sessions, and side-by-side coaching. CoP topics for FY2015 included *Emergent Language (infants and toddlers)*; *Early Literacy*; and) *CLASS Instructional Support (Universal Pre-k Programs)*

EDUCATION

OSSE supports the early learning workforce by providing funding to obtain the education credentials necessary to obtain and retain teaching credentials. There are two avenues of support: Child Development Associate (CDA) Grants and T.E.A.C.H. scholarships. Early childhood

professionals have access to career advising and a career lattice depicting guidance. Professional recruitment and retention are priorities for building capacity and program directors are encouraged to provide student employees with release time flexibility and supportive procedures that accommodate class times.

Child Development Associate (CDA) Grants

During FY2015, OSSE funded individual scholarships for more than 200 professionals in pursuit of a Child Development Associate (CDA). CentroNia and Sunshine Early Learning Center receive the grant funds to administer this program on behalf of OSSE.

T.E.A.C.H. Scholarships

During FY2105, approximately 130 professionals received OSSE funded scholarships for in-service college courses and higher education degree programs. National Black Child Development Institute administered this program on behalf of OSSE.

Q25: List all the professional development opportunities OSSE provided/offered to child development center/homes staff specifically on social emotional skills, behavior, and children with special needs in each for FY15 and FY16 to date, including a description of each training and/or activity.

RESPONSE:

OSSE's professional development system offers 22 courses that address issues surrounding social emotional development of young children and the behaviors, signs and symptoms that manifest in young children experiencing developmental delays and disabilities. OSSE provides ongoing opportunities to address the education of young children experiencing developmental delays and diagnosed conditions.

	Number of Trainings
FY15	69
FY16 (to date)	16

Social-Emotional Development Training Descriptions

Social Emotional Foundations of Early Learning (13 trainings in English/4 trainings in Spanish)

This course gleans content from the research-based Center on the Social Emotional Foundations of Early Learning (CSEFEL) infant, toddler, and Pre-K training modules. Participants engage in hands-on activities, small and large group activities that emphasize the importance of responsive care and positive social-emotional climate for children from birth through age 5.

Understanding the Hidden Impact of Parental Incarceration on Children, Families, Schools and Communities (5 Trainings)

The nation's growing prison and jail population has exposed the negative effects incarceration has on America's children, families, and communities. Bridging the gap between incarcerated parents and their children is vital to preserve and strengthen positive family connections and the larger community. Nationwide, community stakeholders, educators, and caregivers are exploring innovative strategies and approaches to unite families by linking parental incarceration to the promotion of healthy families and child development. Attendees will learn classroom strategies to help children and families cope with parental separation, at home and at school.

A World of Difference: Anti-bias Foundation for Early Learners (2 training opportunities)

Research reveals that infants as young as eight months can detect differences in the people around them. By the time children are two, they have already been exposed to many social imprints. Teaching mutual respect and an appreciation for diversity is critical to preventing prejudice from taking root in young children. Anti-Defamation League's ground breaking early childhood program in which participants learn strategies that foster positive self-esteem in children and develop their capacity to have positive experiences with those they perceive as different. Participants will also learn how to create fair, inclusive early childhood homes and learning environments to help children succeed in our diverse world.

ACT Raising Safe Kids Program Training Workshop (2 training opportunities)

This two-day Training of Trainers workshop provided by the American Psychological Association is designed for professionals who work with young children, families and community organizations and have experience in conducting groups and teaching. Participants learn and practice how to teach groups of parents about the best available science on risk factors for violence and trauma; skills for positive effective parenting; and, positive methods of discipline.

Pre-K CLASS Classroom Organization Behavior Management (1 training opportunity)

Participants will learn how effective teachers monitor, prevent, and redirect behavior by being proactive, rather than reactive.

Screen Time for Early Learners: Does the Good Outweigh the Bad? (7 Trainings)

Children are growing up in a digital world. OSSE facilitates training on the best practice stance on the use of technology in early learning settings. Participants discuss the pros and cons of screen time activities in the classroom, as well as at home. Teachers learn about current research in regards to children and screen time, the newest games to help your children learn in any environment, and the latest apps and techniques to keep them safe.

Diapering from A to Z (1 training opportunity)

Diapering provides many opportunities to bond, nurture, respond and teach babies and toddlers about the world around them. Through discussion and hands-on activities, participants learn the basics of diapering including sanitary diapering procedures, proper hand washing techniques, and teacher-child interaction strategies for use on the changing table.

Pre-K CLASS Classroom Organization Productivity (1 training opportunity)

Participants will learn to run a smooth classroom through implementation of routines, effective transitions from one activity to the next and being prepared for activities in order to maximize the time spent learning.

Pre-K CLASS Instructional Support Quality of Feedback (3 Trainings)

Participants will learn to extend preschool and pre-kindergarten students' learning by incorporating a variety of evidence-based responses to students' ideas, comments, and work.

Toddler CLASS: Emotional and Behavioral Support: Overview of Positive Climate, Teacher Sensitivity, Child Perspective, Behavioral Guidance (3 Trainings)

Participants learn how to promote intentional, pro-social teacher and child expression that encourages emerging capacities for self-regulation and social skills. Participants learn about child-directed interests, observation, and reading cues in young children.

Stewards of Children (28 Trainings)

Adults are the first and most appropriate line of defense in keeping children safe. This training teaches adults how to recognize, respond to and prevent child sexual abuse.

Environments for Infant/Toddler Group Care (4 Trainings)

This session focuses on the intentional use of space, equipment, and materials to support children's development, social interaction and learning in infant/toddler care programs, and illustrates eight concepts that are at the heart of high quality infant care environments.

Toddler CLASS: Engaged Support for Learning: Facilitation of Learning and Development (3 Training)

Participants will learn to facilitate learning and development of toddlers through guided exploration, integrated learning experiences and promoting children's active involvement in the classroom/program.

Building Partnership with Parents and Raising Confident, Resilient and Happy Boys (2 Trainings)

Come and learn what research says about ways that positively impact the development of young boys and what elements contribute to happiness. We will discuss how increased male involvement supports health development in children and organizational family promising practices to raising confident and resilient boys to successful men.

Creating Learning Spaces for Preschool Children (1 Training)

Participants will learn how to create learning environments that are safe, attractive, comfortable and well designed in order to support goals for children and free classroom staff to observe and interact with them in positive ways.

Serving Preschool Teachers Children and Their Families Experiencing Homelessness (1 Training)

Homelessness has a devastating impact on children as it puts children at increased risk of health problems, developmental delays, academic under achievement and mental health problems. The youngest children account for more than half of all children in federally-funded homeless shelters. Come and learn about strategies for assisting families experiencing homelessness who often face numerous barriers to the programs and services that can support the healthy development of their children, including early care and education programs.

Temperament: A Practical Approach to Meeting Individual Needs (2 Trainings)

This session uses a variety of interactive learning activities to introduce the nine temperament traits and three temperament types of infants and toddlers. This session offers participants the opportunity to explore their understanding of temperament by creating a profile of their own temperament and focuses on strategies for being responsive to children with different temperaments in group care.

Multi Risk Families: Understanding the Signs of Perinatal Mood and Anxiety Disorders (1 Training)

This training is for anyone who works in any capacity with pregnant, postpartum or reproductive-age women and their families. Come and learn about the major risk factors for Perinatal Mood and Anxiety Disorders (PMADs), as well as the different ways that they present in the general population.

You will also learn how to screen, where and how to refer a mom or family if needed, and what other resources are available in the District for families of various cultures and socioeconomic statuses. Families, and most especially children, benefit greatly from knowledgeable professionals that are equipped to identify and refer when the systems and risks of anxiety and depression are evident.

Inclusive Practices Training Descriptions

Act Early: When Children Fall Behind in their Developmental Milestones (12 trainings in English/4 trainings in Spanish)

Research shows the first five years of life are the most important to a child's development and when concerns are identified, acting early can greatly improve a child's quality of life and education outcomes. DC program systems, Early Intervention Strong Start and Early Stages partner in this training that provides professionals with guidance regarding parent engagement, lawful, inclusive practices and the provision of individualized specialized education services of IDEA Part C and Part B.

Early Intervention Services for Children with Developmental Delays and Disabilities (1 training)

Professionals learn about experiences and daily challenges when young children with diverse backgrounds and abilities are present in their programs. This interactive session will include an overview of systems, referrals, solutions, and best practices for inclusive early education.

Ages and Stages (2 trainings)

This training provides a basic overview on how to use the ASQ-3 developmental screening tool. This course is appropriate for new users, those who are considering adopting the tool, and individuals in need of a refresher on 1) the purpose of developmental screening, 2) the features of the tool, and how to introduce, administer, score, and interpret results of each screening tool.

Strong Start

Strong Start provided professional development to childcare providers on developmental screening using the ASQ and ASQ:SE (Social Emotional), typical/atypical development, and making referrals to Part C.

Q26: In fall 2014, OSSE completed a statewide collection of staff qualifications and demographics for all those employed in licensed child care centers. Please provide the key findings this collection revealed including the established benchmarks for the credentials and experience of early childhood staff. How has OSSE used this information in FY15 and FY16 to date to create supports for staff?

RESPONSE:

OSSE collected staff data from all licensed childcare centers and homes in the fall of 2014 to target technical assistance and to improve federal/district reporting. The collection was completed in alignment with the larger LEA staff data collection, with the same data sought in both collections.

Role Counts

Providers reported 186 different roles, which OSSE consolidated into 18 main categories. Roles that had counts of 15 or more are shown below. Teachers and assistant teachers were the most frequently reported roles.

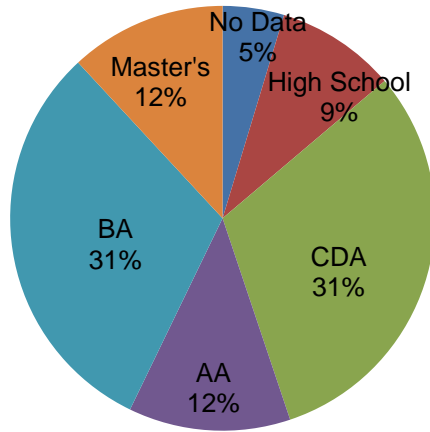
Derived Staff Role	Centers	Homes	Total
Teacher	927	4	941
Assistant Teacher	617	1	624
Home Caregiver	NA	138	138
Director / Assistant Director	135	NA	136
Administrator	129	1	131
Special Education Support	29	NA	29
Before/Aftercare Staff	26	NA	26
Food Prep	18	NA	18
Total	1,881	144	2,043

Qualifications

Providers reported the highest credential earned by teachers, assistant teachers and directors. Results are below, both in counts and percentages.

Highest Degree Earned	Assistant Teachers	Teachers	Directors
No Data	70	44	6
High School	234	86	8
Child Development Associate Credential (CDA)	145	292	7
Associate's (AA)	35	116	14
Bachelor's (BA)	125	291	55
Master's	15	112	46
Total	624	941	46

Childcare Teacher Qualification Distribution Highest Degree Earned



The data from this collection informs supports for the early learning workforce. Based on the need for Child Development Associate (CDA) credentials, OSSE funds individual scholarships for professionals. During FY2015-2016, OSSE funded scholarships for more than 200 professionals pursuing a CDA. To support early childhood staff in earning postsecondary degrees, OSSE funds scholarships for college courses and higher education degree programs. Approximately 130 in-service educators received scholarships during FY2015.

Q27: The District joined with 10 other states to develop a comprehensive Kindergarten Entry Assessment (KEA). Pilots of the assessment was to begin in 2015, with the full assessment being able for full implementation in SY2016-2017. Please provide the Committee with an update on this initiative.

RESPONSE:

This year, the District participated in the K-3 Formative Assessment Consortium led by North Carolina. The District spent the first portion of the year learning from North Carolina's pilot of this new assessment in SY 2014-15, as well as SY 2015-16 pilots in Arizona, Iowa, Maine, and Rhode Island. OSSE staff attended an in-person consortium meeting in June 2015, as well as executive committee and virtual meetings throughout the year. The Center for Educational Measurement and Evaluation at the University of North Carolina, Charlotte, evaluated the K-3 Formative pilot in North Carolina and determined that implementation of this assessment works best in locations with small class sizes (14 students or less) where teachers can devote significant time to 'gathering evidences' of student learning (e.g., anecdotal notes, photographs, videos, and student work samples).

OSSE staff evaluated the K-3 Formative Assessment tools in summer 2015 and determined that the tool's assessed skills and 'gathering evidences' approach were most appropriate for settings in which students enter school at Kindergarten, rather than in pre-K. Leadership from OSSE's Divisions of Early Learning, Elementary, Secondary and Specialized Education, and Data, Assessment and Research are in discussion about the alignment of North Carolina's K-3 Formative Assessment with the District's unique universal pre-K environment and will determine if it is appropriate for the District's context.

Q28: In fall 2015, the Division of Early Learning was to finalize the QRIS framework and rate a representative sample of programs across all sectors. Please provide any key findings from this pilot and an updated timeline on the implementation of an enhanced QRIS.

RESPONSE:

The District's quality rating framework, "Going for the Gold", was initially established in 2000 to assess the quality of child care development centers and homes. In order to help ensure that the revised QRIS serves as a meaningful, relevant, and reliable source of guidance for early learning programs and families, OSSE has collaborated with national experts in QRIS development convened representatives from the PCS, DCPS, and CBO sectors to provide initial feedback on the draft framework and consulted with the State Early Childhood Development Coordinating Council (SECDCC) on the enhanced framework.

OSSE will finalize the QRIS framework and pilot the system in FY16. Initial steps for piloting the QRIS include preparing for, conducting, and evaluating the system based on findings from the select group of early learning providers. During the pilot, a representative sample of programs across all sectors will be rated. Modifications to the criterion will be made according to the pilot evaluation and participant feedback. As part of this process, OSSE will also continue to collect and analyze data from CLASS Pre-K®, an assessment of classroom quality, in all early learning programs, including an additional 205 infant and toddler classrooms. The CLASS Pre-K® scores will be used to set baseline scores that will inform the development of realistic targets for programs to advance on to progressively higher levels of quality in QRIS. OSSE plans to begin gradual implementation of the QRIS with all early learning programs in the District at the start of FY17.

Q29: Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program, the Pre-K Program Assistance Grant Program, and the Pre-K Facilities Improvement Grant Program for FY15 and FY16 to date. For each of these grants, please list each award recipient, the amount awarded, the type and amount of funds used to support the program, and the criteria used to select grant recipients

RESPONSE:

Pre-K Enhancement and Expansion Program

Since 2008, OSSE has awarded grants to eligible CBOs to classrooms that provide high-quality early educational services that meet both the academic and social needs of all children, and help programs meet high quality requirements included in the Pre-K Enhancement and Expansion Act of 2008 (the “Pre-K Act”) (D.C. Law 17-202; D.C. Official Code §38-271 et. seq.). . Such requirements include: maintaining small class sizes; providing technical assistance and coaching support for educators; hiring and retaining teachers with a minimum qualification of a bachelor’s degree in early childhood education; and offering comprehensive health and family support services for all enrolled children.

In FY15, OSSE awarded \$7,773,338.00 in grants to support 39 high-quality pre-K classrooms under the Pre-K Enhancement and Expansion Program OSSE also provided additional resources in the amount of \$1,288,716.00 for technical assistance and coaching support for Pre-K Enhancement and Expansion grantees. The additional funding allowed Pre-K Enhancement and Expansion grantees to provide enhanced professional learning opportunities for their teaching staff to reflect and improve upon practices in sustained and meaningful ways. Training and technical assistance must be provided by OSSE-approved training and technical assistance specialists. Training can be focused on supporting implementation of curricula, classroom instruction, evaluation design, parent involvement, marketing and community outreach, and use of computers and other equipment. An OSSE-approved training must also be aligned with the District of Columbia Professionals Receiving Opportunities and Support (DC-PROS) for new teachers and program leaders.

Available data on program quality suggest that this policy of providing additional resources to the Pre-K Enhancement and Expansion grantees to meet higher quality standards has made an impact in classroom environmental and instructional quality. According to the “State of Pre-K in the District of Columbia: 2015 Pre-K Report,” released December 17, 2015, , classrooms that receive Pre-K Enhancement and Expansion Grant are surpassing child care subsidy-only funded classrooms on aspects of program quality that are positively correlated with higher student achievement. Information for award recipients in FY15 including enrollment numbers is included in Table 1.

Table 1: FY 2015 - Grantee List

Pre-K Grantee – FY 2015	Total Enrolled	Amount
Associates for Renewal in Education	22	\$370,131.00
Barbara Chambers	63	\$1,062,258.00

Big Mama's	15	\$236,520.00
Bright Beginnings	30	\$457,310.00
Bright Start	13	\$192,362.00
CentroNia	84	\$1,239,456.00
Dawn to Dusk	16	\$236,899.00
Easter Seals	16	\$238,415.00
Edward C. Mazique	16	\$236,141.00
Happy Faces Learning Center	16	\$235,762.00
Jubilee Jumpstart	16	\$236,141.00
Kiddie's Kollege	25	\$458,068.00
Lt. Kennedy Institute	10	\$163,176.00
Martha's Table	26	\$414,668.00
Matthews Memorial Child Development	31	\$472,282.00
National Children's Center	31	\$473,419.00
Sunshine Early Learning	94	\$1,417,604.00
United Planning Organization	33	\$686,059.00
Zena's Child Development Center	15	\$235,383.00
Total	572	\$9,062,054.00

To expand access to CBOs providing high quality pre-K education, in FY16, OSSE did not award grants under the Pre-K Enhancement and Expansion Program but rather developed procedures to allocate funding to CBOS providing high quality pre-K services throughout the District by layering multiple funding streams for each child. The multiple layered funding sources model is an efficient, coordinated, and strategic use of limited funding resources that maximize the impact of early education programs across the District. Therefore in FY16, under this new rule, each high quality pre-K CBO provider that applied to OSSE demonstrating that their pre-K program met the eligibility requirements and high quality standards received funding in an amount equal to the District's UPSFF for each student in the high quality Pre-K program from Head Start funding, child care subsidy funding, and the funding allocated pursuant to the Pre-K Act. From the funding appropriated to OSSE pursuant to the Pre-K Act in FY16, OSSE awarded \$9,639,582.00 to support 45 high-quality pre-k classrooms – six more than FY15. OSSE also provided additional resources in the amount of \$942,000.00 for technical assistance and coaching support for Pre-K Enhancement and Expansion grantees. Information for award recipients in FY16 including enrollment numbers is included in Table 2.

Table 2: FY 2016 - Provider list and Amount Allocated

Pre-K Enhancement and Expansion High Quality Program Receiptient	Total Enrolled*	Amount Allocated*
Barbara Chambers	64	\$1,192,361.00
Big Mama's	16	\$273,989.00
Bright Beginnings	33	\$342,458.00
Bright Start	12	\$182,720.00

Centronia	91	\$1,539,595.00
Dawn to Dusk	16	\$299,322.00
Easter Seals	16	\$267,949.00
Gap Community Child Care Center Inc.	14	\$252,361.00
Happy Faces	25	\$462,065.00
Jubilee Jumpstart	16	\$266,054.00
Kennedy Institute	16	\$274,747.00
Kiddies Kollege	22	\$378,963.00
Kids Are Us Learning Center	16	\$290,250.00
Martha's Table	8	\$145,504.00
Matthew's Memorial	22	\$341,159.00
Edward C. Mazique	16	\$272,477.00
Nation Children Center	32	\$558,945.00
Rosemount Center	17	\$290,482.00
Spanish Education Development Center	48	\$894,176.00
Sunshine Early Learning Center	87	\$1,454,745.00
United Planning Organization	25	\$353,201.00
Zena's Child Development Center	16	\$298,185.00
	628	\$10,631,708.00

* Amounts are based on providers' enrollment data rosters; therefore, amounts are subject to change pending the result of the enrollment audit.

Pre-K Assistance Grant

Pursuant to section 203 of the Pre-K Act, OSSE was to administer a five year grant program to provide assistance to pre-K programs in meeting the HQ standards presented in the Act, with the last grants to be awarded pursuant to section 203 in 2013. Accordingly, OSSE has not awarded any grants to provide assistance to pre-k programs in meeting the HQ standards in either FY 2014 and FY 2015.

Pre-K Facilities Improvement Grant

OSSE did not award any grants under the Pre-K Facilities Improvement Grant Program in FY15 or FY16 to date but is looking to continue providing this funding opportunity to providers in the future.

Q30: Please provide a narrative update of OSSE's oversight of the Head Start program in the District. At a minimum, please include the following information: how many children are currently enrolled in the District's Head Start program and where are the individual programs located in the District?

RESPONSE:

This year marked the 50th anniversary of the federal Head Start program. Since its inception, 32 million children from across the nation have benefited from the early learning opportunities and comprehensive services provided by Head Start. The District of Columbia was one of the first grantees in 1965 and Head Start is still an integral component of the District's early learning system, offering comprehensive educational, nutritional, health, and social services to low-income children and families. Designed to meet the needs of the whole child and family, Head Start programs are required to provide:

- High-quality early learning environments to help children grow intellectually, socially, and emotionally;
- Medical, dental, mental health and nutritional services for children;
- Parent involvement opportunities to engage families as partners in promoting their children's learning; and
- Outreach to support parents in setting and achieving personal and family goals.

More recently, modifications and innovations within the Head Start program have focused on improving program quality, strengthening accountability, and boosting birth-to-five alignment. These reforms are driven by Head Start's mission to promote the school readiness of young children through early, continuous, comprehensive, and high-quality support from birth to age five. To that end, federal Head Start efforts are increasingly targeted toward enhancing and maintaining the quality of both Early Head Start programs (serving children 0-3) and Head Start programs (serving children 3-5). Additionally, resources are being directed toward addressing the alignment between both programs to ensure a continuum of services infancy through preschool age. As a result, the District has been able to leverage two specific federal opportunities that have proceeded to shape the coordination and progress of the Head Start program - the Birth to Five Head Start Pilot and Early Head Start-Child Care Partnerships.

Birth to Five Head Start Pilot

Initially announced in FY13, the Office of Head Start (OHS) launched a pilot funding opportunity that gave applicants greater flexibility to design a comprehensive birth-to-five programmatic approach incorporating both Early Head Start and Head Start funding to better meet the needs of young children and communities. Prior to the pilot, organizations were required to submit separate applications to fund Early Head Start and Head Start services, however with this new approach applications could account for both programs. Additionally, the pilot provided the opportunity for applicants to propose to reallocate funding between Early Head Start and Head Start based on demonstrated community need and organizational capacity.

Among the five communities selected nationwide, the District of Columbia was given the opportunity to re-compete for the \$17 million of existing Head Start funding under the new

flexible guidelines as part of the pilot. In FY14, the Office of Head Start (OHS) awarded grants to five organizations within the District to implement coordinated early care and education services through both Early Head Start and Head Start. As shown in the Table below, these resources provide for the availability of Head Start services in all three sectors – DCPS, PCS, and CBOs.

Head Start Grantees	Home-based	EHS center	HS Center	Ward
DC Public Schools			5,051	--
Bright Beginnings, Inc.	73	33	51	--
CentroNía	72			--
Rosemount	77	39		1
Educare of Washington, DC		64	102	7
United Planning Organization - AppleTree Early Learning Center PCS Douglas Knolls			49	8
United Planning Organization - Azeeze Bates Head Start Center		16		6
United Planning Organization – Ballou		16		8
United Planning Organization- C.W. Harris Elementary School		16		7
United Planning Organization - Dunbar		8		5
United Planning Organization - Edgewood		24		5
United Planning Organization- Fredrick Douglass		40		8
United Planning Organization – Luke C. Moore		8		5
United Planning Organization - Marie Reed Elementary School		16		1
United Planning Organization - Woodson		8		7
United Planning Organization Anacostia High School		24		8
United Planning Organization - Paradise Day Care Center		16		7
United Planning Organization - Atlantic Gardens		16		8
Spanish Education Center (SED)		36		4
United Planning Organization - Healthy Babies	52			--
United Planning Organization - Home Base Program	72			--
Total	273	380	5,302	

Q31: Within the Division of Early Learning is the Policy and Research Unit which is “focused on steering collaborative research to support policy development and recommendations for policy review.” Please provide a list and narrative description of the research that was conducted in FY15 and to date in FY16. In your response, please indicate how this research has directly influenced a policy or policy recommendation.

RESPONSE:

OSSE realigned beginning in the late spring of 2014 to bring focus and support to both the PK-Postsecondary continuum and to the agency’s research and analysis functions. During the realignment, the Policy and Research Unit in the Division of Early Learning was dissolved and those responsibilities were transferred to the Division of Assessment and Research (DAR), which was expanded to include a policy focus designed to support each OSSE program division with policy and research needs. The Division of Early Learning continues to collect data on quality care, children’s well-being and the cost of providing high quality care in the District.

Q32: Describe what OSSE has done in FY15 to increase the number of infants and toddlers receiving Early Intervention services, as mandated by Part C of the Individuals with Disabilities Education Act (IDEA). Please provide the following details about the Strong Start DC Early Intervention Program (DC EIP) during FY15 and FY16, to date:

- (a) Number and percent of referrals, by source (e.g. parent, primary care physician, other medical provider, teacher, child development center, Medicaid MCO, home daycare provider);
- (b) Percent of children evaluated from overall pool of children referred in total and by ward;
- (c) The number and type of evaluations (e.g. psychological evaluation, neurodevelopmental assessment, speech-language evaluation, assistive technology evaluation, medical diagnostic) provided by DC EIP staff and various private contractors;
- (d) Number of children found eligible as a result of the referral;
- (e) Number and percentage of completed screenings that resulted in no recommendation for further evaluation, by referral source, and by Ward;
- (f) Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral;
- (g) Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan;
- (h) The number of children who received particular types of services (e.g. occupational therapy, physical therapy, specialized instruction, assistive technology, psychological services, vision, transportation, respite, and family counseling/training/home visitation);
- (i) Number of children receiving services, by funding source (e.g. Medicaid MCO, Medicaid fee for service, no insurance); and,
- (j) Any child outcome or performance outcomes OSSE collects, by type of service and provider.

RESPONSE:

- (a) Number and percent of referrals, by source (e.g. parent, primary care physician, other medical provider, teacher, child development center, Medicaid MCO, home daycare provider)

Referral Source	FY15		FY16 (to date, 1/6/2016)	
	Number	Percent	Number	Percent
CFSA	67	3.10%	16	2.80%
Child Development Centers	119	5.60%	29	5.10%
Clinics	881	41.20%	205	36%
Community Based Organizations	85	4.00%	19	3.40%

Hospitals	271	12.70%	89	15.60%
Medicaid MCO	39	1.80%	9	1.60%
Other	58	2.70%	18	3.20%
Other Government Agencies	7	0.30%	4	0.70%
Parent/Family	507	23.70%	149	26.20%
Physician's Offices	106	5.00%	30	5.30%
Totals	2140	100%	568	100.00%

- (b) **Percent of children evaluated from overall pool of children referred in total and by ward;**

	FY15			FY16		
	Number Referred	Number Evaluated	% Evaluated	Number Referred	Number Evaluated	% Evaluated
Overall	1731	1050	61%	517	222	43%

Ward	FY15			FY16 (to date)		
	Number Referred	Number Evaluated	% Evaluated	Number Referred	Number Evaluated	% Evaluated
1	172	116	67.4%	47	22	47%
2	59	49	83.1%	21	10	48%
3	79	69	87.3%	23	15	65.2%
4	277	180	65%	72	32	44.4%
5	209	122	58.4%	62	30	48.4%
6	248	171	70%	70	29	41.4%
7	273	128	47%	92	38	41.3%
8	398	209	56%	125	45	36%
Out of Dist.	16	6	38%	5	1	20%

- (c) **The number and type of evaluations (e.g. psychological evaluation, neurodevelopmental assessment, speech-language evaluation, assistive technology evaluation, medical diagnostic) provided by DC EIP staff and various private contractors;**

All evaluations conducted through the DC Early Intervention Program are comprehensive multidisciplinary evaluations (CME) and are done by DC EIP contractors or the Managed Care Organization (MCO) serving children and families across the District. DC EIP staff do not conduct evaluations.

	FY15	FY16 (to date)
	Number Evaluated	Number Evaluated
Comprehensive Multidisciplinary Evaluations (CME)	1050	222

(d) Number of children found eligible as a result of the referral

Year	Number of Children
FY 2015	806
FY 2016 (to date, 1/6/2016)	211

(e) Number and percentage of completed screenings that resulted in no recommendation for further evaluation, by referral source, and by Ward

Upon consent of the parents, each child referred to DC EIP receives a comprehensive multidisciplinary evaluation. Due to the Federal Part C Regulations (*34 CFR § 303.320 Screening procedures (optional)*) that require States to declare whether or not they will include screening in the eligibility process, DC EIP has opted not to continue screening individual children upon referral. DC EIP continues to support community and governmental agency partners through training and provision of the screening tool in an effort to ensure this resource is provided to parents and caregivers.

(f) Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral

OSSE reports annually on the number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral in its Annual Performance Report submitted in February of each year to the U.S. Department of Education and published on the OSSE website upon finalization in April. The data are as follows:

Year	Number of Children	Percent of Children
FFY 2013 (July 2013-June 2014)	556	93.1%
FFY 2014 (July 2014-June 2015)*	716	96.5%

* Preliminary data submission.

(g) Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan;

OSSE reports annually on the number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan in Indicator 1 of its Annual Performance Report.

Year	Number of Children	Percent of Children
FFY 2013 (July 2013-June 2014)	568	92.2%
FFY 2014 (July 2014-June 2015)*	791	83.6%

* Preliminary data submission.

- (h) **The number of children who received particular types of services (e.g. occupational therapy, physical therapy, specialized instruction, assistive technology, psychological services, vision, transportation, respite, and family counseling/training/home visitation)**

The number of children who received particular types of services (e.g. occupational therapy, physical therapy, specialized instruction, assistive technology, psychological services, vision, transportation, respite, and family counseling/training/home visitation):

Service	# of children receiving service
Speech/Language Pathology (SLP)	802
Physical Therapy (PT)	568
Occupational Therapy (OT)	416
Special Instruction (SI)	406
Vision Services	26
Hearing Services	36
Parent training	39

*Note that OSSE captures these data as a snapshot of a particular point in time. These data are as of December 6, 2015. A child may receive more than one service.

- (i) **Number of children receiving services, by funding source (e.g. Medicaid MCO, Medicaid fee for service, no insurance)**

Payor Source/Insurance	Number of Children
DC EIP	431
Medicaid MCO	415
Fee For Service Medicaid	71
Total	917

*Note that OSSE captures these data as a snapshot of a particular point in time. These data are as of December 6, 2015. A child may receive more than one service.

(j) Any child outcome or performance outcomes OSSE collects, by type of service and provider.

The District tracks child outcomes based on Part C federal State Performance Plan/Annual Progress Report Indicator 3 which requires the reporting on the 3 U.S. Department of Education Office of Special Education Programs (OSEP) categories:

Percent of infants and toddlers with IFSPs who demonstrate improved:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/ communication); and
- Use of appropriate behaviors to meet their needs.

The District uses the curriculum based assessment tool Assessment, Evaluation, and Programming System interactive (AEPSi) to measure progress. The goal of Part C is to work with the child *and* family in order to improve children's functioning in their routines.

OSSE does not track progress by individual service or provider. There are several reasons why this level of data collection would not accurately measure the quality of service provided to children receiving Part C services: 1) most children are being served by multiple providers; 2) the varying levels of delays or disabilities makes it difficult to determine an child's developmental trajectory; 3) family involvement (a key cornerstone of early intervention) varies by child; and 4) Medicaid MCOs have their own network of direct service providers.

OSSE has implemented several quality improvement strategies including one on one coaching of providers; ongoing web-based training modules; an Early Intervention Certificate program through Georgetown University; and the requirement that all service providers and service coordinators complete the Early Intervention 101 training module prior to working with Strong Start infants and toddlers. In FY 16 OSSE will initiate additional quality assurance efforts with providers including setting standards for evaluation and report standards, evaluating the efficacy of service delivery through parent surveys and interviews, and building consequences for noncompliance with timelines and deliverables into their contracts.

Q33: Regarding children who exited Part C services in FY15:

- (a) Number and percent of children who are meeting age-expectations in areas of previous delay at exit;**
- (b) Number and percent of children eligible for Part B services who have an IEP by age 3;**
- (c) Number and percent of children eligible for Part B who have a placement to implement their IEP by age 3;**
- (d) Percent of the time transition conferences that are attended by Part B staff and LEA staff;**
- (e) Number of children exited by type of placement or services after age 3 (eg, DCPS school, charter school, home, private school, child development center); and,**
- (f) Percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility decided after age 3).**

RESPONSE:

- (a) Number and percent of children who are meeting age-expectations in areas of previous delay at exit;**

The District tracks child outcomes based on Part C federal SPP/APR Indicator 3 which requires the reporting on the 3 U.S. Department of Education Office of Special Education Programs (OSEP) categories:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/communication); and
- Use of appropriate behaviors to meet their needs.

Percent of infants/toddlers with IFSPs who demonstrate improved positive social-emotional skills.

The percent of children who were functioning within age expectations by the time they turned 3 years of age or exited the program:

- FFY 2012: 55.5% (126/227)
- FFY 2013: 62.3% (185/297)

Percent of infants/ toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills.

The percent of children who were functioning within age expectations by the time they turned 3 years of age or exited the program:

- FFY 2012: 49.8% (113/227)
- FFY 2013: 41.8% (124/297)

Percent of infants / toddlers with IFSPs who demonstrate improved use of appropriate behaviors to meet their needs.

The percent of children who were functioning within age expectations by the time they turned 3 years of age or exited the program:

- FFY 2012: 60.4% (137/227)
- FFY 2013: 68.4% (203/297)

(b) Number and percent of children eligible for Part B services who have an IEP by age 3

Number of children eligible for Part B services who have an IEP by age 3	60
Total number of referrals from Part C to Part B	228
Percentage	26.3%

(c) Number and percent of children eligible for Part B who have a placement to implement their IEP by age 3

OSSE’s special education data system (SEDS) tracks special education eligibility and timely IEP development by age 3, which is the federally mandated requirement. Placement decisions are required to be made by the child’s IEP team (through the LEA) and decisions about location assignments to deliver services are made by each individual LEA. Thus, OSSE cannot provide the information requested.

(d) Percent of the time that transition conferences are attended by Part B staff and LEA staff

FY15	Total Children with Conferences	Number for which Part B attended	Percent staff in attendance
Percent of the time that transition conferences are attended by Part B staff and LEA staff	345	332	96.2%

(e) Number of children exited by type of placement or services after age 3 (eg, DCPS school, charter school, home, private school, child development center)

This calculation requires a review of individual student records. OSSE is in the process of compiling the final data set, which will be forthcoming.

(f) Percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility decided after age 3)

Number of children referred from C who were found eligible for B and had IEPs by the 3 rd birthday	61
Total number of referrals from Part C to Part B	228
Percentage	26.75%

- Q34: Provide an update on the work of the Early Childhood Development Coordinating Council in FY15 and to date in FY16. At a minimum, please include the following:**
- (a) A list of all members of the Council, including the organization they represent and the length of time they have served on the Council;**
 - (b) A list of the date and time of all meetings in FY14 and to date in FY15;**
 - (c) A narrative description of any action items taken or recommendations made by the Council in FY14 and to date in FY15.**

RESPONSE:

- (a) A list of all members of the Council, including the organization they represent and the length of time they have served on the Council**

Please see: Question 34 Attachment – SECDCC Mayor’s Order

- (b) A list of the date and time of all meetings in FY14 and to date in FY15;**

SECDCC Meetings	Date/ Time
Full SECDCC Meeting	December 9, 2014 9:00am-10:30am
Full SECDCC Meeting	January 20, 2015 11:30-1:00pm
Full SECDCC Meeting	March 24, 2015 11:00am-12:30pm
Full SECDCC Meeting	May 26, 2015 9:00am-10:30am
Full SECDCC Meeting	July 23, 2015 1:00pm- 2:30pm
Full SECDCC Meeting	September 29, 2015 10:00am-11:30am
Full SECDCC Meeting	November 30, 2015 11:00am- 12:30pm
SECDCC Co-Chairs	November 17, 2015 11:00am-12:30pm

- (c) A narrative description of any action items taken or recommendations made by the Council in FY14 and to date in FY15.**

In FY15, the SECDCC restructured its committees and assigned members to co-chair each committee. Additionally, a staff person from OSSE was assigned to staff these committees.

- Program Quality, co-chairs: Cecilia Alvarado and Cynthia Davis
- Data, Needs Assessment and Insights Committee, co-chairs: Erin Kupferberg and Dana Jones
- Health and Well-Being, co-chairs: Maria Gomez and Colleen Sonosky
- Finance and Policy, co-chairs: Stacey Collins and Judy Berman
- Family Engagement and Early Intervention, co-chairs: LaToya Smith and Pamela Brown-White

- Public and Private Partnerships, co-chairs: Jennifer Lockwood-Shabat and Gregory McCarthy

Committee membership includes SECDCC members and non-SECDCC members. The committees have focused on identifying and recruiting members and clarifying priorities.

The SECDCC was consulted and provided input on the following issues during FY15 and to date in FY16:

- **Child Care and Development Block Grant.** The new Child Care and Development Block Grant law requires OSSE to consult and engage the SECDCC on the development of the District's three-year Child Care and Development Fund (CCDF) Plan with specific emphasis on the following areas:
 - Cost Alternative Methodology for setting subsidy rates. The SECDCC was consulted in March 2015 on the District's decision to use the cost alternative methodology to inform rate setting for child care subsidy providers. Preliminary results were shared with the SECDCC at the November 2015 meeting.
 - Statewide Disaster and Preparedness Response plan. The SECDCC received information at the November 2015 meeting on the implementation strategy OSSE established to move forward a statewide disaster and emergency response preparedness plan for child development facilities.
- **Implementation of the Quality Improvement Network.** The SECDCC receives regular updates and have the opportunity to provide input on implementation of the QIN.
- **Pre-K Act Emergency Rulemaking** – Members of the SECDCC raised a concern over how OSSE was planning to allocate the Pre-K Enhancement and Expansion funding appropriated to OSSE by Council through the Pre-K Act which resulted in OSSE proposing and establishing through emergency rule a procedures for allocating pre-K funding to community based organizations. The rule was discussed at the SECDCC meeting and members had the opportunity to provide input and comment on the final rule.
- **Collection of school readiness data using the Early Development Instrument.** The SECDCC received a briefing in January 2015 on the Transforming Early Childhood Community Systems, a national initiative focused on using population based school readiness data to drive community level change. The SECDCC was supportive of OSSE's effort to collect data on all pre-K 4 students using the Early Development Instrument.. In FY15, OSSE was able to collect data on approximately 25% of the pre-K 4 population. Members of the SECDCC were instrumental in engaging schools in this effort. In FY16, members of the SECDCC and the RaiseDC Leadership Council are helping recruit schools to participate to ensure OSSE is able to collect data on at least 70% of pre-K 4 children in the District.
- **Proposed revisions to the quality rating framework.** The SECDCC has been briefed and has provided comments on the draft framework for rating program quality

developed led by the Division of Early Learning (DEL) at OSSE. OSSE will continue to update the SEDCC as it begins roll out of the QRIS.

Elementary, Secondary, & Specialized Education

Q35: One of OSSE's FY15 goals was to introduce new residency verification rules that seek to improve the residency verification process and outcomes. Please provide a copy of those new rules. If this goal was not met, please provide an explanation and detail OSSE's efforts to date to promulgate these new rules.

RESPONSE:

The Office of the State Superintendent of Education (OSSE) is responsible for working with LEAs to identify non-residents and for the collection of non-residency tuition payments from LEAs. The purpose of new rules would be to clarify policies and procedures required to ensure District residents have access to available space at local schools, and that when extra space is available, non-resident students enrolled in a D.C. public school pay non-resident tuition.

In January 2014, OSSE issued an Advanced Notice of Proposed Rulemaking to provide stakeholders with an opportunity to send comments to OSSE prior to formal publication of the proposed rulemaking. OSSE received numerous comments and over the last year has worked to finalize a draft of the new residency verification rules based on comments received. But given the transition in leadership throughout the District, OSSE did not introduce new rules in FY15. OSSE did, however, amend the enrollment audit to ensure accuracy by completing both a distinct review of the documentation for 10 percent of the 3- and 4-year old population and a 10 percent sample of the overall school population for schools with a 3- and 4-year old population and by including students attending pre-K in community based organizations. In FY15 OSSE conducted 96 residency fraud investigations, closing 73 cases, sending 4 to DCPS, and continuing to investigate 19 open cases. Further, In FY15 and to date in FY16, OSSE strengthened its residency fraud program by: 1) maintaining its residency fraud communications portal; 2) streamlining the residency fraud investigation process; 3) procuring a residency fraud investigator; 4) hiring a full time staff investigator which increased office capacity; and 5) continued a process for investigating constituent complaints regarding out-of-state tags.

OSSE is continuing to learn about the various issues that these proposed regulations would address and is working on developing a draft proposed rulemaking that with comprehensively address the various residency issues raised.

Q36: In FY14, OSSE developed an Early Warning System, which helps school identify students at-risk for failing to meet key outcomes associated with academic success by isolating factors predictive of dropouts. What are the factors that OSSE monitors and please provide an update on this work in FY15 and FY16 to date?

RESPONSE:

Headed by the Office of the State Superintendent of Education (OSSE), the District's Early Warning System (EWS) Project is part of an initiative to analyze current pathways to improve graduation outcomes for students in the District and to develop an interactive data tool that can effectively identify students that are at risk of dropping out of school prior to graduation, as well as predict other outcomes such as school readiness, achieving proficiency for a given grade, high school graduation, or college success.

In FY14, OSSE began the development of the Early Warning System (EWS), an operational data storage that houses several different student cohorts that contains a combination of academic, behavioral and demographic indicators. The EWS is an interactive rule-builder that allows users to develop and test different combinations of these early warning indicators. The rule-builder tool includes "best fit" models to identify which students are most in need of interventions. Some of the factors that are used in the EWS to determine students that are at risk are: state assessments, ACT, SAT, PSAT, AP, ACCESS, behavior (such as suspensions, disciplinary actions), attendance (in seat attendance), homelessness, and FARM, SPED, ELL status.

The underlying research to identify appropriate at-risk factors for students that are having academic challenges and non-graduation is in progress, and many specific indicators of risk have been identified. To transition from an analytical project to clearly identified risk factors that can be used for program evaluation and funding purposes, the next step in the development of the EWS is to obtain data to identify students who are at risk of not being promoted to the next grade, dropping out of high school or having challenges completing a postsecondary degree. In order to reach this next step, OSSE would need to receive course specific data from LEAs, as that data is one of the key factors for detecting early warning signs. In the meantime, OSSE will continue to partner with Raise DC to help inform the eighth and ninth grade transition.

Q37: In the fall of 2014, OSSE, Thurgood Marshall Academy, and 13 additional charter LEAs launched a collaborative project on the model teacher evaluation system. The model system is supposed to be piloted and available for optional use by DC LEAs during the 2015-16 school year. Please provide an update on this work, including a list of the LEAs that will be included in the pilot.

RESPONSE:

As noted above, during FY 2015, OSSE partnered with 14 charter LEAs in a collaborative effort to develop a model teacher evaluation system. The effort resulted in the design of a model effective teaching framework and a library of supporting resources to guide LEAs in its use.

In the summer of 2015, OSSE recruited the following 6 LEAs to participate in a pilot of the model teacher evaluation system. They are:

- Thurgood Marshall Academy Public Charter School
- Cedar Tree Public Charter School
- Roots Public Charter School
- IDEA Public Charter School
- Washington Yu Ying Public Charter School
- Washington Mathematics, Science, and Technology Public Charter High School

The pilot effort kicked off with an intensive summer training institute, in which OSSE staff members trained the leadership of the 6 participating LEAs on how to effectively use the system. One of the chief goals of the training was to develop norms around how to effectively utilize the classroom rubric. The model evaluation system emphasizes student learning objectives (SLOs) as a significant component of an LEA's approach to measuring a teacher's impact on students. Thus, a significant portion of the summer 2015 training institute was devoted to training school leaders on the construction of an SLO, how to collaboratively develop and approve an SLO, and how to integrate the use of SLOs into the existing teaching and learning framework at a school.

Since August 2015, the 6 piloting LEAs and OSSE staff have met monthly as a community of practice for the purpose of sharing best practices, refining the evaluation instruments and supporting materials, and reviewing sample evaluation data. These monthly sessions will continue through June of 2016, and will lead to the creation of additional resources, the development of final recommendations on how to weigh the components of the model system, and the creation of additional guidance on conducting meaningful classroom observations. Throughout the pilot year, OSSE will continue gathering feedback from the pilot LEAs on the effective teaching framework through surveys of school leaders and teachers being evaluated. OSSE staff will also engage a focus group in March 2016 and a Technical Advisory Committee in May 2016 to evaluate the efficacy of the model framework.

For more information about the model evaluation system, including the effective teacher evaluation framework and supporting resources, visit the Model Teacher Evaluation System webpage of LearnDC.org: <http://learndc.org/classrooms/about/teacher-and-leader-evaluation/dc-model-teacher-evaluation-system>.

Q38: Describe OSSE’s efforts to monitor and provide support to LEAs with regard to the student achievement for English Language Learners in FY15 and FY16 to date.

RESPONSE:

As the English Learner (EL) student population continues to increase, OSSE has recognized the need for development of more robust policies, practices, and supports for leaders and teachers across the District. OSSE is taking critical steps to create supporting conditions that enhance language development programs for EL students, increase learning opportunities for educators, and ultimately ensure that ELs can succeed in every classroom in DC.

In FY15, OSSE developed and began executing key strategies designed to expand support and increase success for our most linguistically and culturally diverse students, through four (4) strands of work, which are critical levers for change: (a) Monitoring and Compliance, (b) Program and Practice, (c) Assessments and Data, and (d) Regulations and Guidance.

Monitoring and Compliance

In FY15, OSSE conducted on-site reviews of Title III grant funded LEA EL programs. Including DCPS, there were 13 participating Title III LEAs in FY15, serving roughly 6,900 English Learners collectively. OSSE performed a thorough analysis of programmatic and fiscal elements of each LEA’s Title III EL program to ensure compliance with federal guidelines through pre-site evidence analysis and on-site interviews. Based on these reviews, OSSE prepared monitoring reports that provide the LEA with monitoring results on each monitoring indicator. During on-site reviews, OSSE gathered survey data to inform technical assistance and professional development needs of each LEA. Survey data was used to determine technical assistance needs for FY16, with an aim toward ultimately strengthening EL programs across the District.

In FY16, OSSE continues its effort to provide technical assistance to sub-grantees that serve ELs, specifically around program evaluation. Title III sub-grantees are expected to analyze data and develop biennial written evaluations of their ESL programs, and note any programmatic changes made as a result of a data review. FY15 monitoring activities revealed this as an area of need; thus OSSE is developing guidance and support tools to assist LEAs in the execution of thorough, meaningful program evaluation.

Additionally, OSSE is currently building out a risk-based monitoring framework, based on LEA “risk” status, to provide more targeted support to high-need LEAs, based on a number of factors. Such factors include: student performance, fiscal management across grants, and overall grant program compliance.

Program and Practice Support

Providing assistance to LEAs as they work to establish high quality programs is a critical component of OSSE’s Teaching and Learning Unit. OSSE seeks to build on work to date to focus on high quality program development, instructional expertise, and family engagement on behalf of ELs throughout the District.

In FY15, OSSE began bridging gaps internally and externally to cultivate innovative partnerships and opportunities for EL students and the teachers and leaders who support them. In summer of 2015, OSSE partnered with experienced former and current school-based leaders to develop and execute the inaugural ELL Institute for Teachers and Leaders. This two-day professional development opportunity provided school-based staff break-out sessions on: (a) English Language Development (ELD) Standards and integration into lesson plans, (b) Common Core ELA writing workshops for ELs, (c) panel discussions with current and former immigrant students, and (d) Policy workshops. The two-day summer intensive included over 85 participants, and was well-received. Survey data was used to help guide professional development planning for FY16.

Currently in FY16, OSSE continues to cultivate partnerships and build professional development opportunities for educators on behalf of ELs. In partnership with World-Class Instructional Design and Assessment (WIDA), a multi-state consortium that advances academic language development and achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators, OSSE delivered two workshops for school-based staff. One session focused on standards-based lesson planning and the other on data analysis. Each workshop garnered roughly 40 participants from 13 LEAs, including DCPS. Additionally, OSSE is preparing to launch a 6-session monthly training series with our partners from SpELLigent. Scheduled dates are: January 8th, January 22nd, February 8th, March 25th, April 26th, and May 13th. The workshop-style training series will provide leaders and teachers with turn-key instructional tools and evidence-based best practices that support English Learners and students with disabilities. OSSE is also currently planning its 2nd Annual ELL Summer Institute for LEAs.

Assessments and Data

A critical responsibility of OSSE is to ensure LEAs are equipped to successfully prepare and support all students through testing, including English Learners. OSSE also ensures LEAs have access to valid, reliable, and transparent student data. In FY15, OSSE adopted and employed new accountability measures for core content through the Partnership for Assessment of Readiness for College and Careers (PARCC). In preparation for PARCC administration, OSSE's Division of Data, Accountability, and Research partnered with ESSE to provide targeted support and assistance to each LEA through the OSSE Next Generation Assessments (NGA) Ambassador program. Through the NGA Ambassador program, each LEA was matched with an individual OSSE contact who delivered targeted technical assistance, inclusive of accommodations support for ELs and students with disabilities

In addition to adopting and employing new accountability measures related to core content, in Spring 2016 OSSE is preparing for the launch of a new tool for measuring speaking, listening, reading, and writing in English: ACCESS for ELLs 2.0, developed by WIDA. To ensure LEAs are adept at understanding student data, and are prepared to support students through rigorous assessments, OSSE has (a) developed and delivered ACCESS for ELLs 2.0 webinars, (b) provided professional development sessions on using data to inform EL instruction (the aforementioned WIDA data workshop), and (c) begun working with stakeholders through the State Title III Advisory Committee to explore current data and to identify gaps in data access.

Ultimately, this work will ensure OSSE collects information that provides practitioners with additional insight into EL trends and needed programmatic shifts.

Regulations and Guidance

OSSE, in partnership with a recently expanded State Title III Advisory Committee, has begun analyzing strengths and gaps in current regulation and policy, reviewing national practice related to regulatory and policy efforts in this area, and considering changes that will strengthen the foundation of program design and service delivery in DC. In FY15, OSSE began working with stakeholders from DCPS, charter LEAs, and PCSB to review and draft proposed revisions to the DCMR, Chapter on the Education of Language Minority Students (Chapter 31). These revisions are intended to ensure alignment to critical programmatic elements outlined in the Federal Civil Rights Act. In FY16, OSSE is working to finalize the revisions for internal review. The proposed changes to the regulations would be useful in strengthening EL programs at all LEAs, in addition to Title III grantees.

Q39: Describe OSSE’s efforts to monitor and provide support to LEAs with regard to the student achievement for at-risk students in FY15 and FY16 to date.

RESPONSE:

Priority and Focus schools have high percentages of students who meet criteria for OSSE’s at-risk indicator, as defined by Section 2(a)(3) of the “Fair Student Funding and School-Based Budgeting Amendment Act of 2013” effective February 22, 2014 (D.C. Law 20-87; D.C. Official Code 38-2901(2A)). In the 2014-15 school year, the District’s Office of the State Superintendent of Education (OSSE) created a support model for the District’s lowest performing schools (called Priority schools) that, due to lack of exiting Priority school status, required state intervention pursuant to the DC Elementary and Secondary Education Act (ESEA) Waiver. This model is named the Learning Support Network (LSN). Starting in the 2015-16 school year, the model was expanded to serve Focus schools that are identified as needing to increase the achievement of a specific subpopulation of students in reading or math.

OSSE’s theory of action for the Network is to help schools improve academic outcomes for students by providing high-quality support and by creating a network of schools that can support each other. This Network has been found to be an effective way to foster collaboration among educators and administrators, improve supports for schools and LEAs, and increase student achievement. OSSE is committed to ensuring that the support for each school is individualized to address identified needs and reduce barriers to improvement.

In FY 15, eight Priority schools participated in the LSN. In FY16, a total of 15 Priority schools are participating (14 DCPS and one charter school), in addition to six Focus schools (three DCPS schools, three charter schools). Priority and Focus schools have high percentages of students who meet criteria for OSSE’s at-risk indicator.

Priority schools participating in the LSN are paired with a dedicated coach who works with the school and LEA leadership team to implement a strategy that addresses the school’s root causes of poor student performance. Supports include coaching on instructional strategies, supporting the implementation of Response to Intervention (RtI), supporting the development of college and career exposure experiences for students, and others. In addition, identified schools participate in peer consultation and embedded professional development through job-alike consultation and coaching with peers who are finding solutions to similar challenges.

The main component of the LSN intervention for Focus schools is a Community of Practice focused on math instruction, the subject area for which all current Focus schools were identified. Schools are participating in three Community of Practice meetings over the course of the year which will provide opportunities for school leaders to share learning and leverage knowledge and expertise so they can solve common problems related to student achievement. Over the course of the year, schools will also receive two on-site coaching visits and three virtual meetings with the coach. The purpose of these touch points will be to support the implementation of the school’s action plan.

Q40: Provide an update on OSSE's implementation of an environmental literacy program.

RESPONSE:

As required by an amendment to the Healthy Schools Act via the Sustainable DC Omnibus Amendment Act of 2014, OSSE hired its first environmental literacy coordinator in May 2015. Also required by the Sustainable DC Omnibus Amendment Act, OSSE submitted a report to Council on the state of environmental education in the District, plans for expansion, and recommendations for improving the program in July 2015. The report also included status updates on action items within the DC Environmental Literacy Plan from the following agencies: OSSE, DC Department of Energy and Environment, DC Public Schools, DC Department of Parks and Recreation, DC Department of General Services, DC State Board of Education, and the University of the District of Columbia. The report can be accessed online: <http://osse.dc.gov/node/1095842>

With funding from the Environmental Literacy Specialist Pilot Program Amendment Act of 2015, OSSE has created three new opportunities for District teachers and organizations to advance environmental literacy in the District. Described below, these opportunities are informed by lessons learned from the 2013 Sustainable DC Innovation Grant that the DC Department of Energy and Environment received to begin implementation of the DC Environmental Literacy Plan:

1. Establish the Environmental Literacy Leadership Cadre

OSSE is establishing its first Environmental Literacy Leadership Cadre (ELLC), a group of individuals from elementary schools across the District who will be responsible for: 1) developing a plan to implement the Environmental Literacy Framework at their schools; and 2) coordinating its implementation. The ELLC will meet monthly to discuss environmental education best practices, how the Environmental Literacy Framework supports teaching the Next Generation Science Standards, implementation of school garden and recycling/composting projects, and additional resources available to support schools.

Applications for the ELLC were due on Jan. 8, 2016, and the first meeting took on Jan. 26, 2016.

2. Environmental Literacy Advancement Grants

OSSE has created a grant opportunity for nonprofit organizations to apply for Environmental Literacy Advancement Grants. The goal of this grant is to provide environmental education programs in the areas of air quality/climate change, water, land, resource conservation, or health for elementary schools in the District. Applicants will be required to provide quality environmental education programs to a minimum of one entire grade level at one school in support of the school-based environmental literacy program. Applicants are also encouraged to collaborate and/or partner with other nonprofits to determine which grade level will best fit their expertise and decrease the chance of duplicative efforts. Grants must cover costs of all program fees and transportation for the students.

The Request for Applications was released on Dec. 30, 2015 and applications are due on Feb. 3, 2016. OSSE anticipates awarding the grants no later than Feb. 19, 2016.

3. Environmental Literacy Fellowship Grants

OSSE has created a grant opportunity for nonprofit organizations to host 8 six-month Environmental Literacy Fellows (Fellows). These fellows will support teachers that are part of the ELLC. The Fellows will be responsible for ensuring that environmental education programs, particularly coordination of school garden, recycling, and composting efforts, will be integrated at every grade level in alignment with the school-based environmental literacy program, and that methods are put into place in schools that will result in these programs being sustained over time. The Request for Applications was released on Jan. 6, 2016 and applications are due on Feb. 10, 2016. OSSE anticipates awarding the grants no later than Feb. 24, 2016.

With the DC Environmental Education Consortium, OSSE has been convening a series of meetings to determine whether the District should have a “green, sustainable, healthy” schools certification program, as a precursor to the U.S. Department of Education’s Green Ribbon Schools recognition program. Meetings are attended by representatives from OSSE, DC Public Charter School Board, District agencies, and nonprofit organizations. By the end of the school year, the group will draft a set of recommendations for OSSE to consider moving forward. Additionally, the environmental literacy coordinator collaborates with other OSSE programs, such as STEM initiatives, DC Science Assessment item development and review, the State Science Leadership Team, and School Garden/Farm to School Advisory Board. The coordinator is also an Elementary professional development instructor for the DC Public Schools’ Cornerstones initiative, which has a significant amount of environmental content. The coordinator continues to represent OSSE and/or the District with the DC STEM Network, Chesapeake Bay Education Workgroup, and the North American Association for Environmental Education.

- Q41: (a) How was the enhanced funding for OSSE’s homeless children and youth program used in FY15?**
- (b) What types of supports and training were made available to school liaisons?**
- (c) What financial resources are available to schools with large numbers of homeless students?**
- (d) Has a needs assessment been conducted on what schools require to ensure educational continuity for these students?**

RESPONSE:

- (a) How was the enhanced funding for OSSE’s homeless children and youth program used in FY15:**

The enhanced funding received in FY15 was used to hire two Program Specialists in FY15 to support the existing position of the Homeless Education State Coordinator and expand the reach of the Homeless Education Program within OSSE to support LEAs in better reaching and serving homeless students. This team works to gather valid, reliable, and comprehensive information on the problems faced by homeless children and youth, the progress of the SEA and LEAs in addressing those problems, and the success of locally implemented strategies intended to ensure that homeless children and youth enroll in, attend, and succeed in school. The expansion of staff has enabled OSSE to provide high-level technical assistance to schools, in coordination with local liaisons, pertaining to: legal obligations of schools and rights of students, enrollment policies, transportation assistance, school records, academic achievement, and the review and revision of policies that may act as enrollment barriers.

In addition, with supplemental funding received for this program in FY15, this program has increased capacity to provide technical assistance to LEAs in coordination with local liaisons, community based organizations and other District offices to ensure that LEAs comply with the McKinney-Vento Act.

- (b) What types of supports and training were made available to school liaisons**

In an effort to increase awareness regarding the educational rights of homeless students and parents, OSSE offered a variety of webinars conducted by the Homeless Education Program’s state coordinator and program specialists with support from the National Association for the Education of Homeless Children and Youth (NAEHCY) and the Department of Education. The following trainings and events are exemplars of the professional development opportunities and community-based sessions which were offered in FY15 to local education agencies (LEAs), shelters, government agencies, community-based organizations, and faith-based organizations:

- Professional Development Training for LEA Homeless Liaisons: Homelessness and Special Populations in District Schools – Workshops included Human Trafficking and Youth Homelessness, Parenting and Expectant Minors Experiencing Homelessness and Addressing the Needs of LGBTQ Youth.

- LEA Homeless Liaison Orientation: McKinney-Vento 101, Resources & McKinney-Vento QuickBase Application, Homeless Student Referrals.
- PCSB New School Leaders Workshop on Health, Safety & Transportation: State coordinator facilitated a McKinney-Vento session for administrators of public charter schools which were opening in the 2015-16 school year. The session focused on the educational rights of students and parents experiencing homelessness and the supports provided through the Homeless Education Program.
- Roosevelt STAY Housing Fair: State coordinator provided information about educational resources for homeless students to 40-50 adult students, most of whom were experiencing homelessness.

(c) What financial resources are available to schools with large numbers of homeless students?

There are currently three financial resources available to schools with significant homeless populations:

1. Additional funding offered for identified homeless students under the At-Risk Student classification within the Uniform Per Student Funding Formula (USPFF).
2. LEAs within the District of Columbia are eligible to apply for funding made available through OSSE's Homeless Education Program (Subtitle VII-B of the McKinney-Vento Homeless Assistance Act; reauthorized by Title X, Part C of the ESEA as reauthorized). Applicants with greater numbers of homeless students are prioritized for funding.

Grantees for FY15 were:

- Apple Tree Early Learning Center Public Charter School
 - District of Columbia Public Schools
 - Cedar Tree Academy Public Charter School
 - Friendship Public Charter School
 - Cesar Chavez Public Charter School
 - Center City Public Charter School
 - Democracy Preparatory Public Charter School
 - Tree of Life Public Charter School
3. Additional Support (e.g. uniforms, vouchers for eye exams and glasses, school supplies, Burlington Coat Factory vouchers, Safeway and Payless Shoes vouchers for students experiencing homelessness or in need of assistance through the Bridge to Success Program (formerly known as Neediest Kids Fund). Public charter schools may submit requests for these items to Friends of Choice in Urban Schools (FOCUS) DC, which oversees the program for public charter schools. DCPS has a designated Bridge to Success coordinator within their Central Office. Schools with significant homeless populations are prioritized.

(d) Has a needs assessment been conducted on what schools require to ensure

educational continuity for these students:

With the improved and more timely data available to the homeless education program, the team has developed a series of measurable goals against which to monitor progress as listed below. The first evaluation against these measurable outcomes will be completed in the summer of 2016.

- Goal 1: All homeless students, identified and enrolled at the time of the state assessments, take the state assessment required for their grade levels.
- Goal 2: The percent of homeless students graduating high school increases to that of the overall graduation rate of the District.
 - Baseline performance data for homeless students will be established and used to set FY17 targets.
 - The percent of homeless students graduating high school will be established and used to set FY17 targets.
- Goal 3: 100% of LEAs have policies for ensuring that all students in homeless situations are enrolled immediately and are in attendance.
- Goal 4: Increase the number and percent of LEAs reporting that they provide homeless children and youth with IEPs with special education service in a timely manner.
- Goal 5: Ensure that preschool-aged homeless children have the opportunity enroll in and attend preschool programs.
 - The program will increase collaboration intended to support the identification of preschool-age children in homeless situations.
 - Baseline performance data for homeless students will be established and used to set FY17 targets.
- Goal 6: Increase the number and percent of students in homeless situations experiencing stability in school through the provision of transportation to the school of origin.
 - Baseline performance data for homeless students will be established and used to set FY17 targets.
- LEA homeless liaisons complete evaluations at all technical assistance offerings. The information gathered from these tools guides future opportunities for trainings, community outreach and targeted educational resources offered to LEAs and students and parents experiencing homelessness to ensure educational continuity. Additionally, student performance data, which is submitted annually by OSSE in our *EDFacts* report to the U.S. Department of Education, is utilized with other data assets to assess the areas of need for students experiencing homelessness in the District of Columbia.
- The FY2015 McKinney Vento Homeless database was fully launched in FY15 and enabled liaisons to report newly identified students via an online QuickBase tool. This system better enables the Homeless Education Program to analyze enrollment data, gather insight regarding enrollment trends or concerns and to ensure that program activities are aligned with real-time data analysis (e.g. distribution of resources from community partners).

Q42: Please provide an update on the data collection efforts for the city's Community Schools grantees – what program evaluation is planned/what metrics will be used to measure impacts on students and families, beyond attendance and test scores?

RESPONSE:

OSSE has been working with key partners to develop an evaluation tool to assess the impact of community schools in the District of Columbia. As part of its evaluation framework, OSSE is adopting a service-based approach. This approach would assess the impact of specific services against identified student and community outcomes.

The service-based approach is building on a stream of work that OSSE has developed to support evaluation of services provided to students by College Access Providers (CAPs) and which is also expanding to support other networks of community-based providers serving DC students. The work involves bidirectional data sharing to support benchmarking of success across a number of metrics to evaluate the impact of services. Since each Community Schools grantee offers different services, and services are not standardized, OSSE is engaging in a collaborative process with grantees and experts to identify key outcomes and map services to those outcomes in a way that supports evaluation work, as well as program improvement. This work with partners builds trust and will result in consensus on expectations, definitions, and targeted results.

Potential outcomes of interest, identified through review of the emerging Community Schools literature, include:¹

- improved academic performance in reading and math;
- improved student and teacher attendance;
- reduced dropout rates and improved graduation rates;
- improved behavior;
- gains in indicators of positive youth development, such as leadership and conflict resolution skills;
- greater parent involvement; and
- community benefits, such as better use of school buildings and safer neighborhoods.

Timeline: OSSE staff presented this plan and discussed it with the Community Schools Advisory Committee in November 2015. OSSE plans to finalize a scope of work to competitively bid out the evaluation. OSSE will convene a subcommittee of the advisory committee (including both grantees and others) in February 2015 to review the draft evaluation scope and seek input. OSSE will then competitively bid the work out this spring. OSSE anticipates sharing data with grantees by the end of school year 2015-16.

¹ See for example:

<http://www.communityschools.org/assets/1/AssetManager/CCS%20Research%20Report2009.pdf>

Q43: OSSE submitted a state teacher equity plan to the U.S. Department of Education. Please provide a copy of that plan and describe efforts made in terms of implementing recommendations to date in FY16.

RESPONSE:

OSSE submitted to the Department of Education a plan that was approved on October 22, 2015.

The plan can be accessed at:

<http://www2.ed.gov/programs/titleiparta/equitable/dcequitableplan100815.pdf>

The plan describes gaps between DC students (comparing poverty, minority status, past performance, and ward metrics) in their access to excellent educators. It outlines several key strategies to address these gaps that OSSE has begun to implement:

- **Licensure Reform:** Licensure policies were identified as a potential obstacle for the retention of effective teachers in high-need classrooms. Specifically, there are some instances where teachers who were rated as effective could not continue to teach because they were operating under a temporary license that had expired. The proposed licensure reform provides additional licensure options to ensure that effective teachers can continue to teach at high-need schools. The licensure regulations will be released.
- **Staffing Data Collaborative:** There is a need for high quality data on how schools can attract and retain the teachers they need in order to close teacher equity gaps that exist across the District. The importance of high quality staffing data, including data from the charter sector, was a finding of the DC Public Education Reform Amendment Act (PERAA) report that was released last year. To accommodate this need, OSSE designed a voluntary initiative wherein local education agencies (LEAs) will partner with OSSE and a research organization, which would analyze their staffing data and identify trends regarding how excellent educators can be attracted and retained at the LEA and city levels. The first year of the Collaborative will focus on understanding the trends regarding teacher preparation and working conditions. Currently, 20 LEAs have agreed to participate in this project. Findings from the project will contribute to the development of additional policies to close the gaps in access to excellent teachers across the District.
- **Teacher Support:** Support was identified as a key element to retaining teachers at high need schools. Implementation has focused on targeting available state support to those schools that need it the most. Work has begun to direct teacher support resources (both academic and social-emotional student support) to schools that were identified by the plan as both high need (using poverty, minority, performance and ward metrics) and with limited access to excellent educators.

**Q44: How many staff worked on teacher licensure services in FY15 and to date in FY16?
What is the current number of vacancies in that division?**

RESPONSE:

During FY15 and to date in FY16, the Educator Licensure unit has been comprised of five full-time staff members and two part-time light duty Department of Transportation staff members. Currently, there are no vacancies in the Educator Licensure unit. The unit consists of:

- One (1) Licensure Administrator who oversees the overall functions of the unit and makes recommendations for improvement of the system for processing licenses;
- Two (2) Licensure Specialists who are responsible for reviewing the majority of licensure applications that arrive in the office as well as providing response to customer inquiries; and
- Two (2) Licensure Staff Assistants whose primary functions are responding to customer inquiries and managing the intake of licensure applications.
- Two light duty staff persons from OSSE Department of Transportation who assist with application intake and data entry functions. In November of 2015, one of the light duty staff members transitioned back to OSSE's Department of Transportation.

Q45: Please supply the number of licensees/certified professionals/registered professionals broken down by status that the agency received and approved in FY13, FY14, FY15, and FY16 to date.

RESPONSE:

The following table shows the total number of educator license applications received and licenses issued by the agency during FY13, FY14, FY15, and FY16 to date:

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY13	3725	2813
FY14	4268	3660
FY15	3808	3545
FY 16 to date (9/1/15 to 12/31/15)	911	872

Q46: Provide an update on OSSE's efforts to develop an online platform for teacher licensure services to date.

RESPONSE:

Throughout FY 2015 and the start of FY 2016, OSSE worked to develop a web-based educator licensure platform that would enable prospective applicants to enter personal and demographic information, upload supporting documents, and pay for application processing fees electronically using a credit card. On January 4, 2016, the new Educator Credential Information System (ECIS) was made available to the public. OSSE also created user friendly guidance to accompany the release. One of the chief goals of ECIS is to streamline the application submission and review process with an emphasis on reducing application processing times. The ECIS online application can be accessed at the following link: [ECIS Registration](#). ECIS users may also visit the OSSE website to [download the ECIS User Guidebook](#) for step-by-step instructions on how to submit an online application.

OSSE will be tracking user satisfaction and impact on application timelines on a quarterly basis to determine necessary technological enhancements and process changes.

Q47: List and describe all the alternative certification/licensure programs that are currently available in the District for FY15 and FY16 to date. How many individuals were licensed through those programs?

RESPONSE:

The federal definition of alternative certification program, to which OSSE adheres, is any licensure program in which a teacher candidate serves as a teacher of record in a DC school while also completing coursework, field experience, and clinical practice requirements toward completion of the program. Thus, in DC an alternative certification program can be based within an institution of higher education, such as The George Washington University, or in a non-profit organization, such as Teach for America, or in a local education agency (LEA), such as KIPP DC. The following table identifies all state-accredited alternative certification providers in the District of Columbia and shows the number of teacher candidates who were licensed through each.

Alternative Certification Provider	Program Type	Licenses Issued FY14	Licenses Issued FY15	License Issued FY 16 (9/1 -12/31/15)
American University	University-based	1	11	9
Catholic University of America	University-based	0	6	0
Center for Inspired Teaching	Non-Profit Org	15	24	3
Capital Teaching Residency – KIPP DC	LEA-based	0	29	7
The George Washington University	University-based	0	8	4
Teach for America	Non-Profit Org	36	61	5
Teach-Now	Non-Profit Org	11	65	13
TNTP Academy	Non-Profit Org	109	150	59
Trinity Washington University	University-based	2	3	2
Urban Teachers	Non-Profit Org	63	184	8
University of the District of Columbia	University-based	1	1	0

All programs listed above were actively enrolling and graduating candidates during the FY15 and FY16 academic years.

Q48: Describe OSSE's work with LEAs in FY15 and FY16 to date to increase the number of highly qualified teachers? How many teachers were considered highly qualified in FY15 and how many are considered highly qualified to date in FY16?

RESPONSE:

During FY15 and FY16 OSSE has been engaged in a range of initiatives with the goal of increasing the quality and effectiveness of teachers in the District of Columbia. An overview of OSSE initiatives aimed at meeting this objective follow.

State Model Teacher Evaluation System

The DC model teacher evaluation system development program, which was launched in the fall of 2014, is a collaborative project between OSSE, Thurgood Marshall Academy, and number of other LEAs. The goals of the effort are two-fold:

1. To develop an opt-in teacher evaluation system available for use in SY 15-16 and beyond; and
2. To provide DC LEAs with robust guidance and training around how to leverage the evaluation process to maximize teacher performance and ultimately influence student gains.

As noted above, during FY 2015, OSSE partnered with 14 charter LEAs in a collaborative effort to develop a model teacher evaluation system, which resulted in the publishing of a model effective teaching framework and library of supporting resources. In the summer of 2015, OSSE recruited six LEAs to participate in a pilot of the model teacher evaluation system. These six LEAs have participated in a community of practice during FY 2016 for the purpose of sharing best practices, refining the evaluation instruments and supporting materials, and reviewing sample evaluation data. The monthly sessions will continue through June of 2016, and will lead to the creation of additional resources, development of recommendations on how to weigh the components of the model system, and additional guidance on conducting meaningful classroom observations.

Revision of Teacher Licensure Requirements

During FY 2015 and FY 2016, OSSE invested in a thorough review of current teacher licensure regulations in an effort to improve its teacher licensure system and eliminate unnecessary burdens that impede the ability of LEAs to hire and retain highly qualified and effective teachers. These efforts have led to the creation of a set of draft teacher licensure regulations that are currently being finalized. Consistent with the priorities for the initiative established, the draft regulatory language aims to eliminate unnecessary barriers to entry, increase the rigor of the process, align licensure to teaching performance, and reward excellent practice. OSSE plans to finalize a draft of the revised licensure regulations and move toward public comment and final adoption during the spring of 2016.

Teacher Quality Improvement Grant (TQI) & Math Science Partnerships Grant (MSP)

OSSE has aligned the priorities of the Teacher Quality Improvement Grant (TQI) and Math Science Partnership Grant (MSP) to ensure more educators are exposed to professional development aimed at supporting teacher and leader effectiveness. Grant competitions released

during FY 15 included priorities aimed at supporting LEAs in their development of an effective and highly qualified teaching force that demonstrates competency in core content subjects. During FY 2015, OSSE made five sub-grant awards totaling more than \$1 million between the two federal grant programs. These programs are supporting the professional development of more than 200 DC teachers and administrators.

District of Columbia Faculty and Staff Data

SY2014-2015

OSSE is currently in the process of gathering SY14-15 teacher quality data from DC LEAs and will engage in data analysis once LEA reports are received in February 2015. OSSE expects to have SY14-15 teacher and classroom counts by late-May or early-June 2015.

Q49: How many transitional or one-year temporary licenses were issued in FY13, FY14, FY15, and FY16 to date? Of those candidates, how many were granted a regular license following the end of their nonrenewable transitional period in FY15 and FY16 to date?

RESPONSE:

The following table shows the number of transitional license applications issued and the number of transitional license holders who updated to a Regular II license during FY12, FY13, FY14, and FY15 to date:

Fiscal Year	Transitional Licenses Issued	Transitional Licenses Upgraded to Regular II
FY12	5	0
FY13	4	0
FY14	6	0
FY15	7	1
FY 16 (9/1 to 12/31/15)	0	0

Q50: Provide an update on OSSE's efforts to work with the State Board of Education to approve new high school graduation requirements and high school flexibility recommendations. What is the current timeline for approval?

RESPONSE:

OSSE has drafted proposed rulemaking to update graduation requirements based on the recommendations of the State Board of Education's credit flexibility task force. The rulemaking includes three key changes to the current graduation requirements: (1) Adds a waiver process for awarding competency-based unit(s) rather than Carnegie Unit(s); (2) Adds a means to award a unit equivalent to a Carnegie Unit to a student who meets a course-based standard set by OSSE; (3) Shifts the requirement to enroll in Algebra by ninth grade to tenth grade and allows for an option to waive the requirement if a school is approved for a waiver to grant competency-based unit(s).

The proposed regulations were published in the *DC Register* on January 22, 2016, for a 30-day public comment period. After the comment period, OSSE will review any comments received and determine whether revisions to the regulations are necessary. If there are no substantive revisions made, the expected date for the State Board of Education to vote on the final rulemaking is March 16, 2016.

- Q51: How many DC students have IEPs? Please provide a breakdown of these students by:**
- (a) Age;**
 - (b) Grade level;**
 - (c) LEA;**
 - (d) Disability classification (for students with multiple disabilities, please identify all the underlying disability classifications), by age, grade level, and LEA;**
 - (e) Percentage of time outside of general education (less than 20%, 20-39%, 40-59%, 60-79%, 80-99%, 100%), by age, grade level, LEA, and disability classification;**
 - (f) Placement type (e.g., self-contained classroom, separate school, home and hospital instruction), by age, grade level, LEA, and disability classification;**
 - (g) Number of students attending nonpublic schools, by age, grade level, LEA, and disability classification;**
 - (h) Number of students who are English language learners attending nonpublic schools by age, grade level, LEA, and disability classification;**
 - (i) Number of students whose IEPs call for specialized instruction within the general education setting (i.e., inclusion), by age, grade level, LEA, and disability classification;**
 - (j) Number of students receiving each related service (e.g. behavioral support, physical therapy), by age, grade level, LEA, and disability classification; and**
 - (k) Number of students receiving visiting instruction by age, grade level, LEA, and disability classification.**

RESPONSE:

Please see: Question 51 Attachment – District IEP (Demographic)
 Question 51 Attachment – District IEP (Prescribed Services)

Q52: In SY2012-2013, SY2013-2014, and SY2014-2015, how many DC students with IEPs graduated from high school with a diploma? With a certificate of completion? Without either a diploma or certificate? Please break down the numbers by LEA and whether the student was attending a nonpublic school. If possible, please provide the reason for each student's exit without a diploma or certificate (e.g., transferred to another state, dropped out).

RESPONSE:

Please see: Question 52 and Question 53 Attachment – Special Ed Leaving Public and Non Public

Q53: In each of school years 2012-2013, 2013-2014, and 2014-2015 how many students exited special education prior to graduation? Please break down the numbers by LEA and whether the student was attending a nonpublic school.

RESPONSE:

Please see: Question 52 and Question 53 Attachment – Special Ed Leaving Public and Non Public

Q54: How much federal IDEA funding was received in FY15 and FY16 to date by the District for DC foster children enrolled in out-of-District public schools in order to receive special education services?

RESPONSE:

In FY16, there are 22 CFSA foster children enrolled in out-of-District public schools who receive special education services. Given the dynamic nature of most foster care placements, including length of stay for each placement, as well as the fact that out-of-District LEAs assume an obligation for IDEA compliance once a student is enrolled, federal IDEA funding is not administered at the student level.

The District, through OSSE, pays tuition to surrounding county jurisdictions to provide education services, including special education services, to this population of students. OSSE applies state-level IDEA funds to support this population of students through its administrative implementation of a Memorandum of Agreement between OSSE, DCPS and CFSA, which addresses specialized education services for children and youth placed in out-of-state placements by CFSA.

Q55: Have there been any significant discrepancies in representation of students with disabilities at LEAs? If so, which LEAs have been found to have a significant discrepancy? Have there been findings of noncompliance on these grounds by OSSE? What corrective actions have been required for non-compliance?

There have not been any changes in the last fiscal year to the policies that ensure that no LEA discriminated against any student with a disability. OSSE continues to ensure implementation of its policies that are designed to address this issue: 1) Policies and Procedures for Placement Review Guidance; (available at: <http://osse.dc.gov/publication/policies-and-procedures-placement-review-guidance-revised-april-2010>) and 2) Prohibitions on Discrimination Against Children with Disabilities in the Charter School Application During the Enrollment Process Guidance (available at: <http://osse.dc.gov/publication/prohibitions-discrimination-against-children-disabilities-charter-school-application>)

OSSE is required to annually review data, based on an established calculation, to monitor discrepancies and discipline rates between students with disabilities and their non-disabled peers, and discrepancies in discipline rates for students with disabilities when filtered by race/ethnicity. OSEP does not establish a specific minimum threshold for special education identification for states. The IDEA does not require a set percentage of students with disabilities be met; therefore, a finding does not automatically issue when low numbers of students. Rather, a finding is issued if OSSE determines that an LEA has low numbers of students identified as needing special education services because it failed to meet its duty to conduct child-find activities. OSSE has begun implementing a general review of LEA data to identify LEAs that appear to have very low numbers of students with IEPs. For identified LEAs, OSSE conducts an internal analysis of LEA data related to special education identification and eligibility processes. LEAs will be monitored and provided technical assistance on child find and eligibility issues. OSSE will issue findings and require corrective actions as appropriate.

An LEA is identified as having “Significant discrepancy” based on the rates of suspension and expulsions of greater than 10 days in a school year for children with IEPs in which policies, procedures or practices contribute to the significant discrepancy and do not comply with regulatory requirements relating to the development and implementation of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards.

For FY 2015, two LEAs were flagged for significant discrepancy and were required to complete a self-study and submit special education policies and procedures. After careful review of the LEAs’ self-studies, policies, and procedures, OSSE did not issue a finding to one LEA because the LEA’s policies, procedures and practices did not contribute to the identified significant discrepancy. OSSE did issue a finding for significant discrepancy to the second LEA as a result of its policies and procedures being noncompliant with the IDEA requirements. As a result of the finding issued to the second LEA, a continuous improvement plan was created by the LEA and the assigned OSSE monitor is required to keep track of the completion of the action steps listed in the plan. The significant discrepancy review for FY 2016 will be conducted this spring.

Disproportionate representation is based on the overrepresentation of racial and ethnic groups in specific disability categories a result of inappropriate identification. For FY 2015, 14 LEAs were

flagged for disproportionate representation and were required to complete a self-study and submit to OSSE their special education policies and procedures regarding Child Find activities, initial evaluations and parental consent. After careful review of the LEAs' self-studies, policies, and procedures, OSSE did not issue findings to the flagged LEAs. Although each LEA was flagged due to overrepresentation based on the OSSE threshold, none of the LEAs was found to be inappropriately identifying students and therefore they were not required to create and implement a continuous improvement plan. The disproportionate representation review for FY 2016 will be conducted this spring.

Q56: Describe the training, support and oversight provided by OSSE in the last fiscal year to ensure that LEA's are appropriately serving students with disabilities in the least restrictive environment. Please also describe the district's current placement process and policy for students with disabilities.

RESPONSE:

Trainings

In the last fiscal year, various trainings, supports and oversight have been provided by OSSE to ensure LEAs are appropriately serving students with disabilities in the least restrictive environment. Trainings have included: Nonviolent Crisis Prevention, Youth Mental Health Aid training, Special Education Quality Review Tool Training, Root Cause Analysis Training, Common Core State Standards (CCSS) aligned with Universal Design for Learning (UDL) Community of Practice, Co-Teaching, Common Core Deconstruction, CCSS Reading and Mathematics, Secondary Transition Compliance and Best Practices for high and middle schools, Partnership for College and Career Readiness (PARCC) and Positive Behavior Support and Behavior Intervention Plans. These training opportunities, as well as those offered to support all students in the District in grade K-12 settings, were included on a comprehensive training calendar. The training calendar is accessible to LEAs on the OSSE website as well as the LearnDC website. This calendar was, and continues to be, updated monthly to include new training opportunities.

Common Core State Standards and Universal Design for Learning Community of Practice

This opportunity focused on using principles of Universal Design for Learning (UDL) to provide access for all students, especially students with disabilities, to the CCSS in the general education classroom. The format of the training consisted of one full-day training and five additional one-hour coaching sessions in LEA clusters. These coaching sessions were enhanced through a topic specific webinar series.

In addition, all six educators gathered over the summer to participate in the CCSS/UDL Community of Practice (CoP) to create Universal Design for Learning centered lesson plans through the DC Lesson Plan Generator. Towards the end of the 2014-2015 school year, OSSE's team met with participating LEAs to discuss how the program went and any additional supports they may need in order to prepare to be demonstration sites. It was concluded that OSSE will provide additional supports in the fall to include observations with feedback as well as individualized support for LEAs.

Co-Teaching

During the 2014-15 school year OSSE hosted professional development opportunities for LEAs on co-teaching. This opportunity focused on identifying key characteristics, skills, and behaviors needed for effective co-teaching and co-planning. The format of this training consisted of on-going professional development. The initial training was designed to build participants' understanding of different co-teaching models and support the development of co-planned lessons. Participants were expected to use the co-teaching models and co-planning lesson strategies introduced in this series in their respective classrooms. The follow-up sessions provided co-teaching pairs with opportunities to share best practices, offer support in effective

use of strategies, and build capacity within the LEA and District.

Positive Behavior Supports and Behavior Intervention Plans

To address positive behavior supports, OSSE offered a series of in-person trainings in 2015 to elementary and secondary District educators. These trainings included:

Getting Positive Behavioral Interventions and Supports (PBIS) Started

Participants will learn about the essential features of School-wide Positive Behavior Intervention & Support (PBIS) and receive guidance on effective practices needed for successful implementation. Schools are encouraged to come in teams (i.e. administrator, dean, social worker, grade level teacher representatives, PBIS coordinator) in order to begin planning for the upcoming school year. Teams will also have an opportunity to review their current universal practices, analyze their current data, and develop an action plan that outlines next steps, roles, and responsibilities.

Positive Behavioral Interventions and Supports (PBIS): Using a Function Based Approach to Support Students

When implementing school-wide PBIS, some students may need additional targeted supports in a small group setting that addresses academic and/or behavior needs to help them be successful. This session will review how to analyze behavior patterns to determine the function, or purpose, of student misbehavior. Participants will use a function-based approach to develop informed behavior intervention plans that are effective in addressing students' needs.

Positive Behavioral Interventions and Supports (PBIS): Showcase

Positive Behavioral Interventions and Supports (PBIS) is a framework that uses a preventive approach to teach and acknowledge positive behavior while also providing a continuum of supports for all students. This session will provide the opportunity for LEAs to share and learn from each other about effective PBIS implementation as well as overcoming the challenges that schools may face. PBIS teams, including administrators, teachers, deans, and anyone interested in learning from other school communities, are encouraged to attend and bring samples of PBIS artifacts to share with others.

Trauma Informed Care Training

The Office of the State Superintendent of Education (OSSE), in collaboration with the Child and Family Services Agency (CFSA), facilitated trauma informed care training on February 19 & 20, 2015. This training provided an overview on Trauma System Therapy (TST), an evidence-based treatment model that provides mental health services and support to children and adolescents with histories of exposure to traumatic events and who experience difficulties regulating their emotions and behaviors (both or either in the community or school).

Nonviolent Crisis Prevention

During school year 2014-2015, OSSE hosted nineteen (19) separate trainings where over 280 District of Columbia educators and other key stakeholders were certified in applying nonviolent crisis intervention techniques.

The model OSSE used, and continues to use, of the nonviolent crisis intervention is the Crisis Prevention Institute (CPI). The CPI model provides stakeholders with a proven framework for decision making and problem solving to prevent and, to the extent possible, de-escalate a person in behavioral crisis. Through the use of the CPI model, all participants who attended OSSE's nonviolent crisis prevention training were provided the skills and strategies needed to safely manage assaultive and disruptive behavior. Objectives of the training included:

- Recognizing behaviors that may be exhibited by an individual in behavioral crisis
- Understanding and applying de-escalation techniques
- Gaining the tools needed to support individuals before, during and after a crisis
- Understanding the use of positive behavioral interventions and supports (PBIS)
- Understanding the principles of nonviolent crisis intervention in school settings

At the conclusion of each training participants were required to complete a course exam in order to receive CPI certification.

OSSE is pleased to report that the trainings have included a wide array of stakeholders, including: (a) elementary, middle, and high school educators (public and nonpublic schools); (b) preschool/early childhood educators; (c) school principals; (d) school psychologists; (e) related service providers; (f) social workers; (g) guidance counselors; (h) early childhood center staff; (i) OSSE staff; and (j) other government agencies (e.g., CFSA, DYRS). In addition, OSSE was able to train an additional 9 (nine) trainers for a total of nineteen certified CPI trainers, thus for expanding training opportunities for upcoming years and LEAs.

Youth Mental Health Aid Training

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, , school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (ages 12-18) who is experiencing a mental health or addictions challenge, or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. During this opportunity, participants (a) were introduced to common mental health challenges faced by youth, (b) reviewed typical adolescent development, and (c) learned a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered included (a) anxiety, (b) depression, (c) substance use, (d) disorders in which psychosis may occur, (e) disruptive behavior disorders (including ADHD), and (f) eating disorders.

Restorative DC Project

During the 2014-2015 School Year, ESSE, in partnership with Community Conferencing Center, hosted a professional development opportunity for LEAs on building a positive school climate through Restorative Practices. Schools included in this project were Anacostia HS, Ballou HS, Columbia Heights Education Campus, Howard University MS, and Next Step Public Charter School. There were two all-day kick-off trainings followed by monthly Community of Practice

meetings. Schools focused on using practices that build safe and effective learning environments through positive relationships, connection, and accountability.

For the 2015-2016 School Year, OSSE, SchoolTalk Inc., and DC Public Schools have partnered to engage in a deeper dive of the previous year's work through Restorative DC. The Restorative DC project focuses on implementing whole-school, Restorative Practices in five schools: (a) Ballou High School, (b) Maya Angelou High School, (c) Luke C. Moore High School, (d) Hart Middle School, and (e) Columbia Heights Education Campus. The Restorative DC initiative provides customized, on-site support in both community building and responsive circles. This design will ensure commitment, sustainability, and impact.

OSSE will continue to host a regular state-wide Community of Practice (CoP) meetings focused on the implementation of Restorative Practices in DC schools. All LEAs are invited to participate in the CoP meetings. Participants have the opportunity to engage with other educators for peer support and professional development, while experiencing how circles can be used to build community and collectively resolve issues. Guided by participants' interests, topics may include (a) circle practices for community building, disciplinary diversion, and re-entry; (b) trauma awareness and resilience; (c) circle keeping skills and restorative language (Nonviolent Communication); (d) implicit bias/cultural sensitivity; (e) positive youth development; and (f) restorative culture.

Student Led IEP Trainings

Research has shown that students who actively participate throughout the IEP process have higher levels of school engagement and are more likely to achieve their academic and personal goals. Student and family engagement allows them to be active decision makers regarding student instruction and where it takes place. It also allows for students to develop leadership skills that are necessary throughout adulthood.

During the 2014-15 school year, OSSE developed new tools and resources to assist schools and families in supporting students to take an active role in planning for their future. These tools and resources were created to supplement the film developed in the 2013-14, "The Best Me I Can Be: Implementing Student-led IEPs." The film shares ideas about how students, educators, and parents can be meaningfully involved in the special education planning process. It has been shown throughout the city to various groups of educators to advocate for student-led IEPs. A supplemental discussion guide entitled "The Best Me I Can Be" was created to allow participants to interact with the film while continuing to discuss the needs of self-determination, youth with disabilities, and student led IEPs.

Educators had, and continue to have, the opportunity to learn how they can better support student involvement in IEP planning by participating in the following interactive training modules:

1. Getting Started,
2. Building Awareness,
3. Understanding Your IEP,
4. Preparing for Participation, and
5. Student-led IEPs.

Additionally, training participants engaged by:

- Viewing portions of “The Best Me I Can Be” film to learn how to implement highlighted best practices in their own schools,
- Interacting with OSSE’s new Secondary Transition resource website and the Student-led IEP Online Toolkit,
- Engaging in application activities with resources that facilitate greater student involvement,
- Listening to DC teachers and administrators share the successes and challenges they have experienced in fostering meaningful student involvement throughout the IEP process, and
- Having the opportunity to arrange individualized action planning sessions with OSSE Training & Technical Assistance staff.

SY2014- 15 Monthly Trainings for LEA Special Education Point of Contacts

Each LEA is required to have an LEA Special Education Point of Contact (LEA SE POC) who serves as OSSE’s main point of contact for all matters related to State’s Special Education Data System (SEDS), special education data and records, SEDS training of staff, state-level special education policies and best practices, etc.

During the 2014-15 School Year, OSSE provided a robust series of trainings for all LEA SE POCs, including training on:

- The release of new special education policies
- Expectations for providing and documenting related services for students with disabilities
- Documentation of special education services and related services in the State’s SEDS
- Resources to use when training internal staff at each LEA SE POC’s school site
- Troubleshooting resources for SEDS
- Guidance around evaluating students and determining eligibility for special education
- Documenting the use of assessment accommodations
- Resources for improving data quality
- Appropriate communication with OSSE regarding student-level issues
- The role of LEAs in overseeing students served at Nonpublic programs
- Responsibilities of maintaining and transferring student records
- The role of the LEA SE POC in ensuring students receive specialized transportation services

Special Education Re-Evaluation Backlog Report and Technical Assistance

Background

The District of Columbia has been under Special Conditions, as determined by the U.S. Department of Education’s Office of Special Education Programs, due to overdue reevaluations. Over the past several years, OSSE has worked vigorously to assist LEAs in reducing the backlog through root cause analysis training and extensive review of these data. OSSE has worked with partners to examine existing processes and to identify data anomalies. This work has resulted in the development of a comprehensive reporting tool and technical assistance process that have yielded positive results.

Process/Procedures

To address the reevaluation backlog, ESSE's special education data team developed a robust reporting tool. During this development, ESSE met with stakeholders to identify essential components to be included in the tool that would help LEAs understand the cause of the backlog and how to appropriately address it. Simultaneously, ESSE partnered with the DC Special Education Cooperative (SPED Co-op) and the District of Columbia Association for Special Education (DCASE) to design a process in which LEAs would receive technical assistance based on data reported in the tool. The tool was finalized in December 2014 for use of working with LEAs to reduce backlog beginning in January 2015. In order to prepare LEAs for the new reporting tool and reevaluation backlog reduction initiative, ESSE held a live webinar December 4, 2014. This training opportunity previewed the tool and gave LEAs the opportunity to ask questions regarding usability and resources available to assist them with the initiative.

To accomplish a reduction in reevaluation backlog, the special education data team regularly collaborates with the teaching and learning team for each month in which reevaluation data of all LEAs are shared. The teaching and learning team reviews the data to determine if there are any concerns and if there are LEAs in need of assistance. After the teaching and learning team receives these reevaluation data, the reporting tool is disseminated to the Special Education Point of Contact for LEAs by email and through the special education data system's reports framework. Based on the number of overdue reevaluations and the trends in data, ESSE connects LEAs in need of technical assistance to one of its partners after they have had an opportunity to review the report.

Outcomes

As a result of this initiative, OSSE has identified root causes of challenges and found that a majority of late reevaluations occurred when a student exited and reentered the school system or unenrolled and reenrolled. For example, students showed up as having overdue reevaluations if they left the school system prior to the end of a school year and returned at the beginning of the following school year. To correct these errors and address the backlog of completed reevaluations, LEAs which need assistance have been referred for direct technical assistance and training.

PARCC

Throughout the year, OSSE supported work in PARCC in the following areas:

- Participating in psychometrics review of field tested items for the development planning phase of the assessment cycle;
- Reviewing items for grade-level and content appropriateness, ensuring that the content and text is accessible and aligned to state-level content standards;
- Ensuring that fatal flaws and egregious errors are eradicated from the operational items and final version of the content;
- Conducting bias and sensitivity review of materials at various grade levels to ensure that assessment items are free of discrimination based upon, but not limited to race, gender, religion, income classification, etc.;

- Reviewing and scoring student responses and work through a continuum of performance based upon pre-determined rubrics to ensure high-quality rangefinding; and
- Selecting and positioning items to be utilized for the actual field test and forms construction processes.

In addition to supporting the PARCC administration, the Educator Leader Cadre (ELC) is an established network supporting educators with an opportunity to improve their current practices and increase institutional knowledge about PARCC. All ELC participants provided at least one professional development session throughout the calendar year. Topics included, but were not limited to (a) test security, (b) accommodations and accessibility, (c) test administration, (d) school test plans, (e) curriculum and instruction, (f) technology readiness, and (g) outreach and communication.

Common Core State Standards and PARCC Alignment

During the 2014-2015 school year, OSSE partnered with Charter School Essentials to deliver a robust webinar series on preparing for the Partnership for College and Career Readiness (PARCC) through implementation of the Common Core State Standards (CCSS). During this training series, which ran January through March 2015, educators were able to participate via a live webinar and/or access the archived trainings on our LearnDC website. In addition to the webinars, participants were provided with resources and templates to enhance their instruction. Please find links to the webinars below.

- **Examining Point of View and Author's Intent**
<http://osse.adobeconnect.com/p8q44ymjexq/>
- **Performance Tasks in Math**
<http://osse.adobeconnect.com/p6smzru2i12/>
- **Assistive Technology Resources for Students with Disabilities**
<http://osse.adobeconnect.com/p4qwq5amhgn/>
- **Understanding Accessibility Features for Students with Disabilities**
<http://osse.adobeconnect.com/p621xi4if3f/>
- **Reading and Writing in Math: Improving Problem Solving**
<http://osse.adobeconnect.com/p8pemanf7f6/>
- **Opinion-Argument Writing and Reading Response**
<http://osse.adobeconnect.com/p2e6uyfdfuk/>
- **Using High-Interest Text Sets to Launch Writing**
<http://osse.adobeconnect.com/p200f4e8j1i/>
- **Supporting Learning at Home**
<http://osse.adobeconnect.com/p28iocy1j5o/>

- **Accommodated Texts for ELL Students**
<http://osse.adobeconnect.com/p8ksprrz7m2/>
- **Helping ELL Students Produce Written Work**
<http://osse.adobeconnect.com/p6wjcn5wogf/>

OSSE Next Generation Assessment (NGA) Ambassador Initiative

To support LEAs in the transition to Next Generation Assessments (NGAs), during the 2014-2015 School Year, OSSE provided each LEA with a NGA Ambassador. Through this initiative, OSSE provided LEAs with a “one stop shop” approach to ensure that specific needs and questions regarding the NGAs were addressed.

Responsibilities of the OSSE NGA Ambassadors

The responsibilities of the NGA Ambassador were to (a) learn and understand the needs of LEAs; (b) assist with problem-solving; (c) provide on-site support to LEAs before, during, and after assessment; (d) connect LEAs with high quality resources; and (e) provide feedback to the agency that will result in guidance. OSSE used the questions and issues that arose from LEAs to inform planning, technical assistance, and to release core guidance documents throughout the spring of 2015 and in the following school year. Resulting guidance documents and technical assistance included:

- Centralized FAQ document that was updated each month during the PARCC assessment season;
- Step-by-step guidance on the technical aspects of registering for and administering the PARCC assessment;
- LEA leadership talking points, key messages and toolkits about PARCC for families;
- Overview of PARCC PowerPoint slideshow for use by LEAs;
- Additional guidance and webinars on selecting and administering testing accommodations; and
- OSSE partnership with consultants to provide additional trainings.

For a complete list of guidance documents, visit the [OSSE PARCC Resource Page](#) and [2014-15 PARCC Resources Archive](#).

Engagement of OSSE NGA Ambassadors with LEAs

OSSE introduced the NGA Ambassador Initiative to LEAs as part of the January 2015 LEA Institute “It Takes a City to Knock it Out of the PARCC!” All 50 LEAs which administered the PARCC assessment were provided with an ambassador. Each of the twelve Tier-1 OSSE ambassadors was assigned to a cluster of LEAs. Ambassadors reached out initially to their assigned LEAs in January 2015. From there, each LEA engaged in a back-and-forth correspondence with their assigned ambassador via phone calls, emails, and school visits.

When contacted by an LEA, an ambassador would work internally with the appropriate OSSE staff to answer LEA question and providing additional technical resources. LEAs appreciated having an assigned point of contact at OSSE, which led to more efficient problem solving and support. Tier-2 OSSE ambassadors consisted of internal OSSE staff with specific areas of

expertise in 1) technology readiness for the PARCC, 2) test administration, 3) test security, 4) school test plans, 5) accommodations and accessibility features, 6) community outreach, 7) curriculum and instruction, 8) science assessment, and 9) alternate assessments.

During the spring of 2015, both before and during the test administration, ambassadors collectively had 327 interactions with LEA staff where they were able effectively provide answers and additional support on matters related to Next Generation Assessments.

Tailored Technical Assistance

OSSE has provided technical assistance (TA) to LEAs and schools throughout the calendar year. Requests for TA typically occur as a result of trainings OSSE has provided and through determinations made ESSE's monitoring team. For requests that are a result of trainings offered or schools simply reaching out for additional support, OSSE has instituted a TA request form. This form resides within the Division of Specialized Education's Training and Technical Assistance webpage on the OSSE website.

OSSE's Placement Oversight Process

In FY15 OSSE marked its seventh year of implementation of the state level placement oversight process. The process, which is led by OSSE's Placement Oversight Team, aims to support LEAs by assisting schools with understanding their roles and responsibilities as it pertains to serving students with disabilities in the least restrictive environment (LRE), including when and how to consider a change in placement to a more restrictive nonpublic setting. Such work has led to an increased number of students with disabilities remaining in a less restrictive educational placement within District of Columbia public school and public charter school settings, when appropriate. Taking into account the best interest of the child and current available resources, in FY15, of over 100 requests submitted to OSSE, OSSE supported District LEAs in effectively maintaining approximately 30% of the students initially referred by the LEA for consideration for outplacement.

Q57: LEAs that do not meet targets on the Office of Special Education Programs monitoring indicators must complete self-studies and develop continual performance plans. How many LEAs completed self-studies in each of FY15 and FY16 to date? Please provide copies of all self-studies and continual performance plans from FY15 and FY16 to date.

RESPONSE:

For FY2015, two (2) LEAs completed self-studies in the area of significant discrepancy, and one (1) LEA developed a continuous improvement plan related to significant discrepancy. For FY 2015, fourteen (14) LEAs completed self-studies in the area of disproportionate representation but none were required to develop a continuous improvement plan. The FY 2016 analysis will not occur until late spring. Because these self-studies contain student-level, personally identifiable special education information, OSSE is not able to include copies

Q58: Provide an update on the work of the Advisory Panel on Special Education in FY15 and to date in FY16. At a minimum, please include the following:

- (a) A list of all members of the Panel, including the organization they represent and the length of time they have served on the Panel; and**
- (b) A narrative description of any action items taken or recommendations made by the Panel.**

RESPONSE:

- (a) A list of all members of the Panel, including the organization they represent and the length of time they have served on the Panel**

Panel Member	Organization
Senora Simpson, Chair	Parent
Kim Acquaviva	Parent
Ja'Sent Brown	OSSE
Julie Camerata	Community Organization
Betsy Clyde Centofanti	Parent
Kimberly Ernst	Parent
Timothy Fitzgerald	CFSA
Rochanda Hiligh-Thomas	Parent
Martha Kent	Parent
Pamela LeConte	Institution of Higher Education
Marie Morilus-Black	DBH
Elisabeth Morse	OSSE
Tony Munter	Parent
John Quinn	Parent
Karla Reid-Witt	Parent
Elizabeth Rihani	Parent
Yvette Rodgers	Parent
Rebecca Salon	Dept. of Disability Services
Claudia Sauls	Parent
Kaitlin Settle	Teacher/DCPS
Shawn Ullman	University Legal Services
Molly Whalen	Parent

- (b) Narrative description of any action items taken or recommendations made by the Panel in FY14**

In FY14, OSSE collaborated with the State Advisory Panel (SAP) to develop the State Performance Plan for special education and for the State Systemic Improvement Plan, a strategic plan mandated by the Individuals with Disabilities Education Act (IDEA) of 2004.

State Performance Plan (SPP)

The District of Columbia SPP for special education specifies the process that all LEAs must follow to identify, evaluate and serve all children with disabilities who are residents

of the District of Columbia. After extensive consultation with stakeholders, including the SAP, OSSE confirmed that increasing the graduation rates of students with disabilities was the most urgent priority for DC. OSSE also determined that improving outcomes in this area would be best achieved through alignment of efforts and resources between the SEA's targets under the Elementary and Secondary Education Act (ESEA) and IDEA.

As a result, OSSE created the following State- Identified Measurable Result (SIMR) for the DC SSIP:

The District of Columbia will increase the rate of graduation with a regular diploma for all students with disabilities with a focus on students who attend a high school that has a graduation rate of less than 50% for students with disabilities, and is also in Focus or Priority school status under the ESEA Flexibility waiver accountability system.

In recent years, District efforts have focused on developing a strong accountability system with the capacity to store and manage timely, accurate and accessible data to inform compliance-based analyses. Accordingly, compliance rates have significantly improved in the District of Columbia. In SY2014-15, OSSE sought to rewrite state goals to align with a results driven theory of action and sought input from the SAP to ensure input from critical stakeholders was addressed.

In addition, the Panel identified the issue of waning Panel participation as an ongoing challenge to the work of the committee. Accordingly, the Panel addressed the following in SY 2014-15:

State Performance Plan (SPP)

State Systemic Improvement Plan (SSIP)

Role and Membership of the SAP

In the 2015-2016 year, SAP members will be working with OSSE to implement the SSIP and will be recruiting additional SAP members, with a special focus on families and youth/adults with disabilities who have successfully transitioned from school to adult life.

Q59: Describe the annual parent survey that OSSE sends out regarding special education. At a minimum, please include in your response how many surveys were sent out and completed in FY15; when the surveys are sent out to parents; OSSE's communication and outreach to parents regarding the survey in FY15; and whether or not the survey is available online.

RESPONSE:

The annual parent survey was mailed to parents of students receiving special education services and was open for completion from July 6, 2015 to September 30, 2015. Parents had the option of completing the survey online or the hard copy survey that was mailed to each home. Parents were asked to complete this survey which was designed to measure whether or not schools were facilitating parent involvement as a means of improving services and results for children with disabilities. Of the 13,769 parents who were given the opportunity to complete the survey, 940 (7%) completed the survey. 84% of respondents indicated that overall schools were in fact facilitating parent involvement as a means of improving service and results for students with disabilities. Key results of the analysis of parent responses include:

- **Procedural Safeguards:** The majority of respondents (88%) agreed that their child's school ensured that they understood special education procedural safeguards.
- **School's Performance in Developing Partnerships with Parents:** An overwhelming majority (88%) of the parents surveyed indicated that they were encouraged to participate with their child's teachers and other professionals in developing their child's educational program, and 87% felt they were treated as an equal partner by their child's teachers and other professionals in planning their child's special education program.
- **Teachers and Administrators:** Satisfaction with teachers and administrators was high, with 84% of the respondents agreeing that they were shown respect for their culture as it relates to their child's education. In addition, 87% felt that their ideas and suggestions were considered at their child's IEP meetings.
- **School Communication:** The vast majority (81%) of respondents indicated that their child's school communicates with them regularly about their child's progress on their IEP goals, and 87% reported the information that they receive about their child's special education program is communicated in an understandable way. Additionally, 78% reported that they were offered training about special education related issues.
- **Services:** The majority of respondents (78%) expressed that they were satisfied with the special education services their child received during the past year.

Q60: Describe how OSSE is working to timely support LEAs in the implementation of the provisions of the three recently passed special education bills – The Enhanced Special Education Services Act, The Special Education Student Rights Act, and The Special Education Quality Improvement Act.

RESPONSE:

The three laws – the Enhanced Special Education Services Act, the Special Education Student Rights Act, and the Special Education Quality Improvement Act – required OSSE to make a number of changes to existing special education regulations. These amended regulations went into effect on Oct. 2, 2015. Prior to being finalized, the regulations were released for thirty (30) days of public comment, beginning on July 24, 2015. Additionally, two public hearings were held to discuss the proposed regulations, on Aug. 5, 2015 and Aug. 20, 2015. The final rulemaking can be accessed in [D.C. Register Volume 62, Number 41](#), and the complete updated chapter can be accessed in [Chapter 30, Title 5, Subtitle E of the District of Columbia Municipal Regulations](#).

OSSE has included reminders about the new laws and regulation in the LEA Look Forward, encouraged LEAs to review the new provisions, and directed them to key specific requirements. Additional summaries of the three laws and an FAQ on the updated regulations will be released in early 2016.

The Special Education Quality Improvement Amendment Act, with one exception, requires all charter schools to be their own LEAs for the purpose of Part B of IDEA and section 504 of the Rehabilitation Act (29 U.S.C. § 794) by August 1, 2017, or upon funding. In practicality, the change will be effective on July 1, 2017 to ensure alignment with the federal fiscal year. This is a significant change for impacted LEA and OSSE has provided a training series to provide intensive support to those LEAs. OSSE has also started offering secondary transition training to middle schools in advance of the lowering of the secondary transition age from 16 to 14 that will go into effect on July 1, 2016, or upon funding, whichever occurs later.

Special Education Transportation

Q61: With regard to special education transportation, please provide the following information for SY2014-2015:

- (a) Any actions taken over the last year or planned for the next year to improve the special education transportation system;**
- (b) The current policy for providing transportation for special education students who must arrive to school early or late for extracurricular transportation;**
- (c) The number of special education students receiving transportation services from OSSE-DOT;**
- (d) The number of special education students receiving transportation services from contractors;**
- (e) The percentage of buses that arrived at school on time, broken down by month;**
- (f) The percentage of bus ride times that exceeded one hour, broken down by month;**
- (g) The number of complaints received regarding special education transportation, broken down by month and subject matter of complaint;**
- (h) The average number of days it took to resolve complaints regarding special education transportation, broken down by month and subject matter of complaint;**
- (i) The number of buses currently in service and their average age; and,**
- (j) The number of vans currently in service and their average age.**
- (k) The number of vehicles owned or leased by the District.**

RESPONSE:

- (a) Any actions taken over the last year or planned for the next year to improve the special education transportation system:**
 - The **District Vision Zero Program** aims to eliminate fatalities and serious injuries to travelers in the city by 2024. In collaboration with other agencies, OSSE DOT will develop a year-long bus safety awareness campaign for parents, schools, bus drivers, and communities, and establish a recognition program for drivers with excellent safety records. OSSE DOT will also develop bus staging plans for drop-off and pick-up at all school locations to decrease the likelihood of accidents between buses.
 - Through a partnership with the Department of General Services (DGS), DOT completed the process of planning and gaining approval for a much needed **Bus Maintenance and Repair Terminal**. DOT identified specifications for the facility, explored possible sites and worked with the Office of the City Administrator to secure funding and authorization for the purchase. DOT and DGS are currently in the process of acquiring the land. This facility will expand DOT's capability to repair vehicles in-house, a more efficient option than the current procurement scenario.

- By the end of FY15, **OSSE DOT had received 32 buses** out the total 50 total buses purchased; the remainder of the order was processed and received by the end of the calendar year. The addition of new buses, along with retiring buses that were no longer efficient to own, lowered the average age of DOT's fleet to 6.34 years by the end of the fiscal year.
- Student behavior incidents delay bus arrival times, increase the number of buses needed to separate students, create unease among staff, stigmatize certain routes and can lead to potentially unsafe situations. In FY15, DOT implemented **incident response protocols** to address student behavior incidents and prevent future ones. DOT hired a student behavior specialist to conduct bus observations; teach staff about student disabilities and behavior management strategies; and conduct behavior intervention meetings in collaboration with the LEA, school and parents to address repeated offenses.
- DOT re-wrote the **Employee Handbook for Drivers and Attendants** after conducting a survey of frontline staff, holding discussions during Labor/Management meetings, and reviewing historical employee disciplinary data. By summer 2016, DOT will seek a final review and incorporate edits from the labor unions, OSSE Human Resources and the Mayor's Office on Labor Relations and Collective Bargaining; print the handbooks; and distribute to all drivers and attendants. Additionally, with the help of SC&H Consulting, DOT examined each business process to revise the **Transportation Policies and Procedures manual**. The manual describes the business processes and expectations of each department within the division. The manual includes specific Standard Operating Procedures for each major business process.
- In FY15 OSSE DOT began conducting regular Driver Refresher courses, Behavior Intervention courses, and an Annual In-Service Review for bus staff. In FY16, OSSE DOT would institute such trainings in a comprehensive year-round **School Bus Operations Training Program** curriculum based on a needs assessment; create a library of recorded internal trainings; and carefully monitor and analyze them for training effectiveness.
- In FY15, DOT launched two of the three functionalities of the **Automated Event Notification System** to its parent and stakeholder community via mobile text messages and voice calls. 1) Inclement weather notifications were distributed to all stakeholders in February 2015 warning them of delays and suspended service. 2) Daily route-specific notifications began in September 2015, reducing staff time spent making notification calls to parents. In FY 16, DOT will launch the third and most complex functionality, 3) student-specific notifications. This will enable DOT to communicate schedule changes and delays with only the parents and guardians of students affected by the change.
- DOT partially implemented the **ADP Biometric scanning process** at the terminals. This cutting-edge punch clock system eliminates the need for time clock supervision for over 1,000 employees. Front line managers will be able to redirect resources to managing bus operations, improving adherence to work schedules, and increasing workforce productivity. In FY16, DOT will test employee biometric sign-ins to ensure that the

accurate payment information is reflected in PeopleSoft. The system is expected to go live in the beginning of 2017.

- In FY16, DOT will create a **New Student Orientation Packet** for all new students. The packet will provide parents with detailed information on how OSSE DOT works, expectations of the bus staff, how to update student data, and how and when to communicate with the Division. The goal is for students to have a smooth ride to school starting the first day.
- In order to improve the level of compliance necessary for OSSE DOT to effectively plan and schedule student transportation for the upcoming school term, DOT will develop a **communications plan**, using established LEA outreach methods, to inform LEAs of upcoming transportation certification deadlines and DOT-facilitated trainings on data submission.
- OSSE DOT will create a **Transportation Advisory Council (TAC)** to provide a forum for broad-based and robust discussions of transportation issues. The TAC will be the mechanism through which the various stakeholders in the school transportation community and in the division will work together to provide the best service possible for the students served. In addition to parents of special needs students, the Council will include representatives from advocacy groups, DCPS, charter schools, CFSA, and Adult Protective Services.
- OSSE DOT will establish a **Customer Engagement Center** that will operate as a “communication hub” for the division. This will centralize all communication regarding student transportation, such as bus schedules, route arrival status, enrollment needs, and driver communication. By establishing the Customer Engagement Center, OSSE DOT will ensure all messaging is aligned and consistent for effective internal and external communication.

(b) The current policy for providing transportation for special education students who must arrive to school early or late for extracurricular transportation:

DOT’s transportation policy and transportation request procedures guide how DOT provides transportation for special education students who must arrive at school early or late for extracurricular transportation. DOT provides transportation according to student-specific schedules, school calendars, and bell schedules in TOTE.

Please see Question 61 Attachment – Special Education Transportation Policy

(c) The number of special education students receiving transportation services from OSSE-DOT

On average in FY15, OSSE-DOT served 3,370 students.

All Early/Late Bus	70	166	57	66	50	97	75	70	43	87	54	30	80.58%
Unprofessional Conduct	27	74	70	65	45	52	69	83	67	85	44	39	6.29%
Student Not Picked Up AM	15	37	24	13	13	41	25	19	8	13	25	16	40.56%
Other Operations Issue	33	31	12	17	11	18	15	11	3	14	7	7	41.90%
Fleet Issues	6	10	2	0	1	6	13	4	2	27	25	6	18.56%
Route Issues	33	10	10	11	5	4	1	4	0	2	3	4	50.59%
Student Behavior	6	4	6	9	6	5	4	10	2	5	12	6	16.95%
Administrative Issues	6	7	5	2	7	5	1	6	6	2	4	5	13.21%
Student Accommodations	3	7	5	3	0	6	6	0	1	0	5	8	40.54%
Student/School Information	11	9	1	0	0	0	0	1	0	0	3	0	42.31%
Total	210	355	192	186	138	234	209	208	132	235	182	121	43.45%

(h) The average number of days it took to resolve complaints regarding special education transportation, broken down by month and subject matter of complaint;

The table below indicates the average number of days it took to resolve complaints received by OSSE DOT, broken down by month and subject matter. The complaint categories vary slightly from FY14 since the launch of the new Audit & Compliance Tool (ACT) in July 2014 streamlined the definitions and labeling of complaints.

	14-Aug	14-Sep	14-Oct	14-Nov	14-Dec	15-Jan	15-Feb	15-Mar	15-Apr	15-May	15-Jun	15-Jul	Total Average
All Early/Late Bus	0.73	7.28	6.12	8.33	3.64	3.16	3.82	4.57	2.74	5.32	3.53	3.80	4.80
Unprofessional Conduct	5.04	6.36	7.03	7.29	7.47	4.52	3.8	6.55	4.82	5.05	5.36	7.18	5.87
Student not picked up in AM	1.25	4.49	3.04	7.08	4.36	2.68	4.76	5.58	2.13	6.00	2.69	3.44	3.84
Other Operations Issue	0.30	3.71	3.08	7.44	3.09	1.58	3.69	6.08	2.67	4.93	7.86	2.29	4.27
Fleet Issues	1.17	4.2	9	0	1	0.67	0.77	1.25	0.5	3.85	2.4	5	2.76
Route Issues	1.88	6.6	6.8	10	5	1.75	3	9.25	0	5.5	2	5	4.77
Student Behavior	2.83	26	14.33	15.11	16.33	7.8	7.25	6.4	8.5	6.6	5.83	4.33	9.59
Administrative Issues	0.67	0.57	6.4	9	1.86	0.6	7	4	1.83	6	8	2.6	3.09
Student Accommodations	1.33	6	10.4	3.67	0	4.33	6	0	24	0	3.6	6.25	5.98
Student/School Information	0.67	0.22	12	0	0	0	0	1	0	0	3.67	0	1.31
Total	1.50	6.26	6.35	8.16	5.40	3.24	3.86	5.62	3.93	5.10	4.09	4.99	4.99

While the process to monitor and resolve complaints has greatly improved, OSSE DOT is still working to address complaints that are multi-faceted or involve several types of issues.

Specifically, while one part of the complaint is addressed quickly, another part of the complaint may take longer, and so the complaint cannot be closed until all parts of the issue are addressed. This issue skews overall complaint resolution statistics.

(i) The number of buses currently in service and their average age

As of January 20, 2016, OSSE DOT has 603 buses in service with an average age of 6.14 years.

(j) The number of vans currently in service and their average age

As of January 20, 2016, OSSE DOT has 18 vans in service with an average age of 5.33.

(k) The number of vehicles owned or leased by the District

As of January 20, 2016, OSSE DOT owns 675 buses and 20 vans (retired vehicles are excluded) and leases 20 passenger vehicles.

Q62: In FY15 and FY16 to date, how has OSSE taken steps to remedy each of the top three compliance issues received regarding special education transportation in FY15 – early/late bus, unprofessional conduct, and missed pick-up?

Issues: Early/Late Bus and Missed Pickup

Complaints about early or late bus arrivals and missed morning pickups trended down in FY15.² This can be attributed to:

- Improvements to route formulation process, including:
 - Discontinuing the automatic rollover of unreliable student data which has historically been used as the basis of the routing formulation process
 - Review of route construction by school using Tableau software to ensure efficiency
 - A review of the compatibility of the ages of students riding on the buses
 - A mailing to parents/guardians providing student-specific transportation details
 - Continue to contact parents/guardians to confirm transportation request information prior to processing the request
 - Internally monitor and follow up with LEA's that had outstanding student transportation requests
- Consistently high percentage of vehicles in service due to a new plan to consolidate preventive maintenance of all buses during the summer so as many as possible would be in service for the beginning of the school year, maximizing our on-time performance.
- DOT established Bus Operations complaint categories and the appropriate action steps required for each. For example, when receiving a complaint about a student's late arrival at home, the immediate manager is required to identify the root cause of the issue, follow up with relevant staff, and determine the appropriate course of action within 48 hours.
- To track the response to complaints to prevent escalation, DOT established a process for notifying departments of needed resolutions and documenting their resolution efforts in ACT. This ensures that all parties are knowledgeable about the status of the resolution process.
- To take this further, OSSE DOT is implementing a process to monitor students associated with repeated failed service attempts, external stakeholder concerns or substantiated safety sensitive complaints. This is called SCOR--the Student Care Observation Report. The process includes identification of the root cause for service failure, analysis and sharing data for immediate resolution, and daily tracking of students on SCOR to prevent repetition or escalation.

Issue: Bus Staff Unprofessional Conduct

Complaints about staff unprofessional conduct trended down in FY15.³ This can be attributed to OSSE DOT's efforts to:

- Maximize the use of the database which tracks transportation concerns. Using the Audit and Compliance Tool, Terminal Management and Human Resources are notified of substantiated investigation reports of unprofessional conduct for follow up. Bus staff then

² Not withstanding the start of school. Complaints increase greatly during the first two months of school as parents, schools, and the community adjust to new bus routes, enter missing student information, and DOT staff adjust routes and expectations according to live traffic conditions.

³ Not withstanding the start of school.

receive coaching, professional development and/or progressive discipline depending on the nature of the unprofessional conduct reported.

- Continued trainings, such as Driver Refresher Training, Annual In-Service Review, Behavior Intervention Training, and a Dedicated 1:1 Aide Training Program will help drive down unprofessional conduct complaints.
- DOT developed and implemented incident response protocols to address student behavior incidents and prevent future ones. For the first time, DOT hired a student behavior specialist to conduct bus observations; teach staff about student disabilities and behavior management strategies; and conduct behavior intervention meetings in collaboration with LEAs, schools and parents to address repeated offenses.
- To track the response to complaints to prevent escalation, DOT established a process for notifying departments of needed resolutions and documenting their resolution efforts in ACT. This ensures that all parties are knowledgeable about the status of the resolution process.
- To take this further, OSSE DOT is implementing a process to monitor students associated with repeated failed service attempts, external stakeholder concerns or substantiated safety sensitive complaints. This is called SCOR--the Student Care Observation Report. The process includes identification of the root cause for service failure, analysis and sharing data for immediate resolution, and daily tracking of students on SCOR to prevent repetition or escalation.

Q63: Describe any technology upgrades OSSE-DOT has taken in FY15 and FY16 to date to better track buses and communicate with parents and schools regarding arrivals and pick-ups.

- In FY15, DOT launched two of the three functionalities of the **Automated Event Notification System** to its parent and stakeholder community via mobile text messages and voice calls. 1) Inclement weather notifications were distributed to all stakeholders in February 2015 warning them of delays and suspended service. 2) Daily route-specific notifications began in September 2015, reducing staff time spent making notification calls to parents. In FY 16, DOT will launch the third and most complex functionality, student-specific notifications. This will enable DOT to communicate schedule changes and delays with only the parents and guardians of students affected by the change.
- DOT partially implemented the **ADP Biometric scanning process** at the terminals. This cutting-edge punch clock system eliminates the need for time clock supervision for over 1,000 employees. Front line managers will be able to redirect resources to managing bus operations, improving adherence to work schedules, and increasing workforce productivity. In FY16, DOT will test employee biometric sign-ins to ensure that the accurate payment information is reflected in PeopleSoft.
- DOT continues to fine tune use of the **M-Nav Student Ridership Tracking** system which enables bus drivers to record student ridership directly from the school bus. This information is available to central office staff and managers to improve overall service delivery in terms of on-time performance, Medicaid funding, and customer service. Drivers and central office staff have been trained to use the system, but contracting for installation, software upgrades and repairs, as well as a lack of business processes to oversee usage compliance and resolve issues, have been challenges to full usage.

Post-Secondary Education and Career Education

Q64: Provide the list of schools that are considered IT Academies. Please detail OSSE's efforts in FY15 to expand the number of IT Academies to increase students' digital literacy and better prepare them for college and careers. What outcomes have been observed in FY15 to date from this program?

RESPONSE:

The list of schools that were considered Microsoft IT Academies for the 2014-15 school year is as follows:

- Academy of Hope Adult PCS
- Anacostia High School
- Ballou STAY
- Benjamin Banneker High School
- Community College Preparatory Academy PCS
- Coolidge High School
- Four Walls Career & Technical Education Center
- Friendship PCS – Technology Preparatory Academy
- Friendship PCS – Collegiate Academy
- H.D. Woodson High School
- Hospitality High School
- Howard University Middle School of Mathematics and Science PCS
- IDEA PCS
- Latin American Youth Center Career Academy
- Luke C. Moore Senior High School
- Roosevelt High School at MacFarland
- Roosevelt STAY at MacFarland
- SEED PCS

Expansion Efforts

In an effort to expand the Microsoft IT Academies to other sites, OSSE identified two additional schools (McKinley Technology High School and Dunbar High School) that had the capacity and were willing to offer the program. OSSE staff worked with administrators at these schools to ensure that the Microsoft IT course would be offered and adequately staffed for the 2015-2016 school year.

In addition, OSSE moved Microsoft Academy licenses, which are necessary to run the academy courses, from two schools (one closed and the other was unable to maintain the courses due to staffing changes) and provided the licenses to Washington Math and Science Technology PCHS and the R.I.S.E. Demonstration Center.

Microsoft IT Academy Outcomes

The implementation of the Microsoft IT Academies in the District of Columbia in the 2014-15 school year resulted in the following outcomes:

- 18 schools actively participating, two in the planning stage

- 951 exams taken, which was 32% more than the number of exams taken in the 2013-14 school year (718)
- 365 Microsoft Office Specialist (MOS) Certifications earned, which is 15% more than the number of certifications earned in the 2013-14 school year (317)

Microsoft IT Academy results for the 2015-16 school year to date are as follows:

- 20 schools actively participating
- 260 Exams Taken
- 132 certifications earned, which is 81% more than the number of Certifications earned at this time in the 2014-15 school year (73)

Q65: OSSE funds free SAT testing for all DC public school juniors and seniors. Please provide the Committee the following:

- (a) The cost of administering this program in FY12, FY13, FY14, FY15, and FY16 to date;
- (b) How many seniors and juniors took advantage of this program for each of the above years;
- (c) The District’s average SAT scores for FY12, FY13, FY14, and FY15;
- (d) Any plans OSSE has to expand this offering to include the ACT in the future; and
- (e) Opportunities OSSE offered to students with regard to SAT prep.

RESPONSE:

In 2012, the Council of the District of Columbia passed Law 19-142, the “Raising the Expectations for Education Outcomes Omnibus Act of 2012,” which requires each student attending public high school to take the SAT or ACT before graduating. Because the costs of both tests can be prohibitive (e.g. the SAT is \$54.50 per exam), OSSE provides all District juniors and seniors who attend public high school in the District the ability to take the SAT free through SAT School Day. During the fall semester, seniors take the SAT on a given day, and juniors do so during the spring semester. If an eligible student is present at school on SAT School Day, he or she is required to take the exam.

The table below summarizes the cost of administering SAT School Day, the number of students participating, and the District’s overall mean SAT score in each year.

Fiscal Year	Administration Cost	Number of Students Served	District’s Mean Total SAT (Math, Reading, Writing) ***
FY12	No program in place during FY12	No program in place during FY12	N/A
FY13	No program in place during FY13	No program in place during FY13	N/A
FY14	\$224,084	4718**	SAT School Day: 1115 All test days: 1135
FY15	\$241,290	4969**	SAT School Day: 1109 All test days: 1133
FY16	\$287,411*	2679 ⁴	SAT School Day: 1121

* In FY16, the SAT School Day contract cost increased to reflect the change in price for the revised SAT.

** Includes students who took SAT test on SAT School Day who self-reported as a junior, senior, or did not report grade.

*** SAT scores are reported by school year, which very roughly align with fiscal year.

ACT Expansion

Though OSSE provides SAT School Day for all juniors and seniors, LEAs and schools are able to obtain free or reduced price vouchers directly from ACT for students to take the ACT exam.

⁴ Includes only fall scores. Student grade undetermined.

ACT deems students eligible to receive vouchers if they are considered eligible for the Free and Reduced Meals Program (FARMS). For students who are not eligible for FARMS, schools can request that OSSE assume costs for the ACT. If the student's school does not participate in SAT School Day, OSSE assumes the costs of the ACT for non-FARMS students.

OSSE staff meets quarterly with ACT about the most effective way to ensure all of our students have access to the ACT. These meetings have involved topics such as price structuring for a similar ACT School Day and current demand for the ACT. Moving forward, OSSE and ACT will continue to have conversations on how best to work together in the future.

SAT Preparation

In 2015-16, OSSE developed the SAT Preparation Expansion Grant, a competitive grant program in which SAT preparation companies in partnership with District LEAs applied for funding for in-school SAT preparation services. Before the Request for Applications (RFA) was released, OSSE conducted outreach to determine what SAT services already existed in District public high schools and to assess the level of demand for this type of programming. The outreach was conducted via in-school interviews (during the high school needs assessment project), as well as emails and phone calls to school leaders and counselors.

Based on the information gathered, OSSE developed the criteria for the grant funding, and released the RFA. The criteria for the funding included quality and success of the SAT preparation company, type of SAT program, timing of the program (during school hours), credit offered, and program duration. The RFA and application were available in early September 2015. OSSE awarded \$255,605.80 in total funding, for programs to be administered throughout the 2015-16 school year. Funding was awarded to three test preparation companies, in partnership with nine LEAs, providing services to students at 15 public high schools in the District of Columbia, and enrolling 1,214 students. Programs span across six District of Columbia Public Schools (DCPS) and nine public charter high schools. Programs began in October 2015, and will continue through June 2016.

Q66: Provide an update on the OSSE Scholars Program in FY15 and FY16 to date. At a minimum, in your response, please include:

- (a) The number of students who applied to the OSSE Scholars Program;**
- (b) The number of students who were accepted to the OSSE Scholars Program;**
- (c) The cost of the program per student;**
- (d) How long the program runs for;**
- (e) Activities and opportunities students experience through the OSSE Scholars Program;**
- (f) A description of OSSE’s efforts in terms of recruitment and outreach; and**
- (g) What outcomes have been observed as a result of the program.**

RESPONSE:

The OSSE Scholars Program was created in spring of 2012 as an academic enrichment opportunity for high-achieving, low-income District of Columbia high school students. Through partnerships with selective postsecondary universities, this program exposes high school sophomores and juniors to university campuses, various academic disciplines and peers from a wide variety of backgrounds. OSSE Scholars was originally provided through funding support from the Department of Education’s College Access Challenge Grant (CACG). After CACG expired in fiscal year (FY) 2014, OSSE has used carryover funding to provide the OSSE Scholars Program.

The OSSE Scholars Program is briefly described below.

- Interested students submit an application during the fall, including a list of courses and extracurricular activities, solicit one recommendation from a teacher, counselor or academic advisor, and complete an interview. OSSE staff conducts interviews with all applicants and makes final selections.
- Once students have been accepted as OSSE Scholars, they apply directly to university programs. Students may only attend one university program within a given summer. OSSE Scholars is a need-based program and as such OSSE funds all program costs, as well as travel to and from each student’s selected program.
- Accepted students and their parents attend at least one informational session prior to attending their program.
- Scholars also receive essay writing assistance and college and career counseling assistance.

- (a) The number of students who applied to the OSSE Scholars Program**
- (b) The number of students who were accepted to the OSSE Scholars Program**
- (c) The cost of the program per student**

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program for 2015 and 2016:

	Summer 2015 Program	Summer 2016 Program
Number of students who applied to the OSSE Scholars Program	299	276
Number of students who were	50 (18 DCPS students, 32	71 (30 DCPS students, 41

accepted to the OSSE Scholars Program	public charter school students)	public charter school students)
Total cost of the program	\$356,412.46	\$492,500 (anticipated)
Average cost per student*	\$7,128.25	\$6,936.62 (anticipated)

* Costs include tuition, travel, and educational supplies

(d) How long the program runs for

The length of the OSSE Scholars Program varies for each university program, but all programs run between two and eight weeks.

(e) Activities and opportunities students experience through the OSSE Scholars Program

Students experience a variety of activities and opportunities through the OSSE Scholars Program. Prior to the summer experience, OSSE staff members provide a series of regular workshops and meetings to ensure OSSE Scholars are fully prepared. Some of the pre-summer activities offered to Scholars include:

- New Student/Parent Orientation – OSSE Staff members introduce the expectations of OSSE Scholars and share details about deadlines
- Peer Orientation (Former Scholars meet and discuss their experience with new Scholars)
- Essay Writing Workshops
- On-going and frequent 1:1 meetings with Scholars
- Travel Orientations: Sessions to meet with students about the intricacies of travel. (Many of the Scholars have never traveled on an airplane before).

Once students arrive on campus, students are exposed to:

- College level academic courses
- College professors and staff
- College residence halls and college resident life
- Opportunities to explore the surrounding areas, and participate in exploration activities and other cultural exposure activities.

(f) A description of OSSE’s efforts in terms of recruitment and outreach

OSSE’s recruitment and outreach efforts involve working with high school counselors to share information about the program and explain the application process. Each year, OSSE provides posters and flyers to high school counselors to advertise the OSSE Scholars Programs. OSSE staff also works with high school counselors to help them better understand selection criteria and thus recommend the best candidates for the program. This year, OSSE held two webinars to assist counselors with the application process. Additionally, OSSE staff visited high schools to talk directly with students about the OSSE Scholars Program.

(g) What outcomes have been observed as a result of the program

OSSE Scholars alumni choose colleges that are more selective and have stronger graduation rates than their peers nationally. More than 60% of OSSE Scholars matriculated to institutions with high six-year graduation rate (at or above the national completion rate of 66%) compared with about 30% of high-achieving low-income students nationally.

Of the 43 OSSE Scholars from the high school graduating classes of 2012, 2013, and 2014, OSSE has postsecondary information for 38 alumni, or 88% of the total. There is no information for the other five students, which means that those students either attend universities that are not reporting to the National Student Clearinghouse, or are not enrolled.

Q67: DC TAG helps D.C. residents afford college tuition by reducing the cost of tuition at public and private institutions in the DC metro area. Please provide the following for FY12, FY13, FY14, FY15, and FY16 to date:

- (a) The number of students participating in DC TAG overall and by each Ward;**
- (b) The amount of funds expended through the DC TAG program in total and the amount spent on students by each Ward;**
- (c) The average DC TAG award amount for the District and for each Ward;**
- (d) The historical graduation rate for students receiving a DC TAG award;**
- (e) A list of each school DC TAG students attend and the number of students at each institution; and**
- (f) DC TAG awards by annual household income.**

RESPONSE:

Please see: Question 67 Attachment – DC TAG

Q68: How does OSSE evaluate the success of participating DC TAG institutions in graduating our students within five years? Please all provide an update on OSSE's college knowledge public information campaign.

RESPONSE:

To evaluate the success of participating DC Tuition Assistance Grant (DCTAG) institutions, OSSE matches student records in National Student Clearinghouse to student records in the DC OneApp system in order to compile retention and graduation rates for all colleges and universities participating in the DCTAG program. Institutional persistence and graduation rates for DCTAG students are displayed to applicants when they select a postsecondary institution in their online application through the DC OneApp system.

To provide information to potential applicants for the 2015-2016 award year, the DCTAG program promoted and marketed the opening of the OneApp utilizing a multi-media strategy. The campaign incorporated advertisements in newspapers, radio, metro bus shelters, email blasts, and social media, as well as posters in all DCPS and PCS high schools. The campaign began in late January and ran until the end of February. Additional advertisements were also disseminated in the weeks before the June 30th application deadline in order to increase the total number of awardees for the 2015-2016 award year.

In conjunction with the multi-media strategy, the DCTAG program conducted a number of financial aid information sessions, both as part of the DCTAG outreach team's "high school marketing blitz" and at other out-of-school events. These sessions provided information on the DCTAG program and other federal financial aid programs and were held throughout the District of Columbia. Among the sessions were 36 workshops in DCPS and public charter high schools in which 1,836 students participated. In total, the DCTAG outreach team conducted or participated in 67 workshops and trade shows in which 10,723 students and parents were in attendance.

Each year, the Free Application for Federal Student Aid (FAFSA) allows students across the country to access their share of over \$150 billion in federal grants, loans, and work-study funds. The FAFSA allows many colleges and universities to determine the amount of additional need-based aid that students should receive. It should come as no surprise that several national studies have shown a strong linkage between FAFSA completion and college enrollment. As OSSE is committed to increasing the rate of postsecondary participation by District high school graduates, it has created the FAFSA Completion Initiative. The initiative brings together a wide array of College and Credential Completion Network (C3N) members to increase the District of Columbia's rate of FAFSA completion and postsecondary enrollment. The initiative is comprised of:

- A District-wide public awareness campaign to increase the awareness of FAFSA's importance and encourage FAFSA completion by all eligible students;
- Coordination of FAFSA submission events at schools and community-based organizations throughout the city, effectively leveraging network resources; and

- Access to student-level FAFSA completion data for high school counselors and principals through an online platform, allowing for targeted and more strategic interventions. This tool allows school and community-based organization (CBO) staff to see almost real-time student FAFSA and DCTAG completion statuses in order to help them target their student and family interventions.

In addition to the above, all students and counselors have access to the My College Fact Finder (MCFF) tool. Helping District students to make smart college choices is an incredibly important part of the work of OSSE and its many partners. This inspired OSSE to develop and launch MCFF in April 2015. By sharing a broad range of data on hundreds of colleges and universities across the country where District of Columbia students have enrolled - including SAT and ACT ranges, transfer pathways, and completion rates for District students at those institutions – OSSE aimed to enrich the college selection conversations that its partners have with District students and that District students have with their parents. Over the past four months, OSSE staff has been hard at work creating several upgrades for MCFF. These changes were implemented in December 2015.

The improvements to the site include additional details on college completion, showing if District students who transferred from a particular college end up completing their degrees or not and at what type of institution. The site also now shows how many District students transfer into a particular college and whether or not they complete. Finally, as the site is intended for the personal use of counselors and students, individuals must register in order to use the site. The new version of MCFF can be accessed at mcff.osse.dc.gov. OSSE is also developing a suite of materials to be used in conjunction MCFF, including lesson plans and student activities, which will ensure that OSSE's partners and District students gain the maximum benefit from using this innovative, web-based tool.

Q69: In FY14, the city established the District-wide Youth Re-Engagement Center (REC) to reconnect youth ages 16-24 to educational programs. Please provide an update on RECs activities and outcomes in FY15. Also include the RECs latest report.

RESPONSE:

Please see: Question 69 Attachment – REC FY15 Report

Background

The DC ReEngagement Center (REC) is a centralized District service through which out-of-school youth between the ages of 16 and 24 years old can reconnect to educational options and other critical services to support their attainment of a high school diploma or equivalency. OSSE spearheads this effort with support from the Deputy Mayor of Education, Department of Employment Services, Raise DC's Disconnected Youth Change Network, schools, community-based organizations, and other key partner agencies. In an effort to successfully reconnect youth to school, REC specialists:

- Perform an assessment of academic and non-academic needs to develop individualized reengagement plans;
- Provide assistance identifying “best fit” educational options, including District of Columbia Public Schools, public charter schools, community based organizations, and faith based organizations;
- Provide support during the re-enrollment process (collecting documents, accompanying youth on program visits, and connecting youth to resources that address reengagement barriers); and
- Provide ongoing support for at least one year after enrollment occurs.

Budget

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

Staff

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

Number of Disconnected Youth Served in FY15 to date

In FY15, the REC successfully reconnected 183 youth to an education program; conducted 318 full intakes, which includes a full intake interview that identifies barriers to enrollment and retention, a staff review of clients' past academic history, and student completion of the eCASAS assessment to determine literacy and numeracy levels; and conducted 577 short intakes. It is also important to note that the REC opened its doors on October 20, 2014—after the beginning of the fiscal year. Within the first year of operations, the REC successfully reconnected 203 youth to an

education program, just over its goal of 200 within the first year (October 20, 2014 to October 20, 2015).

As of January 12, 2016 (FY15 to date), the REC has successfully reconnected 233 youth to an educational program, conducted 374 full intakes (a full intake includes an interview to identify barriers to enrollment and retention, a staff review of past academic history, and student completion of the ECASAS assessment to determine literacy and numeracy levels), and has conducted 659 youth short intakes.

In line with national practices, the REC has adopted a method of tracking persistence by establishing two cohorts a year based on when re-enrollment takes place. This approach allows for a more meaningful measure of persistence rather than including students who were re-enrolled in the immediate past into a persistence calculation. Based on this approach, the REC's Cohort I includes 106 youth who reconnected to an educational program between October 20, 2014 and July 27, 2015. As of January 12, 2016, 7 have earned a High School diploma or GED and seventy-two percent (72%) of Cohort I are still enrolled and attending, which is eight percentage points higher than the national average retention rate based on publicly available data from the National League of Cities Re-engagement Network.

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

Partnerships

The success of the REC is due to the many partnerships that we have formed throughout the city. A full list of partnerships is in the attached fiscal year report, but below are some of the highlighted agencies that have contributed to the overall success of the ReEngagement Center:

- Co-located intakes in Columbia Heights: The ReEngagement Center's bilingual specialist continues to conduct intakes one day a week in Columbia Heights. This co-location addresses the need to provide service to youth who are not able to come to the northeast location.
- DC General Family Shelter: DC ReEngagement Center staff conducts co-located intakes at DC General Family Shelter. Co-location at DC General occurs on the third Monday of every month.
- Department of Human Services (DHS): Beginning in July 2015, DHS provided a staff member once per week to complete public benefit eligibility on site at the ReEngagement Center. This partnership allows youth to apply for public benefits without having to travel to several locations and stand in long lines at service centers.
- District Department of Transportation (DDOT): REC Specialists have been trained and authorized to determine eligibility and provide DC1 Cards for those students who qualify under the "Kids Ride Free" program to help address the transportation barrier, which is the most common barrier to re-enrollment.
- OSSE' Division of Early Childhood Education (ECE) and the DC Child Care Connections Resource and Referral Center: REC Specialists have been trained and authorized to determine eligibility and provide child care vouchers directly to youth parents who identify child care as a barrier to re-enrollment. Also, beginning in

November of 2015, the DC Child Care Connections Resource and Referral Center began sending a staff member to assist DC ReEngagement clients search for appropriate child care options. The staff member co-locates at the REC every first and third Thursday.

- Metropolitan Police Department / Deputy Mayor for Public Safety / Court Services and Offender Supervision Agency / Court Social Services / Department of Youth Rehabilitation Services: The Reengagement Center has participated in the Mayor's Person of Interest Call-In's at various agencies and locations for clients on the MPD Person of Interest lists as well as other high risk individuals selected to participate. Staff trained 1,100 police officers about the ReEngagement Center's referral process during roll calls. ReEngagement Center staff participated in all summer 2015 Beat the Streets events.
- Department of Employment Services (DOES): The Department of Employment Services has not only provided a welcoming space for the REC, but has made referrals, assisted eligible youth in participating in the Career Connections employment program, has provided three interns under the Project Empowerment program, and has provided employment and job readiness services through the American Job Center and the Business Services Group.

Expansion and Growth of the REC

For fiscal year 2016, the ReEngagement Center plans to continue to expand and improve its partnerships and practices and reengage at least 250 youth. As part of this work, the REC will also launch the "Virtual ReEngagement Center," which will complement the brick-and-mortar REC and be a public website that will act as an alternative "front-door" for disengaged youth to connect with the REC or directly to a relevant educational program that provides instruction toward a secondary credential and/or industry certification. This tool will enable agencies and nonprofits that are already embedded in the community to assist youth in reconnecting to school by pushing out into the community the most up-to-date information on educational options as well as offering a direct line to REC staff who can assist with the re-engagement process. The initiative is based in part on the functionality of DC's Learn DC website, as well as Colorado's Drop in Denver website that targets out-of-school youth. To date, the back-end database has been developed and populated with information on the relevant educational partners and initial work on the front-end website has been completed. The current estimated completion date is February 2016 with a public launch date of March 2016.

While the ReEngagement Center has successfully achieved several of its first year goals, it is committed to engaging in a practice of continuous improvement. As part of this strategy, the REC is constantly adapting practice based on lessons learned, and in December of 2014 the REC initiated discussions with the Mid-Atlantic Regional Education Laboratories (REL) to conduct a formative evaluation of its first year of operations. The purpose of the REL study is to refine and improve the implementation of the REC. Specifically the study will evaluate the REC's: (1) outreach strategies; (2) intake/assessment procedures; (3) quality of educational offerings; and (4) data collection and use. To collect this information, REL conducted focus groups in November 2015. These focus groups included educational service providers, non-academic service providers, referring organizations, referring family and friends (i.e., relatives and friends of disengaged youth who have referred the youths to the DC REC), and various groups of youth

serviced by the REC. In addition, REL interviewed the REC staff members and reviewed any relevant documents and materials (intake assessments, outcome data, etc.).

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

Q70: What programs were offered by OSSE in FY15 to assist District residents in achieving their high school equivalency? Please provide the Adult and Family Education (AFE) outcomes for FY15.

RESPONSE:

Federal and Local Maintenance of Effort (MOE) Funding

Programs

OSSE Adult and Family Education (AFE) currently funds 23 organizations that each offer one or more of the following services to District residents:

- Adult Basic Education (ABE);
- Adult Secondary Education (ASE), inclusive of the General Educational Development Program (GED) and National External Diploma Program (NEDP);
- English as a Second Language (ESL);
- English Literacy/Civics Education (EL Civics);
- Family Literacy;
- Occupational Literacy;
- Digital Literacy;
- Career Essential Boot-Camp;
- Postsecondary Education and Workforce Transition; and
- Ancillary Services.

Ninety-five percent (95%) of the adult learners served by OSSE AFE sub-grantees enter at the Adult Basic Education Level (grade levels 1-8), while five percent (5%) enter at the Adult Secondary Education Level (grade levels 9-12).

In FY 2015, OSSE AFE made continuation awards from the federal and local Maintenance of Effort (MOE) funding to sub-grantees to implement the service models introduced in the FY 2010 grant competition that integrate adult education services with ancillary, workforce development and/or post-secondary education transition services. The service models were designed to encourage providers to innovate and develop seamless programming with adult education at its core to assist adults in increasing their educational functioning levels so that they could obtain a GED or secondary school diploma, enter employment, retain employment, and/or enter postsecondary education or training.

Outcomes

A total of 4,177 adult learners received services in programs funded by OSSE AFE's federal and local MOE funding in FY 2015. Of this number, 2,914 represents the total number of learners who met the National Reporting System (NRS) guidelines of having a valid assessment and twelve (12) or more instructional hours in the program year to be reportable to the U.S. Department of Education. The remaining 1,263 adult learners engaged in one to eleven instructional hours. The total number of learners served in FY 2015 (n = 2,914) that met the NRS requirements decreased by nine percent (9%) in comparison with the number of learners served in FY 2014 (n = 3,286) that met the NRS requirements. Of the 2,914 adult learners served in FY 2015, thirty-five percent (35%/n = 1,019) completed an educational functioning level. This

reflects a three-percent (3%) increase in the percentage of adult learners that completed a level in FY 2015 in comparison to thirty-two percent (32%/n= 1,062) in FY 2014.

Of the adult learners that comprised the “Entered Employment Cohort” (n=1,180), 61.61% (n= 727) responded to a survey about their attainment of this goal. Of the 727 respondents, 48.42% (n=352) reported that they achieved this goal.

Of the adult learners that comprised the “Retained Employment Cohort” (n=1,245), 61.12% (n=761) responded to a survey about their attainment of this goal. Of the 761 respondents, 95.01% (n=723) reported that they achieved this goal.

Of the adult learners that comprised the “Obtain a GED or Secondary School Diploma Cohort” (n=29), 58.62% (n=17) responded to a survey about their attainment of this goal. Of the 17 respondents, 58.82% (n=10) reported that they achieved this goal.

Of the adult learners that comprised the “Enter Postsecondary Education or Training Cohort” (n=993), 53.07% (n=527) responded to a survey about their attainment of this goal. Of the 527 respondents, 31.31% (n=165) reported that they achieved this goal.

These figures are calculated using a new, federally required, outcome tracking methodology. Prior to Program Year 2014 adult education students were able to self-select what outcome cohort/s they should be included in based on their own goals. While OSSE AFE has implemented this new model in 2015 and understands the value and logic behind it, there are some concerns regarding whether it accurately represents program performance since it is tracking performance against a goal that the students might not have set for themselves.

The GED outcomes reflect the shift to the 2014 exam which is more rigorous and this type of reduction has been seen across most jurisdictions. OSSE has seen improvements in the GED passage rate since the beginning of 2015 and we expect for this trend to continue as instruction continues to align with the new test.

OSSE AFE is committed to improving state and local program performance and will make every effort to help students achieve their desired goals. As part of the updated grant application process, OSSE AFE will review eligible providers’ past performance for evidence of demonstrated effectiveness. OSSE AFE will also strengthen its relationships with its Workforce Innovation and Opportunity Act (WIOA) partners to leverage funding and resources to develop bridge programs that lead to employment, training and postsecondary education. Similarly, the OSSE AFE will also focus on supporting stronger and more seamless transition relationships between adult education providers and post-secondary institutions and integrated education and training models.

Moreover, OSSE AFE is currently employing the survey method to acquire goal follow-up data from students who have exited the program. Many district residents with low level literacy skills and limited to no financial means are transient and difficult to locate after exiting OSSE AFE programs. The OSSE AFE will continue to work towards expanding the state’s capacity to

conduct student follow-up activities via data matching (in addition to surveying) in collaboration with DOES, OSSE SLED, the Jacob France Institute and the National Student Clearinghouse.

Finally, it is important to note that student goal attainment data is reportable after a student exits an OSSE AFE program. As such, students who attain goals while enrolled in a program are not reflected on the National Reporting System (NRS) federal tables.

Accelerated Learning (Local funding)

The Accelerated Learning: General Educational Development (GED), National External Diploma Program (NEDP) and Pathways to Work and/or Postsecondary Education Initiative is designed to improve the educational levels of the District workforce and lower unemployment. OSSE AFE awarded funding to thirteen (13) adult education providers to offer accelerated learning to a projected two-hundred (200) District residents reading at the adult intermediate education level (grade level equivalency of 6-8) and the adult secondary education level (grade level equivalency of 9-12). The program provided opportunities for participants to increase their literacy skills, successfully complete a GED or NEDP, and/or enter a postsecondary education or training program that will prepare them for employment in a high wage/high demand field.

The providers funded by the Accelerated Learning Grant served more District residents than they received funding for, as the actual number of residents served exceeded the proposed number of residents to be served.

	<u>Projected # to be Served</u>	<u>Actual # Served</u>	<u>Expected Outcome(s) for District Residents</u>	<u># (%) Achieving the Outcome</u>
GED	53	61	<ul style="list-style-type: none"> Earn a GED 	9 (14.8%)
This number includes 35 students served via a 1 st year pilot project with CSOSA and Wheeler Creek CDC for youth who are returning citizens; one of whom completed all four sections of the GED within the reporting period. Other students achieved some of the following outcomes: 6 made educational gains, 3 completed one to three sections of the GED, 6 entered training, and 12 obtained employment.				
NEDP	122	143	<ul style="list-style-type: none"> Acquire a High School Diploma 	100 (69.9%)
Pathways to Work	65	113	<ul style="list-style-type: none"> Increase Readiness for Work 	86 (76.1%)
			<ul style="list-style-type: none"> Earn an Industry Certification* 	53 (46.9%)
GED, NEDP and Pathways to Work	240	240	<ul style="list-style-type: none"> Transition to Postsecondary Education, Training or Employment 	158 (65.8%)
*Certifications included CDA (Child Development Associate), HHA (Home Health Aid), CMAA (Certified Medical Administrative Assistant), and CFC (Chlorine Fluorine Carbon)				

Assess for Success Initiative: Supporting Adults with Learning Disabilities (Local Funding)

The Assess for Success initiative, launched in the summer of FY 2015, to provide access to educational assessment services to District residents based on learning disability screening results. During the period of July 21, 2015 through September 30, 2015, sixty-two (62) District

residents were referred by eight (8) adult education providers for psychological evaluations and/or psycho-educational assessments by a licensed psychologist via the Assess for Success initiative. Of this number, twenty-one (21) customers completed the full battery of assessment(s) by September 30, 2015. In FY 2015, OSSE AFE established processes and procedures for referrals to the Assess for Success services. OSSE AFE also surveyed stakeholders at the end of FY 2015 – adult learners who were assessed, adult education providers who made referrals, and the vendors who provided the services – to gather information that could be used to refine the referral and assessment processes and procedures for FY 2016.

The low usage of this funding was largely due to intra- and inter-agency challenges including:

- working with DDS/RSA to establish task orders on DDS/RSA Human Care agreements with the assessment vendor;
- completing the procurement process with assessment and other initiative vendors;
- establishing purchase orders with vendors;
- capacity constraints due to a staff vacancy in OSSE’s Office of Adult and Family education at the beginning of the year; and
- contracting delays.

Furthermore, in an attempt to ensure the most impact with this funding, OSSE AFE coordinated with DDS/RSA to ensure that the vendors that were contracted with were approved by DDS/RSA which would allow the evaluation results to be recognized by DDS/RSA making the relevant students eligible for additional services that DDS/RSA provides (e.g. provision of assistive technology/medical support, employment support, postsecondary education or training funding). The human care agreements were finalized in July of 2015. These agreements have been reissued in FY16, which will allow for almost a full year of referrals rather than only three months, thereby ensuring the full expenditure of these funds in FY16. Also, this referral option is being built into the Data Vault which will allow for automated referrals from all of OSSE’s adult education providers and partners at the Department of Employment Services American Jobs Centers and the DC ReEngagement Center.

Department of Employment Services Partnership (Intra-District Funding)

The Office of the State Superintendent of Education (OSSE) and the Department of Employment Services (DOES) entered into a Memorandum of Understanding (MOU) in Fiscal Year (FY) 2014 October 1, 2013 to September 30, 2014 to meet the literacy and workforce needs of District residents. On August 12, 2014, the Parties agreed to exercise the first of four one-year option periods and extend the duration of the effective period of the MOU for one year (FY 2015 - October 1, 2014 - September 30, 2015). The FY15 MOU in the amount of \$1,800,000 (inclusive of \$1,500,000 DOES and \$300,000 OSSE AFE) enables OSSE and DOES to continue to partner to achieve the following objectives:

- A. District residents seeking core, intensive, and/or training services through American Job Centers have their educational needs assessed and that they are referred to the appropriate providers for services.
- B. District residents are adequately screened for learning disabilities and proper educational, training, and/or work accommodations are made ensuring that these customers are successful in their educational, training, and work endeavors.

- C. District residents are provided services enhancing their workforce skills and increasing their knowledge of specific industries while working towards a high school diploma or GED and/or transitioning to job training, postsecondary education, and/or employment.

The OSSE AFE and DOES Partnership Initiative includes the provision of Assessment, Screening, Literacy and Remediation, Occupational Literacy, Digital Literacy and Career Essential Boot-Camp services for District residents.

Assessment, Screening, Literacy and Remediation

In FY 2015, 1,108 District residents received assessment and screening services.

One of the primary objectives of the partnership was for OSSE AFE to assist DOES in the provision of assessment and screening services to determine customers' eligibility in DOES services. As such, the results of the assessment and screening help to determine the services most appropriate to the customer. Many of the DOES customers who received assessment and screening services were not in need of literacy and remediation services and were referred back to DOES. Another subset of customers who were in need of literacy and remediation services opted not to engage in literacy and remediation services. Therefore, of the 1,108 residents who received assessment and screening services, 759 (68.5%) District residents went onto receive literacy and numeracy remediation and/or occupational literacy services.

Of the 759 customers who received literacy services, 235 (31.0%) were pre- and post-tested and had a CASAS scale score gain in Reading. Of those, 147 (62.6%) also had an educational functioning level gain in reading. Additionally, of the 759 customers who received numeracy services, 185 (24.4%) were pre- and post-tested and had a CASAS scale score gain in Math. Of those, 121 (65.4%) also had an educational functioning level gain in math. These outcomes reflect the entry Educational Functioning Levels of the customers who received literacy and numeracy services, the majority of which entered at the Adult Basic Education (ABE) levels/Grade Level Correlation 1-8, and were the primary target population. Because the majority of the customers served in the partnership initiative were at the ABE level, their engagement in a GED preparation or secondary credential program and attainment of a GED or secondary credential is not applicable.

While only a small number of students were at the Adult Secondary Education (ASE) levels/Grade Level Correlation 9-12 at entry, fifteen (15) customers made scale score gains and/or Educational Functioning Level gains, and of this number, nine (9) passed one or more sections of the GED Test and six (6) earned a GED or secondary credential.

Of these 759 customers, 329 (43.3%) received literacy and numeracy remediation services as part of an occupational literacy program. Occupational literacy programs integrate occupational literacy (industry specific training and education) with adult basic education, adult secondary education, GED instruction, and/or English language instruction to create contextualized educational opportunities for learners so that they could develop essential employment skills needed for the successful entry into a given field, while also improving basic reading, writing, math, and/or English skills. Of the 329 participants in an occupational literacy program, 113

(34.3%) earned an industry certification, 163 (49.5%) earned a certificate of completion and 128 (38.9%) transitioned to postsecondary education, employment or training.

Moreover, in collaboration with DOES, OSSE AFE continued to work with Literacy Pro Systems, Inc. to enhance the conceptual framework and work flows in the DC Data Vault; update relevant standard operating procedures and train relevant staff on the Data Vault and the corresponding procedures; and began piloting the Data Vault in FY 2015.

Digital Literacy

In FY 2015, 291 customers received digital literacy services. Of this number, 245 (84.1%) earned a certificate of completion for participating in a digital literacy class and 92 (31.6%) industry certifications were awarded.

Career Essential Boot-Camps

In FY 2015 OSSE AFE awarded funding to the Graduate School USA to continue to offer several Career Essential Boot-Camps for District residents. These Boot-Camps include career assessment, career pathway mapping, job shadowing, career counseling, job search and/or other related services. During FY 2015:

- 63 students engaged in, and completed, one or more phases of the Career Essential Boot Camp.
- 63 students developed an Individual Career Transition plan demonstrating their understanding of the career pathway in their career of interest.
- 11 students participated in a job shadowing, internship, externship and/or mentoring opportunities.
- 16 students applied for employment during their participation in a Career Essential Boot Camp.
- 6 students completed all phases of the Career Essential Boot Camp and earned the 5 certificates of completion offered.
- 7 students transitioned to/enrolled in a Graduate School USA or another postsecondary education program that aligned with their Individual Transition Plan.

Q71: Describe the involvement that the OSSE has with the Workforce Investment Council and on the District of Columbia's State Plan as it relates to the Workforce Investment and Opportunity Act (WIOA). Please include an accounting of the OSSE's role on the Adult Career Pathways Taskforce.

RESPONSE:

Antoinette Mitchell, Assistant Superintendent for Postsecondary and Career Education, serves on the District's Workforce Investment Council (WIC) as Superintendent Kang's permanent designee. The OSSE Adult and Family Education department, which is responsible for the implementation of Title II of WIOA, is a unit within the Postsecondary and Career Education Division. Additionally, Dr. Mitchell, Deputy Assistant Superintendent for Postsecondary and Career Education Kilin Boardman-Schroyer, and State Director for Adult and Family Education Michelle Johnson attend WIOA Executive and Workgroup Meetings associated with the development of the District's Unified State plan; Career Pathways Task Force Meetings; and WIC American Job Center Sub-Committee meetings. The WIOA workgroups and sub-committee members meet regularly to strategize ways to develop a more cohesive and collaborative workforce development/career pathways system in the District of Columbia that aligns with the mandates of WIOA. Additionally, Mr. Boardman-Schroyer and Ms. Johnson contributed to the development and writing of the WIOA State Plan.

The Career Pathways Task Force was created through local legislation and charged with establishing a coordinated and seamless continuum of services across multiple agencies, community based organizations, and postsecondary institutions that will allow all adult learners to access educational opportunities along career pathways that lead to family sustaining careers. OSSE's division of Postsecondary and Career Education participated in all meetings of the Career Pathways Task Force and provided additional support to the WIC regarding the components relevant to adult education. A key deliverable for the Task Force was the development of a strategic plan that included recommendations on establishing a career pathways system in the District of Columbia. The plan, which was published in September 2015, serves as a resource and launching pad in the development of the District's Unified State Plan under WIOA.

Wellness & Nutrition Services

Q72: Provide an update on OSSE's collaboration with DMH and DBH on the implementation of programs to identify and assist children with behavioral health or developmental problems at DCPS and at charter schools. What new work was completed in FY15? Please also describe the training made available to LEAs on crisis response and intervention.

RESPONSE:

OSSE's collaboration with DMH and DBH

In Fiscal Year 2015, the Health Education Team within OSSE's Division of Health and Wellness in partnership with the Division of Elementary, Secondary, and Specialized Education joined the cadre of trainers to train school personnel in the Crisis Prevention Intervention's Nonviolent Crisis Intervention (designed to equip staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage) and the Crisis Prevention Intervention's Trauma Informed Care (designed to examine the effects of trauma on a person's behavior, and to teach staff how to provide care that is trauma informed and person centered).

Select members from the Health Education Team attended the Crisis Prevention Intervention's Nonviolent Crisis Intervention four-day instructor certification program on September 8-11, 2015 and the Crisis Prevention Intervention's three-day Trauma-Informed Care: Implications for CPI's Crisis Development Model Course on September 14-16, 2015.

The OSSE's Youth Advisory Committee (funded by the Health Education Team's Centers for Disease Control and Prevention Grant) and Department of Behavioral Health's Youth Move Chapter have developed public service announcements to promote and reinforce the importance of children's mental health (May 2015). To view the public service announcements, please visit the following link: <http://osse.dc.gov/event/dc-childrens-mental-health-awareness-month>

Trainings available to LEAs on Crisis Response and Intervention:

Systems of Care

Since 2010, OSSE has been an active partner in the development and implementation of the District of Columbia System of Care approach. The emphasis of the Systems of Care model is the creation of a systems-wide approach to coordinating care for children and families that is preventive rather than reactive, builds on strengths, reduces mental health stigma, and facilitates access to care.

CAFAS/PECFAS Pilot

As part of the System of Care Work, OSSE joined other District child-serving agencies, including the Department of Behavioral Health (DBH), to make a commitment to pilot the use of a set of functional assessment tools, the Child and Adolescent Functional Assessment Scale (CAFAS) and the Preschool and Early Childhood Functional Assessment Scale (PECFAS)

across systems. Although similar use of these tools in other jurisdictions has not typically included the education sector, OSSE understood the importance of participation and has agreed to support a pilot of the tools in a number of DCPS and public charter schools this year. The use of CAFAS and PECFAS across systems, with parental consent, can be an integral part of building a trauma-informed practice model across the District's child welfare, education, and mental health systems.

Crisis Response and Intervention

The model OSSE continues to implement to train staff on nonviolent crisis intervention is the Crisis Prevention Institute (CPI). The CPI model provides stakeholders with a proven framework for decision making and problem solving to prevent and, to the extent possible, de-escalate a person in behavioral crisis. Through the use of the CPI model, all participants who attended OSSE's nonviolent crisis prevention training were provided the skills and strategies needed to safely manage assaultive and disruptive behavior. Objectives of the training included:

- recognizing behaviors that may be exhibited by an individual in behavioral crisis
- understanding and applying de-escalation techniques
- maintaining the tools needed to support individuals before, during and after a crisis
- understanding the use of positive behavioral interventions and supports (PBIS)
- understanding the principles of nonviolent crisis intervention in school settings

At the conclusion of each training participants were required to complete a course exam in order to receive CPI certification.

Restorative DC Project

During the 2014-2015 School Year, the OSSE Division of Elementary, Secondary, and Specialized Education, in partnership with Community Conferencing Center, hosted a professional development opportunity for LEAs on building a positive school climate through Restorative Practices. Schools included in this project were Anacostia HS, Ballou HS, Columbia Heights Education Campus, Howard University MS, and Next Step Public Charter School. There were two all-day kick-off trainings followed by monthly Community of Practice meetings. Schools focused on using practices that build safe and effective learning environments through positive relationships, connection, and accountability.

For the 2015-2016 School Year, OSSE, SchoolTalk Inc., and DC Public Schools has partnered to engage in a deeper dive of the previous year's work through Restorative DC. The Restorative DC project focuses on implementing whole-school, Restorative Practices in five schools: (a) Ballou High School, (b) Maya Angelou High School, (c) Luke C. Moore High School, (d) Hart Middle School, and (e) Columbia Heights Education Campus. The Restorative DC initiative provides customized, on-site support in both community building and responsive circles. This design will ensure commitment, sustainability, and impact.

OSSE will continue to host a regular state Community of Practice (CoP) focused on the implementation of Restorative Practices in DC schools and is open to all LEAs. Participants will have the opportunity to engage with other educators for peer support and professional development, while experiencing how circles can be used to build community and resolve issues

collectively. Guided by participants' interests, topics may include (a) circle practices for community building, disciplinary diversion, and re-entry; (b) trauma awareness and resilience; (c) circle keeping skills, restorative language (Nonviolent Communication); (d) implicit bias/cultural sensitivity; positive youth development; and (e) restorative culture.

Trauma Systems Therapy (TST)/Trauma Informed Care

Trauma Systems Therapy, or TST, is an evidence-based treatment model that provides mental health services and support to children and adolescents with histories of exposure to traumatic events, who experience difficulties regulating their emotions and behaviors. Through the system of care collaboration, OSSE, DBH, and the District of Columbia Child and Family Services Agency (CFSA) have worked together to strengthen trauma-informed practices within schools and create, within schools, a culture that support students who have experienced trauma by asking “what happened to you?” instead of “what is wrong with you?”

Understanding the importance of this topic, in February 2015, OSSE conducted four half-day general overview trainings on trauma systems therapy for 80 participants, including school staff and community stakeholders. In September 2015, OSSE continued its support to schools by conducting additional four full-day overview and trauma tool trainings on trauma systems therapy for 67 participants. OSSE also sought the support of a specialized vendor to provide case consultation to all LEAs who participated in the September trainings, providing up to 80 case consultation hours with the training vendor. OSSE is in the process of putting together a plan to make this training sustainable.

Q73: Provide the key findings of the 2015 Youth Risk Behavior Survey. Include how many students participated in the survey. Please also discuss OSSE’s efforts to provide any technical assistance or support to schools with regard to social, emotional, and mental health based on the results from this survey.

RESPONSE:

The Youth Risk Behavior Survey (YRBS) was administered in both District public and public charter middle and high schools in Fall 2015 (September 2015 to December 2015). Results from the survey will be made available late summer of 2016. The table below outlines the overall response rate as of December 22, 2015.

Preliminary 2015 Youth Risk Behavior Survey Response Rate

<i>LEAs Combined - All Schools</i>										
	# Eligible Schools	# Schools Participating	# School Refusals	Max School Participation Rate	# Admins Completed	Percent of Completed Admins	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Current Overall Response Rate*
	99	88	11	89%	87	99%	25637	20253	79%	70%
TOTALS	99	88	11	89%	87	99%	25637	20253	79%	70%
<i>LEAs Combined - By School Type</i>										
	# Eligible HS	# Schools Participating	# School Refusals	Max School Participation Rate	# Admins Completed	Percent of Completed Admins	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Current Overall Response Rate
	36	33	3	92%	32	97%	14854	11018	74%	68%
TOTALS	36	33	3	92%	32	97%	14854	11018	74%	68%
	# Eligible MS	# Schools Participating	# School Refusals	Max School Participation Rate	# Admins Completed	Percent of Completed Admins	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Current Overall Response Rate
	63	55	8	87%	55	100%	10783	9235	86%	75%
TOTALS	63	55	8	87%	55	100%	10783	9235	86%	75%

*The current overall response rate is calculated by multiplying the max school participation rate and student response rate.

Based on findings from the YRBS and other school health related data/results, OSSE, in collaboration and partnership with other behavioral health entities, will provide technical assistance and/or support with regard to behavioral, social-emotional, and mental health based programming and services to schools and local organizations that work in District schools. This includes but are not limited to creating linkages and professional development opportunities related to prevention and intervention programs/services that are also aligned to promoting

achievement in academics; referrals to school and community support services; system-level assessments; resource identification and needs assessments; school safety and crisis response; etc. OSSE will develop a systematic process that will allow schools to request support and technical assistance around these programs and services.

Q74: Please provide the percentage and number of students eligible for free and reduced meals by LEA, individual school level, and grade at each school for SY2013-2014, SY2014-2015 and SY2015-2016 to date. Please also include the number of schools that are participating in the community eligibility provision (CEP) program.

RESPONSE:

Please see: Question 74 Attachment – FARM Status

Q75: Please provide the information below for each of the following programs Child and Adult Care Food Program, the After School Snack and Supper Programs, and the Free Summer Meals Program (added National School Lunch Program, School Breakfast Program, Fresh Fruit and Vegetable Program, and Special Milk Program):

- (a) The amount of funding in FY15 and to date in FY16;**
- (b) The name of the employee responsible for administering the program;**
- (c) The number of youth that were served by the program in FY14, FY15 and FY16 to date; and**
- (d) Detail any technical assistance OSSE provides to organizations implementing these programs.**

RESPONSE:

(a) The amount of total funding in FY15 and to date in FY16 is

	Total Funding in FY15	Total Funding in FY16 to date
National School Lunch Program	\$28,459,590.00	\$21,500,00.00*
School Breakfast Program	\$10,568,588.00	\$8,500,000.00*
Fresh Fruit and Vegetable Program	\$1,937,728.00	\$1,380,451.02*
Special Milk Program	\$7,451.48	\$50,000.00*
Child and Adult Care Food Program	\$7,702,826	\$2,494,760
Summer Food Service Program (SFSP)	\$3,274,630	\$21,528

*Reflects loaded budget, subject to change based on monthly claims

(b) The name of the employee responsible for administering the program

The team responsible for administering the NSLP, SBP, SMP, FFVP and TEFAP are:

- Lindsey Palmer, Manager/State Agency Director
- Barbara Adams, Program Specialist, NSLP & SBP
- Rita Akers, Program Specialist, NSLP & SBP
- Wayne Gardener, Program Specialist, NSLP & SBP
- Autumn Morgan, Claims Specialist, NSLP, SBP, FFVP & SMP
- Noni Robinson, Program Specialist, NSLP, SBP & SMP
- Andrea Belloli, Program Specialist, FFVP& TEFAP
- Major Langford, Program Specialist, TEFAP and Food Distribution

The team responsible for administering CACFP, After School Meals Program and the Summer Food Service Program (SFSP) are:

- o Norma Birckhead (Manager)
- o Katrina Florek
- o Suzanne Henley
- o Elisabeth Sweeting

(c) The number of youth that were served by the program in FY14, FY15 and FY16 to date:

	Total Meals Served in FY15*	Total Meals Served in FY16 (October and November)*
National School Lunch Program	8,968,127	1,904,055
School Breakfast Program	5,972,789	1,298,063
CACFP	55,948	9,670
After School Meals Program	77,960	237,423
SFSP (total meals served)	947,736	no data; meals service is from June – August

*Meals are tracked rather than students, due to reimbursement on a per-meal basis.

(d) Detail any technical assistance OSSE provides to organizations implementing these programs.

Technical assistance is given to all School Food Authorities (SFAs) who administer any part of the USDA programs. This includes monitoring and compliance visits, assistance with reimbursements and fiscal monitoring, program requirements and compliance, application renewal and other areas. An SFA may request technical assistance at any point during the year and someone from the team will either go out to the school or bring them into OSSE.

Q76: Provide a list of all the school gardens (school, location, grant funding received) for FY14, FY15, and FY16 to date. Please also include the name of the individual responsible for maintaining the garden, any programming as a result, and data on the use of the school gardens.

RESPONSE:

Please see: Question 76 Attachment 1 – School Garden
 Question 76 Attachment 2 – School Garden Snapshot

The FY16 School Garden Grant Requests for Applications was released on December 4, 2015 and were due on January 29, 2016.

Q77: OSSE created a Farm Field Trip grant for SY2014-15 to address the transportation barrier many schools face in getting their students to farms. How much money to OSSE award in FY15 and how many schools were impacted as a result of that funding?

RESPONSE:

In FY15, OSSE awarded \$33,644 to 21 schools at 12 LEAs to provide transportation for farm field trips.

School Name	Type	Ward	Farm Visiting	Award Amount
Bancroft ES	DCPS	1	Washington Youth Garden & Common Good City Farm	\$1,500.00
Barnard ES	DCPS	4	Arcadia	\$1,500.00
Capitol Hill Montessori @ Logan	DCPS	6	Rocklands	\$1,354.00
Columbia Heights Education Campus	DCPS	1	Arcadia	\$1,500.00
Creative Minds International PCS	PCS	1	Washington Youth Garden	\$985.00
DC Bilingual PCS	PCS	1	Hard Bargain	\$1,500.00
EL Haynes Elementary PCS	PCS	4	Common Good City Farm & Washington Youth Garden	\$1,180.00
EL Haynes High School PCS	PCS	4	Rocklands	\$790.00
Excel PCS	PCS	8	Arcadia	\$1,500.00
Ingenuity Prep_1 PCS	PCS	8	Arcadia	\$1,500.00
Ingenuity Prep_2 PCS	PCS	8	Rocklands	\$1,500.00
John Eaton ES	DCPS	3	Arcadia	\$1,500.00
Lafayette ES	DCPS	4	UDC	\$1,112.00
LAMB PCS	PCS	4	Rocklands & Common Good City Farm	\$1,500.00
LAYCCA PCS	PCS	1	Washington Youth Garden & Common Good	\$1,500.00
Paul International PCS	PCS	4	Rocklands	\$1,400.00
Powell ES	DCPS	4	Butler's Orchard	\$1,500.00
School Within a School	DCPS	6	Red Wiggler	\$1,500.00
Thurgood Marshall Academy PCS	PCS	8	Arcadia	\$1,500.00
Truesdell ES	DCPS	4	Arcadia	\$1,500.00
Two Rivers PCS	PCS	6	Arcadia	\$1,500.00
Tyler ES	DCPS	6	Arcadia	\$1,455.00
Washington Yu Ying PCS	PCS	5	Rocklands	\$1,368.00
Watkins ES	DCPS	6	Arcadia	\$1,500.00

Q78: According to the data collected and available to OSSE, what is the current compliance rate among LEAs for completing physical activity and physical education requirements in the District?

RESPONSE:

The physical education requirement is currently being met by nine public and public charter schools, which is the greatest number of schools meeting the requirement since the number of minutes increased to 150 minutes for K-5 schools and 225 minutes for 6-8 schools under the Healthy Schools Act. As a point of comparison, only one school was meeting the physical education minute requirement during SY2014-2015. This significant increase in the number of schools meeting the minutes can be attributed to the development and implementation of the DC Physical Education and Health Education grant and the allocation of DCPS funds to schools that opted in to a daily physical education schedule.

Q79: What was the average amount of time LEAs dedicated to physical education and health education during SY2013-2014 and SY2014-2015?

RESPONSE:

According to the School Health Profile (SHP) data, LEAs dedicated the time outlined below to physical education and health education during SY2013-2014 and SY2014-2015.

Average Minutes per Week of Physical Education in Grades K-5 and 6-8, SY2013-2014 and SY2014-2015

	K-5	6-8
SY2013-2014	59	89
SY2014-2015	73	140

Average Minutes per Week of Health Education in Grades K-5 and 6-8, SY2013-2014 and SY2014-2015

	K-5	6-8
SY2013-2014	31	48
SY2014-2015	35	44

Average Minutes per Week of Health Education and Physical Education Minute for all grades, SY2013-2014 and SY2014-2015

	Avg. HE mins	Avg. PE mins
SY2013-2014	57	117
SY2014-2015	45	127

Q80: Please detail OSSE's efforts during FY15 and FY16 to date to educate LEAs and communities that by law, recess should not be withheld as punishment to students.

RESPONSE:

During FY15 and FY16, OSSE educated LEAs and community-based organizations that by law, recess should not be withheld as punishment to students through several professional development sessions and trainings including three grant-specific trainings, a presentation at OSSE's LEA Institute, a presentation at the mandatory National School Lunch Program training, and sessions at OSSE's annual Teacher Wellness Symposium. In addition, the Healthy Schools Act recess provision is reviewed with schools during compliance visits and in Local Wellness Policies. OSSE also provides technical assistance to schools on finding alternatives to withholding recess as punishment.

The Division of Health and Wellness continues to educate LEAs, along with communities, on the law associated with recess not being withheld from students as a form of punishment through site visits, informal discussions, professional development opportunities, and ongoing technical assistance. Site visits are conducted quarterly and are a designated time with priority public charter school staff with the intent of evaluating, listening to feedback, supporting, and assisting with increasing physical activity through physical education, classroom physical activity, and recess. Professional development days and training at the beginning of the school year has assisted in driving the home the point of recess not being withheld or not offered to students. The Charter Health Professional Development Day was held on August 19, 2015 and CATCH PD day, which took place on October 30th and November 13th, included a portion of those days that dedicated to communicating mandatory recess among other policies. Not only did OSSE communicate the mandatory nature of the policy, we also brought in outside community based physical activity providers to show school staff how structured recess can be incorporated into the school day and how time spent performing physical activity can be increased. Pamphlets were distributed within site visit resource guide packets given to LEAs and through technical visits that also highlight and stress the importance of incorporating and utilizing a structured recess model.

Q81: Provide an update on any progress made to improve the method of collecting the DC Universal Health Certificate. Please also include the number collected during SY13-14, SY14-15, and SY15-16 to date.

RESPONSE:

OSSE does not oversee the collection of the DC Universal Health Certificate (UHC) and therefore has not collected during SY13-14, SY14-15, and SY15-16 to date. Currently, LEAs are responsible for ensuring compliance with this requirement and oversight of that responsibility occurs with the District's Department of Health (DOH) in conjunction with the immunization registry. OSSE is partnering with DOH to explore options for maximizing compliance rates for the UHC collection requirement. This includes implementing an electronic version for LEAs and providers to upload information on students and creating a tracking mechanism in SLED to have statewide data for improved reporting.

**Q82: Provide an update on OSSE’s work to rewrite the health standards to date.
Please provide the timeline for approval.**

RESPONSE:

Please see: Question 82 Attachment 1 – DC Health Education Standards
Question 82 Attachment 2 – Health Education Standards Memo

On January 7th, OSSE released a revised version of the health education standards for LEAs to review provide feedback. OSSE plans to bring a finalized version to the State Board of Education in April for a vote so that the standards can be implemented in the 2016-2017 school year.

Health Standards Timeline for Approval

December 2015: Solicited feedback from DOH, DBH, FEMS, OHR, AAP, DCPS, and PCSB. Finalize OSSE draft and create memo to LEAs.

January 2016: Released proposed standards and memo to all LEAs highlighting approximately 30 key standards. Notified LEAs that they are being asked to review and provide feedback and to implement the highlighted standards this school year. Included information that they will be voted on by SBOE in April and implementation will be required in SY16-17.

January-March 2016: Hold feedback sessions led by OSSE for teachers/LEA leaders. Dates for in-person feedback session for educators at 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002:

- January 15, 2016 from 4-6pm
- February 4, 2016 from 4-6pm
- March 3, 2016 from 4-6pm

The comment period will close March 18, 2016.

March 2016: Release state-generated health assessment that tests on the highlighted standards we have asked LEAs to field test.

April 2016: Put forward revised health education standards to SBOE for approval.

June 2016: Release health assessment performance results to LEAs.

School year 2016-2017: LEA implementation.

Q83: Provide an update on OSSE's implementation of the Healthy Tots Act.

RESPONSE:

OSSE has taken the following steps to implement the Healthy Tots Act (HTA):

1. Promulgated the Healthy Tots Act Regulations which established guidelines for the waiver from mandated participation in the Child and Adult Care Food Program (CACFP) Expansion Program, reimbursement to providers through local funding; and monitoring and technical assistance available to providers.
2. Created OSSE's HTA website that provides an overview of HTA updates and all of the resources facilities need to take tap into the HTA benefits.
3. Launched the CACFP Expansion Program which included:
 - Identifying 73 facilities -- 54 child development centers and 19 child development homes -- that as of October 30, 2015 enrolled 50% or more children who participated in the child care subsidy program;
 - Providing the 73 facilities with in-person, phone or email training and technical assistance on how to participate in the CACFP Expansion Program, including how to complete the HTA CACFP Participation Waiver and HTA CACFP Letter of Intent; how to complete the CACFP application; and how to participate in CACFP under the sponsorship of an approved CACFP Sponsor; and
 - Developing the HTA CACFP Participation Waiver application and process.
 - The HTA CACFP Participation deadline was December 21, 2015. As of January 5, 2016, a total of 47 facilities have responded.
 - Twenty-five facilities have submitted letters of intent to complete and submit a CACFP application by March 1, 2016.
 - Twenty-two facilities have submitted the HTA CACFP Participation Waiver.
 - 26 facilities have not responded. The Education Services monitors and Healthy Tots Management Analyst are reaching out to these facilities to gather their responses no later than January 21.
4. Implemented the Enhanced CACFP Reimbursements framework:
 - Updated the CACFP reimbursement payment system (NSCP) to accommodate the three different Healthy Tots reimbursements;
 - Began reimbursing existing CACFP facilities for earned Enhanced CACFP Reimbursements;
 - Created Enhanced CACFP Reimbursements participation and documentation system;
 - Created tools and resources to facilitate existing CACFP facilities ability to earn and receive the Enhanced CACFP Reimbursements;
 - Provided in-person training to all of the existing CACFP facilities on the benefits of and participation process for the Enhanced CACFP Reimbursements; and
 - Provided in-person, phone or email technical assistance regarding the Enhanced CACFP Reimbursements.

Grants Management

Q84: Provide the following information for all grants awarded to OSSE during FY15 and to date in FY16:

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

RESPONSE:

Question 84 Attachment – FY14-FY15 Federal Grant Data State Level

Q85: Provide a complete accounting of all grant lapses in FY15, including a detailed statement on why the lapse occurred and corrective action taken by OSSE. Please also indicate if the funds can still be used and/or whether they carried over into FY16.

RESPONSE:

OSSE has made great strides in reducing the amount of federal funds lapsed. In FY12, over \$7 million was lapsed. In each year since, there has been a significant reduction. In FY13, \$1.2 million was lapsed, in FY13, \$1.2 million was lapsed, in FY14, \$913,00 was lapsed, and in FY15, only \$49,786.42 was lapsed. Notably, OSSE returned \$0 in U.S. Department of Education grant funds to the U.S. Department of Education in FY15. OSSE returned \$26,684.34 in U.S. Department of Agriculture funds and \$23,102.08 in U.S. Department of Health & Human Services funds.

Please see: Question 85 Attachment – FY15 Lapsing Fund Report

Q86: Provide the following information for all grants/subgrants awarded by OSSE during FY15 and to date in FY16:

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

RESPONSE:

Please see: Question 86 Attachment – FY14 Grants and Subgrants

Q87: Provide a chart of all Title I, Title II, and Title III funding. In the chart, please include the allocation, actual spent, amount unspent, use of funds, and status of unspent funding for each LEA. Please provide this information for FY12, FY13, FY14, and FY15.

RESPONSE:

Please see: Question 87 Attachment – Title I, II, III

Q88: Provide an update on OSSE's efforts to move toward a risk-based monitoring approach within grants management.

RESPONSE:

In FY15, OSSE used the risk assessment tool to determine which LEAs would require on-site monitoring, desktop monitoring or no monitoring at all for ESEA funding in the 2014-2015 school year. By using this tool, OSSE determined monitoring type, priority and scheduling. Ten on-site monitoring visits were conducted in FY15 with the identified LEAs. This practice adheres to the requirement for risk-based assessment of sub-recipients provided in OMB's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR § 200.331), adopted by U.S. Department of Education on December 19, 2014 (79 Federal Register 75,871).

In FY 16, OSSE has moved oversight of ESEA Title grant administration into the Division of Elementary, Secondary, and Specialized Education and expanded the scope of this effort to include other formula and competitive grants under the K-12 umbrella.

Non-Public Tuition

Q89: Provide a narrative description on how the budget for Non-Public Tuition is formulated for each Fiscal Year. Which services are funded using this money for each student (i.e. tuition, transportation, etc.)? Who is eligible for funding under non-public tuition? How are students identified and evaluated for use of this funding?

RESPONSE:

The budget for Non-Public Tuition is established based upon a review of expenditures from three prior years. The OSSE Nonpublic Payment Unit (NPU) is responsible for processing and approving tuition, residential services, room and board, various related services, including student evaluations and assessments, and travel expenses between the District residential schools outside of the District, all in accordance with services as documented on the students' Individual Educational Programs (IEPs).

The OSSE Nonpublic Tuition Fund covers costs in three categories related to students, aged 3-22, who have been identified by a Local Education Agency (LEA) as eligible to receive special education services under Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 *et seq.* (2004), that are documented in an IEP:

1. Students who are placed into a nonpublic school by the LEA;
2. Students in the care of Child and Family Services Agency (CFSA) or Department of Youth Rehabilitation Services (DYRS) being educated in a program outside of the District; and
3. Students served by St. Coletta's Public Charter School (PCS).

If students are placed by the LEA, the placement review and location assignment process occurs through an OSSE Policy and Procedures Oversight Unit. If students are placed for non-educational reasons by sister agencies, such as CFSA, DYRS, or the Department of Behavioral Health (DBH), OSSE provides funds that cover the educational portion of the placement. St. Coletta's PCS is provided with an annual gap payment in accordance with an established Memorandum of Agreement.

Q90: Provide an update on the District's goal to reduce non-public enrollment by 50% by the end of SY2014-2015. In your response describe how OSSE is monitoring LEAs to ensure that neighborhood schools are equipped to serve the population of students returning and describe OSSE's activities to ensure that children who transfer between non-public placements and public school do not lose credits in the process.

RESPONSE:

The goal to reduce non-public enrollment by 50% by the end of SY2014-2015 was a priority set forth for the District under the prior Mayoral Administration. OSSE's focus is to ensure that students are served in the most appropriate environment. While the District's rate of separate placements remains higher than the national average, the rate continues to decrease annually. Local Education Agencies (LEAs) are required by IDEA to have a continuum of alternative placements available to meet the needs of all students, including students with disabilities who are returning from a nonpublic school. Under IDEA, this required continuum includes instruction in regular classes, special classes, special school, home instruction, and instruction in hospitals. This requirement is monitored by OSSE through our IDEA Part B monitoring and compliance system. OSSE's current monitoring and compliance manual can be found here: <http://osse.dc.gov/publication/sy-2014-2015-idea-part-b-monitoring-and-compliance-manual>

District of Columbia LEAs have the responsibility for ensuring that students transferring between nonpublic schools and public schools do not lose credits in the process. This responsibility includes being responsible for ensuring that the nonpublic schools that their students are sent to have the courses necessary to earn a District high school diploma. As part of the Certificate of Approval (COA) assurance process and regular on-site monitoring visits, OSSE reviews whether nonpublic schools provide coursework to enable District students to meet graduation requirements. Responses are compiled and distributed to agencies with placing authority. The absence of evidence of compliance can lead to a finding of noncompliance or OSSE's refusal to issue a COA or the revocation of a COA.

OSSE's Nonpublic Program Toolkit, which can be found at <http://osse.dc.gov/publication/nonpublic-toolkit>, also provides guidance regarding transitioning students to the Least Restrictive Environment (LRE).

In addition, OSSE is developing a new component of its monitoring process in an effort to shift from a solely compliance focus to results. OSSE will be building out a self-assessment intended to assist LEAs with reviewing program quality and making adjustments in practice to improve outcomes for students with disabilities. OSSE will be working with LEAs and other stakeholders to develop this tool during FY 16 for use beginning in SY 16-17.

Q91: Please provide the following information for FY15 and to date in FY16.

- (a) A list of any nonpublic schools that have applied for a Certificate of Approval (COA) in the last year, but did not received it, along with the reasons the certificate was denied;**
- (b) A list of any nonpublic schools with provisional Certificates of Approval and any provisions they must meet to obtain full COAs;**
- (c) A list of all institutions that receive funding from non-public tuition including:**
- (d) The address and contact information for the institution;**
- (e) The date of OSSE's most recent monitoring visit;**
- (f) The date of expiration for the institution's Certificate of Approval;**
- (g) The number of students served in FY15 by these nonpublic schools, broken down by nonpublic school, sending LEA, age, grade, and disability category;**
- (h) Which disability classifications (e.g., emotional disturbance, learning disability) that the school is designed to serve;**
- (i) The average number of special education teachers assigned to each classroom;**
- (j) Whether the teachers at each school have full or provisional special education certification;**
- (k) The maximum number of students the school can accommodate, and the age and/or grade levels they are designed to accommodate;**
- (l) The school's maximum student-to-teacher and student-to-classroom staff ratios;**
- (m) The type and number of non-teacher staff assigned to the classrooms, on average (e.g., behavior techs, aides);**
- (n) Any evidence-based and/or structured curriculum used at the school;**
- (o) Any online or blended instructional program used at the school;**
- (p) The specialized personnel and physical resources available at the school (e.g., school psychologist, sensory room, adaptive PE equipment).**
- (q) For those that have a provisional COA, provide the provisions they must meet; and,**
- (r) Please provide a separate list including the same information for FY16, to date. If it is the same, you can just indicate that.**

RESPONSE:

- (a) A list of any nonpublic schools that have applied for a Certificate of Approval (COA) in the last year, but did not received it, along with the reasons the certificate was denied;**

For FY15, and to date in FY16, all schools that have applied for a COA have either been granted a COA or are currently under review.

- (b) A list of any nonpublic schools with provisional Certificates of Approval and any provisions they must meet to obtain full COAs;**

The below table contains a listing of all nonpublic schools that currently hold a provisional COA. The table also includes the reason for the status.

Nonpublic School	Status	Reason for status
New Beginnings Vocational Program	Provisional	Noncompliance in various areas (Staff qualifications and related service delivery)
Grafton Integrated Health System	Provisional	Failure to comply with the regulatory requirement relating to staff qualifications.
Frederic Chamberlain	Probationary	Missing COA renewal application material
NeuroRehabilitation Center	Probationary	Missing COA renewal application material

(c) A list of all institutions that receive funding from non-public tuition including:

The OSSE Approved Nonpublic Schools and Programs List contains a listing of all institutions that receive (or are eligible to receive) funding from non-public tuition as an OSSE approved nonpublic school. The list can be found online at <http://osse.dc.gov/publication/osse-approved-nonpublic-schools-and-programs-list>.

(d) The address and contact information for the institution;

The OSSE Approved Nonpublic Schools and Programs List contains a listing of all institutions that have a COA and their address and contact information. The list can be found online at <http://osse.dc.gov/publication/osse-approved-nonpublic-schools-and-programs-list>.

(e) The date of OSSE's most recent monitoring visit;

NP School/By Campus Name	Date of Most Recent On-site Monitoring Visit
Accotink Academy Learning Center	10/14/2015
Accotink Academy Therapeutic Day School	10/14/2015
Chelsea School	2/29/2012
Children's Guild, The - Baltimore Campus	4/22/2014
Children's Guild, The - Prince George's Campus	4/23/2014
Coastal Harbor Treatment Center	3/17/2015
Community School of Maryland - Brookeville Campus	2/4/2014
Devereux - Leo Kanner Learning Center	9/30/2015
Devereux Florida Treatment Network (Viera)	2/18/2015
Devereux-Glenholme	9/23/2015
Devereux Georgia Treatment Network (Ackerman Academy)	3/31/2015
Devereux Massachusetts	9/25/2015
Devereux PA Children's Health Services - Brandywine	6/10/2014
Devereux PA Children's Health Services - Mapleton	6/11/2014
Eagleton School	8/26/2014
Episcopal Center for Children	1/21/2015
Forbush School at Glyndon	5/3/2010
Forbush School at Oakmont - Upper School	2/26/2014
Forbush School at Prince George's County, The	2/25/2014
Forbush School at Glyndon - Hannah More Campus	4/10/2013
Foundation Schools, The – (PG County)	5/20/2014
Foundation Schools, The – (Montgomery County)	5/21/2014
Frederic L. Chamberlain	8/3/2009
Frost School	11/10/2015
Grafton School - Berryville Campus	1/28/2014

Grafton School - Elm Street Campus	8/26/2009
Grafton School - Leesburg Campus	No on-site visit to this campus, but program monitored
Grafton School - Richmond Campus	No on-site visit to this campus, but program monitored
Grafton School - Sterling Private Day School	1/29/2014
Hallmark Youthcare	10/24/2014
Harbor Point Behavioral Healthcare	3/13/2014
Harbour School at Annapolis, The	11/3/2015
Harbour School at Baltimore, The	11/4/2015
HRMD - High Road School of Prince George's County	2/3/2015
HRMD - High Road Upper School of PG County	2/3/2015
HRMD High Road Academy of Howard County/EELDS	No on-site visit to this campus, but program monitored
HRMD High Road Academy of Prince George's County	2/4/2015
HRMD High Road School of Southern Maryland	No on-site visit to this campus, but program monitored
HRWDC High Road Academy of Washington, DC	11/5/2014
HRWDC High Road Primary & Middle School of Wash., DC	11/4/2014
HRWDC High Road Primary and Middle Academy of Wash., DC	11/4/2014
HRWDC High Road Upper School of Washington, DC	11/5/2014
Hughes Center, The	10/21/2014
Ivymount School, Inc., The	12/12/2012
Katherine Thomas School, The	10/25/2012
Kellar School of Inova Kellar Center, The	1/15/2014
Kennedy at Department of Interior, Project SEARCH	5/7/2013
Kennedy at Dunbar SHS, Inclusion	5/8/2013
Kennedy Kreiger: Greenspring Campus - L.E.A.P. Program	1/15/2013
Kennedy Krieger at Fairmount Campus	12/8/2015
Kennedy Krieger at Greenspring - High School	1/15/2013
Kennedy Krieger at Montgomery County Campus	12/9/2015
Kennedy School	5/7/2013
Kingsbury Center, Inc.	11/21/2013
Kingsbury HOPE Program	11/20/2013
Lab School of Washington, The	4/14/2015
Lakeview Neurorehabilitation Center	4/11/2011
Laurel Heights Academy	9/13/2013
Liberty Point	7/17/2013
Maryland School for the Blind, The	3/19/2013
Millcreek of Arkansas	8/28/2013
Monroe School, Inc.	10/1/2014
National Children's Center - NW Campus	12/4/2014
National Children's Center - SE Campus	12/3/2014
New Beginnings Vocational Program LLC	6/4/2014
New Visions Academy of Baltimore County	3/11/2015
North Spring Behavioral Healthcare	11/15/2012
Oak Valley Center	2/12/2013
Pathways School, The - Crossland Re-Entry	5/6/2012
Pathways School, The - DuVal Re-Entry	5/17/2012
Pathways School, The - Edgewood	10/21/2015
Pathways School, The - Northwood	10/22/2015
Pathways School, The - Springville	5/15/2012
Pathways School, The - Anne Arundel	No on-site visit to this campus, but program monitored

Phillips School - Annandale	10/29/2013
Phillips School - Laurel	10/30/2013
Reginald S. Lourie Center	10/23/2013
Ridge School of Montgomery County, The	2/12/2014
River School	10/9/2013
St. John's Community Services - Anacostia	3/25/2014
St. John's Community Services - Langley	3/26/2014
Village Academy of Washington, DC, The	4/7/2015
Village Academy of Washington, DC: Prince George's County	4/8/2015
Walden School/Learning Center of the Deaf	5/2/2014
Woods Services	10/7/2014
Youth for Tomorrow - New Life Center, Inc.	2/8/2011
Youth in Transition School	4/3/2013

(f) The date of expiration for the institution's Certificate of Approval;

NP School/By Campus Name	COA Expiration Date
Accotink Academy Learning Center	10/10/2017
Accotink Academy Therapeutic Day School	10/10/2017
Chelsea School	3/23/2018
Children's Guild, The - Baltimore Campus	12/29/2017
Children's Guild, The - Prince George's Campus	12/29/2017
Coastal Harbor Treatment Center	4/9/2016
Community School of Maryland - Brookeville Campus	11/6/2018
Devereux - Leo Kanner Learning Center	8/16/2016
Devereux Florida Treatment Network (Viera)	12/18/2018
Devereux-Glenholme	10/31/2018
Devereux Georgia Treatment Network (Ackerman Academy)	12/18/2018
Devereux Massachusetts	9/5/2016
Devereux PA Children's Health Services - Brandywine	12/12/2018
Devereux PA Children's Health Services - Mapleton	12/12/2018
Eagleton School	5/7/2018
Episcopal Center for Children	1/22/2016
Forbush School at Glyndon	10/26/2018
Forbush School at Oakmont - Upper School	10/27/2018
Forbush School at Prince George's County, The	10/28/2018
Forbush School at Glyndon - Hannah More Campus	10/29/2018
Foundation Schools, The – (PG County)	8/31/2018
Foundation Schools, The – (Montgomery County)	8/31/2018
Frederic L. Chamberlain	11/8/2013
Frost School	1/10/2018
Grafton School - Berryville Campus	12/18/2018
Grafton School - Elm Street Campus	12/18/2018
Grafton School - Leesburg Campus	12/18/2018
Grafton School - Richmond Campus	12/18/2018
Grafton School - Sterling Private Day School	12/18/2018
Hallmark Youthcare	11/14/2018
Harbor Point Behavioral Healthcare	6/19/2018
Harbour School at Annapolis, The	5/4/2018
Harbour School at Baltimore, The	5/4/2018
HRMD - High Road School of Prince George's County	11/14/2018

HRMD – High Road Upper School of PG County	11/14/2018
HRMD High Road Academy of Howard County/EELDS	11/14/2018
HRMD High Road Academy of Prince George's County	11/14/2018
HRMD High Road School of Southern Maryland	11/14/2018
HRWDC High Road Academy of Washington, DC	11/14/2018
HRWDC High Road Primary & Middle School of Wash., DC	3/13/2016
HRWDC High Road Primary and Middle Academy of Wash., DC	3/13/2016
HRWDC High Road Upper School of Washington, DC	3/14/2016
Hughes Center, The	6/11/2018
Ivymount School, Inc., The	12/16/2017
Katherine Thomas School, The	12/29/2017
Kellar School of Inova Kellar Center, The	1/22/2016
Kennedy at Department of Interior, Project SEARCH	5/4/2018
Kennedy at Dunbar SHS, Inclusion	5/4/2018
Kennedy Kreiger: Greenspring Campus - L.E.A.P. Program	5/4/2018
Kennedy Krieger at Fairmount Campus	5/4/2018
Kennedy Krieger at Greenspring - High School	5/4/2018
Kennedy Krieger at Montgomery County Campus	5/4/2018
Kennedy School	5/4/2018
Kingsbury Center, Inc.	11/15/2018
Kingsbury HOPE Program	11/15/2018
Lab School of Washington, The	10/10/2017
Lakeview Neurorehabilitation Center	4/1/2011
Laurel Heights Academy	9/13/2016
Liberty Point	8/16/2016
Maryland School for the Blind, The	12/29/2017
Millcreek of Arkansas	10/8/2016
Monroe School, Inc.	2/14/2017
National Children's Center - NW Campus	11/7/2018
National Children's Center - SE Campus	11/7/2018
New Beginnings Vocational Program LLC	1/8/2016
New Visions Academy of Baltimore County	12/18/2018
North Spring Behavioral Healthcare	1/6/2018
Oak Valley Center	10/10/2017
Pathways School, The - Crossland Re-Entry	10/24/2017
Pathways School, The - DuVal Re-Entry	10/24/2017
Pathways School, The - Edgewood	10/24/2017
Pathways School, The - Northwood	10/24/2017
Pathways School, The - Springville	10/24/2017
Pathways School, The - Anne Arundel	10/24/2017
Phillips School - Annandale	10/26/2018
Phillips School - Laurel	10/26/2018
Reginald S. Lourie Center	10/26/2018
Ridge School of Montgomery County, The	10/26/2018
River School	12/10/2015
St. John's Community Services - Anacostia	2/16/2016
St. John's Community Services - Langley	2/16/2016
Village Academy of Washington, DC, The	11/21/2017
Village Academy of Washington, DC: Prince George's County	11/21/2017
Walden School/Learning Center of the Deaf	6/11/2018
Woods Services	9/6/2016
Youth for Tomorrow - New Life Center, Inc.	11/9/2018
Youth in Transition School	9/29/2018

- (g) **The number of students served in FY15 by these nonpublic schools, broken down by nonpublic school, sending LEA, age, grade, and disability category;**

Please see: Question 91 Attachment – Nonpublic

- (h) **Which disability classifications (e.g., emotional disturbance, learning disability) that the school is designed to serve;**

The OSSE Approved Nonpublic Schools and Programs List contains a listing of all institutions that have a current COA and the disability classifications that each school is designed to serve. The list can be found online at <http://osse.dc.gov/publication/osse-approved-nonpublic-schools-and-programs-list>.

- (i) **The average number of special education teachers assigned to each classroom;**

OSSE does not collect data on this item.

- (j) **Whether the teachers at each school have full or provisional special education certification;**

RESPONSE:

Nonpublic School	Teachers w/ Full, Provisional, or Conditional Certification	Teachers with Pending, Expired, or No Certification	Total Teachers
Accotink Academy	25	0	25
Chelsea School	21	0	21
Children's Guild	14	0	14
Coastal Harbor Treatment Center	6	0	6
Community School of Maryland	5	0	5
Devereux - Leo Kanner Learning Center	34	0	34
Devereux Florida Treatment Network	16	0	16
Devereux Georgia Treatment Network	14	0	14
Devereux Massachusetts	21	0	21
Devereux PA Children's Health Services - Mapleton/Brandywine	33	0	33
Eagleton School	13	0	13
Episcopal Center for Children	4	0	4
Forbush School	12	1	13
Foundation Schools	16	2	18
Frost School	23	0	23
Grafton School	29	9	38
Hallmark Youthcare	7	0	7
Harbor Point Behavioral Healthcare	#	#	#

Harbour School	46	6	52
High Road-DC	18	4	22
High Road-MD	26	0	26
Hughes Center	5	0	5
Ivymount School	44	5	49
Katherine Thomas School	29	0	29
Kellar School of Inova Kellar Center	5	0	5
Kennedy Kreiger Institute	85	0	85
Kennedy School	4	0	4
Kingsbury Center	27	0	27
Lab School of Washington	5	0	5
Lakeview Neurorehabilitation Center	#	#	#
Laurel Heights Academy	8	0	8
Liberty Point	4	2	6
Maryland School for the Blind	42	0	42
Millcreek of Arkansas	9	0	9
Monroe School	5	2	7
National Children's Center	8	0	8
New Beginnings Vocational Program LLC	3	2	5
New Visions Academy of Baltimore County	9	2	11
North Spring Behavioral Healthcare	12	0	12
Oak Valley Center	6	0	6
Pathways School	14	0	14
Phillips School	32	4	36
Reginald S. Lourie Center	4	1	5
Ridge School of Montgomery County	9	0	9
St. John's Community Services	2	0	2
Village Academy of Washington, DC	3	7	10
Walden School/Learning Center for the Deaf	42	6	48
Woods Services	50	0	50
Youth for Tomorrow - New Life Center, Inc.	9	0	9
Youth in Transition School	5	0	5
Dev Glenholme	17	0	17

#: Historical information not available.

- (k) **The maximum number of students the school can accommodate, and the age and/or grade levels they are designed to accommodate;**

NP School/By Campus Name	School Capacity
Accotink Academy Learning Center	195
Accotink Academy Therapeutic Day School	50
Chelsea School	120
Children's Guild, The - Baltimore Campus	130

Children's Guild, The - Prince George's Campus	140
Coastal Harbor Treatment Center	140
Community School of Maryland - Brookeville Campus	32
Devereux - Leo Kanner Learning Center	245
Devereux Florida Treatment Network (Viera)	133
Devereux-Glenholme	120
Devereux Georgia Treatment Network (Ackerman Academy)	179
Devereux Massachusetts	152
Devereux PA Children's Health Services - Brandywine	127
Devereux PA Children's Health Services - Mapleton	120
Eagleton School	74
Episcopal Center for Children	63
Forbush School at Glyndon	225
Forbush School at Oakmont - Upper School	20
Forbush School at Prince George's County, The	35
Forbush School at Glyndon - Hannah More Campus	25
Foundation Schools, The (Prince George's County)	275
Foundation Schools, The – (Montgomery County)	100
Frederic L. Chamberlain	98
Frost School -(Rockville, MD)	150
Grafton School - Berryville Campus	115
Grafton School - Elm Street Campus	36
Grafton School - Leesburg Campus	61
Grafton School - Richmond Campus	56
Grafton School - Sterling Private Day School	30
Hallmark Youthcare	84
Harbor Point Behavioral Healthcare	123
Harbour School at Annapolis, The	165
Harbour School at Baltimore, The	100
HRMD - High Road School of Prince George's County	160
HRMD – High Road Upper School of Prince George's County	120
HRMD High Road Academy of Howard County/EELDS	100
HRMD High Road Academy of Prince George's County	150
HRMD High Road School of Southern Maryland	81
HRWDC High Road Academy of Washington, DC	14
HRWDC High Road Primary & Middle School of Washington, DC	80
HRWDC High Road Primary and Middle Academy of Washington, DC	70
HRWDC High Road Upper School of Washington, DC	130
Hughes Center, The	56
Ivymount School, Inc., The	230
Katherine Thomas School, The	210
Kellar School of Inova Kellar Center, The	60
Kennedy at Department of Interior, Project SEARCH	10
Kennedy at Dunbar SHS, Inclusion	5
Kennedy Kreiger: Greenspring Campus - L.E.A.P. Program	65
Kennedy Krieger at Fairmount Campus	175
Kennedy Krieger at Greenspring - High School	200
Kennedy Krieger at Montgomery County Campus	45
Kennedy School	50
Kingsbury Center, Inc.	275
Kingsbury HOPE Program	15

Lab School of Washington, The	530
Lakeview Neurorehabilitation Center	50
Laurel Heights Academy	112
Liberty Point	42
Maryland School for the Blind, The	200
Millcreek of Arkansas	111
Monroe School, Inc.	35
National Children's Center - NW Campus	40
National Children's Center - SE Campus	40
New Beginnings Vocational Program LLC	60
New Visions Academy of Baltimore County	81
North Spring Behavioral Healthcare	77
Oak Valley Center	99
Pathways School, The - Crossland Re-Entry	30
Pathways School, The - DuVal Re-Entry	25
Pathways School, The - Edgewood	45
Pathways School, The - Northwood	35
Pathways School, The - Springville	20
Pathways School, The - Anne Arundel	25
Phillips School - Annandale	198
Phillips School - Laurel	150
Reginald S. Lourie Center	40
Ridge School of Montgomery County, The	140
River School	220
St. John's Community Services - Anacostia	12
St. John's Community Services - Langley	12
Village Academy of Washington, DC, The	60
Village Academy of Washington, DC: Prince George's County	65
Walden School/Learning Center of the Deaf	40
Woods Services	551
Youth for Tomorrow - New Life Center, Inc.	106
Youth in Transition School	120

(l) The school's maximum student-to-teacher and student-to-classroom staff ratios;

OSSE does not collect data on this item.

(m) The type and number of non-teacher staff assigned to the classrooms, on average (e.g., behavior techs, aides);

OSSE does not collect data on this item.

(n) Any evidence-based and/or structured curriculum used at the school;

OSSE does not collect data on this item.

(o) Any online or blended instructional program used at the school;

OSSE does not collect data on this item.

(p) The specialized personnel and physical resources available at the school (e.g., school psychologist, sensory room, adaptive PE equipment).

Nonpublic School	Specialized Personnel & Physical Resources Available at the School
Accotink	The school provides individualized instruction and instructional materials. The instruction employs a diversity of material and techniques. Student evaluation is ongoing. Student to teacher ratio is 3:1. Students are supported in their learning and educational functioning by the service staff from speech/language, occupational therapy, art therapy, clinical psychology, counseling and the Behavior Center. The school has a transition and vocational education program designed to provide students with job sampling and work experience that will help them develop and improve skill competence, self-esteem and employment potential for their future. There is also a vocational program that includes small engine repair, barbering, CPR training, culinary arts, music production and fashion design. Our community based partnerships have created opportunities for on-the-job training.
Chelsea School	Information not provided by school.
Children's Guild	Co-educational special education day school that offers programs for elementary, middle, and high school students pursuing either a diploma or a certificate of completion. The curriculum offerings include the core subjects along with enhanced curriculum where they employ an integrated curriculum with experience-based learning opportunities, brain-based teaching strategies, and character education. Clinical services include individual and group therapy, occupational therapy, speech/language therapy, psychiatric evaluations and consultation services, school nursing services, and medication management. Family services include parent education, family counseling, referral to community resources, and transition services.
Coastal Harbor Treatment Center	The school is state certified and offers a full curriculum. Students receive a wide variety of treatment modalities which incorporate family involvement.
Community School of Maryland	The school is a 365-day per year non-graded residential program and non-graded 12 month day program. Classroom and community-based instruction are provided to students on an individual and/or small group basis. There is a minimum staff-pupil ratio of 1:2. Instructional areas include communication, self-care, and daily living, functional academics, fine and gross motor skills, socialization skills, recreation and occupational guidance and preparation. Each student has an individualized schedule for programming in school and in the residence (if applicable). A primary goal of the school is to integrate students into the community and facilitate functional instructional programs and activities to assist students in meeting annual goals. Students are also provided opportunities to experience vocational training. Students in residential program reside in townhouses, apartments, or single family homes with a maximum of three students in a home.
Devereux Florida Treatment Network	Motivational Interviewing, Trauma Focused Cognitive Behavior Therapy, Dialectical Behavior Therapy, Structured after-school activity groups, (music groups, fitness /exercise groups, team sports, Cheer / Dance)
Devereux Georgia Treatment Network	The school provides a stimulating educational environment for children and youth while they receive mental health treatment. Classroom instruction is designed to take into account how children learn and provide for many different styles of learning.

Devereux - Brandywine	The school's programs provide residential, clinical, medical and special education in supportive environments for students lacking skills necessary for relationships and experience high levels of anxiety. Social skill development is emphasized and practiced each day in all domains. The treatment philosophy emphasized is Positive Behavior Interventions and Support (PBIS) which is seen as an effective behavioral change process that is widely employed throughout the program. The recovery focused treatment environment is based on cognitive behavioral approaches and focuses on ways to address a variety of complex emotional and behavioral difficulties.
Devereux - Mapleton	The school's programs provide residential, clinical, medical and special education in supportive environments for students lacking skills necessary for relationships and experience high levels of anxiety. Social skill development is emphasized and practiced each day in all domains. The treatment philosophy emphasized is Positive Behavior Interventions and Support (PBIS) which is seen as an effective behavioral change process that is widely employed throughout the program. The recovery focused treatment environment is based on cognitive behavioral approaches and focuses on ways to address a variety of complex emotional and behavioral difficulties.
Eagleton School	The school has an equine program to allow students to build confidence in them and develop a strong relationship with the horses that transfers to other relationship. The UniFy (Understanding Family) is a strength-based program designed to promote growth and learning within the family. This program, developed by the clinical team, offers families a way to work toward common goals. Horticulture classes and the garden are incorporated into the educational and vocational programs to inspire and encourage growth and teach the concept of interdependence.
Episcopal Center for Children	Individual and small group instruction is provided in a safe nurturing setting. Research based strategies, speech/language, occupational therapies, special reading programs, expressive therapies & positive behavior support systems are provided along with weekly parent counseling, daily telephone calls to parents to consult with the school/staff psychiatrist. The school also holds teacher/parent meetings and consults with other family support groups. Play therapy, behavior modification, cognitive, psychosocial, family system therapies, group therapy, individual and group psychotherapies, positive behavior intervention (PBIS) are employed to support students' emotional and social development. The school also provides other academic support tools, therapeutic recreation, medication management, and music workshops.
The Forbush School	The school provides educational and therapeutic services to children and adolescents with autism, pervasive developmental disorder, and developmental delays in one or more area.
The Foundation School	The Foundation School provides a full continuum of educational services and therapeutic supports to meet the academic and emotional needs of each student. Students we serve are on target to complete their high school diploma. Students can also receive a Certificate of Attendance. The school curriculum includes all subjects required by the state and local school systems, and a specialized Career Research and Development Program of Study. Instructional strategies are used to meet the standard of the Common Core State Standards and prepare student for the PARCC assessments. The comprehensive psycho- educational day program includes educational, psychiatric, psychological, social, and medication evaluations and management. Individualized educational and clinical programs are designed to meet the diverse needs of students and include drug and alcohol education, prevention, and counseling. Case management services ensure truancy management, collaboration with outside agencies and students outpatient treatment providers. Career Development is designed to facilitate grade level coordinated activities to ensure all students are prepared for College and Career Readiness. Transition services provided to students ensure a smooth transition to less restrictive environments. Behavior Management incorporates positive approach to behavior facilitation, peer mediation, conflict resolution and intensive crisis intervention, and behavior monitoring. Staffing school administrative

	team, psychiatric consultants, certified special education teachers, licensed clinical therapist, licensed speech/language therapist, licensed occupational therapist, certified behavior management specialists, dedicated aides and program assistants. Additionally, we offer specialized classrooms to meet the unique needs of intellectually disabled students with emotional and behavior problems.
Frederic L. Chamberlain	The school offers academic programming designed for a wide range of students and provides courses for college preparation and students who are vocational bound. The curriculum is fully aligned with state standards for MA and is modified for other sending districts. Each student meets with a master's level therapist weekly for individual and group counseling. The school has two psychiatrists on-site and uses a cognitive behavioral approach to treatment. The integrated interdepartmental treatment teams deliver care across domains. Students learn daily living skills, including effective recreation, and social skills to manage interpersonal relationships. Transition services include: SAT prep and administration, ability to participate in monitored college courses, online learning opportunities and a full time vocational coordinator to foster job-related skills. Support services include: speech-language pathology, full-time nursing, direct reading intervention using Orton Gillingham and Wilson Reading, 1 to 1 tutoring for math related disabilities.
The Frost School	The school serving students with emotional and behavioral disabilities and autism spectrum disorders. The Therapeutic Community Program employs a group therapy model to serve students in grades 1-12. Positive peer pressure and problem solving groups help students cope with emotional struggles and behavioral issues to find success in the classroom. The program uses ABA and other behavioral approaches along with integrated speech/language and occupational therapies to meet students' needs.
Grafton School	Trauma-informed therapy, music therapy, animal assisted therapy
Hallmark YouthCare – Richard McAfee Academy	The school is the only RTCenter in the state of Virginia that has earned the Sanctuary certification for trauma informed residential care. The school provides multidisciplinary care for some of the most challenging at risk children/adolescents and their families who have experienced traumatic events and losses in their lives that have caused them to act out and/or be unsafe. Specific program tracks include: Residential Treatment (RTC), Treatment for Sexually Acting out Youth (TSAY), Treatment for Exploited Children (TEC- sex trafficking), and Substance Abuse (as a secondary diagnosis). The program serves youth who have experienced a traumatic event and/or recurrent ongoing trauma (abuse, neglect, exploitation, gang involvement, witness to violence, etc.) and have begun to act out in ways that may make them unsafe in a less secure setting. The clinical program is structured on a client-centered, family-focused approach using a strength-based, trauma informed model of care. Using this technique in a structured environment with definitive guidelines helps residents and their families focus on changing inappropriate behavior.
The Harbour School	Dog therapy, individual pacing and instruction method
High Road of Maryland	Specialized Academic interventions are provided to students with significant reading, math, and writing deficits. Research-based methodologies are provided by teachers trained in Orton-Gillingham programs including Wilson, LIPS, and Language! Behavior, social-emotional, and social skills interventions are provided by social workers and counselors. A multi-level system consisting of positive supports through individual as well as group therapy are provided. Related services consisting of Speech & Language, Counseling, Social Work, and Occupational Therapy are provided in accordance with the IEP. Pull-out and in-class services are provided. Transition services include in-house training opportunities (culinary, in-school businesses) as well as out of the building job placement opportunities. Career research and development occurs at all grade levels. Programming for students on the Autism spectrum includes a greater focus on life skills training and social skills development. High functioning student are provided with enhanced SLP services focusing on pragmatic language and comprehension.

High Road of Washington, DC	Information not provided by school.
The Hughes Center for Exceptional Children	The facility program is very individualized due to the diagnostic category of residents they work with.
The Ivymount School, Inc.	The school is a non-public, special education school program that integrates academic, social, and pragmatic skills in a low student/teacher ratio classroom environment. The school's Multiple Learning Needs Program provides therapeutic, academic, social and pragmatic skills, and incorporates general education curriculum and social skills so that students master their individual academic, life skills and social/emotional goals. The post-high school program is a community focused, life skills program that prepares students ages 18-22 for successful transition from school to employment and adult life. Students work at community job sites to acquire pragmatic employability skills. The autism program employs a highly structured teaching environment including the use of evidenced based practices and Applied Behavior Analysis (ABA). The proactive generalization program ensures that student progress transfers to all settings. The model Asperger program provides a dynamic, rigorous and experiential program that integrates social learning into all aspects of the academic program. Social skills, executive functioning, flexible thinking and self-regulation are incorporated.
The Katherine Thomas School	The school provides services to students diagnosed moderate to severe language and learning disabilities and/or mild to moderate autism, through a multi-disciplinary team approach. The pre-school program uses a developmental model and blends social interactive play, experiential learning activities and language lessons with an intense emphasis on communication, interaction, and problem solving. The lower/middle school and high school programs are diploma based and provide instruction through the Common Core Curriculum in all academic subjects as well as the strategies needed for academic, social and post-graduation success. The STRIDE (grades K-5) and EXCEL (grades 9-12) programs are transitional programs designed for students who require more intensive support in regulation, perspective-taking, engagement, group process, and social interactions.
The Kellar School of Inova Kellar Center	The school is a therapeutic education program serving students with emotional and/or learning disabilities with an academic and therapeutic component.
Kennedy Krieger	The school serves students from 9th through 21 yrs. Career and technology education provided as well as community-based instruction and internships are provided. Students are served in one of two Professional Learning Communities. PBIS employed. Lower and middle school (K-8). Special education services and related services including OT, PT, MH, AT & SLP. Students are served in one of 4 professional learning communities specialized to meet specific, disability related needs.
Kingsbury Center, Inc.	The school educates students with a range of learning differences and ADHD in a comprehensive, supportive Pre-K-12 Program. They provide differentiated instruction and individualized, related services to meet the needs of a diverse population and ensure that parents and families are partners in the students' educational life. The school also offers an extended-year option for high school student.

The Lab School of Washington	The school serves students with average to superior intelligence with language-based learning disabilities in an environment of inquiry and hands-on exploration. Students are taught to advocate for themselves to become engaged and compassionate members of a global society. Content is presented using multi-sensory experiential teaching and arts based activities through a rigorous instructional model. Teachers develop an individual plan for every student, differentiate instruction in all content areas and focus on remediating academic deficits while building critical thinking and analytical skills. The elementary and intermediate divisions use the Academic Club methodology, a dramatic framework to teach history, geography, humanities, art and the culture of historical periods. Courses are aligned with the DCPS Program of Studies. Technology is integrated at all grade levels. The school's related service model delivers speech and language therapy, occupational therapy, and behavioral support services in the classroom, as well as through individual or small group direct therapy. Therapists are key members of the child's teaching team.
Lakeview NeuroRehabilitation Center	Information not provided by school.
Walden School	Information not provided by school.
Lt. Joseph P. Kennedy Institute	The school offers academic programming that follows the core curriculum, functional academics, transition services in the classroom and the community, job training and life skills programming, individual and group therapy (s/e, slp, ot, pt), and family supports.
The Maryland School for the Blind	Early Childhood - Integrated preschool and kindergarten program that includes both students with visual impairments and their typical peers. Integrated OT, PT, and speech therapies along with social workers, psychologists, and specialists teachers. Expanded Academic Program - Academic 1st-12th grade program for students with visual impairments with and without additional disabilities. Integrated OT, PT, and speech therapies along with counselors, psychologists and specialists teachers. Functional Academic Program - 1st -21 program for students whose program includes modified academic content and pre-vocational skills. Integrated OT, PT, and speech therapies along with counselors, psychologists and specialists teachers. SOLAR Program - 1st - 21 program for students with visual impairments and social, language, and behavioral needs. Integrated OT, PT, and speech therapies along with counselors, psychologists and specialists teachers. LIFE Program - 1st -21 program for students with visual impairments, cognitive impairments, and frequently physical and medical disabilities. Integrated OT, PT, and speech therapies along with counselors, psychologists and specialists teachers.
The Monroe School	Information not provided by school.
National Children's Center	The school provides educational and related services including developmentally appropriate curricula, stimulating classroom activities, therapeutic interventions and community experiences. Teachers utilize a variety of educational approaches, including visual, auditory, sensory and kinesthetic methods. Functional academics and life skills are taught in academic subject areas, work readiness classes, and career exploration. The school utilizes Curriculum Associates' research-based, classroom-proven materials to assist students in academic and transition areas. Materials include i-Ready Diagnostic & Instruction and Brigance Transition Skills Inventory and Activities. The school utilizes a school-wide token economy system to promote positive behavior. Students requiring additional behavioral support are provided with alternative positive behavioral supports to promote success.
New Beginnings Vocational Program, LLC	The school offers vocational programs, behavior support, and therapeutic counseling.

New Vision's Academy	The school offers a 12-month comprehensive program with integrated education (academic and vocational) and treatment (clinical and behavioral management) into a unified process that enhances learning and prevents more restrictive or residential care. Core academic courses are offered in English/language arts, social studies, mathematics, science, technology education and career development. The school has a career services training center to provide individualized competency based programs that integrate vocational and academic education. Pre-Career Specialties include graphic communication, computer science, automotive mechanics, and construction methods. Related services include individual and group psychotherapy, family therapy, case management, psychological assessment, speech and language services and occupational therapy.
North Spring Behavioral Healthcare	School is offered weekly all year round. All core classes are offered in addition to music, art, Spanish, PE/health, and occupational studies. All teachers are trained in their modalities MDT and PMT. Individual programming is offered for all patients based on individual needs. Family support services, family training, and educational meetings are offered to engage families.
Oak Valley Center	The school has a comprehensive academic instruction program that includes Virginia Standards of Learning and Common Core Standards. Course offerings include English, Mathematics, Science, Social Studies, Health/PE, Art, Economics, and electives. The school is a therapeutic day school with behavior intervention supports, and low teacher to student ratio. The focus is on academic achievement, personal growth in self-concept and social skills programs.
The Pathways School	The schools provide students with individualized, integrated academic, therapeutic, & transition services aligned to the Maryland and DC standards. Intensive academic preparation for transition to high school & post-secondary education are provided. There is also an emphasis on school-to-work transition.
PHILLIPS Program for Children and Families	The school provides individualized support in self-contained classes to help students access a standard or functional curriculum. Community activities, related services, and traditional academic courses are provided. The school also uses a behavioral approach to help students achieve academic, emotional and behavioral improvement. Traditional courses grades 3-12, career preparation, counseling and related services provided.
Reginald S. Lourie Center	Individualized weekly clinical therapy is provided for all students using cognitive-behavioral therapy, play therapy, and trauma-based approaches. Students receive speech/language and occupational therapy services based on the IEP. Weekly group therapy focuses on 5 skill-based modules: mindfulness, emotion regulation, distress tolerance, social skills, and self-esteem. Students also receive group art therapy weekly. Therapeutic program provides a highly structured and consistent environment. Staff are trained in proactive crisis prevention and intervention using the CPI model as well as understanding the impact of trauma and attachment disruptions. A multidisciplinary approach is used to provide education services that are aligned with the Common Core Standards and the treatment of children with emotional disabilities.

The Ridge School	<p>The school leads students towards academic achievements while building healthy relationship within a therapeutic environment. Respect and compassion guide them as they partner with the students to help them build on and lead with their individual strengths. The School program serves grades 6 through 12 full day Special Education day school students, partial day Special Education students grades 6 through 12, General Education students who participate in treatment at the residential treatment center grades 6 through 12, and a Continuation of Public School Program for Elementary (grades 6 through 8) and Secondary (grades 9 through 12). The only diagnoses or behavioral characteristics that would exclude an adolescent from consideration are those who demonstrate severe psychosis. Discharge services are provided to our students/residents. School policies prohibit discrimination on the basis of race, color, national origin, sex, creed, religion, or sexual orientation. Students in grades 9 through 12 receive instruction in content areas needed to meet graduation requirements to obtain a high school diploma or certificate of completion. Students in grades 6 through 8 are given instruction in all academic areas. The curriculum documents used for instruction have been adopted from the Maryland College and Career Readiness Standards as well as various local school systems. All classes are mixed grades. Special education and regular education students are educated by teachers who meet state certification requirements. A teacher is assigned to each class for a ratio of 1 to 6. An aide will be present in the classroom if the class size exceeds six in order that the ratio is 2 to 9 with an overall average class size of 6 students. Related services are provided, by individuals who meet state licensure requirements, individually or in mixed groups as necessary and appropriate per each student’s Individual Education Program (IEP). The related services provided are: individual and group counseling, speech/language therapy, and occupational therapy. The staff includes: President of Behavioral Health, Vice President of Operations, Director of Education/Principal, Asst. Director of Education/Asst. Principal, Administrative Assistant/ Registrar, Occupational Therapist (contractual), Speech & Language Pathologist (contractual), Therapist, Teachers, Teacher Aides, Behavior Specialist (vacant), and Behavioral Support personnel. The residential treatment center offers therapeutic groups including family therapy, individual and group therapy, life skills training, recreational therapy, art therapy, expressive therapy, music therapy, Chemical Dependency counseling, discharge and transitional services, to include an after care plan. All individuals receive care from a multidisciplinary team of mental health professionals. A treatment plan is developed for each individual.</p>
River School	<p>The school provides educational experiences through use of best practices of early childhood education and oral deaf education. Clinical research and training in child language/literacy is employed. School team includes professionals from the fields of early childhood, elementary and special education, speech-language pathology, developmental psychology, audiology, and occupational therapy. The school uses a specialized co-teaching model where a master’s level educator and a certified speech pathologist teach small groups of students in each classroom. Early intervention services are provided. School offers a full inclusive educational program, supports for emotional and social development, and clinical services in audiology, speech and OT for children with hearing loss. Children with hearing loss benefit from access to typically developing peers in supportive general educational settings.</p>
St. John’s Community Services	<p>The school offers a community-based learning environment where students engage in traditional academics in the classroom and also utilize the community as a learning tool through volunteerism and school-based instruction that is supplemented with learning activities conducted in the community. Students are provided with related services as outlined by their IEPs. While servicing other disability categories, the school primarily serves students on the autism spectrum. In addition, students participate in the Mayor’s Summer Youth Employment where our students obtain gainful employment that affords them real-life work experience.</p>

The Village Academy of Washington, DC	<p>The school is a therapeutic day school with an eleven month program and extended school days on Monday through Thursday. School offers credit recovery courses for students who are under-credited as well as rigorous individualized curriculum supplemented with SRA Corrective Reading and Math. School also offers a full cosmetology certification. Highly structured learning environment that integrates academics, career training, behavior management and clinical services as well as providing access to extra-curricular activities including athletics. Vocational rehabilitation classes include automotive, carpentry, barbering and IT A+ Plus certification.</p>
Woods Services	<p>The school's programs are staffed by certified special education teachers who are supported by a large, in-depth resource of professional related service providers (e.g., occupational therapists, speech therapists, physical therapists, clinicians, nurses) to meet the educational, emotional, behavioral, and medical needs of our students. Educational goals and objectives are defined through the Individualized Education Program (IEP) process. The school's approach to education is person-centered and focuses on each student's strengths, interests, abilities, aptitudes, learning needs, and educational levels. The school offers a 12 month, extended school year, special education program for students with IEP. The program embraces an open door policy for parents while at the same time ensures a secure physical environment with small class sizes that allow for the use of evidence-based teaching strategies and configurations of self-contained or departmentalized instruction. The class sizes and student/teacher ratios allow for the majority of faculty and staff to personally know each student in our schools and therefore are an asset to the student's learning process; it also promotes active supervision of students throughout the school day.</p> <p>Instructional time is highly structured throughout the school day. Instruction is differentiated to meet student needs and ranges from focusing on grade level academic skills through high school, primary academic skills (reading, writing and arithmetic), and/or functional community/life skills (e.g., money use, survival skills, and, if appropriate, basic self-help skills). In addition, students are afforded opportunities to participate in adapted physical education, music, art, sensory room, school library, and the cooking program. Progress report cards are written and distributed 5 times per year. There is frequent, ongoing collaboration among team members, including parents, about how students are doing in school, which allows for modifying instruction and goals as needed.</p> <p>Positive behavior support (PBS), assistive technology, psychological support, and access to nursing and medical care are part of each student's education as deemed necessary by the IEP team. All education staff, including PBS team members, receives initial and annual training to work safely and effectively with all students in creating and maintaining a safe and therapeutic learning environment. Additionally, many students have an individual behavior support plan that is created by the IEP team and approved by an internal Behavior Management Review Committee. The school endorses the practice of behavior modification intervention when it is implemented in accordance with the principle of least restrictiveness and when the intervention is justified by the needs of the student.</p> <p>For older students who are approaching the world of work, the school provides a variety of training experiences that integrate functional academics, skill building, job readiness, and work experience. Comprehensive transition services, which align with each student's IEP, become the foundation of his/her education. Students are provided with work-based learning opportunities both on campus and in the community with instruction, coaching, and hands-on skill development. Where appropriate, students also learn job search and interview strategies, personal banking, and budgeting, community interaction and social skills needed to success.</p>
Youth for Tomorrow – New Life Center, Inc.	Information not provided by school.

Youth in Transition School	Type I full day special education and related services program. A special education teacher and an instructional assistant staff every classroom with no more than 9 students in each classroom. The school also employs 5 vocational education teachers, a music teacher, nurse, Director of Clinical and Related Services, vocational coordinator, a speech and language therapist, occupational therapist, 3 social workers, and a counselor. Each student is provided individualized instructional programming and related services based on their IEP. The school offers 5 vocational programs including automotive, culinary arts, building maintenance, horticulture, and barbering.
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(q) For those that have a provisional COA, provide the provisions they must meet; and,

See response above.

(r) Please provide a separate list including the same information for FY16 to date. If it is the same, you can just indicate that.

See responses above.

Q92: Please detail and list the amount paid to each LEA in SY2014-2015 to date under the Least Restrictive Environment and Diversion from Non-Public Placement Program.

RESPONSE:

In SY 2012-2013 OSSE made one-time awards to disseminate and expand upon schools that demonstrated best practices with educating students in the least restrictive environment. OSSE did not distribute funds or conduct such a program in SY 2014-2015.

Healthy Youth and Schools Commission

Q93: Provide a list of the current membership of the Commission. Please include each person's name, affiliated organization, appointing organization, start and end of appointment, and ward of residence. List any current vacancies on the Commission.

RESPONSE:

Name	Appointing Organization	Affiliated Organizations	Starts/End Date of Appointment*	Ward of Residence
Jeff Travers	Chairperson	Cancer Support Community	December 2014 – May 2016	Ward 3
Cara Larson Biddle	Appointed by the Chairman of the Council	Children's National Health System	May 2012-May 2015	Ward 4
Becky Levin	Appointed by the Chairperson of the Council Committee with oversight of education	Capitol Hill Montessori at Logan (Parent)	September 2014 – September 2017	Ward 6
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	October 2013 – October 2016	Burtonsville, MD (appointed prior to residency rules)
Donna Anthony	Designee Representative of OSSE	OSSE	Pending Approval	Ward 6
Diana Bruce	Designee Representative of DCPS	DC Public Schools	April 2013 – May 2015	Ward 6
Charneta Scott	Designee Representative of DBH	Dept. of Behavioral Health	November 2014-May 2016	Ward 4
VACANT	Designee Representative of DOH	Dept. of Health		
William Dietz	General Member	George Washington University	Pending Approval	Ward 6
Shannon Foster	General Member	Payne Elementary School	November 2014 – May 2016	Maryland (appointed prior to residency rule)
Lauren Shweder Biel	General Member	DC Greens	December 2014 –December 2017	Chevy Chase, MD (appointed prior to residency rule)
Honor Williams	Student Member	George Washington University	March 2015 - March 2016	Status Pending
VACANT	General Member			

Q94: Describe the goals of the Healthy Youth and Schools Commission for FY15. Was the Commission successful in meeting its FY15 goals? If not, please describe the barriers to meeting the goals and how the Commission plans to overcome them.

RESPONSE:

Communicate more effectively with key stakeholders, including parents and school leaders.

Working in tandem with OSSE, the Commission created infographics concerning the main themes of the act (eat healthier, be active, support the environment, etc.) for parents that were widely distributed to DCPS, and less widely to Charter schools. The decentralized nature of charter schools made distribution to these schools more challenging, but the DC Public Charter School Board assisted in a meaningful way to reach many schools. The Commission also created a series of posters for elementary school cafeterias. The posters will be distributed in 2016 due the lengthy contracting process for obtaining printing services.

Ensure that a meaningful evaluation of the Act is in place. Since the inception of the Act, the Commission has been concerned about the fact that there was no meaningful way to evaluate the impact of the Act on the health of youth in DC. While a great deal of data is available about achievements under the Act, little evidence exists to demonstrate meaningful changes in either the health of children or improvements in academic achievement associated with actions that occurred as a result of the Act. The Commission was pleased that OSSE awarded a contract in the fall of 2015 to Child Trends, a nonprofit research organization focused exclusively on children, youth and their families, to conduct a comprehensive evaluation of the Act from its inception through the 2015-2016 school year. The evaluation aims to describe the health environment in District schools and assess how effective OSSE's health-related efforts are at supporting schools in establishing healthy environments and improvising student's health knowledge, attitudes and behaviors.

Identify key areas of the Act that may need revision. There is a consensus among Commissioners, school leaders, and community activists that the Act needs to be refined in several key areas. Chief among these concerns is the fact that so few schools are meeting the physical education requirements of the Act. The Commission convened a roundtable in June with the Deputy Mayor for Education, Council staff, and school and community leaders to discuss physical education in schools, look at successful models and begin to identify ways to either (or both) modify the requirements or provide additional resources to schools to meet the requirements. This issue is a substantial one and was not resolved in 2015. It will be subject of considerable discussion among the Commission and key stakeholders early in 2016.

Support the Deputy Mayor for Education in putting strong leadership in place at OSSE and in the Division of Wellness. Donna Anthony was brought on in October 2015 as Assistant Superintendent for Health and Wellness and is leading the OSSE work on the Healthy Schools Act in addition to other areas supporting student health and wellness.

Support OSSE in the implementation of the Healthy Tots Act. The Council passed the Healthy Tots Act in June 2014 to improve the quality of hundreds of community-based child care centers and homes and ensure that thousands more children have access to the nutritious

meals they need to grow, learn, and thrive. The Commission was pleased with Superintendent Kang's actions in October 2015 when she notified the commission that OSSE staff was already beginning to meet and create a plan for implementation.

Q95: Provide an update on the work plan of the Commission in FY15 and to date in FY16. In your response, describe each of the Commission's actions to the following charges from the Healthy Schools Act:

- **Advising on the operations of all District health, wellness, and nutrition programs;**
- **Reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States;**
- **Recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District;**
- **Advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition;**
- **Making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition;**
- **Identifying gaps in funding and services, or methods of expanding services to District residents; and,**
- **Engaging students in improving health, wellness, and nutrition in schools.**

RESPONSE:

Please see: Question 96 Attachment – HYSC Report

The Commission report, which is the attachment for Question 96 is responsive to this question and details the Commission's work in FY15.

Q96: Please provide the Commission's most recent report.

RESPONSE:

Please see: Question 96 Attachment – HYSC Report

Higher Education Licensure Commission

Q97: Provide a narrative on the purpose and goals of the Higher Education Licensure Commission. In addition, please include:

- **A list of all professions regulated by the commission, noting which professions are licensed, which are certified and which are registered;**
- **A list of commissioners, including their name, a brief bio, when their term began, the length of their term, and when their term expires; and**
- **A list of any/all vacancies on the Commission**

RESPONSE:

Purpose and Goals of the Commission

The Higher Education Licensure Commission (HELCL or the Commission) is a five-member Mayoral appointed regulatory, consumer protection authority responsible for public protection with regard to legitimate quality education in the District of Columbia. The Commission establishes standards for postsecondary educational operations, authorizes operations, approves programs, issues or denies licenses and oversees all private postsecondary educational institutions in the District of Columbia.

The Commission is the Mayor's only entity authorized to issue postsecondary educational licenses and is charged with advising the Mayor and City Council with respect to postsecondary educational needs of the District. The Commission is responsible for ensuring that institutions under its jurisdiction meet and comply with the standards and other requirements established by laws and regulations. The Commission's granting or denial of license assures students who are enrolled in postsecondary institution's courses offered and degrees conferred meet licensure standards and that the institutions are presenting themselves in an honest and forthright manner. The Commission has additional functions which include, but are not limited to, regulating and enforcing postsecondary laws and regulations, maintaining the student records of institutions that close and have no other repository, issuing certified student transcripts, and investigating student and faculty complaints against educational institutions under its jurisdiction.

The HELCL does not regulate professions. The HELCL regulates institutions that offer postsecondary education in the District.

Current HELCL Commissioners

Commissioners are able to serve two consecutive 3 year terms. Some service time exceeds six years when the appointee was selected to complete the term of someone else. Completing a term does not count against the two consecutive terms limits. Presently, all positions are filled. The Commission will have two vacancies in August 2016.

Dr. Gailda P. Davis (Chair)

Term Began: 10/4/2006*

Term Expires: 8/15/2016

** Dr. Davis finished a previous Commissioner's term and was granted a special waiver of term limits in 2013 due to a lack of viable candidates for the Commission.*

Dr. Johnetta Davis (Vice-Chair)

Term Began: 7/16/2010

Term Expires: 8/15/2016

Dr. Mary E. Dilworth

Term Began: 8/15/2014*

Term Expires: 8/15/2016

Eligible for reappointment

* *Dr. Dilworth is finishing a previous Commissioner's term.*

Dr. Joanne D. Joyner (Secretary)

Term Began: 8/15/2014

Term Expires: 8/15/2017

Eligible for reappointment

Mr. John Cross

Term Began: 7/2015

Term Expires: 8/15/2017

Eligible for reappointment

Please see: Question 97 Attachment – HELC Commissioner Bios

The Commission will have two (2) vacancies in August 2016 and is working with the Mayor's Office of Talent and Appointments to identify candidates to fill these positions.

Q98: What were the major accomplishments of the Commission in FY15 and in FY16 to date? Please include the following:

- **Specific efforts to engage with the community and other jurisdictions;**
- **Attempts to make the licensure process more modern and user-friendly;**
- **Improvements to the process for investigating and disciplining misconduct;**
- **Changes made to regulations regarding licensure requirements or continuing education requirements; and**
- **Quarterly reports published by the Commission.**

RESPONSE:

Community Engagement

Higher Education Licensure Commission (HELC) staff participated in several national regulatory conferences/trainings this year in order to meet and learn from our counterparts in other jurisdictions, including: Council on Licensure Enforcement and Regulation (CLEAR), the Federation of Associations of Regulatory Boards (FARB), the National Association of State Approving Agencies (NASAA), the National Association of State Administrators and Supervisors of Private Schools (NASASPS) and Middle States Commission for Higher Education (MSCHE). Additionally, the Executive Director serves on the Southern Regional Education Board– National Council of State Authorization Reciprocity Agreements (SREB - NC SARA) steering committee. In April 2015, the Executive Director served as a panelist during the WICHE Cooperative for Educational Technologies- State Authorization Network (WCET- SAN) Conference to provide information and respond to questions from college and university representatives from various parts of the country about the authorization process in the District.

HELC staff members are subscribed to NASASPS Yahoo-groups and NASAA listserv which provide immediate access to receive and share valuable information with counterparts nationwide. The HELC also holds monthly New Applicant Workshops and provides technical assistance to potential licensees. Additionally, HELC staff members continue to liaise with other regulatory bodies in the District to ensure congruence (e.g. DC Board of Nursing (BON), Board of Occupational Therapy (BOT), Health Emergency Preparedness and Response Administration (HEPRA), and the DC Board of Barbering and Cosmetology). The Commission is also working to develop a quarterly e-newsletter to send to institutions licensed by the Commission as well as other interested parties. The purpose of the newsletter is to provide updates regarding topics which pertain to the institutions approval, such as regulatory updates, policy changes, application/form updates, and reporting deadlines. Additionally, it will be used to provide updates regarding new licensees, staffing, and board member changes.

Licensure Process

The HELC webpages have received numerous updates to improve user experience including the timely posting of public session minutes and revised more streamlined applications for Location Change, Name Change Request, Ownership Change, and the School Closure Process.

Additionally, a new database was developed with an external user interface which allows customers to view the institution's profile/demographic information in real time.

All conditionally exempt and fully licensed institutions are required to submit Annual Data Surveys to the HELC. Staff is actively working with the Office of the Chief Information Officer (OCIO) team to streamline and automate this report, eliminating the Excel spreadsheet currently being used. The anticipated release date is early 2016.

Lastly, the HELC has worked closely with OSSE's OCIO to develop an automated application system to better serve institutional applicants, HELC Commissioners and staff. The system will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the HELC. The HELC made significant progress in FY 2015 to identify a vendor to develop an automated application process for the HELC. The HELC worked with OCIO to finalize the project requirements, complete market research (demos and pricing estimates), obligate funding, draft a statement of work, and draft a proposed contract. However, due to contracting delays the solicitation was never released. Subsequently, the HELC began working with an OCIO contractor and senior developer on an internal database build that currently functions to track institution applications (i.e. submission date, processing time, Commission decisions, staff assigned, etc.) and demographics (i.e. name, address, location, website, ward, points of contacts, accreditation, programs/offerings, and complaints received). The system also tracks data about closed institutions, the location of student records and is capable of producing a variety of reports. This internally built system has laid the foundation for the larger e-licensing system which will continue to be built internally. It is expected that the full build out of this system will be completed in 2016.

Misconduct Process

The HELC established a contract with a private detective firm to investigate institutions when there are relevant concerns about illegal or inappropriate activity. As a result of these investigations the Commission is preparing to bring charges against at least one "bad actor." Furthermore, with the support of OAG's Office of Neighborhood and Victim Services, the Commission has confronted several institutions suspected of unlicensed activity to bring the institutions into compliance. The Commission has also facilitated the closure of two (2) institutions and retrieved the student records from one closed institution where the Commission received evidence that student transcripts were being altered.

In December 2015, legislation passed enabling the Commission to impose fines and penalties as a mechanism to discipline misconduct. The Commission is working to draft a policy document and eventually regulations associated with this new authority that will clarify when and how it will be used.

The Commission is in the process of developing a more robust Complaint Management process to include the establishment of a Complaint Review Committee. Staff have attended webinars and facilitated conference calls with states with similar structures to learn best practices. The establishment of a complaint subcommittee will enable the Commission to have an impartial group of individuals to review the facts of the cases without knowledge of the institution or complainant and offer an unbiased recommendation to the board. Additionally, the Commission did not previously track informal complaints. As part of the Commission's improvement plan, the HELC will track informal complaints as a way of gathering information about potential areas of non-compliance

Regulatory Changes

Permanent legislation was enacted in December 2015 granting authority to the Commission to regulate distance education offerings in the District. The corresponding regulations have been drafted and are being scheduled for public comment. The legislation also grants authority to the Commission to impose fines and penalties as alternative sanctions. The Commission is preparing a policy document to outline the implementation of this authority and will eventually integrate the corresponding parameters into the HELC regulations.

Additionally, the HELC has been working to update the Commission's regulations to reflect postsecondary industry best practices. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the Commission's procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity in the Commission's work. For the first 6 months of Fiscal Year 2015, the HELC worked closely with OSSE's Office of General Counsel (OGC) to overhaul the Commission's general regulatory framework. Proposed new language was completed on the following topic areas: school closure, data survey, discipline and enforcement, fees, waivers, background checks, complaints, investigations, and distance education. Unfortunately, progress was halted after the attorney advisor to the Commission was re-assigned outside of OSSE; as a result the revised regulations have yet to be completed. The HELC is now working with OSSE's OGC to identify additional legal staffing to allow for this initiative to move towards completion in FY16.

Quarterly Reports

The HELC expanded the content of the quarterly reports to include all actions taken by the commission, not only approval and denials. Additionally, the HELC's 2014-2016 Strategic Plan is included to provide context.

Please see: Question 98 Attachment - HELC 2015 1st Quarter Report
 Question 98 Attachment - HELC 2015 2nd Quarter Report
 Question 98 Attachment- HELC 2015 3rd Quarter Report
 Question 98 Attachment- HELC 2015 4th Quarter Report
 Question 98 Attachment – HELC 2016 1st Quarter Report
 Question 98 Attachment – HELC 2014-2016 Strategic Plan

Q99: What interagency or intra-agency efforts have been made to improve Education licensure functions in FY14 and FY15 to date? How does the Commission work with UDC and other colleges and universities operating in the District of Columbia?

RESPONSE:

Internally, the HELC continues its working relationships with other departments in OSSE to improve efficiency:

- Office of the Chief Information Officer (OCIO) - collaboration around institution database, E-licensing system, automating transcript requests, digital imaging project, & automated institutional reporting system;
- Communications - collaboration around website improvements & e-newsletter publication;
- Legislative and Inter-governmental Affairs - collaboration around legislation and regulations updates;
- Office of General Counsel (OGC) - serves as legal advisor for the Commission.

Because of their exemptions from licensure⁵, the Commission's work with UDC and other colleges and universities operating in the District of Columbia is limited to communicating with the institution when reports are due or when the institution needs a letter of good standing from the Commission.

Since the HELC now has the legal authority to enter into reciprocity agreements for the purpose of regulating distance education, the Commission plans to affiliate with the Southern Regional Education Board (SREB) in spring 2016 for the purpose of joining the National Council of State Authorization Reciprocity Agreements (NC-SARA). In order for District colleges and universities to join SARA, they must be approved by the HELC. This process will necessitate the congressionally chartered- conditionally exempt institutions mentioned above to enter into an MOU with the HELC consenting to abide by the national rules and regulations as prescribed by the state authorization reciprocity agreement.

Drafts of the key documents have been shared with the institutions via the Consortium of Colleges and Universities' President John Cavanaugh. The HELC has plans to hold an information meeting with the eligible institutions once approved as a SARA state.

⁵ The UDC is excluded from licensure by the Commission based on the exemption of an institution that operates as an instrumentality of the government. In addition, congressionally chartered colleges and universities are conditionally exempt from full licensure provided that the institution: maintains regional accreditation from a recognized US Department of Education accreditation agency; annually files audited financial statements, a copy of the current school catalog, and responds to the Commission's Annual Data Survey; and ensures that a representative of the Commission is able to serve as an observer during accreditation visits and supplies all reports regarding accreditation status to the Commission.

Q100: Please provide the following budget information for FY15 and FY16 to date for the Education Licensure Commission.

- **At the program level, please provide the amount approved and expenditures to date broken out by source of funds and by comptroller source group and comptroller object.**
- **Provide a worksheet detailing all budgeted revenues collected by, and payments to, the Commission.**

RESPONSE:

Please see: Question 100 Attachment 1 – HELC FY15 Deposits
 Question 100 Attachment 2 – HELC FY16 Deposits
 Question 100 Attachment 3 – HELC FY15 Local Budget Worksheet
 Question 100 Attachment 4 – HELC FY16 Local Budget Worksheet
 Question 100 Attachment 5 – HELC FY15 O Funds Worksheet
 Question 100 Attachment 6 – HELC FY16 O Funds Worksheet

Q101: Provide the performance plan for the Commission and the office of education licensure and accreditation for FY15 and FY16. Did the division meet all the objectives set forth in the performance plan? Please provide a narrative description of what actions the division took to meet each performance indicator and any reasons why such indicators were not met.

RESPONSE:

Performance Plan Fiscal Year 2015

NOTE: The Commission is not an accreditation body.

The below responses reflect status as of September 30, 2015.

INITIATIVE 4.3: Streamline the licensure application process for postsecondary institutions. OSSE will develop an automated application system to better serve institutional applicants, Higher Education Licensure Commission (HELC) commissioners and staff. The system will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the HELC.
Completion Date: September 30, 2015

Partially Achieved: The HELC made significant progress in FY 2015 to identify a vendor to develop an automated application process for the HELC. The HELC worked with OCIO to finalize the project requirements, complete market research (demos and pricing estimates), obligate funding, draft a statement of work, and draft a proposed contract. However, due to contracting delays the solicitation was never released. Subsequently, the HELC began working with an OCIO contractor and senior developer on an internal database build that currently functions to track institution applications (i.e. submission date, processing time, Commission decisions, staff assigned, etc.) and demographics (i.e. name, address, location, website, ward, points of contacts, accreditation, programs/offerings, and complaints received). The system also tracks data about closed institutions, the location of student records and is capable of producing a variety of reports. This internally built system has laid the foundation for the larger e-licensing system which will continue to be built internally. It is expected that the full build out of this system will be completed in FY16.

INITIATIVE 6.1: Update the Higher Education Licensure Commission's (HELC) regulations to reflect postsecondary industry best practices to improve quality assurance, and to expand its jurisdiction to include distance learning. In FY14, the Mayor, on behalf of the HELC introduced legislation related to the regulation of distance learning programs. In FY15, the HELC will update regulations for degree and non-degree granting institutions, as well as distance learning programs, and codify HELC operating procedures. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the Commission's procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity in the Commission's work. **Completion Date: April 1, 2015.**

Partially Achieved: Over the last two years the HELC has worked with the Mayor's office to get permanent legislation regarding the regulation of distance education introduced in the Council twice. The most recent version of this legislation was voted out of committee and is scheduled for final passage at the December 1, 2015 Legislative Session. Furthermore, the ELC was successful in getting corresponding Temporary and Emergency legislation passed in fiscal year 2015. However, because the permanent legislation has yet to be passed the implementation of distance education regulations have yet to be completed.

For the first six months of fiscal year 2015, the HELC worked closely with OSSE's Office of General Counsel to overhaul the Commission's general regulatory framework. Proposed new language was completed on the following topic areas: school closure, data survey, discipline and enforcement, fees, waivers, background checks, complaints, investigations, and distance education. Unfortunately, progress was halted after the attorney advisor to the Commission was re-assigned outside of OSSE; as a result the revised regulations have yet to be completed. The HELC is now working with OSSE's OGC to identify additional legal staffing to allow for this initiative to move towards completion in fiscal year 2016.

Performance Plan Fiscal Year 2016

The below responses reflect status as of January 11, 2016.

INITIATIVE 4.3: Streamline the licensure application process for postsecondary institutions. OSSE will continue work on the development of an automated application system to better serve institutional applicants, Higher Education Licensure Commission (HELIC) commissioners and staff. The system will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the HELIC. **Completion Date: 9/30/16**

Progress to Date: The HELIC database is still in development. Currently, OSSE is in the acceptance testing phase for electronic submission of the Annual Data Survey. The Annual Data Survey is a required report that institutions must submit to the Commission. OSSE plans complete an initial launch of the new electronic survey tool by the end of March 2016. This system will supplant the current data submission process, which involves Microsoft Excel spreadsheets.

INITIATIVE 6.1: Update Higher Education Licensure Commission's (HELIC) regulations to reflect postsecondary industry best practices to improve quality assurance, and to expand its jurisdiction to include distance learning. In FY14 and FY15, the Mayor, on behalf of the HELIC introduced legislation related to the regulation of distance learning programs. In FY16, the HELIC will finalize updates to regulations for degree and non-degree granting institutions, as well as distance learning programs, and codify HELIC operating procedures. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the Commission's procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity in the Commission's work. **Completion Date: 9/30/16**

Progress to Date: On December 1, 2015, the DC Council permanently passed the “Higher Education Licensure Commission Act” which extends authority to the Education Licensure Commission to require institutions physically located outside the District of Columbia offering postsecondary degree granting or non-degree granting online programs or courses to District of Columbia residents to be licensed in the District of Columbia; and providing the Commission with the authority to enter into reciprocity agreements with regards to the regulation of online instruction. Additionally, the bill included minor changes and additions, including renaming the Commission, providing a hold-over period, increasing the annual stipend, and authority to impose civil fines. The corresponding draft regulations are currently being reviewed before being scheduled for public comment.

Public Charter School Credit Enhancement Fund Commission

Q102: Please provide a narrative description of the purpose and goals of the Public Charter School Credit Enhancement Fund Commission. In your response, please include:

- **A list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission;**
- **A list of the date and time of all meetings in FY15 and to date in FY16;**
- **A narrative description of any action items taken or recommendations made by the Commission in FY15 and to date in FY16.**

RESPONSE:

Purpose/Goals

The District of Columbia Public Charter School Credit Enhancement Committee (“Committee”) is an independent loan committee responsible for approving any transactions funded from the District of Columbia Public Charter School Credit Enhancement Fund, Direct Loan Fund, or any other Fund supporting a public charter school financing program as established by the Mayor and Council of the District of Columbia, or the Congress. The funds may be provided directly to public charter schools or to non-profit entities to promote innovative credit enhancement initiatives for public charter schools.

Current Committee Members

The Committee is comprised of five members; three members are appointed by the Mayor of the District of Columbia and two are appointed by the DC Public Charter School Board.

LAST NAME	FIRST NAME	Company	Appointment
Tate, Sr.	Geoffrey	Self- Employed	9/21/2009
Bobo	Cedric	Principal, The Carlyle Group	5/5/2010
Musante	Michael	President, Musante Strategies, LLC Senior Director of Government Relations, Friends of Choice in Urban Schools (FOCUS)	12/3/2009
Williams	Frank	Senior VP, Bank of America Merrill Lynch	9/27/2013
Henderson	James	CEO EdFuel	10/28/2013

Date and Time of All FY15 Meetings and FY16 Meetings to Date, Including Action Items Taken or Recommendation Made by the Committee

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
December 18, 2014	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$1.5 million direct loan and a \$500,000 unfunded credit enhancement for Two Rivers PCS to facilitate the renovation of the

		Charles E. Young School Building.
February 19, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$2 million direct loan and a \$1 million credit enhancement for Achievement Prep PCS for predevelopment and construction. Approved a \$1,134,215 direct loan for Latin American Youth Center Career Academy.
April 15, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$1,553,690 direct loan and a \$500,000 funded credit enhancement for DC Scholars PCS. Approved a \$500,000 funded credit enhancement for Washington Global PCS.
May 21, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Approved reissuing a \$3,000,000 credit enhancement for 30 years for Friendship PCS as part of a bond refinancing deal. Approved a \$2,000,000 direct loan, a \$1,000,000 credit enhancement (OSSE funds), and a \$1,000,000 credit enhancement (CSII funds) for the Charter School Incubator Initiative in order to support the opening of Monument Academy.
June 18, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$2,000,000 direct loan to Washington Global PCS. Approved a \$1,725,000 direct loan to Washington Latin PCS. Approved a \$496,000 direct loan to Kingsman Academy PCS.
July 16, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Approved an additional \$404,000 direct loan to Kingsman Academy for a total of \$900,000.
September 17, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$1,284,503 direct loan and a \$1,000,000 to enable Two Rivers PCS to refinance previous financing with a New Market Tax Credit deal.
October 15, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Working meeting. No actions taken or recommendations made.
December 17, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a request to extend the term of a July 2015 Direct Loan in the amount of \$2,000,000 for the benefit of Achievement Preparatory PCS, to comply with the New Markets Tax Credit's required seven-year compliance period.
Scheduled: January 21, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	The Committee is expected to: 1) review and take action on a \$1,000,000 credit enhancement request from Bridges PCS and Briya PCS; and 2) review and take action on a draft Direct Loan and Credit Enhancement Funding Policy.

Q103: Please provide a record for each account listed below under the purview of the Commission. In your response please include the current fund balance for the account, the amount loaned out to each charter school, and any transfer of money from the account to other programs or initiatives.

- **Direct Loan Account;**
- **Credit Enhancement Account.**

RESPONSE:

Account Type	Current Fund Balance	Amount Loaned Out	Transfers from specific account to other programs or initiatives
Direct Loan	\$11,140,946	\$17,417,380 (1)	No transfers to other programs or initiatives.
Credit Enhancement	\$ 9,443,132	\$ 17,828,192 (2)	No transfers to other programs or initiatives.

DIRECT LOANS		CREDIT ENHANCEMENTS	
Amount	Public Charter School	Amount - Funded	Public Charter School
\$1,284,503	Two Rivers PCS	\$729,060	William E. Doar PCS
\$ 722,357	Carlos Rosario PCS	\$306,000	Elsie Whitlow Stokes PCS
\$ 805,085	William E. Doar PCS	\$3,000,000	Friendship PCS
\$ 466,543	Eagle Academy PCS	\$ 350,000	Charter School Incubator Initiative
\$1,704,886	Ideal Academy PCS		
\$2,000,000	Creative Minds PCS	Amount - Unfunded	Public Charter School
\$1,997,534	Mundo Verde PCS	\$ 500,000	Next Step
\$1,993,028	Paul PCS	\$1,000,000	Mundo Verde
\$ 889,754	Kingsman Academy	\$ 500,000	Paul PCS
\$2,000,000	Achievement Prep PCS	\$1,000,000	Charter School Incubator Initiative
\$2,000,000	Charter School Incubator Initiative	\$1,000,000	Two Rivers PCS
\$1,553,690	DC Scholars		

Q104: What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in FY15 and to date in FY16? How much of this allotment has been spent?

RESPONSE:

Public Charter School	Total Allocation in FY15	Total Allocation in FY16	Total Obligations to Date
Paul PCS	\$500,000		\$500,000
Two Rivers PCS	\$500,000	\$1,000,000	\$500,000 released 12/23/15. New credit enhancement issued 12/23/15 for \$1,000,000.
Charter School Incubator Initiative		\$350,000	\$350,000
Charter School Incubator Initiative		\$1,000,000	\$1,000,000

General Questions

Q105: Provide a current organization chart for OSSE and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY15 or to date in FY16

RESPONSE:

Please see: Question 105 Attachment – Organization Chart

During FY15, OSSE established the Division of Health and Wellness. Activities included nutrition-focused programs funded by federal grants (formerly grouped under the Chief Operating Officer), Health Education (formerly part of Elementary, Secondary, and Specialized Education), Athletics (formerly part of Office of the Director). Also during FY15, OSSE combined the Office of Special Education with the Division of Elementary and Secondary Education to create one blended K-12 team called the Division of Elementary, Secondary, and Specialized Education.

Q106: Provide the agency's performance plan for FY15. Did OSSE meet the objectives set forth in the FY15 performance plan? Please 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.

RESPONSE:

Please see Question 106 Attachment – FY15 Performance Plan OSSE
 Question 106 Attachment – FY15 Performance Plan DOT

All of the agency's initiatives were either fully or partially achieved with the exception of the following six (two OSSE DOT). None of the six unachieved initiatives will have a severely detrimental impact on the quality of services the public receives, and the agency is positioned to move forward in FY 2016.

INITIATIVE 3.1: Implement an outcomes-based learning management system. Develop and implement a plan to ensure each employee has a tailored professional development plan aligned with the core competencies, required job knowledge, agency mission, career trajectory and individual performance goals. Completion Date: September 30, 2015.

Not Achieved. With the roll out of its strategic plan and onboarding of a director of talent, OSSE plans to further work on this initiative in FY 2016.

INITIATIVE 3.2: Provide OSSE employees with Equal Employment Opportunity (EEO) and diversity training. OSSE will partner with the Office of Human Rights & the Office of Human Resources to provide trainings, workshops and implement awareness campaigns of compliance with local and federal antidiscrimination laws to all agency employees. Trainings will include in-depth training for EEO Counselors and Management Liaison Specialists (HR) handling employee relations matters. Completion Date: January 30, 2015.

Not Achieved. OSSE's EEO counselors were trained in FY 2015; however, all HR management liaison specialists have not yet completed training. This is an area OSSE plans to continue to make progress in during FY 2016.

INITIATIVE 3.3: Expand the District-wide high school athletic competition for students from across LEAs/schools to include middle schools. In FY2014, OSSE conducted 15 high school statewide athletic championships in: football (boys), soccer (girls and boys), cross country (girls and boys), basketball (girls and boys), indoor track and field (girls and boys), outdoor track and field (girls and boys), cheerleading (girls), softball (girls) and baseball (boys). In FY15, there will be 17 high school statewide athletic championships to include tennis (girls and boys). In addition, initiate at least one statewide middle school athletic championship for both girls and boys. Completion Date: June 30, 2015.

Not Achieved. OSSE did not offer any middle school championship events through the District of Columbia State Athletics Association (DCSAA). DCSAA did offer junior varsity races this year for cross country championships – thus expanding our participation by approximately 150 student-athletes who would not have participated at the varsity level

INITIATIVE 1.2: DSE Stakeholder Surveys. DSE will continue to publish monthly updates and start to solicit performance feedback from key stakeholders, including staff, parents and other community-based stakeholders, on a semi-annual basis. Responses will be used to help refine DSE's policies and practices. **Completion Date: September 30, 2015.**

Not achieved. In FY 2015, OSSE was reorganized, combining the Office of Special Education with the Division of Elementary and Secondary Education to create one blended K-12 team. In addition, decisions related to the agency's overall communication strategy led to a change in direction related to this initiative. OSSE maintains an agency-wide weekly newsletter, the LEA Look Forward, and hosts focus groups and public engagement sessions related to all decisions that have a significant impact on external stakeholders. OSSE also recently conducted a strategic planning process designed to solicit input from a broad array of stakeholders. Including special education stakeholders, related to the agency's performance. Input from this process will inform the agency's continuous improvement efforts.

INITIATIVE 3.1: DC ONE Card. OSSE DOT will transition eligible DCPS student travel subsidy program participants from tokens and fare cards to the DC One Card by collaborating with DDOT and educating participating schools. This will eliminate the need for school staff to physically visit OSSE DOT on a monthly basis in order to pick up tokens and farecards and provide additional protection against accounting errors by distributing tokens and farecards. **Completion Date: September 30, 2015.**

Not achieved. Following delayed progress due to limitations with the original project design, including logistics, the Parent Resource Center will help educate school staff and parents regarding the necessity and process for obtaining a DC One Card, registering it with WMATA, and enrolling in the Kids Ride Free programs, if eligible. Additionally, DOT continues to work with OCTO, DDOT, and EOM to resolve logistical issues and streamline the process for students attending nonpublic schools.

INITIATIVE 4.2: Transportation Advisory Council

DOT will create a Transportation Advisory Council (TAC) to provide a forum for broad-based and robust discussions of transportation issues. The TAC will be the mechanism through which the various stakeholders in the school transportation community and in the division will work together to provide the best service possible for the students served. **Completion Date: September 30, 2015**

Not Achieved. Maximizing the productivity of the Parent Resource Center was the main priority of FY 2015. In FY 2016, the Transportation Advisory Council will be established.

Q107: Provide the agency's performance plan for FY16.

RESPONSE:

Please see: Question 107 Attachment – FY16 Performance Plan OSSE
 Question 107 Attachment – FY16 Performance Plan DOT

Q108: Explain the impact on your agency of any legislation passed at the federal level during FY15 or FY16, to date. Please include comment on the recent reauthorization of the Elementary and Secondary Education Act.

RESPONSE:

Child Care and Development Block Grant (CCDBG) Act of 2014

The Child Care and Development Block Grant (CCDBG) Act of 2014 was signed into law on November 19, 2014. The CCDBG Act reauthorizes the child care program for the first time since 1996 and represents an historic re-envisioning of the Child Care and Development Fund (CCDF) program. The CCDF program assists low-income families, families receiving temporary public assistance, and those transitioning from public assistance, in obtaining child care so they can work or attend training/education. In addition, the CCDF program provides funding to states to improve the quality of care and promote coordination among early childhood development and afterschool programs. The reauthorization of the CCDBG Act brings significant advancements to the CCDF program by defining health and safety requirements for child care providers, requiring background checks and inspections of facilities; providing more stability for parents and children through family-friendly eligibility policies; and improving accessibility and transparency of information about providers. The CCDBG reauthorization also included an option to use a cost estimation methodology, rather than a market rate survey of providers, to inform provider payment rates.

OSSE is responsible for developing and administering the District's CCDF Plan that will implement the CCDBG Reauthorization Act. OSSE released a draft of the CCDF Plan on December 24, 2015, held five public hearings to obtain input from the community about the draft CCDF Plan. Over the next few weeks OSSE will incorporate public feedback and submit the proposed CCDF Plan to United States Department of Health and Human Services' Administration for Children and Families on March 1, 2016.

H.R. 2029 Consolidated Appropriations Act

The Consolidated Appropriations Act was signed into law on December 18, 2015. There are two sections of this legislation that had an impact on OSSE: the Federal Payment for Resident Tuition Support and the Federal Payment for School Improvement. Under the Federal Payment for Resident Tuition Support, the District was appropriated \$40,000,000 to provide District residents with funding to pay an amount based upon the difference between in-State and out-of-state tuition at public institutions. Under the Federal Payment for School Improvement, the District was appropriated \$45,000,000 for payments authorized under the Scholarship for Opportunity and Results Act.

Every Student Succeeds Act

The Every Student Succeeds Act (ESSA), was signed into law on December 10, 2015. The legislation is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA) and replaces No Child Left Behind (NCLB). ESSA has significant implications for education policy at the state level. The most significant areas of change for OSSE will be the need to develop an accountability system aligned to the new requirements for accountability measures and designate schools as Priority and Focus based on revised requirements.

Implementation of the new law will be phased in over several years, with the 2015-2016 and 2016-2017 school year as a time of transition. Key timelines included in the law are below. The U.S. Department of Education (USED) is developing guidance and regulations that will provide additional clarity regarding the law's implementation. A timeline developed by the Council of Chief State School Officers indicates that, on the most aggressive timeline, USED would share the Notice of Proposed Rulemaking in late May and final publication of new regulations would take place in late October.

Key timelines connected to ESSA:

Waivers: Statewide ESEA waivers expire on or after August 1, 2016. OSSE has operated with a waiver from the U.S. Department of Education since 2012.

Title I accountability: Adequate yearly progress (AYP) requirements are effective through August 1, 2016. New state accountability systems will effect at the beginning of the 2017-2018 school year.

Formula programs: Effective date is July 1, 2016.

Competitive programs: Effective date is October 1, 2016, unless otherwise provided for.

Final regulations: USED has one year after the date of enactment to issue final regulations.

Q109: Please also identify all new policies that have been finalized in the past year or that are expected to be promulgated in FY16. How does OSSE inform LEAs and the public of new or advised regulations or policies?

RESPONSE:

In FY15 and to date in FY16, OSSE published Notice of Final Rulemaking or Notice of Emergency Rulemaking for the following regulations:

Title	Chapter Number	Chapter Heading	Description of Rulemaking	Date of Rulemaking
5-A	Chapter 22	Graduation: State Diploma	Amending regulations to establish a state diploma that will be provided to nontraditional students who passed the GED or completed the NEDP.	Final Rulemaking published on 2/5/2016. 63 DCR 6
5-A	Chapter 70	Career and Technical Education Grants	Establishing New Chapter to Implement Career and Technical Education Grant Fund, including Applications, Notification, Accountability and Reporting, Termination or Remedial Procedures, and Definitions.	Final Rulemaking published on 12/19/2014. 62 DCR 52
5-E	Chapter 22	Grades, Promotion and Graduation	Amendment providing authority for OSSE to confer high school diplomas on graduates of a high school managed by the state education agency.	Emergency Rulemaking published 5/29/2015 and expired on September 26, 2015. 62 DCR 22
29	Chapter 70	Tuition Assistance Grant Program	Amendment to Paragraph 7004.2 permitting use of email to provide notification of eligibility determinations for DC TAG and for other communications.	Final Rulemaking published on 6/12/2015. 62 DCR 25
5-E	Chapter 30	Special Education	Amending regulations to conform with the Enhanced Special Education Services Amendment Act of 2014, the Special Education Student Rights Act of 2014, and the Special Education Quality Improvement Amendment Act of 2014	Final Rulemaking published on 10/2/15. 62 DCR 41
5-A	Chapter 23	Statewide Assessments	Amending regulations to ensure alignment of the regulations governing administration of the District's State-wide assessments with the administration of the next generation assessments, such PARCC and NGSS.	Final Rulemaking published on 12/4/2015. 62 DCR 50
5-A	Chapter 35	Pre-K Enhancement and Expansion Funding	Amending regulations to establishes procedures to facilitate and distribute funding for pre-K enhancement and expansion, administered by OSSE, to community-based organizations providing high quality pre-K programs.	Emergency and Proposed Rulemaking published on 10/2/2015. 62 DCR 41 Final Rulemaking published on January

				29, 2016. 63 DCR 5
5-A	Chapter 10	Healthy Tots	Amending regulations to provide additional funding to child care facilities who participate in the federal CACFP and to implement the Healthy Tots Act.	Emergency and Proposed Rulemaking published on 10/30/2015. 62 DCR 45 Final Rulemaking published on January 22, 2016. 63 DCR 4
5-A	Chapter 1	General Education Development (GED) Testing	Amending regulations to align with the 2014 Series of the GED® test and establish new eligibility requirements.	Emergency and Proposed Rulemaking published on 1/22/2016 63 DCR 4 Emergency Rulemaking to expire on April 8, 2016.

The following policy was finalized during FY15; no additional policies have been finalized in FY16 to date:

Policy Title	Date Issued	Document Link:
OSSE Policy Regarding the National Instructional Materials Accessibility Standard (NIMAS) and the National Instructional Materials Access Center (NIMAC)	June 3, 2015	http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Draft%20NIMAS%20NIMAC%20Memo.AM-3.pdf

The following regulations are expected to be promulgated in FY16:

Title	Chapter Number	Chapter Heading	Description of Rulemaking
5-A	Chapter 22	Graduation: Academic Requirements	Amending regulations to update the graduation requirements based on the recommendations of the State Board of Education Credit Flexibility Task Force. Proposed Rulemaking published on 1/22/16. 63 DCR 3 SBOE Vote expected March 2016. <i>Final Rulemaking expected February 2016.</i>
5-A	Chapter 1	General Education Development (GED) Testing	Amending regulations to align with the 2014 Series of the GED® test and establish new eligibility requirements. Emergency and Proposed Rulemaking published on 1/22/2016. 63 DCR 3

			Emergency Rulemaking to expire on April 8, 2016. <i>Final Rulemaking expected to be promulgated in March 2016.</i>
5-A	Chapter 1	Child Development Facilities Licensing	Amending regulations to update the regulatory framework for licensing of child development facilities. Advanced Notice of Proposed Rulemaking (ANPR) published on 12/24/15 on OSSE's website. The comment period for the ANPR ends on February 8, 2016. <i>Final Rulemaking expected Summer 2016.</i>
5-A	Chapter 16	Teacher Licensure	Amending the regulations to specific criteria under which OSSE shall issue a credential to individuals seeking teaching credentials
5-A	Chapter 50	Student Residency	Amending the regulations to clarify policies and procedures required to ensure District residents have access to available space at local schools, and that when extra space is available, non-resident students enrolled in a D.C. public school pay non-resident tuition
5-A	Chapter 83	Education Licensure Commission	Issuing new regulations to govern online distance education programs and align polices with the Higher Education Licensure Commission Act of 2015.

The following policy is expected to be finalized during FY16:

Policy Title	Timing
Charter school closure policy	February 2016

How does OSSE inform LEAs and the public of new or advised regulations or policies?

OSSE informs the LEAs and the public of new or advised regulations through various engagements with major stakeholder groups including working groups, public hearings and meetings. In addition, OSSE informs LEAs and the public of new or altered regulations or policies through existing partner lists and coalitions or consortia as well as through OSSE's weekly newsletter, the LEA Look Forward. OSSE provides a thirty-day public comment period for proposed regulations.

Q110: Please provide the following budget information for OSSE and all programs under its purview, including the approved budget, revised budget, and expenditures, for FY15 and to date in FY16:

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

RESPONSE:

Please see: Question 110 Attachment – Budget and Expenditures

Q111: Provide a complete accounting of all intra-district transfers received by or transferred from OSSE during FY15 and to date in FY16. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within OSSE the transfer affected.

RESPONSE:

Please see: Question 111 Attachment – Intra –District

Q112: Provide a complete accounting of all reprogrammings received by or transferred from the OSSE during FY15 and to date in FY16. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

RESPONSE:

Please see: Question 112 Attachment – Reprogramming

Q113: Provide a complete accounting of all of OSSE's Special Purpose Revenue Funds for FY15 and FY16. Please include the revenue source name and code, total amount generated and expended, and the purpose of the funds.

RESPONSE:

Please see: Question 113 Attachment – Special Purpose Revenue

Q114: Provide a list of all OSSE's fixed costs budget and actual dollars spent for FY15 and to date in FY16. Include the source of funding and the percentage of these costs assigned to each OSSE program. Please provide the percentage change between OSSE's fixed costs budget for these years and a narrative explanation for any changes.

RESPONSE:

Please see: Question 114 Attachment – Fixed Costs

Q115: Provide the capital budget for OSSE and all programs under its purview during FY15, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY15.

RESPONSE:

Please see: Question 115 Attachment – Capital Budget

Q116: Provide a current list of all properties supported by the OSSE budget. Please indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).

RESPONSE:

Please see: Question 116 Attachment – OSSE Property

Q117: Describe any spending pressures that existed in FY15. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

RESPONSE:

In its FY2015, OSSE received mid-year budget enhancements from the District to cover two large spending pressures:

1. OSSE received a \$2.2M enhancement to cover the costs of its locally-funded infant and toddler special education services, which dramatically exceeded their initial budget to reach a total cost level of \$10.1M. As discussed under Question 118, local infant and toddler special education services is a recurring spending pressure for OSSE, due to increased eligibility for such services in the District and their rising costs.
2. OSSE received \$1.3M to cover the costs of the various student assessments it administers, including implementation of the new PARCC examination, the development of the District's science tests, etc. OSSE does not anticipate a similar spending pressure in its FY2016.

Q118: Identify potential areas where spending pressures may exist in FY16? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY14 budget.

RESPONSE:

Each year OSSE is required to receive a Federal IDEA, Part C allocation from the U.S. Department of Education to administer infant and toddler special education services within DC. Attached to the IDEA, Part C Federal grant program is a maintenance of effort (MOE) requirement, which stipulates that OSSE must dedicate at least as many local funds for infant and toddler special education services in the current fiscal year as in the prior fiscal year. In its FY2015, OSSE received an enhancement of approximately \$2M to cover IDEA, Part C-related local expenditures that reached an estimated \$10.1M in FY2015. As a result of spending \$10.1M in FY2015, OSSE will at a minimum need to spend \$10.1M in FY2016 to meet federal maintenance of effort requirements. OSSE's FY2016 local budget line for IDEA, Part C-related services is \$7.8M—\$2.3M less than the minimum amount of \$10.1M needed.

Q119: Provide a list of all FY15 full-time equivalent positions for OSSE, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

RESPONSE:

Please see: Question 119 Attachment - Full Time Equivalent Positions

Note: report is as of 9/30/2015

Q120: How many vacancies were posted for OSSE during FY15? To date in FY16? Which positions? Why was the position vacated? In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

RESPONSE:

Please see: Question 120 Attachment – OSSE Vacancies FY15
 Question 120 Attachment – OSSE Vacancies FY16 to date

Q121: How many employee performance evaluations were completed in FY15 and how was performance measured against position descriptions? To date in FY16? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

RESPONSE:

Managers set measurable goals based on the individual job requirements and the general outlines of the position description. If a manager determines that an employee is not performing at the level in which he or she should, that manager will work with the employee to resolve the deficiencies prior to the evaluation stage of the performance cycle.

FY15		FY16	
OSSE General		OSSE General	
# of Plans/Staff	328	# of Plans/Staff	325
# Completed Evaluations	184	# Draft Plans Completed	231
# NOT Completed	144	# Draft Plans NOT Completed	94
OSSE DOT		OSSE DOT	
# of Plans/Staff	149	# of Plans/Staff	148
# of Completed Evaluations	103	# Draft Plans Completed	117
# NOT Completed	46	# Draft Plans NOT Completed	31

Note that this performance cycle, bus drivers and attendants were excluded from the standard citywide performance process.

If the matter requires placing the employee on a Performance Improvement Plan (PIP), the manager may elect to do so within a specified timeframe. The employee may be placed on the PIP for 30, 60, or 90 days to allow them ample time for improvement. If the employee fails to improve their performance during the PIP process, the manager then has the right to reassign, demote, or terminate the employee from their position. The deadline for completion of FY15 performance evaluations was December 31, 2015.

Q122: Has OSSE adhered to all non-discrimination policies in regards to hiring and employment?

RESPONSE:

Yes. The agency has followed the recruitment guidelines and strategies set forth by the DC Department of Human Resources (DCHR), which allows the agency to stay in compliance and adhere to all non-discriminatory policies.

Q123: Have there been any accusations by employees or potential employees that OSSE has violated hiring and employment non-discrimination policies in FY15 or to date in FY16? If so, what steps were taken to remedy the situation(s)?

RESPONSE:

No. In FY15 or currently to date in FY16, there have not been any accusations, reported at the agency level, of violations of any of OSSE's hiring or employment non-discrimination policies.

Q124: Provide the Committee with the following:

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

RESPONSE:

Please see: Question 124 Attachment – FY14 Travel Expense Log
 Question 124 Attachment – Performance Allowances

Q125: Provide the following information for all contracts awarded by OSSE during FY15 and to date in FY16: Contract number;

- **Approved Budget Authority;**
- **Funding Source;**
- **Whether it was competitively bid or sole sourced;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the contract;**
- **Name of the vendor;**
- **Contract deliverables;**
- **Contract outcomes;**
- **Any corrective actions taken or technical assistance provided; and**
- **OSSE employee/s responsible for overseeing the contract.**

RESPONSE:

Please see: Question 125 Attachment – FY14-15 Large Contracts Awarded and Modification

Q126: Provide the following information for all contract modifications made by OSSE during FY15 and to date in FY16, broken down by OSSE program and activity:

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

RESPONSE:

Please see: Question 125 Attachment – FY14-15 Large Contracts Awarded and Modification

Q127: Provide the following information for all purchase card transactions during FY15 and to date in FY16:

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

RESPONSE:

Please see: Question 127 Attachment – FY15 Purchase Card Transactions
 Question 127 Attachment – FY16 to date - Purchase Card Transactions

Q128: Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within OSSE during FY15 and to date in FY16. This includes any reports by federal agencies, the DC Auditor, or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

RESPONSE:

All completed reports or program/fiscal audits by the Office of the District of Columbia Auditor or the Office of the Inspector General that were completed during this timeframe can be found at the following links:

Office of the District of Columbia Auditor

- [DC Public Education Reform Amendment Act \(PERAA\) Report No. 5 \(Report num: DCA042015\)](#)
- [An Evaluation of the Public Schools of the District of Columbia, Committee for the Five-Year \(2009-2013\) Summative Evaluation of the District of Columbia's Public Schools \(National Research Council of the National Academies\)](#)
- [Oversight Improvements Must Continue to Ensure Accountability in Use of Public Funds by D.C. Public Charter Schools \(Report num: DCA162015\)](#)
- [Status Report on Implementation of District of Columbia Auditor Recommendations \(Report num: DCA042016\)](#)
- [District of Columbia Agencies' Compliance with Fiscal Year 2015 Small Business Enterprise Expenditure Goals through the 3rd Quarter of Fiscal Year 2015 \(Report num: DCA312015\)](#)

Office of the Inspector General

- [OIG Announces Sentence in DC Public Library Employee Fraud Investigation](#)

The following completed reports or program/fiscal audits that were completed during this timeframe can be found at their corresponding attachment.

United States Department of Education

The U.S. Department of Education's Office of Academic Improvement Programs conducted monitoring of the Mathematics and Science Partnerships grant program on July 15-16, 2015. The findings can be found in the attached report and OSSE's responses can be found in the attached letter.

Please see: Question 128 Attachment 1 – USED MSP Report
 Question 128 Attachment 2 – USED MSP Response

United States Department of Agriculture (USDA)

The USDA conducted a Management Evaluation for FY15 for the School Programs team. This audit includes the National School Lunch Program, School Breakfast Program, the Fresh Fruit and Vegetable Program, Special Milk Program, USDA Foods Program and all other USDA discretionary grants OSSE might have received in the time frame covered by the audit, which was FY10-FY15. All findings and observations are being resolved among the team and corrective action plans are being monitored by the USDA.

Attached is the USDA's Financial Management Report for FY15, which covers financial management of all Child Nutrition Programs such as the National School Lunch Program, Breakfast Program, Summer Food Service Program, At-Risk Supper Program and USDA Foods. The time span of the audit was FY12-FY15. Many of the findings dealt with the creation of policies and procedures, which was addressed in the corrective action plan.

Attached is the USDA's Management Evaluation for FY14 (completed in FY15) for the Summer Food Service Program. Findings and observations were addressed once the audit was completed and addressed with USDA. The Summer Food Service Program continues to look for ways to increase capacity and the number of youth served in the District during summer months.

Please see: Question 128 Attachment 3 – School Programs
 Question 128 Attachment 4 – Child Nutrition Programs
 Question 128 Attachment 5 – Summer Food Service Program

Medicaid Laws and Regulations

Bert Smith & Co. audited OSSE's compliance with the Medicaid laws and regulations reflected in the Provider Reimbursement Manual (PRM Pub. 15) and the District of Columbia State Plan applicable to the accompanying Schedule of Medicaid Costs (cost report) for the years ended September 30, 2012 and September 30, 2013. The final auditor's report has not been completed.

A-133 Audit

The most recent Government of the District of Columbia A-133 Audit, for FY14, is attached.

Please see: Question 128 Attachment 6 – A-133 Audit FY14