

Office of the State Superintendent of Education (OSSE) FY12 Oversight Questions

ORGANIZATION, PERFORMANCE PLAN, AND GENERAL QUESTIONS

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

RESPONSE:

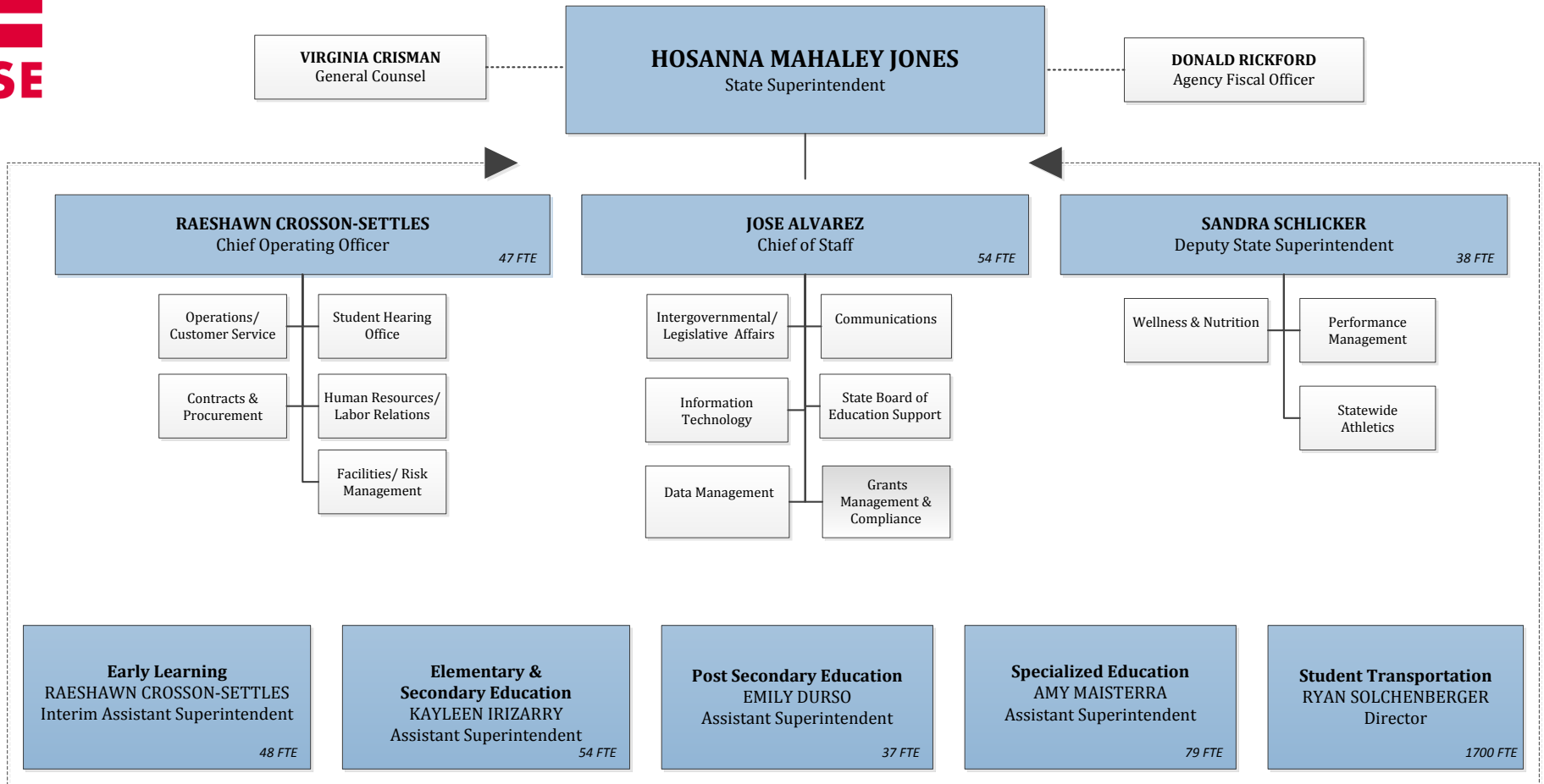
- For an organizational chart, list of FTE's, information on personnel activity level and roles, see attachment - OSSE Organizational Structure

Organizational Changes

In November 2012, the functions within the Division of Early Learning (formerly Early Childhood Education) were temporarily reassigned to members of the executive team following the exit of the former Assistant Superintendent of Early Learning. The temporary reassignment maintained continuity in operations and services for the division stakeholders and District residents. The reassignment is in place until the completion of the recruitment of a permanent leader.

In 2012, we established the D.C. State Athletic Association (DCSAA) and the Office of Data Management.

Furthermore, in 2012, the Office of Information Technology moved to the Office of the Chief of Staff from the Deputy State Superintendent Office; and the Race to the Top office moved to the Elementary & Secondary Education division from the Office of the Chief of Staff.



- School Preparedness
- Childcare Licensing & Compliance
- Childcare Subsidy & Eligibility
- Head Start Collaboration

- Community & School Partnerships
- Standards, Assessments & Accountability
- Educator Licensure & Accreditation
- Teaching & Learning
- Charter School Financing
- Race to the Top
- Education & Program Improvement

- Higher Education
- Career & Technical Education
- GED Administration
- Adult & Family Education

- Training & Technical Assistance
- Early Intervention
- Change in Placement
- Medicaid Recovery
- Quality Assurance & Monitoring
- Non Public Tuition

- Bus Operations
- Fleet & Maintenance
- Fiscal Management
- Parent Call Center

Office of the State Superintendent of Education (OSSE) FY12 Oversight Questions

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

RESPONSE:

- The following attachments provide a narrative description of objectives, key performance indicators, whether objectives were met or not, and the rationale -
 - Attachment FY12 Performance Plan

OSSE PERFORMANCE OVERSIGHT QUESTIONS

Question 2 - FY12 Performance Plan

MISSION

The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways so all District residents receive an excellent education and are prepared to achieve success in college, careers, and life.

SUMMARY OF SERVICES

The Office of the State Superintendent of Education serves as the District of Columbia's State Education Agency (SEA). In this role, OSSE manages and distributes federal funding to education providers and exercises oversight responsibility over federal education programs and related grants administered in the District to ensure quality and compliance. OSSE also serves as the standard-bearer in education for the District of Columbia. OSSE develops state-level education policies and standards aligned with school, college, and workforce readiness expectations. OSSE further ensures that the District collects and reports accurate and reliable data. OSSE provides technical support to increase effectiveness among education providers, thereby improving outcomes for all students. OSSE also administers for the District, Special Education Transportation (Agency Code GO0); Non-public Tuition (Agency Code GN0); and District of Columbia Public Charter Schools payments (Agency Code GC0).

Performance Plan Divisions

- Deputy State Superintendent
- Elementary & Secondary Education
- Postsecondary and Career Readiness
- Specialized Education
- Special Education Transportation
- Chief Operating Officer
- Early Childhood Education

Deputy State Superintendent

SCOPE OF SERVICES

The Office of the Deputy Superintendent of Education includes Wellness and Nutrition Services, Data Enterprise Management and Information Technology. Wellness and Nutrition Services provides comprehensive oversight of the U.S. Department of Agriculture child nutrition programs, the DC Healthy Schools Act and health education. Data Enterprise serves internal and external customers through the deployment and management of all OSSE data. Information Technology coordinates collaborative agency-wide technology strategic and tactical planning to ensure delivery of high quality technologies, voice communications, and infrastructure and networking services.

OBJECTIVE 1: Increase participation in the child nutrition programs so that all participants are fed and ready to learn. (QUALITY EDUCATION)

INITIATIVE 1.1: Increase participation in school nutrition programs.

Provide technical assistance to non-participating public charter schools and non-public schools and help them enroll in the school nutrition programs.

Fully Achieved (100%) – In FY12, eight new public charter and private schools participated in the school nutrition programs for the first time. In FY12, 62 LEAs participated in the school nutrition program an increase of 15% from the 54 LEAs that participated in FY11.

INITIATIVE 1.2: Increase participation in child and adult care food programs.

With U. S. Department of Agriculture child care wellness grant funding, recruit a family day care home sponsor to enroll at least 20 limited English-proficient licensed family day care home providers in the program by November 2013. Partner with the Division of Early Childhood Education to enroll additional licensed child care facilities.

Fully Achieved (100%) - Recruited and enrolled a new sponsor of homes whose main purpose is to enlist and enroll Limited English Proficient (LEP) licensed day care homes. The sponsor enrolled 6 LEP homes in FY12 toward the goal of at least 20 LEP homes by November 2013. The CACFP unit works with OSSE's licensing unit to provide CACFP information four times a year to non-participating licensed child care and family day care homes to recruit and enroll additional licensed facilities.

INITIATIVE 1.3: Quarterly trainings and technical assistance.

Conduct quarterly trainings for schools on the DC Healthy Schools Act and US Department of Agriculture (USDA) school nutrition legislation and provide on-site technical assistance to at least 100 schools. Make sure that students have appealing, healthy choices in foods and beverages to improve nutrition, reduce consumption of empty calories and potentially reduce excess weight gain over time. Work with schools to complete their application to be certified by USDA as Healthier US School Challenge schools.

Fully Achieved (100%) – Quarterly trainings were held on the Healthy Schools Act (HSA) Menu Verification & Menu Planning, HSA Healthy Vending/Fundraising, USDA School Meal Initiative (SMI) Review and Food Safety. OSSE approved Local Wellness Policies were evaluated and agreed among all LEA's for FY12. Over 100 schools received targeted on-site technical assistance/monitoring visits. Thirty schools have met the USDA criteria for Healthier US School Challenge schools.

INITIATIVE 1.4: Provide competitive grants to schools for physical activity and school garden programs

Through the Healthy Schools Fund, make grants available through a competitive process to public schools, public charter schools and other organizations to support physical activity and school gardens. Present annual report as required by the DC Healthy Schools Act to the Mayor and Council.

Fully Achieved (100%) - The DC School Garden report was submitted June 30, 2012 to the City Council in which 80 active school gardens were identified. Thirty-seven (37) applications were submitted for DC School Garden competitive grants in which 22 (11 DCPS and 11 PCS) were funded in FY12. In addition, all garden grantees were required to identify a partnering organization as an approach to supporting sustainable projects when school is not in session (summer months and holidays).

The OSSE awarded the DC Physical Activity for Youth (DC PAY) grant to 19 schools (17 PCS, 2 DCPS) in the spring of 2012. The projects vary, from partnering with community based organizations to starting a swimming program. Most schools have engaged students, administrators and parents in the process of bringing physical activity to students. Each school has established a Wellness Advisory Board and will organize two school/community events per year focused on physical activity. Grantees submit a mid-cycle report and an end-of-year report.

INITIATIVE 1.5: Assist schools in receiving certification as U.S. Department of Education (DOE) Green Ribbon Schools

Develop a working group comprised of multiple DC agencies and organizations to promote the Green Ribbon Schools Program, assist schools through the application process and nominate schools to the DOE

Fully Achieved (100%) - In the Fall of 2011, the OSSE established the School Garden Advisory Committee as mandated by the DC Healthy Schools Act. There are 20 active members from multiple DC organizations on the committee, in which a Green Ribbon School (GRS) working group is housed. The committee developed the state GRS application. Four (4) nominations were allowed from Washington, DC for the DOE Green Ribbon School award and 2 awardees (Sidwell Friends Middle School and DCPS Stoddert Elementary School) were selected.

OBJECTIVE 2: Ensure that all schools are following the health education and physical education standards requirements of the DC Healthy Schools Act. (QUALITY EDUCATION)

INITIATIVE 2.1: School Health Profiles.

Work with all public schools and public charter schools to complete the annual online school health profile survey as required by the DC Healthy Schools Act. This survey includes data regarding the minutes per week of physical and health education that students receive, among other information. Data is compiled and analyzed for an annual report for the Mayor and Council. In addition, work with middle and high public and public charter schools to complete the bi-annual Center for Disease Control CDC School Health Profile that collects data about their health practices and policies.

Fully Achieved (100%) - 95.8% of DC public and public charter schools completed the 2011-2012 Healthy Schools Act School Health Profile. To achieve this success rate, the OSSE provided technical assistance, onsite, via email, and via phone, to schools that needed assistance. The annual Healthy Schools Act School Health Profile Report was submitted to the Mayor, Council and Healthy Youth and Schools Commission on September 30, 2012. The OSSE worked with schools to complete the Centers for Disease Control and Prevention's School Health Profile. For charter schools, 95% of schools completed the

principal's survey and 85% of schools completed the health teacher's survey. For DCPS schools, 81% of schools completed the principal's survey and 88% completed the health teacher's survey. Similar to the HSA SHP, technical assistance was provided via phone, email and in person.

INITIATIVE 2.2: DC Comprehensive Assessment System CAS Health

As required by the DC Healthy Schools Act, conduct health assessment to determine student achievement with respect to the health and physical education standards. This assessment will be conducted in grades 5, 8 and the grade where health is taught in high school.

Fully Achieved (100%) - The first DC CAS for Health and Physical Education was administered in the spring of 2012. One hundred seventy-nine (179) schools participated (all eligible schools except one) in this inaugural test. 11,790 students in grades 5, 8, and high school students enrolled in health were tested. Roughly 5% of students opted out of the final test questions, which focused on sexual health. The total average percent correct answers across all grades 63.5%. Most LEAs administered the test during the DC CAS test window of April 17-27, 2012.

INITIATIVE 2.3: Quarterly health-related professional development.

To help meet the needs of educators and to ensure that health education programs across the District are aligned with the state health education learning standards, are medically accurate and age appropriate, offer quarterly trainings to increase the health knowledge and skills of educators

Fully Achieved (100%) - From October 1, 2011 to September 30, 2012, OSSE hosted nineteen professional development trainings for school personnel, community-based organizations and government agencies that work in schools around aligning curriculums to health and physical education standards, how to effectively implement an evidence-based program, content specific health topics, and teaching techniques.

INITIATIVE 2.4: Standards-based sexual health education curricula.

Working with other DC agencies and community-based organizations, systematically review sexual health education curricula. After review and alignment with the state sexual health education learning standards, share the list of recommended curricula with schools.

Fully Achieved (100%) - OSSE developed a multi-disciplinary approach to coordinating effective health and physical education strategies that support positive health and academic outcomes within the District of Columbia. Working with 53 volunteers from 17 organizations, OSSE is reviewing sexual health (28) and nutrition education (10) curriculums in relation to the health learning standards.

OBJECTIVE 3: Develop a District-wide athletic department to coordinate athletics across all LEAs and schools as one method of expanding pathways to college and careers. (QUALITY EDUCATION)

INITIATIVE 3.1: Develop District-wide policies for athletics and publish a handbook of these policies

Review comparative research on minimum requirements and best practices among state athletic associations to develop policies that will apply to all LEAs/schools in the District of Columbia.

Fully Achieved (100%) - Convened a panel of Athletic Administrators, Coaches, and Parents to provide guidance and structure on creating a D.C. State Athletic Association Handbook. The panel reviewed

handbooks from High School State Athletic Associations from across the country and selected practices that best fit the needs of the District's interscholastic student-athletes. The Handbook was completed in July 2012. OSSE Office of Communications is formatting the handbook for web publishing.

INITIATIVE 3.2: Establish a District-wide athletic competition for students from across LEAs/schools that include multiple sports, ages, and genders.

Based on the policies established through the above related initiative, launch a District-wide athletic competition in the 2011-12 school year and expand the competition to increase the opportunities for participation thereafter. This competition will tie together leagues within some local educational agencies and will offer another pathway to college and careers for students, given both the opportunity for a small number to pursue an athletic career and the opportunity for others to learn lessons that will help prepare them in other ways for college and careers.

Fully Achieved (100%) - The District will offer State Championships in the following Sports: Fall: Cross Country Nov. 10 Soccer Nov. 10 Football Dec. 01 winter: Basketball (Boys and Girls) Mar.11 Indoor Track (Boys and Girls) TBD Spring: Baseball Boys) May 18 Softball (Girls) TBD Cheerleading (Coed) TBD Outdoor Track and Field (Boys & Girls) TBD

OBJECTIVE 4: Provide quality data on D.C. education to the public and other stakeholders.

INITIATIVE 4.1: Data quality improvement.

OSSE will publish a comprehensive handbook of data elements with a collection schedule for all LEAs. State Longitudinal Education Data SLED staff will develop quality standards for each element and OSSE will disseminate error reports to data providers on a regular basis.

Fully Achieved (100%) - OSSE reviewed all federal reporting requirements, developed a new accountability system under an ESEA waiver, participated in the Truancy taskforce, and joined the RaiseDC initiative data committee. The data needs for these items were cataloged and put into an initial version of the LEA data collection handbook posted at <http://sled.osse.dc.gov>. Additionally the development of this handbook and data standards has resulted in additional error checking in the data – resulting in a 90% reduction in data quality issues from September 2011 to September 2012.

INITIATIVE 4.2: Making data transparent.

OSSE will produce data in electronically readable formats on D.C. educational enrollment and performance across the spectrum and publish them to the OSSE website. Additionally OSSE will partner with the research community to encourage research on the education data.

Fully Achieved (100%) - OSSE has posted machine readable versions of current and historical DC CAS results, the enrollment audit results, and other educational data to <http://osse.dc.gov> for the first time. OSSE presented at a parent summit with over 400 attendees, more than 30 community meetings, and 4 State board of education meetings about an updated accountability system designed to provide parents and the public with more detailed data on the academic growth of students in schools. Additionally OSSE has held meetings with local research institutions to ensure awareness of educational data from DC that could be used for research purposes.

OBJECTIVE 5: Ensure the day-to-day technical availability and operability of OSSE systems.

INITIATIVE 5.1: Implement an OSSE IT “Applications Dashboard.”

Establish an automated process that will display all OSSE production systems via a dashboard. Include current state of the application (up/down), the monthly uptime, and the yearly uptime percentages. The intent is to be transparent in the work being performed in the Chief Information Officer’s (CIO) shop.

Fully Achieved (100%) - The successful completion of this initiative was only realized when the OSSE CIO linked a monitoring tool, IpSentry with the OSSE intranet portal. The process, as it is today, consumes a daily feed from IpSentry which SharePoint then parses and displays KPI style data on a dedicated “Operational Portal Site”. This site is linked from the CIO’s main portal page on the OSSE intranet. The KPI data takes the goal of 98% available and compares the data received from ipSentry and graphically displays a green checkmark or a red X to indicate that the metric was met or not.

INITIATIVE 5.2: Implement an OSSE IT “Request for Services Portal.”

Establish an intranet portal that OSSE employees, contractors and interns can utilize to request technology related services. The intent is to provide a transparent tool that allows users to see their open tickets, report on current and previous requests and submit new requests. This is not to be confused with ITServus who provides desktop support to core systems; this tool takes over where ITServus drops off.

Fully Achieved (100%) - OSSE created an online form based tool that is available to OSSE staff that allows for the creation and tracking of user issues. The tool was built within the OSSE Employee Intranet Portal using standard CTI’s (Category, Type, and Issue) which guides the user to specific problem sets and provides significantly better tracking than similar free form tools.

INITIATIVE 5.3: Develop and execute an internal OSSE Project Initiation Policy.

Establish the policy and procedures to support the Project Initiation Request and Review Process. The goal of this process is to ensure that every OSSE IT initiative is a success and can be sustained throughout its useful life. All too often applications or hardware are procured without the involvement of the CIO. This model often results in extensive rework of the application or “quick fixes” causing delays and in many cases expenses to everyone.

Fully Achieved (100%) - OSSE has developed policy and procedures to ensure that all IT projects being procured follow District standards for hardware and software. Besides the creation of the policy, OSSE implemented Microsoft Project Server, which is the central repository for all IT project schedules. This tool allows for planning, tracking and resource management across the OSSE enterprise

INITIATIVE 5.4: Standardize on Common Core Technologies.

This is an ongoing initiative. OSSE will continue to standardize on a common set of technology standards for hardware, software and data so that data and code can be shared across the OSSE enterprise. As standards are updated and refined they will be documented and rolled out to the agency so that it is understood and easy to follow. This common tool set, aligned with the Office of the Chief Technology Officer’s Common Technologies, will make it easier and faster to deploy technology to share data and upload to the SLED In FY12, it is expected that 10 new technologies will be standardized.

Fully Achieved (100%) - OSSE has added three (3) methods that effectively manage the standardization of core technologies within OSSE; they are the Enterprise Architecture Initiative, the Architecture Review Board (ARB), and the centralization of IT resources. Each of these initiatives is very different in its

mission; however, together make a great platform for the centralization efforts OSSE has underway. In brief the Enterprise Architecture Initiative is an agency wide view into common technologies and processes taking place now across the disparate programs in OSSE, its goal is to leverage those areas of excellence and mimic or consolidate where possible. The ARB is a core group of staff that meets regularly to review proposed changes to OSSE's network, hardware, or software. The goal is to ensure proper use of technologies and sharing of data while maintaining ready access to existing systems. Lastly, we have moved all reporting and management of IT resources under one team which promotes knowledge sharing and collaboration.

Elementary & Secondary Education

SCOPE OF SERVICES

The Elementary and Secondary Education Division (EISec) sets standards and expectations, provides resources and support, and monitors implementation and outcomes, with a primary focus on building the capacity of Local Educational Agencies (LEAs) to help schools ensure that students graduate high school with the skills to succeed in college and careers. EISec implements programs and reforms under the Elementary and Secondary Education Act and Race to the Top.

OBJECTIVE 1: Prepare for full implementation of common core state standards and common assessments in reading/language arts and mathematics.

INITIATIVE 1.1: Communicate and publicize key information on the transition to Common Core State Standards (CCSS).

To increase understanding across the education sector and broader community of the changes and rationale for the changes. OSSE will create an internal communications plan with a time line for the website roll out, informational meetings, professional development and community outreach. This plan will be implemented over the next three years as the transition to common core states standards takes place. In FY12, OSSE will provide information on the implementation of the CCSS on the OSSE website, will disperse PARCC created CCSS information cards on reading and math to stakeholders and will select a contractor to develop an interactive CCSS website.

Fully Achieved (100%) Fifteen community meetings with parents enabled OSSE to create/fortify partnerships with individuals and groups that will implement, support, or impact educational strategies in the plan. During this outreach, OSSE gathered input from critical and diverse parent and community stakeholders by providing opportunities for stakeholders to readily access information on the ESEA flexibility option and soliciting public input via a variety of media. In September, OSSE held the 1st District-wide Parent Conference that included a parent panel and was attended by more than 400 parent and community members. Outcomes for parents included awareness of the accountability classification system, strategies and techniques to enhance learning at home and school. Outcomes for OSSE included feedback and support from the parent/guardian community, development of community partnerships to increase learning and enhance students' academic and social development and increased awareness of parental concerns.

INITIATIVE 1.2: Provide professional development.

To provide professional development for school leaders, teachers, and preparation program faculty on the common core state standards and common assessments in reading/language arts and mathematics. OSSE will create a professional development calendar for in-person sessions as well as post online sessions on the common core state standards website. Professional development sessions will be conducted by OSSE staff as well as outside vendors.

Fully Achieved (100%) - This summer, OSSE conducted an Educator Leader Institute for elementary and secondary leaders around the Common Core State Standards (CCSS). Seventy-five participants attended the two week training. The Institute focused on the instructional shifts for both English Language Arts and Mathematics as they relate to the CCSS. Additional professional development was provided for the ELL and Special Needs populations on aligning lessons to CCSS for these students. Finally, teachers were selected to review test items in reading, math and science and to participate in standard setting to ensure that the test items and proficiency levels are appropriate for our student population.

Mathematics teachers and data specialists attended a Guide to Test Interpretation training, which provided information on how to interpret assessment results. In addition, OSSE provided specialized training to a cohort of special education teachers on implementing CCSS for students with significant cognitive disabilities.

OBJECTIVE 2: Make data more meaningful and useful in our work to increase student achievement. (QUALITY EDUCATION)

INITIATIVE 2.1: Create a high-quality, meaningful differentiated accountability system.

This system will be based on multiple measures to replace the Adequate Yearly Progress (AYP) rules under the No Child Left Behind Act. OSSE is currently exploring multiple measures to include in the District's application for Elementary and Secondary Education Act flexibility offered by the U.S. Department of Education. Some of those measures are school and teacher growth, student growth, additional assessments, and multi-tiered approach classifying schools. The division will finalize a new differentiated accountability system to include in the comprehensive flexibility request.

Fully Achieved (100%) - Schools have been classified into five categories: Priority, Focus, Reward, Rising and Developing. Priority and Focus schools need intense and targeted support to address low performance of all students as well as large specific groups of students. LEAs with both Priority and Focus schools must reserve 20% of their Title I Funds, develop an intervention plan, conduct quality monitoring, and partake and provide professional development. These schools also receive differentiated support, technical assistance, on-site visits and access to work sessions. The remaining schools are recognized through public recognition, eligibility for reward funding, ongoing guidance and technical assistance.

INITIATIVE 2.2: Reframe and build on the differentiated system of interventions and support for schools.

OSSE is collaborating with state education agency technical assistance providers with the Mid-Atlantic Comprehensive Center to reframe its statewide system of support, which is required under Title I of the Elementary and Secondary Education Act and should inform most of the work completed within the division. OSSE will establish a new framework for this system of support as part of its request to the U.S. Department of Education for ESEA flexibility. (The reorganization of the division is part of this work, completed in part to focus the team on their individual functions within a broader system of support for local educational agencies.)

Fully Achieved (100%) - OSSE has established a new frame work for a system of support by forming the Innovation & Improvement Team; establishing the Cross Functional Team (CFT); and the resurrection of Indi star. This new framework allows for LEAs to receive differentiated support from OSSE staff. Each member on the Innovation & Improvement Team has a cohort of schools in which they support.

Those LEAs can contact an Innovation & Improvement specialist with any issue and the specialist will work to ensure each site's issues are addressed in a timely manner. With the establishment of the CFT, OSSE now has a team of experts from all divisions to provide LEAs and schools with expert support. Indi star is the web-based school improvement tool that engages SEA, LEA, and the school sites in the creation, implementation, and evaluation of school plans. Additionally, each Priority and Focus school has an Innovation & Improvement specialist that will work with the coaches within Indi star to ensure schools are supported and held accountable for the implementation of their school plans.

OBJECTIVE 3: Increase the number of effective educators in all public schools. (QUALITY EDUCATION)

INITIATIVE 3.1: Implement a teacher value added model.

This model will be utilized in teacher evaluations for English/ language arts and mathematics teachers in grades 4-8. OSSE is implementing the teacher value added model that is utilized by DCPS in its IMPACT system and for all Race to the Top-participating LEAs. OSSE will provide value added results to LEAs for teachers in English/Language Arts and Mathematics in grades 4-8. Furthermore, OSSE will share teacher value added professional development with non-participating LEAs as a model they may adopt.

Fully Achieved (100%) - OSSE has managed charter school participation in the value added model that is utilized by DCPS in its IMPACT system. OSSE provided value added results to all RTTT LEAs in July 2012 for teachers in English/Language Arts and Mathematics in grades 4-8. In addition, OSSE and Mathematical have run several professional development sessions for RTTT LEAs on the value added model. OSSE is now in the process of creating a new Teacher and Leader Evaluation webpage and will post the power point presentation on the value added model on it to give all LEAs access to information about the value added model.

INITIATIVE 3.2: Implement guidelines for rigorous teacher and principal evaluation systems.

One of these guidelines will serve to ensure that Race to the Top (RTTT) participating LEAs have evaluation systems that meet the guidelines. OSSE staff developed the guidelines based on criteria outlined in the RTTT application in consultation with the Human Capital Task Force and published them on June 16, 2011. OSSE staff is now managing a process for reviewing and approving participating LEA's teacher and leader evaluation systems. OSSE will build on this in future years to expand beyond RTTT participating LEAs. For FY12, all RTTT LEAs will implement the teacher and leader evaluation system that meet these guidelines.

Fully Achieved (100%) - OSSE managed a process for reviewing RTTT LEAs' evaluation systems and all RTTT LEAs are now implementing teacher and leader evaluation systems that meet RTTT guidelines. Charter LEAs that receive federal funds will now have to meet similar requirements because of the ESEA Waiver. There were three LEAs whose teacher and leader evaluations system were approved by OSSE in the summer and one LEA, whose system was approved in early FY13. OSSE has planned two webinars, in coordination with PCSB, to explain the new requirements to LEAs receiving federal funds that did not participate in RTTT.

INITIATIVE 3.3: Improve licensure processing time.

The Educator Licensure and Accreditation unit will reduce educator licensure application processing time by five (5) days in FY12. This initiative will be achieved with improved staff training and the standardization of application processing templates.

Fully Achieved (100%) - The Department of Educator Licensure and Accreditation exceeded expectations in this area by processing applications in nine fewer days (21) than the target set for FY 12 (30 days). The department is currently on-track to create an electronic application and payment processing system in FY 13 that will continue the trend of reducing processing timeframes and issuing licenses and evaluation results with increased efficiency.

OBJECTIVE 4: Increase the number of high quality schools available to students at all grade levels. (QUALITY EDUCATION)

INITIATIVE 4.1: Provide planning and implementation funding opportunities to new public charter schools.

These functions will be focusing on supporting the creation of elementary and middle public charter schools. Ensure high quality public charter schools have access to affordable facilities suitable for learning. The Title V, Part B, Charter Schools Program grant provides up to three years of funding for new conditionally approved/fully approved charter schools. The five-year grant (2010-2015) allows for 24 schools to receive funding for Planning and Initial Implementation. Competitive federal payment funds for facilities in the amount of \$3.5M will be awarded via a Request for Applications (RFA). These funds will be awarded via approval from the Public Charter School Credit Enhancement Fund Committee on direct loan and credit enhancement transactions.

Fully Achieved (100) - Competitive federal payment funds for facilities in the amount of \$3.5M were awarded via a Request for Applications (RFA). The funds were made available to PCS as follows: • \$2,750,000 to assist 3 PCS in the acquisition and/or reconstruction of a total of 91,090 square feet of facilities to create 592 new quality seats in Wards 1 and 4. • \$750,000 to assist 7 PCS in performing leasehold improvements on a total of 170,190 square feet of facilities to create 1,022 new quality seats in Wards 1, 4 and 6.

INITIATIVE 4.2: Monitor and support the implementation of rigorous school interventions in the persistently lowest-achieving schools.

The main focus will be on the schools which received School Improvement grant funds to support the interventions. OSSE provided School Improvement Grant funds to 10 schools identified as the “persistently lowest achieving schools” to implement rigorous, three-year interventions beginning at the start of the 2010-11 school year and provided more funding for interventions in 6 additional schools beginning at the start of the 2011-12 school year. OSSE will continue monitoring and supporting these interventions to ensure the schools follow the intervention plans with fidelity and will provide additional support to these schools to ensure that they meet annual goals set at the time the intervention plans were developed.

Fully Achieved (100%) - School Improvement Grant (SIG) schools are receiving differentiated support on a monthly basis. Each month focused on a specific topic in which the monitoring team identified areas of improvement and success within the classrooms and schools. Each school’s principal was engaged in quarterly Principal Academies in which they were given technical assistance in implementing their prescribed school model as well as support to increase student achievement gains. Schools used Indi star to develop plans in which they have the assistance of a coach throughout the year to address issues as well as to provide insight and implement mid-course corrections.

OBJECTIVE 5: Expand access to global education for students.

INITIATIVE 5.1: Increase public and private partnerships for student and educator exchange programs and for programs with cultural institutions.

OSSE will partner with public and private stakeholders in order to develop, fund, and offer increased opportunities for District students and teachers to take part in exchange programs intended to broaden educational, business, cultural and/or social skills. This initiative seeks to foster opportunities for public and private stakeholders to become engaged and actively involved in ensuring that District students and teachers are well equipped to succeed both locally and internationally

Not Achieved (less than 75%) - Due to the added responsibilities of the ESEA Flexibility Waiver, South

Capitol Street Act and the Omnibus Act, the division redirected its efforts to focus on the responsibilities of these initiatives. The agency received approval of the ESEA Flexibility Waiver on July 19, 2012 and is currently in the implementation phase. In addition, the division is currently implementing the actions of the DC Council as it relates to the South Capitol Street Act and Omnibus Act.

INITIATIVE 5.2: Survey current global education offerings among Local Educational Agencies and provide recommendations for expanding on those offerings and encouraging participation.

The division will survey current global education offerings and research programs that can fill the gaps, helping schools to partner together to expand their offerings. Also, further research would look at how to incentivize these offerings including additional funding, graduation credits, and other benefits to schools.

Not Achieved (less 75%) - Due to the added responsibilities of the ESEA Flexibility Waiver, South Capitol Street Act and the Omnibus Act, the division redirected its efforts to focus on the added responsibilities of these initiatives. The agency received approval of the ESEA Flexibility Waiver on July 19, 2012 and is currently in the implementation phase. In addition, the division is currently implementing the actions of the DC Council as it relates to the South Capitol Street Act and Omnibus Act.

Postsecondary and Career Readiness

SCOPE OF SERVICES

The Division of Postsecondary and Career Readiness assists District residents in obtaining adult literacy proficiency, acquiring a GED or similar secondary diploma and creates opportunities for residents to receive postsecondary education from certification through a college degree for a successful career path.

OBJECTIVE 1: Increase the percentage of District residents participating in college and career preparatory programs within six (6) months of high school graduation. (QUALITY EDUCATION)

INITIATIVE 1.1: Provide current and consistent information for postsecondary education planning.

The Higher Education Financial Services (HEFS) staff will visit all DCPS and DCPCS high schools as part of its "HS Blitz" program and conduct workshops for students on financial aid, selecting the right college and other pre-college topics. HEFS will also hold two "Smart College Choice" EXPOS during the year to give students and parents access to top DC Tuition Assistance Grant (DCTAG) institutions and college prep workshops.

Fully Achieved (100%) - During October and November 2011, OSSEs staff visited every DCPS and DCPCS high school and conducted workshops on DCTAG, financial aid, and making a smart college choice. Over 1500 high school seniors attended these workshops. In March, OSSE hosted its "Smart College Choice" EXPO at Trinity Washington University. The event was attended by 450 parents and students and 40 colleges and universities participated. OSSE assumed management of the new College and Credential Completion Network (C3N), formerly known as Double the Numbers. OSSE held 3 planning/strategy sessions in May and June, hosted the C3N Open House in August, and a C3N Leadership Team meeting in September. The first major projects of the network are the Data Sharing Initiative and a new website and listserv.

INITIATIVE 1.2: Provide training for college access professionals and parents.

HEFS staff will conduct an annual conference for college access professionals to ensure high school counselors and advisers have current information on post-secondary access and success. HEFS staff will also conduct evening workshops for working parents on pre-college topics.

Fully Achieved (100%) - In January, OSSE conducted a Financial Aid Conference that 218 local college access professionals attended (up 20% from 2011). Middle and elementary school counselors attend for the first time. In September, in partnership with the Education Trust, a Counselor Training Initiative was launched. Counselors in 5 DCPS and 3 PCS schools are being trained. The training is being funded by the FY13 CACG grant and will last the entire 12/13 school year. During FY12, OSSE conducted 37 evening workshops for parents on pre-college and financial aid that were attended by 3,575 people.

INITIATIVE 1.3: Develop career and technical education programs that align secondary and postsecondary education courses.

These courses will be designed in sequences that lead to an associate or baccalaureate degree or an industry recognized credential/certificate (i.e. programs of study). The CTE office will provide guidance to LEAs on the development of OSSE approved CTE programs of study; facilitate planning between LEAs and higher education institutions to establish articulation agreements, and more systemically monitor the development and implementation of programs of study and articulation agreements with OSSE funded CTE programs.

Fully Achieved (100%) - The CTE office has developed a guidance document detailing requirements for OSSE approved CTE programs of study. Each LEA has at least one program of study linking secondary and postsecondary coursework and additional programs of study and articulation agreements are in process. Systematic monitoring for Civil Rights compliance has occurred according to schedule. The CTE office has developed the monitoring tool that will be used to monitor all sub-grantees in FY13.

INITIATIVE 1.4: Work collaboratively with stakeholders to increase student access to career preparation opportunities.

This work will focus on opportunities outside of school (internships, mentoring, job shadowing, etc.). The CTE office will convene meetings with key stakeholders and establish relationships between LEAs, schools, and business representatives to develop externship opportunities for students.

Fully Achieved (100%) - The CTE office has incorporated externships in sub-grantee program quality and reporting requirements to gather information on currently existing externship opportunities. In addition, the CTE office has established relationships with LEAs, the Workforce Investment Council, and non-profit organizations specializing in this work to foster the development of externship opportunities for students. To further this work, the CTE office will take the lead in developing Industry Councils for prioritized career clusters, as recommended by the CTE Task Force, convened in response to the "Career and Technical Education Plan Establishment Emergency Act of 2012."

OBJECTIVE 2: Increase the DC TAG graduation rate. (QUALITY EDUCATION)

INITIATIVE 2.1: Publish Graduation Rates to assist DCTAG students in selecting postsecondary institutions where they are likely to earn a degree.

HEFS staff will actively promote schools where DCTAG students are successful. Every year, the HEFS staff will publish the graduation rates of the top twenty schools with the highest rates. It will also publish the graduation rates at the most attended schools among DCTAG students. This information will be made available to students, parents, counselors and college access providers to assist students in selecting a post-secondary institution where they are likely to be successful.

Fully Achieved (100%) – In early FY12, HEFS staff designed and ordered 1000 posters listing the graduation rates of the top twenty DCTAG schools with the highest rates as well as the graduation rates at the most attended schools among DCTAG students. These posters were distributed and made available to students, parents, counselors and college access providers across DC. In addition to the posters, e-versions were sent out to stakeholders via email.

INITIATIVE 2.2: Establish Early Warning System to increase retention of DCTAG students during the crucial first two years of college.

HEFS staff will ask schools to provide mid-term grades for DCTAG students. This will serve as part of an early warning system that identifies students that are having difficulty at school so support can be provided. HEFS counselors will use data to gather resources and on-campus assistance for students having trouble during this critical time.

Fully Achieved (100%) - In 2012, OSSE launched a College Retention Initiative at three pilot schools with high DCTAG attendance rates and low college completion rates (Delaware State University, Morgan State University and North Carolina A&T). This initiative pairs incoming freshman with Peer Mentors in their sophomore and junior year of college. As part of this initiative, OSSE staff will track individual

student's attendance, grades and other warning factors and link them to campus resources. Collecting grades, particularly mid-term grades are an integral part of this initiative. OSSE staff worked closely with college administrators and students to ensure FERPAs were completed, collected and on-file with the Registrar's Office. Both Mentors and OSSE staff have access to these grades and track them as part of the overall warning system in place to determine student need and academic progress.

INITIATIVE 2.3: Increase DCTAG students' knowledge of grant and options available once they begin school.

HEFS staff will hold a "DCTAG Boot Camp" for new TAG students. The full day workshop will focus on topics that are often challenging for students. Example topics are: Transferring schools, repayment and avoiding default, staying eligible during the school year, etc.

Fully Achieved (100%) - In July, HEFS staff in partnership with the DC College Access Program, conducted two "DCTAG Boot Camp" sessions. 1250 new DCTAG students attended the sessions over the two days.

INITIATIVE 2.4: Develop mentor program at four selected institutions.

HEFS will develop and implement a mentor based retention program at four selected higher education institutions with high numbers of DCTAG students but low graduation rates. The program will prepare incoming students for college and then closely track them to identify signs of trouble, trends and other data points to be used for retention.

Fully Achieved (100%) - In 2012, OSSE launched a College Retention Initiative at three pilot schools with high DCTAG attendance rates and low college completion rates (Delaware State University, Morgan State University and North Carolina A&T). This initiative pairs incoming freshman with Peer Mentors in their sophomore and junior year of college. As part of this initiative, OSSE staff will track individual student's attendance, grades and other warning factors and link them to campus resources. Collecting grades, particularly mid-term grades are an integral part of this initiative. OSSE staff worked closely with college administrators and students to ensure FERPAs were completed, collected and on-file with the Registrar's Office. Both Mentors and OSSE staff have access to these grades and track them as part of the overall warning system in place to determine student need and academic progress.

INITIATIVE 2.5: Provide pre-college experience for students.

HEFS will sponsor two pre-college programs for college bound students. One-hundred (100) students will attend a day program at UDC and 200 students will attend a residential program at McDaniel College designed to reinforce academics and prepare students to succeed in college.

Fully Achieved (100%) - OSSE partnered with the College Success Foundation (CSF) and the University of the District of Columbia on this experience. CSF held their pre-college program at McDaniel College for 220 students over a 4 week period in July/August and UDC held a six week program on their campus for 85 students during July/August.

OBJECTIVE 3: Provide educational and career advancement opportunities for adult learners with varying literacy levels. (QUALITY EDUCATION)

INITIATIVE 3.1: Gather high quality data on adult learners.

Increase the number of adult learners that receive literacy instruction and ancillary/support services, complete an educational literacy level, obtain a high school diploma or GED, obtain a job, retain a job or enter post-secondary education or training.

Fully Achieved (100%) - OSSE staff collect, maintain, track and monitor state and local performance data via the Literacy Adult Community Education System (LACES), the state's management information system. Of the participants served in FY 12 (n = 3,145), thirty-three percent (33%) completed and/or advanced one or more educational functioning levels, representing a three percent (3%) increase over FY 11. The OSSE met or exceeded nine of its fifteen (60%) FY12 annual performance targets negotiated with the U.S. Department of Education. This is a 27% increase over FY11 when the OSSE AFE met thirty-three percent (33%) of its fifteen negotiated annual performance targets.

INITIATIVE 3.2: Coordinate the provision of adult literacy, ancillary services and/or workforce and/or post-secondary transition services to youth, adults and families.

These services will be provided to citizens residing in the city's priority areas (e.g. Focused Improvement Areas, New Communities, Neighborhood Investment Fund (NIF) areas, and Public Housing Communities). The Adult and Family Education staff will establish and/or strengthen its partnerships with a number of DC government agencies (e.g. DC Department of Employment Services (DOES), Department of Human Services (DHS), Department of Corrections (DOC), Mayor's Office on Re-entrants, Department of Vocational Rehabilitation Services, Dc Public Library) and public, private or community-based agencies (as evidenced by Memorandums of Understanding, meeting agendas, plans for service integration, and performance/progress reports) to integrate services that address the literacy, social/emotional, workforce and post-secondary transition services needs of DC residents. A guide and/or listing of OSSE Adult and Family Education partnerships with performance, progress, output, and outcome data will be available on the OSSE website.

Fully Achieved (100%) - In FY 12, the OSSE AFE funded 19 community-based organizations to provide adult education, ancillary, workforce and postsecondary education transition services to DC residents, including individuals living in the city's priority areas. Partnerships were established with the DC Department of Employment Services (DOES) to provide assessment and literacy services to 468 DOES customers and with the DC Department of Human Services (DHS) to provide guidance on assessing the literacy needs of DHS customers and to screen DHS customers for learning disabilities. In addition, the office met with representatives from the DC Department of Corrections, Mayor's Office on Returning Citizens, DC Department of Parks and Recreation, Department of Youth Rehabilitation Services and the Department of Vocational Rehabilitation Services to engage in an initial conversation about how to coordinate the provision of literacy, social/emotional, workforce and post-secondary transition services to DC residents seeking services from these agencies. A guide of OSSE Adult and Family Education partnerships with performance, progress, output, and outcome data is available on the OSSE website.

OBJECTIVE 4: Measurably improve the operational quality of the Education Licensure Commission.

INITIATIVE 4.1: Update the Education Licensure Commission's (ELC) regulations to reflect postsecondary industry best practices and to improve quality assurance.

The ELC will update regulations for degree and non-degree granting institutions, as well as, the ELC's own governance procedures, particularly as they relate to distance learning.

Partially Achieved (75%-99%) - The regulations for degree-granting institutions have been updated and finalized. The regulations regarding online learning have been updated. Finalization of the online legislation and regulations notification and review process is anticipated in early 2013. The update of the non-degree regulations are currently in progress and completion for comment and review is anticipated by spring 2013.

INITIATIVE 4.2: Monitor DC postsecondary institutions for compliance with ELC regulations.

All District postsecondary educational institutions must be evaluated to ensure compliance with the Education Licensure Commission's regulations. Monitoring postsecondary institutions includes inspections and determinations of program, faculty, and facility quality and compliance. In addition, recommendations regarding the authenticity and legitimacy of the educational institution (and its program offerings) are conducted at the discretion of the Commission based on institutional compliance, licensure status, complaints, or other conditions as determined by the Authority.

Fully Achieved (100%) - All institutions were monitored and evaluated to ensure compliance with the rules of the Commission. In FY12, more than 160 applications were reviewed for licensure and compliance determinations.

INITIATIVE 4.3: Provide verification of licensure and program offerings of DC postsecondary institutions online.

The ELC staff will continue to update the webpage containing institutional profiles of all post-secondary institutions within the District. Each profile includes the name, location, program offerings, student enrollment, and license status of the institution.

Fully Achieved (100%) - The OSSE webpage provides a listing of all licensed institutions with a profile that includes the name, location, and program offerings of all licensees. In addition, a consumer guide identifying all licensed institutions with additional information to identify programs offered as well as how to identify legitimate educational entities was developed.

INITIATIVE 4.4: Provide an automated application process.

The ELC staff will secure funds and work with OSSE - IT and external consultants to develop an automated application system to better serve DC student consumers, institutional applicants, and ELC 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 Commission.

Partially Achieved (75%-99%) - Funding was secured to develop beginning phases of an automated management system for applications and institutional information. Work has started and the project is scheduled to be completed in July 2013.

Specialized Education

SCOPE OF SERVICES

The Division of Specialized Education is responsible for ensuring the delivery of timely, legally compliant, and high-quality services to children with disabilities from birth through age 22 who resides in the District of Columbia. The division ensures LEA compliance with Part B of the Individuals with Disabilities Act (IDEA) and serves as the lead agency for implementation of Part C of the IDEA, the Early Intervention Program for Infants and Toddlers with Disabilities program. As such, this division oversees the development and promulgation of state policy governing special education, monitors LEAs, non-public, and early intervention providers to ensure their compliance with the law, monitors the allocation and administration of IDEA grant funds to LEAs; provides training and technical assistance to LEAs and providers; and investigates and helps resolve District complaints relating to special education.

OBJECTIVE 1: Increase the number of students with special needs receiving a high quality, appropriate public education in the least restrictive environment (LRE).

INITIATIVE 1.1: Implement a high-quality rating system to track academic and outcome measures.

The Division of Specialized Education will implement a quality rating system; this tool will be widely distributed to stakeholders such as LEA leaders, staff, and parents.

Partially Achieved (75%-99%) - OSSE completed its development of a quality rating system tool. The tool was developed with input from a wide array of stakeholders such as LEA leaders, staff, and parents. OSSE has trained 46 stakeholders in the tool as of September. The tool is now being beta tested and OSSE will continue to implement trainings in FY 13.

INITIATIVE 1.2: Implement a robust change in placement process for all Local Education Agencies (LEAs).

The Division of Specialized Education will design and implement trainings based on the quality rating system for LEAs, Impartial Hearing Officers, Child and Family Services Agency (CFSA), Department of Youth Rehabilitation Services (DYRS), and Department of Mental Health (DMH employees who work with students with special needs to ensure that non-public placement and location assignment decisions are driven by quality indicators.

Partially Achieved (75%-99%) - OSSE has completed its development of a quality rating system, which was developed with input from a wide array of stakeholders such as LEA leaders, staff, and parents. OSSE has trained 46 stakeholders in the tool as of September 30, 2012. The tool is now being beta tested and OSSE will continue to implement trainings in FY 13. Once beta-testing with LEAs is completed, OSSE will implement trainings for Impartial Hearing Officers, Child and Family Services Agency (CFSA), Department of Youth Rehabilitation Services (DYRS), and Department of Mental Health (DMH employees who work with students with special needs to ensure that non-public placement and location assignment decisions are driven by quality indicators.

OBJECTIVE 2: Increase sub-grantee and provider compliance with federal and local grant and programmatic requirements. (QUALITY EDUCATION)

INITIATIVE 2.1: Develop annual fiscal and programmatic monitoring calendar.

Develop an annual fiscal and programmatic monitoring calendar to issue to IDEA Part B sub grantees.

Fully Achieved (100%) - OSSE completed and published an annual (SY 2012-2013) fiscal and programmatic monitoring calendar to sub grantees in August.

INITIATIVE 2.2: Enhance monitoring frameworks.

Enhance IDEA Part B and Part C fiscal monitoring frameworks based on findings from the first year of implementation and ensure alignment with recent regulatory updates.

Fully Achieved (100%) - OSSE has refined the Part B and Part C monitoring frameworks and has ensured ongoing alignment with regulatory updates.

INITIATIVE 2.3: Improve compliance through routine communication.

Conduct quarterly meetings to ensure LEA and Part C provider compliance with program requirements.

Fully Achieved (100%) - OSSE held quarterly Part B LEA meetings and monthly Part C provider meetings.

OBJECTIVE 3: Develop and issue high-quality policies for students with disabilities that ensure delivery of effective specialized instruction. (QUALITY EDUCATION)**INITIATIVE 3.1: Create tracker to support policy development and implementation.**

Develop and maintain a calendar that details time lines and activities to ensure input from stakeholders prior to issuance of policy.

Fully Achieved (100%) - OSSE's Division of Specialized Education has maintained a tracking calendar to support policy development and issuance.

INITIATIVE 3.2: Develop standardized communication plan.

Develop a standardized communication plan for regulations and policies that ensures that all impacted stakeholders are aware of the changes.

Fully Achieved (100%) - OSSE's Division of Specialized Education utilizes a standardized protocol for communicating proposed regulatory and policy changes prior to their finalization. The protocol includes regular stakeholder communications via the OSSE newsletter, regulatory and policy updates via quarterly LEA meetings, scheduling and publicizing a 30 day public comment period, and holding a minimum of two public hearings.

INITIATIVE 3.3: Provide training and technical assistance on policies and practice to ensure full implementation of new policies.

Provide high-quality training and technical assistance to ensure full implementation of new policies. Align training schedule to ensure that multiple opportunities are provided for stakeholders to learn about new policies (e.g. in-person sessions, webinars, and site visits).

Fully Achieved (100%) - OSSE's Division of Specialized Education utilizes regular stakeholder communications, including webinars, public comment periods, and public hearings, to ensure that

stakeholders are aware of proposed policy development and issuance. The Division ensures that trainings and data system updates are aligned with regulatory and policy changes.

OBJECTIVE 4: Collect Medicaid reimbursements for allowable services provided to students with special needs.

INITIATIVE 4.1: Establish a Medicaid Recovery Unit with highly qualified staff.

Fully Achieved (100%) - OSSE staffed and hired three highly qualified individuals to create a fully operating Medicaid Recovery Unit.

INITIATIVE 4.2: Coordinate with the DC Department of Health Care Finance (DHCF).

Coordinate with DHCF to ensure that all regulatory and policy barriers to claiming Medicaid reimbursement are removed and appropriate inter-agency systems are established to allow for this claiming.

Fully Achieved (100%) - OSSE continues to collaborate with DHCF to ensure that all necessary information and documentation is provided to facilitate claiming. OSSE has responded to all DHCF information requests related to the District's development of compliant regulations, policies, and procedures, and has successfully created data collection systems and interagency data sharing agreements necessary to allow for claiming.

INITIATIVE 4.3: Establish necessary data systems.

Establish data systems to support the production of compliant Medicaid claims.

Fully Achieved (100%) - OSSE has created data systems and related processes that allow for all necessary data to be captured supporting claiming.

Special Education Transportation

SCOPE OF SERVICES

The mission of Special Education Transportation, also known as the Department of Student Transportation (DOT), is to support learning opportunities by providing safe, on-time, and efficient transportation services to eligible District of Columbia students. The Office is primarily responsible for processing student transportation requests from Local Education Agencies ("LEAs"); maintaining the means to transport eligible students safely and on-time; and improving service levels by collaborating with stakeholder groups that include parents, school staff, and special education advocates.

OBJECTIVE 1: OBJECTIVE 1: Support learning opportunities by providing the least restrictive, safe transportation options to eligible students. (QUALITY EDUCATION)

INITIATIVE 1.1: INITIATIVE 1.1: Promote all options for student transportation, including family reimbursement and travel training.

In collaboration with DCPS, DOT will work to educate parents and guardians on all transportation options for eligible students, including parent reimbursement and travel training. The Department of Student Transportation currently reimburses parents and guardians who transport their children to school. Additionally, DOT and DCPS provide travel training and fare cards to qualifying students with special needs. Expanding these programs will reduce reliance on District provided student transportation vehicles and teach eligible students valuable life skills.

Fully Achieved (100%) - OSSE continues to provide and promote all options for student transportation and has surpassed the goal for FY12. A vendor has been identified to expand the travel training program and OSSE will continue to expand this option.

OBJECTIVE 2: OBJECTIVE 2: Maintain a safe and reliable fleet of student transportation vehicles. (SUSTAINABILITY, FISCAL STABILITY)

INITIATIVE 2.1: INITIATIVE 2.1: Right-size the student transportation fleet of vehicles and replace vehicles that are beyond their useful life.

Fifty percent of the vehicles within the Department of Student Transportation are beyond their useful life. In FY 11, DOT spent \$6.5 million on maintenance for its fleet of 778 vehicles, which amounts to an average annual cost of \$9,000 in maintenance costs per bus. Replacing this aging fleet with new, more appropriate vehicles, will reduce maintenance and fuel costs. DOT plans to procure 100 new vehicles in FY12.

Fully Achieved (100%) - OSSE has maintained compliance with a rigorous preventative maintenance program, resulting in a consistent, every day, minimum 10% bench of in-service vehicles. New vehicles have been procured, decreasing the average age of the fleet by 2 years.

INITIATIVE 2.2: INITIATIVE 2.2: Maintain a 10% bench of vehicles to ensure reliable, timely transportation in the event a vehicle is out of service.

All vehicles used by OSSE-DOT will meet appropriate Federal and State safety standards. This includes eight (8) safety inspections per vehicle per year including two Department of Motor Vehicle inspections; scheduled preventative maintenance work four times per year; brake inspections once per year or every 12,000 miles, whichever comes first; and general repair work as needed. Additionally, OSSE-DOT

employs five mechanics who are on-site and perform top-level safety inspections, assist with morning start-up issues, conduct on-site repair work as needed, and perform quality assurance checks on contracted vendor repair work. The 10% bench of in-service vehicles is measured each day against the number of routes actually run for that given day. At the end of each month, the number of routes and in-service vehicles is averaged to calculate the average for that particular month.

Fully Achieved (100%) – OSSE-DOT maintains a 10% bench of in-service vehicles on a daily basis.

OBJECTIVE 3: OBJECTIVE 3: Provide excellent customer service to stakeholders, especially schools and parents.

INITIATIVE 3.1: INITIATIVE 3.1: Improve response time and effectiveness.

The Parent Call Center will improve response time and effectiveness by using data to inform decision making and performance. The effectiveness of the call center will be two key performance metrics: call wait time and call handling time. OSSE-DOT will track these data points to ensure that call takers are quickly answering calls and that callers are having their questions answered quickly. As the GPS project continues to move forward, call takers will have access to real-time route information that will assist in their ability to respond quickly to parent questions.

Partially Achieved (75%-99%) - Parent Call Center employees now have access to GPS data. In FY13, OSSE will implement a new CRM system in FY13. Average call time has decreased to 1 minute 20 seconds and average wait time as decreased to 1 minute 30 seconds.

INITIATIVE 3.2: INITIATIVE 3.2: GPS Tracking System.

OSSE-DOT will have completed the installation of a GPS tracking system for its vehicle fleet. This system tracks key fleet management data as well as on-time arrival data.

Fully Achieved (100%) – The GPS tracking system installation has been completed.

INITIATIVE 3.3: INITIATIVE 3.3: Court Ordered Metrics.

OSSE-DOT will continue to meet all 34 court-ordered metrics. Performance will continue to be measured on a daily, weekly and monthly basis. Daily and weekly measurements, specifically employee absenteeism, on-time arrival rates, and fleet status, will be used to make operational changes as needed. Monthly reporting will be used to gauge overall effectiveness throughout the year to ensure that OSSE-DOT continues to meet or exceed all court-ordered metrics.

Fully Achieved (100%) – OSSE has met all court ordered metrics.

INITIATIVE 3.4: INITIATIVE 3.4: Arrival Time.

OSSE-DOT is committed to safely transporting students to school so that they arrive on time, 10 minutes before the bell rings, and are ready to take advantage of learning opportunities. With the new GPS route optimization process, OSSE-DOT analyzes late routes on a daily basis and makes adjustments that are implemented the next day. The route optimization process will be continued so that maximum attention continues to be given to on-time performance.

Fully Achieved (100%) – There has been a 10% improvement in on-time arrivals since the beginning of 2012.

OBJECTIVE 4: OBJECTIVE 4: Maintain strong partnerships with OSSE-DOT contracted vendors so that the District receives high-quality service and vendors are compensated in a timely manner.

INITIATIVE 4.1: INITIATIVE 4.1: Timely invoice review and payment.

Ensure that all invoices for contracted work are quality checked, validated and paid within 30 days of receipt.

Fully Achieved (100%) – All invoices are quality checked, validated and paid within 30 days of receipt.

Chief Operating Officer

SCOPE OF SERVICES

The Office of the Chief Operating Officer provides comprehensive support related to human resources, procurement, student hearing office, operations, customer service, and day-to-day functions of the agency including, facilities management, general operations, correspondence, tuition processing, and workforce development.

OBJECTIVE 1: Develop a high-performing HR Function

INITIATIVE 1.1: Ensure that positions are filled, or reclassified within 90 days.

Through continued education, training, and internal development focused on Human Resources, Human Capital and Customer Service, the HR Department strives to increase visibility and education on all components attributed to HR.

Partially Achieved (75%-99%) - The recruitment team encountered 50% internal turnover and met with several external roadblocks in FY12 that slowed the progress of this goal. The external road blocks include the classification/recertification process and the inability to offer competitive salaries within the area of specialized education. The average time to fill or reclassify a position was 150 days during FY 12.

INITIATIVE 1.2: Provide at minimum two candidates per vacancy within 45 days.

Fully Achieved (100%) – All of the 66 total competitive recruitments for FY 12 received a minimum of two (2) candidates per vacancy within 45 days. In fact, most vacancies had three (3) candidates.

OBJECTIVE 2: Provide high-quality internal and external customer service.

INITIATIVE 2.1: Develop a comprehensive OSSE Directory.

This initiative will enable every OSSE internal and external stakeholder access to contact information for all OSSE employees, vendors, sub-grantees, community based organizations and Local Education Agencies (LEAs).

Fully Achieved (100%) - To improve communication access to OSSE internal and external stakeholders, OSSE developed a comprehensive OSSE directory. This directory is updated every time a new employee joins the OSSE team or when a current employee leaves the organization. This directory is currently accessible via the OSSE SharePoint or directly on the OSSE home web page.

INITIATIVE 2.2: Improve OSSE customer service (Voicemail & Email).

Success of this initiative is measured by our annual internal survey and external metrics established by the office of Unified Communications.

Fully Achieved (100%) - Voicemail Compliance Test- The testers make calls to individual employees and agency main telephone number voicemail boxes to measure compliance with the voicemail standard. Testers randomly survey employee desk telephone numbers by dialing directly into the Opti Mail voice messaging system or by dialing the selected desktop number directly after hours. Additionally, testers perform Quality Assurance Email testing by submitting a request for information through the Ask the

Director form or through another designated e-mail address on the agency's website. The goal is for correspondence that requires action by the agency be completed within two business days. OSSE improved its customer service rating from 3.67 to a 4.0 during FY12.

OBJECTIVE 3: Provide quality goods and services to OSSE customers.

INITIATIVE 3.1: Implement procurement training for all OSSE employees.

This initiative will enable all OSSE employees to become knowledgeable and understand the procurement process.

Partially Achieved (75%-99%) - OSSE created model procurement training for all employees. In FY13, the training will be implemented through OSSE University.

INITIATIVE 3.2: Developing partnerships.

This initiative will enable all OSSE employees to establish and maintain relationships with the Council of Governments and the District of Columbia Office of Contracting & Procurement to enable OSSE to utilize best practices and existing contracts.

Fully Achieved (100%) - The relationship with the Council of Governments was initiated through a search to find recommendations for school bus vendors. OSSE identified surrounding jurisdiction contracts which were leveraged to procure the new vehicle. Monthly meetings were held with OCP to ensure timely processing of critical procurements. OSSE was awarded delegated authority for \$500k and our contract officer utilizes the citywide contracts to exercise common services, such as, translation, supplies and temporary services. As a result of access to the Citywide Clean Hands Database, procurement Staff can obtain vendor's tax compliance.

INITIATIVE 3.3: Complete or close all procurements within 90 days

Procurements will be completed within 90 days from beginning to end.

Fully Achieved (100%) - All OSSE procurements were processed by OSSE-Procurement within 90 days.

OBJECTIVE 4: Provide effective and efficient operational support services to achieve program goals.

4.1: Develop a payment tracking portal.

This initiative enable vendors, sub-grantees, community based organizations, and employees to view progress of payments moving through the system and will help OSSE employees ensure that payments are delivered within 30 calendar days of OSSE's receipt of an invoice.

Partially Achieved (75%-99%) -. Vendors currently receive payments via checks or ACH and often cannot match their payments to their invoices. In FY13, working through the OCFO, all payments will be tied back to the invoice numbers.

OBJECTIVE 5: Provide for fair and equitable Alternative Dispute Resolution.

INITIATIVE 5.1: Conduct timely IDEA due process hearings.

Hearings are conducted within the timelines as proscribed by the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. §1400 et seq and 42 U.S.C. §1983. This initiative adheres to the federal, local and

judicial mandate that all Special Education Administrative Due Process Hearings be conducted in a timely manner. This initiative will be achieved through continued monitoring of case timelines, timely and appropriate technical assistance to impartial hearing officers, and the timely processing of case documents. This will ensure that all children and families who seek a due process hearing will receive timely due process.

Fully Achieved (100%) - All hearings were process timely during FY 12. Through the continued refinement of business processes, training and evaluation of hearing officers that stresses timeliness with consequences for failure to meet standards, and the continued refinement of electronic data systems, the OSSE continues to show a very strong timeliness record.

INITIATIVE 5.2: Implement a robust mediation process.

This initiative will provide an easier, faster, and more cost-effective alternative for special education dispute resolution. Implementation will begin with the procurement of a cadre of mediators, followed by mediator and office trainings, continued technical assistance and monitoring, and promulgation of internal policies, guideline and agency regulations. One key component to a robust mediation system is a robust public relations campaign to inform parties and LEAs seeking special education dispute resolution of the positive aspects of mediation as a dispute resolution method. This component, to be coordinated with OSSE's Division of Specialized Education and Local Education Agencies (LEAs) will seek to assist the agency in reducing the number of due process hearings facilitated by OSSE.

Fully Achieved (100%) - The implementation of the mediation process proceeded as forecasted, commencing with the selection of five well-experienced mediators who received certificates of completion after a four day training covering Mediation and IDEA Special Education principles. The OSSE has participated in outreach activities promoting mediation through trainings and community events, such as participation at the OSSE Parent Conference, participation in the SchoolTalk Alternative Dispute Resolution Working Group Meeting, and training the DCPS non-public monitors. As a result, the SHO has seen an increase in the number of requests for Mediation.

INITIATIVE 5.3: Implement a fair, just and compliant § 504 hearing system.

This initiative will provide families and LEAs a fair, just and compliant hearing system to resolve disputes arising under §504 of the Rehabilitation Act of 1973, thus ensuring that all children and families who seek a due process hearing will receive timely due process. Implementation of this initiative will commence with research and analysis of the federal, judicial and District authorities on §504; based on this analysis, the office will create and implement a work plan to guide the process and policy needs of a fair, just and compliant §504 hearing system. Implementation of this initiative will include training and technical assistance and monitoring of hearing officers to ensure adherence to the law and provision of fair, equitable, and compliant due process. The office must modify the current case management (docketing) system to ensure the timely provision of §504 hearings and to monitor and report on §504 case data.

Not Achieved (less than 75%) - Implementation was deferred after questions arose regarding the appropriateness of developing the §504 hearing system (an LEA function) within the SEA, what that system should ideally look like, and how that function would be coordinated with the LEAS.

Early Childhood Education

SCOPE OF SERVICES

Early Childhood Education (ECE) provides leadership and coordination to ensure access to high-quality early childhood development programs for all District of Columbia (DC) children from birth to kindergarten entrance.

Objective 1: Provide access to high-quality early learning opportunities for all children from birth through kindergarten entrance (QUALITY EDUCATION)

Initiative 1.1: Announce and implement the enhanced Quality Rating and Improvement System (QRIS).

The QRIS is a system that measures and communicates the level of quality in early childhood and before/after school programs. In FY12, OSSE will announce and launch the enhanced QRIS identified during FY11. This will be the first major enhancement of the system in eleven years. The enhanced system includes rigorous standards and accountability measures as well as additional resources for programs.

Partially Achieved (75%-99%) - The enhanced QRIS standards are being developed with an implementation timeline. Work on the monitoring tool has begun and the program will be launched in FY13.

Initiative 1.2: Ensure programs are participating in the enhanced QRIS

QRIS participation will be available to all early childhood education programs in the District, but will be required of all programs receiving child care subsidy funding. In FY12, the QRIS database will be developed.

Partially Achieved (75%-99%) - Since enhanced QRIS has not been launched it was not available to all early childhood education programs. FY12 saw the beginning of work on the monitoring tool which will eventually feed into the QRIS database to inform technical assistance and professional development for providers.

Initiative 1.3: Increase the number of infants and toddlers served in high quality programs.

High quality is defined as the Gold level in the QRIS

Partially Achieved (75%-99%) - As part of the FY12 Infant Toddler grant, 6 providers were selected to become Centers for Exemplary Practice. In FY13, infant/toddler programs will expand with 80 new slots.

Initiative 1.4: Increase the number of 3-and 4-year old children served in high quality programs.

High quality is defined as the Gold level in the QRIS

Partially Achieved (75%-99%) – An additional 4 providers became accredited in FY12 and are now defined as high quality programs.

Initiative 1.5: Modify the child development facility regulations.

All child development facilities operating in the District must meet the child development facility regulations to receive a license to operate. In FY12, these regulations will be strengthening to reflect national best practices and to align with QRIS.

Partially Achieved (75%-99%) - It is anticipated that the revised licensing regulations will be published for public comment in FY13..

Objective 2: Directors, teachers and teacher assistants in early childhood programs will be highly qualified. (QUALITY EDUCATION)

Initiative 2.1: Launch Professional Development Registry (PDR).

The PDR was developed in FY11 to track professional growth of the early childhood workforce. In FY12, the PDR will be launched along with the QRIS as they are interconnected systems.

Fully Achieved (100%) - The PDR was launched and continues to operate and capture data on the early childhood workforce, as well as supporting on-going professional development. Features include the resume builder. 352 professionals within the early childhood workforce have registered.

Initiative 2.2: Directors with a degree.

Increase the percentage/number of directors in early childhood programs who hold at minimum a Bachelor's degree in early childhood education or closely related field such as child development or child and family studies by awarding scholarships through the Early Childhood DC scholarship program.

Fully Achieved (100%) - Directors continue to attain degrees. In FY12, 60% of Directors had at a minimum a Bachelor's degree attained independently or through the Early Childhood DC scholarship program.

Initiative 2.3: Teachers with a degree.

Increase the percentage/number of teachers in early childhood programs who hold at a minimum an Associate's degree in early childhood education, child development, child and family studies or a closely related field that includes a minimum of 18 college level credits in coursework related to early childhood education, child development or child and family studies. To accomplish this, scholarships will be awarded through the Early Childhood DC scholarship program.

Fully Achieved (100%) - Scholarships were awarded to increase the number of teachers with degrees. In FY12, the percentage of teachers with an Associate degree increased to 55% of teachers.

Initiative 2.4: Teacher assistants with a CDA credential.

Increase the number/percentage of teacher assistants in early childhood programs who hold at a minimum the Child Development Associate (CDA) credential by awarding scholarships through the Early Childhood DC scholarship programs. OSSE will also provide training to these candidates.

Fully Achieved (100%) - CDA scholarships were provided by grantees (Mary Center, NBCDI, etc.). In FY12, 55% of the teacher assistants had attained a CDA.

Objective 3: Children will be ready for kindergarten. (QUALITY EDUCATION)

Initiative 3.1: Identify a tool to assess kindergarten readiness.

The Kindergarten Entry Assessment (KEA) will be designed to cover the broad range of Early Learning Standards (ELS) domains for 3-5 year olds which are: approaches to learning; social and emotional

development; language and literacy; mathematics thinking; scientific learning; social studies; creative arts; and physical development, health, and safety. The KEA will be developed in FY12.

Partially Achieved (75% -99%) - The KEA is currently being developed. An RFA for the KEA tool will be issued in FY13. This tool will be utilized with kindergarten children during the first 30-45 days of SY 2013-2014.

Objective 4: Families will be linked to opportunities and resources to strengthen their role as parents. (QUALITY EDUCATION)

Initiative 4.1: Create and disseminate the Parent Guide.

The Parent Guide will provide information to families about how they can support their child's development and learning.

Not Achieved (less 75%) – In FY13, the SECDCC is launching the Early Literacy Public Awareness Campaign that is aimed at parents.

Initiative 4.2: Develop and disseminate materials.

Develop and disseminate materials about high-quality early childhood programs and services and school readiness.

Partially Achieved (75% - 99%) – In FY13, the Learn DC website will be launched with materials about high-quality early childhood programs and services and school readiness.

Objective 5: Ensure sub-grantee compliance with federal and local grant requirements. (QUALITY EDUCATION)

Initiative 5.1: Monitoring calendar.

Develop an annual fiscal and programmatic monitoring calendar to issue to sub-grantees.

Partially Achieved (75% -99%) – The monitoring calendar is being developed and will be rolled out in FY13.

Initiative 5.2: Desktop monitoring.

Conduct semi-annual desktop monitoring of sub-grantees. Conduct bi-annual desktop monitoring for all sub-grantees using a checklist monitoring tool.

Partially Achieved (75%-99%) - An online monitoring tool is in development and will be implemented in FY13.

Office of the State Superintendent of Education (OSSE) FY12 Oversight Questions

- 3) What are the objectives set forth for OSSE in the performance plan for FY13?**
- a) Please provide a narrative description of the progress made by OSSE to date to meet the objectives of the FY13 performance plan.**
- b) Please describe any legislative goals or initiatives for FY13.**

RESPONSE:

- The following attachments provides OSSE's objective for its FY13 performance plan, progress made to date, and legislative goals or initiatives set for FY13 -
 - Attachment - FY13 Performance Plan
 - Attachment - FY13 DOT Performance Plan



OSSE PERFORMANCE OVERSIGHT QUESTIONS
Question 3 - FY 2013 Performance Plan

MISSION

The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways so District residents receive an excellent education and are prepared to achieve success in college, careers, and life.

SUMMARY OF SERVICES

The Office of the State Superintendent of Education serves as the District of Columbia's State Education Agency (SEA). In this role, OSSE manages and distributes federal funding to education providers and exercises oversight responsibility over federal education programs and related grants administered in the District to ensure quality and compliance.

OSSE also serves as the standard-bearer in education for the District of Columbia. OSSE develops state-level education policies and standards aligned with school, college, and workforce readiness expectations. OSSE further ensures that the District collects and reports accurate and reliable data. OSSE provides technical support to increase effectiveness among education providers, thereby improving outcomes for all students.

OSSE also leads, *Special Education Transportation* (Agency Code GO0); *Non-public Tuition* (Agency Code GN0); and administers *District of Columbia Public Charter Schools Payments* (Agency Code GC0).

PERFORMANCE PLAN DIVISIONS

- Office of the Chief of Staff
- Office of the Chief Operating Officer
- Office of the Deputy State Superintendent
- Early Learning
- Elementary and Secondary Education
- Post-Secondary Education and Career Readiness
- Special Education

AGENCY WORKLOAD MEASURES

Measures	FY 2011 Actual	FY 2012 Actual
# of child care facilities	459	501
# of child care professionals working in child care facilities	2,200	2,332
# of infants & toddlers served	5,000	5,080
# of students participating in PK3 & PK4 programs	10,093	12,857
# of children served by child development centers [One City Action Plan Action 2.1.4]	11,035	13,393



Measures	FY 2011 Actual	FY 2012 Actual
# of PK-12 Local Education Agencies	53	54
# of PK-12 schools	217	220
# of PK-12 teachers	5,709	6,059
# of PK-12 students (including adults)	74,977	76,753
% of PK-12 students qualified for free and reduced lunch	72%	72%
# of PK-12 female students	37,869	38,791
# of PK-12 male students	37,108	37,947
# of PK-12 American Indian students	54	64
# of PK-12 African American students	57,292	57,404
# of PK-12 Hispanic students	10,614	11,304
# of PK-12 White students	5,130	5,702
% of students performing at proficiency	46.3%	47.4%
% of students performing at proficiency in math	47.0%	49.3%
% of students performing at proficiency in reading	45.5%	45.6%
% of students performing at proficiency in science	38.0%	40.9%
# of high performing schools	18	25
# of schools needing interventions	32	44
# of PK-12 English Language Learners	6,238	6,891
# of students with IEPs	11,947	12,552
# of students with IEPs served in public placements	9,793	10,726
# of students with IEPs attending in non-public placements	2,043	1,822
# of identified English Learners, homeless, home school, neglected, and delinquent students (combined)	10,071	9,045
% of high school freshman graduating in 4 years	58%	61%
# of high school graduates	2,963	3,777
# of high school graduates enrolling in college within 1 year of graduation	1033	1115
# of students who complete two or more courses as part of a CTE sequence of courses	6,578	7,215
# of programs of study offered in OSSE funded CTE programs	36	45
% of high school seniors completing a DC TAG application	36%	51%
# of students awarded DC TAG scholarship	5101	5258
# of students testing for GED	587	889
# of adults participating in literacy programs	3798	3145
# of licensed postsecondary programs	101	103
# of OSSE employees	2,121	2,130



Office of the Chief of Staff

SUMMARY OF SERVICES

The Office of the Chief of Staff includes the Office of Communications, the Office of Intergovernmental Affairs, the State Board of Education and the Office of Grants Management and Compliance. Communications serves as the central hub for managing all agency communication efforts, such as the OSSE website, press related events and community outreach. The Intergovernmental Affairs division acts as a liaison between OSSE and elected partners on all legislative and policy issues. The State Board of Education is comprised of elected officials who help inform OSSE on local education initiatives, such as developing updated high school graduation requirements. The Office of Grants Management and Compliance oversees the annual enrollment audit and ensures compliance with federal and local regulations as they pertain to grants. Overall, the Office of the Chief of Staff ensures delivery of results, responds to stakeholders and serves as the primary support for the day-to-day activities of the State Superintendent.

OBJECTIVE 1: Create a transparent and responsive communications system at OSSE, focusing on providing accessibility to critical data, introducing new formats for interaction with staff leadership and developing multiple ways to help internal and external stakeholders better understand OSSE's key issues. (QUALITY EDUCATION)

INITIATIVE 1.1: OSSE All-Staff meetings. Hold quarterly OSSE All-Staff meetings to ensure all 2200 employees are kept abreast on key District education and agency issues.

On Track to Achieve. The first quarter all staff meeting was held. The 2nd quarter meeting will take place in February.

INITIATIVE 1.2: Stakeholder updates. Produce monthly electronic broadcast messages to stakeholders in the form of a video, podcast, conference call, or webinar.

On Track to Achieve. OSSE produces a monthly newsletter and biweekly update to our stakeholders.

INITIATIVE 1.3: Open-house for parents. OSSE will host two public open house events which will feature agency senior staff members answering questions from stakeholders and parents.

On Track to Achieve. The first open house will take place in February and will focus on SLED.

OBJECTIVE 2: Support divisional and agency efforts to promote efficiency and accountability across the District's public education landscape. (QUALITY EDUCATION)

INITIATIVE 2.1: LEA Listening Tour. Host LEA Annual Listening Tour to receive feedback firsthand on concerns and challenges to see how OSSE can support achieving goals and initiatives.

On Track to Achieve. OSSE started this year's listening tour by visiting several early learning centers. Visits to LEAs and additional early learning centers will take place over the next few months.

INITIATIVE 2.2: Document retention protocol. Solidify agency-wide document retention protocol to support systems building and consistency with internal and external documents.



On Track to Achieve. This initiative will be started in February.

INITIATIVE 2.3: Intra-agency coordination of grants. Create and manage a central electronic resource of grant funding information for stakeholders through intra-agency coordination of grant programs across OSSE divisions.

On Track to Achieve. OSSE will have contracted with a vendor for a comprehensive grants-management system by this spring. A preliminary review of the proposals will be completed this month and a select few vendors will present their proposed system demonstrations between February and March.

INITIATIVE 2.4: Annual enrollment audit. Launch first enrollment audit handbook and campaign to ensure LEAs and other stakeholders are prepared for and understand the enrollment audit process.

Fully Achieved (100%). Completed this initiative and based on the feedback received from stakeholders, it was very successful.

INITIATIVE 2.5: Residency verification process. Implement a hotline for the public to give anonymous tips on potential residency fraud situations.

Fully Achieved (100%). The Student residency fraud prevention hotline is (202)727-7224 and email address is osse.residencyfraud@dc.gov

OBJECTIVE 3: Continue to improve service delivery, ensuring the highest level of quality is displayed in all agency efforts. (QUALITY EDUCATION)

INITIATIVE 3.1: Policy process. Create and administer process to ensure quality and timely policy development based on sound research and best practices.

Fully Achieved (100%) This initiative has been completed.

INITIATIVE 3.2: Ensure responsive customer service. Survey stakeholders bi-annually to determine rate of responsiveness and ensure continuous improvement.

On Track to Achieve. OSSE is in the planning stages of this initiative with plans to roll out the first survey in March. OSSE is also part of Grade DC.

INITIATIVE 3.3: Exit federal high-risk status. Continue to comply with the US Department of Education (US DOE), submit quarterly reports to stay in compliance and make a formal request to exit the federal high-status, closely communicating with US DOE to ensure that we follow all instructions/recommendations in timely manner.

On Track to Achieve. OSSE has completed the first two quarterly reports to the US DOE. Our next step is to finalize the timing to file a formal request with the US DOE requesting to exit the federal high-risk status.



INITIATIVE 3.4: Indirect Cost Plan rollout. Work with the US ED to approve the proposed LEA Indirect Cost Rates with each LEA for the first time in OSSE's history.

On Track to Achieve. OSSE has submitted a proposal for approval to US DOE.

KEY PERFORMANCE INDICATORS *Office of the Chief of Staff*

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Objective 1						
Number of City Council Briefings	Not Available	5	5	5	5	5
Number of Electronic Broadcasts to LEAs	0	12	10	10	10	10
Number of Open House Events for Parents	0	1	1	2	2	2

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Objective 2						
Percent of LEAs visited	Not Available	100%	71%	100%	100%	100%
# of A133 Audit findings <i>*Findings are determined one year after fiscal year</i>	7	5	5	4	3	2
Dollar Amount of Question Cost	0	0	0	0	0	0



Office of the Chief Operating Officer

SUMMARY OF SERVICES

The Office of the Chief Operating Officer (OCOO) is responsible for delivering cutting edge customer analytics, operational excellence and human capital management. The OCOO will drive and uphold brand promise through strong operational standards and systems to support an innovative vision, track efficiencies and progress, as well as coach and motivate teams to the achievement of all goals. The OCOO provides comprehensive support related to human resources, procurement, student hearing office, operations, customer service, and day-to-day functions of the agency including, facilities management, general operations, correspondence, tuition processing, and workforce development.

OBJECTIVE 1: Develop strategic alignment to align human capital strategy with OSSE's mission, goals and organizational objectives and integrate into strategic plans, performance plans and budgets.

INITIATIVE 1.1: Develop a workforce and planning model. Apply across OSSE to provide consistent quarterly indicators and information for all OSSE divisions.

On Track to Achieve. OSSE is in the development stages of a workforce planning model that will provide the necessary information to management to assist in measuring and developing internal talent and to plan for attrition. The tool will be launched during the 2nd quarter and will include data elements like age, attrition, salary and prior performance ratings.

INITIATIVE 1.2: Employee Recognition. Implement monthly employee recognition program.

On Track to Achieve. OSSE has implemented a quarterly employee recognition program for the Division of Student Transportation recognizing employees for years of service, customer service, safety and teamwork. The 1st ceremony took place in November; the next ceremony will take place in March. For OSSE staff, an employee recognition ceremony is planned to be held on a quarterly basis during the agency all-staff meeting beginning in March.

OBJECTIVE 2: Provide leadership development via quarterly trainings for OSSE leaders and managers to drive continuous improvement in performance.

INITIATIVE 2.1: OSSE University. Establish a training program for all OSSE employees to gain transferrable skills to contribute to their professional development.

On Track to Achieve. The first phase of the development of OSSE University is underway. OSSE Human Resources is currently developing a schedule that will offer a variety of grants management trainings taught by agency staff as well as standard HR related trainings. We are also researching with DCHR on the feasibility to establish some form of accreditation or Continuing Education Units (CEU) for OSSE's programs.

OBJECTIVE 3: Focus on closing most mission-critical skills, knowledge, and competency gaps/deficiencies by attracting talent for all vacancies.

INITIATIVE 3.1: Recruitment analysis. Conduct analysis of recruitment process for key occupations, examine best practices, and adjust process as necessary.



On Track to Achieve. The recruitment team will implement strategies for outlining and addressing hard to fill occupational positions. To help accomplish this task, our goal is to partner with local associations and membership organizations to identify qualified and talented applicants and establish relationships with surrounding colleges and universities to build a candidate pool.

INITIATIVE 3.2: Tracking system. Implement a tracking system for hiring across all components and move towards a 45-day hiring model.

On Track to Achieve. OSSE has implemented a new tracking system within SharePoint to track the entire recruitment life cycle from beginning to end. By using this tracking model, the recruiter will be able to report accurately how long it took to fill a vacant position.

OBJECTIVE 4: Provide high-quality internal and external customer service.

INITIATIVE 4.1: Develop a comprehensive OSSE Directory. This initiative will enable OSSE internal and external stakeholder access to contact information for all OSSE employees, sub-grantees, community based organizations and local education agencies (LEAs).

On Track to Achieve. An OSSE working group was convened with members from IT and HR to identify/cross-check current OSSE staff to develop an OSSE telephone Directory. This directory has been developed and is updated every time a new employee joins the OSSE or when a current employee leaves the organization. This directory is currently accessible via the OSSE SharePoint site and external home page.

INITIATIVE 4.2: Improve OSSE customer service (Voicemail & Email). Conduct regular compliance checks to ensure compliance with DC government customer service standards. Success of this initiative is measured by the annual internal survey and external metrics.

On Track to Achieve. To assist OSSE with improving its customer service rating, OSSE's uses its Customer Service Representatives to randomly conduct voicemail and email checks with OSSE employees. Individuals whose voicemail or email signatures are not in compliance with District's standards are notified and provided a deadline for updating. These random checks are conducted monthly.

INITIATIVE 4.3: EEO and Diversity Training. Prevent discrimination by promoting awareness of and compliance with local and federal antidiscrimination laws.

On Track to Achieve. OSSE's EEO personnel are currently undergoing train-the-trainer training and will be providing diversity awareness and EEO compliance training to the OSSE staff during the Spring/Summer quarter.

OBJECTIVE 5: Provide effective and efficient operational support services to achieve program goals.

INITIATIVE 5.1: Develop a payment tracking portal. This initiative will enable vendors, sub-grantees, community based organizations, and employees to view progress of payments moving through the system and will help OSSE employees ensure that payments are delivered within 30 calendar days of OSSE's receipt of an invoice.



On Track to Achieve. OSSE currently uses the ACH tracking system to assist vendors with tracking payments. Other systems that will address the payment tracking function for vendors that do not use the ACH process are being explored.

INITIATIVE 5.2: Ensure that positions are filled and reclassified within 60 days.

On Track to Achieve. The recruitment team in conjunction with the program areas has developed creative ways to maneuver through hard to fill positions and is currently at 95% compliance.

INITIATIVE 5.3: Complete or close all procurements within 90 days. Update procurement guidelines.

On Track to Achieve. Ninety five percent of the 135 requisitions received in the 1st quarter were processed within 90 days.

INITIATIVE 5.4: Promote the development, economic growth and retention of District-based businesses by increasing the usage of DCLSDBE vendors by 5%.

On Track to Achieve. OSSE continues to utilize the DCSS and SBE's first, before soliciting the open market.

OBJECTIVE 6: Provide for fair and equitable Alternative Dispute Resolution.

INITIATIVE 6.1: Conduct timely IDEA due process hearings. This initiative adheres to the federal, local and judicial mandate that all Special Education Administrative Due Process Hearings be conducted in a timely manner. This initiative will ensure that all children and families who seek a due process hearing will receive timely due process.

On Track to Achieve. For the 1st quarter of FY13 there was 100% adherence to this objective as zero cases were untimely during this period.

INITIATIVE 6.2: Conduct mediations. This initiative adheres to the federal, local and judicial mandate that Special Education Mediation be freely and neutrally offered to all children and families. It will ensure that all children and families who seek mediation will receive a free and neutral service.

On Track to Achieve. OSSE received 16 requests for Mediation in the first quarter of FY 2013. By focusing efforts on promoting mediation as a viable alternative for parents and schools for resolving special education disputes, OSSE seeks to realize a reduction in the number of due process hearings. With mediation, children get what they need to succeed, and the parties work together to determine the outcome on the issues.

INITIATIVE 6.3: Facilitated IEP and resolution session meetings. This initiative supports federal, local and judicial guidance to provide a wider range of Alternative Dispute Resolution (ADR) services to children and families in the District of Columbia. It will enhance the OSSE's ADR offerings and will give children and families a range of avenues to resolve education-related disputes.

On Track to Achieve. OSSE is ramping up to support LEA's in their efforts to successfully resolve special education disputes between parents and schools short of a due process hearing. This program is being designed to provide hearing officers and/or mediators who will facilitate IEP meetings and resolution sessions. As of this date, the program is in final planning and is just short of implementation.


KEY PERFORMANCE INDICATORS *Office of the Chief Operating Officer*

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Objective 1						
Number of employees with performance plans	Not Available	85%	90%	100%	100%	100%
Objective 2						
Number of trainings for leadership development	0	4	4	4	4	8
Number of trainings at OSSE University	3	4	8	8	8	8
Objective 3						
Average number of qualified applicants identified per position within 45 days	5	2	3	3	3	3
OSSE's employee retention rate	78%	87%	87%	87%	88%	89%
Objective 4						
Increase in customer service approval rating over prior year	Not Available	4	6	4	4	4
Objective 5						
Percent of OSSE employees trained in procurement process	Not Available	75%	2%	75%	80%	85%
Percent of positions filled and or reclassified within 60 days	Not Available	80%	91%	92%	93%	95%
Percent of procurements less than \$25K completed within 10 days	Not Available	80%	67%	80%	90%	95%
Objective 6						
Percent of timely IDEA due process hearings	98%	100%	100%	100%	100%	100%
Number of mediation requests	31	40	40	45	50	55
Percent of payments made to vendors within 30 days of receipt of an approved invoice	Not Available	95%	95%	95%	95%	95%



Office of the Deputy State Superintendent

SUMMARY OF SERVICES

The Office of the Deputy Superintendent of Education includes Wellness and Nutrition Services, Statewide Athletics, Data Enterprise Management and Information Technology. Wellness and Nutrition Services provides comprehensive oversight of the U.S. Department of Agriculture child nutrition programs, the DC Healthy Schools Act and health education. Statewide Athletics coordinates statewide athletic championships. Data Enterprise serves internal and external customers through the deployment and management of OSSE data. Information Technology coordinates collaborative agency-wide technology strategic and tactical planning to ensure delivery of high quality technologies, voice communications, and infrastructure and networking services. The Deputy Superintendent coordinates OSSE activities across program divisions, including performance management, and serves as the primary surrogate for the Superintendent with other government organizations and the community.

OBJECTIVE 1: Increase participation in the child nutrition programs so that participants are ready to learn. (QUALITY EDUCATION)

INITIATIVE 1.1: Increase participation in school nutrition programs. Continue to provide technical assistance to new public charter schools and non-public schools and help them enroll in the school nutrition programs. Implement the USDA Community Eligibility Option to decrease the number of LEAs that must collect and verify school meal eligibility applications.

On Track to Achieve. In FY13, the number of LEAs participating in the school nutrition programs has increased to 64 up from 62 in FY12. OSSE has provided unannounced technical assistance to 28 school sites and has performed USDA required validation reviews at 30 LEAs. The Community Eligibility Option has been implemented by 23 LEAs with 123 schools.

INITIATIVE 1.2: Increase participation in child and adult care food programs. Continue to provide outreach trainings and network meetings with community and faith-based organizations to increase participation. Partner with the Division of Early Childhood Education to enroll additional licensed child care facilities.

On Track to Achieve. During the 1st quarter, 3 new child learning facilities enrolled in the Child and Adult Care Food Program (CACFP). OSSE is partnering with DC Hunger Solutions to enroll non-CACFP child learning facilities in the program.

INITIATIVE 1.3: Quarterly trainings and technical assistance. Conduct quarterly trainings for schools on the DC Healthy Schools Act and USDA school nutrition legislation and provide on-site technical assistance to at least 100 schools. Make sure that students have appealing, healthy choices in foods and beverages to improve nutrition, reduce consumption of empty calories and potentially reduce excess weight gain over time. Work with schools to complete their application to be certified by USDA as Healthier US School Challenge schools.

On Track to Achieve. Trainings were conducted on school gardens and healthy vending and fundraising. On-site technical assistance was provided at 40 schools and 19 schools have been certified by USDA as Healthier US School Challenge Schools.

INITIATIVE 1.4: Provide competitive grants to schools for physical activity and school garden programs. Through the Healthy Schools Fund, make grants available through a competitive process to



public schools, public charter schools and other organizations to support physical activity and school gardens. Present annual report as required by the DC Healthy Schools Act to the Mayor and Council.

On Track to Achieve. The RFA for the school garden grants closed on February 8 and the RFA for the physical activity grants will be issued in February.

INITIATIVE 1.5: Assist schools in receiving certification as U.S. Department of Education Green Ribbon Schools. Continue the working group comprised of multiple DC agencies and organizations to promote the Green Ribbon Schools Program; assist schools through the application process and nominate schools to the DOE.

On Track to Achieve. OSSE will submit Green Ribbon School applications for three schools to the US DOE.

OBJECTIVE 2: Ensure that schools are following the health education and physical education standards and requirements of the DC Healthy Schools Act as healthy, physically active students are ready to learn. (QUALITY EDUCATION)

INITIATIVE 2.1: School Health Profiles. Work with all public schools and public charter schools to complete the annual online school health profile survey as required by the DC Healthy Schools Act. This survey includes data regarding the minutes per week of physical and health education that students receive, among other information. Data is compiled and analyzed for an annual report for the Mayor and Council. In addition, work with middle and high public and public charter schools to complete the bi-annual CDC Youth Risk Behavior Survey that collects self-reported data about the prevalence of health risk behaviors among students.

On Track to Achieve. Schools commented on the School Health Profile (SHP) questions before they were sent to schools in January. The CDC Youth Risk Behavior Survey was administered to students in grades 6-12 between October 2012 and January 2013. Ward level weighted data and city level data will be available from the CDC in late spring.

INITIATIVE 2.2: DC CAS Health. As required by the DC Healthy Schools Act, conduct health assessment to determine student achievement with respect to the health and physical education standards. This assessment will be conducted in grades 5, 8 and the grade where health is taught in high school.

On Track to Achieve. New questions were added to the DC CAS for Health and Physical Education for the 2013 administration. The total number of questions increased to 55 in fifth grade and to 60 in eighth grade and high school. Schools were recruited for an online pilot of the test; this pilot will have the same test questions and will be administered during the DC CAS test window.

INITIATIVE 2.3: Quarterly health-related professional development. To help meet the needs of educators and to ensure that health education programs across the District are aligned with the state health education learning standards, are medically accurate and age appropriate, offer quarterly trainings to increase the health knowledge and skills of educators.

On Track to Achieve. OSSE partnered with the Gay, Lesbian, Straight Education Network (GLSEN) to provide a Training of Trainers 3-day Training to Student Support Center, Office of the LGBTQ Affairs, and



DCPS. In partnership with GLSEN, OSSE hosted two Safe School trainings with mental health counselors, community-based organization, and health teachers.

INITIATIVE 2.4: Standards-based health education curricula. Working with other DC agencies, schools, community-based organizations and other health professionals, systematically review health and physical education curricula. After review and alignment with the state health education learning standards, share the list of recommended curricula with schools.

On Track to Achieve. In collaboration with George Washington University’s School of Public Health and Health Services, OSSE has almost completed the last phase of the sexual health and nutrition curricula reviews.

INITIATIVE 2.5: Collaborations with External Stakeholders. Establish and maintain partnerships with external stakeholders to collaborate on various health initiatives and programming that impact the health and academic outcome of students.

On Track To Achieve. OSSE collaborated with the DC Coalition Against Domestic Violence to host a State of Domestic Violence in Washington, D.C. Summit, with DOH to expand the Wrap MC program and to develop a school-based starter kit on substance abuse prevention with DCPS. DC’s school health related policies were submitted to the National Associations of State Board of Education for inclusion in their database. Collaborations have begun with DME, Metro TeenAIDS, and The Advisory Board Company to develop a Health Education Strategic Plan for the District of Columbia. OSSE was also represented at meetings hosted by the DC Concerned Providers Coalition (DCCP), the Sexually Transmitted Infection Community Coalition (STICC), and the DC Tobacco Free Coalition.

OBJECTIVE 3: Enhance the District-wide athletic department that provides oversight and policy guidance to public schools, public charter schools and independent/private schools who wish to compete for “Statewide” athletic championships as one method of expanding pathways to college and careers. (QUALITY EDUCATION):

INITIATIVE 3.1: Amend DCMR 5; Chapter 27. The amended DCMR 5; Chapter 27 will provide a “level playing field” for all schools in the District of Columbia that wish to participate in statewide athletic competitions.

On Track to Achieve. OSSE has prepared proposed emergency rulemaking regarding DCMR 5; Chapter 27 concerning student-athlete eligibility.

INITIATIVE 3.2: Expand the District-wide athletic competition for students from across LEAs/schools that include multiple sports, ages, and genders. Expand to twelve statewide athletic competitions. These competitions will tie together leagues within some local educational agencies and will offer another pathway to college and careers for students, given both the opportunity for a small number to pursue an athletic career and the opportunity for others to learn lessons that will help prepare them in other ways for college and careers.

On Track to Achieve. The DCSAA will conduct fourteen sport championships for FY13. See below

- | | | |
|----|---------------------|--------------------------|
| 1. | Boys Cross Country | Sidwell Friends Champion |
| 2. | Girls Cross Country | Sidwell Friends Champion |



3.	Boys Soccer	St. Albans Champion
4.	Girls Soccer	National Cathedral Champion
5.	Football	Friendship Collegiate Champion
6.	Boys Indoor Track	2-12-13
7.	Girls Indoor Track	2-12-13
8.	Boys Basketball	3-11-13
9.	Girls Basketball	3-11-13
10.	Cheerleading	4-13-13
11.	Softball	5-18-13
12.	Boys Outdoor Track	6-1-13
13.	Girls Outdoor Track	6-1-13
14.	Baseball	6-2-13

INITIATIVE 3.3: Establish a Sports Medicine Advisory Council. This Council will provide recommendations on health and safety policies that relate to interscholastic athletics to the State Superintendent of Education.

Fully Achieved (100%). DCSAA has established a Sports Medicine Advisory Council (SMAC) composed of thirteen certified athletic trainers and licensed sports medicine doctors.

INITIATIVE 3.4: Secure championship sponsors. Secure at least one sponsor for the statewide football championship tournament.

On Track to Achieve. DCSAA did not have authority to seek sponsorship for the football championship. However in December, Council passed legislation that was signed into law by the Mayor giving DCSAA this authority. Sponsors will be secured for the basketball and baseball championships.

OBJECTIVE 4: Provide quality data on D.C. education to the public and other stakeholders.

INITIATIVE 4.1: Performance Management. Administer an internal performance management system to ensure all programmatic efforts are of high quality and executed on time and are visible.

On Track to Achieve. At least once a quarter, all members of the Executive Team are briefed on OSSE's progress on meeting each initiative.

INITIATIVE 4.2: Centralized unique data. Develop linkages between existing educational data sets and ensure that the unique student ID and educator ID follow students and educators throughout their educational career. Link all data sets so that analysis or research can be performed across program areas.

On Track to Achieve. OSSE has successfully gathered five years of historical data on educators and is currently assigning unique educator IDs to allow the first analysis of staff retention and mobility across DC. A new linkage has been created with CFSA to receive and perform unique student identifiers (USI) assignment to students in their programs. Additionally all students in non-school subsidized early childhood settings are now assigned USIs aligned with the K12 system. Finally OSSE is developing an MOU to perform data transfer for students attending UDC and UDC-CC and will assign USIs.



INITIATIVE 4.3: Academic data. Provide educational service providers with instructionally useful data on the results of academic successes and students outcomes such as college graduation, high school graduation to middle schools, and school age success for students from PreK programs. Collect transcript information and support electronic transcripts that follow students across school and years.

On Track to Achieve. OSSE is in the process of procuring a new electronic transcript system with an anticipated contract execution in spring. Additionally OSSE has developed and signed data sharing agreements with college access providers to assist them in providing more targeted academic supports to their students. An analysis of long term outcomes of students in different program levels is being performed.

INITIATIVE 4.4: Data quality improvement. Produce an annual comprehensive handbook of data elements with a collection schedule for all LEAs. Statewide Longitudinal Education Data (SLED) staff will develop quality standards for each element and OSSE will disseminate error reports to data providers on a regular basis.

On Track to Achieve. A draft of the data collection handbook including quality standards has been completed and comments from LEAs will be solicited in February.

INITIATIVE 4.5: Making data transparent. Produce data in electronically readable formats on D.C. educational enrollment, DC CAS performance, and college and career outcomes of students and publish on the OSSE website.

On Track to Achieve. Numerous spreadsheets with academic data (enrollment, DC CAS, and Graduation) have been published on osse.dc.gov/accountability for the first time. Additional electronically readable data is being developed and will be posted when complete, including responses to the oversight questions on college outcomes of students.

INITIATIVE 4.6: Program Evaluation. Collect survey and outcome data on previously unevaluated education programs so that their effectiveness can be evaluated.

On Track to Achieve. OSSE has formed a relationship with the Jacob France Institute to acquire employment information that can be used to evaluate the effectiveness of career training programs. Additionally OSSE is pursuing rights to match GED testing results with GED preparation programs to allow evaluation of their effectiveness. New statistical methods have been developed for evaluating the disproportionality of several special education indicators that are hard to measure including discipline and identification for special education.

OBJECTIVE 5: Ensure the day-to-day technical availability and operability of OSSE systems.

INITIATIVE 5.1: Develop and execute a centralized IT support model. Centralize all IT initiatives including contract staff, technical contracts and technical procurements. The intent is to leverage all technical assets across the OSSE to provide a unified and uniform approach to technical deliverables. The current model has led to duplication of efforts, procurement of non-supported IT equipment and poorly managed technical vendors.



On Track to Achieve. Communication has been disseminated that aligns with OCTO's IT oversight policies and directives. PASS has been updated to include IT approvals for all IT commodity codes for both OSSE and OSSE-DOT.

INITIATIVE 5.2: Formalize an enterprise architecture framework. Enterprise architecture is a corporate asset of OSSE that in FY13 will be managed as a formal process. Successful execution of an Enterprise Architecture process will be an OSSE wide endeavor requiring management, allocation of resources, continuity and coordination from the OSSE Chief Information Officer (CIO). OSSE divisions will work closely with the CIO core architecture team to produce a description of OSSE operations, a vision of the future and an investment and technology strategy for accomplishing goals.

On Track to Achieve. The Enterprise Architecture (EA) Conceptual Operations Plan and Agenda has been drafted. Additional documents are being prepared, as is the 5-year technology plan to accompany these efforts. The first 2 initiatives around EA consolidation are underway; they are Enterprise Licensing and Enterprise Grants Management.

INITIATIVE 5.3: Process quality improvement. Publish a comprehensive handbook of IT standards for all OSSE employees and contractors. Technology staff will develop and disseminate these standards via internal meetings. The Team will annually evaluate the toolset to ensure that it is maintained and follows industry trends.

On Track to Achieve. Eighteen IT Standards have been drafted and are being reviewed. Once approved the IT handbook will be disseminated to the agency.

INITIATIVE 5.4: Standardize on common core technologies. This is an ongoing initiative, OSSE will continue to standardize on a common set of technology standards for hardware, software and data so that data and code can be shared across the OSSE enterprise. As standards are updated and refined they will be documented and rolled out to the agency so that it is understood and easy to follow. This tool set aligned with OCTO's Standard Technologies will make it easier and faster to deploy technology to share data and upload to the LDS. In FY13, it is expected that 5 new technologies will be standardized.

On Track to Achieve. Two new technologies have been standardized – the Reports Framework Module and the Grants Management Toolset. A registration\external login technology will be developed in the 2nd quarter.

KEY PERFORMANCE INDICATORS Office of the Deputy State Superintendent

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Objective 1						
Percent of students participating in the school lunch program	67%	60%	58%	60%	61%	62%



Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Percent of students participating in the school breakfast program	33%	39%	41%	42%	43%	44%
LEAs participating in the breakfast and lunch programs	63	62	62	65	62	61
Percent of children eligible for free or reduced priced meals	72%	72%	72%	71%	71%	70%
Percent of low income students participating in the Summer Food Program	80%	81%	74%	76%	78%	80%
Child & Adult Care Food Program (CACFP) daily average participants	5,259	4,865	5,501	5,600	5,650	5,700
Percent of schools with school gardens	Not Available	60	80	85	90	95
Percent of Green Ribbon schools	Not Available	1	2	2	2	3
Objective 2						
Percent of schools completing school health profile	95%	96%	96%	96%	97%	98%
Grades K-5 average minutes of physical education per week	65	80	60	75	100	150
Grades 6-8 average minutes of physical education per week	107	120	106	150	175	225
Grades K-5 average minutes of health education per week	35	40	31	55	65	75
Grades 6-8 average minutes of health education per week	53	60	48	65	70	75
Percent of schools completing DC CAS Health	Not Available	80%	100%	100%	100%	100%
Number of in-person professional development sessions on health education	7	2	4	12	13	14



Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Number of health education events conducted in the community	4	5	6	7	9	11
Objective 3						
Number of statewide athletic sports competition	Not Available	1	1	12	14	16
Number of sponsors for statewide athletic championships	Not Available	0	0	1	2	3
Objective 4						
Number of Performance Management Support Sessions	Not Available	2	1	2	2	2
Percent of OSSE program areas with assigned USIs and UESIs in all data sets	Not Available	Not Available	Not Available	60%	70%	80%
Number of SLED page views	Not Available	Not Available	Not Available	1000	2000	3000
Number of page views of public data	Not Available	Not Available	Not Available	100	200	300
Number of evaluations produced of OSSE programs	Not Available	Not Available	Not Available	1	2	3
Objective 5						
Percent of helpdesk calls answered within SLA	90%	93%	95%	95%	95%	95%
Percent uptime of OSSE servers against SLA	98%	98%	100%	100%	100%	100%
Percent of user requests via the services portal solved and closed with 5 days of receipt	Not Available	95%	84%	95%	95%	95%
Percent of new IT initiatives reviewed via the Project Initiation Process	Not Available	90%	83%	93%	95%	95%



Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Number of new common core technologies standardized	Not Available	10	12	5	5	5
Percent of funds reimbursed within 30 days of receipt of invoice	Not Available	80%	92%	93%	94%	95%



Division of Early Learning

SUMMARY OF SERVICES

The Division of Early Learning (DEL) provides leadership and coordination to ensure access to high-quality early childhood development programs for District of Columbia (DC) children from birth to kindergarten entry.

Objective 1: Provide a high-quality, safe and healthy early care and education opportunity for children (including One City Action Plan Actions 2.1.3 and Action 2.1.4 and Indicator 2B). **(QUALITY EDUCATION)**

INITIATIVE 1.1: Ensure Quality Rating Improvement System (QRIS) framework is directly linked to positive outcomes for children and families (One City Action Plan Action 2.1.3 and Indicator 2B).

OSSE has committed that by 2014 at least 50% of early childhood development programs will meet the highest quality standards. The QRIS is a systemic approach to assess, improve and communicate the level of quality in early and school age care and evaluation programs. By participating in the QRIS, early care education providers will embark on a path of continuous quality improvement.

On Track to Achieve. At the recommendation of the SECDCC, OSSE has revisited its QRIS to revamp the existing system with the goal of evaluating the quality of all early childhood development programs across all sectors. The intent will be to identify best practices and areas of strengths so that they can be replicated throughout the district and identify areas of weakness so that the necessary supports and systems are in place to ensure continuous improvement.

OSSE is currently working with a group of early learning stakeholders (practitioners and experts) to revise and develop a comprehensive Quality Rating System for the District of Columbia. The focus of this work-group has been to identify quality improvement standards that reflect the essential elements of early learning programs that are successful in meeting the academic and developmental needs of early learners.

INITIATIVE 1.2: Validate enhanced QRIS standards. Utilize in field tests through ratings to validate the enhanced QRIS standards.

On Track to Achieve: OSSE plans to pilot test the QRIS in the spring.

INITIATIVE 1.3: QRIS incentive system.

Develop an incentive system to move programs along the continuum and institute a time restriction at the lowest level.

On Track to Achieve: As part of the ongoing work of the work group, an incentive system to move programs along the continuum is being developed. OSSE recognizes that in order to ensure that early learning programs meet the needs of children, it is important to offer multiple supports to assist programs in reaching the level of quality needed.

INITIATIVE 1.4: Enhance child care licensing.

Review and enhance the child care licensing monitoring system and protocols along targeted technical assistance that will include technology enhancements.



On Track to Achieve: The Licensing and Compliance Unit is working with the IT department to implement enhancements within the Acela database, which will enable the licensing specialists to better monitor licensed facilities.

INITIATIVE 1.5: Early Learning Standards (ELS).

Enhance the curriculum and training for Early Learning Guidelines. Develop an online module and incentivize professionals to attend training and implement ELS.

On Track to Achieve: OSSE has recently completed revising the early learning standards to ensure alignment to the common core standards. The newly aligned early learning standards are currently being reviewed by the State Board of Education. As referenced in Initiative 2.1, a comprehensive professional development framework that is inclusive of providing implementation support for the new Early Learning Standards is in development. The training vehicles that will be employed, in this professional development initiative, will incorporate face-to-face, online and distance learning opportunities.

INITIATIVE 1.6: Supports and services for infants, toddlers and their families. Integrate programs consistent with the Individuals with Disabilities Act (IDEA) Part C with other early learning programs to coordinate and streamline these programs for children and families.

On Track to Achieve: OSSE has partnered with UDC Early Childhood Leadership Institute (ECLI/UDC) to help Infant/Toddler professionals gain access to high-quality professional development resources and activities to implement research-based practices that yield strong outcomes for young children, including special needs children as the majority of OSSE-funded programs are inclusion classes.

INITIATIVE 1.7: Increase the number of affordable infant and toddler slots (*One City Action Plan Action 2.1.4*).

Develop and release a request for proposals to increase the number of affordable infant and toddler slots by 80.

On Track to Achieve: A RFA has been developed and released for 80 high-quality Infant/Toddler slots in the District. The deadline for application submission is March 1 and grant awards will be made April 1.

Objective 2: Support early care and education professionals with targeted and intentional professional development and technical assistance. (QUALITY EDUCATION)

INITIATIVE 2.1: Professional Development System. Design and deliver a high quality comprehensive professional development system. System will include supports to teachers and administrators.

On Track to Achieve. During the first quarter of FY13, OSSE has developed quality and effective child care training models for early learning professionals to access throughout the district. OSSE has also established internal working groups to review its current professional development framework to identify strategies to more effectively meet the professional development needs of the early learning community.

INITIATIVE 2.2 Licensing exempt child care providers. Identify and partner DEL programs with licensing exemptions (military and federal child development programs) and Family, Friend and Neighbor (FFN)



Care providers to include in professional development opportunities and in the District's professional development registry.

On Track to Achieve. OSSE is developing a work plan to identify and locate exempt child care providers that will be included in professional development opportunities.

Objective 3: Inform parents, families and the community about early learning. (QUALITY EDUCATION)

INITIATIVE 3.1: Quality matters campaign. Develop clear and consistent District wide messaging on the benefits of high-quality early care and education; Quality Matters Campaign.

On Track to Achieve. OSSE is developing messaging on the benefits of high quality education.

INITIATIVE 3.2: Collaborate with the community. Collaborate and partner with the community and stakeholders to advance early learning priorities.

On Track to Achieve. OSSE meets with the community and stakeholders at the quarterly Great Start DC meetings and participates with the SECDCC in their monthly meetings.

INITIATIVE 3.3: QRIS outreach. Design and deliver QRIS outreach to include parent information sessions, publishing of all ratings to build public awareness and understanding of QRIS.

On Track to Achieve: As part of the rollout of the revised QRIS, a comprehensive approach of communicating to all stakeholders is being developed. For parent groups, information sessions will be provided along with print and electronic media designed to articulate what QRIS is, the importance of the system and goals of the system.

Objective 4: Promote accountability and excellence; hold system accountable for results. (QUALITY EDUCATION)

INITIATIVE 4.1: Licensing function. Retool licensing function to implement electronic licensing forms and fully utilize electronic licensing system. Retrain child care licensing specialists in new initiatives.

On Track to Achieve: OSSE is working with IT staff to implement a fully accessible electronic system to better serve the community and to provide a more reliable means of tracking data. IT Staff participate in the biweekly meetings of the child care licensing specialists.

INITIATIVE 4.2: Transparent data.

Establish a workflow for data collection, verification and analysis to ensure all data processes are conducted in an efficient and effective way that lead to data quality and integrity and thus informed decision making.

On Track to Achieve: OSSE has performed an analysis of current data integrity of both the subsidy and licensing databases. Changes in the overall system are being made to include a unique student identifier that will follow students throughout their educational career, increasing uniformity in data elements and improving the overarching data entry process.

KEY PERFORMANCE INDICATORS *Early Learning*



Measure	FY 2011 Actual	FY 2012 Projection	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Objective 1						
Number of training sessions in Early Learning Guidelines	Not Available	Not Available	Not Available	12	12	12
Percent of gold level QRIS programs [<i>One City Action Plan Action 2.1.3 and Indicator 2B</i>]	27%	35%	35%	45%	50% ¹	60%
Percent of silver level QRIS programs	15%	15%	15%	15%	20%	30%
Percent of bronze level QRIS programs	57%	50%	48%	40%	30%	10%
Number of training sessions on Core Knowledge for Early Learning	Not Available	Not Available	Not Available	12	12	12
Objective 2						
Percent of Directors, Teachers & Teacher Assistants in Professional Development Registry	Not Available	35%	3%	35%	50%	70%
Percent of teachers in early childhood programs who hold a Bachelor's degree in early childhood or related field	Not available	60%	50%	50%	75%	100%
Percent of teachers in early childhood programs who hold at an	45%	55%	45%	50%	60%	70%



Associate Degree in early childhood education or a closely related field						
Percent of teachers in early childhood programs who hold a Child Development Associate (CDA) Credential.	60%	70%	60%	75%	85%	90%
Objective 3						
Number of parents using Resource and Referral	Not Available	1200	1268	1300	1300	1300
Percent of parents receiving information on and placement of children in QRIS rated programs.	Not Available	Not Available	Not Available	25%	40%	50%
Number of parent events hosted by DEL	Not Available	Not Available	Not Available	2	4	6
Number of community outreach activities	Not Available	Not Available	Not Available	2	4	4
Objective 4						
Percent of licenses renewed within two months of expiration	Not Available	Not Available	Not Available	80%	85%	90%
Percent of timely licensing complaint inspections	95%	90%	90%	96%	98%	100%
Average response time for complaints	Not Available	Not Available	Not Available	72 hours	48 hours	24 hours
Objective 5						



Percent of sub-grantees that were “desktop” monitored semi-annually	100%	100%	97%	100%	100%	100%
Percent of funds reimbursed to vendors within 30 days of receipt of an approved invoice	90%	95%	95%	95%	97%	98%



Office of Elementary and Secondary Education

SUMMARY OF SERVICES

The Elementary and Secondary Education Division (EISec) sets standards and expectations, provides resources and support, and monitors implementation and outcomes, with a primary focus on building the capacity of Local Educational Agencies (LEAs) to help schools ensure that students graduate high school with the skills to succeed in college and careers. EISec implements programs and reforms under the Elementary and Secondary Education Act and Race To The Top.

OBJECTIVE 1: Prepare for full implementation of common core state standards and common assessments in reading/language arts and mathematics through clear communication and stakeholder collaboration. (QUALITY EDUCATION)

INITIATIVE 1.1: Communicate and publicize key information on the transition to Common Core State Standards (CCSS) to increase understanding across the education sector and broader community of the changes and rationale for the changes. Implement the communications plan with a timeline for the website roll out, informational meetings, professional development and community outreach as part of the Race To The Top initiative. This plan will be implemented over the next three years as the transition to common core state standards takes place. In FY13, information will be provided on the implementation of the CCSS on the OSSE website, information cards on reading and math will be dispersed to stakeholders and an interactive CCSS website will be launched.

On Track to Achieve. The recently launched website entitled Learn DC at www.learnDC.org includes information for educators, parents, and students. OSSE solicited feedback from a variety of stakeholders while finalizing the web site, including from teachers, other educators and parents. The web site includes a section that focuses on Families & Community, explaining how the CCSS are different from prior standards, how it benefits children, and what parents can do to support their children's success.

INITIATIVE 1.2: Provide professional development for school leaders, teachers, and preparation program faculty on the common core state standards and common assessments in reading/language arts and mathematics. Create an annual professional development calendar for in-person sessions as well as post online sessions on the CCSS website.

On Track to Achieve. In November, professional development sessions were held to share challenges and successes, to build capacity around implementation of the CCSS for students with significant cognitive disabilities. In January, an introductory session on CCSS was held for deans of schools of education. OSSE hosted a webinar to enable teachers to share their experiences with lesson plans, instructional strategies and accommodations. Technical assistance sessions that focused on DC CAS were held in December and January.

OBJECTIVE 2: Make data more meaningful and useful in our work to increase student achievement. (QUALITY EDUCATION)

INITIATIVE 2.1: Implement a high-quality, meaningful differentiated accountability system based on multiple measures to replace the Adequate Yearly Progress (AYP) rules under the No Child Left Behind Act. Implement the new accountability system described in the District's Elementary and Secondary Education Act (ESEA) flexibility waiver from the U.S. Department of Education (US DOE).



Accountability measures include school and class growth, student growth, additional assessments, and a multi-tiered approach to classifying schools.

On Track to Achieve. OSSE is beginning to implement the new, high quality and meaningful accountability system.

INITIATIVE 2.2: Reframe and build on the differentiated system of interventions and support for schools. Collaborate with state education agency technical assistance providers with the Mid-Atlantic Comprehensive Center to implement its new statewide system of support, which is required under Title I of the ESEA. This collaboration will inform most of the work completed within the division. Implement this new framework as part of its ESEA flexibility waiver.

On Track to Achieve. OSSE worked with the Comprehensive Center and created a statewide system of support. This report is being reviewed by USDOE. The Statewide system of support is the framework to support LEA's and schools within the District.

OBJECTIVE 3: Increase the number of effective educators in all public schools. (QUALITY EDUCATION)

INITIATIVE 3.1: Implement a teacher value added model that is utilized in teacher evaluations for English/language arts and mathematics teachers in grades 4-8. Implement the teacher value added model that is utilized by DCPS in its IMPACT system and for all Race To The Top (RTTT) participating LEAs. As part of the ESEA flexibility waiver, all grades will be required to have a student growth model in place. Continue to provide value added results to LEAs for teachers in English/Language Arts and Mathematics in grades 4-8. Teacher value added professional development will be shared with non-participating LEAs as a model they may adopt.

On Track to Achieve. OSSE worked with Mathematica Policy Research to implement the teacher value added model for all Race to the Top participating LEAs for the first time in school year 2011-12. OSSE is currently in the second year of implementation of the value added model. Professional development is being provided the LEAs on the value added model.

INITIATIVE 3.2: Adopt guidelines for rigorous teacher and principal evaluation systems and ensure that Race To The Top participating LEAs and other LEAs have evaluation systems that meet the guidelines. Develop guidelines based on criteria outlined in the Race To The Top application and in the District's ESEA flexibility waiver in consultation with the Human Capital Task Force and other stakeholders. Manage a process for reviewing and approving participating LEA's teacher and leader evaluation systems.

On Track to Achieve. OSSE developed guidelines based on criteria outlined in the Race to the Top application and the District's ESEA flexibility waiver, submitted them to the U.S. Department of Education, and posted them on the OSSE web site. The Public Charter School Board is charged with ensuring that charter LEAs meet the federal requirements and reporting back to OSSE. OSSE is also providing technical assistance to LEAs to help them design and implement high quality evaluation systems. In FY13, OSSE held two webinars on selecting assessments for measuring growth and a technical assistance session on designing high quality principal evaluation systems.



INITIATIVE 3.3: Improve licensure processing time. Reduce application processing by 5 days in FY 13 by working with LEAs to ensure coordination to improve the process.

On Track to Achieve. OSSE remains on track to meet the FY 13 projection for this area of 25 processing days.

OBJECTIVE 4: Increase the number of high quality schools available to students. (QUALITY EDUCATION)

INITIATIVE 4.1: Provide planning and implementation funding opportunities to new public charter schools. Ensure high-quality public charter schools have access to affordable facilities suitable for learning. The Title V, Part B, Charter Schools Program grant provides up to three years of funding for new conditionally approved/fully approved charter schools in the District of Columbia. The five-year grant (2010-2015) allows for 24 schools to receive funding for Planning and Initial Implementation. Competitive federal payment funds for facilities will be awarded via a Request for Applications. These funds will be awarded via approval from the Public Charter School Credit Enhancement Fund Committee on direct loan and credit enhancement transactions.

On Track to Achieve. On May 20 the PCSB will announce their new schools for SY 2014-2015. OSSE has funding for five schools. An RFA for Public Facilities is being drafted and projected to be released February 22nd. Applications will be reviewed by a peer review panel.

INITIATIVE 4.2: Monitor and support the implementation of rigorous school interventions in the persistently lowest-achieving schools identified by the new accountability system as focus or priority schools. EL SEC identified at least 54 schools as needing to implement rigorous interventions that are tailored to the school and student needs. Continue monitoring and supporting these interventions to ensure the schools follow the intervention plans with fidelity and will provide additional support to these schools to ensure that they meet annual goals set at the time the intervention plans were developed.

On Track to Achieve. Support has been provided to all priority and focus schools. OSSE held webinars, individual work sessions, trainings, and visited all schools in this category. Schools are now implementing interventions from the trainings.

KEY PERFORMANCE INDICATORS *Elementary and Secondary Education*

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Objective 1						



Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Number of professional development sessions on common core state standards, school improvement, and teacher effectiveness offered	15	15	38	20	20	20
Number of events hosted specifically for parents and community members to learn about common core, accountability, and teacher effectiveness	Not Available	8	16	10	12	12
Number of individuals participating in common core events	400	800	2,503	3,200	3,200	3,200
Objective 2						
Percent of under-performing schools supported	5%	20%	44%	60%	80%	90%
Objective 3						
Average number of days taken to complete reviews of educator licensure applications	35	30	27	25	20	20
Percent of LEAs (RTTT & nonRTTT) implementing teacher and leader evaluation systems to determine effectiveness	Not Available	55%	53%	85%	95%	95%
Objective 4						



Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Number of charter schools receiving federal planning and implementation funding	3	5	3	5	5	5
Percent of available facility grant funding committed during the FY	83%	85%	100%	100%	100%	100%
Rate of public charter school's timely interest and principal repayments	94%	95%	93%	95%	95%	95%
Percent of funds reimbursed to vendors within 30 days of receipt of an approved invoice	Not Available	85%	75%	95%	95%	95%



Division of Postsecondary and Career Education

SUMMARY OF SERVICES

The Division of Postsecondary and Career Education creates opportunities for District residents to attend postsecondary education institutions from certification through a college degree for a successful career path, as well as, assists residents in obtaining adult literacy proficiency, acquiring a GED or similar secondary diploma.

Objective 1: Increase the percentage of District residents participating in college and career preparatory programs within six (6) months of high school graduation.

Initiative 1.1: Provide current and consistent information for postsecondary

education planning. The Higher Education Financial Services (HEFS) staff will visit all DCPS and DCPCS high schools as part of its “HS Blitz” program and conduct workshops for students on financial aid, selecting the right college and other pre-college topics. HEFS will also hold one College and Career EXPO during the year to give students and parents’ access to DCTAG institutions and college prep workshops. HEFS will also continue the management of the College and Credential Completion Network (C3N), formerly known as Double the Numbers, focusing on data and outcomes.

On Track to Achieve. OSSE visited all DCPs and DCPCS high schools in early FY13 as part of its Fall Blitz program and will return in the spring. The College and Career EXPO is scheduled for March 16 at the Howard Theater. C3N has held 2 Roundtable and 1 Leadership Team meeting this FY. The major C3N initiative, Data Sharing Project, is underway with 7 CAPS already signing agreements and many others in process.

Initiative 1.2: Provide training for college access professionals and parents. HEFS staff will conduct an annual Postsecondary Education Conference for college access professionals to ensure high school counselors and advisors have current information on postsecondary access and success. HEFS staff will sponsor a pilot training program for counselors and college access professionals at 6-9 DCPS and DCPCS schools. HEFS staff will also conduct evening workshops for working parents on pre-college topics.

On Track to Achieve. A Postsecondary Conference was held in January at the George Washington University with 235 local college access and education professionals in attendance. The counselor and college access professional development training pilot is underway at 7 DCPS and DCPCS schools. In FY13, staff has completed 25 workshops, tradeshows or sessions in which there have been 3,713 attendees.

Initiative 1.3: Increase the number of high school students who participate in existing career and technical education programs funded by OSSE. The CTE office will examine its funding priorities to ensure that in FY2014, LEAs with high numbers of successful completers in high-demand and high wage areas are adequately awarded. In addition, the CTE office will provide technical assistance to LEAs to increase the quality and quantity of CTE course offerings.

On Track to Achieve. The CTE Taskforce set the following goal to improve student CTE completion rates: by 2017, 75% of participants are expected to become concentrators and 80% CTE concentrators will complete Programs of Study that lead to a certification, credential, or diploma associated with one of the District’s most promising occupations. CTE funding will be tied to the LEAs’ ability to meet annual targets set to ensure that the 2017 goal is met. OSSE currently offers TA to sub grantees and will continue to do so in spring 2013.



Initiative 1.4: Develop career and technical education programs that align secondary and postsecondary education courses in sequences that lead to an associate or baccalaureate degree or an industry recognized credential/certificate (i.e. programs of study). The CTE office will provide guidance to LEAs on the development of OSSE approved CTE programs of study; facilitate planning between LEAs and higher education institutions to establish articulation agreements, and more systemically monitor the development and implementation of programs of study and articulation agreements with OSSE funded CTE programs.

On Track to Achieve. OSSE currently provides targeted technical assistance (TA) to support LEAs in offering programs of study that offer depth and breadth of the curriculum; this technical assistance has been expanded to offer TA to LEAs to create a continuum of courses that lead to associate and baccalaureate degrees or industry recognized credentials/certification. OSSE currently works with DCPS and UDC-CC to coordinate articulation agreements; in 2013, this is being expanded to include PCS. A new monitoring instrument is being developed to monitor programs for quality in spring.

Initiative 1.5: Work collaboratively with stakeholders to increase student access to career preparation opportunities outside of school (internships, mentoring, job shadowing, etc.). The CTE office will convene meetings with key stakeholders and establish relationships between LEAs, schools, and business representatives to develop externship opportunities for students. New Dual Enrollment regulations with financial aid will increase the number of students taking college level classes for credit on District of Columbia college campuses.

On Track to Achieve. OSSE has worked with stakeholders including: 1) Raise D.C. Change Network on Disconnected Youth, 2) Raise D.C. Change Network on Youth Employment, 3) D.C. Workforce Investment Council, and 4) Department of Employment Services. Preliminary discussions have been held with the Federal City Council's Committee on Education. Discussions have been held with LEAs and OSSE will collect data on the number of externship opportunities in December 2013. Dual Enrollment regulations were enacted in fall 2012.

Initiative: 1.6: Establish IT Academies at high schools to increase students' digital literacy and to better prepare them for college and/or careers. The CTE office will provide funding and oversight to an expanding number of DCPS and public charter high schools as they deploy Academy curricula, resources, and learning strategies designed to increase the number of students gaining Microsoft certifications and demonstrating digital literacy.

On Track to Achieve. OSSE funded the expansion of the Microsoft IT Academy to 10 DC high schools, including Banneker, Coolidge, Dunbar, Roosevelt, Luke C. Moore, Woodson, Friendship, Booker T. Washington, IDEA, and Options. The CTE teachers received professional development and most of them (70%) have earned certification. In January, courses began to be offered in CTE business programs of study. Each school is offering at least one course in Microsoft Office Applications. Two hundred students will be exposed to the curricula. The goal is that 80 percent of the students will be certified by the end of June 2013.

Initiative: 1.7: Convene and facilitate a Task Force to develop a city-wide strategic plan for CTE programs administered by secondary and postsecondary institutions receiving federal or local CTE funding. The Postsecondary and Career Education Team will staff and provide guidance to the CTE Task Force, which was originally established by the Career and Technical Education Plan Establishment Act of



2012 and continues to implement the Strategic Plan, “Strengthening the Pipeline to College and Careers”.

On Track to Achieve. OSSE convened the Task Force in September 2012 to analyze the current landscape of CTE, to propose a set of recommendations to improve the quality of CTE programming, and to create a timeline to increase the number of high school students who participate in CTE programs funded by OSSE. The Strategic Plan developed by the Task Force was delivered to the Mayor in December 2012. The Task Force continues to meet as an inter-agency workgroup to develop budget priorities, create a staffing plan, and begin implementation.

Initiative 1.8: Increase outreach and college awareness initiatives. HEFS staff will sponsor a DC TAG and college awareness program to attract Latino students and parents to the program. HEFS staff will sponsor college readiness and awareness programs targeting 7th-9th graders in Wards 7 and 8. HEFS will also distribute \$1.3 M in local college tuition assistance at District of Columbia colleges for PELL eligible students.

On Track to Achieve. OSSE partnered with the Latin American Youth Center (LAYC) to provide outreach and awareness about DC TAG and college to the DC Latino community. LAYC is on track to deliver all required elements of their contract. As of January, all of the local college tuition assistance monies were programmed.

Objective 2: Increase the DC TAG graduation rate.

Initiative 2.1: Publish College Graduation Rates to assist DCTAG students in selecting postsecondary institutions where they are likely to earn a degree. HEFS staff will actively promote schools where DCTAG students are successful. Every year, the HEFS staff will publish the DCTAG graduation rates of the top twenty colleges/universities. It will also publish the graduation rates at the most attended schools among DCTAG students. This information will be made available to students, parents, counselors and college access providers to assist students in selecting a postsecondary institution where they are likely to be successful.

Fully Achieved (100%). In early FY13, OSSE published two lists: The DC TAG Top 20 and the Most Attended Institutions by DC TAG students. These lists also included graduation and retention information on schools. These lists (posters and fliers and e-fliers) were distributed to all college access counselors in DCPS and PCS schools, handed out at parent workshops and distributed to all C3N members.

Initiative 2.2: Increase DCTAG students’ knowledge of grant and options available once they begin school. HEFS staff will hold a “DCTAG Boot Camp” for new DCTAG students. The full day workshop will focus on topics that are often challenging for students. Example topics are: transferring schools, repayment and avoiding default, staying eligible during the school year, etc.

On Track to Achieve. OSSE is partnering with DC CAP and will hold the "DC TAG Boot Camp" in July.

Initiative 2.3: Implement mentor based retention program at three selected institutions. HEFS will implement a mentor based retention program at three selected higher education institutions with high numbers of DCTAG students but low graduation rates and/or retention rates. The program will prepare



incoming students for college and then closely track them to identify signs of trouble, trends and other data points to be used for retention.

On Track to Achieve. The College Retention Initiative is underway at Delaware State Univ., Morgan State U., and North Carolina A&T. Currently OSSE has hired 14 DC TAG upperclassmen to track 83 DCTAG incoming freshmen.

Initiative 2.4: Provide pre-college experience for students. HEFS will implement a pre-college program for high school students. This program will link high achieving high school students with summer enrichment programs at competitive Tier I colleges and universities around the country.

On Track to Achieve. The pre-college program, OSSE Scholars, is underway. Staff interviewed over 200 high achieving high school sophomores and juniors to participate in the program and 56 were accepted. The accepted students are currently applying to university programs at Harvard, Stanford, Emory, Cornell and other Tier I schools around the country.

Objective 3: Provide educational and career advancement opportunities for adult learners with varying literacy levels.

Initiative 3.1: Gather high quality data on adult learners. Increase the number of adult learners that receive literacy instruction and ancillary/support services, complete an educational literacy level, obtain a high school diploma or GED, obtain a job, retain a job or enter postsecondary education or training.

On Track to Achieve. OSSE collects high quality data on adult learners through LACES (Literacy Adult Community Education System), the state's management information system.

Initiative 3.2: Coordinate the provision of adult literacy, ancillary services and/or workforce and/or post-secondary transition services to youth, adults and families residing in the city's priority areas (e.g. Focused Improvement Areas, New Communities, Neighborhood Investment Fund (NIF) areas, and Public Housing Communities). The Adult and Family Education staff will establish and/or strengthen its partnerships with a number of DC government agencies (e.g. DC Department of Employment Services (DOES), Department of Human Services (DHS), Department of Corrections (DOC), Mayor's Office on Re-entrants, Department of Vocational Rehabilitation Services) and public, private or community-based agencies (as evidenced by Memorandums of Understanding, meeting agendas, plans for service integration, and performance/progress reports) to integrate services that address the literacy, social/emotional, workforce and postsecondary transition services needs of DC residents. A guide and/or listing of OSSE Adult and Family Education partnerships with performance, progress, output, and outcome data will be available on the OSSE website.

On Track to Achieve. OSSE strengthened its partnerships with the DC Department of Employment Services (DOES), DC Department of Human Services (DHS), DC Disability Services Administration/Rehabilitation Services Administration, and DC Public Schools Administrative Office, DC Public School / STAY High Schools and 20 community-based agencies throughout the District of Columbia. The Guide to Adult Education Services, Educational Options for Adult Learners, Annual Performance Report and other related documents highlighting the OSSE's performance, progress, outcome data and partnerships are available on the OSSE website.



Objective 4: Measurably improve the operational quality of the Higher Education Licensure Commission as it exercises regulatory authority over postsecondary institutions operating in the District to ensure educational excellence and consumer protection.

Initiative 4.1: Update the Higher Education Licensure Commission's (HELC) regulations to reflect postsecondary industry best practices and to improve quality assurance. The HELC will update regulations for degree granting institutions and codify its operating procedures.

On Track to Achieve. The Commission has begun updating the non-degree institutions regulations and expects to have them finalized in May.

Initiative 4.2: Monitor DC postsecondary institutions for compliance with HELC regulations. District postsecondary educational institutions must be evaluated to ensure compliance with the Education Licensure Commission's regulations. Monitoring postsecondary institutions includes inspections and determinations of program, faculty, and facility quality and compliance. In addition, recommendations regarding the authenticity and legitimacy of the educational institution (and its program offerings) are conducted at the discretion of the Commission based on institutional compliance, licensure status, complaints, or other conditions as determined by the Authority.

On Track to Achieve. To date, 22 institutions have been reviewed in FY13.

Initiative 4.3: Support the development of the OSSE Enterprise-wide Licensing and Case Management System. The HELC staff will work with OSSE-IT and external consultants to support the development of the OSSE Enterprise-wide Licensing and Case Management System. The Commercial-Off-the-Shelf (COTS) software solution will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the Commission.

On Track to Achieve. The Commission staff and IT staff are working on this project and expect to have a product by June.

KEY PERFORMANCE INDICATORS *Postsecondary and Career Education*

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Objective 1						
Percent of public high school graduates enrolling in higher education institutions within six months of graduation with DCTAG	25.9%	26.5%	25.4%	27%	28%	30%
Number of participants attending the annual conference	218	250	232	250	275	300
Number of participants attending the counselor	Not Available	Not Available	Not Available	63	80	100



training						
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The number of students who complete two or more courses as part of a CTE sequence of courses	6,578	6,500	7,215	7,500	8,000	8,500
The number of programs of study offered in OSSE-funded CTE programs	Not Available	41	45	49	51	53
Number of high schools offering the IT Academy	0	1	1	10	10	10
Number of students gaining certification	Not Available	22	22	150	200	250
Number of Latino students completing an OSSE-funded college readiness & awareness program	Not Available	Not Available	Not Available	300	400	500
Number of 7 th -9 th graders in Wards 7&8 completing an OSSE-funded college readiness & awareness program.	Not Available	Not Available	Not Available	730	780	830
% of youth who attain a college degree or industry-recognized license/certification [One City Action Plan Action 2.3.9 and Indicator 2E]	Not Available	Not Available	Not Available	23% (Baseline)	25%	27%
Objective 2						
Percent of public high school seniors who complete a DCTAG application by April 15th.	18.4%	19.1%	39%	40 %	40 %	40%
Percent of public high school seniors who complete a DCTAG application by June 30th	36%	36.7%	51%	52%	52%	52%
Number of DCTAG students enrolled in college	5101	5,200	5,158	5200	5200	5400
Number of postsecondary institutions with DCTAG applicants	291	285	299	280	275	270
	28.2%	30%	48%	50 %	52 %	54 %



Percent of public high school graduates enrolling in higher education institutions within one year of graduation						
Percentage of (DCTAG) graduates enrolled in college within one year of graduation that continue to second year (retention rate)	71%	73%	65%	75%	77%	79%
Percent of public high school graduates enrolling in higher education institutions within two years of graduation	58%	59%	55%	59%	59%	61%
Number of students participating in an OSSE mentor program at institutions of higher learning	Not Available	150	143	150	150	160
Objective 3						
Number of adult learners served annually in OSSE-funded literacy programs completing a valid pre-test and 16+ hours of instruction	3,798	3,988	3,404	3500	3550	3600
Percent of enrolled adult learners who complete an educational literacy level	30%	30%	25%	30%	33%	35%
Number of students attending OSSE college prep summer bridge (BR)/boot camp (BC) programs or high achievers (HA) programs	416 Bridge Only	1235	1597	1600	1650	1700
Number of adults who receive a GED	512	564	569	621	A drop is expected due to: 1) new test 2) fee increase from \$50 to	5% increase over FY14



					\$120 3) test will be all computer- based instead of paper-based	
Number of government/private/comm unity-based partnerships within Adult and Family Education	Not Available	22	22	23	24	26
Objective 4						
Percentage of Education Licensure applications processed and presented to the Education Licensure Commission within 60 days of receipt	90%	90%	99%	99%	99%	99%
Percent of new completed applications processed on time	83%	95%	84%	95%	95%	95%
Percentage of post- secondary institutions monitored annually	Not Available	85%	73%	78%	83%	88%
Objective 5						
Percentage of grant funds reimbursed to sub-grantees within 30 days	Not Available	95%	95%	95%	95%	95%



Division of Specialized Education

SUMMARY OF SERVICES

The Division of Specialized Education is responsible for ensuring the delivery of timely, legally compliant, and high-quality services to children with disabilities from birth through age 21 who resides in the District of Columbia. The division ensures LEA compliance with Part B of the Individuals with Disabilities Act (IDEA) and serves as the lead agency for implementation of Part C of the IDEA, the Early Intervention Program for Infants and Toddlers with Disabilities program. As such, this division oversees the development and promulgation of state policy governing special education, monitors LEAs, nonpublic, and early intervention providers to ensure their compliance with the law, monitors the allocation and administration of IDEA grant funds to LEAs; provides training and technical assistance to LEAs and providers; and investigates and helps resolve District complaints relating to special education.

OBJECTIVE 1: Increase the number of students with disabilities receiving a high quality, appropriate public education in the least restrictive environment (LRE) and are fully prepared for post-secondary transition. (QUALITY EDUCATION)

INITIATIVE 1.1: Ensure quality special education programming and assist LEAs with tracking program effectiveness. Make available a special education quality rating system tool and provide training and technical assistance to ensure its utilization among District stakeholders such as LEA leaders, staff, and parents.

On Track to Achieve. OSSE has finalized the special education quality rating tool and is beginning rollout with LEAs in February.

INITIATIVE 1.2: Increase compliance in all Local Education Agencies (LEAs). Implement a change in placement policy and procedure to ensure compliance with LRE requirements and prevent inappropriate placements into nonpublic settings.

On Track to Achieve. OSSE continues to implement its change in placement policy for all LEAs to achieve a 40% diversion rate for students.

INITIATIVE 1.3: Increase compliance with secondary transition requirements. Conduct regular monitoring of a sample of students with Individualized Education Programs (IEPs), age 16 or older, to evaluate compliance with secondary transition requirements and provide targeted technical assistances to LEAs based on the data review.

On Track to Achieve. OSSE continues its quarterly monitoring related to compliance with secondary transition requirements and has launched a targeted training model with GWU for LEAs with the highest level of noncompliance. While the District has not yet achieved full compliance with this requirement, OSSE is pleased to note continued improvement in rates of compliance for each of the last three quarterly reporting periods.

OBJECTIVE 2: Increase sub-grantee and provider compliance with federal and local grant and programmatic requirements. (QUALITY EDUCATION)



INITIATIVE 2.1: Increase compliance with Part B IDEA evaluation timelines. Conduct regular data reviews to monitor compliance with Part B initial evaluation timelines and provide targeted technical assistance.

On Track to Achieve. OSSE continues its quarterly monitoring related to compliance with initial evaluation timelines and will be launching a targeted training model this spring for LEAs with the highest level of noncompliance. OSSE is pleased to note that the District is currently trending at a timely evaluation rate of over 90%.

INITIATIVE 2.2: Increase timely correction of noncompliance. Provide LEAs with a user-friendly, online web-based tool that supports the ability to track the status of findings of noncompliance and ensures timely correction.

On Track to Achieve. OSSE released the District of Columbia Corrective Action Tracking System (DC CATS) in early FY13 and has trained all LEAs that received quarterly database findings this year to date.

INITIATIVE 2.3: Increase compliance with Part C IDEA service delivery timelines. Conduct regular data reviews to evaluate compliance with Part C service delivery timelines and provide targeted technical assistance to Part C providers based on the data.

On Track to Achieve. OSSE will also be adding Part C compliance findings to the DC CATS system in FY 13 to allow for easier tracking of findings of noncompliance and their correction.

OBJECTIVE 3: Develop and issue high-quality regulations and policies to ensure that the District is well prepared to serve all students with disabilities. (QUALITY EDUCATION)

INITIATIVE 3.1: Ensure systematic alignments. Ensure that monitoring frameworks and data systems are aligned with regulatory and policy updates.

On Track to Achieve. OSSE's Special Education Data System (SEDS) upgrade was released in October and was aligned to reflect policy updates.

INITIATIVE 3.2: Ensure full implementation of new policies. Provide high-quality training and technical assistance to ensure full implementation of new policies.

On Track to Achieve. OSSE is hosting two webinars in February, in partnership with the Division of Transportation, to refresh LEAs knowledge regarding requirements for Extended School Year (ESY) determinations and review related documentation requirements.

OBJECTIVE 4: Implement a strategic plan that creates a State level continuum of support for children birth -5 with developmental delays or disabilities. (QUALITY EDUCATION)

INITIATIVE 4.1: Ensure early childhood outcome evaluation. Create a training framework that supports providers and LEAs in consistently measuring early childhood outcomes to ensure continuous improvement.

On Track to Achieve. OSSE conducted comprehensive training for all LEAs with preschool programs regarding their obligations to assess early childhood outcomes and to report this data to the State. LEAs



were provided best practice information on assessment tools and processes and were offered hands-on training in the new DC-CATS module.

INITIATIVE 4.2: Intra- and interagency coordination. Expand partnership with OSSE's Division of Early Learning and sister agencies to ensure coordination of effort and wise use of resources.

On Track to Achieve. Collaboration continues with other OSSE divisions and all sister agencies engaged in supporting children birth-5. Examples of this collaboration include an Early Childhood training with DHCF to plan for Part C claiming for allowable expenditures.

INITIATIVE 4.3: Ensure timely and effective Part C to Part B transition. Regularly review transition timelines data for children served by Part C and entering Part B and provide Part C providers and LEAs with targeted training and technical assistance based on data.

On Track to Achieve. OSSE continues to meet monthly with DCPS Early Stages to ensure smooth policies and procedures for children served by Part C and transitioning to Part B. In addition, OSSE reviews transition data on a quarterly basis and is pleased to note that the District is currently trending at a timely transition rate of over 90%.

OBJECTIVE 5: Ensure continued excellence in service delivery through valid data, sound fiscal management and quality customer service.

INITIATIVE 5.1: Expand Medicaid claiming. Collect Medicaid reimbursements for allowable services provided to students with special needs through OSSE's Division of Student Transportation and Non-Public Tuition Payment Unit, and ensure LEAs have access to training and technical assistance that will allow for full claiming.

On Track to Achieve. OSSE is pleased to report that transportation claiming is fully underway for the District. Work continues with DHCF to provide the information requested for them to prepare for nonpublic tuition claiming.

INITIATIVE 5.2: Ensure timely nonpublic invoice payments. Continue processing of nonpublic tuition invoices to ensure timely payment for allowable charges and dispute of erroneous charges.

On Track to Achieve. The Nonpublic Payment Unit's rate of 99% timely payment, which supported the District's exit from Petties v. Dc, continues to be maintained.

INITIATIVE 5.3: Ensure effective funds management. Create tracking system that ensures appropriate resource allocation and timely reimbursement of all approved requests (sub-recipient and vendor) in accordance with District regulations.

On Track to Achieve. OSSE continues to actively manage LEA grant reimbursement workbooks to ensure timely payment of allowable requests and issues quarterly "burn rate" reports for IDEA grants. These reports get issued to all LEAs. In addition, weekly PO reports are issued on all contracted expenditures. OSSE has augmented this tool with an internal tracking tool to ensure proactive management of all contracts by Directors. This tool will be maintained by the fiscal team and reviewed monthly with leadership.


KEY PERFORMANCE INDICATORS *Specialized Education*

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Objective 1						
Number of individuals trained on quality special education rating system	Not Available	50	46	50	75	100
Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements	29%	20%	15%	20%	15%	10%
Percent of IEPs reviewed that comply with IDEA secondary transition requirements	7%	75%	28%	95%	95%	95%
Objective 2						
Percentage of timely completion of state complaint investigations	55.6%	95%	100%	100%	100%	100%
Percent of LEA findings of non-compliance identified and resolved within one year (IDEA Part B)	100%	95%		100%	100%	100%
Percent of children eligible under Part B IDEA (aged 3-22) and whose parents consented to an evaluation, which were evaluated within the State established timeframe.	75%	95%	72%	100%	100%	100%



Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.	91%	95%	97%	100%	100%	100%
Objective 3						
Percentage of sub-grantee respondents reporting that technical assistance significantly improved their content knowledge.	95%	95%	96%	95%	95%	95%
Percentage of children who transition timely from Part C to Part B services at age 3.	30%	95%	62%	95%	95%	95%
Objective 4						
Amount of Medicaid reimbursement collected.	0.00	\$48,000	\$664,292	TBD	TBD	TBD
Percent of payments made to vendors within 30 days of receipt of an approved invoice.	Not Available	95%	95%	95%	95%	95%



FY 2013 PERFORMANCE PLAN SPECIAL EDUCATION TRANSPORTATION

MISSION

The mission of Special Education Transportation, also known as the Office of the State Superintendent of Education Division of Student Transportation (OSSE DOT), is to support learning opportunities by providing safe, on-time, and efficient transportation services to eligible District of Columbia students.

SUMMARY OF SERVICES

OSSE DOT is primarily responsible for processing student transportation requests from Local Education Agencies ("LEAs"); maintaining the means to transport eligible students safely and on-time; and improving service levels by collaborating with stakeholder groups that include parents, school staff, and special education advocates.

AGENCY WORKLOAD MEASURES

Measures	FY 2010 Actual	FY 2011 Actual	FY 2012 YTD
Number of students transported	3,700	3,598	3,466
Number of bus routes	750	740	648
Number of vehicles in the fleet	850	778	757
Number of schools supported	280	270	257

OBJECTIVE 1: Support learning opportunities by providing the least restrictive, safe transportation options to eligible students.

INITIATIVE 1.1: Promote all options for student transportation, including family reimbursement and travel training.

In collaboration with all LEAs, OSSE DOT will work to educate parents and guardians on all transportation options for eligible students, including parent reimbursement and travel training. OSSE DOT currently reimburses parents and guardians who transport their children to school. Additionally, OSSE DOT, in conjunction with the LEAs will provide travel training and fare cards to qualifying students with special needs. Expanding these programs will reduce reliance on District provided student transportation vehicles and teach eligible students valuable life skills. Completion Date: September, 2013.

On Track to Achieve. This initiative remains on track for full implementation by September 2013.

OBJECTIVE 2: Maintain a safe and reliable fleet of student transportation vehicles.

INITIATIVE 2.1: Right-size the student transportation fleet of vehicles and replace vehicles that are beyond their useful life.

Fifty percent of the vehicles within OSSE DOT are beyond their useful life. OSSE DOT plans to procure 50 new vehicles in FY13. Completion Date: September, 2013.

On Track to Achieve. OSSE has procured 54 new vehicles and has retired 54 vehicles in FY13. By the close of FY13, OSSE will have procured approximately 150 new vehicles.

INITIATIVE 2.2: Maintain a 10% bench of vehicles to ensure reliable, timely transportation in the event a vehicle is out of service. Completion Date: September, 2013.



On Track to Achieve. OSSE-DOT continues to maintain a 10% bench of spare vehicles to account for breakdowns.

OBJECTIVE 3: Provide excellent customer service to stakeholders, especially schools and parents.

INITIATIVE 3.1: Improve response time and effectiveness.

The Parent Call Center will improve response time and effectiveness by using data to inform decision making and performance. Completion Date: September, 2013.

On Track to Achieve. Call center response time has improved by 5% compared to the same time last year. OSSE-DOT is establishing a school resolution unit, which will provide one-to-one support to schools.

INITIATIVE 3.2: Court order metrics.

Maintain all 34 court-ordered metrics. Although the OSSE-DOT is exiting the Petties Case, OSSE-DOT will continue to measure performance against the 34 metrics mandated by the court order. These metrics include maintaining a 94% on-time arrival rate; ensuring all vehicles meet DMV inspection requirements; and adhering to a strict preventative maintenance schedule. Completion Date: September, 2013.

On Track to Achieve. OSSE-DOT continues to comply with the Petties court mandated performance metrics.

INITIATIVE 3.3: Arrival time.

Improve on-time arrivals for all students by rolling out phase 2 of the GPS project, which will enable OSSE-DOT to track and measure on-time arrivals not only at schools but also at students' homes. Completion Date: September, 2013.

On Track to Achieve. OSSE-DOT will begin tracking home on-time arrivals in FY13.

INITIATIVE 3.4: Electronic student ridership module.

Coordinate the deployment, training, and end user support activities required to begin capturing student ridership information via the GPS solution. Tracking student ridership in this way will enable OSSE-DOT to submit electronic documents and receive Medicaid reimbursement. Currently, OSSE-DOT uses a manual, paper-based system to submit student information for Medicaid reimbursement. Completion Date: September, 2013.

On Track to Achieve. Currently, two bus terminals are using the device to electronically capture student ridership data. By the end of May, all bus terminals will be using the devices to electronically capture student ridership data.

OBJECTIVE 4: Establish the underlying foundation and technical infrastructure required in order to ensure sustained operational efficiency and optimal performance within the Division.

INITIATIVE 4.1: Implement transportation policy.

Finalize and implement the transportation policy. Establish the organizational framework necessary to affect and support the policy within the OSSE DOT. Completion Date: September, 2013.



On Track to Achieve. The transportation policy should be available for public comment in March.

INITIATIVE 4.2: Create and implement a customer relationship management system.

Install and configure a customer relationship management system that is capable of managing the lifecycle of incidents and complaints from inception to closure. The OSSE DOT Resource Center will leverage this system to track calls, complaints, and incidents and facilitate performance reporting using the information captured. Completion Date: September, 2013.

On Track to Achieve. OSSE-DOT and OSSE-IT have completed system specifications and the project is ongoing.

INITIATIVE 4.3: Improve data quality and reliability.

Deploy enhancements to the existing information architecture to improve the exchange of data between student information systems. Specifically, facilitate the exchange and verification of student information between the Special Education Data System and the Routing/Scheduling System. Completion Date: September, 2013.

On Track to Achieve. FY13 accomplishments include: bus assignment sheets have been automated; terminal report cards are automatically emailed each morning to management; a trip ticket management system has been established.

KEY PERFORMANCE INDICATORS

Measures	FY 2011 Actual	FY 2012 Target	FY 2012 YTD	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Number of students participating in the Metro farecard program	925	900	750	790	830	860
Number of parents receiving reimbursement	90	80	60	70	75	80
Average age of vehicles in fleet	11 years	7 years	6years	5 years	5 years	5 years
Average maintenance and fuel costs per vehicle	\$10,600	\$10,000	\$10,000	\$9,500	\$9,000	\$9,000
Percent spare, in-service bus fleet	Not Available	10%	12%	10%	10%	10%
Percent of court-ordered metrics met (out of 34)	70%	100%	100%	N/A	N/A	N/A
Percent of daily drop offs before bell time	Not Available	96%	96%	96%	96%	96%%

Office of the State Superintendent of Education (OSSE) FY12 Oversight Questions

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

RESPONSE:

**Analysis Of Assessments Piloted For Use In Educator Evaluation
Urban Policy Development (DRAFT REPORT)**

Urban Policy Development developed the report for the Office of the State Superintendent of Education (OSSE), and for all Race to the Top local education agencies (LEAs) piloting assessments in non-tested grades and subjects, in order to assist OSSE in providing technical assistance to LEAs as they incorporate student assessment data within teacher evaluations. The report provides summary technical information about all assessments piloted by Race to the Top LEAs across DC in select grades and subjects not tested by the DC-CAS. The objective of this report is to provide both OSSE and LEAs with meaningful and actionable feedback on the suitability of the assessments selected for use in informing educator evaluation systems.

**Access to Effective Teaching for Disadvantaged Students in the District of Columbia
Mathematica Policy Research**

Recognizing the important role of teachers and concerned about the overall level of teacher effectiveness, local education agencies (LEAs) in the District of Columbia have instituted reforms aimed at improving the quality of the teacher workforce. The DC Public Schools (DCPS), the traditional segment of schools in DC, implemented a high-stakes teacher evaluation system known as IMPACT in the 2009-2010 school year. Under IMPACT, teachers who earn a “highly effective” rating receive performance pay, while those who earn an “ineffective” or a “minimally effective” rating for two consecutive years are dismissed. In addition, 26 DC charter school local education agencies (LEA) have joined DCPS in designing individual teacher evaluation systems (unique to each LEA) for the 2011–2012 school year to inform personnel decisions.

Strengthening the Pipeline to College & Careers

A Strategic Plan for Career and Technical Education in the District of Columbia

Career and Technical Education is a proven strategy for engaging students, effectively connecting them to college and careers, increasing high school graduation rates, and improving labor market outcomes for high school graduates. Recognizing the need for a new, dynamic approach to offering Career and Technical Education (CTE), the Council of the District of Columbia passed the CTE plan establishment act on July 10, 2012. The ACT called for a Task Force comprised of key education and workforce development stakeholders to develop a city-wide Strategic Plan to improve the quality, structure, and student outcomes of CTE programs administered by DC Public Schools, Public Charter Schools, the University of the District of Columbia Community College, and other institutions receiving local or federal funding for CTE programming.

Market Rate Survey

University of the District of Columbia, Center for Applied Research and Urban Policy

The study is used to identify the cost of high-quality childcare in Washington, DC in an effort to ensure childcare subsidy payments are sufficient to provide low-income families with equitable childcare options. The information compares the costs of private childcare to subsidized pay rates to make the case for increases to the subsidy rates provided by the District. The survey is conducted biennially to inform any subsequent changes to the subsidy pay rates.

The Risk and Reach Study**Child Trends**

The Risk and Reach Study is a gap analysis, which highlights the gap between the educational needs of families with young children in the District of Columbia and the services provided with early childhood educational funds. The study is used to drive programmatic decision making at the state-level in an effort to close the gap between needs and services for all families.

The Pre-K Capacity Audit and Subsidy Evaluation Study**Howard University**

The study is used to inform the enhancement and expansion of early childhood education programs by providing baseline data for childcare capacity and programmatic needs. The study identifies the number of available Pre-K slots throughout the District in all settings; compiles and analyzes census data; provides a summary of available Pre-K slots to determine need and quality type; and provides a sample of baseline data on the quality of subsidy programs.

Office of the State Superintendent of Education (OSSE) FY12 Oversight Questions

- 5) Please explain the impact on your agency of any legislation passed at the federal level during FY12 or FY13, to date.**

RESPONSE:

The following responses highlights federal legislations passed during FY 12 and/or FY 13 requiring action by OSSE:

Family Educational Rights and Privacy Act (FERPA):

On December 2, 2011, the U.S. Department of Education amended regulations implementing the Family Educational Rights and Privacy Act (FERPA), codified at 20 USC §1232g, the principal law protecting the privacy of student educational records. The amended regulations became effective on January 3, 2012. The primary intent of the amended regulations is to continue the protection of student privacy while at the same time improving access to data to facilitate a state's ability to evaluate educational programs. To that end, the regulations establish procedures that states and local educational agencies must follow when disclosing data for evaluation purposes, require written agreements for such disclosures, and expand the Department of Education's enforcement mechanisms. In compliance with the amended federal regulations, OSSE has developed model written agreements for authorized disclosures of student data to facilitate evaluation of education programs and implemented procedures requiring use of the agreements.

Individuals with Disabilities Education Act (IDEA) Part C Regulations:

On September 28, 2011, the U.S. Department of Education, Office of Special Education Programs issued final regulations implementing the 2004 amendments to the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 *et seq.*, Part C at 34 CFR Part 303, which governs early intervention services for infants and toddlers with disabilities. The new federal regulations became effective on October 28, 2011, and made changes to prior requirements directly impacting infants and toddlers with disabilities and their families in areas including, without limitation, family engagement, child find, evaluations and assessment, development of the individualized family service plan (IFSP), transition from Part C to Part B special education services, coordination with other agencies serving this population of children, procedural safeguards, system of payments, and other administrative responsibilities. To comply with the new regulations, states were required to revise their regulations, policies, procedures as well as the content of their annual applications for Part C funds.

OSSE proposed comprehensive Part C regulations on January 25, 2013, incorporating the new federal requirements. This proposed rulemaking includes consideration of comments from a prior proposed rulemaking for Part C regulations in 2012. There will be a sixty (60) day public comment period for the proposed rule, including two public hearings in February 2013. OSSE intends to move to finalize the regulations by mid to late April 2013, with an effective date of July 1, 2013, in time for inclusion in the District's FY 2013 IDEA Part C application. OSSE also intends to include revised policies and procedures in the FY 2013 application, subject to public comment and in accordance with the federal regulatory requirements.

Office of the State Superintendent of Education (OSSE) FY12 Oversight Questions

- 6) Please list all regulations for which the agency is responsible for oversight or implementation. Please list by chapter and subject heading, including the date of the most recent revision. Please provide any schedule OSSE has for review of these regulations. What regulations does OSSE anticipate will be re-reviewed or redrafted in FY13?**

RESPONSE:

The following attachment lists all the regulations for which OSSE has oversight or implementation responsibility by chapter and subject heading, including the date of the most recent revision, and a regulation review schedule for FY13 - Regulation Responsibility

OSSE PERFORMANCE OVERSIGHT QUESTIONS

Question 6 – Regulations for which the agency is responsible for oversight or implementation

- 1) The District’s education rules are located primarily in Title 5 (Education) District of Columbia Municipal Regulations (DCMR), which since the 2007 education reorganization include a subtitle A for state level rules promulgated by OSSE; subtitle B for District of Columbia Public Schools as a local education agency and subtitle E for previously existing combined state and local rules. The subtitle E state level rules are in the process of being reviewed for a complete migration of all state level rules from subtitle E to subtitle A. In addition, there are several preexisting rules located in other Titles of the DCMR as noted below with regard to education related responsibilities transferred to OSSE. The following summary includes a compilation of the status of rules for which OSSE is responsible.

Title-Chapter Number	Chapter Heading (Date of Final / Proposed Rule-DCR Cite)
5-A21	COMPULSORY EDUCATION AND SCHOOL ATTENDANCE (New Proposed Rulemaking - 1/4/13, 60 DCR 38 – Comment Period closes 2/4/13)
5-A23	STATE-WIDE ACADEMIC ASSESSMENT (Final Rule, 5/22/09, 56 DCR 4105)
5-A24	DISTRICT OF COLUMBIA DUAL ENROLLMENT REGULATIONS (Final Rule, 9/25/12, 59 DCR 11141)
5-A25	STANDARDS FOR STUDENT CODE OF CONDUCT (New Proposed – 8/17/12, 59 DCR 10007)
5-A27	INTERSCHOLASTIC ATHLETICS (Final Rule, 9/14/12, 59 DCR 10858)
5-A28	NONPUBLIC SPECIAL EDUCATION SCHOOLS AND PROGRAMS SERVING STUDENTS WITH DISABILITIES FUNDED BY THE DISTRICT OF COLUMBIA AND SPECIAL EDUCATION RATES (Final Rule, 10/8/10; Chap. renamed 7/1/11 from “Certificates of Approval...”, 57 DCR 9444) (New Sections 2821, 2833, 2834.6, 2844, 2845-54 – 7/1/11, 58 DCR 5442) (Subsection “Invoicing” 2833.2 repealed + included in new 5-A29 below, 6/22/12, 59 DCR 7495)
5-A29	INVOICE PROCESSING FOR SPECIAL EDUCATION PROVIDERS SERVING DISTRICT OF COLUMBIA CHILDREN WITH DISABILITIES FUNDED BY THE DISTRICT OF COLUMBIA (Final Rule, 6/22/12, 59 DCR 7495)
5-A31	EARLY INTERVENTION PROGRAM FOR INFANTS AND TODDLERS WITH DISABILITIES (New - Proposed Rule/2 nd – 1/25/13, 60 DCR 771 – Comment Period to 3/25/13)
5-A32	SPECIAL EDUCATION DISPUTE RESOLUTION (STUDENT HEARING OFFICE) (New (Proposed Rule – 11/30/12, 59 DCR 13925 – Comment Period closed 12/30/12)
5-A34	PRE-K ENHANCEMENT AND EXPANSION PROGRAM ASSISTANCE GRANTS (Final Rule, 10/15/10, 57

	DCR 9727)
5-A50	RESIDENCY VERIFICATION FOR PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS (Final Rule, 3/27/09)
5-A51	NON RESIDENTS ATTENDING DISTRICT OF COLUMBIA PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS (Final Rule, 4/3/09)
5-A54	APPEAL PROCEDURES FOR DENIAL OF A PETITION TO ESTABLISH A DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL (Last Update Final Rule, 7/6/12, 59 DCR 8184)
5-A80	POSTSECONDARY DEGREE GRANTING EDUCATIONAL INSTITUTIONS (Final Rule, 3/18/11, 58 DCR 2424)
5-A81	POSTSECONDARY NON-DEGREE SCHOOLS (Final Rule as to general authority and fees, 1/27/12, 59 DCR 531)
5-A82	ORGANIZATION AND PROCEDURES OF THE EDUCATION LICENSURE COMMISSION (Final Rule, 1/18/91, 38 DCR 598)
5-E	5-E Chapters (nearly 30 chapters, among which HOME SCHOOLING, IMMUNIZATION, etc.), are being updated and planned for migration to 5-A within FY13 in consultation with the Deputy Mayor of Education, OPLA, DCPS, State Board of Education, and the Public Charter School Board.
16-36	CONSUMERS, COMMERCIAL PRACTICES, & CIVIL INFRACTIONS, DEPARTMENT OF HEALTH (DOH) INFRACTIONS: Section 3602, CHILD CARE AND CHILD PLACING INFRACTIONS (Final Rule – 5/27/05, 52 DCR 4981 (Under Review for Migration and Update to 5A-2)
22-B30	PUBLIC HEALTH AND MEDICINE - CENTRAL REFERRAL BUREAU; HEALTH CARE FEES (Final Rules Sections 3027; 3028 – 9/26/97, 44 DCR 5501- Proposed for Repeal/Update in 5-A 31 (Early Intervention Program for Infants and Toddlers with Disabilities – see above Proposed Rule 31/2 nd – 1/25/13, 60 DCR 771 – Comment Period to 3/25/13).
29-3	PUBLIC WELFARE - CHILD DEVELOPMENT FACILITIES Rule under Revision and for Migration to 5-A 1/2 (Section 380 (Subsidies/Fees) - Final Rule – 1/22/10, 57 DCR 984; Remainder of Rule under Revision – 4/27/07 , 54 DCR 3793)
29-18	PUBLIC WELFARE - HEARING PROCEDURES FOR THE EARLY INTERVENTION SERVICES PROGRAM (Final Rule - 9/26/97, 44 DCR 5501) Latest Revision Incorporated into New Proposed Rule/2 nd : Early Intervention Program for Infants and Toddlers with Disabilities, 1/25/13, 60 DCR 771 – Comment Period to 3/25/13) 29-70 PUBLIC WELFARE – TUITION GRANT PROGRAM (Final Rule, 6/1/01, 48 DCR 5013)

2) Please provide any schedule OSSE has for review of these regulations. What regulations does OSSE anticipate will be re-reviewed or redrafted in FY13?

Title – chapter	CHAPTER TITLE	STATUS	TARGET DATE Month/2013
5A-1	CHILD DEVELOPMENT FACILITIES (based on 29-3; 16-3602)	Revisions in Process	2/ 2013 for Proposed Rule
5-A2	CHILD DEVELOPMENT FACILITIES-SUBSIDIES/FEES (based on 29-380)	Revisions in Process	3/ 2013 for Proposed Rule
5A-21	COMPULSORY EDUCATION AND SCHOOL ATTENDANCE	Proposed Rulemaking - 1/4/13 Comment Period closes 2/4/13	2/ 2013 for Final Rule or Revised Proposed Rule
5A-25	STANDARDS FOR STUDENT CODE OF CONDUCT	Proposed Rulemaking - 8/17/12 ; Comment period extended; Review of public comments underway.	2,3/ 2013 for Final Rule or revised Proposed Rule
5A-27	INTERSTATE ATHLETICS	Final Rule 2012- Revisions to clarify eligibility under consideration.	2,3/ 2013 for Proposed Rule
5A-28	NONPUBLIC SPECIAL EDUCATION SCHOOLS AND PROGRAMS SERVING STUDENTS WITH DISABILITIES FUNDED BY THE DISTRICT OF COLUMBIA AND SPECIAL EDUCATION RATES	Limited revisions in process to address prone restraint and other clarifications to existing rules	3,4/2013, Proposed Rule
5A-31	EARLY INTERVENTION PROGRAM FOR INFANTS AND TODDLERS WITH DISABILITIES (IDEA Part C)	Proposed Rulemaking – 1/25/13 – 60 Day Comment Period	5,6/ 2013 for Final Rule or Revised Proposed Rule
5A-32	SPECIAL EDUCATION DISPUTE RESOLUTION (STUDENT HEARING OFFICE)	Proposed Rulemaking – 11/30/12 –Consideration of Public Comments Underway	2/4 – 2013 for Final or Revised Proposed Rule
5A-50	NON RESIDENTS ATTENDING DISTRICT OF COLUMBIA PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS	Proposed Rule combining A-50 + A-51 –In Process	2/ 2013 for Proposed Rulemaking

*Rules on Longer-Term Review: Tuition Grant Program, 29-70; Education Licensure Commission Organization and Rules – update with law for on-line education 5-A80/82; Grades, Promotion and Graduation 5-A22; and state level 5-E (Original Title 5 Rules for migration and/or updating) in FY 2013.

BUDGET QUESTIONS

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

- a) At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
- b) At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
- c) At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.**

RESPONSE:

- The following attachment lists OSSE's budget information by agency level, program, level, and activity level, including the amount budgeted and actually spent for FY 12 and to date in FY13 and the spending variances
 - 2012-01-31 GC0 Oversight Hearing SLS
 - 2012-01-31 GD0 Oversight Hearing SLS
 - 2012-01-31 GN0 Oversight Hearing SLS
 - 2012-01-31 GO0 Oversight Hearing SLS

Charter School Payments - Performance Oversight Questions:

Question 7: Fiscal Year 2013 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
INTRADISTRICT FUNDS	50	507	6,667,200	-	6,667,200	
INTRADISTRICT FUNDS Total			6,667,200	-	6,667,200	
LOCAL FUND	50	507	535,363,520	329,962,876	205,400,644	
LOCAL FUND Total			535,363,520	329,962,876	205,400,644	
Grand Total			542,030,720	329,962,876	212,067,844	

OSSE Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
CAPITAL FUND - OTHER	41	409	2,000,000.00	-	(2,000,000.00)	
	41 Total		2,000,000.00	-	(2,000,000.00)	
CAPITAL FUND - OTHER Total			2,000,000.00	-	(2,000,000.00)	
DEDICATED TAXES	11	111	407,111.00	-	407,111.00	
	11 Total		407,111.00	-	407,111.00	
	14	147	86,877.50	854.55	86,022.95	
		148	-	(854.55)	854.55	
	14 Total		86,877.50	(0.00)	86,877.50	
	41	409	1,447,428.00	-	1,447,428.00	
	41 Total		1,447,428.00	-	1,447,428.00	
	50	506	2,324,584.00	8,246.65	2,316,337.35	
	50 Total		2,324,584.00	8,246.65	2,316,337.35	
DEDICATED TAXES Total			4,266,000.50	8,246.65	4,257,753.85	
FEDERAL GRANT FUND	11	111	2,889,846.21	3,774,142.88	(884,296.67)	
	11 Total		2,889,846.21	3,774,142.88	(884,296.67)	
	12	121	592,709.97	316,750.86	275,959.11	
		123	34,706.00	-	34,706.00	
		125	2,273,503.53	1,980,324.16	293,179.37	
	12 Total		2,900,919.50	2,297,075.02	603,844.48	
	13	134	-	34,896.00	(34,896.00)	
		135	-	275.13	(275.13)	
		174	-	6,963.35	(6,963.35)	
	13 Total		-	42,134.48	(42,134.48)	
	14	141	-	3,357.53	(3,357.53)	
		142	-	360,852.97	(360,852.97)	
		147	1,224,318.85	221,785.81	1,002,533.04	
		148	-	272,071.64	(272,071.64)	
		152	-	11,700.33	(11,700.33)	
		154	-	4,498.53	(4,498.53)	
		155	-	11,553.14	(11,553.14)	
		157	-	378.29	(378.29)	
		158	-	64,964.68	(64,964.68)	

OSSE Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
		159	-	158,949.33	(158,949.33)	
		160	-	1,734.93	(1,734.93)	
		161	-	7,287.01	(7,287.01)	
	14 Total		1,224,318.85	1,119,134.19	105,184.66	
	15	133	-	1,387.00	(1,387.00)	
	15 Total		-	1,387.00	(1,387.00)	
	20	201	133,832.10	127,056.31	6,775.79	
		204	6,021.83	1,522.23	4,499.60	
		210	15,780.19	15,780.19	-	
		250	-	632.11	(632.11)	
	20 Total		155,634.12	144,990.84	10,643.28	
	31	308	221.00	206.65	14.35	
	31 Total		221.00	206.65	14.35	
	40	401	7,518.02	3,291.00	4,227.02	
		402	212,013.72	107,669.78	104,343.94	
		408	3,104,857.45	3,113,760.50	(10,563.78)	
		410	152.00	152.00	-	
		411	7,125.05	6,362.57	762.48	
		414	2,284.80	-	2,284.80	
		416	90.00	4.93	85.07	
		418	-	12,284.80	(12,284.80)	
		424	39,977.90	30,187.00	9,790.90	
		425	245,468.48	267,104.78	(21,636.30)	
	40 Total		3,619,487.42	3,540,817.36	77,009.33	
	41	409	8,650,879.79	8,151,837.82	499,041.97	
	41 Total		8,650,879.79	8,151,837.82	499,041.97	
	50	506	186,214,303.38	170,684,999.25	(2,173,604.87)	
		507	4,621,008.51	2,324,245.33	2,296,763.18	
		523	22,708.48	5,000.00	17,708.48	
		540	30,585.49	30,585.49	-	
	50 Total		190,888,605.86	173,044,830.07	140,866.79	
	70	701	-	406.07	(406.07)	

OSSE Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
		702	324,387.33	282,564.17	41,823.16	
		704	56,244.91	56,094.54	150.37	
		710	18,123.58	18,123.58	-	
	70 Total		398,755.82	357,188.36	41,567.46	
FEDERAL GRANT FUND Total			210,728,668.57	192,473,744.67	550,354.17	
FEDERAL PAYMENTS	11	111	627,638.28	425,123.06	202,515.22	
	11 Total		627,638.28	425,123.06	202,515.22	
	12	125	1,001,109.68	512,303.16	488,806.52	
	12 Total		1,001,109.68	512,303.16	488,806.52	
	13	134	-	20,495.84	(20,495.84)	
		135	-	236.49	(236.49)	
		174	-	1,663.96	(1,663.96)	
	13 Total		-	22,396.29	(22,396.29)	
	14	141	-	738.92	(738.92)	
		142	-	99,429.32	(99,429.32)	
		147	372,805.02	(21,360.99)	394,166.01	
		148	-	61,759.62	(61,759.62)	
		152	-	843.82	(843.82)	
		154	-	1,078.70	(1,078.70)	
		155	-	2,996.90	(2,996.90)	
		158	-	14,443.78	(14,443.78)	
		159	-	37,661.75	(37,661.75)	
		160	-	48.50	(48.50)	
		161	-	5,145.45	(5,145.45)	
	14 Total		372,805.02	202,785.77	170,019.25	
	20	201	15,000.00	8,674.38	6,325.62	
	20 Total		15,000.00	8,674.38	6,325.62	
	40	401	5,000.00	3,759.33	1,240.67	
		402	47,000.00	10,078.98	35,455.25	
		408	177,600.47	77,813.91	99,786.56	
		410	75,000.00	68,708.71	6,291.29	
		411	25,000.00	11,890.00	13,110.00	

OSSE Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
		424	3,500.00	(280.00)	3,780.00	
		425	3,000.00	2,985.00	15.00	
	40 Total		336,100.47	174,955.93	159,678.77	
	41	409	187,000.00	122,629.43	62,504.93	
		459	46,663.71	46,435.46	228.25	
	41 Total		233,663.71	169,064.89	62,733.18	
	50	506	47,393,918.66	27,993,215.99	19,400,702.67	
	50 Total		47,393,918.66	27,993,215.99	19,400,702.67	
	70	702	4,088.18	4,069.58	18.60	
		710	15,676.00	-	15,676.00	
	70 Total		19,764.18	4,069.58	15,694.60	
FEDERAL PAYMENTS Total			50,000,000.00	29,512,589.05	20,484,079.54	
INTRADISTRICT FUNDS	11	111	-	2,764.20	(2,764.20)	
	11 Total		-	2,764.20	(2,764.20)	
	12	121	12,752.00	-	12,752.00	
		125	29,902.59	29,358.03	544.56	
	12 Total		42,654.59	29,358.03	13,296.56	
	14	141	-	22.81	(22.81)	
		142	-	3,947.47	(3,947.47)	
		147	10,703.88	150.25	10,553.63	
		148	-	1,842.09	(1,842.09)	
		154	-	35.35	(35.35)	
		155	-	99.91	(99.91)	
		158	-	430.88	(430.88)	
		159	-	1,402.34	(1,402.34)	
		161	-	249.46	(249.46)	
	14 Total		10,703.88	8,180.56	2,523.32	
	20	201	2,550.00	2,007.48	542.52	
	20 Total		2,550.00	2,007.48	542.52	
	31	308	450.00	-	450.00	
	31 Total		450.00	-	450.00	
	40	401	4,560.00	-	4,560.00	

OSSE Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
		408	174,137.60	-	174,137.60	
		427	18,000.00	6,025.00	11,975.00	
	40 Total		196,697.60	6,025.00	190,672.60	
	41	409	1,415,000.00	246,150.00	1,168,850.00	
	41 Total		1,415,000.00	246,150.00	1,168,850.00	
	50	506	6,712,611.61	6,597,888.27	114,723.34	
		507	31,108,178.00	31,109,437.00	(1,259.00)	
	50 Total		37,820,789.61	37,707,325.27	113,464.34	
INTRADISTRICT FUNDS Total			39,488,845.68	38,001,810.54	1,487,035.14	
LOCAL FUND	11	111	8,081,120.74	9,851,320.56	(1,770,199.82)	
	11 Total		8,081,120.74	9,851,320.56	(1,770,199.82)	
	12	121	21,927.04	81,963.64	(60,036.60)	
		122	-	27,702.08	(27,702.08)	
		124	-	29,587.70	(29,587.70)	
		125	5,858,017.58	3,367,936.37	2,490,081.21	
	12 Total		5,879,944.62	3,507,189.79	2,372,754.83	
	13	131	-	5.85	(5.85)	
		134	-	307,687.88	(307,687.88)	
		135	-	863.85	(863.85)	
		136	-	84.78	(84.78)	
		174	-	192,374.71	(192,374.71)	
		137	-	1,200.00	(1,200.00)	
	13 Total		-	502,217.07	(502,217.07)	
	14	141	-	9,421.53	(9,421.53)	
		142	-	1,175,732.38	(1,175,732.38)	
		147	2,978,202.48	54,415.85	2,923,786.63	
		148	-	725,032.89	(725,032.89)	
		152	-	55,753.82	(55,753.82)	
		154	-	12,953.80	(12,953.80)	
		155	-	36,613.57	(36,613.57)	
		157	-	1,250.18	(1,250.18)	
		158	-	182,340.01	(182,340.01)	

OSSE Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
		159	-	494,155.49	(494,155.49)	
		160	-	3,127.23	(3,127.23)	
		161	-	55,871.40	(55,871.40)	
	14 Total		2,978,202.48	2,806,668.15	171,534.33	
	15	133	-	7,629.09	(7,629.09)	
	15 Total		-	7,629.09	(7,629.09)	
	20	201	262,493.51	230,142.93	30,564.45	
		204	20,000.00	13,482.70	6,517.30	
		210	42,568.20	43,369.94	(801.74)	
	20 Total		325,061.71	286,995.57	36,280.01	
	30	301	1,429.21	1,429.21	-	
		302	1.06	-	1.06	
		305	4,529.33	4,956.16	(426.83)	
		307	306.60	306.60	-	
	30 Total		6,266.20	6,691.97	(425.77)	
	31	308	396,043.00	426,707.81	(30,664.81)	
	31 Total		396,043.00	426,707.81	(30,664.81)	
	32	309	3,928,714.56	3,879,756.45	48,958.11	
	32 Total		3,928,714.56	3,879,756.45	48,958.11	
	33	430	53,405.53	53,405.53	-	
	33 Total		53,405.53	53,405.53	-	
	34	440	2,061.63	2,061.00	0.63	
	34 Total		2,061.63	2,061.00	0.63	
	35	310	22,539.14	-	22,539.14	
	35 Total		22,539.14	-	22,539.14	
	40	401	39,685.00	19,420.12	20,264.88	
		402	93,940.60	67,899.83	24,093.57	
		403	-	(57,257.41)	57,257.41	
		404	23,643.57	66,995.41	(43,351.84)	
		407	846,842.00	806,317.00	40,525.00	
		408	960,277.71	1,592,948.85	(632,671.14)	
		410	29,773.00	78,466.04	(48,693.04)	

OSSE Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
		411	34,000.00	1,245.87	32,754.13	
		414	-	1,700.00	(1,700.00)	
		416	21,500.00	-	21,500.00	
		418	1,468.22	2,679.80	(1,211.58)	
		419	-	(39.00)	39.00	
		424	-	12,575.00	(12,575.00)	
		425	113,228.00	29,338.92	83,889.08	
		427	21,200.00	19,399.74	1,800.26	
		429	2,000.00	-	2,000.00	
		442	111,500.00	25,547.75	85,952.25	
		494	-	90,696.34	(90,696.34)	
		405	-	623.14	(623.14)	
		415	-	24,031.70	(24,031.70)	
	40 Total		2,299,058.10	2,782,589.10	(485,478.20)	
	41	409	14,869,521.72	14,771,379.75	(44,351.27)	
	41 Total		14,869,521.72	14,771,379.75	(44,351.27)	
	50	501	-	(2,400.00)	2,400.00	
		506	55,493,144.98	25,572,139.14	28,924,721.89	
		507	2,083,241.89	30,066,798.85	(27,983,556.96)	
		509	-	(31,627.20)	31,627.20	
	50 Total		57,576,386.87	55,604,910.79	975,192.13	
	70	701	22,800.00	4,643.76	18,156.24	
		702	523,895.97	376,436.20	147,459.77	
		704	28,337.04	37,151.72	(8,814.68)	
		710	8,000.00	17,507.42	(9,507.42)	
		711	2,249.00	127,418.35	(125,169.35)	
		708	23,000.00	-	23,000.00	
	70 Total		608,282.01	563,157.45	45,124.56	
LOCAL FUND Total			97,026,608.31	95,052,680.08	831,417.71	
PRIVATE DONATIONS	20	201	1,300.00	-	1,300.00	
	20 Total		1,300.00	-	1,300.00	
	40	408	2,718.18	1,502.95	1,215.23	

OSSE Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
	40 Total		2,718.18	1,502.95	1,215.23	
	70	702	4,500.00	-	4,500.00	
	70 Total		4,500.00	-	4,500.00	
PRIVATE DONATIONS Total			8,518.18	1,502.95	7,015.23	
PRIVATE GRANT FUND	11	111	-	53,786.94	(53,786.94)	
	11 Total		-	53,786.94	(53,786.94)	
	12	125	90,000.00	36,213.06	53,786.94	
	12 Total		90,000.00	36,213.06	53,786.94	
	14	141	-	38.02	(38.02)	
		142	-	1,261.50	(1,261.50)	
		147	15,300.00	7,189.10	8,110.90	
		148	-	3,192.74	(3,192.74)	
		154	-	40.31	(40.31)	
		155	-	118.09	(118.09)	
		158	-	746.66	(746.66)	
		159	-	2,643.64	(2,643.64)	
		161	-	69.94	(69.94)	
	14 Total		15,300.00	15,300.00	(0.00)	
	40	408	189.74	-	189.74	
		411	-	189.74	(189.74)	
	40 Total		189.74	189.74	-	
PRIVATE GRANT FUND Total			105,489.74	105,489.74	(0.00)	
SPECIAL PURPOSE REVENUE FUNDS	20	201	7,000.00	6,992.61	7.39	
	20 Total		7,000.00	6,992.61	7.39	
	40	401	-	291.22	(291.22)	
		402	3,700.00	5,067.34	(1,367.34)	
		407	-	700.00	(700.00)	
		408	90,290.00	55,252.62	30,997.32	
		410	7,500.00	1,380.90	6,119.10	
		411	2,500.00	-	2,500.00	
		419	13,000.00	7,311.75	5,688.25	

OSSE Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
		424	-	1,600.00	(1,600.00)	
		425	9,930.00	10,063.34	(133.34)	
		427	10,000.00	10,968.16	(968.16)	
	40 Total		136,920.00	92,635.33	40,244.61	
	41	409	97,747.00	86,962.69	10,784.31	
	41 Total		97,747.00	86,962.69	10,784.31	
	50	506	5,946,552.74	-	5,946,552.74	
		507	-	8,000.00	(8,000.00)	
	50 Total		5,946,552.74	8,000.00	5,938,552.74	
	70	702	32,900.00	-	32,900.00	
		710	10,000.00	16,939.12	(6,939.12)	
	70 Total		42,900.00	16,939.12	25,960.88	
SPECIAL PURPOSE REVENUE FUNDS Total			6,231,119.74	211,529.75	6,015,549.93	
Grand Total			409,855,250.72	355,367,593.43	31,633,205.57	

Non-Public Tuition Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
LOCAL FUND	11	111	491,733	894,337	(402,604)	
	11 Total		491,733	894,337	(402,604)	
	12	125	772,658	97,794	674,863	
	12 Total		772,658	97,794	674,863	
	13	134	-	601	(601)	
	13 Total		-	601	(601)	
	14	141	-	601	(601)	
		142	-	103,319	(103,319)	
		147	254,757	-	254,757	
		148	-	57,915	(57,915)	
		154	-	1,093	(1,093)	
		155	-	3,106	(3,106)	
		158	-	13,545	(13,545)	
		159	-	40,902	(40,902)	
		160	-	-	-	
		161	-	5,362	(5,362)	
	14 Total		254,757	225,844	28,913	
	15	133	-	571	(571)	
	15 Total		-	571	(571)	
	20	201	5,000	725	4,275	
	20 Total		5,000	725	4,275	
	40	401	2,200	-	2,200	
		402	8,650	-	8,650	
		407	27,500	-	27,500	
		408	3,400	992,732	(989,332)	
	40 Total		41,750	992,732	(950,982)	
	41	409	40,500	-	40,500	
	41 Total		40,500	-	40,500	
	50	501	9,293,739	-	9,293,739	
		502	-	(16,696)	16,696	
		506	98,138,859	5,038,195	93,100,663	
		507	6,094,322	99,722,400	(93,628,077)	

Non-Public Tuition Performance Oversight Questions:

Question 7: Fiscal Year 2012 Agency's approved budget, actual spending by Fund, CSG & Object

Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
		513	1,293,971	-	1,293,971	
		514	3,870,855	(26,212)	3,897,067	
	50 Total		118,691,746	104,717,687	13,974,059	
	70	702	5,000	250	4,750	
	70 Total		5,000	250	4,750	
LOCAL FUND Total			120,303,143	106,930,541	13,372,603	
Grand Total			120,303,143	106,930,541	13,372,603	

Special Education Transportation - Performance Oversight Questions:

Question 7: Fiscal Year 2013 Agency's approved budget, actual spending by Program, Fund, CSG and Object

Program	Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
4400	4410	INTRADIST	41	-	(1,156,377)	1,156,377	
		INTRADISTRICT FUNDS		-	(1,156,377)	1,156,377	
		LOCAL FUN	11	-	(117,756)	117,756	
			12	-	(872,314)	872,314	
			13	-	(1,868)	1,868	
			14	-	(269,392)	269,392	
			15	-	(97,596)	97,596	
			99	-	(108)	108	
		LOCAL FUND Total		-	(1,359,033)	1,359,033	
	4410 Total			-	(2,515,411)	2,515,411	
	4420	LOCAL FUN	11	-	(116,652)	116,652	
			12	-	(6,537)	6,537	
			13	-	(860)	860	
			14	-	(28,668)	28,668	
			15	-	(10,374)	10,374	
			99	-	(514)	514	
		LOCAL FUND Total		-	(163,605)	163,605	
	4420 Total			-	(163,605)	163,605	
4400 Total				-	(2,679,016)	2,679,016	
9980	(blank)	LOCAL FUN	11	-	38,205	(38,205)	
			12	-	119,562	(119,562)	
			13	-	860	(860)	
			14	-	39,615	(39,615)	
			15	-	14,944	(14,944)	
		LOCAL FUND Total		-	213,185	(213,185)	
	(blank) Total			-	213,185	(213,185)	
9980 Total				-	213,185	(213,185)	
Office of the Director	Communication, Outreach &	INTRADIST	40	500,000	-	500,000	
			41	-	(132,957)	132,957	
		INTRADISTRICT FUNDS		500,000	(132,957)	632,957	
		LOCAL FUN	11	445,348	175,684	269,663	
			12	62,499	7,736	54,763	
			13	-	255	(255)	
			14	116,464	37,065	79,399	

Special Education Transportation - Performance Oversight Questions:

Question 7: Fiscal Year 2013 Agency's approved budget, actual spending by Program, Fund, CSG and Object

Program	Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
			15	-	899	(899)	
			20	263,000	4,358	258,642	
			30	151,440	14,162	137,278	
			32	933,806	331,336	602,470	
			35	607,178	19,040	588,138	
			40	-	3,600	(3,600)	
			41	197,500	17,755	179,745	
		LOCAL FUND Total		2,777,235	611,891	2,165,344	
	Communication, Outreach & Administration Total			3,277,235	478,934	2,798,301	
	Risk Management	LOCAL FUN	11	193,641	32,601	161,040	
			12	-	14,831	(14,831)	
			14	44,408	10,699	33,709	
			15	-	(36)	36	
		LOCAL FUND Total		238,048	58,095	179,954	
	Risk Management Total			238,048	58,095	179,954	
	Program Management & Resource Allocation	LOCAL FUN	11	596,912	58,351	538,561	
			12	-	10,577	(10,577)	
			14	136,890	12,771	124,119	
			15	-	839	(839)	
			40	5,000	370	4,630	
			41	12,000	225	11,775	
			50	486,631	63,605	423,026	
		LOCAL FUND Total		1,237,432	146,738	1,090,695	
	Program Management & Resource Allocation Total			1,237,432	146,738	1,090,695	
T100 Total				4,752,716	683,766	4,068,949	
Performance Management	Systems Implement, App Support & Admin	LOCAL FUN	11	164,996	31,929	133,067	
			14	37,838	4,668	33,171	
			15	-	626	(626)	
		LOCAL FUND Total		202,834	37,223	165,611	
	Systems Implement, App Support & Admin Total			202,834	37,223	165,611	
	Training Coordination And Support	LOCAL FUN	11	344,205	87,045	257,160	
			12	50,350	12,966	37,384	
			13	-	322	(322)	
			14	90,483	22,436	68,047	

Special Education Transportation - Performance Oversight Questions:

Question 7: Fiscal Year 2013 Agency's approved budget, actual spending by Program, Fund, CSG and Object

Program	Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
			15	-	2,769	(2,769)	
			41	115,000	312	114,688	
		LOCAL FUND Total		600,038	125,850	474,188	
	Training Coordination And Logistics Total			600,038	125,850	474,188	
	Data Analysis	LOCAL FUN	11	123,600	100,525	23,075	
			12	-	7,555	(7,555)	
			14	28,345	20,214	8,131	
		LOCAL FUND Total		151,945	128,294	23,651	
	Data Analysis Total			151,945	128,294	23,651	
	Business Process Re-Engine	LOCAL FUN	11	108,931	-	108,931	
			14	24,981	-	24,981	
		LOCAL FUND Total		133,912	-	133,912	
	Business Process Re-Engineering Total			133,912	-	133,912	
	Administrative Support	LOCAL FUN	11	164,866	25,474	139,392	
			12	-	3,462	(3,462)	
			14	37,809	8,275	29,534	
			15	-	1,463	(1,463)	
			31	738,473	94,677	643,796	
			41	97,200	-	97,200	
		LOCAL FUND Total		1,038,347	133,350	904,997	
	Administrative Support Total			1,038,347	133,350	904,997	
T200 Total				2,127,076	424,717	1,702,360	
Parent Call Center	Parent Call Center	LOCAL FUN	11	500,399	137,308	363,092	
			12	37,084	10,450	26,634	
			13	-	2,184	(2,184)	
			14	123,261	35,678	87,583	
			15	-	33,821	(33,821)	
			20	12,563	-	12,563	
			41	50,868	12,057	38,811	
			70	2,329	-	2,329	
		LOCAL FUND Total		726,504	231,497	495,007	
	Parent Call Center Total			726,504	231,497	495,007	
T300 Total				726,504	231,497	495,007	
Routing & Scheduling	Routing & Scheduling	LOCAL FUN	11	274,315	64,317	209,998	

Special Education Transportation - Performance Oversight Questions:

Question 7: Fiscal Year 2013 Agency's approved budget, actual spending by Program, Fund, CSG and Object

Program	Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
			14	62,909	14,075	48,833	
			15	-	1,109	(1,109)	
			20	10,000	81	9,919	
			41	79,541	70,200	9,341	
		LOCAL FUND Total		426,764	149,783	276,982	
	Routing & Scheduling Total			426,764	149,783	276,982	
T400 Total				426,764	149,783	276,982	
Investigations	Investigations	LOCAL FUN	11	440,312	53,120	387,192	
			13	-	608	(608)	
			14	100,977	14,996	85,980	
			15	-	448	(448)	
			20	5,000	-	5,000	
			41	17,900	-	17,900	
			70	37,777	13,712	24,065	
		LOCAL FUND Total		601,966	82,884	519,081	
	Investigations Total			601,966	82,884	519,081	
T500 Total				601,966	82,884	519,081	
Terminal Operations	Terminal Operations Control	LOCAL FUN	11	2,381,784	592,344	1,789,440	
			12	113,742	62,141	51,601	
			13	-	18,383	(18,383)	
			14	572,298	160,376	411,923	
			15	-	53,417	(53,417)	
			20	483,000	3,485	479,515	
			34	983,353	-	983,353	
			41	1,010,019	117,527	892,493	
			70	150,000	-	150,000	
			99	-	3,137	(3,137)	
		LOCAL FUND Total		5,694,197	1,010,810	4,683,387	
	Terminal Operations Control Total			5,694,197	1,010,810	4,683,387	
	5th Street - Drive and Atten	LOCAL FUN	11	1,972,197	578,598	1,393,599	
			12	8,963,521	2,488,968	6,474,553	
			13	-	15,292	(15,292)	
			14	2,510,647	852,664	1,657,983	
			15	334,797	213,360	121,437	

Special Education Transportation - Performance Oversight Questions:

Question 7: Fiscal Year 2013 Agency's approved budget, actual spending by Program, Fund, CSG and Object

Program	Fund	CSG	Object	Budget	Expenditure Balance	Available Balance	Comments
			99	-	3,209	(3,209)	
		LOCAL FUND Total		13,781,162	4,152,091	9,629,071	
	5th Street - Drive and Attend Students Total			13,781,162	4,152,091	9,629,071	
	New York Ave - Drive and A	LOCAL FUN	11	2,677,324	462,543	2,214,782	
			12	18,625,739	4,273,861	14,351,877	
			13	-	17,745	(17,745)	
			14	4,890,236	1,293,036	3,597,201	
			15	652,183	228,224	423,959	
			99	-	430	(430)	
		LOCAL FUND Total		26,845,483	6,275,838	20,569,645	
	New York Ave - Drive and Attend Students Total			26,845,483	6,275,838	20,569,645	
	Southwest - Drive and Atter	LOCAL FUN	11	1,616,717	440,139	1,176,578	
			12	7,171,320	2,642,221	4,529,099	
			13	-	22,958	(22,958)	
			14	2,017,542	830,045	1,187,497	
			15	269,046	291,887	(22,841)	
			99	-	-	-	
		LOCAL FUND Total		11,074,625	4,227,251	6,847,375	
	Southwest - Drive and Attend Students Total			11,074,625	4,227,251	6,847,375	
	Adams Place - Drive and Att	LOCAL FUN	11	1,262,736	499,915	762,821	
			12	10,517,239	2,437,518	8,079,722	
			13	-	40,593	(40,593)	
			14	2,704,398	892,849	1,811,550	
			15	360,644	400,707	(40,063)	
			99	-	378	(378)	
		LOCAL FUND Total		14,845,017	4,271,960	10,573,057	
	Adams Place - Drive and Attend Students Total			14,845,017	4,271,960	10,573,057	
T600 Total				72,240,483	19,937,950	52,302,533	
Fleet Management	Contracted Maintenance, R	LOCAL FUN	40	428,277	-	428,277	

BUDGET QUESTIONS

- 8) Please provide a complete accounting of all intra-district transfers received by or transferred from OSSE during FY13 and to date in FY12. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within OSSE the transfer affected.**

RESPONSE:

- The following attachment lists a complete accounting of all intra-district transfers received by or transferred from OSSE during FY12 and to date in FY13, and includes a narrative on the purpose of the transfers and which programs, activities, and services within OSSE the transfer affected - Accounting for Intradistricts

OSSE PERFORMANCE OVERSIGHT QUESTIONS:				
QUESTION- 8 ACCOUNTING FOR ALL INTRA-DISTRICTS				
TRANSFERRED FROM PUBLIC CHARTER SCHOOLS (GC0) FOR FISCAL YEAR 2013				
APPROPRIATION FUND	DESCRIPTION	SELLER AGENCY NAME	ADVANCES	Narrative
LOCAL TOTAL				
	Public Charter School Payments	OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION	110,000.00	MOU with OSSE for administering Public Charter School payments
LOCAL TOTAL			110,000.00	
VARIANCES			110,000.00	

BUDGET QUESTIONS

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

RESPONSE:

- The following attached provides a complete accounting of all reprogrammings received by or transferred from OSSE during FY12 and to date in FY13, including a narrative on the purpose of the transfers and which programs, activities, and services within OSSE the reprogramming affected - Reprogrammings

OSSE Performance Oversight Questions						
Question 9: List of Reprogrammings for Fiscal Year 2012						
Agency	FY	Division Name/Agency Name	Fund Detail	Funding Source	Requested Amount	Comments
GDO	2013	Wellness and Nutrition Services	0110	Local- Dedicated Taxes	\$ 1,555,000.00	Reprogram requested due to funds needed in order to cover the cost to administer and report the results of the 2012 Youth Risk Behavior Survey (YRBS) and the District of Columbia Assessment System (DC CAS); as well as to pay for project management, consulting services under a new project (NSACPS) and purchase of general office supplies.
GDO	2013	Early Childhood Education	0100	Local	\$ 1,050,000.00	Reprogram requested due to funds needed to align the budget to the appropriate spending plan of the Division for infant and toddlers activities under the Professional Development Assistance program.
GDO	2013	Early Childhood Education	0100	Local	\$ 70,000.00	Request to reprogram due to funds needed to ensure that GED Testing will have sufficient budget authority to support needed expenditures for office supplies, printing and professional services for the administration of GED exams.
GDO	2013	State Board of Education	0100	Local	\$ 3,500.00	Request to reprogram to expense general office supplies
GDO	2013	Special Education	0100	Local	\$ 1,029,310.37	Request to reprogram to properly align the budget with the actual spending needs of the program.
GDO	2013	Special Education	0100	Local	\$ 900,000.00	Request to reprogram to properly align the budget with the actual spending needs of the program.
Local Total					\$ 4,607,810.37	
GDO	2013	Wellness and Nutrition Services	0706	Intra-District	\$ 500.00	Request to reprogram to cover the cost of telephone service costs
Intra-District					\$ 500.00	
GDO	2013	Elementary & Secondary Education	0603	O-Type	\$ 6,195.00	Request to reprogram in order to expense IT equipment, pay for membership dues, and to pay the DC Teacher of the Year award winners.
O-Type					\$ 6,195.00	
GDO	2013	Post Secondary Education & Workforce Readiness	8110	Federal Payment	\$ 495,146.03	Reprogramming request needed to properly allocate funds in alignment with the program's spending plan
GDO	2013	Post Secondary Education & Workforce Readiness	8110	Federal Payment	\$ 525,146.03	Reprogramming request needed to properly allocate funds in alignment with the program's spending plan
Federal Payment Total					\$ 1,020,292.06	
GDO	2013	Elementary & Secondary Education	8230	ST395A/11	\$ 28,175,112.19	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8230	RA388A/09	\$ 936,678.52	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	22377A/12	\$ 1,407,648.96	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	02377A/10	\$ 23,182.00	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Early Childhood Education	8200	32CCDF/13	\$ 175,000.00	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Post Secondary Education and Workforce Readiness	8200	32048A/13	\$ 3,653,979.22	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	32196A/13	\$ 44,030.04	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	32287C/13	\$ 1,052,528.15	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Special Education	8200	32173A/13	\$ 1,103.40	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Special Education	8200	32027A/13	\$ 10,434.47	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Wellness and Nutrition Services	8200	31SAE1/13	\$ 242,137.18	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Wellness and Nutrition Services	8200	31TEF1/13	\$ 39,820.96	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	32196A/13	\$ 43,834.04	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Wellness and Nutrition Services	8200	31SAE1/13	\$ 240,976.34	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Wellness and Nutrition Services	8200	31TEF1/13	\$ 38,823.98	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Wellness and Nutrition Services	8200	31SAE1/13	\$ 240,976.34	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	32010A/13	\$ 44,406,222.58	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	32367A/13	\$ 691,192.58	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	32365A/13	\$ 183,692.95	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	32367B/13	\$ 17,391.00	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	15282A/13	\$ 379,515.19	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	32366B/13	\$ 31,775.17	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Elementary & Secondary Education	8200	21NAEP/12	\$ 4,350.00	To properly align the budget with the program's approved grant spending plan.
GDO	2013	Wellness and Nutrition Services	8200	03PREP/13	\$ 500.00	To properly align the budget with the program's approved grant spending plan.

OSSE Performance Oversight Questions						
Question 9: List of Reprogrammings for Fiscal Year 2012						
Agency	FY	Division Name/Agency Name	Fund Detail	Funding Source	Requested Amount	Comments
GD0	2013	Wellness and Nutrition Services	8200	13DCV1/13	\$ 30,000.00	To properly align the budget with the program's approved grant spending plan.
GD0	2013	Elementary & Secondary Education	8200	32378A/13	\$ 40,716.00	To properly align the budget with the program's approved grant spending plan.
GD0	2013	Early Childhood Education	8230	RA027A/11	\$ 97,462.00	To properly align the budget with the program's approved grant spending plan.
GD0	2013	Elementary & Secondary Education	8230	ST395A/11	\$ 3,500,000.00	To properly align the budget with the program's approved grant spending plan.
Grants Total					\$ 85,709,083.26	

Local	\$ 4,607,810.37
Intra-District	\$ 500.00
Special Revenue (O-Type)	\$ 6,195.00
Federal Payment	\$ 1,020,292.06
Federal Grant	\$ 85,709,083.26
TOTAL	\$ 91,343,880.69

BUDGET QUESTIONS

10) Provide a complete accounting of all OSSE's Special Purpose Revenue Funds for FY12 and FY13.

Please include the following:

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

RESPONSE:

- The following attachment provides a complete accounting of all of OSSE's Special Purpose Revenue Funds for FY12 and FY13, including the required specifics aforementioned in the question above - Special Purpose Revenue

- 11) Please provide the OSSE capital budgets for FY12 and FY13, including amount budgeted and actual dollars spent.**
- a) In addition, please provide an update on all capital projects undertaken in FY12 and FY13. Did any of the capital projects undertaken in FY12 or FY13 have an impact on the operating budget of OSSE? If so, please provide an accounting of such impact.**

RESPONSE:

- The following attachments are OSSE's capital budgets for FY12 and FY13, including the amounts budgeted, the actual dollars spent, and its impacts
 - Attachment GWO CIP-Hearings
 - Attachment OSSE CIP-Hearings
 - Attachment SET CIP-Hearings

OSSE Performance Oversight Questions
Question 11 -GWO CIP- Hearings



Suppress Items - Total is Null or Zero (Rows and columns)

		FY-2011	FY-2012	FY-2013	Total	
		Allotment	Expenditures	Expenditures	Allotment	Expenditures
YY631C-PLANNING FOR PUBLIC & CHARTER SCHOOLS	0300-CAPITAL FUND - OTHER	\$1,500,000.00	\$347,377.63	\$338,415.99	\$1,500,000.00	\$685,793.62
	Appropriated Fund	\$1,500,000.00	\$347,377.63	\$338,415.99	\$1,500,000.00	\$685,793.62
Total	0300-CAPITAL FUND - OTHER	\$1,500,000.00	\$347,377.63	\$338,415.99	\$1,500,000.00	\$685,793.62
	Appropriated Fund	\$1,500,000.00	\$347,377.63	\$338,415.99	\$1,500,000.00	\$685,793.62

Feb 4, 2013

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OSSE Performance Oversight Questions

Worksheet 11-SET Cap. Starline
 Capital LTD Activity and FY 2014 - 2019 Planned Allotments - All Capital Funds (excl Intra-District Funds)

(Project with Lifetime Balances Only)

Report Date: Feb 4, 2013

OC - Special Education Transportation

Project No	Project Title	Old Project No	Implementing Agency	Lifetime Budget	LTD Allotments	Expenditures through FY 2010	Allotments in FY 2011	Expenditures in FY 2011	Allotments in FY 2012	Expenditures in FY 2012	Allotments in FY 2013	Expenditures in FY 2013	LTD Expenditures	Unspent Allotments	Encumbrances	Pre Encumbrances	ID	Lifetime Balance	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	6-yr Total
1	GOCAF00 GOCAF001 - 5TH STREET TERMINAL RENOVATION	BUJ03C	GOO - Default Agency	800,000	800,000	0	0	0	0	0	800,000	0	800,000	0	0	0	0	800,000	0	0	0	0	0	0	0
2	GOPEQ00 GOPEQ001 - SPECIAL ED. VEHICLE REPLACEMENT	BU08C-BU082	GOO - Default Agency	31,784,966	13,153,010	0	1,780,093	0	5,515,636	2,903,687	5,867,280	472,332	3,376,019	9,776,991	0	5,249,200	0	23,169,747	6,021,074	6,223,124	6,387,758	0	0	0	18,631,956
3	BUJ20C SPECIAL EDUCATION TRANSPORTATION PENN CE	BUJ20C	GOO	1,500,000	1,500,000	0	0	0	1,500,000	977,842	0	(366,691)	611,151	888,549	366,691	0	0	522,158	0	0	0	0	0	0	0
Grand Total				34,084,966	15,453,010	0	1,780,093	0	7,015,636	3,881,528	6,667,280	105,641	3,987,170	11,465,840	366,691	5,249,200	0	24,481,905	6,021,074	6,223,124	6,387,758	0	0	0	18,631,956

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

RESPONSE:

- The following attachment provides OSSE's fixed costs budget and actual dollars spent for FY11, FY12 and to date in FY13; it also includes the source of funding and the percentage of these costs assigned to each OSSE program, the percentage change, and a narrative explaining the changes - Fixed Cost

Attachment SET CIP-Hearings

OSSE Performance Oversight Questions

Question 12 - Fixed Costs

		FY 2011		FY 2012		% change from FY 11 and FY12	FY 2013	
Agy Object	Agy Object Title	Budget	YTD Expenditures	Budget	YTD Expenditures		Budget	YTD Expenditures
301	FUEL AUTOMOTIVE	\$ 1,390	\$ -	\$ 1,429	\$ 1,429	3%	\$ 668	\$ -
302	FUEL - HEATING	\$ 2	\$ -	\$ 1	\$ -	-79%		
305	ELECTRICITY	\$ 73,822	\$ 49,698	\$ 4,529	\$ 4,956	-1530%	\$ 4,497	\$ 724
307	WATER	\$ 11,460	\$ 19,631	\$ 307	\$ 307	-3638%	\$ 677	\$ -
308	TELEPHONE, TELETYPE, TELEGRAM, ETC	\$ 487,206	\$ 503,179	\$ 402,043	\$ 427,958	-21%	\$ 458,723	\$ 64,826
309	RENTALS - LAND AND STRUCTURES	\$ 3,581,747	\$ 3,763,893	\$ 3,928,715	\$ 3,879,756	9%	\$ 4,162,362	\$ 929,241
430	JANITORIAL SERVICES	\$ 1,898	\$ 1,678	\$ 53,406	\$ 53,406	96%		
440	SECURITY SERVICES	\$ 2,531	\$ 2,195	\$ 2,062	\$ 2,061	-23%	\$ 2,129	\$ -
310	OCCUPANCY FIXED ASSETS	\$ 37,197	\$ 37,197	\$ 22,539	\$ -	-65%	\$ 79,552	\$ -
404	MAINTENANCE AND REPAIRS - AUTO	\$ 23,291	\$ -	\$ 23,644	\$ 18,765	1%	\$ 1,029,310	\$ -
405	MAINTENANCE AND REPAIRS - MACH			\$ -	\$ 165			
		\$ 4,220,544	\$ 4,377,471	\$ 4,438,674	\$ 4,388,803		\$ 5,737,918	\$ 994,791

% change from FY 12 and FY 13
-53%
-100%
-1%
121%
14%
6%
-100%
3%
253%
4253%

13) Please describe any spending pressures that existed in FY12. 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:

Public Charter Schools (GC0)

Per the District of Columbia Official Code, Section 38-2906.02, Public Charter Schools receive quarterly payments per the UPSFF. The audited student enrollment for Public Charter Schools exceeded the budgeted enrollment creating a spending pressure of \$11,858,755. The spending pressure was identified when we received the audited enrollment count which had 405 more students in the Special Education category, 946 more students in the English Language Learners category and 4,137 more students enrolled in summer school than originally budgeted. The pressure was remedied by a reprogramming from Non- Public Tuition in the amount of \$4,887,755 and a supplemental budget of \$6,971,000.

14) Please identify potential areas where spending pressures may exist in FY13? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY13 budget.

RESPONSE:

Public Charter Schools (GC0)- \$22M

Per the District of Columbia Official Code, Section 38-2906.02, Public Charter Schools receive quarterly payments per the UPSFF. The certified enrollment count is 34,962. The FY 2013 budget was developed based on a 7 percent increase of 33,699 which is 1,263 less than the certified enrollment count. Per legislation we are required to pay based on the certified enrollment count; therefore, there will be a shortfall of approximately \$22M.

Charter Schools Payments (UPSFF) - \$19M

Per the District of Columbia Official Code, Section 38-2906.02, Public Charter Schools receive quarterly payments per the UPSFF. Public Charter Schools were 975 students over their budgeted projections for SY12-13. The following is a summary of the UPSFF Charter Payment spending pressure in SY12-13 based on audited enrollment:

- General Education (includes ELL) +\$11.4M
- Special + \$3.7M
- Sped Residential + \$.5M
- Summer School (Based on 35%) +\$1.5M
- Facilities +\$3.0M
- ELL (over budgeted by \$1.1M) (\$1.1M)
- Supplemental for ELL and Sped TBD

15) Please 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 OSSE 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 costs (i.e. rent, security, janitorial services).

RESPONSE:

The following attachment lists all properties supported by OSSE's budget and its annual accounting costs - OSSE FY12 and FY12 Property Budget

2012 Muncipal Facilities Non-Capital - Dated 1-24-11

CODE	Department	Facility Address	Facility Name	Leased / Owned	SF	Proration	2012 Forecast						2012 Total	Cost PSF
							Total Utilities	Auto Fuel	Total Rent	Total Janitorial	Total Occupancy	Total Security		
GD	STATE SUPERINDENT OF EDUCATION	1725 Fenwick At NE	TransportaionWarehouse	Owned		100%	-		\$ -	\$ 466.80	15,701	\$ -	\$ 16,167.72	\$ -
GD	STATE SUPERINDENT OF EDUCATION	441 4th STREET NW	One Judiciary Square (OJS)	Owned	1,000	0%	\$ 4,836.99		\$ -	\$ 2,730.90	1,419	\$ 2,061.63	\$ 11,048.73	\$ 11.05
GD	STATE SUPERINDENT OF EDUCATION	810 First St		Leased	81,856	69%	\$ -		\$ 3,928,714.56	\$ 50,207.83	5,419	\$ -	\$ 3,984,341.39	\$ 48.68
GD	STATE SUPERINDENT OF EDUCATION	Auto Fuel	Auto Fuel	N/A		100%	\$ -	\$ 1,429.21	\$ -	\$ -		\$ -	\$ 1,429.21	\$ -
GD Total					82,856		\$ 4,836.99	\$ 1,429.21	\$ 3,928,714.56	\$ 53,405.53	\$ 22,539.14	\$ 2,061.63	\$ 4,012,987.06	\$ 48.43
GO	SPECIAL EDUCATION TRAINING	135 NEW YORK AV NW	Transportation Bus Lot	Owned	1,400	100%	484		\$ -	\$ 96,351.28	21,667	\$ 554,745.06	\$ 673,247.16	\$ 480.89
GO	STATE SUPERINDENT OF EDUCATION	2115 5TH ST NE	Transportation Center	Owned	0	100%	34,647		\$ -	\$ 103,096.96	-	\$ 554,745.06	\$ 692,489.40	\$ -
GO	STATE SUPERINDENT OF EDUCATION	Auto Fuel	Auto Fuel	N/A		100%	-	2,666,054	-	-		\$ -	\$ 2,666,053.76	\$ -
GO Total					1,400.00		\$ 35,130.94	\$ 2,666,053.76	\$ -	\$ 199,448.24	\$ 21,667.27	\$ 1,109,490.11	\$ 4,031,790.32	\$ 2,879.85

PERSONNEL QUESTIONS

16) Please provide a list of all FY12 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:

- The following attachment lists all FY12 full-time equivalent positions for OSSE, broken down by program and activity - Agency Organizational Structure

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Agency Organizational Structure

Position Title	Pos. #	Incumbent	Division	Funding
State Superintendent of Education	00047358	Hosanna Mahaley	State Superintendent's Office	Local
<i>Superintendent Executive Assistant ES 12</i>	00035352	Vacant	State Superintendent's Office	Local
Chief of Staff XS 10	00063173	Jose Alvarez	State Superintendent's Office	Local
Director of Fiscal/Federal Grants Compliance MS 15	00073437	Iris Bond Gill	State Superintendent's Office	Federal
<i>Program Support Assistant ES 9</i>	00047362	Angel Terry	Early Childhood Education	Local
<i>Deputy Director Federal Grants MS 14</i>	00073591	Unique Morris	State Superintendent's Office	Local
<i>Program Officer ES 14</i>	00049300	Vacant	State Superintendent's Office	Local
<i>EduJobs Program Officer ES 13</i>	00073436	Carol D'Avilar-Etkins	State Superintendent's Office	Federal
<i>Management Analyst ES 11</i>	00047693	Vacant	State Superintendent's Office	Local
<i>Program Support Specialist ES 9</i>	00061483	Stacie Thomas	State Superintendent's Office	Local
<i>Management Analyst ES 12</i>	00073626	Allen Kramer	State Superintendent's Office	Federal
Policy Director MS 14	00047140	Carolyn Terry-Taylor	Early Childhood Education	Local
Assoc. Dir. of Operations & Administrative Services MS 14	00047800	Walter Lundy, Jr.	Early Childhood Education	Local
<i>Management Analyst ES 13</i>	00051040	Helen Jordan	Early Childhood Education	Local
<i>Program Support Specialist ES 11</i>	00047086	Angelia McDuffie	Early Childhood Education	Local
<i>Grants Specialist ES 9</i>	00051247	Lillian Tettech	Early Childhood Education	Local
<i>Program Assistant ES 7</i>	00047100	Kesha Scrivner	Early Childhood Education	Local
Director of Communications MS 14	00046925	Vacant	State Superintendent's Office	Local
<i>Communications Specialist ES 12</i>	00050831	Jeralyn Cave	State Superintendent's Office	Local
<i>Communications Specialist ES 12</i>	00046225	Ayan Islam	State Superintendent's Office	Local
<i>Communications Specialist ES 12</i>	00000000	Vacant	State Superintendent's Office	Local
Director of Legislative & Intergovernmental Affairs MS 14	00051449	Vacant	State Superintendent's Office	Local
<i>Program Support Assistant ES 9</i>	00051410	Vacant	State Superintendent's Office	Local
<i>Executive Director (SBOE) MS 13</i>	00044826	Jesse Rauch	State Board of Education	Local
<i>Management Analyst ES 12</i>	00073382	Keinde Thomas	State Board of Education	Local
<i>Staff Assistant ES 9</i>	00046371	Jamikka Briscoe	State Board of Education	Local
<i>Education Research Analyst ES 14</i>	00047691	Rhonda Baylor	State Superintendent's Office	Local
<i>Staff Assistant ES 11</i>	00051153	Vacant	State Superintendent's Office	Local
<i>Administrative Support Specialist ES 7</i>	00048093	Maisha Hayes	State Superintendent's Office	Local
Chief Technology Officer MS 16	00051251	Thomas Fontenot	Chief Information Office	Local
<i>Executive Assistant ES 11</i>	00046621	Tangee Dingle	Chief Information Office	Local
Director of Project Management MS 15	00051125	Matthew Brownlee	Chief Information Office	Local
<i>Project Management Analyst ES 14</i>	00047236	James Powell	Chief Information Office	Local
<i>Archivist ES 12</i>	00046519	Christine Paluch	Chief Information Office	Local
<i>IT Specialist ES 13</i>	00046638	Sean Braunstein	Chief Information Office	Local
<i>IT Specialist ES 12</i>	00048735	Andrew Sabatelli	Chief Information Office	Local
<i>ATC/Web Coordinator</i>	00045948	Vacant	Chief Information Office	Local
<i>IT Specialist (DOT) ES 12</i>	00048200	Julian Lytle	Chief Information Office	Local
<i>IT Specialist ES 12</i>	00047594	Vacant	Chief Information Office	Local
<i>IT Specialist ES 12</i>	00051024	Jason Sumner	Chief Information Office	Local

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Agency Organizational Structure

SLED Help Desk ES 11	00045897	Glen White	Chief Information Office	Local
SLED Help Desk ES 11	00048837	Crystal Hurd	Chief Information Office	Local
Payroll Technician ED 11	00051318	Tiana Washington	CIO/Student Transportation	Local
Director of Applications MS 15	00051261	Don Davis	Chief Information Office	Local
IT Specialist ES 14	00048197	MD Ashan	Chief Information Office	Local
IT Specialist ES 14	00050988	Vacant	Chief Information Office	Local
IT Specialist ES 14	00048199	Ahmed Alattar	Chief Information Office	Local
IT Specialist ES 14	00051154	Vacant	Chief Information Office	Local
IT Specialist ES 13	00047689	Teko Foly	Chief Information Office	Local
IT Specialist ES 12	00047582	Vacant	Chief Information Office	Local
IT Specialist ES 14	00050989	Miriam Rudder-Holman	Chief Information Office	Local
Director of Enterprise Data Management MS 16	00073441	Jeffrey Noel	Data Management	Local
SLED Program Officer ES 14	00044830	William Henderson	Data Management	Local
Project Director (SEDS) MS 14	00044538	Jessica Enos	Data Management	Local
Management Analyst ES 11	00047575	Katherine Williams	Data Management	Local
Management Analyst ES 11	00047937	Vacant	Data Management	Local
Program Coordinator ES 14	00073556	Johnnie Meadors	Data Management	Local
Management Analyst ES 12	00073450	Tommy Shen	Data Management	Federal
EdFacts Coordinator ES 13	00046833	Tonia Lovelave	Data Management	Federal
Information Technology Specialist ES 13	00047142	Jate Pan	Early Childhood Education	Local
Education Research Analyst ES 13	00047069	Hannah Page	Early Childhood Education	Local/Federal
Management Analyst ES 12	00073401	Vacant	Data Management	Local/Federal
Management Analyst ES 12	00073399	Vacant	Data Management	Local
Deputy State Superintendent MS 16	00063410	Sandra Schlicker	Deputy State Superintendent	Local
Staff Assistant ES 11	00046224	Monique Brown	Early Childhood Education	Local
Director, Licensure & Compliance MS 14	00051155	Dr. Bridgette Rogers	Early Childhood Education	Local
Program Manager MS 14	00070707	Valerie Ware	Early Childhood Education	Local
Clerical Assistant ES 6	00047102	Brenda Vann	Early Childhood Education	Local
Licensing ES 12	00070872	Cynthia Mitchell	Early Childhood Education	Local
Licensing ES 12	00048104	Jessica Parker	Early Childhood Education	Local
Licensing ES 12	00070873	Pushpa Agarwal	Early Childhood Education	Local
Licensing ES 12	00070876	Candia Faison	Early Childhood Education	Local
Licensing ES 12	00070874	Zahra Ali	Early Childhood Education	Local
Licensing ES 12	00048101	Kimberly Handon Lindsey	Early Childhood Education	Local
Education Services Monitor (Bilingual) ES 12	00047091	Yesset Makonnen	Early Childhood Education	Local
Complaint Coordinator ES 12	00048100	Karen Buster	Early Childhood Education	Local
Program Analyst ES 13	00044122	Rhoma Battle	Wellness & Nutrition Services	Local/Federal
Health Education Specialist ES 11	00073521	Erin Watts	Wellness & Nutrition Services	Local
Management Analyst MS 13	00046546	Vacant	Wellness & Nutrition Services	Local
Staff Assistant ES 9	00036453	Angelina Jameson-Jones	Wellness & Nutrition Services	Local
School Program Manager MS 14	00073522	Christi Dorsey	Wellness & Nutrition Services	Local/Federal

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Agency Organizational Structure

<i>Sr. Program Specialist ES 12</i>	00025512	Rita Akers	Wellness & Nutrition Services	Local/Federal
<i>Program Specialist ES 12</i>	00019399	Diedre Bell	Wellness & Nutrition Services	Local/Federal
<i>Program Specialist ES 12</i>	00046053	Major Langford	Wellness & Nutrition Services	Local/Federal
<i>Program Specialist ES 12</i>	00040781	Vacant	Wellness & Nutrition Services	Federal
<i>Program Specialist ES 12</i>	00046114	Wayne Gardiner	Wellness & Nutrition Services	Local/Federal
<i>Nutrition Education Specialist CS 9 WAE</i>	00046883	Vacant	Wellness & Nutrition Services	Federal
<i>Summer Food Monitor ES 7</i>	00051416	Doreen Johnson	Wellness & Nutrition Services	Local/Federal
<i>School Meals Program Specialist ES 9 H-S-A</i>	00073506	Barbara Adams	Wellness & Nutrition Services	Local/Federal
<i>Claims Specialist ES 9</i>	00050752	Talitha Jordan	Wellness & Nutrition Services	Local/Federal
<i>School Meal Program Specialist ES 11</i>	00073505	Vacant	Wellness & Nutrition Services	Local/Federal
<i>School Meal Program Specialist ES 12</i>	00076785	Noni Robinson	Wellness & Nutrition Services	Federal
Nutrition Manager MS 13	00073518	Dawanna James-Holly	Wellness & Nutrition Services	Local/Federal
<i>Health & Wellness Specialist ES 9</i>	00073507	Nichelle Johnson	Wellness & Nutrition Services	Local
<i>Garden Specialist ES 12</i>	00073526	Sam Ullery	Wellness & Nutrition Services	Local
<i>Health & Wellness Specialist ES 9</i>	00073509	Brittany Oberderf	Wellness & Nutrition Services	Local
<i>Farm to School Specialist ES 12</i>	00073481	Erica Steinhart	Wellness & Nutrition Services	Federal
Health Education Manager MS 13	00075538	Kafui Doe	Wellness & Nutrition Services	Local/Federal
<i>Sexual Health Education Specialist ES 11</i>	00047860	Julie Ost	Wellness & Nutrition Services	Federal
<i>Sexual Health Education Specialist ES 11</i>	00073583	Sombo Pujeh	Wellness & Nutrition Services	Federal
<i>Health Education Specialist ES 11</i>	00075539	LaTonia Coryatt	Wellness & Nutrition Services	Local/Federal
<i>Health Staff Assistant ES 9</i>	00071609	Kevon Harris	Wellness & Nutrition Services	Local/Federal
CAFP Manager MS 14	00073535	Norma Birkhead	Wellness & Nutrition Services	Local/Federal
<i>Program Specialist ES 12</i>	00000912	Carolyn Wait	Wellness & Nutrition Services	Local/Federal
<i>Program Specialist ES 12</i>	00048038	Suzanne Henley	Wellness & Nutrition Services	Local/Federal
<i>Program Specialist ES 11</i>	00023315	Katrina Florek	Wellness & Nutrition Services	Federal
<i>Program Specialist ES 11</i>	00073508	Deborah Taylor	Wellness & Nutrition Services	Local/Federal
<i>Training Specialist CS 0 WAE</i>	00075158	Vacant	Wellness & Nutrition Services	Federal
<i>Summer Food Program Specialist ES 12</i>	00047421	Elisabeth Sweeting	Wellness & Nutrition Services	Local/Federal
Statewide Athletic Director MS 14	00047964	Clark Ray	Wellness & Nutrition Services	Local
<i>Program Coordinator CS 12</i>	00044046	Sean Conley	Wellness & Nutrition Services	Local
<i>Special Events Coordinator CS 11</i>	00051294	Kenneth Owens	Wellness & Nutrition Services	Local
<i>Program Coordinator CS 12</i>	00072200	Michael Williams	Wellness & Nutrition Services	Local
Chief Operating Officer MS 16	00047625	RaeShawn Crosson-Settles	Business & Support Services	Local
<i>Special Assistant CS 14</i>	00051264	Vacant	Business & Support Services	Local
<i>Program Analyst (SEDC) ES 13</i>	00047632	Charlene Hayling-Williams	State Superintendent's Office	Local
<i>Management Analyst ES 11</i>	00046203	Vacant	Business & Support Services	Local
<i>Staff Assistant ES 9</i>	00045485	Lysa Romero	Business & Support Services	Local
Human Resources Officer MS 15	00045719	Walter Crawford	Business & Support Services	Local
<i>Management Liaison Specialist ES 11 (GO)</i>	00050304	Andrew Morton	Business & Support Services	Local
Supervisory Management Liaison Specialist (Recruitment) MS 13	00048028	Wendy Smith	Business & Support Services	Local
<i>Management Liaison Specialist ES 12</i>	00045887	Anthony Jones	Business & Support Services	Local

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Management Liaison Specialist ES 11	00070690	Denise Jackson	Business & Support Services	Local
Management Liaison Specialist ES 11	00063408	Andre R. Terry	Business & Support Services	Local
Management Liaison Specialist ES 12	00070242	Candace Featherstone	Business & Support Services	Local
Supervisory Management Liaison Specialist (Employee Relations) MS 13	00070183	Tracey Langley	Business & Support Services	Local
Management Liaison Specialist ES 12 (GO)	00072012	Lori Gross	Business & Support Services	Local
Management Liaison Specialist ES 11	00048020	Vivian Joseph	Business & Support Services	Local
Management Liaison Specialist ES 9 (GO)	00049764	Renee Prather-Hairston	Business & Support Services	Local
Management Liaison Specialist ES 9	00000000	Vacant	Business & Support Services	Local
Supervisory Management Liaison Specialist MS 13 (GO)	00049267	Eva Laguerre	Business & Support Services	Local
Substance Abuse Specialist CS 9 (GO)	00072188	Victoria Walker	Business & Support Services	Local
Substance Abuse Specialist CS 9 (GO)	00072189	Jennifer Jenkins	Business & Support Services	Local
Substance Abuse Specialist CS 9 (GO)	00072190	Kenneth Roberson	Business & Support Services	Local
Management Liaison Specialist (Timekeeper) ES 9 (GO)	00072133	Vacant	Business & Support Services	Local
Management Liaison Specialist (Timekeeper) ES 9 (GO)	00071964	Shaunita Johnson	Business & Support Services	Local
Management Liaison Specialist ES 9	00046517	Nathan Marshall	Business & Support Services	Local
Program Officer CS 14	00052136	Vacant	Business & Support Services	Local
Management Liaison Specialist CS 9	00051236	Vacant	Business & Support Services	Local
Director of Operational Management MS 15	00048590	Gregory Ellis	Business & Support Services	Local
Administrative Officer MS 14	00073514	Vacant	Business & Support Services	Local
Risk Management Coordinator ES 13	00045805	Jocelyn Johnson	Business & Support Services	Local
Management Analyst ES 11	00051041	Vacant	Business & Support Services	Local
Management Analyst ES 11	00045643	Jai-Ahmal Mitchell	Business & Support Services	Local
Program Support Technician ES 9	00047105	Joseph Williams	Business & Support Services	Local
Management Analyst ES 12	00050771	Lisa Devlin	Business & Support Services	Local
Management Analyst ES 11	00071856	Tanya Mackall	Business & Support Services	Local
Customer Service Representative ES 7	00072971	Francine Redwood	Business & Support Services	Local
Customer Service Representative ES 7	00046782	Vacant	Business & Support Services	Local
Archivist Manager MS 12	00047307	Kimberly Springle	Business & Support Services	Local
Customer Service Representative ES 7	00073379	Beverly Hairston	Business & Support Services	Local
Customer Service Representative ES 7	00073380	Loren Stevens	Business & Support Services	Local
Supervisory Eligibility & Subsidy MS 13	00048095	Giovannie Rivera	Early Childhood Education	Local
Eligibility Monitor ES 11	00051177	Chantana Millen	Early Childhood Education	Local/Federal
Eligibility Monitor ES 11	00047107	Michelle Hood	Early Childhood Education	Local/Federal
Eligibility Monitor ES 12	00047106	Toya Thompson	Early Childhood Education	Local/Federal
Education Services Monitor ES 9	00048882	Gilvina Cephas	Early Childhood Education	Local/Federal
Program Support Assistant ES 7	00047293	Erica Nelson	Early Childhood Education	Local
Program Support Assistant ES 7	00047067	Erica Anderson	Early Childhood Education	Local
Education Services Monitor ES 11	00047099	Stephanie Tindal	Early Childhood Education	Local/Federal
Program Monitor ES 11	00048881	Charity Nworkie	Early Childhood Education	Local/Federal
Program Monitor ES 11	00047859	Robin Wallace	Early Childhood Education	Local/Federal
Program Analyst ES 11	00048592	Nikki Roach	Business & Support Services	Local

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Education Services Monitor ES 12	00047093	Stormy Stringer	Early Childhood Education	Local/Federal
Education Services Monitor ES 12	00047092	Vivian Smith	Early Childhood Education	Local/Federal
Supervisory Contracting Officer MS 15	00048212	Alvin Stith	Business & Support Services	Local
Contract Specialist ES 13	00046446	Constance Weaver-Thomas	Business & Support Services	Local
Contract Specialist ES 13	00051333	Nicole Matthews	Business & Support Services	Local
Contract Specialist ES 11	00046926	William Proctor	Business & Support Services	Local
Management Analyst ES 13 (Vehicle Acquisitions)	00046670	Tamera Anderson	Business & Support Services	Local
Deputy Director	00073612	Jan Holland-Chatman	Business & Support Services	Local
Paralegal Specialist ES 12	00046773	Mona Patel	Business & Support Services	Local
Data Management Analyst ES 13	00073479	Michelle Fuller	Business & Support Services	Local
Customer Service Representative ES 9	00073378	Tawanda Owens	Business & Support Services	Local
Management Analyst ES 12	00047029	Pamela Brown	Business & Support Services	Local
Program Support Assistant ES 8	00047579	Donna Bryan	Business & Support Services	Local
Student Hearing Coordinator ES 11	00047644	Sharon Courm	Business & Support Services	Local
Assistant Superintendent of Specialized Education MS 16	00063143	Amy Maisterra	Specialized Education	Local
Special Assistant ES 14	00045721	Desiree Brown	Specialized Education	Local
Special Assistant ES 14	00048159	Kerda Dehann	Specialized Education	Local
Director of Training & Technical Assistance MS 15	00046373	Vacant	Specialized Education	Local
Staff Assistant ES 9	00047780	Ashley Zielinski	Specialized Education	Part B - Federal
Training & Technical Specialist (Data) ES 12	00048156	Karmen Rouland	Specialized Education	Part B - Federal
Child Identification Specialist (Part B) ES 12	00051161	Annette Thacker	Specialized Education	Part B - Federal
Training & Technical Specialist HILI ES 13	00074856	Amy Nate' Dearden	Specialized Education	Part B - Federal
RTI Specialist ES 13	00046195	Vacant	Specialized Education	Local
PBIS ES 13	00047668	Vacant	Specialized Education	Part B - Federal
Training & Technical Specialist (ERW) ES 14	00047692	Vacant	Specialized Education	Part B - Federal
Education Program Specialist ES 12	00074855	Melanie Grant	Specialized Education	Local
Early Intervention Manager MS 15	00047101	Jeri Johnston-Stewart	Specialized Education	Part C - Federal
Early Intervention Specialist ES 12	00048877	Vacant	Specialized Education	Part C - Federal
Program Assistant ES 9	00047070	Dorothy Daniels	Specialized Education	Part C - Federal
Supervisory Transition Coordinator	00047554	Kim Morrison	Specialized Education	Part C - Federal
Early Intervention Specialist ES 7	00047068	Julie Wennekes	Specialized Education	Part C - Federal
Early Intervention Intake Assistant Bilingual ES 12	00047555	Raquel Medrano	Specialized Education	Part C - Federal
Early Intervention Intake Assistant ES 7	00047098	Cheryl Parker	Specialized Education	Part C - Federal
Early Intervention Specialist ES 12	00075828	Amanda Tuck	Specialized Education	Part C - Federal
Early Intervention Specialist ES 12	00047291	Vacant	Specialized Education	Part C - Federal
Early Intervention Specialist ES 12	00044266	Deborah Ali	Specialized Education	Part C - Federal
Early Intervention Specialist ES 12	00047145	Abigail Swofford	Specialized Education	Part C - Federal
Social Services Program Specialist ES 12	00047297	Wanda Tyler Gueye	Specialized Education	Part C - Federal
Early Intervention Specialist ES 12	00073705	Jennifer Gee	Specialized Education	Part C - Federal
Early Intervention Specialist ES 12	00073704	Ann Glanville	Specialized Education	Part C - Federal
Supervisory Early Intervention Specialist MS 13	00051406	Sandra Smith	Specialized Education	Part C - Federal

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<i>Early Intervention Specialist Bilingual ES 12</i>	00047525	Idaines Rodriquez	Specialized Education	Part C - Federal
<i>Early Intervention Specialist ES 11</i>	00047317	Shaunda Clark	Specialized Education	Part C - Federal
<i>Social Services Proqam Specialist ES11</i>	00051246	Megan Goulet	Specialized Education	Part C - Federal
<i>Proqam Specialist ES 12</i>	00073703	Jacqueline Barksdale	Specialized Education	Part C - Federal
Administrative Management Officer MS 14	00047633	Kieran Bowen	Specialized Education	Local
<i>Financial Analyst ES 13</i>	00046543	Vacant	Specialized Education	Part B - Federal
<i>Grants Management Specialist CS 12</i>	00047578	Shauntell Harley	Specialized Education	Part B - Federal
<i>Staff Assistant CS 11</i>	00047369	Darlene Shelton Epps	Specialized Education	Local
Supervisory Change in Placement Coordinator MS 14	00073690	Yuliana Del Arroyo	Specialized Education	Blackman Jones - Local
<i>Change in Placement Coordinator ES 13 (GNO)</i>	00075101	Vacant	Specialized Education	Local
<i>Change in Placement Coordinator ES 12</i>	00050874	Adrienne Rodriquez	Specialized Education	Blackman Jones - Local
<i>Change in Placement Coordinator CS 12 (GNO)</i>	00075105	Vacant	Specialized Education	Local
<i>Change in Placement Coordinator CS 12 (GNO)</i>	00075104	Bryan Grigg	Specialized Education	Local
Supervisory Policy Program Analyst	00051002	Grace Chien	Specialized Education	Blackman Jones - Local
<i>Policy Analyst ES 12</i>	00050856	Earnest King	Specialized Education	Blackman Jones - Local
<i>Policy Analyst ES 12</i>	00051214	Christie Weaver	Specialized Education	Blackman Jones - Local
<i>Policy Analyst ES 13</i>	00048872	Vacant	Specialized Education	Blackman Jones - Local
Supervisory Verification Specialist MS 14	00072183	Yvonne Smith	Specialized Education	Blackman Jones - Local
<i>Verification Specialist ES 12</i>	00047604	Sandra Bryant	Specialized Education	Local
<i>Verification Specialist MS 12 (GNO)</i>	00068211	Olonda Oliver	Specialized Education	Local
Medicaid Recovery Director MS 14 (GNO)	00044828	Ijeoma Oji	Specialized Education	Local
<i>Medicaid Proqam Analyst ES 12 (GNO)</i>	00075212	Tessa Haiden	Specialized Education	Local
<i>Medicaid Proqam Analyst ES 11 (GNO)</i>	00075211	Jacqueline Corsey	Specialized Education	Local
Director of Quality Assurance & Monitoring MS 15	00046259	Mary Boatright	Specialized Education	Local
Supervisory Monitoring Specialist (Non-Public) MS 14	00050997	Vacant	Specialized Education	Local
<i>Certification Specialist ES 11 (GNO)</i>	00051250	Cassandra Blasioli	Specialized Education	Local
<i>Program Specialist ES 12 (GNO)</i>	00063222	Alison Losey	Specialized Education	Local
<i>Program Monitor ES 12 (GNO)</i>	00070678	Katie Reda	Specialized Education	Local
Supervisory Monitoring Specialist (LEA) MS 14	00047897	Cheryll James	Specialized Education	Blackman Jones - Local
<i>Education Program Specialist ES 13</i>	00047598	Denise Nedab	Specialized Education	Part B - Federal
<i>Education Proqam Specialist HODS ES 13</i>	00051492	Krista Scott Plionis	Specialized Education	Part B - Federal
<i>Education Program Specialist ES 13</i>	00047765	Elaina Parrish	Specialized Education	Part B - Federal
<i>Education Program Specialist ES 12</i>	00047764	Ross Kaplan	Specialized Education	Part B - Federal
<i>Education Program Specialist ES 12</i>	00046830	Debra Babb	Specialized Education	Part B - Federal
<i>Early Intervention Specialist ES 12</i>	00047599	Sharon Powell	Specialized Education	Part B - Federal
<i>APR Coordinator ES</i>	00075482	Vacant	Specialized Education	Part B - Federal
State Complaints Manager MS 14	00070780	Jennifer Masoodi	Specialized Education	Part B - Federal
<i>Legal Admin Data Specialist ES 11 (GDO)</i>	00043697	Vacant	Specialized Education	Blackman Jones - Local
Program Manager (Blackmon Jones) MS 13	00046544	Victoria Glick	Specialized Education	Blackman Jones - Local
<i>Program Analyst (Blackmon Jones) ES 12</i>	00051225	Megan Williams	Specialized Education	Blackman Jones - Local
<i>Legal Administrative Data Specialist ES 11</i>	00047096	Leah Diggs	Specialized Education	Blackman Jones - Local

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Investigator State Complaints ES 13	00047846	Vacant	Specialized Education	Part B - Federal
Program Analyst ES 12	00046605	Kristen Hansen	Specialized Education	Part B - Federal
Program Coordinator ES 11	00047636	Amber Schlick	Specialized Education	Part B - Federal
Project Director SPED Data MS 15	00072948	Sreeja Nair	Specialized Education	Local
SPED Data Project Specialist ES 13	00075081	Ahmed Mahmood	Specialized Education	Part B - Federal
Data Project Coordinator CS 12	00075082	Vacant	Specialized Education	Local
SPED Data Project Specialist ES 13	00048560	Debbie Yu	Specialized Education	Part B - Federal
Supervisory Grants Program Specialist MS 14	00051364	Vacant	Specialized Education	Local
Federal Grants Program Analyst ES 13	00051249	Faith Leach	Specialized Education	Part B - Federal
Program Analyst (Fiscal) ES 12	00047015	Vacant	Specialized Education	Part B - Federal
Special Projects Manager (Non-Public) (GNO) MS 14	00075245	Elisabeth Morse	Specialized Education	Local
Asst. Superintendent of Elem & Secondary Education MS 16	00047040	Kayleen Krizarry	Elementary & Secondary Education	Local
Staff Assistant ES 11	00073466	Vacant	Elementary & Secondary Education	Local/Federal
Education Program Specialist ES 14	00046623	Eric Rosser	Elementary & Secondary Education	Local/Federal
Head Start Collaboration Coordinator ES 14	00047085	Christophe Beard	Early Childhood Education	Local/Federal
Supervisory Professional Development Specialist MS 13	00051208	Agneatha Wright	Early Childhood Education	Local/Federal
Program Support Specialist ES 11	00035922	Dana Cafee Glenn	Early Childhood Education	Local
Professional Development Specialist	00047072	Shaunte Jones	Early Childhood Education	Local
Education Services Monitor ES 11	00047296	Mahlet Getachew	Early Childhood Education	Local/Federal
Program Support Specialist ES 9	00047066	Diane Mason	Early Childhood Education	Local
Director of Teaching & Learning MS 15	00048181	Robin Chait	Elementary & Secondary Education	Federal
Reading Specialist ES 14	00046969	Heidi Beeman	Elementary & Secondary Education	Local/Federal
Assessment Specialist ES 14	00051119	Vacant	Elementary & Secondary Education	Local/Federal
Program Analyst ES 14	00063304	Vacant	Elementary & Secondary Education	Local/Federal
Program Analyst ES 13	00048884	David Hendric	Elementary & Secondary Education	Federal
Program Analyst ES 12	00073463	Bryan Sebobo	Elementary & Secondary Education	Federal
Management Analyst ES 13	00048867	Vacant	Elementary & Secondary Education	Local
Dir. of Standards, Assessments & Accountability MS 15	00048039	Margaret Barco	Elementary & Secondary Education	Local/Federal
Assessment Specialist ES 14	00047581	Tonya Mead	Elementary & Secondary Education	Local
Assessment Specialist ES 13	00046967	Michelle Tuggle	Elementary & Secondary Education	Local
NAEP Coordinator ES 14	00047952	Ruth Aponte	Elementary & Secondary Education	Federal
Program/Policy Officer ES 13	00046677	Vacant	Elementary & Secondary Education	Local
Management Analyst ES 11	00073466	Vacant	Elementary & Secondary Education	Local
Project Director, RTT (Innovation & Improvement) MS 15	00073111	Khalid Randolph	Elementary & Secondary Education	Federal
Effectiveness Officer ES 14	00073438	Kia Terrell	Elementary & Secondary Education	Federal
Effectiveness Officer ES 13	00073528	Vacant	Elementary & Secondary Education	Federal
Program Analyst ES 12	00063300	Leetasha Henry	Elementary & Secondary Education	Local/Federal
Grants & Contract Analyst ES 13	00073433	Anthony Buenafe	Elementary & Secondary Education	Federal
Data & Research Officer ES 13	00074668	Renu Oliver	Elementary & Secondary Education	Federal
Reporting & Implementation Officer ES 14	00073440	Darienne Feres	Elementary & Secondary Education	Federal
Program Analyst ES 12	00075461	Antione Vinson	Elementary & Secondary Education	Federal

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Program Analyst ES 12	00075462	Danielle Rollins	Elementary & Secondary Education	Federal
Director of Educator Licensure & Accreditation MS 15	00045941	Erika Lomax	Elementary & Secondary Education	Local
Accreditation Coordinator ES 11	00050910	Ormon Feres	Elementary & Secondary Education	Local/Federal
Staff Assistant ES 9	00050912	Kadena Duncan Lawrence	Elementary & Secondary Education	Local
Program Analyst ES 12	00051150	Tanisha Brown	Elementary & Secondary Education	Local/Federal
Licensure Specialist ES II	00051099	Stacy Hardman	Elementary & Secondary Education	Local
Licensure Coordinator ES 12	00051057	Anthony Graham	Elementary & Secondary Education	Local
Clerical Assistant ES 7	00050900	Marcus Gardner	Elementary & Secondary Education	Local
State Licensure Specialist ES 11	00051279	Dorothy Beal	Elementary & Secondary Education	Local/Federal
Grants Specialist ES 9	00051374	Vacant	Elementary & Secondary Education	Local
Director of Community & School Partnerships	00071809	Sheryl Hamilton	Elementary & Secondary Education	Local
Title IIA Program Coordinator ES 11	00050911	Valida Walker	Elementary & Secondary Education	Local/Federal
Program Specialist ES 12	00050892	Jasent Brown	Elementary & Secondary Education	Local/Federal
Private Home School Specialist ES 13	00045942	Stephanie Thomas	Elementary & Secondary Education	Local
Program Analyst Title IV ES 13	00073465	Valerie Brown	Elementary & Secondary Education	Local/Federal
Program Analyst ES 11	00051229	Myles Cliff	Elementary & Secondary Education	Federal
Program Analyst ES 12	00073501	Kortne Edogon	Elementary & Secondary Education	Local
Director, Fiscal Management MS 15	00044654	Renee Evans	Elementary & Secondary Education	Local/Federal
Supvisory Fiscal Program Analyst MS 14	00073466	Vacant	Elementary & Secondary Education	Local/Federal
Grants Management Specialist ES 12	00047825	Mabel Kennedy	Elementary & Secondary Education	Local/Federal
Grants Management Specialist ES 12	00074888	Lakeisha Chandler	Elementary & Secondary Education	Federal
Program Analyst ES 12	00047282	Donna E. Omoregie	Elementary & Secondary Education	Federal
Program Analyst ES 12	00048863	Adam Morris	Elementary & Secondary Education	Federal
Grants Management Specialist ES 12	00073384	Damon Jones	Elementary & Secondary Education	Federal
Education Grants Specialist ES 13	00051100	Katherine Cox	Elementary & Secondary Education	Federal
Program Analyst ES 13	00073463	Vacant	Elementary & Secondary Education	Federal
Program Analyst ES 12	00063301	Ronda Kardash	Elementary & Secondary Education	Federal
Fiscal Program Officer ES 14	00073439	Faida Fuller	Elementary & Secondary Education	Local
Education Policy & Compliance Specialist ES 13	00051101	Robin Bessler	Elementary & Secondary Education	Federal
Administrative Officer MS 13	00047299	Vacant	Early Childhood Education	Local/Federal
Program Officer ES 14	00046509	Vacant	Elementary & Secondary Education	Local
Program Analyst ES 12	00047176	Vacant	Elementary & Secondary Education	Local/Federal
Program Officer ES 14	00073024	Matthews Wright	Elementary & Secondary Education	Federal
Financial Program Specialist ES 13	00063449	Alina Tsanova	Elementary & Secondary Education	Local
Program Manager ES 14	00047121	Rose Hutchins	Elementary & Secondary Education	Local/Federal
Asst. Superintendent of Post Secondary & Career Education	00051308	Emily Durso	Post Secondary & Career Education	Local
Program Analyst ES 12	00046622	Monica Freeman	Post Secondary & Career Education	Local
Director of Higher Education MS 15	00046565	Gregory Meeropol	Post Secondary & Career Education	Local
Customer Service Representative CS 9	00047535	Lizette Brown	Post Secondary & Career Education	Local
Supervisory Education Specialist MS 13	00004124	Vacant	Post Secondary & Career Education	Local
Management Analyst ES 12	00045876	Sir Walter Hemphill	Post Secondary & Career Education	Local

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Management Analyst ES 12	00035854	Melissa McKnight	Post Secondary & Career Education	Local/Federal
Management Analyst ES 12	00035853	Erin Ward Bibo	Post Secondary & Career Education	Local
Management Analyst ES 12	00037737	Vacant	Post Secondary & Career Education	Local
Program Specialist ES 11	00043827	Scott Gilbert	Post Secondary & Career Education	Local
Management Analyst ES 12	00070984	Cristi Purnell	Post Secondary & Career Education	Local
Program Analyst ES 9	00070904	Vacant	Post Secondary & Career Education	Local
Data Analyst ES 13	00073386	Kim Celay	Post Secondary & Career Education	Local
Operations Manager MS 13	00040182	Ken Howard	Post Secondary & Career Education	Local
Program Specialist ES 12	00043979	Nelson Santiago	Post Secondary & Career Education	Local
Program Specialist ES 11	00047710	Jill Wohrle	Post Secondary & Career Education	Local
Program Analyst ES 12	00023832	Toshia Dark	Post Secondary & Career Education	Local
Disbursement Program Analyst ES 12	00047703	Melanie Fleming	Post Secondary & Career Education	Local
Program Specialist ES 11	00032867	M. Adia Howard Stroud	Post Secondary & Career Education	Local
Deputy Assistant Superintendent XS 8	00050972	Antoinette Mitchell	Post Secondary & Career Education	Local
Director of Career Technical Education MS 14	00051185	Tony Johnson	Post Secondary & Career Education	Federal
Civil Rights & Gender Equity Coordinator ES 14	00051158	Vacant	Post Secondary & Career Education	Federal
Accountability & Evaluation Coordinator ES 13	00046944	Kim Freeland	Post Secondary & Career Education	Local
Program Development & Curriculum Coordinator ES 14	00048565	Ann Walkup	Post Secondary & Career Education	Federal
Career Development & Assessment Coordinator ES 14	00047877	Maurace Roebuck	Post Secondary & Career Education	Federal
GED Administrator MS 14	00063277	Phillip Premdas	Post Secondary & Career Education	Local
Clerical Assistant ES 7	00045988	Meta Trivers	Post Secondary & Career Education	Local
Staff Assistant ES 11	00046234	Desi Ramirez	Post Secondary & Career Education	Local
Program Manager ELC MS 13	00014622	Robin Jenkins	Post Secondary & Career Education	Local
Education Compliance Specialist ES 12	00051329	Alesia Henry	Post Secondary & Career Education	Local
Education Compliance Specialist ES 12	00051115	Sheranda Vaughn	Post Secondary & Career Education	Local
Education Services Specialist ES 11	00046923	Dorothy Thomas	Post Secondary & Career Education	Local
Director of Audit & Family Education MS 14	00051158	J. Michelle Johnson	Post Secondary & Career Education	Federal
Literacy Resource Center Coordinator ES 13	00046857	Stacey Downey	Post Secondary & Career Education	Local
Staff Assistant ES 7	00046861	Carolyn Pegram	Post Secondary & Career Education	Local
Administrative Assistant ES 9	00046858	Tracy Winston	Post Secondary & Career Education	Local
Program Specialist CS 11	00046622	Vacant	Post Secondary & Career Education	Local
Director of Student Transportation MS 15	00074673	Ryan Solchenberger	Student Transportation	Local
Executive Assistant ES 12	00050621	Deborah Williams	Student Transportation	Local
Deputy Director, Student Transportation MS 15	00072005	Christopher Shorter	Student Transportation	Local
Records Management Specialist CS 12	00048930	Carol Scurlock	Student Transportation	Local
Management Analyst CS 12	00049222	Meghan Fowler-Finn	Student Transportation	Local
Community Outreach Specialist CS 12	00050608	Sylvia Ballinger	Student Transportation	Local
Fleet & Maintenance Manager MS 14	00049368	Vacant	Student Transportation	Local
Tow Truck CS 9	00000000	Vacant	Student Transportation	Local
Tow Truck CS 9	00000000	Vacant	Student Transportation	Local
Mechanic	00049902	James Hayes	Student Transportation	Local

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Automotive Mechanic EG 9	00049965	Benedicto Zaldana	Student Transportation	Local
Bus Monitor	00000000	Vacant	Student Transportation	Local
Mechanic	00050329	Jason Cole	Student Transportation	Local
Mechanic	00050433	John Cusik	Student Transportation	Local
Mechanic	00049734	Gene Campbell	Student Transportation	Local
Mechanic	00049845	Andrew Porter	Student Transportation	Local
Fleet Management Specialist ES 9	00050609	Vacant	Student Transportation	Local
Fleet Management Specialist CS 9	00050073	Ainsley Settles	Student Transportation	Local
Fleet Management Specialist CS 9	00071983	Leslie Devore	Student Transportation	Local
Fleet Management Specialist CS 9	00071979	Dawn Carter	Student Transportation	Local
Fleet Management Specialist CS 9	00071981	Vacant	Student Transportation	Local
Fleet Management Specialist CS 9	00071982	Vacant	Student Transportation	Local
Fleet Management Specialist CS 9	00050049	Shannon Gracia	Student Transportation	Local
Director of Fiscal Management MS 15	00073277	Carole Lee	Student Transportation	Local
Management Analyst CS 14	00049113	Lesa Bonds	Student Transportation	Local
Management Analyst CS 12	00049222	Vacant	Student Transportation	Local
Budget Analyst EG 10	00050591	Georgette Griffin	Student Transportation	Local
Budget Analyst EG 12	00050250	Loretta Payne	Student Transportation	Local
Management Analyst	00071856	Vacant	Student Transportation	Local
Parent Call Center Manager MS 13	00049593	Kim Davis	Student Transportation	Local
Staff Assistant ES 11	00049768	Jonathan Holley	Student Transportation	Local
Information Operator EG 8	00049789	Gloria Lewis	Student Transportation	Local
Sr. Information Operator EG 6	00049785	Carolyn Briggs	Student Transportation	Local
Information Operator EG 6	00050202	Vacant	Student Transportation	Local
Information Operator EG 6	00049782	Marlene Canty	Student Transportation	Local
Information Operator EG 6	00049981	Martina Thornton	Student Transportation	Local
Customer Service Rep CS 7	00050253	Shaneika Webb	Student Transportation	Local
Customer Service Rep CS 7	00074853	Eric Smith	Student Transportation	Local
Information Operator	00049890	Hope Turner	Student Transportation	Local
Customer Service Rep CS 7	00074854	Valerie Hill	Student Transportation	Local
Telephone Operator EG 4	00049772	Patricia Walton	Student Transportation	Local
Telephone Operator EG 4	00049993	Rhea Foreman	Student Transportation	Local
Customer Service Representative EG 7	00050605	Marcella Mcreaery	Student Transportation	Local
Customer Service Representative EG 7	00049019	Letonia Fekou	Student Transportation	Local
Customer Service Representative EG 7	00049781	Lorenzo Adams	Student Transportation	Local
Customer Service Representative EG 6	00050607	Denelle Edon	Student Transportation	Local
Customer Service Representative EG 7	00000000	Vacant	Student Transportation	Local
Complaint Intake Specialist CS 9	00065252	Katrina Daniel	Student Transportation	Local
Complain Intake Specialist EG 9	00050982	Michelle Moyler	Student Transportation	Local
Complaint Intake Specialist EG 6	00048890	Taronette James	Student Transportation	Local
Complaint Intake Specialist EG 7	00000000	Vacant	Student Transportation	Local

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Strategic Planning & Performance Officer XS 8	00047443	Dartanion Williams	Student Transportation	Local
Special Assistant ES 13	00035441	Jason Campbell	Student Transportation	Local
Performance Metric Officer ES 15	00073464	Phil Heinrich	Student Transportation	Local
Management Analyst ES 12	00050081	Thadius Harrell	Student Transportation	Local
Management Analyst ES 12	00050441	Robbin Marshall	Student Transportation	Local
Management Analyst ES 12	00049631	Lia Rodgers	Student Transportation	Local
Logistics Manager EG 14	00051204	Vacant	Student Transportation	Local
Logistics Management Specialist EG 14	00049774	Nona Washington	Student Transportation	Local
Logistics Management Specialist EG 14	00000000	Vacant	Student Transportation	Local
Logistics Management Specialist EG 14	00049776	Donna Fuell	Student Transportation	Local
Logistics Management Specialist EG 9	00050353	Kelvin Robins	Student Transportation	Local
Logistics Management Specialist EG 9	00050293	Vacant	Student Transportation	Local
Routing Specialist EG 9	00049780	Rosalie Scotland	Student Transportation	Local
Audit, Investigations & Risk Management Officer MS 14	00051151	Ta-Tanisha Wallace	Student Transportation	Local
Quality Assurance Analyst CS 13	00000000	Vacant	Student Transportation	Local
Risk Management Coordinator CS 11	00000000	Vacant	Student Transportation	Local
Investigator CS 11	00051405	Vacant	Student Transportation	Local
Accident Investigator EG 8	00049778	Warren Lewis	Student Transportation	Local
Investigator CS 11	00051418	George Scott	Student Transportation	Local
Investigator CS 11	00051303	Vacant	Student Transportation	Local
<i>Training Specialist CS 11</i>	<i>00049832</i>	<i>George Mills</i>	<i>Student Transportation</i>	<i>Local</i>
<i>Training Specialist CS 11</i>	<i>00004979</i>	<i>Esayas Gessesse</i>	<i>Student Transportation</i>	<i>Local</i>
Chief of Bus Operations MS 15	00070175	Patrice Bowman	Student Transportation	Local
Special Assistant CS 13	00000000	Kimberly Wilks	Student Transportation	Local
Executive Assistant ES 12	00051117	Lisa Davis	Student Transportation	Local
Facilities Coordinator EG 12	00050054	Stephon Hopkins	Student Transportation	Local
Terminal Manager (Southwest) MS 13	00071888	Sergio Martinez	Student Transportation	Local
Terminal Manager (Adams Place) MS 14	00071946	Janice Waters	Student Transportation	Local
Terminal Manager (Fifth Street) MS 13	00049207	Kenneth Faunteroy	Student Transportation	Local
Terminal Manager (New York Avenue) MS 13	00071852	Harris Bailey	Student Transportation	Local
Deputy Terminal Manager	00071976	Farrell,Thomas	Student Transportation	Local
Deputy Terminal Manager	00049025	Sanders,Wayne Louis	Student Transportation	Local
Deputy Terminal Manager	00071977	Richardson Washington,Kevin	Student Transportation	Local
Deputy Terminal Manager	00071975	Hayes,Antaeus B	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071955	Dixon,Khalela R.	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071950	Williams,Kim	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071953	Binns-grayton,Joy	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071951	Johnson,Karen	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071947	Roberts,Kisha	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071949	Smith III,Robert Warren	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071958	Yergan,Tanya	Student Transportation	Local

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Supvy Terminal Mgmt Specialist	00071909	Bahauddin,Abul Bm	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071961	Hart,Tatia Bonita	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071948	Robinson Jr,Tyrone	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071962	Elwood,Veronica	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071952	Roberts,Michael	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071956	Bolden,Thomas L	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071960	Simpson,Jearlene	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00049358	Jennings,Jennifer D	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00050076	Duarte,Tonya R	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00071957	Jackson,Toniquea M	Student Transportation	Local
Supvy Terminal Mgmt Specialist	00050374	Tolson,Kevin L	Student Transportation	Local
Operations Assistant	00051164	Mccooy,Lawrence E	Student Transportation	Local
Operations Assistant	00065253	Washington,Victoria	Student Transportation	Local
OPERATIONS HELPER	00050949	Fuell,Alisa O	Student Transportation	Local
SECRETARY	00049817	Stone,Talanna Shellisa	Student Transportation	Local
SECRETARY	00049829	Williams,Necole Lanise	Student Transportation	Local
SECRETARY,TYPING	00049792	Campbell,Laureen	Student Transportation	Local
SECRETARY,TYPING	00049920	Metellus,Juliene	Student Transportation	Local
TRANSPORTATION ASSISTANT	00050354	Smith,Richard Jerome	Student Transportation	Local
TRANSPORTATION ASSISTANT	00050610	Winfield,Sr Alfred	Student Transportation	Local
TRANSPORTATION ASSISTANT	00049864	Lee,Donee T	Student Transportation	Local
TRANSPORTATION ASSISTANT	00051241	Jones,Byron D	Student Transportation	Local
TRANSPORTATION ASSISTANT	00048997	Cox,Larry S	Student Transportation	Local
TRANSPORTATION ASSISTANT	00049431	Stewart,Annette	Student Transportation	Local
TRANSPORTATION ASSISTANT	00051281	Smith II,Michael	Student Transportation	Local
TRANSPORTATION ASSISTANT	00050962	Wills,Ronald	Student Transportation	Local
TRANSPORTATION ASSISTANT	00050649	Dee,John Donnell	Student Transportation	Local
BUS ATTENDANT	00050549	Nelson,Lincoln Harold	Student Transportation	Local
BUS ATTENDANT	00050484	Beach,Renee	Student Transportation	Local
BUS ATTENDANT	00049494	Douglas,Patricia A	Student Transportation	Local
BUS ATTENDANT	00050282	Nyanfore,James K	Student Transportation	Local
BUS ATTENDANT	00049855	Williams,Mahoua K	Student Transportation	Local
BUS ATTENDANT	00050613	Foust,Patricia A	Student Transportation	Local
BUS ATTENDANT	00049102	Slaughter,John A	Student Transportation	Local
BUS ATTENDANT	00050135	Ross,Simone T	Student Transportation	Local
BUS ATTENDANT	00050026	Cannon,Ruth Ann	Student Transportation	Local
BUS ATTENDANT	00050125	Leach,Shakita M.	Student Transportation	Local
BUS ATTENDANT	00050889	Allen,Wanda D.	Student Transportation	Local
BUS ATTENDANT	00050226	Watson,Larry D	Student Transportation	Local
BUS ATTENDANT	00050738	Pearson,Shermain Y.	Student Transportation	Local
BUS ATTENDANT	00050350	Mcguire,Valerice E	Student Transportation	Local

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BUS ATTENDANT	00049713	Williams,Angelo G	Student Transportation	Local
BUS ATTENDANT	00048953	Williams Jr,Richard C	Student Transportation	Local
BUS ATTENDANT	00048954	Ware,Harold A	Student Transportation	Local
BUS ATTENDANT	00049295	Gillis,Yvonne S	Student Transportation	Local
BUS ATTENDANT	00050643	Adams,Frances L	Student Transportation	Local
BUS ATTENDANT	00048938	Jones,Peggy A	Student Transportation	Local
BUS ATTENDANT	00048922	Gibson,Barbara J	Student Transportation	Local
BUS ATTENDANT	00048935	Oliver,Doris Ann	Student Transportation	Local
BUS ATTENDANT	00048900	Alston,Ezelle L	Student Transportation	Local
BUS ATTENDANT	00048905	Singleary,Robbie	Student Transportation	Local
BUS ATTENDANT	00048956	Minick,Sharon G	Student Transportation	Local
BUS ATTENDANT	00048897	Overton,Mary W	Student Transportation	Local
BUS ATTENDANT	00048925	Jewell,Sandra	Student Transportation	Local
BUS ATTENDANT	00048951	Harris,Dorothy M	Student Transportation	Local
BUS ATTENDANT	00048927	Prue,Tephania R	Student Transportation	Local
BUS ATTENDANT	00049338	Smith,Bernadette	Student Transportation	Local
BUS ATTENDANT	00049922	Muldrow,Debra Ann	Student Transportation	Local
BUS ATTENDANT	00049602	Millard,Denise	Student Transportation	Local
BUS ATTENDANT	00049587	Robinson,Edna R	Student Transportation	Local
BUS ATTENDANT	00048903	Wood,Bettye Jean	Student Transportation	Local
BUS ATTENDANT	00048940	Oliver-sullivan,Peggy	Student Transportation	Local
BUS ATTENDANT	00049586	Branch,Carolyn	Student Transportation	Local
BUS ATTENDANT	00048899	Parker,Mary Ann	Student Transportation	Local
BUS ATTENDANT	00048955	Woodfork,Cora B	Student Transportation	Local
BUS ATTENDANT	00048898	Worsley,Bettie Mae	Student Transportation	Local
BUS ATTENDANT	00048933	Porter,Johnniemae	Student Transportation	Local
BUS ATTENDANT	00051339	Jean Louis,Marie K	Student Transportation	Local
BUS ATTENDANT	00051316	Price,Barbara	Student Transportation	Local
BUS ATTENDANT	00050053	Edwards,Sharon M	Student Transportation	Local
BUS ATTENDANT	00048924	Williams,Yvonne L	Student Transportation	Local
BUS ATTENDANT	00051324	Morton,Delores Loretta	Student Transportation	Local
BUS ATTENDANT	00049413	Douglas,Sharon D	Student Transportation	Local
BUS ATTENDANT	00048934	Harrison,Diane C	Student Transportation	Local
BUS ATTENDANT	00051341	Godfrey,Debbie D	Student Transportation	Local
BUS ATTENDANT	00048901	Gaddy,Brenda M	Student Transportation	Local
BUS ATTENDANT	00048943	King,Deborah A	Student Transportation	Local
BUS ATTENDANT	00048962	Smith,Louis A	Student Transportation	Local
BUS ATTENDANT	00048887	Shaw,Carolyn J	Student Transportation	Local
BUS ATTENDANT	00049603	Butler,Roland R	Student Transportation	Local
BUS ATTENDANT	00049997	Foster,Rosemary	Student Transportation	Local
BUS ATTENDANT	00050000	Jackson-Brooks,Marquita	Student Transportation	Local

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BUS ATTENDANT	00048961	Richardson,Donna T	Student Transportation	Local
BUS ATTENDANT	00049635	Dyson,Sara M	Student Transportation	Local
BUS ATTENDANT	00048946	Latney,Kenyetta N	Student Transportation	Local
BUS ATTENDANT	00049579	Barry,Nene Oumou	Student Transportation	Local
BUS ATTENDANT	00048891	Cannon,Diane D	Student Transportation	Local
BUS ATTENDANT	00050413	Meade,Delores	Student Transportation	Local
BUS ATTENDANT	00049433	Robinson,Ronald A	Student Transportation	Local
BUS ATTENDANT	00049712	Simms,Tina Dorrell	Student Transportation	Local
BUS ATTENDANT	00048906	Mcconnell,Ida M	Student Transportation	Local
BUS ATTENDANT	00049580	Thorpe,Jerome D	Student Transportation	Local
BUS ATTENDANT	00050068	Dixon,Chanda	Student Transportation	Local
BUS ATTENDANT	00049730	Joe,Terry O	Student Transportation	Local
BUS ATTENDANT	00049122	Jeffries,Sandra K	Student Transportation	Local
BUS ATTENDANT	00049124	Lyttle,Mary M	Student Transportation	Local
BUS ATTENDANT	00049748	Massey,Willa J	Student Transportation	Local
BUS ATTENDANT	00049120	Stein,Tamica L	Student Transportation	Local
BUS ATTENDANT	00049123	Jordan,Catherine V	Student Transportation	Local
BUS ATTENDANT	00049581	Miles,Linda	Student Transportation	Local
BUS ATTENDANT	00049106	Williams,Nateshia T	Student Transportation	Local
BUS ATTENDANT	00049109	Bailey,Herbert C	Student Transportation	Local
BUS ATTENDANT	00049140	Jones,Audrey L	Student Transportation	Local
BUS ATTENDANT	00050446	Mcdowney,Alberta M	Student Transportation	Local
BUS ATTENDANT	00049670	Graves,Lashuron D	Student Transportation	Local
BUS ATTENDANT	00049164	Winfrey,Phyllis	Student Transportation	Local
BUS ATTENDANT	00049163	Thomas-swann,Sandra A	Student Transportation	Local
BUS ATTENDANT	00048932	Robinson,Lisa	Student Transportation	Local
BUS ATTENDANT	00049161	Shuler,Shalonda	Student Transportation	Local
BUS ATTENDANT	00049155	Davis,Valerie L	Student Transportation	Local
BUS ATTENDANT	00049932	Swiney,Linda A	Student Transportation	Local
BUS ATTENDANT	00049177	Butler,Dianna R	Student Transportation	Local
BUS ATTENDANT	00049184	Thomas,Lula Mae	Student Transportation	Local
BUS ATTENDANT	00049182	Moody,Alice M	Student Transportation	Local
BUS ATTENDANT	00049181	Marbury-green,Kesheya D	Student Transportation	Local
BUS ATTENDANT	00049176	Boston,Patricia A	Student Transportation	Local
BUS ATTENDANT	00049175	Thompson,Tawanna D	Student Transportation	Local
BUS ATTENDANT	00050163	Mann,Gloria N	Student Transportation	Local
BUS ATTENDANT	00049436	Adolphe,Marlene	Student Transportation	Local
BUS ATTENDANT	00049329	Johnson,Vernessa	Student Transportation	Local
BUS ATTENDANT	00049239	Rowe,Barbara A	Student Transportation	Local
BUS ATTENDANT	00049339	Walker Sissoko,Victoria R	Student Transportation	Local
BUS ATTENDANT	00049274	Huff,Maurice L	Student Transportation	Local

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BUS ATTENDANT	00049326	Hicks,Charmaine D	Student Transportation	Local
BUS ATTENDANT	00073267	Christian,Denise Lavern	Student Transportation	Local
BUS ATTENDANT	00049425	Baldwin,Shirley	Student Transportation	Local
BUS ATTENDANT	00049418	Leggett, Lucinda	Student Transportation	Local
BUS ATTENDANT	00049372	Bradley,Lillie Mae	Student Transportation	Local
BUS ATTENDANT	00049325	Hastings,Alethia M	Student Transportation	Local
BUS ATTENDANT	00049357	Jones,Adriene	Student Transportation	Local
BUS ATTENDANT	00049261	Davis,Ruby M	Student Transportation	Local
BUS ATTENDANT	00049235	Mcmanus,Ivy K	Student Transportation	Local
BUS ATTENDANT	00049213	Ragland,Patricia	Student Transportation	Local
BUS ATTENDANT	00049412	Eley,Leatrice D	Student Transportation	Local
BUS ATTENDANT	00049250	Stewart,Karen L	Student Transportation	Local
BUS ATTENDANT	00049400	Williams,Donna E	Student Transportation	Local
BUS ATTENDANT	00049218	Vaughan,Sheila	Student Transportation	Local
BUS ATTENDANT	00049411	Payton, Virginia D	Student Transportation	Local
BUS ATTENDANT	00049420	Jones,Donna R	Student Transportation	Local
BUS ATTENDANT	00049264	Dick,Monica V	Student Transportation	Local
BUS ATTENDANT	00049386	Wingfield,Donna D	Student Transportation	Local
BUS ATTENDANT	00049211	Belt,Denise L	Student Transportation	Local
BUS ATTENDANT	00050310	Arrington,Donna	Student Transportation	Local
BUS ATTENDANT	00049447	Montague,Rokeya	Student Transportation	Local
BUS ATTENDANT	00049282	Andrews,Terry D	Student Transportation	Local
BUS ATTENDANT	00049408	Ellis,Wilma J	Student Transportation	Local
BUS ATTENDANT	00049236	Carter,Marcisa L	Student Transportation	Local
BUS ATTENDANT	00049343	Muldrow,Dorinne	Student Transportation	Local
BUS ATTENDANT	00049240	Childs,Evette	Student Transportation	Local
BUS ATTENDANT	00049279	Frazier,Sharron Y	Student Transportation	Local
BUS ATTENDANT	00049320	Fleming,Sheona	Student Transportation	Local
BUS ATTENDANT	00049398	Armstrong,Jeannette G	Student Transportation	Local
BUS ATTENDANT	00049219	Brandon,Pearl	Student Transportation	Local
BUS ATTENDANT	00049324	Hannon,Jerline	Student Transportation	Local
BUS ATTENDANT	00049380	Williams,Diane	Student Transportation	Local
BUS ATTENDANT	00049294	Mcmillan,Larry	Student Transportation	Local
BUS ATTENDANT	00049438	Johnson,Dannett	Student Transportation	Local
BUS ATTENDANT	00049423	Bennett,Yvonne	Student Transportation	Local
BUS ATTENDANT	00049214	Benton,Veronica	Student Transportation	Local
BUS ATTENDANT	00049439	Baker,Julia S	Student Transportation	Local
BUS ATTENDANT	00049330	Faulkner,Carol	Student Transportation	Local
BUS ATTENDANT	00049359	Evans,Lisha	Student Transportation	Local
BUS ATTENDANT	00049337	Robinson,Alfreida	Student Transportation	Local
BUS ATTENDANT	00049332	Mewborn,Dorothy	Student Transportation	Local

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BUS ATTENDANT	00049334	Taylor,Debbie A	Student Transportation	Local
BUS ATTENDANT	00049395	Collier,Isaiah	Student Transportation	Local
BUS ATTENDANT	00049199	Jones,Lavonda M	Student Transportation	Local
BUS ATTENDANT	00049287	Holloway,Dorothy	Student Transportation	Local
BUS ATTENDANT	00049254	Thomas,Terry A	Student Transportation	Local
BUS ATTENDANT	00049216	Robinson,Virginia	Student Transportation	Local
BUS ATTENDANT	00049112	Dutch,Gregory M	Student Transportation	Local
BUS ATTENDANT	00049272	Bradley,Brigitte M	Student Transportation	Local
BUS ATTENDANT	00049298	Bell,Mary J	Student Transportation	Local
BUS ATTENDANT	00049288	Brown,Meiko L	Student Transportation	Local
BUS ATTENDANT	00049260	Davenport,Daja T	Student Transportation	Local
BUS ATTENDANT	00049417	Morton,Shirley P	Student Transportation	Local
BUS ATTENDANT	00049446	Williams,Chanda S	Student Transportation	Local
BUS ATTENDANT	00049708	Hill,Marci Colettle	Student Transportation	Local
BUS ATTENDANT	00049247	Nelms,Monique	Student Transportation	Local
BUS ATTENDANT	00049336	Moss,Tanya R	Student Transportation	Local
BUS ATTENDANT	00049461	Settles,Frances P	Student Transportation	Local
BUS ATTENDANT	00049460	Hawkins,Renee P	Student Transportation	Local
BUS ATTENDANT	00049470	Morgan,James P	Student Transportation	Local
BUS ATTENDANT	00049485	Taylor,Sandra	Student Transportation	Local
BUS ATTENDANT	00049492	Pate,Terlisha A	Student Transportation	Local
BUS ATTENDANT	00049493	Mosley,Tina	Student Transportation	Local
BUS ATTENDANT	00050369	Robertson,Kenneth R	Student Transportation	Local
BUS ATTENDANT	00049489	Speight,Latoria J	Student Transportation	Local
BUS ATTENDANT	00049488	Mckinney,Donna Marie	Student Transportation	Local
BUS ATTENDANT	00049474	Williams,Vickie	Student Transportation	Local
BUS ATTENDANT	00049510	Glenn,Deborah M	Student Transportation	Local
BUS ATTENDANT	00049511	Marlow,Sharon V	Student Transportation	Local
BUS ATTENDANT	00049509	Franklin,Crystal	Student Transportation	Local
BUS ATTENDANT	00049505	Henson,Audrey C	Student Transportation	Local
BUS ATTENDANT	00050570	Hollins,Delores J	Student Transportation	Local
BUS ATTENDANT	00049513	Roots,Samuel	Student Transportation	Local
BUS ATTENDANT	00049525	Womack,Catara D	Student Transportation	Local
BUS ATTENDANT	00050221	Campbell,Phillip	Student Transportation	Local
BUS ATTENDANT	00049532	Tucker,Audrey E	Student Transportation	Local
BUS ATTENDANT	00049099	Walker-dease,Jewel Nadine	Student Transportation	Local
BUS ATTENDANT	00050132	Brooks,Claudette	Student Transportation	Local
BUS ATTENDANT	00049317	Fields,Pamela T	Student Transportation	Local
BUS ATTENDANT	00049592	Simpson,Bonita	Student Transportation	Local
BUS ATTENDANT	00049605	Johnson,Anne Lucille	Student Transportation	Local
BUS ATTENDANT	00049606	Brandon,Bobby	Student Transportation	Local

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BUS ATTENDANT	00049609	Minton,Felicia	Student Transportation	Local
BUS ATTENDANT	00049628	Dorsey,Meshawn C	Student Transportation	Local
BUS ATTENDANT	00049634	Dorsey,Bernadette M	Student Transportation	Local
BUS ATTENDANT	00049630	Smith,Shelby S	Student Transportation	Local
BUS ATTENDANT	00049013	Thompson,Donita	Student Transportation	Local
BUS ATTENDANT	00049636	Miller,Angel P	Student Transportation	Local
BUS ATTENDANT	00049654	Mitchell,Victoria	Student Transportation	Local
BUS ATTENDANT	00049648	Branch,Gracie	Student Transportation	Local
BUS ATTENDANT	00049647	Williams,Dewayne	Student Transportation	Local
BUS ATTENDANT	00049649	Ford,Rhonda	Student Transportation	Local
BUS ATTENDANT	00049644	Dupree,Christy	Student Transportation	Local
BUS ATTENDANT	00049665	Andre,Clara	Student Transportation	Local
BUS ATTENDANT	00049662	Austin,Mary E	Student Transportation	Local
BUS ATTENDANT	00049650	Robinson,Bernice	Student Transportation	Local
BUS ATTENDANT	00049669	Abuzeid,Fatimah	Student Transportation	Local
BUS ATTENDANT	00049664	Fraley,Shirley A	Student Transportation	Local
BUS ATTENDANT	00049663	Judge,Dorothy Bowman	Student Transportation	Local
BUS ATTENDANT	00050172	Green,Lakisha N	Student Transportation	Local
BUS ATTENDANT	00049673	Johnson,Patricia	Student Transportation	Local
BUS ATTENDANT	00049675	Womble,Yolanda J	Student Transportation	Local
BUS ATTENDANT	00049680	Purifoy,Toya	Student Transportation	Local
BUS ATTENDANT	00049683	Parker,Denise Woods	Student Transportation	Local
BUS ATTENDANT	00049681	Webster,Cynthia	Student Transportation	Local
BUS ATTENDANT	00049690	Abaye,Lemlem T	Student Transportation	Local
BUS ATTENDANT	00049689	Clark,Anita E	Student Transportation	Local
BUS ATTENDANT	00049692	Wise,Janice T	Student Transportation	Local
BUS ATTENDANT	00049695	Brice,Marie E	Student Transportation	Local
BUS ATTENDANT	00049697	Powell,Barbara A	Student Transportation	Local
BUS ATTENDANT	00049701	Shortt,Jacqueline	Student Transportation	Local
BUS ATTENDANT	00049707	Morgan,Lashan B	Student Transportation	Local
BUS ATTENDANT	00049704	Cadet,Christa	Student Transportation	Local
BUS ATTENDANT	00049717	Pharisien,Violette M	Student Transportation	Local
BUS ATTENDANT	00049718	Cupidon,Silvie	Student Transportation	Local
BUS ATTENDANT	00049722	Charles,Eupena	Student Transportation	Local
BUS ATTENDANT	00049721	Mcmillian,Irene E	Student Transportation	Local
BUS ATTENDANT	00049725	Jean-baptiste,Edgard	Student Transportation	Local
BUS ATTENDANT	00049744	Cupidon,Odette Marie Rose	Student Transportation	Local
BUS ATTENDANT	00049743	Blackson,Ronald B	Student Transportation	Local
BUS ATTENDANT	00049741	Joly,Marie L	Student Transportation	Local
BUS ATTENDANT	00049745	Cupidon,Victane M	Student Transportation	Local
BUS ATTENDANT	00049749	Balthrop,Lawrence T	Student Transportation	Local

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BUS ATTENDANT	00049759	Whitfield,Shaun D	Student Transportation	Local
BUS ATTENDANT	00049961	Cooper,Oressa	Student Transportation	Local
BUS ATTENDANT	00049809	French,Clearmin A	Student Transportation	Local
BUS ATTENDANT	00049811	Settles,Huguster Maurice	Student Transportation	Local
BUS ATTENDANT	00049796	Parker,Martina D	Student Transportation	Local
BUS ATTENDANT	00049795	Crowder,Verna L	Student Transportation	Local
BUS ATTENDANT	00049824	Massillon,Manoucheka	Student Transportation	Local
BUS ATTENDANT	00049820	Florial,Francia	Student Transportation	Local
BUS ATTENDANT	00049826	Matthews,Steven L	Student Transportation	Local
BUS ATTENDANT	00049821	Rawlings,Teresa L	Student Transportation	Local
BUS ATTENDANT	00049830	Parham,Rosa J	Student Transportation	Local
BUS ATTENDANT	00049834	Fulasa,Solomon T	Student Transportation	Local
BUS ATTENDANT	00049843	Lewis,Lapera M	Student Transportation	Local
BUS ATTENDANT	00050768	Dorsaint,Elie Junior	Student Transportation	Local
BUS ATTENDANT	00049850	Robinson,Tyeshia	Student Transportation	Local
BUS ATTENDANT	00050024	Horton,Shirley M	Student Transportation	Local
BUS ATTENDANT	00049859	Smith,Marcus V	Student Transportation	Local
BUS ATTENDANT	00049869	Copeland,Nadine E	Student Transportation	Local
BUS ATTENDANT	00049874	Jean Baptiste,Olga	Student Transportation	Local
BUS ATTENDANT	00049875	David,Marie Anna	Student Transportation	Local
BUS ATTENDANT	00049880	Vilain,Nadine	Student Transportation	Local
BUS ATTENDANT	00049888	Clark,Darlene	Student Transportation	Local
BUS ATTENDANT	00049882	Green,Michelle D	Student Transportation	Local
BUS ATTENDANT	00049878	Harvey,Thomas	Student Transportation	Local
BUS ATTENDANT	00049899	Saintilma,Evelyne	Student Transportation	Local
BUS ATTENDANT	00049900	Laurent,Laurianne	Student Transportation	Local
BUS ATTENDANT	00049903	Jean Baptiste,Anne M	Student Transportation	Local
BUS ATTENDANT	00049906	Charlemagne,Katia	Student Transportation	Local
BUS ATTENDANT	00049944	Pierre,Arthur M	Student Transportation	Local
BUS ATTENDANT	00049913	Barksdale,Janie M	Student Transportation	Local
BUS ATTENDANT	00049921	Smith,Vickie L	Student Transportation	Local
BUS ATTENDANT	00049914	Mitchell,Tracey A	Student Transportation	Local
BUS ATTENDANT	00049948	Dorval,Marie	Student Transportation	Local
BUS ATTENDANT	00049947	Charlemagne,Yves	Student Transportation	Local
BUS ATTENDANT	00049942	Auguste,Lunise	Student Transportation	Local
BUS ATTENDANT	00049949	Dozier,Andr	Student Transportation	Local
BUS ATTENDANT	00049946	Bolton,Latrise	Student Transportation	Local
BUS ATTENDANT	00049950	Dozier,Phyllis	Student Transportation	Local
BUS ATTENDANT	00049953	Lynch,Michele	Student Transportation	Local
BUS ATTENDANT	00049951	Fisher,Alisha	Student Transportation	Local
BUS ATTENDANT	00049933	Desgranges,Wilna	Student Transportation	Local

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BUS ATTENDANT	00049928	Kelly,Nadine	Student Transportation	Local
BUS ATTENDANT	00049955	Genephat,Mireille	Student Transportation	Local
BUS ATTENDANT	00050381	Pierre,Edeline	Student Transportation	Local
BUS ATTENDANT	00049967	Johnson,William K	Student Transportation	Local
BUS ATTENDANT	00049960	Kelley,Ladirne M	Student Transportation	Local
BUS ATTENDANT	00049975	Cole,Jovanni T	Student Transportation	Local
BUS ATTENDANT	00049973	Williams,Mary A	Student Transportation	Local
BUS ATTENDANT	00049972	Faulkner,Ronnell R	Student Transportation	Local
BUS ATTENDANT	00049988	Glover,Beverlyn	Student Transportation	Local
BUS ATTENDANT	00049989	Clutterbuck,Euria	Student Transportation	Local
BUS ATTENDANT	00049987	Williams,Rhonda	Student Transportation	Local
BUS ATTENDANT	00049819	Pugh,Rechanna	Student Transportation	Local
BUS ATTENDANT	00049052	Thomas,Robin J	Student Transportation	Local
BUS ATTENDANT	00049998	Antoine,Saprine	Student Transportation	Local
BUS ATTENDANT	00050005	Tolson,Charnita	Student Transportation	Local
BUS ATTENDANT	00050007	Chambers,Berlee	Student Transportation	Local
BUS ATTENDANT	00050004	Wilson,Tonia	Student Transportation	Local
BUS ATTENDANT	00072997	Keitt,Annie B	Student Transportation	Local
BUS ATTENDANT	00050018	Cromwell,Dorothy	Student Transportation	Local
BUS ATTENDANT	00050015	Matthews,Lewis	Student Transportation	Local
BUS ATTENDANT	00050014	Tolson,Jamea M	Student Transportation	Local
BUS ATTENDANT	00050214	Holcomb,Lynette	Student Transportation	Local
BUS ATTENDANT	00050023	Thomas,Dayann K	Student Transportation	Local
BUS ATTENDANT	00050022	Weekly,Lanora	Student Transportation	Local
BUS ATTENDANT	00050034	Charles,Marie Q	Student Transportation	Local
BUS ATTENDANT	00050038	Holly,Cynthia	Student Transportation	Local
BUS ATTENDANT	00050035	Mason,Joseph	Student Transportation	Local
BUS ATTENDANT	00050040	Nowlin,Cynthia	Student Transportation	Local
BUS ATTENDANT	00050042	Jones,Phyllis	Student Transportation	Local
BUS ATTENDANT	00050039	Laforest,Ronald	Student Transportation	Local
BUS ATTENDANT	00050063	Edme,Glaine	Student Transportation	Local
BUS ATTENDANT	00050089	Thomas,Lisa R	Student Transportation	Local
BUS ATTENDANT	00050087	Owens,Patricia L	Student Transportation	Local
BUS ATTENDANT	00050086	Roland,Valerie M	Student Transportation	Local
BUS ATTENDANT	00049150	Hayes,Antoinette	Student Transportation	Local
BUS ATTENDANT	00050083	Harris,Allison D	Student Transportation	Local
BUS ATTENDANT	00050080	Abelard,Georgette	Student Transportation	Local
BUS ATTENDANT	00050070	Powell,Donita M	Student Transportation	Local
BUS ATTENDANT	00050069	Todd,Danyield	Student Transportation	Local
BUS ATTENDANT	00050074	Green-carter,Darlene	Student Transportation	Local
BUS ATTENDANT	00050077	Dixon,Wanda A	Student Transportation	Local

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BUS ATTENDANT	00050071	Short,Lateice J	Student Transportation	Local
BUS ATTENDANT	00050094	Littlepage,Juanita	Student Transportation	Local
BUS ATTENDANT	00050096	Murdock,April	Student Transportation	Local
BUS ATTENDANT	00050092	Blacksheare,Miesha	Student Transportation	Local
BUS ATTENDANT	00050101	Jeffries,Reginald	Student Transportation	Local
BUS ATTENDANT	00049147	Arnold,April	Student Transportation	Local
BUS ATTENDANT	00050107	Matthews,Angel	Student Transportation	Local
BUS ATTENDANT	00050109	Saeed,Gawahir	Student Transportation	Local
BUS ATTENDANT	00050110	Pollard,Jesse	Student Transportation	Local
BUS ATTENDANT	00050128	Dacruz,Vivian	Student Transportation	Local
BUS ATTENDANT	00050126	Belete,Genet	Student Transportation	Local
BUS ATTENDANT	00049056	Smith,Armasherrie	Student Transportation	Local
BUS ATTENDANT	00050134	Smith,Tanika	Student Transportation	Local
BUS ATTENDANT	00050131	Burns,Arnita P	Student Transportation	Local
BUS ATTENDANT	00050542	Hailstorks,Shermonta	Student Transportation	Local
BUS ATTENDANT	00050140	Gary,Julia A	Student Transportation	Local
BUS ATTENDANT	00050145	Harper,Mary	Student Transportation	Local
BUS ATTENDANT	00050138	Clark,Rochelle	Student Transportation	Local
BUS ATTENDANT	00073167	Saunders,Maria A	Student Transportation	Local
BUS ATTENDANT	00050141	Gibson,Dawn D	Student Transportation	Local
BUS ATTENDANT	00050084	Elmore,Rose	Student Transportation	Local
BUS ATTENDANT	00050167	Benefield,Shirley	Student Transportation	Local
BUS ATTENDANT	00050162	Moore,Janice	Student Transportation	Local
BUS ATTENDANT	00050168	Brown,Barbara	Student Transportation	Local
BUS ATTENDANT	00050175	Cummings,Tamika	Student Transportation	Local
BUS ATTENDANT	00050178	James,Darlene	Student Transportation	Local
BUS ATTENDANT	00050169	Taylor,Chicono N	Student Transportation	Local
BUS ATTENDANT	00049576	Williams,Fern M	Student Transportation	Local
BUS ATTENDANT	00050183	Bell,Dorothy	Student Transportation	Local
BUS ATTENDANT	00050185	Joseph,Noemie	Student Transportation	Local
BUS ATTENDANT	00050191	Matthews,Elsie M	Student Transportation	Local
BUS ATTENDANT	00050179	Samuels,Teresa	Student Transportation	Local
BUS ATTENDANT	00050198	Pinkney Jr,Johnees S	Student Transportation	Local
BUS ATTENDANT	00050208	Murphy,Linda Lakisha	Student Transportation	Local
BUS ATTENDANT	00050205	Coehins,Vastha M	Student Transportation	Local
BUS ATTENDANT	00050210	Lee,Kharka R	Student Transportation	Local
BUS ATTENDANT	00050206	Proctor,Wanda L	Student Transportation	Local
BUS ATTENDANT	00050213	Chase,Angel	Student Transportation	Local
BUS ATTENDANT	00050203	Stevenson,Darlene V	Student Transportation	Local
BUS ATTENDANT	00050294	Hood,Verna Dawn	Student Transportation	Local
BUS ATTENDANT	00049490	Adams,Trina M	Student Transportation	Local

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BUS ATTENDANT	00050082	Wilson Jr,Hobart M	Student Transportation	Local
BUS ATTENDANT	00050227	Tekle,Russom	Student Transportation	Local
BUS ATTENDANT	00050224	Holmes,Lawanda M	Student Transportation	Local
BUS ATTENDANT	00050223	Green,James Earl J	Student Transportation	Local
BUS ATTENDANT	00050230	Lytle,Shelly	Student Transportation	Local
BUS ATTENDANT	00050231	Jenkins,Dawn	Student Transportation	Local
BUS ATTENDANT	00050233	Barnhardt,Yushikia	Student Transportation	Local
BUS ATTENDANT	00050235	Davis,Denise	Student Transportation	Local
BUS ATTENDANT	00050237	Hood,Leonarda	Student Transportation	Local
BUS ATTENDANT	00050236	Davis,Kelli	Student Transportation	Local
BUS ATTENDANT	00048988	Rice,Cornelia R	Student Transportation	Local
BUS ATTENDANT	00048995	Esperance,Ernite F	Student Transportation	Local
BUS ATTENDANT	00048990	Nelson,Lashawn T	Student Transportation	Local
BUS ATTENDANT	00048991	Joseph,Nellie	Student Transportation	Local
BUS ATTENDANT	00048994	Henson,Saeedha	Student Transportation	Local
BUS ATTENDANT	00048999	Woodard,Prentice E	Student Transportation	Local
BUS ATTENDANT	00049005	Cordell,Lakia A	Student Transportation	Local
BUS ATTENDANT	00049011	Roots,Rita A	Student Transportation	Local
BUS ATTENDANT	00049008	Gaines,Tawandra M	Student Transportation	Local
BUS ATTENDANT	00049000	Cox,Charlotte	Student Transportation	Local
BUS ATTENDANT	00049003	Brown,Franeneta L	Student Transportation	Local
BUS ATTENDANT	00049023	Daniel,Clairessa L	Student Transportation	Local
BUS ATTENDANT	00049015	Tompoe,Thumbelina	Student Transportation	Local
BUS ATTENDANT	00049030	Jean,Wilfrid	Student Transportation	Local
BUS ATTENDANT	00049029	Lee,Denise A	Student Transportation	Local
BUS ATTENDANT	00049027	Tatum Pelote,Lawanda Y	Student Transportation	Local
BUS ATTENDANT	00049034	Ginyard,Cecelia	Student Transportation	Local
BUS ATTENDANT	00049028	Mccroy Jr,Carl K	Student Transportation	Local
BUS ATTENDANT	00048977	Smith,Michael	Student Transportation	Local
BUS ATTENDANT	00049024	Davis,Bernard B	Student Transportation	Local
BUS ATTENDANT	00050151	Glenn,Iris	Student Transportation	Local
BUS ATTENDANT	00049021	Braxton,Caprice M	Student Transportation	Local
BUS ATTENDANT	00049022	Clark,Angela	Student Transportation	Local
BUS ATTENDANT	00049041	Dubuche,Marie G	Student Transportation	Local
BUS ATTENDANT	00049048	Orelien,Marie	Student Transportation	Local
BUS ATTENDANT	00049039	Desir,Camelie	Student Transportation	Local
BUS ATTENDANT	00049045	Humphries,Denise A	Student Transportation	Local
BUS ATTENDANT	00049053	Valentine,Freda Brandon	Student Transportation	Local
BUS ATTENDANT	00049042	Gaither,Michelle	Student Transportation	Local
BUS ATTENDANT	00049038	Coleman,Lisa M	Student Transportation	Local
BUS ATTENDANT	00049036	Bethea,Angela D	Student Transportation	Local

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BUS ATTENDANT	00049047	Lindsay,Andrenia	Student Transportation	Local
BUS ATTENDANT	00049049	Poole,Chaulondas	Student Transportation	Local
BUS ATTENDANT	00049604	Dixon,Donald L	Student Transportation	Local
BUS ATTENDANT	00049037	Butler,Gloria	Student Transportation	Local
BUS ATTENDANT	00049044	Harris,Brenda	Student Transportation	Local
BUS ATTENDANT	00050946	Cherubin,Laurence	Student Transportation	Local
BUS ATTENDANT	00049060	Holder,Elizabeth	Student Transportation	Local
BUS ATTENDANT	00049065	Williams,Denise Janice	Student Transportation	Local
BUS ATTENDANT	00049059	Ozuna,Angela	Student Transportation	Local
BUS ATTENDANT	00049061	Graham,Lakia	Student Transportation	Local
BUS ATTENDANT	00049062	Lomax,Cynthia	Student Transportation	Local
BUS ATTENDANT	00049064	Alexander,Yvonne	Student Transportation	Local
BUS ATTENDANT	00049263	Johnson,Stanley	Student Transportation	Local
BUS ATTENDANT	00049194	Gray,Theresa	Student Transportation	Local
BUS ATTENDANT	00050091	Augustin,Marie Y	Student Transportation	Local
BUS ATTENDANT	00048972	Jean-pierre,Edith	Student Transportation	Local
BUS ATTENDANT	00050252	Glosson,Micheal L	Student Transportation	Local
BUS ATTENDANT	00048971	Greenwood,Yvonne L	Student Transportation	Local
BUS ATTENDANT	00049477	Steward,Monica M	Student Transportation	Local
BUS ATTENDANT	00048978	Miles,Victoria C	Student Transportation	Local
BUS ATTENDANT	00048969	Kenney,Robyn Michelle	Student Transportation	Local
BUS ATTENDANT	00049073	Rasberry,Amanda D	Student Transportation	Local
BUS ATTENDANT	00049072	Jones,Tammy M	Student Transportation	Local
BUS ATTENDANT	00049087	Joseph,Marie G	Student Transportation	Local
BUS ATTENDANT	00049082	Thomas,Aquanda M	Student Transportation	Local
BUS ATTENDANT	00049081	Shelton,Ann Marie	Student Transportation	Local
BUS ATTENDANT	00049097	Martin,Tamika T	Student Transportation	Local
BUS ATTENDANT	00049977	Reddick Ii,Jerell A	Student Transportation	Local
BUS ATTENDANT	00049096	Cole,Lalita V	Student Transportation	Local
BUS ATTENDANT	00049100	Thompson,Genoa M	Student Transportation	Local
BUS ATTENDANT	00049092	Burkley,Phonodust A	Student Transportation	Local
BUS ATTENDANT	00049126	Casimir,Marie M	Student Transportation	Local
BUS ATTENDANT	00049127	Frederick,Lashawn R	Student Transportation	Local
BUS ATTENDANT	00049135	Mahoney,Sacajawea C	Student Transportation	Local
BUS ATTENDANT	00049132	Richardson,Dynesha M	Student Transportation	Local
BUS ATTENDANT	00049108	Crawford,Timothy L	Student Transportation	Local
BUS ATTENDANT	00049134	Martin,Alyssa	Student Transportation	Local
BUS ATTENDANT	00050266	Williams,Hoshanii Franklin	Student Transportation	Local
BUS ATTENDANT	00050267	Tubman,Keona T	Student Transportation	Local
BUS ATTENDANT	00050265	Williams,Nannette M	Student Transportation	Local
BUS ATTENDANT	00050256	Jones Curry,Janeen	Student Transportation	Local

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BUS ATTENDANT	00050824	Campbell,Kiana N	Student Transportation	Local
BUS ATTENDANT	00050272	Pearson,Phyllis C	Student Transportation	Local
BUS ATTENDANT	00049204	Williams,Katrina O	Student Transportation	Local
BUS ATTENDANT	00050281	Pattman,Janice C	Student Transportation	Local
BUS ATTENDANT	00050275	Diarra,Pamela D	Student Transportation	Local
BUS ATTENDANT	00050279	Murphy,Carlietha M	Student Transportation	Local
BUS ATTENDANT	00050276	Goodwin,Francine L	Student Transportation	Local
BUS ATTENDANT	00050273	Cofield,Irene M	Student Transportation	Local
BUS ATTENDANT	00050292	Curry,Matthew S	Student Transportation	Local
BUS ATTENDANT	00050291	Desilva,Shyanne R	Student Transportation	Local
BUS ATTENDANT	00050285	Williams,Missy D	Student Transportation	Local
BUS ATTENDANT	00050296	Pierre,Lucianna	Student Transportation	Local
BUS ATTENDANT	00050297	Anderson,Sharon R	Student Transportation	Local
BUS ATTENDANT	00050302	House,Mary Ann	Student Transportation	Local
BUS ATTENDANT	00050298	Batson,D'von B	Student Transportation	Local
BUS ATTENDANT	00050300	Doyle,Fannie L	Student Transportation	Local
BUS ATTENDANT	00049758	Watson,Vicki M	Student Transportation	Local
BUS ATTENDANT	00050317	Law,David Phillip	Student Transportation	Local
BUS ATTENDANT	00050318	Kamara,Lynn	Student Transportation	Local
BUS ATTENDANT	00050309	Allen,Rhonda M	Student Transportation	Local
BUS ATTENDANT	00050314	Everett,Rejenni D	Student Transportation	Local
BUS ATTENDANT	00050312	Crossland,Gordan Timothy	Student Transportation	Local
BUS ATTENDANT	00048984	Windear,Keith C	Student Transportation	Local
BUS ATTENDANT	00050311	Burkley,Asia A	Student Transportation	Local
BUS ATTENDANT	00050324	Hayes,Maria Antionette	Student Transportation	Local
BUS ATTENDANT	00050315	Hinton,Latanya N	Student Transportation	Local
BUS ATTENDANT	00050322	Moore,Shantice J	Student Transportation	Local
BUS ATTENDANT	00050319	Lee,Samantha S	Student Transportation	Local
BUS ATTENDANT	00050320	Lewis,Latosha H	Student Transportation	Local
BUS ATTENDANT	00050346	Williams,Quinton M	Student Transportation	Local
BUS ATTENDANT	00049724	Brown,Kizzie K	Student Transportation	Local
BUS ATTENDANT	00050347	Malloy,Carolyn V Victoria	Student Transportation	Local
BUS ATTENDANT	00050344	Somerville,Marilyn	Student Transportation	Local
BUS ATTENDANT	00050343	Spencer,Barbara D	Student Transportation	Local
BUS ATTENDANT	00050345	Baldwin,Tina	Student Transportation	Local
BUS ATTENDANT	00050349	Binns,Paulette	Student Transportation	Local
BUS ATTENDANT	00049143	Gaines,Annie Bell	Student Transportation	Local
BUS ATTENDANT	00049154	Mewborn,Natasha A	Student Transportation	Local
BUS ATTENDANT	00049700	Hinton,Sherrri T	Student Transportation	Local
BUS ATTENDANT	00049145	Brown,Rebecca	Student Transportation	Local
BUS ATTENDANT	00049152	Smith,Frankie J	Student Transportation	Local

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BUS ATTENDANT	00049148	Baker,Cheryl	Student Transportation	Local
BUS ATTENDANT	00050360	Butler,Takeia L	Student Transportation	Local
BUS ATTENDANT	00050368	Hardy,Lachelle Q	Student Transportation	Local
BUS ATTENDANT	00050357	Koon,Dorian Y	Student Transportation	Local
BUS ATTENDANT	00050356	Jones,Gennette M	Student Transportation	Local
BUS ATTENDANT	00050367	Francois,Madeleine P	Student Transportation	Local
BUS ATTENDANT	00049231	Murphy,Tawana A	Student Transportation	Local
BUS ATTENDANT	00050377	Mitchell,Tenish N	Student Transportation	Local
BUS ATTENDANT	00050387	Culbreath,Clarice V	Student Transportation	Local
BUS ATTENDANT	00050395	Mohammed,Halima O	Student Transportation	Local
BUS ATTENDANT	00050389	Winn,Renee A	Student Transportation	Local
BUS ATTENDANT	00050393	Pratt,Lakisha C	Student Transportation	Local
BUS ATTENDANT	00050382	Glover,Joyce E	Student Transportation	Local
BUS ATTENDANT	00050392	Shelton,Angee V	Student Transportation	Local
BUS ATTENDANT	00050396	Mason,Shanelle M	Student Transportation	Local
BUS ATTENDANT	00050402	Brittingham,Neema L	Student Transportation	Local
BUS ATTENDANT	00050401	Burks,Rhonda R	Student Transportation	Local
BUS ATTENDANT	00050410	Murray,Laurrie S	Student Transportation	Local
BUS ATTENDANT	00050406	Bekele,Emebet W	Student Transportation	Local
BUS ATTENDANT	00050416	Ballard,Jacqueline D	Student Transportation	Local
BUS ATTENDANT	00050421	Harley,William R	Student Transportation	Local
BUS ATTENDANT	00050425	Lewis,Tiffany M	Student Transportation	Local
BUS ATTENDANT	00050419	Brown,Sheila	Student Transportation	Local
BUS ATTENDANT	00050424	King,Roris J	Student Transportation	Local
BUS ATTENDANT	00050420	Davis,Jarkella D	Student Transportation	Local
BUS ATTENDANT	00050417	Brown,Geneva	Student Transportation	Local
BUS ATTENDANT	00050430	Wade,Lester E	Student Transportation	Local
BUS ATTENDANT	00050438	Clark,Shawniece K	Student Transportation	Local
BUS ATTENDANT	00050437	Turner,Cynthia	Student Transportation	Local
BUS ATTENDANT	00050455	Odemns,Traci R	Student Transportation	Local
BUS ATTENDANT	00050454	Smith,Narcissus B	Student Transportation	Local
BUS ATTENDANT	00050440	Bentley,Martina L	Student Transportation	Local
BUS ATTENDANT	00050442	Berhe,Aster B	Student Transportation	Local
BUS ATTENDANT	00050457	Spears,Sarah L	Student Transportation	Local
BUS ATTENDANT	00050453	Thomas,Jumaro R	Student Transportation	Local
BUS ATTENDANT	00050445	Young,Kathy	Student Transportation	Local
BUS ATTENDANT	00050451	Lewis,Peter M	Student Transportation	Local
BUS ATTENDANT	00050444	Williams,Ashley N	Student Transportation	Local
BUS ATTENDANT	00050459	Jackson,Leontay	Student Transportation	Local
BUS ATTENDANT	00050462	Pratt,Priscilla L	Student Transportation	Local
BUS ATTENDANT	00050486	Anderson,Keonna N	Student Transportation	Local

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BUS ATTENDANT	00050466	Smith,Angel L	Student Transportation	Local
BUS ATTENDANT	00050458	Allen,Latesha M	Student Transportation	Local
BUS ATTENDANT	00050470	Hawkins,Stephanie V	Student Transportation	Local
BUS ATTENDANT	00050477	Wilkins,Jammie N	Student Transportation	Local
BUS ATTENDANT	00050478	Stevens,April S	Student Transportation	Local
BUS ATTENDANT	00050482	Thompson,Rena M	Student Transportation	Local
BUS ATTENDANT	00050509	Wilson,Dinah N	Student Transportation	Local
BUS ATTENDANT	00050496	Hairston,Rosalynd	Student Transportation	Local
BUS ATTENDANT	00050497	Jackson,Patricia A	Student Transportation	Local
BUS ATTENDANT	00050508	Alston,Christine	Student Transportation	Local
BUS ATTENDANT	00050499	Marshall,Carolyn L	Student Transportation	Local
BUS ATTENDANT	00050502	Stevens,Jermaine B	Student Transportation	Local
BUS ATTENDANT	00050510	Dixon,Pamela M	Student Transportation	Local
BUS ATTENDANT	00050507	Perkins,Jo'juan C	Student Transportation	Local
BUS ATTENDANT	00050488	Wyatt,Robin	Student Transportation	Local
BUS ATTENDANT	00050501	Spears,Mia E	Student Transportation	Local
BUS ATTENDANT	00050490	Blalock,Isbel S	Student Transportation	Local
BUS ATTENDANT	00050498	Leathers-jones,Helena	Student Transportation	Local
BUS ATTENDANT	00050500	Mccannon,Gloria F	Student Transportation	Local
BUS ATTENDANT	00050538	Blango,Tyneka T	Student Transportation	Local
BUS ATTENDANT	00050528	Mcbride,Theresa A	Student Transportation	Local
BUS ATTENDANT	00050527	Mixon,Pertrice Delores	Student Transportation	Local
BUS ATTENDANT	00050534	Watts,Beulah M	Student Transportation	Local
BUS ATTENDANT	00050521	Spriggs,Gail C	Student Transportation	Local
BUS ATTENDANT	00050526	Queen,Romone J	Student Transportation	Local
BUS ATTENDANT	00050519	Jackson,Willie A	Student Transportation	Local
BUS ATTENDANT	00050530	Johnson,Lashawn C	Student Transportation	Local
BUS ATTENDANT	00050525	Redfield,Lacountriss S	Student Transportation	Local
BUS ATTENDANT	00050539	Bronson,Deborah L	Student Transportation	Local
BUS ATTENDANT	00050537	Benjamin,Damerris S	Student Transportation	Local
BUS ATTENDANT	00050532	Holiday,Tasha D	Student Transportation	Local
BUS ATTENDANT	00050545	Thomas,Dorothy M	Student Transportation	Local
BUS ATTENDANT	00050556	Cherry,Johanna L	Student Transportation	Local
BUS ATTENDANT	00050559	Alston,Michelle A	Student Transportation	Local
BUS ATTENDANT	00050547	Sheffey - Johnson,Ericka R	Student Transportation	Local
BUS ATTENDANT	00050551	Lee,Rosie L	Student Transportation	Local
BUS ATTENDANT	00050557	Brown,Deenean N	Student Transportation	Local
BUS ATTENDANT	00050552	Jackson,Jennifer W	Student Transportation	Local
BUS ATTENDANT	00050560	Williams,Renardo	Student Transportation	Local
BUS ATTENDANT	00050558	Battle Jr, Henry L	Student Transportation	Local
BUS ATTENDANT	00050555	Deville,Rita A	Student Transportation	Local

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BUS ATTENDANT	00050585	Smith,Jacynthia	Student Transportation	Local
BUS ATTENDANT	00050580	Kerns,Marquia Y	Student Transportation	Local
BUS ATTENDANT	00050583	Moore,Delila C	Student Transportation	Local
BUS ATTENDANT	00050584	Palmer,Jamel A	Student Transportation	Local
BUS ATTENDANT	00050566	Smith,Cherolyn Patrice	Student Transportation	Local
BUS ATTENDANT	00050571	Garcia,Douglas S	Student Transportation	Local
BUS ATTENDANT	00050586	Moore,April S	Student Transportation	Local
BUS ATTENDANT	00050595	Wako,Olana G	Student Transportation	Local
BUS ATTENDANT	00050592	Jakno,Yohannes W	Student Transportation	Local
BUS ATTENDANT	00050620	Sabb,Erinn M	Student Transportation	Local
BUS ATTENDANT	00050614	Boone,Glendella S	Student Transportation	Local
BUS ATTENDANT	00050640	Tyler,Polite	Student Transportation	Local
BUS ATTENDANT	00050715	Young,Cynthia A	Student Transportation	Local
BUS ATTENDANT	00050705	Lofton,Dorothy M	Student Transportation	Local
BUS ATTENDANT	00050696	Bullock,Monica	Student Transportation	Local
BUS ATTENDANT	00050702	Godbolt,Ricky Kevin	Student Transportation	Local
BUS ATTENDANT	00050699	Brown,Selena N	Student Transportation	Local
BUS ATTENDANT	00050710	Pitt,Melissa D	Student Transportation	Local
BUS ATTENDANT	00050706	Mccrae,Michelle R	Student Transportation	Local
BUS ATTENDANT	00050666	Fogle,Helen B	Student Transportation	Local
BUS ATTENDANT	00050667	Dixon,Krystal M	Student Transportation	Local
BUS ATTENDANT	00050659	Johnson,Sharon O	Student Transportation	Local
BUS ATTENDANT	00050669	Bush,Julia R	Student Transportation	Local
BUS ATTENDANT	00050665	Henson,Annette C	Student Transportation	Local
BUS ATTENDANT	00050670	Sutton,Jacqueline L	Student Transportation	Local
BUS ATTENDANT	00050687	Little,Wanda E	Student Transportation	Local
BUS ATTENDANT	00050681	Fears,Adam A	Student Transportation	Local
BUS ATTENDANT	00050012	Peeler,Sharnelle M	Student Transportation	Local
BUS ATTENDANT	00050672	Armstrong,Linnea S	Student Transportation	Local
BUS ATTENDANT	00050688	Malloy,Jermaine A	Student Transportation	Local
BUS ATTENDANT	00050694	Wade,Daisha D	Student Transportation	Local
BUS ATTENDANT	00050695	Walker,Willis B	Student Transportation	Local
BUS ATTENDANT	00050683	Gross,Rosa L	Student Transportation	Local
BUS ATTENDANT	00050728	Brooks,Deborah L.	Student Transportation	Local
BUS ATTENDANT	00049149	Benjamin,Stephanie Y	Student Transportation	Local
BUS ATTENDANT	00050820	Moss,Donald A	Student Transportation	Local
BUS ATTENDANT	00050823	Smith,Hannah M	Student Transportation	Local
BUS ATTENDANT	00049923	Coates,Jacqueline A.	Student Transportation	Local
BUS ATTENDANT	00050186	JOHNSON,CHAMIA Z	Student Transportation	Local
BUS ATTENDANT	00050845	MURRAY,KATRINA D	Student Transportation	Local
BUS ATTENDANT	00050850	JOHNSON,SAMIRIS L	Student Transportation	Local

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BUS ATTENDANT	00050866	Stewart,Taundaleah N	Student Transportation	Local
BUS ATTENDANT	00050870	SWANN,SANDRA E	Student Transportation	Local
BUS ATTENDANT	00050872	BOOMER,NATASHA N	Student Transportation	Local
BUS ATTENDANT	00050873	ROOKS,SHAMEKA R	Student Transportation	Local
BUS ATTENDANT	00050875	Brown,Shaunice V.	Student Transportation	Local
BUS ATTENDANT	00050878	Wilson,LaShawn N	Student Transportation	Local
BUS ATTENDANT	00050890	Moore,David A	Student Transportation	Local
BUS ATTENDANT	00050897	Davis,Amy M.	Student Transportation	Local
BUS ATTENDANT	00050886	Jenifer,Sylvia F	Student Transportation	Local
BUS ATTENDANT	00050882	Thompson,Johnnie W.	Student Transportation	Local
BUS ATTENDANT	00050967	Cole,Marie E.	Student Transportation	Local
BUS ATTENDANT	00050937	Beckham,Robyn	Student Transportation	Local
BUS ATTENDANT	00050767	Williams,Romel Cortez	Student Transportation	Local
BUS ATTENDANT	00050930	McKoy,Sylvester	Student Transportation	Local
BUS ATTENDANT	00050965	Taylor,Tanisha N.	Student Transportation	Local
BUS ATTENDANT	00050950	ColClough,Joseph	Student Transportation	Local
BUS ATTENDANT	00050632	Brodgins,Kathy L	Student Transportation	Local
BUS ATTENDANT	00050654	Poles,Necole	Student Transportation	Local
BUS ATTENDANT	00050680	Bourciquot,Geurline	Student Transportation	Local
BUS ATTENDANT	00048993	HARRISON,CRYSTAL N	Student Transportation	Local
BUS ATTENDANT	00073079	HAWKINS,CARLTON R	Student Transportation	Local
BUS ATTENDANT	00073221	JOHNSON,BESSIE L	Student Transportation	Local
BUS ATTENDANT	00073008	WILLIAMS,EMMA	Student Transportation	Local
BUS ATTENDANT	00048904	THOMAS,RHONDA M	Student Transportation	Local
BUS ATTENDANT	00050599	THOMAS,YOLANDA R	Student Transportation	Local
BUS ATTENDANT	00050398	MYERS,JANICE	Student Transportation	Local
BUS ATTENDANT	00050313	KING,MARTINA	Student Transportation	Local
BUS ATTENDANT	00049484	COOPER,REGINALD	Student Transportation	Local
BUS ATTENDANT	00050429	GREEN,ANNIE R	Student Transportation	Local
BUS ATTENDANT	00050676	DOVE,LAVERNE M	Student Transportation	Local
BUS ATTENDANT	00050348	JOHNSON,ANGEL O	Student Transportation	Local
BUS ATTENDANT	00050495	SAUNDERS,SHERROME	Student Transportation	Local
BUS ATTENDANT	00050495	SAUNDERS,SHERROME	Student Transportation	Local
BUS ATTENDANT	00048912	HAMILTON,JUDY	Student Transportation	Local
BUS ATTENDANT	00049471	ARCHIE,LORETTA	Student Transportation	Local
BUS ATTENDANT	00049344	MCCLAIN-EL,ROSA V	Student Transportation	Local
BUS ATTENDANT	00050582	GREGORY,LENETTE M	Student Transportation	Local
BUS ATTENDANT	00050025	RICHARDSON,YVONNE	Student Transportation	Local
BUS ATTENDANT	00049085	Roberson,Allison Ester	Student Transportation	Local
BUS ATTENDANT	00050653	Graham Jr.,Anthony	Student Transportation	Local
BUS ATTENDANT	00049080	Scarboro,Gary Felton	Student Transportation	Local

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BUS ATTENDANT	00050876	Johnson,Barbara	Student Transportation	Local
BUS ATTENDANT	00049313	Glover,Phillip	Student Transportation	Local
BUS ATTENDANT	00050869	Hodge,Tesa	Student Transportation	Local
BUS ATTENDANT	00049004	Turner,Shrell Renee	Student Transportation	Local
BUS ATTENDANT	00049083	Hurd,Adria Yvette	Student Transportation	Local
BUS ATTENDANT	00051349	Nesbitt,Kimberly	Student Transportation	Local
BUS ATTENDANT	00050554	Owens,Florence	Student Transportation	Local
BUS ATTENDANT	00050616	Latimore,Darnell L.	Student Transportation	Local
BUS ATTENDANT	00050159	Taylor,Eva May	Student Transportation	Local
BUS ATTENDANT	00050154	Staunton,Aleascia Marchelle	Student Transportation	Local
BUS ATTENDANT	00050196	Thurston,Earl Lawrence	Student Transportation	Local
BUS ATTENDANT	00050364	Pierce,Annie L.	Student Transportation	Local
BUS ATTENDANT	00049517	Selby,Laquinda Dawnelle	Student Transportation	Local
BUS ATTENDANT	00049512	Harris,Christine E	Student Transportation	Local
BUS ATTENDANT	00049242	Hicks,Shantae	Student Transportation	Local
BUS ATTENDANT	00050372	amin,amira B	Student Transportation	Local
BUS ATTENDANT	00050634	Gray,Tanika A	Student Transportation	Local
BUS ATTENDANT	00050295	Richardson,Shaneeka	Student Transportation	Local
BUS ATTENDANT	00050204	Johnson,Tanjanekia	Student Transportation	Local
BUS ATTENDANT	00050199	Knight,Alicia	Student Transportation	Local
BUS ATTENDANT	00049432	McMicheal,Treavette	Student Transportation	Local
BUS ATTENDANT	00049571	Hoston,Mary O	Student Transportation	Local
BUS ATTENDANT	00048976	Montgomery,Johnathan	Student Transportation	Local
BUS ATTENDANT	00049617	Turner,Gregory W	Student Transportation	Local
BUS ATTENDANT	00049585	Johnson,Donise	Student Transportation	Local
BUS ATTENDANT	00049638	Johnson,Jacqueline Maria	Student Transportation	Local
BUS ATTENDANT	00050201	Taylor,Lindsey	Student Transportation	Local
BUS ATTENDANT	00050113	Sturgess,James Dennis	Student Transportation	Local
BUS ATTENDANT	00050880	Powell,Gloria Jean	Student Transportation	Local
BUS ATTENDANT	00049941	Jackson,Dwayne	Student Transportation	Local
BUS ATTENDANT	00050726	Murphy III,Richard	Student Transportation	Local
BUS ATTENDANT	00050505	Jones,Chequitha	Student Transportation	Local
BUS ATTENDANT	00050617	Lomax,Jermaine O'Neal	Student Transportation	Local
BUS ATTENDANT	00050439	Jones,Antonio Maurice	Student Transportation	Local
BUS ATTENDANT	00049742	Hawkins,Tanganyika	Student Transportation	Local
BUS ATTENDANT	00049984	Jordan,Lashamanek Desiree Tiffan	Student Transportation	Local
BUS ATTENDANT	00050270	Jones,Sarita	Student Transportation	Local
BUS ATTENDANT	00050633	Williams,Sheena R	Student Transportation	Local
BUS ATTENDANT	00050619	Kennedy,Kaylinn Hailstorks	Student Transportation	Local
BUS ATTENDANT	00050447	Johnson,Christopher Edward	Student Transportation	Local
BUS ATTENDANT	00050564	Jones,Lashelle R	Student Transportation	Local

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BUS ATTENDANT	00050308	McMillan, Donna E	Student Transportation	Local
BUS ATTENDANT	00050491	McDuffie, Keyonna S.	Student Transportation	Local
BUS ATTENDANT	00050536	Lewis, Keyona R.	Student Transportation	Local
BUS ATTENDANT	00050743	Grier, Joseph Ferrare	Student Transportation	Local
BUS ATTENDANT	00050579	Sutton, Terriea L.	Student Transportation	Local
BUS ATTENDANT	00050744	Laymon, Charles Edward	Student Transportation	Local
BUS ATTENDANT	00050642	Scrivner, Andrea T.	Student Transportation	Local
BUS ATTENDANT	00050652	Smith, Tracey P	Student Transportation	Local
BUS ATTENDANT	00050691	Chavies, Shayla Patrice	Student Transportation	Local
BUS ATTENDANT	00050748	Carter, Dina	Student Transportation	Local
BUS ATTENDANT	00050675	Duncan, Darnell John	Student Transportation	Local
BUS ATTENDANT	00050590	Owens, Charon K	Student Transportation	Local
BUS ATTENDANT	00073005	Holmes, Sanetra D	Student Transportation	Local
BUS ATTENDANT	00050572	Hatch, DaShonda M.	Student Transportation	Local
BUS ATTENDANT	00050662	Arnold, Karen R.	Student Transportation	Local
BUS ATTENDANT	00050660	Corprew, LeTroy	Student Transportation	Local
BUS ATTENDANT	00050658	Brown, Caroline E	Student Transportation	Local
BUS ATTENDANT	00050712	Hudson Jr., William E	Student Transportation	Local
BUS ATTENDANT	00050835	McGill, Lakisha B	Student Transportation	Local
BUS ATTENDANT	00050931	Browner, Ayisha	Student Transportation	Local
BUS ATTENDANT	00050877	Russell, James T	Student Transportation	Local
BUS ATTENDANT	00050825	Patterson, Tony	Student Transportation	Local
BUS ATTENDANT	00071797	Nelson, Taneka S	Student Transportation	Local
BUS ATTENDANT	00049422	Lake, Osbornay S	Student Transportation	Local
BUS ATTENDANT	00073012	Bradley, Leola C	Student Transportation	Local
BUS ATTENDANT	00073011	Jones, Stephon A	Student Transportation	Local
BUS ATTENDANT	00073007	Thomas, Kevin D	Student Transportation	Local
BUS ATTENDANT	00073067	Robinson, Antoine Lamar	Student Transportation	Local
BUS ATTENDANT	00073075	Morris Jr., Richard	Student Transportation	Local
BUS ATTENDANT	00072965	Currie, Watasha D	Student Transportation	Local
BUS ATTENDANT	00072966	Dorsey, Kirk E.	Student Transportation	Local
BUS ATTENDANT	00072967	Sheppard, Elizabeth	Student Transportation	Local
BUS ATTENDANT	00072968	Pasigan, Dean S	Student Transportation	Local
BUS ATTENDANT	00072970	Holland, Shawn D	Student Transportation	Local
BUS ATTENDANT	00072996	Brown, Shakita Denise	Student Transportation	Local
BUS ATTENDANT	00073000	Marable, David H.	Student Transportation	Local
BUS ATTENDANT	00073002	Moore, Aretha V.	Student Transportation	Local
BUS ATTENDANT	00049659	Reed, Jeneka	Student Transportation	Local
BUS ATTENDANT	00073266	Crowder, Bruce M	Student Transportation	Local
BUS ATTENDANT	00073265	Harris, Willie B	Student Transportation	Local
BUS ATTENDANT	00073256	Campbell, Allison Nicole	Student Transportation	Local

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BUS ATTENDANT	00073264	Pinkney,Marcus L	Student Transportation	Local
BUS ATTENDANT	00073223	Washington,Latisha Denise	Student Transportation	Local
BUS ATTENDANT	00073222	Latta,Annie Mae	Student Transportation	Local
BUS ATTENDANT	00073171	Smith,Natasha Jarie	Student Transportation	Local
BUS ATTENDANT	00073169	Williams,Nancy Elizabeth	Student Transportation	Local
BUS ATTENDANT	00073163	Howard,Shawnte Ebony	Student Transportation	Local
BUS ATTENDANT	00073162	Jackson,Inga	Student Transportation	Local
BUS ATTENDANT	00073261	Thompson,LaTonya D	Student Transportation	Local
BUS ATTENDANT	00073276	Quinn,Donte F	Student Transportation	Local
BUS ATTENDANT	00073260	Green II,Cleveland M	Student Transportation	Local
BUS ATTENDANT	00073259	Anderson,Stephanie M	Student Transportation	Local
BUS ATTENDANT	00073274	Duncan,LaDawn Patrice	Student Transportation	Local
BUS ATTENDANT	00073275	McFadden,Keyna Monekia	Student Transportation	Local
BUS ATTENDANT	00050403	Wright,Kimberly Mashall	Student Transportation	Local
BUS ATTENDANT	00049012	Romero,Lidia Marina	Student Transportation	Local
BUS ATTENDANT	00050848	Jones,Twanna	Student Transportation	Local
BUS ATTENDANT	00049706	Kemper,Cathy	Student Transportation	Local
BUS ATTENDANT	00049144	Grinage,Andrea	Student Transportation	Local
BUS ATTENDANT	00051152	Dickerson,Patrice	Student Transportation	Local
BUS ATTENDANT	00071616	Merritt,Che	Student Transportation	Local
BUS ATTENDANT	00049766	Barkley,Charlotta	Student Transportation	Local
BUS ATTENDANT	00049783	Moore,Yvette	Student Transportation	Local
BUS ATTENDANT	00069777	Bagley,Brittney Nicole	Student Transportation	Local
BUS ATTENDANT	00046929	Melson,Rayvon Ervin	Student Transportation	Local
BUS ATTENDANT	00050657	French,Lillie Mae	Student Transportation	Local
BUS ATTENDANT	00070891	Brown,Chimere Latriece	Student Transportation	Local
BUS ATTENDANT	00050871	Chamberlain,Karen	Student Transportation	Local
BUS ATTENDANT	00050426	Chambers,Khea	Student Transportation	Local
BUS ATTENDANT	00049183	Winchester,Shatrica S	Student Transportation	Local
BUS ATTENDANT	00049836	Wall,Tyree Anita	Student Transportation	Local
BUS ATTENDANT	00049694	Howard,Dawn S	Student Transportation	Local
BUS ATTENDANT	00050259	Shorts,Tiki Kalia	Student Transportation	Local
BUS ATTENDANT	00050811	Williams,Clarence M	Student Transportation	Local
BUS ATTENDANT	00048885	Smith,Marinda Stephanie	Student Transportation	Local
BUS ATTENDANT	00049475	Buchanan,Terrquella	Student Transportation	Local
BUS ATTENDANT	00050796	Bradford,Jessica Annette	Student Transportation	Local
BUS ATTENDANT	00050618	Fortney,Heaven	Student Transportation	Local
BUS ATTENDANT	00050766	Ali-Floyd,Ayesha Imani	Student Transportation	Local
BUS ATTENDANT	00050868	Bruce,Katia Yvette	Student Transportation	Local
BUS ATTENDANT	00049002	Henson,Ashley E	Student Transportation	Local
BUS ATTENDANT	00050815	Moten,Deborah L	Student Transportation	Local

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BUS ATTENDANT	00050524	Peeler, Ellery	Student Transportation	Local
BUS ATTENDANT	00050232	Jean-Baptiste, Yolette	Student Transportation	Local
BUS ATTENDANT	00049249	Hill, Kenyatta C	Student Transportation	Local
BUS ATTENDANT	00048981	McLaughlin, Chamika L	Student Transportation	Local
BUS ATTENDANT	00050867	Spears, Nana S	Student Transportation	Local
BUS ATTENDANT	00049066	Hart, Da'Vonne L	Student Transportation	Local
BUS ATTENDANT	00048945	Reddick, Tyler B	Student Transportation	Local
BUS ATTENDANT	00049001	Cole, Carlton W	Student Transportation	Local
BUS ATTENDANT	00050209	Nedd, Kewana S	Student Transportation	Local
BUS ATTENDANT	00049584	Wages, Kim E	Student Transportation	Local
BUS ATTENDANT	00049691	Pettaway, Brandi N	Student Transportation	Local
BUS ATTENDANT	00050673	Hodnett, Tonja T	Student Transportation	Local
BUS ATTENDANT	00049223	Johnson, Cassandra R	Student Transportation	Local
BUS ATTENDANT	00049812	Shorts, Ayana A	Student Transportation	Local
BUS ATTENDANT	00049051	Waters, Kristopher K	Student Transportation	Local
BUS ATTENDANT	00049283	Peyton, Jaci T	Student Transportation	Local
BUS ATTENDANT	00049459	Tillman, Ashley K	Student Transportation	Local
BUS ATTENDANT	00049866	Fenwick, Quneitra M	Student Transportation	Local
BUS ATTENDANT	00049684	Williams, Michelle N	Student Transportation	Local
BUS ATTENDANT	00049978	Tate, Alonzo D	Student Transportation	Local
BUS ATTENDANT	00050002	Thomas, Kim L	Student Transportation	Local
BUS ATTENDANT	00050027	Moore, Rodney D	Student Transportation	Local
BUS ATTENDANT	00049414	Hunter, Yolanda N	Student Transportation	Local
BUS ATTENDANT	00050161	Abraham, Marie Vivianne B	Student Transportation	Local
BUS ATTENDANT	00050379	Thomas, DeGloria M	Student Transportation	Local
BUS ATTENDANT	00049956	McCuiston, Malcolm T	Student Transportation	Local
BUS ATTENDANT	00050323	Anderson, Lia T	Student Transportation	Local
BUS ATTENDANT	00050518	Wise, Eunice B	Student Transportation	Local
BUS ATTENDANT	00050332	Dobbins, Charmagne A	Student Transportation	Local
BUS ATTENDANT	00049613	Gray, Danita	Student Transportation	Local
BUS ATTENDANT	00049658	Goldsberry, Lakisha S	Student Transportation	Local
BUS ATTENDANT	00049954	Cooper, Cameo L	Student Transportation	Local
BUS ATTENDANT	00050187	Wallace, Amy M	Student Transportation	Local
BUS ATTENDANT	00050274	Hyppolite, Theonome	Student Transportation	Local
BUS ATTENDANT	00050342	Anderson, Sharon T	Student Transportation	Local
BUS ATTENDANT	00050380	Richardson, Shauntia T	Student Transportation	Local
BUS ATTENDANT	00050385	Philip, Vevene A	Student Transportation	Local
BUS ATTENDANT	00049306	Morrison, Latoya K	Student Transportation	Local
BUS ATTENDANT	00050400	Switzer, Tracey M	Student Transportation	Local
BUS ATTENDANT	00048918	Richardson, Michael D	Student Transportation	Local
BUS ATTENDANT	00050407	Dyson, Chiquita J	Student Transportation	Local

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BUS ATTENDANT	00049641	Brown, Tiffany C	Student Transportation	Local
BUS ATTENDANT	00050225	Montgomery, Tyrone D	Student Transportation	Local
BUS ATTENDANT	00048939	Algaffir, Aliman A	Student Transportation	Local
BUS ATTENDANT	00049985	Glenn, Shanay T	Student Transportation	Local
BUS ATTENDANT	00049020	McKenzie, Chanel A	Student Transportation	Local
BUS ATTENDANT	00050461	Doumbia, Djack	Student Transportation	Local
BUS ATTENDANT	00049825	Bolden, Everett D	Student Transportation	Local
BUS ATTENDANT	00049079	Blount, Michelle D	Student Transportation	Local
BUS ATTENDANT	00049046	Major, Joshua C	Student Transportation	Local
BUS ATTENDANT	00050277	Greenfield, Kiana N	Student Transportation	Local
BUS ATTENDANT	00049360	Phelps, Lakita N	Student Transportation	Local
BUS ATTENDANT	00050184	Brannum, Ayanna N	Student Transportation	Local
BUS ATTENDANT	00050629	Ganey, Tawan P	Student Transportation	Local
BUS ATTENDANT	00049125	Kibler, Shakita D	Student Transportation	Local
BUS ATTENDANT	00050355	Pharr, Terrell R	Student Transportation	Local
BUS ATTENDANT	00073006	Huff, Shanier T	Student Transportation	Local
BUS ATTENDANT	00050238	Brooks, Charisse A	Student Transportation	Local
BUS ATTENDANT	00049159	Jackson, Jacquisha A	Student Transportation	Local
BUS ATTENDANT	00049174	McKee, Jonathan M	Student Transportation	Local
BUS ATTENDANT	00073004	Jones, Shaneise L	Student Transportation	Local
BUS ATTENDANT	00073020	Dicks, Elois F.	Student Transportation	Local
BUS ATTENDANT	00049506	Wilson, Jacklyn M	Student Transportation	Local
BUS ATTENDANT	00049618	Gaither, Latisha S	Student Transportation	Local
BUS ATTENDANT	00050544	Morris, Octavia	Student Transportation	Local
BUS ATTENDANT	00050541	Wallace, Tanika P	Student Transportation	Local
BUS ATTENDANT	00050954	Manley, Shamika T	Student Transportation	Local
BUS ATTENDANT	00073001	Rush, Siedah Y	Student Transportation	Local
BUS ATTENDANT	00049971	Tate, Rayshawn L	Student Transportation	Local
BUS ATTENDANT	00050471	Thomas, Eugene J	Student Transportation	Local
BUS ATTENDANT	00050260	Jacobs, Tiffany M	Student Transportation	Local
BUS ATTENDANT	00050220	Williams, Charlene R	Student Transportation	Local
BUS ATTENDANT	00050144	Holt, LaDonna L	Student Transportation	Local
BUS ATTENDANT	00050568	Haynes, Tawanna M	Student Transportation	Local
BUS ATTENDANT	00050475	Green, Brandie L	Student Transportation	Local
BUS ATTENDANT	00050359	Morgan, Lynwood K	Student Transportation	Local
BUS ATTENDANT	00049486	Rendel, Joanne	Student Transportation	Local
BUS ATTENDANT	00050229	Whitaker, Ebony Y	Student Transportation	Local
BUS ATTENDANT	00050553	Beale, Tajuanna	Student Transportation	Local
BUS ATTENDANT	00050427	Arrington, LaKeinya S	Student Transportation	Local
BUS ATTENDANT	00050448	Lancaster, DaShawn N	Student Transportation	Local
CLERK, TRANSPORTATION	00049765	Pickett, Felicia A	Student Transportation	Local

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DISPATCHER,TRANSPORTATION	00049771	Holmes,Tonya N	Student Transportation	Local
DISPATCHER,TRANSPORTATION	00049790	West,Sharon A	Student Transportation	Local
DISPATCHER,TRANSPORTATION	00049266	Dorsey,Antoinette A	Student Transportation	Local
DISPATCHER,TRANSPORTATION	00049871	Jones,Tammy L	Student Transportation	Local
DISPATCHER,TRANSPORTATION	00050120	Bolden,Latarsha	Student Transportation	Local
Motor Vehicle Dispatcher	00048983	Johnson,Deborah	Student Transportation	Local
MOTOR VEHICLE DISPATCHER	00049788	Paxton,Linda Ann	Student Transportation	Local
Motor Vehicle Dispatcher	00049356	Lea,Shavon Victoria	Student Transportation	Local
Motor Vehicle Dispatcher	00050189	Washington,Danita	Student Transportation	Local
MOTOR VEHICLE OPER,LEADER	00049761	Smith,James H	Student Transportation	Local
MOTOR VEHICLE OPER,LEADER	00049205	Adams,Keisha M	Student Transportation	Local
MOTOR VEHICLE OPER,LEADER	00049375	Castrillon,Mauricio	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051347	Campbell-garner,Charlane E.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050612	Richards,Solomon L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049070	Mcfadden,L C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050067	Ford,Kecia L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050283	Hayes,Jerome	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071536	Robinson,Tonya Marie	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050384	Ferrell,Linda L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050569	Crowder,Kirk A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048982	Mcgrier,Sandra D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049476	Barnes,Darnisha N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050010	Morris Matthews,Kathryn M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050516	Forrest,Sandra	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049269	Tsehaie,Asta	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00070712	Bell,Samantha	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00072067	Wooton,Michael J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048974	Johnson,Donna M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049520	Green,Francis N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049388	Hall,George	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049840	Mack,Walter H	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048914	Waters,Roland	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049256	Howard,Alfred W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048907	Montgomery,Joe N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049526	Hamilton,Donald George	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049139	Rosemond,Michael F	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050326	Broom Jr,Robert	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048952	Smallwood,Paul	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049934	Benson,Margaret	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049197	Whitfield,Michael R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050678	Tyler Jr.,Daniel	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00048928	Turner,Michael A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048936	Fowlkes,Roger L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049105	Allen,Annie M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049720	Johnson,Edenburgh A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048896	Lyons,Charles D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048937	Caldwell Sr,Danny O	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049516	Simms-hodge,La-gretta J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049545	Rollinson,Cleveland B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049544	Kibler,Annie M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049546	Moten,Barbara E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049189	Wright,Eric D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049547	Smith,Constance F	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048892	Horne,Lydia R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049666	Twyman,Alexander	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049549	Mahoney,William A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049550	Levasseur,Jean R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049478	Lewis,Jacqueline L.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049551	Simon,Tammy E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049552	Butler,Velma A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049303	Douglas,Kathy E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048942	Saleem,Omar	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048929	Oneal,Pierre	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049608	Robinson,Danita A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049554	Jackson,Roxanne	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048931	Young,Marietta B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049555	Peterson,Robert	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049191	Maxwell,Diana S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049849	James,Thomas D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048941	Harrison,Wanda D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049559	Roane,Priscilla A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049560	Moseby,Darselle L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049561	Smith-Harris,Joanna	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048894	Tucker,Brenda	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049562	Dantley,Ralph	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049574	Short,Richard S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048921	Jones,Ruby D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049596	Boulware,Girard	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049563	Washington,Julia M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049196	Gilchrist,Ivory L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048948	Clay Jr,Robert L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049370	Lawrence,Lysandra Y	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049556	Gant,Myrtis S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049622	Morton,Margaret	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049503	Johnson Jr,Alwin A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049567	Keene,Shirley Lee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048926	Bates,Danny A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049565	Jackson,Anthony E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048944	James,Kathleen	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049568	Greene,Christopher	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048919	Hamilton,Patricia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049846	Wise,Karen A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049569	Creek,Pamela L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049225	Arrington,Teronica A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048963	Adris,Ali M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049533	Dickerson,Tema C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048910	Abrego,Miguel A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048959	Wright,Alanda L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048960	Washington,Andrew Delonta	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048888	Huff,Nevin J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048964	Alarcon,Rafael H	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048889	Ulysse,Moise	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048947	Flores,Julio C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049578	Short,Sonia M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048923	Fields,Madge E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049114	Kibler,Sherleen	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051328	Meredith,Debreal A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048957	Jones,Anita C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049838	Chappelle,Jerome	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049600	Coley,Veleria	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049118	Mcglenn,Maureen T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049121	Hamilton,Donna L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049117	Lewis,Owen M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049035	Williams-Baker,Altheia E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049110	Brown,Geraldine	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049577	Dyson,Eric A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049138	Butler,Terrence L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049104	White,Vernon	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049170	Nesbitt,Kevin R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049111	Chaney,Darlene	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049119	Moore,Tolanda M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049582	Upchurch,Corey J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049103	Carter,Karen L	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049168	Vaughan,Cecilia M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049166	Khan,Farzana	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049158	Proctor,Geraldine	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049156	Dixon,Antoinette V	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049157	Jackson,Reginald A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049162	Spencer,Kimberly Y	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049173	Washington,Marcus J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049165	Woodfork-Drew,Sabrina T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049171	Plowden,Gladys	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049172	Green,Twanna R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049188	Rene,Joseph J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049187	Cadet,Frantz	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049185	Bungie,Leon E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049178	Cozart,Sherrie	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049186	Butler,Denise R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049190	Metcalfe,Catherine L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049389	Teckle,Tesfu	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049391	Alonzo,Luis	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049440	Moore-butler,Pamela D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049289	Calhoun,Curtis	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049305	Gilbert,Roland A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049407	Street,Chakia Tanee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049246	Murphy,Tenika	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049444	Payne,Frederick	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049352	Tansimore,Joyce R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049365	Campbell,Jean	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049371	Williams,Randall	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049227	Mcclain,William B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049373	Smith,Kiesha	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049301	Brooks,William H	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049429	Speight,Henry F	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049428	Smith,Wilma Dee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049376	Rogers Sr,Dawell	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049253	Glover,Henry L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049416	Crestwell,Jeanette	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049316	Fletcher,Pinetta	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049198	Merrell,Beulah	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049361	Barber,Toni T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049208	Arnold,Susan N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050031	Miles,Lakisha	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049366	Clipper,Latarsha	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049340	Wilson,Kia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049129	James,Alfonzo T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049292	Matthews,Patrice V	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049454	Henderson,Angela L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049364	Burns,David	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049369	Smith,James	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049355	Thomas,Ronael	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050240	Young,George E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049237	Johnson,Carlos J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049451	Freeman,Rodney	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049383	Weekly,Barbara	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049597	Smith,William	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049308	Grady,Veronica J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049327	Holmes,Luther P	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049322	Green,Ulysses	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049299	Donaldson,Donna V	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049342	Witherspoon,Tracy	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049293	Mcintosh,Huntley W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049265	Dickens,Brandon L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049464	Gayden,Yvonne M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049402	Thomas-Whitehorn,Jean Antoinette	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049353	Holt,Janice	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049458	Walters,Regina	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049273	Kemp,Letitia Ann	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049245	Vines,James	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049401	Morgan,Julia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049297	Spencer,Dawn L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049449	Belk,Eric	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049335	White,Demetria R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049304	Phillips,Margaret	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049405	Colson,Latonya	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049419	Long,Thycia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049382	Mcneil,Joyce	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049452	Mitchell,Lotonia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049404	Ruffin,Cherise L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049621	Smith,Ramiah D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049396	Williams,Nicolette Shawn Mane	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049278	Hailstorks,Trina	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048893	Buchanan,Lakeshia R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049350	Smith,Desirae R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049403	Taylor,Patricia A	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049251	Brown,Saundra A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049243	Smith,Debora T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00070830	Gregory,Raymond	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049284	Johnson,Garland E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049435	Moye,Patricia A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049268	Greene,Cheryl	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049348	Shorter,Kimberly A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049427	Swinson,Gwendolyn	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049296	Mcclam,Rita B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049310	Cole,Darlene	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049291	Law Jr,Herbert N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049384	Winchester,Tara	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049307	Burgess,Parris	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049393	Browner,Nicole C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049347	Preston,Marjorie	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049974	Pope,Cynthia Benita	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049387	Horton,Brian	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049456	Mckinney,Veronica	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049328	Keeton,Bonita	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049349	Jones,Althea	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049406	Jackson,Tanealya Maria	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049445	Collins,Kemba	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049215	Dixon,Audrey R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049248	Coleman,Jackie	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049271	Jeffries,Anthony	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049424	Bassil,Cynthia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049394	Smith,Barbara	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049217	Faunteroy,Darlene Antoinette	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049257	Washington,Antonio	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049437	Johnson,Delonda	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049323	Butler,Renee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049367	Coleman,Patrick	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049302	Blalock-kenney,Michele P	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049321	Gaskins,Phesia L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049241	Scrivner,Diana Lee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049228	Payton,Thurman	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049258	Robertson,Patrice M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049169	Henson,Karen	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049362	Ferrell,Nolanda	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049226	Wright,Lillian	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049379	Phillips III,Robert A	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049415	Kennedy,Juanita Marie	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049318	Dixon,Huler	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049220	Graham,Latonya	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049281	Tymas,Michael	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049363	Blair,Carolyn	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049469	Matthews,Albert	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049481	Johnson,Teresa D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049443	Hines,Gary A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049463	Williams,Tina M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049455	Augustin,Joseph Camille	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049453	Pannell,Rodney T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049465	Coleman,Robert L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049468	Doles,Tracie L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049450	Cinada,Jean G	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049466	Wills,Natasha M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049479	French,Frederick	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049482	Thomas,Varria D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049496	Barnhardt,Frankie	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049495	Burgess,Yolanda	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049472	Russ,Jeaneane C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049498	Jackson,Newell	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049501	Paulemon,Ulrick	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049487	Doles,Lashawn D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049483	Mitchell,Shondrea	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049491	Brown,Latia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049497	Fritzner,Dupalis	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049500	Webley,Winston M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049508	Colter,Jennayia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049504	Georges,Jean	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050029	Peay Sr,Charles T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049523	Holmes,Maxine Denise	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049515	Brown,Felecia N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049611	Coleman,Angel T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049521	Jones,Gregory D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049519	Woldemicael,Habtegiorgis	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049529	Legendre,Wilbert	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049524	Olvelt,Andre	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049527	Williams,Terrance	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049530	Smith,Alicia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049531	Gadsden,Letitia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049277	Heath,Marcus T	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049538	Legendre,Belonn	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049536	Domond,Patrick	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049537	Oneal,Barbara	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049540	Burgess,Charlene	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049541	Michel,Dominique A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049535	Mack,Karla	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049345	Petty,Gwendolyn	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049573	Pointejour,Rony	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049572	Childs,Hubert	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049570	Medeus,Jean Exone	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049590	Holley,Natasha	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049607	Horelien,Bonal	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049599	Barclift,Leon E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049583	Legendre,Silette M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049837	Shaw,Michael V E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049612	Crawford,Tracy Lynn	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049614	Byrd,Jeremiah	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049615	Bishop,Rosa I	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050336	Corbin,Carol L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050114	Beatty,Marc	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049624	Bruce,Katrina	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049637	Moore,Felcia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049640	Williams,Monique Annette	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049632	Green,Alisha A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049625	Abdelghany,Ali	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049623	Beverly,Saundra	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049626	Hill,Karen D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049627	Mitchell,Oles	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049633	Lee,Belinda	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049652	Coates,Tamarra L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049646	Kyere,Debbie L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049645	Campbell,Nicole	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049657	Mcintosh,Angela	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049671	Pearson,Nickita L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049674	Cherry,Roberta M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049678	Meade,Gwendolyn A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049679	Barnes,Gloria J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049685	Alexander,Dawnitra	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049686	Bandy,Jackie B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049682	Francois,Annilus	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049693	Domercant,Fritz H	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049696	Mack,Chakeena R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049714	Baldwin,Cynthia L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049715	Edme,Duval Pautus	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049716	Hill,Paul E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049719	Dixon,Rochelle A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049723	Jones,Donna A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049728	Williams,Arthur L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049727	Cinada,Voltaire	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049729	Lynn,Dorothy R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049726	Chrispin,Jean R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049733	Rattigan,Keith L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049737	Swinton,Capers L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049736	Commodore,Phyllis L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049739	Zimmerman,Howard R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049747	Arnold,Jeffery L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049740	Palmer,Brenda M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049756	Crowner,Stanley E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049755	Dandridge,Leslie S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049752	Girmatsion,Gebrekidan S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049591	Roach,Brenda	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050732	Tekie,Beyene G	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049141	Hillyer-barber,Frances	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049970	Calixte,Leon	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050376	Neely,Audrey	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049698	Joseph,Eva G	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049801	Malloy,Audrey Marie	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049800	Datis,Marie Sonia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049804	Sharpe,Abraham B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049814	Tolson,Ivy Inman	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049808	Chrispin,Marie Michelle	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049802	Williams,Ulysses E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049805	Lowman,Horace Hamilton	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049810	Green,Elaine C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049807	Newkirk,Zakia N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049798	Belayneh,Shiferaw G	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049815	Haile,Girma M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049799	Long,Michelle Terry	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049827	Cole,Toni Renee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049839	Ellerbe Mack,Vonetta Ann	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049823	Houston,Tasha Makeda	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049835	Bellinger Sr,Michael	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049833	Pitts,Sharell T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048895	Bryant,Tonette W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049841	Rousseau,Jean Y	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049844	Holly Mclain,Latanya	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049842	Arne,Jean Roosevelt	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049853	Hayantu,Abraham	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049857	Green,Michael	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049847	Graves,Jacqueline	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049854	Hunter,Miltina	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048966	Asfaw,Asfaw E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049863	Grant,Jackie	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050030	Louis,Christiana	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049870	Perry,Dawn R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049868	Brown,Michelle	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049877	Francois,Nicole	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049879	Jean,Immacula	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049884	Winston,Sandra K	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049873	Brown,James G	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049887	Lewis,James	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050217	Ghebremeschel,Samuel	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049886	Morgan,Michael D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049881	Swindell,Contestia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049898	Lucas,Leakeythiua R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049909	Chappelle,Elena M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049905	Bui,Tuan A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049904	Voss,Ivory	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049945	Datis,Ilfaut	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049918	Louis Charles,Lauritha	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049911	Robinson,Leslie J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049940	Rene,Jacques	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049924	Snow,Akela	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049891	Payen,Martha	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00070734	Tucker,Felicia N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049917	Stone Jr,Joel S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049952	Genephat,Joseph	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049929	Sinayoko,Kayatu	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051013	Washington,Judith	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049930	Ainalem,Berhe	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049927	Wimbish,Darlene A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049931	Buckmon,Gregory	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049964	Dorval,Dieunilorme	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049958	Scott,Lori D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049963	Francois,Louicene M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049959	Mompoin,Pierre	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049962	Grimes,Tarnisha S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049968	Williams Jr,Ricardo	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049980	Winchester,Rosalind W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049976	Green,Craig I	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049983	Arrington,Albert L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049966	Barnes,Benita A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049990	Beaubrun,Betto A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049992	Butler,Soncerea D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049986	Robinson,Samaitha	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049994	Smith,Deirka A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00070892	Bellinger,Kimberly	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049995	Habtemariam,Gethun	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050006	Wright,Kiana	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050003	Cooper,Lawanda C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00064469	Reynolds,Jerry O	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050016	Huynh,Thanh	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050017	Richardson,Warrior	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050013	Tatum,Lawrence	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050020	Jones,Lolita T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050028	Nelson,Tawanda D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050037	Gebre,Etsegenet M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050036	Magby,Mia N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050041	Frederick,Kumar	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050033	Fortis,Rigoberto	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050043	Guild,Amber	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049643	Mckinney,Robin	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050055	Grayson,Rhonda Y	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050060	Adams,Trina	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050065	Michel,Berlus	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050066	Fortiz,Arsenio	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050090	Biggins,Dewana R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050088	Mungo,Jamal	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050085	Fontaine,Jean Lucien	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050075	Burgess,Arnisha L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050072	Smith,Michelle	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050057	Lattimore,Lena Lorine	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050098	Walley,Catherine L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050095	Mckethean,Charon	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00050100	Young,Alan	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050097	Poston,Britannia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050105	Vincent,Lisa Diane	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050108	Oulla,Sisay	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050112	Cummings,Michelle	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049385	Joseph,Emmanuel	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050116	Werse,Gebregiorgis T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050117	Perez,Dionisio	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050118	Cole,Vanessa	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050123	Edwards,Warren L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050121	Keys,Dorothy	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050122	Henry,Regina Elizabeth	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050127	Freeman,Lakishia T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050133	Baker,Patrice S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050148	Kebede,Abnet	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050147	Guiberi,Guerdy Briana	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050137	Charles,Laquan T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050739	Savoy Warner,Adrena	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050136	Aubin,Fritz Gerald	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00063225	Granham,Ronnesha	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050155	Taylor-harris,Royce	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050143	Gross,Tawanna	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050165	Lawrence,Sharnitta	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050157	Fonrose,Jean J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050174	Dent,Naquia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050177	Jones,Aleta	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050181	Robinson,Malachi	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050180	Esperance,Michel	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050195	Bekele,Tesfaye	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050193	Whisenton,Cassandra	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00063207	Boyd,Tangela	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050188	Franck,Claude	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049660	Leveille,Francklin	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049595	Wren,Mary M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049594	Banks,Lajuan	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049656	Fridie,Reginald A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050216	Parker,Kermit L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050211	Julis,Julie M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050212	Johnson,Michelle N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050215	Miles,Richard	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050218	Seegers,Armentres	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049894	Rendel,Fresnel	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049895	Desrosiers,Fritz	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050219	Julis,Janita Y	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049892	Lloyd-Lee,Lakeshia S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050228	Peele,Mikia V	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050239	Wilson,Tasheka	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050243	Tyson Jr,Christopher	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050242	Price,Mary	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049731	Akbar,Saqun	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050245	Reaves,Tydia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049224	Phillips,Sylvia J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048986	Thomas,Donnika N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048998	Battle,Melva O	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049442	Tate,Teresa C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049009	Harrison,Tyokia D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050761	Ward,Earlina P	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049006	Curtis,Taneka S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049016	Rogers,Tanya C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050646	Jay,Mikesia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048902	Williams,Burley J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049018	Ware,Alexis Consuella	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048965	Portis,Raymond	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049068	Gordon,Lisa	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049069	Crank,Louise	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049851	Pierre,Mario J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049286	Pierre,Inotes	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049270	Lemenhe,Abraham	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049192	Noziaire,Gerald	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050248	Holland,Marcus	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048980	Partee,Keisha M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048970	Jones,Tineisha D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00048973	Ferguson,Katrina L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049084	Neale,James E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049238	Pressard,Georgette	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049086	Jones,Tabatha V	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049089	Mcknight,Russell V	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049090	Dorcelus,Kelly	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049095	Abraham,Jean M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049098	Bruce Jr,James H	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050953	Smith,Sherone S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049094	Cook,Casey Y	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049107	Taylor,Robert L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049130	Kerry,Rosita S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050271	Rendel,Louismene G	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050268	Tegegne,Tiezazu	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050264	Brice,Alain	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050258	Davis,Lawrence Jr	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050255	Law,Carlene M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050269	Settles,Dove A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00063209	Salley,Eric A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050262	Amaker,Patricia A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050263	Brandon,Michelle R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00063215	Johnson,Marvin E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050278	Johnson,Betty J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050288	Spears,Camia M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049601	Johnson,Donnetta N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050289	Resper,Shameika D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050299	Bazile,Salomon	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050301	Holt,Devaughn C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050171	Strong,Pamela	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050327	Cook,Jean D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050330	Walker,Joanne	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050325	Boulware,Johnson	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050321	Moore,Kim S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050160	Scott,Meloney	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050331	Barnaby,Roy A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050334	Grey,Kim M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050338	Williams,Genevieve K	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050339	King,Tywon R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050337	Wright,Lashawn Y	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050340	Brown,India W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049151	Tompkins,Yvonne M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049153	Pyles-adams,Deborah A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050722	Laborde,Camille	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050361	Cook,Kenneth L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050363	Palmer,Rickey T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050533	Roddy,Shonice L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050365	Williams,Benita	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050371	Hudson,Edward J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049058	Turner,Angela G	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050391	Simmons,Lakesha S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050388	Smith,Robin A	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00050390	Stewart,Delby T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050399	Shenebayou,Ashenafi H	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050412	Muhammad,Abdullatif A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050408	Johnson,Jewell K	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050418	Brown,Mamie V	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050423	Jackson,Donald M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050434	Smith,Monroe Fe	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050456	Dixon,Theresa A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050435	Hunter,Russell M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050449	Wakene,Leulseged Abera	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050460	Johnson,Tiffany J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050481	Woodson,Chantrice T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050504	Valentine,Chantel Renee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050489	Young,Angela D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050506	Love,Chad L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050492	Garner,Tyeisha J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050573	Davis,Deneka S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00070895	Giles,Doneeshia M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00070710	Burton,Winfield E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050514	Jones,Kevin L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050511	Lewis,Lajuan T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050515	Freeman,Michael	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050730	Hawkins,Mianca R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050734	Smith,Ravainelle Y	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050529	Lane,Darryl	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050543	Williams,Barrington S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050546	Stewart,Michael T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049852	Curtis,Shaun W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049667	Merryweather,Leiana D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050565	Butler,Mitzi C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050562	Abney,Dominique J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050577	Johnson,Matthew T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050575	Jackson,Carolyn D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050593	Taylor,Lynn W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050587	Bailey,Kismit P	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050596	Webb,Michael I	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050602	Livingston,Cecelia B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050601	Lamons,Quiana L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050598	Dagne,Dawit T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050611	Jackson,Renee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050718	Chinhakwe,Lawrence T	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00050164	Ballinger,Dawn C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050628	Giackero,Eros G	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050723	Mbi,Daniel	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050627	Leja,Mitiku A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050622	Staton,Forrest	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050635	Petros,Martha E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050630	Williams III,Jonas E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050630	Williams III,Jonas E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050637	Bwalya,Edward S	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050639	Reta,Endihnew	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050641	Teamer,Lavonne D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051213	Best,Don A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050651	Bingham,Janice B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050650	Young,Veronica T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050729	Alemnh,Zerihun	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050720	Euell,Natasha D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051354	Vassar,Vernon L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050436	Carrington,Patrice Montgomery	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050335	Boyd,Guy L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050578	Broadie,Mancia D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049910	Carrington,Neptune O	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050158	Barrie,Mohamed	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050512	Phillips,Laquinn D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00070976	Hagos,Halefom H	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050692	Robinson,Antonio N	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050682	Gerard,Rose M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050046	Sebhatu,Yohannes	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050011	Reid,Eno Jauana	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050747	Sainfimin,Lenoir	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00070709	Gebreal,Anberbir Desta	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050798	Francois,Jean C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050801	Jones,Glenda V	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050806	Henderson,Shartese T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00063227	Jordan,Warren W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051280	Dorsey,Alvin	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050832	Barksdale,Ethel Lee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050725	SPRINGER,CHARLES M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051118	Whyte,Larijae A.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050884	Jahi,Azizi	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051009	Kanu,Bashiru	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050241	Bezuye,Tibebu	Student Transportation	Local

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MOTOR VEHICLE OPERATOR	00049557	Hall,Bryan Dion	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049969	Brooks,Theresa M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071487	Martin,James	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049057	Perkins Jr.,Luther Leroy	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049290	Gillum,Marquis L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050386	Johnson,Lakita Miasha	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049262	Graham,Tonneka L	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050704	Berhane,Ghezai K	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050479	Clinton,Charles	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00063232	Taylor,William Anthony Sr.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050750	Woodruff,Luther Woodruff	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049813	Coleman,Cassandra P	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051011	McLarty,Harold C.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051159	Williams,Charles Reginald	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051265	Keeton,Darlene D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049539	Washington,Tracey M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050522	Bronson,Kevinll W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050885	Holloway,Valerie	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049710	Tinch,George Anthony	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049639	Smith,Douglas John	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049564	Johnson,Jacqueline	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049872	HARRIS-JONES,ANNEPHIA C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071439	SEABROOKS,REMONA G	Student Transportation	Local
Motor Vehicle Operator	00051303	GARLAND,DONNA M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049074	Spears,Angellee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049160	YOUNG,KEYDA M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049054	GEORGE,RODERICK	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00063206	Diggs,Erwin D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051327	Williams,Claudann B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049883	Braxton,Donovan K.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049050	Brown,James E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050142	Cooper,Lakisha P.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049275	Debella,Mesifne B.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049031	Smalls,Grace A.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051348	Harris,Louis T.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050597	Venable,Aquina Symara	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051352	Bynum,Linburg	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00051314	Lee,Letoria	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050473	Johnson,Rique	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050603	Jarvis,Kevin	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050623	Campbell Jr.,William	Student Transportation	Local

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Agency Organizational Structure

MOTOR VEHICLE OPERATOR	00049374	Brown,Kidada B	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049943	Awad,Tanya	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00070974	Turner,Nichelle DeVonne	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049315	Wright,Andre Jermaine	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049426	Watkins,Tamika Erica	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050062	Pugh,Patricia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049128	Muldrow,James	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049677	Lewis,Denise Jwan	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049014	Hussen,Haji A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00072163	Cooper,LaTayGa D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049480	Ramlogan,Yolanda	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050079	Marrow,Alecia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049209	Simon,Kevin	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049925	Thompson,Kimberly R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049566	James,Russell	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071486	Coates,Maurice R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049860	Brunson,Larry Lee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050711	Mendoza,Victor M	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050797	McManus,Darren Anthony	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071573	Ruffner,Nathaniel	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071572	Eason,Douglas	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071545	Tate,Tomarr C	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050951	Jerome,Marc H	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049088	Jordan,Bryan	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049848	Blair-Chiles,Raynee	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050881	Sessarego,Julio C.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071806	Skipwith Sr.,Armstard C.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071804	Benjamin,Darrell	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071805	Booker,Clarence	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071798	Austin,Angela R	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071799	Bennett Jr.,Raymond W	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00072071	Saulsbury,James Albert	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00072073	Dowd,Gary	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00072161	Bryant,Kenneth E	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00072159	Francois,Alex Jean	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00072162	Fletcher,Cynthia Juliette	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00072164	Taylor,Elizabeth J	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050686	Lattimore,Larry Lanell	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049668	Waddill,James Albert	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071488	Davis,James Arthur	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050305	Al-Salam,Mustafa	Student Transportation	Local

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
Agency Organizational Structure

MOTOR VEHICLE OPERATOR	00051353	Cooper,Roosevelt	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049589	Taylor,Robert D	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00073268	Bleus,Marie A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00073269	Collins,Lelia	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00073270	Shuler,Allen G	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049553	Jarrett,Angela T	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050645	McRae,Barbara B.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049381	Johnson,Cecil A	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049575	Braxton,Teaira L.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00049709	Gray,Sandra D.	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00071615	Rozario,David	Student Transportation	Local
MOTOR VEHICLE OPERATOR	00050001	Shaw,Marcia M	Student Transportation	Local

17) How many vacancies were posted for OSSE during FY12? To date in FY13? Which positions? Why was the position vacated? In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

RESPONSE:

In FY12 and FY13, OSSE posted 71 vacancies.

- The following attachment lists the vacancies, reasons and length of vacancies, steps taken to fill the position and the source of funding for the position - OSSE Position Vacancy Information

OSSE Performance Oversight Questions

Question 17 - Position Vacancy Information

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Position Title	Reason Vacated	Vacancy Length	Filled/Vacant	Funding Source	Recruitment Actions
FY 2013					
Health and Wellness Specialist	New	1 month	Vacant	Federal	DCHR Job board; employee referral
Administrative Management Ofcr	Internal Promotion	1 month	Filled	Local	DCHR Job board; employee referral
Program Manager	Internal Promotion	2 months	Vacant	Local	DCHR Job board; employee referral
Management Analyst	New	3 months	Filled	Local	DCHR Job board; employee referral
Management Analyst	New	3 months	Filled	Local	DCHR Job board; employee referral
Special Assistant	Internal Promotion	2 months	Vacant	Local	DCHR Job board; employee referral
Supvy Terminal Mgmt Specialist	Internal Promotion	1 month	Filled	Local	DCHR Job board; employee referral; Industry specific publications
Director of Accountability and Assessments	Separation	4 months	Filled	Local	DCHR Job board; Industry specific publications; External websites.
Routing and Scheduling Manager	Reassignment	6 months	Vacant	Local	DCHR Job board; employee referral; Industry specific publications
Communications Specialist	Resignation	3 months	Vacant	4 months	DCHR Job board
Fleet Management and Maintenance Officer	Separation	3 months	Vacant	4 months	DCHR Job board; employee referral; Industry specific publications
Asst. Superintendent, Early Childhood Education	Separation	3 months	Vacant	Local	DCHR Job board; Industry specific publications; External websites.
IT Specialist	Separation	1 month	Vacant	Local	DCHR Job board; Industry specific publications; External websites.
Supervisory Management Liaison Specialist	Resignation	2 months	Filled	Local	DCHR Job board
Program Officer	Resignation	3 months	Filled	Local	DCHR Job board
15 Positions posted.					
FY 2012					
Supv. Subsidy & Eligibility	Resignation	6 months	Filled	Local/Federal	DCHR Job board
Education Research Analyst	Resignation	4 months	Filled	Local	DCHR Job board
ED-Facts Data Coordinator	Resignation	12 months	Filled	Local	DCHR Job board
PROGRAM SPECIALIST	Resignation	2 months	Filled	Local/Federal	DCHR Job board
Program Specialist - Claims Processor	Retirement	1 month	Vacant	Local/Federal	DCHR Job board
Administrative Management Ofcr	Resignation	4 months	Filled	Local	DCHR Job board
Deputy Director, Federal Grants Compliance	Resignation	6 months	Filled	Local	DCHR Job board; Industry specific publications; External websites.
Assoc Dir for Admin Support	Reassignment	2 months	Filled	Local	DCHR Job board
Executive Director, State Board of Education	Separation	5 months	Filled	Local	DCHR Job board; Industry specific publications; External websites.
IT Specialist	Separation	6 months	Filled	Local	DCHR Job board; employee referral; Industry specific publications
School Program Manager	Resignation	2 months	Filled	Local/Federal	DCHR Job board; employee referral; Industry specific publications
Farm to School Program Specialist	New	4 months	Filled	Local/Federal	DCHR Job board; employee referral; Industry specific publications
Health Education Specialist	Internal Promotion	3 months	Filled	Local/Federal	DCHR Job board; employee referral; Industry specific publications
Project Coordinator (Head Start State Collaboration Coordinator)	Internal Promotion	3 months	Filled	Federal	DCHR Job board; Industry specific publications; External websites.
Paralegal Specialist	New	7 months	Filled	Local	DCHR Job board
Director of Legislative & Intergovernmental Affairs	Resignation	6 months	Vacant	Local	DCHR Job board; Industry specific publications; External websites.
Director, Federal Grants Compliance	Resignation	5 months	Filled	Local	DCHR Job board; Industry specific publications; External websites.
Supv Education Program Specialist (Prof Development)	Internal Promotion	3 months	Filled	Local/Federal	DCHR Job board; employee referral; Industry specific publications
Education Research Analyst	Resignation	4 months	Filled	Local/Federal	DCHR Job board
Special Assistant, IDEA Part C	New	2 months	Filled	Federal	DCHR Job board
Project Director (Data Warehouse)	Resignation	12 months	Filled	Local	DCHR Job board; Industry specific publications; External websites.
Contract Specialist	Separation	3 months	Filled	Local	DCHR Job board
Supervisory Management Liaison Specialist- Recruiting	Internal Promotion	2 months	Filled	Local	DCHR Job board
Director, Special Education Compliance	Resignation	1 month	Filled	Local	DCHR Job board
Director, Teaching & Learning	Internal Promotion	6 months	Filled	Local	DCHR Job board
Deputy Assistant Superintendent, Elementary & Secondary Education	Resignation	3 months	Filled	Local	DCHR Job board; employee referral; Industry specific publications
State Complaints Manager	Internal Promotion	4 months	Filled	Local	DCHR Job board
Supervisory Management Liaison Specialist (HR Supervisor)	Resignation	1 month	Filled	Local	DCHR Job board
Professional Development Coord	New	3 months	Filled	Local	DCHR Job board
Effectiveness Mgr. (Race to the Top)	Resignation	4 months	Filled	Federal	DCHR Job board
Assessment Specialist	Resignation	2 months	Filled	Local	DCHR Job board; employee referral; Industry specific publications
Policy Analyst	New	5 months	Filled	Local	DCHR Job board; employee referral; Industry specific publications
Effectiveness Mgr. (Race to the Top)	Separation	4 months	Filled	Federal	DCHR Job board; employee referral; Industry specific publications
Director of Compliance and Licensing	Separation	5 months	Filled	Local	DCHR Job board; Industry specific publications; External websites.
Data Analysis Manager	Resignation	3 months	Filled	Local	DCHR Job board
Education Policy & Compliance Specialist	Resignation	12 months	Filled	Local	DCHR Job board
Director, Training and Technical Assistance	Resignation	4 months	Vacant	Local	DCHR Job board; Industry specific publications; External websites.
Supervisory Monitoring Spec (LEA)	New	6 months	Vacant	Federal	DCHR Job board
Statewide Athletic Director	New	1 month	Filled	Local	DCHR Job board; employee referral; Industry specific publications
Data Analyst	New	4 months	Filled	Local	DCHR Job board; employee referral; Industry specific publications
Supervisory Monitoring Spec (Non Public)	Resignation	7 months	Vacant	Local	DCHR Job board; employee referral; Industry specific publications
Assessment Specialist	Resignation	3 months	Vacant	Local	DCHR Job board; employee referral; Industry specific publications
Supvy Educ Prog. Spec. (Grants)	Internal Promotion	3 months	Filled	Federal	DCHR Job board; employee referral; Industry specific publications
Career & Technical Education Director	Retirement	3 months	Filled	Federal	DCHR Job board; Industry specific publications; External websites.
Trng & Technical Spec (ERW)	Resignation	7 months	Vacant	Local	DCHR Job board; employee referral; Industry specific publications

OSSE Performance Oversight Questions					
Question 17 - Position Vacancy Information					
Position Title	Reason Vacated	Vacancy Length	Filled/Vacant	Funding Source	Recruitment Actions
Change in Placement Coordinator	Internal Promotion	6 months	Filled	Local	DCHR Job board
Motor Vehicle Dispatcher	Internal Promotion	1 month	Filled	Local	DCHR Job board
Assoc Dir for Admin Support	New	2 Months	Filled	Local	DCHR Job board
Management Analyst	Resignation	4 months	Filled	Local	DCHR Job board
Supvy. Fiscal Program Analyst	Resignation	3 months	Filled	Local	DCHR Job board
Operations Assistant	Internal Promotion	4 months	Vacant	Local	DCHR Job board
Deputy Terminal Manager	Internal Promotion	2 months	Filled	Local	DCHR Job board; Industry specific publications; External websites.
CUSTOMER SERVICE REP	New	2 months	Filled	Local	DCHR Job board
TRANSPORTATION ASSISTANT	Internal Promotion	2 months	Vacant	Local	DCHR Job board
Supvy Terminal Mgmt Specialist	Resignation	2 months	Filled	Local	DCHR Job board; Industry specific publications; External websites.
Motor Vehicle Dispatcher	Resignation	1 month	Filled	Local	DCHR Job board
Terminal Manager	Separation	3 months	Filled	Local	DCHR Job board
Deputy Dir, Student Transport.	Reassignment	5 months	Filled	Local	DCHR Job board; Industry specific publications; External websites; Employee Referral
TRANSPORTATION ASSISTANT	Internal Promotion	2 months	Filled	Local	DCHR Job board
MOTOR VEHICLE OPERATOR	Separation	1 month	Filled	Local	DCHR Job board
Supvy Terminal Mgmt Specialist	Resignation	2 months	Filled	Local	DCHR Job board; Industry specific publications; External websites; Employee Referral
Chief of Bus Operations	Separation	4 months	Filled	Local	DCHR Job board
MOTOR VEHICLE OPERATOR	Separation	1 month	Filled	Local	DCHR Job board
Complaint Intake Specialist	New	1 month	Vacant	Local	DCHR Job board
MOTOR VEHICLE OPERATOR	Separation	1 month	Filled	Local	DCHR Job board
MOTOR VEHICLE OPERATOR	Separation	1 month	Filled	Local	DCHR Job board
Director of Communications	Separation	3 months	Vacant	Local	DCHR Job board; Industry specific publications; External websites; Employee Referral
67 Positions posted.					

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

RESPONSE:

All OSSE employees receive performance evaluations each fiscal year, as governed by chapter 14 of the District Personnel Manual (DPM). The performance management activity is a manager driven process; therefore, the performance evaluations are conducted by the direct supervisor of each employee. Each manager is required to meet with their employees throughout the performance rating year to ensure the employees are achieving their individual job requirements and goals that were set for them during the performance planning process.

Managers set measurable goals based on the individual job requirements. 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.

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 FY12 performance evaluations was January 31, 2013.

19) Please provide the Committee with the following:

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

RESPONSE:

- The following attachment lists all employees who receive digital devices - OSSE Cell phone-Communication Devices 1.31.13

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

RESPONSE:

Ms. Annette Bridges was reimbursed for relocation expenses. The total amount reimbursed was \$ 7,440.01.

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

RESPONSE:

- The following attachment lists travel expenses for FY12 and to date in FY13 - Performance Overview-Final Travel Expense Chart FY 2012-FY13-OSSE

OSSE Performance Oversight Questions

Question 19 - OSSE Cell Phone Communication Devices

Last Name	First Name	Last Name	First Name
Abdelghani	Ali	Barclift	Leon
Abney	Dominique	Barksdale	Ethel
Abraham	Jean	Barnaby	Roy
Abrego	Miguel	Barnes	Benita
Adams	Keisha	Barnes	Darnisha
Adams	Trina	Barnes	Gloria
Adams	Twanna	Barnhardt	Frankie
Adris	Ali	Barrie	Mohamed
Agarwal	Pushpa	Bashir	Kanu
Ainalem	Berhe	Bassil	Cynthia
Akbar	Saquan	Bassil	Nolanda
Alarcon	Rafael	Bates	Danny
Alattar	Ahmad	Battle	Maquel
Alemneh	Zerihun	Battle	Melva
Alexander	Dawnitra	Bazile	Soloman
Ali	Deborah	Beatty	Marc
Ali	Zahra	Beaubrun	Betto
Allen	Annie	Bekele	Tesafaye
Alonzo	Loius	Bekele	Tesafaye
Al-Salam	Mustafa	Belayneh	Shirefew
Alvarez	Jose	Belk	Eric
Amaker	Patricia	Bell	Anthony
Anderson	Tamera	Bell	Samantha
Andre	Olivet	Bellinger	Kimberly
Aponte	Ruth	Bellinger	Michael
Arfoiu	Hamda	Benjamin	Darrell
Arne	Jean	Bennett	Raymond
Arnold	Jeffrey	Benson	Margaret
Arnold	Susan	Berhane	Ghezai
Arrington	Albert	Berlus	Michel
Arrington	Terronica	Berry	Anthony
Asfaw	Asfaw	Bessler	Robin
Atkinson	Ramiah	Best	Don
Aubin	Fritz	Beverly	Saundra
Augustine	Joseph	Beyene	Tekie
Austin	Angela	Bezuyue	Tibebuy
Awad	Tanya	Biggins	Dewanna
Babb	Debra	Bingham	Janice
Bahauddin	Abul	Binns-Grayton	Joy
Bailey	Harris	Birckhead	Norma
Bailey	Kismitt	Bishop	Rosa
Baker	Altheia	Bladwin	Cynthia
Baker	Patrice	Blair	Carolyn
Bandy	Jackie	Blair-Chiles	Raynee

Last Name	First Name
Banks	Lajuan
Barber	Toni
Blalock-Kenney	Michelle
Blasioli	Cassandra
Bolden	Tasha
Bolden	Thomas
Bond-Gill	Iris
Bonds	Lesa
Booker	Clarence
Boulware	Johnson
Bowen	Kieran
Bowers	Jesse
Bowman	Patrice
Boyd	Guy
Boyd	Tangela
Boykin	Lorneal
Brandon	Michelle
Braunstein	Sean
Braxton	Teairra
Brice	Alain
Briggs	Carolyn
Briscoe	Jamikka
Briscoe	Ronald
Broadie	Mancia
Bronson	Kevinll
Brookins	Wanda
Brooks	Thereasa
Brooks	William
Broom	Robert
Brown	Dale
Brown	Desiree
Brown	Felecia
Brown	Geraldine
Brown	India
Brown	James
Brown	Jasent
Brown	Latia
Brown	Mammie
Brown	Michelle
Brown	Pamela
Brown	Sandra
Brown	Valrie
Browner	Nicole
Brownlee	Matt
Bruce	James

Last Name	First Name
Blakely	Dorothy
Blakeney	Sherry
Bryant	Sharon
Bryant	Tonette
Buchanan	Lakiehsa
Buckman	Gregory
Bungie	Leon
Burgess	Arnisha
Burgess	Charlene
Burgess	Parris
Burgess	Yolanda
Burns	David
Burns	Green
Burrell	Michelle
Burton	Winfield
Buster	Karan
Butler	Denise
Butler	Mitzi
Butler	Renee
Butler	Soncrea
Butler	Terrance
Butler	Velma
Bwalya	Edward
Bynum	Lynburg
Byrd	Jeremiah
Cadet	Frantz
Caldwell	Danny
Calhoun	Curtis
Calixte	Leon
Campbell	Gene
Campbell	Jason
Campbell	Jean
Campbell	Nicola
Campbell	William
Canty	Marlene
Carpenter	Arthur
Carrington	Naeptune
Carrington	Patrice
Carter	Darryl
Carter	Dawn
Carter	Karen
Carter	Patricia
Carver	Jacqueline
Caspari	Amy
Castrillion	Mauricio

Last Name	First Name
Bruce	Katrina
Brunson	Gregory
Brunson	Larry
Bryant	Kenneth
Chandler	La-Kiesha
Chaney	Darlene
Chappelle	Elana
Chappelle	Jerome
Charles	Laquan
Cherry	Roberta
Chien	Grace
Childs	Hubert
Chinhawke	Lawrence
Chrappah	Ernest
Chrispin	Jean
Chrispin	Marie
Cinada	Jean
Cinada	Voltare
Clark	Shaunda
Clay	Robert
Cliff	Myles
Clinton	Charles
Clipper	Latarsha
Coates	Maurice
Coates	Tamara
Coates	Theda
Cole	Darlene
Cole	Jason
Cole	Toni
Cole	Vanessa
Coleman	Angel
Coleman	Cassandra
Coleman	Jackie
Coleman	Patrick
Coleman	Robert
Coley	Tonya
Coley	Veleria
Collins	Kemba
Collins	Lelia
Colson	Latonya
Colter	Jennayia
Commodore	Phyllis
Cook	Casey
Cook	Jean
Cooper	Lakisha

Last Name	First Name
Cathy-Glenn	Dana
Cave	Jeralyn
Cephas	Gilvina
Chait	Robin
Cosgrove	Thomas
Cox	Katherine
Cox	Larry
Cozart	Sherrie
Crank	Louise
Crawford	Jimmy
Crawford	Tracey
Crawford	Walter
Creek	Pamela
Crestwell	Jeanette
Crisman	Virginia
Cromatie	Vincent
Crosson-Settles	Raeshawn
Crowder	Kirk
Crowner	Stanley
Cummings	Michelle
Cummings	Tamika
Cunningham	Dannette
Curry	Jeanne
Curtis	Shaun
Curtis	Taneka
Cusick	John
Dandridge	Leslie
Daniels	Walter
Dantley	Ralph
Dark	Toshia
Darrell	Ivory
Dash	Gina
Datis	Ilfaut
Datis	Marie
Davenport	Guadalupe
Davis	Courtney
Davis	Deneka
Davis	Denise
Davis	Don
Davis	James
Davis	Kim
Davis	Lawrence
Davis	Lisa
Dawit	Dagne
Dearden	Nate'

Last Name	First Name
Cooper	Latanga
Cooper	Lawanda
Cooper	Roosevelt
Corbin	Carol
Corsey	Jacqueline
Cosby	Angela
Desroiser	Fritz
Devlin	Lisa
Devore	Leslie
Dickens	Latrisa
Dickerson	Tema
Diggs	Erwin
Dingle	Tangee
Dixon	Antoinette
Dixon	Audrey
Dixon	Huler
Dixon	Khalela
Dixon	Rochelle
Dixon	Theresa
Dixon	Truman
Doe	Kafui
Doles	Lashawn
Doles	Tracie
Domercant	Fritz
Domond	Patrick
Donaldson	Donna
Donna	Hamilton
Dorival	Dieulorme
Dorsey	Alvin
Dorsey	Antionette
Dorsey	Christi
Douglas	Dorothy
Douglas	Kathy
Dowd	Gary
Duarte	Tonya
Duncan	John
Dupalis	Fritzner
Duren	Gladys
Durso	Emily
Duval	Edme
Dyson	Eric
Edmond	Omar
Edmunds	Carmela
Edogun	Kortne
Edon	Danelle

Last Name	First Name
Debase	Melake
Debella	Mesfine
Dee	John
Dehaan	Kerda
Del Arroyo	Yuliana
Dent	Naquia
Faison	Candia
Farrell	Thomas
Faulkner	Renee
Faunteroy	Darlene
Faunteroy	Kenneth
Felder	Donald
Felder	Sabrina
Felder-Herring	Tammie
Ferguson	Katrina
Ferrell	Aisha
Ferrell	Linda
Fields	Madge
Fleming	Melanie
Fletcher	Cynthia
Fletcher	Pinetta
Flores	Julio
Floyd	Corey
Foly	Teko
Fonrose	Jean
Fontaine	Jean
Fontenot	Thomas
Ford	Kecia
Forrest	Sandra
Fortis	Arsenio
Fortis	Rigoberto
FowlerFinn	MeghanMarie
Fowlkes	Roger
Franck	Claude
Francois	Annilus
Francois	Jean Alex
Francois	Jean Claude
Francois	Louicene
Francois	Nicole
Frederick	Kumar
Freeland	Kim
Freeman	Deborah
Freeman	Lakisha
Freeman	Michael
Freeman	Rodney

Last Name	First Name
Edwards	Warren
Ellerbe	Vonetta
Ellis	Gregory
Elwood	Veronica
Esperance	Michel
Euell	Natasha
Evans	Renee
Evans	Sandra
Garland	Donna
Garner	Tyeisha
Gaskins	Phesia
Gassaway	Troy
Gayden	Yvonne
Gebre	Etsegenet
Gebreal	Anberbir
Gee	Jennifer
Genephat	Joseph
George	Jean
George	Maurice
George	Roderick
Gerard	Rose
Germain	Marie
Gessesse	Esayas
Ghebmemeschel	Samuel
Giackero	Eros
Gilbert	Roland
Gilchrist	Ivory
Giles	Donnisha
Gillum	Marquis
Girmatson	Gebrekidan
Glick	Victoria
Glover	Henry
Gracia	Shannon
Grady	Veronica
Graham	Ronnesha
Graham	Tonneka
Graham	Tonya
Grant	Jackie
Grant	Melanie
Gray	Sandra
Grayson	Rhonda
Grayton	Sonia
Green	Alisha
Green	Cheryl
Green	Craig

Last Name	First Name
French	Frederick
Fridie	Reginald
Fuell	Alisa
Fuell	Donna
Fuller	Faida
Fuller	Michele
Gadsden	Letitia
Gant	Myrtis
Griffin	Georgette
Grigg	Bryan
Gross	Tawanna
Guiberi	Guerdy
Guild	Amber
Habtemariam	Guthun
Hagis	Halefom
Haiden	Tessa
Haile	Girma
Hall	Brian
Hall	George
Hamilton	Donald
Hamilton	Patricia
Hamilton	Sheryl
Handon-Lindsey	Kimberly
Harley	Shauntell
Harried	Angie
Harris	Dawn
Harris	Louis
Harris	Varrria
Harris	Veronica
Harris-Jones	Annephia
Harrison	Tyokia
Harrison	Wanda
Hart	Tatia
Hawkins	Mianca
Hayantu	Abraham
Hayes	Antaeus
Hayes	James
Hayes	Jerome
Hayes	Shannon
Head	Larry
Heath	Marcus
Heimsath	Benton
Heinrich	Phil
Henderson	Angela
Henderson	Shartese

Last Name	First Name
Green	Elaine
Green	Ethel
Green	Francis
Green	Mary
Green	Michael
Green	Tawanna
Green	Ulysses
Greene	Christopher
Gregory	Raymond
Grey	Kim
Holley	Jonathan
Holley	Jonathan
Holley	Natasha
Holloway-Akwara	Valeria
Holly-Mcclaim	Latanya
Holmes	Edward
Holmes	Luther
Holmes	Maxine
Holmes	Tonya
Holt	Devaught
Holt	Janice
Hood	Michelle
Hooks	James
Hopkins	Stephon
Horelien	Bonal
Horne	Lydia
Horton	Brian
Houston	Tasha
Howard	Alfred
Howard	Jada
Howard	Kenneth
Hudson	Edward
Huff	Nevin
Hughes	Braunya
Hunter	Miltina
Hussen	Haji
Hutchins	Marie
Huyhn	Thanh
Inman	Ivy
Inotes	Pierre
Irizarry	Kayleen
Islam	Ayan
Isme	Marie
Jackson	Anthony
Jackson	Carolyn

Last Name	First Name
Henderson	William
Henry	Alecia
Henry	Regina
Henson	Karen
Hialstorks	Trina
Hill	Paul
Hillyer-Barbara	Frances
Hines	Gary
Holland	Marcus
Holland-Chatman	Jan
James-Holley	Dawanna
Jameson	Angelina
Jarrett	Angela
Jarvis	Kevin
Jay	Mikesia
Jean	Immacula
Jean-Pierre	Mario
Jeffries	Anthony
Jenkins	Jennifer X
Jenkins	Robin
Jennings	Jennifer
Johnson	Alejandra
Johnson	Alwin
Johnson	Betty
Johnson	Beverly
Johnson	Cecil
Johnson	Delonda
Johnson	Donetta
Johnson	Donna
Johnson	Edenburgh
Johnson	Garland
Johnson	Jewell
Johnson	Jocelyn
Johnson	Julia Michelle
Johnson	Karen
Johnson	Kenneth
Johnson	Lakita
Johnson	Marvin
Johnson	Matthew
Johnson	Michelle
Johnson	Rique
Johnson	Teresa
Johnson	Tiffany
Johnson	Tony
Johnston-Stewart	Jerri

Last Name	First Name
Jackson	Donald
Jackson	Newell
Jackson	Reginald
Jackson	Renee
Jackson	Roxanne
Jackson-Wade	Carolyn
Jahi	Aziza
James	Alfonzo
James	Kathleen
James	Russell
James	Taronette
James	Thomas
Jones	Mia
Jones	Monica
Jones	Ruby
Jones	Shekita
Jones	Tabitha
Jones	Tinesha
Jones	Wayne
Jones-Jackson	Tammy
Jordan	Bryan
Jordan	Lisa
Jordan	Warren
Joseph	Emmanuel
Joseph	Eva
Julis	Juanita
Julius	Julie
Junge	Melissa
Kaplan	Ross
Kardash	Ronda
Kebede	Abnet
Keene	Shirley
Keeton	Bonita
Keeton	Darlene
Kelley	Dorcules
Kemp	Letitia
Kennedy	Juanita
Kerry	Rosita
Keys	Dorothy
Khan	Faranza
Kibler	Annie
Kibler	Shirleen
King	Tywon
Kirk	Bryan
Kyere	Debbie

Last Name	First Name
Jones	Aleta
Jones	Althea
Jones	Anita
Jones	Byron
Jones	Damon
Jones	Derek
Jones	Donna
Jones	Glenda
Jones	Gregory
Jones	Kevin
Jones	Lolita
Jones	Mark
Leach	Faith
Lebnoir	Saifamin
Lee	Belinda
Lee	Carole
Lee	Donee
Lee	James
Lee	Letoria
Lee	Quinton
Lee	Samantha
Lefebure	Arthur
Legendre	Belson
Legendre	Silette
Legendre	Wilbert
Legesse	Dawit
Leja	Mitiku
Lemenhe	Abraham
Levassear	Jean
Leveille	Franklin
Lewis	Denise
Lewis	Gloria
Lewis	Jackie
Lewis	James
Lewis	Lajuan
Lewis	Owen
Lewis	Warren
Lewis	Warren
Lloyd-Lee	Lakiehsa
Lofton	Laquetta
Loius-Charles	Lauritha
Lomax	Erika
Long	Michelle
Long	Thycia
Love	Chad

Last Name	First Name
Laborde	Camille
LaForest	Ronald
Laguerre	Eva
Lamons	Quiana
Lane	Daryl
Langley	Tracey
Langley	Tracey
Lattimore	Larry
Lattimore	Lena
Law	Carlene
Law	Herbert
Lawrence	Lysandra
Lawrence	Sharnita
Lea	Shavon
Maisterra	Amy
Makonnen	Yesset
Malloy	Audrey
Marc	Jerome
Martin	James
Martinez	Sergio
Mason	Garrett
Masoodi	Jennifer
Mathews	Lewis
Matthews	Albert
Matthews	Kathryn
Matthews	Patrice
Mattocks	Chanelle
Maxwell	Diana
MBI	Daniel
Mcclain	William
Mcclam	Rita
McClarty	Harold
McCoy	Lawrence
McCreary	Marcella
McDade	Horace
Mcduffie	Angelia
Mcfadden	L.C.
McGlenn	Maureen
McGregor	Rethella
McGrier	Sandra
McIntosh	Angela
Mcintosh	Huntley
Mckethan	Charon
Mckinney	Robin
Mckinney	Samuel

Last Name	First Name
Lovelace	Tonia
Lowman	Horace
Lucas	Leakeythia
Lundy	Walter
Lynn	Dorothy
Lyons	Charles
Lytel	Julian
Mack	Chakeena
Mack	Karla
Mack	Walter
Mackall	Tanya
Magby	Mia
Mahaley Jones	Hosanna
Mahoney	William
Miles	Richard
Millen	Chantana
Miller	Lashawn
Mills	George
Minton	Felecia
Mitchell	Antoinette
Mitchell	Cynthia
Mitchell	Jai-Ahmal
Mitchell	Latonia
Mitchell	Maria
Mitchell	Oles
Mitchell	Shondrea
Moise	Ulysses
Mompoin	Pierre
Montgomery	Joe
Moore	Felecia
Moore	Kim
Moore	Talanda
Moore-Butler	Pamela
Morgan	Erica
Morgan	Julia
Morgan	Michael
Morris	Unique
Morrison	Kim
Morton	Margaret
Moseby	Darselle
Moten	Barbara
Moye	Patricia
Moyler	Michelle
Muhammed	Abdullatif
Muldrow	James

Last Name	First Name
Mckinney	Veronica
Mcknight	Russell
Mckoy	Denise
Mcmanus	Darren
Mcneil	Joyce
McRae	Barbara
Meade	Gwen
Medues	Jean
Meeropol	Gregory
Mendoza	Victor
Merrell	Beulah
Merryweather	Leiana
Metcalf	Catherine
Michel	Antoine
Middleton	Chanti
Miles	Lakiesha
Nozaire	Gerald
Nwokorie	Charity
Odemns	Gene
Oji	Ijeoma
Oneal	Barbara
Oneal	Pierre
Ost	Julie
Outlaw	Kesha
Palmer	Brenda
Palmer	Ricky
Pan	Jate
Pannel	Rodney
Parker	Jessica
Parker	Kermit
Parrish	Elaina
Partee	Keisha
Paulemon	Urlick
Paxton	Linda
Payen	Martha
Payne	Frederick
Payne	Loretta
Payton	Thurman
Pearson	Niki
Peay	Charles
Peele	Angela
Peele	Makia
Perez	Dionsio
Perkins	Luther
Perry	Dawn

Last Name	First Name
Mungo	Jamal
Murphy	Tenika
Murphy-Wilson	Karen
Murray	Timothy
Nair	Sreeja
Nazmul	Ahsan
Neale	James
Nedab	Denise
Neeley	Audrey
Negash	Geremew
Nelson	Tawanda
Nelson	Tracey
Nesbitt	Kevin
Newkirk	Zakia
Nixon	James
Noel	Jeff
Portis	Raymond
Posey	William
Poston	Brittannia
Poteat	Rosemary
Powell	James
Powell	Sharon
Prabaha	Suni
Premdas	Phillip
Pressard	Georgette
Preston	Marjorie
Price	Mary
Proctor	Marsha
Proctor	Mary
Proctor	William
Pugh	Patricia
Pujeh	Sombo
Purnell	Cristi
Pusala	Kiran
Pyles-Adam	Deborah
Ramirez	Deysi
Ramologan	Yolanda
Randall	Valteze
Randolph	Khalid
Rattigan	Keith
Ray	Clark
Reaves	Tydia
Reda	Katie
Reddick	Dennis
Reid	Eno

Last Name	First Name
Peterkin	Tamisha
Peterson	Robert
Peterson	Theodorick
Petros	Martha
Petty	Brian
Petty	Gwendolyn
Phillips	Laquinn
Phillips	Margaret
Phillips	Robert
Phillips	Sylvia
Pickett	Felicia
Pierre	Theodore
Pittman	Arthur
Pitts	Sharell
Plowden	Gladys
Pointejour	Rony
Pope	Cynthia
Porter	Andrew
Roberts	Michael
Robertson	Patrice
Robinosn	Malachi
Robins	Kelvin
Robinson	Antonioao
Robinson	Denita
Robinson	Jeremiah
Robinson	Leslie
Robinson	Samaitha
Robinson	Tanya
Robinson	Tyrone
Roddy	Shonnice
Rodriguez	Adrienne
Rodriguez	Idaines
Roebuck	Ed
Rogers	Dawell
Rogers	Tanya
Rollinson	Cleveland
Romero	Lysa
Rosemond	Michael
Rousseau	Jean
Rozario	David
Rudder-Holman	Miriam
Ruffin	Cherise
Ruffin	Chuckie
Ruffner	Nathaniel
Russ	Jannette

Last Name	First Name
Reid	Todd
Rendel	Fresnel
Rendel	Louisemene
Rene	Jacques
Rene	Joseph
Resper	Shameka
Reta	Enduhnau
Reynolds	Jerry
Richard	Dennis
Richards	Solomon
Richardson	Lakisha
Ridore	Martin
Rivens	Domonique
Rivera	Giovannie
Roach	Brenda
Roane	Priscilla
Roberson	Kenneth
Roberts	Keisha
Settles	Ainsley
Settles	Dove
Sewell-Harris	Felecia
Sharpe	Abraham
Shaw	Marcia
Shaw	Michael
Shenabayou	Ashenafi
Short	Debreal
Short	Richard
Short	Sonia
Shorter	Christopher
Shorter	Kimberly
Shuler	Allen
Simmons	Lakisha
Simms-Hodge	Lagretta
Simon	Kevin
Simon	Tammy
Simpson	Jearlene
Sinayoka	Kayatu
Sissy	Oulla
SIUM	YORDAUOS
Skinner	Angela
Skipwith	Armstard
Smalls	Grace
Smallwood	Paul
Smith	Alicia
Smith	Barbara

Last Name	First Name
Russell	James
Sabatelli	Andrew
Saleem	Omar
Salley	Eric
Saunders	Wayne
Savoy	Adrena
Schlick	Amber
Schlicker	Sandra
Scott	George
Scott	Lori
Scott	Melony
Scotland	Rosalie
Scott-Plionis	Krista
Scrivener	Diana
Scurlock	Carol
Seabrooks	Remona
Sebhatu	Yohanness
Sebobo	Bryan
Seegers	Armentres
Senatus	Christina
Smith	Sherone
Smith	Vivan
Smith	William
Smith	Wilma
Smith	Yonnes
Smith-Harris	Joanna
Snow	Akela
Solchenberger	Ryan
Spears	Angelee
Spears	Camia
Speight	Henry
Spencer	Dawn
Spencer	Kimberly
Springer	Charles
Springle	Kimberly
Stanley	Kevin
Staton	Forrest
Stewart	Annette
Stewart	Delby
Stewart	Michael
Stewart	Tenealya
Stith	Alvin
Stone	Joell
Street	Chakia
Stringer	Stormy

Last Name	First Name
Smith	Bernadette
Smith	Brenda
Smith	Constance
Smith	Debora
Smith	Deirka
Smith	Desirae
Smith	Douglas
Smith	Eric
Smith	James H
Smith	James J
Smith	Joseph
Smith	Keisha
Smith	Michael
Smith	Michelle
Smith	Monroe
Smith	Ravenelle
Smith	Richard
Smith	Robert
Smith	Robin
Smith	Sandra
Tegegne	Tiezazu
Terry-Taylor	Carolyn
Thacker	Annette
Thomas	Donnika
Thomas	Dorothy
Thomas	Quentin
Thomas	Ronneal
Thomas	Stephanie
Thomas	Zoe
Thomas-Whitehorn	Jean
Thompson	Kimberly
Thompson	Toya
Thompson	Tyrone
Thornton	Martina
Tinch	George
Tindal	Stephanie
Tolson	Kevin
Tompkins	Yvonne
Trivers	Meta
Tsehaie	Asta
Tuan	Bui
Tucker	Brenda
Tucker	Felecia
Turner	Angela
Turner	Hope

Last Name	First Name
Strong	Pamela
Sumptner	Adrian
Swinson	Gwendolyn
Swinton	Capers
Swofford	Abigail
Tadesse	Guchi
Tadesse	Kassa
Tansimore	Joyce
Tate	Teresa
Tate	Tomarr
Tatum	Lawrence
Taylor	Elizabeth
Taylor	India
Taylor	Lynn
Taylor	Patricia
Taylor	Robert
Taylor	Robert
Taylor	Tarnisha
Taylor	William
Taylor-Harris	Royce
Teamer	Lavonne
Teckle	Tesfu
Wallace	Ta-Tanisha
Walley	Catherine
Walton	Patrcia
Ward	Earlina
Ware	Alexis
Warrior	Richardson
Washingotn	Michael
Washington	Andrew
Washington	Antonio
Washington	Danita
Washington	Julia
Washington	Kevin
Washington	Marcus
Washington	Terry
Washington	Tiana
Washington	Tracey
Washington	Victoria
Washngton	Nona
Waters	Janice
Waters	Roland
Watkins	Connie
Watkins	Tamika
Webb	Anissa

Last Name	First Name
Turner	Michael
Turner	Nichelle
Twyman	Alexander
Tyler	Daniel
Tymas	Michael
Tyson	Christopher
Ullery	Sam
Upchurch	Corey
Valentine	Chantel
Vassar	Vernon
Vaughan	Sheranda
Vaughn	Cecilia
Venable	Aquina
Vilain	Judith
Vincent	Lisa
Vines	James
Waddill	James
Walters	Regina
Wakene	Leulseged
Walker	Joanne
Walker	Victoria
Wallace	Robin
Williams	Claudann
Williams	Dartanion
Williams	Genevieve
Williams	Joann
Williams	Jonas
Williams	Joseph
Williams	Kim
Williams	Linda
Williams	Monique
Williams	Nicolette
Williams	Randall
Williams	Ricardo
Williams	Ricardo
Williams	Terrence
Williams	Tina
Williams	Ulysses
Willis	Dax
Willis	John
Willis	Ronald
Wills	Natasha
Wilson	Kia
Wilson	Steven
Wimbush	Darlene

Last Name	First Name
Webb	Michael
Webb	Shaneika
Webly	Winston
Weekly	Barbara
Wennekes	Julie
Wersa	Teka
West	Sharon
Whiseton	Cassandra
White	Demetria
White	Glenn
White	Irvina
White	Michael
White	Trayon
White	Vernon
Whitfield	Michael
Whyte	Larijae
Wilks	Kimberly
Williams	Alfred
Williams	Anthony
Williams	Arthur
Williams	Barrington
Williams	Benita
Williams	Burley
Williams	Charles
Young	Angela
Young	George
Young	Keyda
Young	Mariette
Young	Veronica
Yu	Debbie
Zielinski	Ashley
Zimmerman	Howard
Smith	Wendy
Baylor	Rhonda

Last Name	First Name
Wimbush	Lucy
Winchester	Rosalind
Winchester	Tara
Winfield	Alfred
Winston	Sandra
Wise	Karen
Witherspoon	Tracy
Woldemicheal	Habtegogis
Wolemonwu	Joe
Woo	Mary
Woodson	Chantrice
Wooton	Michael
Wren	Mary
Wright	Agneatha
Wright	Alanda
Wright	Andre
Wright	Angel
Wright	Eric
Wright	Kiana
Wright	Lashawn
Wright	Lillian
Yeargan	Tanya
Yigzaw	Asteway
Young	Alan

Office of the State Superintendent of Education FY 2012 FY13 Training/Travel Expense Chart

Travel Dates	Location	Funding Info	Per Diem	Total Cost	Purpose (i.e. certification, conference, etc.)	Attendee(s) Name
09/29/2011-10/02/2011	Park City UT	Otype	\$248.50	2,087.90	FARB - Federal of Association of Regulatory Boards) - 19th Annual Attorney Certification Seminar in Professional Regulatory Law.	Robin Jenkins
10/03/2011-10/05/2011	Washington, DC	Federal		250.00	Office of Head Start 1st - National Birth to Five Leadership Institute	Maxine Malone
10/05/2011-10/15/2011	Relocation	Local	\$0.00	7,440.21	Relocation to Washington DC	Annette Bridges
10/12/2011-10/15/2011	Atlanta, GA	Local	\$196.00	1,602.00	The DCSBOE is a member of the NASBE - An organization that provides professional development and training to state board of education member across the nation. This conference will provide insight to the national trends in education and will explore new policies and initiatives currently being implemented in education locally, nationally and internationally.	Dorothy Douglas
10/12/2011-10/15/2011	Atlanta, GA	Local	\$196.00	1,999.40	The DCSBOE is a member of the NASBE - An organization that provides professional development and training to state board of education member across the nation. This conference will provide insight to the national trends in education and will explore new policies and initiatives currently being implemented in education locally, nationally and internationally.	Carmela Edmunds
10/12/2011-10/15/2011	Atlanta, GA	Local	\$196.00	1,602.00	The DCSBOE is a member of the NASBE - An organization that provides professional development and training to state board of education member across the nation. This conference will provide insight to the national trends in education and will explore new policies and initiatives currently being implemented in education locally, nationally and internationally.	Trayon White
10/16/2011-10/19/2011	Washington, DC	Federal	\$0.00	450.00	Description of the conference and its value to your department and the OSSE as whole. This conference will inform State Student Grant and Aid Programs on the latest news and issues from Washington DC and from around the states.	William Henderson
10/18/2011-10/23/2011	Atlantic City, NJ	Local		195.00	NCSM Regional Conference - will provide valuable information regarding the implementation of the common care state standards in mathematics.	John Neral
10/24/2011-10/27/2011	Amelia Island, FL	Federal	\$158.00	1,759.77	The National Association of Charter School Authorizers (NACSA) - is the place for those committed to the success of the education sector and those responsible for executing the vital functions of charter oversight to engage in high-level discussions and best practice-education. NACSA is the ideal facilitator of high-level discussions on the future of charter school and public school choice.	Renee Evans
10/25/2011-10/26/2011	Las Vegas, NV	Federal	\$325.50	1,708.14	Conference Planner Sessions include on interactive design, on introduction to the newest feature and more, I'll have the opportunity to learn more about new and current functionalities within portfolio that can help improve day to day activities surrounding the direct loan and credit enhancement data.	Marie Hutchins
10/25/2011-10/28/2011	Monterey, CA	Local	\$248.50	0.00	CTB/McGraw Hill staff on the Common Core - transition on the DC CAS, on-line pilot, artificial inelegance scoring, and other transition topics.	Tamara Reavis
10/26/2011-10/26/2011	New York, NY	Local	\$71.00	194.00	Postsecondary Education Challenges - and opportunities as they relate to productivity, innovation, attainment, and state policies. The summit will provide a unique opportunity for business leaders and experts to meet and discuss the postsecondary education sector, and its critical importance to maintaining an innovative US workforce and vibrant US democracy.	Emily Durso
11/03/2011-11/06/2011	Orlando, FL	Local	\$169.00	1,208.40	2011 NAEYC Annual Conference & Expo - Explore best practices, connect with colleagues, learning new skills and getting the professional development you need at the worlds largest gathering of Early Child Education.	Walter Cartwright Lundy
11/04/2011-11/09/2011	Pittsburgh, PA	Federal	\$142.00	1,442.00	NAEHYC's annual conference is a unique showcase for best practices and services in education and homeless provision from across the country.	JaSent Brown
11/14/2011	Relocation	Local	\$0.00	1,785.00	Ryan Sclohenberger temporary housing and relocation Reimbursement	Ryan Sclohenberger

Office of the State Superintendent of Education FY 2012 FY13 Training/Travel Expense Chart

11/14/2011-11/19/2011	Pittsburgh, PA	Federal	\$142.00	1,442.00	NAEHYC's annual conference is a unique showcase for best practices and services in education and homeless provision from across the country.	JaSent Brown
11/17/2011-11/20/2011	Phoenix, AZ	Local	\$177.50	1,504.30	Education Policy Forum - sponsored by the Council of Chief State School Officers. China Terrell is the designated Federal Liaisons.	China Terrell
11/29/2011-12/02/2011	Las Vegas, NV	Federal	\$355.00	1,403.00	2011 Federal Student Aid (FSA) - Fall conference is designed to provide the most up-to-date information on title IV programs and the evolving federal policies and procedures effecting our customers and partners.	William Henderson
11/29/2011/12/02/2011	Williamsburg, VA	Local	\$229.50	1,296.38	Biennial State Agency conference for USDA state and federal FNS employees. In addition, will be presenting this year on initiatives DC is currently working on to improve school food service	Barbara Adams
11/29/2011/12/02/2011	Williamsburg, VA	Local	\$178.50	1,031.65	Biennial State Agency conference - USDA state and federal FNS employees. In addition, will be presenting this year on initiatives DC is currently working on to improve school food service	Latisha Savoy
11/29/2011/12/01/2011	Williamsburg, VA	Local	\$178.50	848.18	Biennial State Agency Conference for USDA state and federal FNS employees. In addition, will be presenting this year on initiatives DC is currently working on to improve school food service	Sandra Schicker
12/07/2011-12/10/2011	San Diego, CA	Federal	\$188.50	0.00	TASC Rubrics Drafting - Committee's work to date and advise on the host of issues related to a collaboration to roll out the standards and rubrics and produce useful resources and tools.	Erika Lomax
12/12/2011-12/14/2011	Harrisburg, PA	Federal	\$127.50	409.87	CACFP - will include policy related to the new provisions of the healthy, hunger free act. This training will support the DC CACFP Program staff to enhance its management of the program.	Susanne Henley
12/12/2011-12/14/2011	Harrisburg, PA	Federal	\$127.50	409.87	CACFP will include policy related to the new provisions of the healthy, hunger free act. This training will support the DC CACFP Program staff to enhance its management of the program.	Carolyn Wait
12/12/2011-12/14/2011	Harrisburg, PA	Federal	\$127.50	409.87	CACFP will include policy related to the new provisions of the healthy, hunger free act. This training will support the DC CACFP Program staff to enhance its management of the program.	Norma Birkhead
12/12/2011-12/14/2011	Harrisburg, PA	Federal	\$127.50	409.87	CACFP - will include policy related to the new provisions of the healthy, hunger free act. This training will support the DC CACFP Program staff to enhance its management of the program.	Elisabeth Sweeting
01/10/2012-01/12/2012	Asheville, NC	Local	\$127.50	\$1,008.53	The purpose of travel is part of the Certification of approval application process.	Katie Reda
01/23/2012-01/25/2012	Dallas, TX	OTYPE	\$197.50		The Council of Chief State School Officers (CCSSO) - sponsoring this meeting to support state efforts in developing an approvable ESEA/NCLB Flexibility Waiver.	Kayleen Irzarry
01/23/2012-01/25/2012	Dallas, TX	OTYPE	\$197.50		The Council of Chief State School Officers (CCSSO) - sponsoring this meeting to support state efforts in developing an approvable ESEA/NCLB Flexibility Waiver.	Jeffrey Noel
01/23/2012-01/25/2012	Dallas, TX	OTYPE	\$197.50		The Council of Chief State School Officers (CCSSO) - sponsoring this meeting to support state efforts in developing an approvable ESEA/NCLB Flexibility Waiver.	Robin Chat
01/24/2012-01/29/2012	Dallas, TX	OTYPE	\$132.50	682.50	Professional Development conference -held in Dallas, TX for all the State Teachers of the Year.	Perea Brown-Blackmon
01/27/2012-01/29/2012	Sarasota, CA	OTYPE	\$196.00	1,332.40	FARB - Federal of Association of Regulatory Boards) - 20th Annual Attorney Certification Seminar in Professional Regulatory Law.	Robin Jenkins
01/27/2012-01/29/2012	Sarasota, CA	OTYPE	\$196.00	1,332.40	FARB - Federal of Association of Regulatory Boards) - 20th Annual Attorney Certification Seminar in Professional Regulatory Law.	Richard Roth
1/29/2012-2/03/2012	Dallas, TX	Otype	\$232.50	\$0.00	Certified Fraud Examiners Exam Review Course - This course is designed to review material required to pass the CFE exam	Larry Carr

Office of the State Superintendent of Education FY 2012 FY13 Training/Travel Expense Chart

2/06/2012-2/08/2012	San Antonio, TX	Otype	\$0.00	\$0.00	Apply SEC data and analysis of Common -Core State Standards to instruction in classrooms, share models for professional development leadership on use of data in instructional improvement, identify effective strategies for using SEC in Common Core implementation at local level	Heidi Beeman
2/14/2012-2/17/2012	San Diego, CA	Federal	\$248.50	\$1,204.15	25th Annual Management Information Systems (MIS) Conference - Best practices, innovative ideas, current issues and practical how to advice about management information systems for K-12 education	Jeffrey Noel
2/14/2012-2/17/2012	San Diego, CA	Federal	\$248.50	\$1,204.15	25th Annual Management Information Systems (MIS) Conference - Best practices, innovative ideas, current issues and practical how to advice about management information systems for K-12 education	Matthew Brownlee
2/14/2012-2/17/2012	San Diego, CA	Federal	\$248.50	\$1,204.15	25th Annual Management Information Systems (MIS) Conference - Best practices, innovative ideas, current issues and practical how to advice about management information systems for K-12 education	Thomas Fontenot
2/14/2012-2/17/2012	San Diego, CA	Federal	\$248.50	\$1,204.15	25th Annual Management Information Systems (MIS) Conference - Best practices, innovative ideas, current issues and practical how to advice about management information systems for K-12 education	Don Davis
2/14/2012-2/18/2012	San Francisco, CA	Federal	\$328.97	\$1,337.70	The conference is endorsed by the US Department of Education -will meet the state coordinators to prepare them for federal monitoring and to address the impact of ESEA waivers on the 21st Century CCLC programs	Valrie Brown
2/21/2012-2/23/2012	Louisville, KY	Otype	\$0.00	\$0.00	Mid-South Regional Resource Center (TA) New Director's Meeting	Amy Maisterra
2/21/2012-2/24/2012	Conn. And Mass	Otype	\$196.00	\$533.90	The purpose of travel is part of the Certification - of approval application process	Katie Reda
2/21/2012-2/24/2012	Conn. And Mass	Otype	\$196.00	\$533.90	The purpose of travel is part of the Certification - of approval application process	Benjamin Dukes
2/23/2012-2/25/2012	Raleigh, North Carolina	Otype	\$0.00	\$0.00	Council of State Science Supervisors - this conference focuses on continued development of state-based implementation teams to bring together the vision and key messages of the Framework in preparation for state based dissemination and adoption of the Next Generation Science Standards.	John Neral
2/27/2012-2/29/2012	Louisville, KY	Otype	\$0.00	\$0.00	Early Childhood Forum OSEP Annual 2 day Meeting of State Part C contracts	Jerri Johnson-Stewart
2/27/2012-2/29/2012	Louisville, KY	Otype	\$0.00	\$0.00	Early Childhood Forum OSEP Annual 2 day Meeting of State Part C contracts	Annette Thacker
2/27/2012-2/29/2012	Phoenix, AZ	Otype	\$0.00	\$0.00	This is an annual face to face meeting -where participants work together to review math items, ensure an alignment with the intended interpretations of math scores, and consider appropriate adaptations for each item.	John Neral
2/28/2012-2/29/2012	Phoenix, AZ	Otype	\$0.00	\$0.00	NCSC - Work Group 1 Meeting (Assessment)	Michelle Blakey-Tuggle
3/01/2012-3/03/2012	Bethesda, MD	Otype	\$0.00	\$615.00	The National Association for Alternative Certification (NAAC) Annual Conference for educator preparation institutions and agencies that approve/accredit educator preparation programs	Orman Feres
3/05/2012-3/07/2012	Baltimore, MD	Otype	\$0.00	\$0.00	To give state and district leaders a framework of reviewing their Common Core and PARCC implementation plans , with an eye toward coherence and policy alignment.	John Neral
3/05/2012-3/07/2012	Baltimore, MD	Otype	\$0.00	\$0.00	To give state and district leaders a framework of reviewing their Common Core and PARCC implementation plans , with an eye toward coherence and policy alignment.	Tamara Reavis
3/05/2012-3/07/2012	Baltimore, MD	Otype	\$0.00	\$0.00	To give state and district leaders a framework of reviewing their Common Core and PARCC implementation plans , with an eye toward coherence and policy alignment.	Heidi Beeman
3/05/2012-3/07/2012	Baltimore, MD	Otype	\$0.00	\$0.00	To give state and district leaders a framework of reviewing their Common Core and PARCC implementation plans , with an eye toward coherence and policy alignment.	Kayleen Irzarry
3/08/2012-3/09/2012	Bethesda, MD	Federal	\$0.00	\$58.87	National Assessment of Educational Progress (NAEP) Mathematics State/TUDA Item Review Meeting to provide the NAEP item Development Team with specific content focused feedback on the new mathematics items	Ruth Aponte
3/12/2012-3/13/2012	Philadelphia, PA	Federal	\$99.99	\$336.00	Mid-Atlantic Regional Food Bank Conference	Christi Dorsey

Office of the State Superintendent of Education FY 2012 FY13 Training/Travel Expense Chart

3/12/2012	Baltimore, MD	Federal	\$0.00	\$54.00	The 2012 OAH and ACYF Teenage Pregnancy Prevention Grantee Conference Expanding our Experience and Expertise Implementing Effective Teenage Pregnancy Prevention Programs build upon the work with the federal government, devolving and implementing a strong evaluation plan and addressing factors to consider when engaging youth, communities and stakeholders.	Sombo Pujeh
3/12/2012	Baltimore, MD	Federal	\$0.00	\$54.00	The 2012 OAH and ACYF Teenage Pregnancy Prevention Grantee Conference Expanding our Experience and Expertise Implementing Effective Teenage Pregnancy Prevention Programs build upon the work with the federal government, devolving and implementing a strong evaluation plan and addressing factors to consider when engaging youth, communities and stakeholders.	Kafui Doe
3/13/2012-3/15/2012	Bethesda, MD	Federal	\$0.00	\$88.30	The workshop will cover several major strands including NAEP and state comparisons, sampling and data tools, and outreach and dissemination	Ruth Aponte
03/16/2012-03/16/2012	Boston, MA	Federal	\$53.00	\$498.65	Conference to bridge the gap between research and application and to broaden the focus of education finance and policy.	Robin Chait
3/19/2012-3/20/2012	Washington, DC	Otype	\$0.00	\$0.00	The purpose of the training is to help schools to develop strategies to improve their effectiveness in graduation students ready for post secondary education and careers.	Tonya Meade
3/25/2012-3/27/2012	Washington, DC	Federal	\$0.00	500.00	The CCSO Legislative conference will cover the federal Elementary and Secondary Education Act legislative updates and financial outlook.	Kayleen Irzarry
3/26/2012-3/28/2012	Las Vegas, NV	Otype	\$0.00	\$0.00	OSSE is a member state of the NCSC GSEG (a consortia of 19 states to build assessment based on alternate achievement standards (AA-AAS) for students with significant cognitive disabilities.	Michelle Blakey-Tuggle
3/26/2012-3/28/2012	Las Vegas, NV	Otype	\$0.00	\$0.00	OSSE is a member state of the NCSC GSEG (a consortia of 19 states to build assessment based on alternate achievement standards (AA-AAS) for students with significant cognitive disabilities.	John Neral
3/26/2012-3/28/2012	Hamilton, NJ	Federal	\$152.50	\$479.56	USDA State Agency Conference- State Directors Meeting	La Tisha Savoy
3/26/2012-3/28-2012	Alexandria, VA	Otype	\$0.00	\$0.00	New Directors Meeting	Amy Maisterra
3/26/2012-4/22/2012	Monmouth, Oregon	Otype	\$0.00	\$0.00	DC CATS Project Meeting	Mary Boatright
3/31/2012-4/03/2012	Salt Lake City, UT	Otype	\$0.00	\$0.00	To serve as an Board of Examiner's (BOE) member	Orman Feres
4/01/2012-4/03/2012	Houston, TX	Otype	\$179.00	\$730.10	The Talent Dividend National Network Meeting attendees will have a opportunity to network with cross=sector leadership teams from major US cities focusing on achieving postsecondary attainment gains, building shared learning environments	Greg Meeropol
4/04/2012-4/06/2012	Washington, DC	Otype	\$0.00	\$0.00	To bring together major players in determine what the future of teacher preparation and certification might look like with a special emphasis this year on new solutions that will ensure we get tomorrow's teachers for tomorrows' students in tomorrows' learning world	Tanisha Brown
4/04/2012-4/06/2012	Washington, DC	Otype	\$0.00	\$449.70	The 9th Annual Conference on Effective Pathways to Teaching	Erika Lomax
4/10/2012- 4/12/2012	Chicago, IL	Otype	\$0.00	\$0.00	The Department of ED will meet with grantees to address technical needs of grants and plans for improved implementation. The technical assistance symposium will help OSSE in its preparation for monitoring that will be conducted by the US Department of Ed	Valrie Brown
4/10/2012-4/12/2012	Washington, DC	Otype	\$0.00	\$925.00	Project Management for the Office Professional- Class for the Office professionals who seek a basic understanding of project management techniques or who want to sharpen project management skills; as well as support and admin. Personnel often assigned to project work teams or head small projects.	Sheranda Vaughan
4/10/2012-4/13/2012	Austin, TX	Federal	\$319.50	1,291.20	The 2012 CACFP National Professional Association conference will offer training, technical assistance and sharing of ideas and best practices	Susanne Henley

Office of the State Superintendent of Education FY 2012 FY13 Training/Travel Expense Chart

4/10/2012-4/13/2012	Austin, TX	Federal	\$319.50	1,291.20	The 2012 CACFP National Professional Association conference will offer training, technical assistance and sharing of ideas and best practices	Norma Birkhead
4/10/2012-4/13/2012	Austin, TX	Federal	\$319.50	1,291.20	The 2012 CACFP National Professional Association conference will offer training, technical assistance and sharing of ideas and best practices	Elisabeth Sweeting
4/16/2012-4/19/2012	Henderson, Nevada	Otype	\$390.00	3,602.94	Certified Fraud Examiners Exam Review Course- This course is designed to review material required to pass the CFE exam	Larry Carr
4/16/2012-4/19/2012	Chicago, IL	Federal	\$179.50	1,230.73	The purpose of the conference is to provide MSP recipients with guidance, updates and best practice regarding program implementation and policy, including integration of the Common Core Math/Science Standards in order to provide sub recipients with technical assistance.	Ruth Aponte
4/16/2012-4/19/2012	Chicago, IL	Federal	\$179.50	1,230.73	The purpose of the conference is to provide MSP recipients with guidance, updates and best practice regarding program implementation and policy, including integration of the Common Core Math/Science Standards in order to provide sub recipients with technical assistance.	Valida Walker
4/20/2012-4/21/2012	Washington, DC	Federal	\$0.00	\$250.00	College Access Challenge Grant Spring Meeting	Melissa McKnight
4/26/2012-4/27/2012	Virginia Beach, VA	No Cost	\$0.00	\$0.00	DC CAS ALT Scoring - Alt portfolio assessments are sent to the Pearson scoring center in Virginia Beach, the DC CAS Alt, will oversee the selection of the scorers, and a portion of the scoring of our student's portfolios, also, being present at the scoring center will allow me an opportunity to audit the portfolios submitted by our LEAs to ensure any security breaches are caught early on in the scoring process.	Michelle Blakey-Tuggie
4/29/2012-5/03/2012	Princeton, New Jersey	Otype	\$0.00	\$0.00	Updates on the Praxis Series assessments and how these changes will affect state licensure programs	Anthony Graham
4/29/2012-5/03/2012	Princeton, New Jersey	Otype	\$0.00	\$0.00	Updates on the Praxis Series assessments and how these changes will affect state licensure programs	Erika Lomax
5/02/2012-5/04/2012	Washington, DC	Otype	\$0.00	725.00	Reauthorization of WIA, AEA, ESEA, the Carl D Perkins Career and Technical Education Act and other issues affecting K-12	Faith P. Leach
5/02/2012-5/04/2012	Washington, DC	Otype	\$0.00	725.00	Reauthorization of WIA, AEA, ESEA, the Carl D Perkins Career and Technical Education Act and other issues affecting K-12	Kieran Bowen
5/02/2012-5/04/2012	Washington, DC	Otype	\$0.00	725.00	Reauthorization of WIA, AEA, ESEA, the Carl D Perkins Career and Technical Education Act and other issues affecting K-12	Zita Rostas
5/03/2012-5/04/2012	Washington, DC	Federal	\$0.00	\$745.00	Brustein and Mansevit, PLLC will provide a complete analysis and the current grants management rules and potential changes made by the Office of Management and Budget.	Robin Bessler
5/03/2012-5/04/2012	Washington, DC	Federal	\$0.00	\$745.00	Brustein and Mansevit, PLLC will provide a complete analysis and the current grants management rules and potential changes made by the Office of Management and Budget.	Kortne Edogun
5/03/2012-5/04/2012	Washington, DC	Federal	\$0.00	\$745.00	Brustein and Mansevit, PLLC will provide a complete analysis and the current grants management rules and potential changes made by the Office of Management and Budget.	Ronda Kardash
5/03/2012-5/04/2012	Washington, DC	Federal	\$0.00	\$745.00	Brustein and Mansevit, PLLC will provide a complete analysis and the current grants management rules and potential changes made by the Office of Management and Budget.	La-Kiesha Chander
5/03/2012-5/04/2012	Washington, DC	Federal	\$0.00	\$745.00	Brustein and Mansevit, PLLC will provide a complete analysis and the current grants management rules and potential changes made by the Office of Management and Budget.	Robin Chait
5/05/2012-5/09/2012	Costa Mesta, CA	Federal	\$319.50	1,054.72	ACDA National Conference- The Primary forum for training and technical assistance for the USDA Food Distribution Programs	LaTisha Savoy

Office of the State Superintendent of Education FY 2012 FY13 Training/Travel Expense Chart

5/05/2012-5/09/2012	Costa Mesta, CA	Federal	\$319.50	1,054.72	ACDA National Conference- The Primary forum for training and technical assistance for the USDA Food Distribution Programs	Diedre Bell
5/05/2012-5/09/2012	Costa Mesta, CA	Federal	\$319.50	1,054.72	ACDA National Conference- The Primary forum for training and technical assistance for the USDA Food Distribution Programs	Major Langford
5/05/2012-5/09/2012	Costa Mesta, CA	Federal	\$319.50	1,054.72	ACDA National Conference- The Primary forum for training and technical assistance for the USDA Food Distribution Programs	Barbara Adams
5/15/2012-5/17/2012	Washington, DC	Otype	\$0.00	\$845.00	Administrative Officers Workshop. 3 day class providing a practical look at the functions of the admin officer including roles of information broker, communication expert, office manager, budget analyst, acquisition specialist and human resources practices.	Sheranda Vaughan
06/04/2012-06/06/2012	Portland, OR	Local	\$297.00	\$1,998.50	ASQ-3 & ASQ SE Training of Trainers Institute: In-depth, step by step seminar - everything you need to know to instruct your colleagues in using Ages & Stages Questionnaires.	Jennifer Gee
06/04/2012-06/06/2012	Portland, OR	Local	\$297.00	\$1,998.50	ASQ-3 & ASQ SE Training of Trainers Institute: In-depth, step by step seminar - everything you need to know to instruct your colleagues in using Ages & Stages Questionnaires.	Jennifer Gee
06/05/2012-06/08/2012	Kansas, MO	Federal	\$213.50	\$701.94	The 2012 HIV/AIDS/STDs and Human Sexuality Education Regional Conference entitled "National HIV/AIDS Strategies: Where di we Fit?" is designed for teachers, school nurses, prevention and care providers, workshop on "Using Youth-Inspired Initiatives as Effective Strategies on the Ground".	Sombo Pujeh
06/05/2012-06/08/2012	Kansas, MO	Federal	\$213.50	\$701.94	The 2012 HIV/AIDS/STDs and Human Sexuality Education Regional Conference entitled "National HIV/AIDS Strategies: Where di we Fit?" is designed for teachers, school nurses, prevention and care providers, workshop on "Using Youth-Inspired Initiatives as Effective Strategies on the Ground".	Kafui Doe
06/05/12-06/08/12	Seattle, WA	No Cost	\$0.00	\$0.00	SCASS Conference - (State Collaborative on Assissment and Student Standards	Heidi D. Beeman
06/07/2012-06/07/2012	Dover, DE	Local		\$104.10	OSSE Retention Initiative Program- To visit Delaware State University to meet with university staff and mentor students to discuss implementation of program and anticipated outcomes.	Nelson Santiago
6/13/2012- 6/16/2012	Lexington, KY	Otype	\$213.50	\$845.20	To attend the Council on Licensure, Enforcement, and Regulation (CLEAR) Board of Directors Meeting. The ELC is a member of CLEAR, a premiere international regulatory organization that promotes regulatory excellence.	Robin Y. Jenkins
06/11/2012-06/14/2012	Hamilton NJ	Federal	\$213.50	\$649.09	USDA State Agency Conference- (MARO)Mid-Atlantic Regional Office. The training will focus on financial management as it relates to the USDA Food Distribution Programs.	Charlene Walton
06/11/2012-06/14/2012	Hamilton NJ	Federal	\$213.50	\$649.09	USDA State Agency Conference- (MARO)Mid-Atlantic Regional Office. The training will focus on financial management as it relates to the USDA Food Distribution Programs.	Leslie West
06/11/2012-06/14/2012	Hamilton NJ	Federal	\$213.50	\$649.09	USDA State Agency Conference- (MARO)Mid-Atlantic Regional Office. The training will focus on financial management as it relates to the USDA Food Distribution Programs.	Major Langford
06/11/2012-06/14/2012	Hamilton NJ	Federal	\$213.50	\$649.09	USDA State Agency Conference- (MARO)Mid-Atlantic Regional Office. The training will focus on financial management as it relates to the USDA Food Distribution Programs.	Latisha Savoy
06/11/2012-06/14/2012	Hamilton NJ	Federal	\$213.50	\$649.09	USDA State Agency Conference- (MARO)Mid-Atlantic Regional Office. The training will focus on financial management as it relates to the USDA Food Distribution Programs.	Talitha Jordan

Office of the State Superintendent of Education FY 2012 FY13 Training/Travel Expense Chart

06/11/2012-06/14/2012	Hamilton NJ	Federal	\$213.50	\$649.09	USDA State Agency Conference- (MARO)Mid-Atlantic Regional Office. The training will focus on financial management as it relates to the USDA Food Distribution Programs.	Dawanna James-Holly
06/14/2012-06/15/2012	Washington DC	Federal		\$149.00	Training, Conference or Seminar Event sponsored by the U.S. Department of Education and Literacy. This workshop is the eleventh annual regional training designed to promote the quality and use of data collected under the National Reporting System. (NRS) for Adult Education.	Stacey Downey
06/14/2012-06/15/2012	Washington DC	Federal		\$149.00	Training, Conference or Seminar Event sponsored by the U.S. Department of Education and Literacy. This workshop is the eleventh annual regional training designed to promote the quality and use of data collected under the National Reporting System. (NRS) for Adult Education.	J. Michelle Johnson
06/14/2012-06/15/2012	Washington DC	Federal		\$149.00	Training, Conference or Seminar Event sponsored by the U.S. Department of Education and Literacy. This workshop is the eleventh annual regional training designed to promote the quality and use of data collected under the National Reporting System. (NRS) for Adult Education.	Tracy Winston
06/18/2012-06/19/2012	Minneapolis	Federal	\$106.50	\$576.41	The National Alliance of Public Charter Schools annual conference focuses on charter operations, instruction, policy, leadership and government. The purpose of the conference is to convene with over 4,000 participants from around the country to learn, connect and share ideas.	Yuliana Del Arroyo
06/18/2012-06/19/2012	Minneapolis	Federal	\$106.50	\$576.41	The National Alliance of Public Charter Schools annual conference focuses on charter operations, instruction, policy, leadership and government. The purpose of the conference is to convene with over 4,000 participants from around the country to learn, connect and share ideas.	Grace Chien
06/19/2012-06/22/2012	Minneapolis	Federal	\$248.50	\$1,979.21	The National Alliance of Public Charter Schools annual conference focuses on charter operations, instruction, policy, leadership and government. The purpose of the conference is to convene with over 4,000 participants from around the country to learn, connect and share ideas.	Renee Evans
06/19/2012-06/22/2012	Minneapolis	Federal	\$248.50	\$1,979.21	The National Alliance of Public Charter Schools annual conference focuses on charter operations, instruction, policy, leadership and government. The purpose of the conference is to convene with over 4,000 participants from around the country to learn, connect and share ideas.	Marie Hutchins
06/19/2012-06/22/2012	Minneapolis	Federal	\$248.50	\$1,979.21	The National Alliance of Public Charter Schools annual conference focuses on charter operations, instruction, policy, leadership and government. The purpose of the conference is to convene with over 4,000 participants from around the country to learn, connect and share ideas.	Alina Tsanova
06/19/2012-06/22/2012	Minneapolis	Federal	\$248.50	\$1,979.21	The National Alliance of Public Charter Schools annual conference focuses on charter operations, instruction, policy, leadership and government. The purpose of the conference is to convene with over 4,000 participants from around the country to learn, connect and share ideas.	Alfred Desaboto
06/19/2012-06/22/2012	Minneapolis	Federal	\$248.50	\$1,979.21	The National Alliance of Public Charter Schools annual conference focuses on charter operations, instruction, policy, leadership and government. The purpose of the conference is to convene with over 4,000 participants from around the country to learn, connect and share ideas.	Matthew Wright
06/21/2012-06/28/12	San Diego, CA	Federal	\$508.50	\$243.17	To allow states to receive guidance and professional development from the US Department of Education and other nationally recognized professionals in the education field. The attendees will receive information and strategies to assist DC in implementing many of the goals articulated in its new state education plan (ESEA Waiver Application).	Kayleen Irizarry

Office of the State Superintendent of Education FY 2012 FY13 Training/Travel Expense Chart

06/21/2012-06/28/12	San Diego, CA	Federal	\$508.50	\$243.17	To allow states to receive guidance and professional development from the US Department of Education and other nationally recognized professionals in the education field. The attendees will receive information and strategies to assist DC in implementing many of the goals articulated in its new state education plan (ESEA Waiver Application).	Johnnie Meadors
06/21/2012-06/28/12	San Diego, CA	Federal	\$508.50	\$243.17	To allow states to receive guidance and professional development from the US Department of Education and other nationally recognized professionals in the education field. The attendees will receive information and strategies to assist DC in implementing many of the goals articulated in its new state education plan (ESEA Waiver Application).	Vairie Brown
06/25/2012-06/29/2012	Portland OR	Local	\$231.00	\$2,353.70	Explicit Instruction Academy - Annual determination of needing intervention from the federal office of Special Education Programs.	Chandra Williams
06/26/2012-06/29/2012	Minneapolis	Federal	\$248.50	\$1,819.56	The National Conference on Student Assessment (NCSA) is the premiere forum for assessment practitioners to discuss what is happening in the real world of educational assessment - what's new what's going on at the state and federal level, what works and what does not.	Ruth Aponte
07/06/2012-07/12/2012	Nashville, TN	Local	\$429.00	\$1,621.72	National Federation of State High School Associations - Attendies will have the opportunity to create a level palying field for all local education agencies, public, public charter and independent . In addit as the District of Columbia pursues voting right and statehoodl	Clark E. Ray
07/11/2012-07/13/2012	Annapolis, MD	No Cost	\$0.00	\$0.00	NDTAG Annual Conference - This annual training is at the invitation of the Neglected and Deliquent Technical Assistance (NDTAC). All States are asked to send coordinators not only to represent their states but to hear and offer valuable information.	
08/02/2012-08/03/2012	Chicago, IL	Federal	\$177.50	\$1,126.50	National Center for Educational Statistics - Ensuring Data Quality: NAEP 2013 Processes and Systems workshop.	Ruth Aponte
04/17/2012-04/22/2012	San Antonio, TX	Local	\$363.00	\$2,795.66	Drug and Alcohol Testing Industry Association	Eva Laguerre
06/05/2012-06/08/2012	Kansas City, MO	Federal	\$213.50 (per person)	\$1,830.88	"National HIV/AIDS Strategies: Where Do We Fit?"	Kafui Doe and Sombo Pujeh
11/14/2011-11/20/2011	San Francisco, CA	Federal	\$177.50	\$1,665.16	National Conference on Summer Learning	Myles Cliff
04/09/2012-04/13/2012	Austin, TX	Federal	\$958.50	\$4,530.90	Child and Adult Care Food Program National Professional Association's Biennial Conference	Norma Birkhead, Suzanne Henley, and Elisabeth Sweeting
06/26/2012-06/29/2012	Dallas, TX	Federal	\$248.50	\$1,131.27	STEM Solutions 2012 Summit Conference	Antoine Vinson
08/06/2012-08/07/2012	Chicago, IL	Federal	\$177.50 (per person)	\$6,742.60	AEPS Training Institute	Kim Morrison, Sandra Smith, Abigail Swofford, and Julie Wennekes
07/06/2012-07/11/2012	Nashville, TN	Local	\$429.00	\$2,050.72	National Federation of State High School Associations Summer meeting	Clark Ray
7/27/2012	Washington, DC	Local	\$0.00	\$289.00	Effective Writing for Lawyers- DC Bar Association Writing Course	Jan Holland-Chatman
06/11/2012-06/14/2012	Hamilton, NJ	Grant	\$91.50	\$466.89	USDA Mid-Atlantic Regional Office Food Distribution State Agency Conference	Dawanna James-Holly
07/15/2012-07/20/2012	Long Beach, CA	Local	\$106.50 (per person)	\$3,704.18	2012 GED Testing Service Annual Conference	Phillip PremDas and Deysi Ramirez
06/21/2012-06/28/2012	San Diego, CA	Grant	\$1,525.50	\$9,247.28	Annual Joint ISTE and Federal Education Technology Conferences	Kaylenn Irizarry, Valrie Brown, and Johnnie Meadors
07/30/2012-08/01/2012	St. Paul, MN	Grant	\$248.50	\$1,198.93	2012 Summer Institute in Adolescent- "Equal Access, Equal Say: Achieving Health Equity for All Young People"	Julie Ost

Office of the State Superintendent of Education FY 2012 FY13 Training/Travel Expense Chart

06/11/2012-06/14/2012	Hamilton, NJ	Grant	\$427.00	\$1,725.18	USDA Mid-Atlantic Regional Office Food Distribution State Agency Conference	Leslie West and Charlene Walton
06/14/2012-06/15/2012	Washington, DC	Federal	\$0.00	\$477.00	National Reporting System for adult Education- Going Longitudinal: Building an Adult Longitudinal Data System	J. Michelle Johnson, Stacy Downey, and Tracy Winston
07/30/2012-08/01/2012	Washington, DC	Federal	\$0.00	\$1,400.00	OSEP Leadership Conference	Jerri Johnston-Stewart, Kerda DeHaan, Kim Morrison, and Sandra Smith
08/01/2012-08/03/2012	Chicago, IL	Federal	\$106.50	\$1,304.00	National Center for Educational Statistics- Ensuring Data Quality: NAEP 2013 Processes and Systems workshop	Ruth Aponte
3/16/2012	Boston, MA	Federal	\$53.25	\$551.85	Association for Education Finance and Policy Annual Conference	Robin Chait

GRANTS, SUBGRANTS, CONTRACTS, AND PURCHASE ORDERS

- 20) Please provide the following information for all grants awarded to OSSE during FY12 and to date in FY13, broken down by OSSE program and activity:
- a) Grant Number/Title;
 - b) Approved Budget Authority;
 - c) Expenditures (including encumbrances and pre-encumbrances);
 - d) Purpose of the grant
 - e) Grant deliverables;
 - f) Grant outcomes, including grantee performance;
 - g) Any corrective actions taken or technical assistance provided
 - h) OSSE program and activity supported by the grant;
 - i) OSSE employee responsible for grant deliverables; and
 - j) Source of funds.

RESPONSE:

- The following attachment lists all of the grants awarded to OSSE during FY12 and to date in FY13 and is broken down by OSSE program and activity - Grants Awarded to OSSE FY12 and FY13

OSSE Performance Oversight Questions

Question 20 - Grants Awarded to OSSE in FY12

Grant No Title	Grant No	Grant Ph	Year	Approved Budget Authority	FY12 Expenditures	Purpose of Grant/Deliverables	Outcomes	Technical Assistance	Corrective Actions	Program & Activity Supported	Employee Responsible FY12	Employee Responsible FY13	Source of Funds
ADULT EDUCATION - STATE ADMINISTERED	12002A	11	Carryover	\$343,805.38	\$343,805.38	To fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy and integrated English literacy-civics education programs. Participation in these programs is limited to adults and out-of-school youths aged 16 and older who do not have a high school diploma or equivalent and who are not enrolled or required to be enrolled in a secondary school under State law. See 20 USC 9202(1). This is a 27 month grant that starts July 1 to September 30.		Yes-- Budget development, grants management and evaluation	None	literacy program, parent engagement, education programs	Michelle Johnson	Michelle Johnson	Department of Education Office of Vocational and Adult Education
	22002A	12	Current FY12 Funding	\$1,330,858.00	\$1,256,570.38								
	32002A	13	Grant Staring July 1,2012	\$388,285.75	\$380,088.16								
TITLE I, GRANTS TO LEAS	02010A	10	Carryover	\$497,809.66	\$497,809.46	To help local educational agencies (LEAs) improve teaching and learning in high-poverty schools in particular for children failing, or most at-risk of failing, to meet challenging State academic achievement standards. This is a 27 month grant that starts July 1 to September 30.	LEAs invested money to close achievement gap for children from low-income families.	Yes-training, budget development, grants management, establishing targeted goals, and evaluation	OSSE has a regular monitoring system to evaluate LEAs' fiscal and programmatic implementation, to audit for compliance, and to differentiate corrective actions based on individual LEA needs. In addition, OSSE has a structured application and reimbursement systems prevent LEAs from misusing funds.	professional development, parental involvement activities, curriculum materials	Robin Bessler	Robin Bessler	Department of Education Office of Elementary and Secondary Education
	12010A	11	Carryover	\$9,697,605.10	\$8,145,819.21								
	22010A	12	Current FY12 Funding	\$48,882,197.00	\$44,751,879.00								
	32010A	13	Grant Staring July 1,2012	\$11,787,022.30	\$0.00								
NELECTED AND DELINQUENT	02013A	10	Carryover	\$1,305.51	\$682.51	To help provide educational continuity for neglected and delinquent children and youth in State-run institutions for juveniles and in adult correctional institutions, so that these youth can make successful transitions to school or employment once they are released.		Yes--strategic planning and training support	None	high quality education programs to prepare children and youth for secondary school	Sheryl Hamilton	Sheryl Hamilton	Department of Education Office of Elementary and Secondary Education
	12013A	11	Carryover	\$360,718.00	\$2,015.75								
	22013A	12	Current FY12 Funding	\$1,177,208.00	\$242,770.22								
	32013A	13	Grant Staring July 1,2012	\$90,179.51	\$0.00								
SPECIAL EDUCATION - IDEA PART B	12027A	11	Carryover	\$3,502,974.75	\$3,152,904.30	To provide grants to States to assist them in providing special education and related services to all children with disabilities. States must distribute all grant funds that the State does not reserve for administration of the program or other State-level activities to eligible local educational agencies. Funds are used by State and local educational agencies, in accordance with the IDEA, to help provide the special education and related services needed to make a free appropriate public education available to all eligible children and, in some cases, to provide early intervening services. This is a 27 month grant that starts July 1 to September 30.	Teacher Salaries, Technical Assistance to LEAs, Related Services, Technology, Curriculum Materials, Monitoring Enforcement and Compliant Investigation.	Yes-resource referral, training/professional development and assessment	None	teacher Salaries, related services, technical assistance to LEAs, technology, curriculum materials, professional development, and monitoring enforcement	Kerian Bowen	Keiran Bowen	Department of Education Office of Special Education and Rehabilitative Services
	22027A	12	Current FY12 Funding	\$16,901,322.00	\$11,810,316.86								
	32027A	13	Grant Staring July 1,2012	\$3,801,383.93	\$0.00								
STATE ADV. COUNCIL EARLY CHILDHOOD EDU	RA027A	11	Carryover	\$650,818.38	\$121,310.05	This funding will provide economic stimulus to the nation while furthering the ACF mission to promote the school readiness of low-income children. The objective of the Head Start program is to enhance the cognitive, social and emotional development of low-income children through the provision of comprehensive health, educational, nutritional, social and other services and to involve parents in their children's learning and to help parents make progress toward their educational, literacy and employment goals. Head Start also emphasizes the significant involvement of parents in the administration of their local Head Start programs. This is a 3 year grant, expires August 13, 2013.		Yes-- committee support and education around the DC early learning standards	None	an early childhood capacity audit, a strategy plan addressing health concerns in the District, coordination of District agencies, public awareness health campaign	Lesa Bonds	Greg Ellis	Department of Health and Human Services Administration for Children and Families
	32048A	13	Grant Staring July 1,2012	\$941,368.19	\$0.00					professional			

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Grant No Title	Grant No	Grant Ph	Year	Approved Budget Authority	FY12 Expenditures	Purpose of Grant/Deliverables	Outcomes	Technical Assistance	Corrective Actions	Program & Activity Supported	Employee Responsible FY12	Employee Responsible FY13	Source of Funds
VOCATIONAL EDU - BASIC GRANTS TO STATES	22048A	12	Current FY12 Funding	\$4,214,921.00	\$3,123,490.98	To develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. Funds are used by eligible agencies and their eligible recipients (local sub grantees), in accordance with Perkins IV, to provide career and technical education. This is a 27 month grant that starts July 1 to September 30.		No	None	professional development, curriculum materials, and post secondary articulation agreements	Tony Johnson	Tony Johnson	Department of Education Office of Vocational and Adult Education
	12048A	11	Carryover	\$1,082,925.38	\$1,056,700.47								
SPECIAL EDUCATION PRE-SCHOOL	12173A	11	Carryover	\$40,476.51	\$21,237.13	To provide grants to States to assist them in providing special education and related services to children with disabilities ages 3 through 5 years, and at a State's discretion, to 2- year- old children with disabilities who will reach age three during the school year.		Yes--resource referral, training/professional development and assessment	None	parent engagement, curriculum materials, and training	Kerian Bowen	Kerian Bowen	Department of Education Office of Special Education and Rehabilitative Services
	22173A	12	Current FY12 Funding	\$239,418.00	\$174,064.92								
	32173A	13	Grant Staring July 1,2012	\$60,062.25	\$0.00								
INFANTS AND TODDLERS	12181A	11	Carryover	\$940,410.36	\$979,949.95	To provide grants to States to assist them to implement and maintain a Statewide, comprehensive, coordinated, multidisciplinary, interagency system to make available early intervention services to infants and toddlers with disabilities and their families. This is a 27 month grant that starts July 1 to September 30.		Yes--data and systems management	None	data management, professional development, and public awareness	Kerian Bowen	Kerian Bowen	Department of Education Office of Special Education and Rehabilitative Services
	22181A	12	Current FY12 Funding	\$2,156,043.00	\$1,780,776.67								
	32181A	13	Grant Staring July 1,2012	\$214,656.85	\$0.00								
SAFE AND DRUG FREE	02186A	10	Carryover	\$135,305.05	\$131,075.40	To offer a disciplined environment conducive to learning, by preventing violence in and around schools and strengthening research based programs that prevent the illegal use of alcohol, tobacco, and drugs, involve parents, and are coordinated with related Federal, State, and community efforts and resources.		Yes--curriculum development and training/professional development	None	parent engagement, curriculum materials, and training	Sheryl Hamilton	Sheryl Hamilton	Department of Education Office of Elementary and Secondary Education
EDUCATION FOR HOMELESS CHILDREN & YOUTH	12196A	11	Carryover	\$99,413.52	\$98,327.94	To ensure that all homeless children and youth have equal access to the same free, appropriate public education available to other children, the Education for Homeless Children and Youth program provides assistance to States to: (1) establish or designate an Office of Coordinator for Education of Homeless Children and Youths; (2) develop and carry out a State plan for the education of homeless children; and (3) make sub grants to local educational agencies (LEAs) to support the education of those children.		Yes--service coordination	None	strategic planning, curriculum materials, and training	Sheryl Hamilton	Sheryl Hamilton	Department of Education Office of Elementary and Secondary Education
	22196A	12	Current FY12 Funding	\$223,306.00	\$183,655.28								
	32196A	13	Grant Staring July 1,2012	\$40,439.02	\$475.00								
EVEN START STATE GRANTS	12213C	11	Carryover	\$11,434.00	\$11,434.00	To improve the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.		Yes--best practices	None	reading instruction, technical assistance, assist parents in locating	Michelle Johnson	N/A	Department of Education Office of Elementary and Secondary
TECH PREP EDUCATION	12243A	11	Carryover	\$134,677.00	\$134,677.00	This program provides assistance to States to award grants to consortia of local agencies and postsecondary education institutions for the development and operation of programs consisting of the last two years of secondary education and at least two years of postsecondary education, designed to provide tech prep education to the student leading to an associate degree or a two-year certificate. The program also is designed to strengthen links between secondary and postsecondary schools.		Yes--building post-secondary partnerships	None	college credits	Tony Johnson	Tony Johnson	Department of Education Office of Vocational and Adult Education
	15282A	11	Carryover	\$807,696.01	\$754,541.66	The program supports the planning, development, and initial implementation, and replication of charter schools and the		Yes--strategic		public awareness,			

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Grant No Title	Grant No	Grant Ph	Year	Approved Budget Authority	FY12 Expenditures	Purpose of Grant/Deliverables	Outcomes	Technical Assistance	Corrective Actions	Program & Activity Supported	Employee Responsible FY12	Employee Responsible FY13	Source of Funds
TITLE V PART B - CHARTER SCHOOL PROGRAM	15282A	12	Current FY12 Funding	\$2,547,353.00	\$2,154,139.26	dissemination of information on charter schools. Charter schools provide enhanced parental choice and are exempt from many statutory and regulatory requirements. In exchange for this increased flexibility, charter schools establish plans to improve student academic achievement and to stimulate the creativity and commitment of teachers, parents, and the public.		planning, business model development and training/professional development	None	assessment models, curriculum development and materials and training	Mathews Wright	Mathew Wright	Department of Education Office of Innovation and Improvement
AFTER SCHOOL LEARNING CNTR FORMULA AWARD	02287C	10	Carryover	\$90,964.95	\$74,961.23	To create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. The program is intended to help students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that should complement their regular academic programs; and to offers literacy and other educational services to the families of participating children.		Yes--best practices	None	tutoring activities, enrichment activities and parent engagement	Sheryl Hamilton	Sheryl Hamilton	Department of Education Office of Educational Research and Improvement
	12287C	11	Carryover	\$1,277,248.69	\$1,260,264.85								
	22287C	12	Current FY12 Funding	\$5,653,883.00	\$4,593,851.50								
EDUCATIONAL TECHNOLOGY STATE GRANT	02318X	10	Carryover	\$157,700.46	\$123,688.69	To provide grants to State educational agencies (SEAs) on a formula basis to (a) improve student academic achievement through the use of technology in schools; (b) assist all students in becoming technologically literate by the end of eighth grade; and (c) encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods. This is a 27 month grant that starts July 1 to September 30.		None	None	technology infusion, equipment, training. And curriculum development	Sheryl Hamilton	Sheryl Hamilton	Department of Education Office of School Support and Rural Programs
	12318X	11	Carryover	\$474,069.91	\$435,314.83								
ADVANCED PLACEMENT	1X330B	11	Carryover	\$146,828.00	\$146,828.00	To award grants to State educational agencies, local educational agencies, and national nonprofit educational organizations with expertise in advanced placement services to support State and local efforts to increase access to advanced placement classes and tests for low-income students and to award grants to State educational agencies to cover part or all of the cost of test fees for students from low-income families enrolled in advanced placement courses.		None	None	supplement test fees	Christi Purnell	Christi Purnell	Department of Education Office of Elementary and Secondary Education
	22330B	12	Current FY12 Funding	\$32,164.00	\$0.00								
GRANTS TO STATES FOR WORKPLACE & COMM	12331A	11	Carryover	\$4,573.66	\$4,573.66	To assist and encourage incarcerated individuals who have obtained a secondary school diploma or its recognized equivalent to acquire educational and job skills through coursework in order to prepare such individuals to pursue a postsecondary education certificate, an associate's degree, or bachelor's degree while in prison; and to provide them with employment counseling and other related services.		Yes---service coordination	None	training, mentoring/coaching, curriculum materials and college credit	Michelle Johnson	Michelle Johnson	Department of Education Office of Vocational and Adult Education
GEAR UP	84334S	8	Carryover	\$659,585.49	\$72,810.49	Provides 6-or 7-year grants to States and partnerships to provide support, and maintain a commitment, to eligible low-income students, including students with disabilities, to help the students obtain a secondary school diploma (or its recognized equivalent) and to prepare for, and succeed in, postsecondary education. GEAR UP has two major service components. All projects provide a comprehensive set of early intervention services including mentoring, tutoring, academic and career counseling, services to increase parental involvement, and other college preparation activities like exposure to college campuses and financial aid information and assistance. Some projects provide college scholarships to participating students.		None	None	mentoring, tutoring, career counseling, parental involvement, and financial aid assistance	Melanie Fleming	Melanie Fleming	Department of Education Office of Postsecondary Education

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ENGLISH LANGUAGE ACQUISITION	02365A	11	Carryover	\$398,022.63	\$281,043.65	To provide grants to State educational agencies (SEAs), local educational agencies (LEAs), State agencies for higher education (SAHEs) and, though SAHEs, to eligible partnerships in order to increase student academic achievement through such strategies as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom. This is a 27 month grant that starts July 1 to September 30.		Yes--best practices and curriculum development	None	training/professional development, curriculum development and materials, and translation services	Bryan Sebobo	Bryan Sebobo	Department of Education Office of Elementary and Secondary Education
	12365A	10	Carryover	\$134,314.13	\$63,804.43								
	22365A	12	Current FY12 Funding	\$723,682.00	\$322,771.34								

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MATHEMATICS AND SCIENCE PARTNERSHIPS	02366B	10	Carryover	\$162,624.25	\$138,539.91	To improve the academic achievement of students in mathematics and science by encouraging States, institutions of higher education (IHEs), local educational agencies (LEAs), and elementary and secondary schools to participate in programs that: improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science teacher education.		None	None	training/professional development, curriculum development and materials, and technology upgrades	Sheryl Hamilton	Sheryl Hamilton	Department of Education Office of Elementary and Secondary Education
	12366B	11	Carryover	\$686,185.18	\$681,774.08								
	22366B	12	Current FY12 Funding	\$871,257.00	\$5,608.78								
	32366B	13	Grant Starting July 1,2012	\$214,928.47	\$0.00								
IMPROVING TEACHER QUALITY STATE GRANTS	02367A	10	Carryover	\$152,519.26	\$109,648.45	To provide grants to State educational agencies (SEAs), local educational agencies (LEAs), State agencies for higher education (SAHEs) and, though SAHEs, to eligible partnerships in order to increase student academic achievement through such strategies as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom.		Yes--8001 camp, carry over webinars, Con App TA sessions (webinars, one on one sessions, in person group sessions, special "intensive" sessions for LEAs	OSSE has a regular monitoring system to evaluate LEAs' fiscal and programmatic implementation, to audit for compliance, and to differentiate corrective actions based on individual LEA needs. In addition, OSSE has a	training/professional development and materials, and college credit	Robin Chiat	Robin Chiat	Department of Education Office of Elementary and Secondary Education
	12367A	11	Carryover	\$6,417,670.29	\$6,328,639.12								
	22367A	12	Current FY12 Funding	\$11,243,906.00	\$10,182,017.14								
IMPROVING TEACHER QUALITY GRANTS-SAHES	12367B	11	Carryover	\$316,698.96	\$316,698.96								
	22367B	12	Current FY12 Funding	\$303,181.00	\$2,967.78								
STATE ASSESSMENTS AND RELATED	02369A	10	Carryover	\$5,698.69	\$5,698.69	The purpose of this program is: (1) To support the development of the additional State assessments and standards required by Section 1111(b) of the Elementary and Secondary Education Act (ESEA), as amended; and (2) if a State has developed the assessments and standards required by Section 1111(b), then to support the administration of those assessments or to carry out other activities related to ensuring that the State's schools and local education agencies are held accountable for results. This is a 27 month grant that starts July 1 to September 30.		Yes---technical support and guidance on best practices on state models	None	assessments, monitoring, data mining, and technical assistance to LEAs	Robin Chiat	Robin Chiat	Department of Education Office of Elementary and Secondary Education
	12369A	11	Carryover	\$210,905.39	\$210,905.39								
	22369A	12	Current FY12 Funding	\$3,268,235.00	\$2,595,867.18								
	32369A	13	Grant Starting July 1,2012	\$835,469.25	\$833,969.25								
STRIVING READERS COMPREHENSIVE LITERACY	12371B	11	Carryover	\$138,640.83	\$138,596.54	The objective of the Striving Readers Adolescent Literacy program is to raise student achievement by improving the reading skills of middle and high school students who are reading below grade level. The objective of the Striving Readers Comprehensive Literacy program is to advance literacy skills, including pre-literacy skills, reading and writing for students from birth through grade 12, including limited-English-proficient students and students with disabilities. This is a 27 month grant that starts July 1 to September 30.		Yes--best practices and training/professional development content	None	literacy program, parent engagement, education programs	Robin Bessler	Robin Bessler	Department of Education Office of Elementary and Secondary Education
SCHOOL IMPROVEMENT GRANTS	12377A	11	Carryover	\$1,792,591.00	\$1,505,764.50	School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive sub grants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. This is a 27 month grant that starts July 1 to September 30.		None	None	training/professional development, curriculum materials, tutoring and parent engagement	Khalid Randolph	Khalid Randolph	Department of Education Office of Elementary and Secondary Education
	SG377A	9	Carryover	\$334,697.37	\$271,875.10								
	22377A	10	Current FY12 Funding	\$1,854,561.21	\$42,334.84								
ARRA - SCHOOL IMPROVEMENT GRANTS	RA388A	9	Carryover	\$7,082,800.46	\$2,826,661.20								
COLLEGE ACCESS GRANT	22378A	12	Current FY12 Funding	\$1,500,000.00	\$1,186,503.55	To foster partnerships among federal, State and local government entities and philanthropic organizations through matching challenge grants aimed at increasing the number of underrepresented students who enter and remain in postsecondary education.		None	None	tuition assistance	Mellissa Mcknight	Melisa Mcknight	Department of Education Office of Elementary and Secondary Education
	11378A	11	Carryover	\$250,966.82	\$249,452.49								
	32378A	13	Grant Starting July 1,2012	\$355,088.72	\$0.00								

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CHILD & ADULT CARE FOOD-SPONSOR ADMIN	21CAS1	12	Current FY12 Funding	\$167,550.00	\$85,184.39								
CHILD CARE DEVELOPMENT DISCRETIONARY GRANT	22CCDD	12	Current FY12 Funding	\$2,962,184.00	\$2,378,067.47	The Child Care Mandatory and Matching Funds are a part of the Child Care and Development Fund (CCDF) program, along with the Child Care and Development Block Grant (CCDBG) or Discretionary Funds (see CFDA 93.575). To make grants to States, Tribes, and tribal organizations for child care assistance for low-income families and to: (1) allow each State maximum flexibility in developing child care programs and policies that best suit the needs of children and parents within such State including systemic investments in quality child care to promote child development and learning, and to create a system that is child focused, family friendly, and fair to providers; (2) promote parental choice to empower working parents to make their own decisions on the child care that best suits their family's needs; (3) encourage States to provide consumer education information to help parents make		Yes---best practices, DC early learning standards, business model practices, goal setting, grants management and training/professional development	None	subsidized care, training/professional development, curriculum development and materials, parental engagement, afterschool programming, and post secondary tuition assistance	Lesa Bonds	Walter Lundy	Department of Health and Human Services Administration for Children and Families
CHILDCARE DEVELOPMENT FUND	22CCDF	12	Current FY12 Funding	\$6,894,340.00	\$5,966,667.84								
	12CCDF	11	Carryover	\$2,840,773.83	\$1,953,833.82								
CHILD CARE WELLNESS	03CCW1	11	Carryover	\$140,786.00	\$63,740.12	To assist States, through cash grants and food donations, in making the school lunch program available to school children and to encourage the domestic consumption of nutritious agricultural commodities. This is a three year grant that expires November 30, 2013.		None	None	education/awareness and healthy foods	Sandy Schickler	Sandy Schickler	Department of Agriculture Food and Nutrition Service
DIRECT CERTIFICATION AND VERIFICATION	13DCV1	11	Carryover	\$989,553.00	\$648,808.49	Direct certification allows States and local educational agencies to automatically certify children enrolled in the Supplemental Nutrition Assistance Program (SNAP) or the Temporary Assistance to Needy Families Program (TANF) for free school meals without the need for household applications. Medicaid records also can be matched to simplify verification of eligibility for school meals programs.		None	None	education/awareness and healthy foods	Sandy Schickler	Sandy Schickler	Department of Agriculture Food and Nutrition Service
FRESH FRUIT & VEGETABLES	21FFV1	12	Current FY12 Funding	\$1,739,948.00	\$1,505,596.97	To assist States, through cash grants, in providing free fresh fruits and vegetables to elementary school children. Under Section 19 of the National School Lunch Act, Federally appropriated Fresh Fruit and Vegetable Program funds are available to State agencies to operate during the school year. Selected low-income public and nonprofit private elementary schools are reimbursed for produce served to school children outside of the lunch or breakfast food service periods. All participating schools must agree to serve fresh fruits and vegetables free to all enrolled children, and to publicize fresh fruit and vegetable availability within the school. State agencies may select low-income public and nonprofit private elementary schools to participate.		None	None	education/awareness and healthy foods	Sandy Schickler	Sandy Schickler	Department of Agriculture Food and Nutrition Service
CHILD NUTRITION-HEALTHY HUNGER FREE KIDS	22HHFK	12	Current FY12 Funding	\$96,780.00	\$1,743.25	The legislation authorizes funding and sets policy for USDA's core child nutrition programs: the National School Lunch Program, the School Breakfast Program, the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), the Summer Food Service Program, and the Child and Adult Care Food Program. The Healthy, Hunger-Free Kids Act allows USDA, for the first time in over 30 years, opportunity to make real reforms to the school lunch and breakfast programs by improving the critical nutrition and hunger safety net for millions of children.		None	None	education/awareness and healthy foods	Sandy Schickler	Sandy Schickler	Department of Agriculture Food and Nutrition Service
	11HSSC	11	Carryover	\$61,797.44	\$35,185.90	To promote school readiness by enhancing the social and cognitive development of low-income children, including children on federally							

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HEAD START STATE COLLABORATION	21HSSC	12	Current FY12 Funding	\$125,000.00	\$31,609.21	recognized reservations and children of migratory farm workers, through the provision of comprehensive health, educational, nutritional, social and other services; and to involve parents in their children's learning and to help parents make progress toward their educational, literacy and employment goals. Head Start also emphasizes the significant involvement of parents in the administration of their local Head Start programs. This is a 12 month grant that starts February 1 to January 31.		Yes--best practices	None	education/awareness and healthy foods	Maxine Maloney	Chris Beard	Department of Health and Human Services Administration for Children and Families
NAEP STATE COORDINATOR TASK ORDER	12NAEP	11	Carryover	\$114,525.74	\$102,699.77	National NAEP reports statistical information about student performance and factors related to educational performance for the nation and for specific student groups in the population (e.g. race/ethnicity, gender). It includes students drawn from both public and nonpublic (private) schools and reports results for student achievement at grades 4, 8, and 12. Each state has employed a NAEP State Coordinator to serve as the connection between the state education agency and schools selected for the sample. In general, the NAEP State Coordinator works with the schools, the sampling and data collection contractor, and NCES to ensure the quality of the state's NAEP results. This is a 12 month grant that starts January 1 to December 31.		None	None	data management and reporting	Kayleen Irizarry	Kayleen Irizarry	Department of Education Office of Elementary and Secondary Education
	SGNAEP	10	Carryover	\$38,156.05	\$16,078.33								
	21NAEP	12	Current FY12 Funding	\$108,222.00	\$0.00								
NATIONAL SCHOOL BREAKFAST	21NSB1	12	Current FY12 Funding	\$8,768,958.00	\$7,913,960.02	To assist States in providing a nutritious nonprofit breakfast service for school children, through cash grants and food donations. Federally appropriated School Breakfast Program funds are available to reimburse participating public and nonprofit private schools, of high school grade and under and residential child care institutions, for breakfasts, meeting the nutritional requirements prescribed by the Secretary of Agriculture, served to eligible children. This is a 12 month grant that starts October 1 to September 30.		None	None	education/awareness and healthy foods	Sandy Schickler	Sandy Schickler	Department of Agriculture Food and Nutrition Service
NATIONAL SCHOOL LUNCH	21NSL1	12	Current FY12 Funding	\$21,287,765.10	\$20,331,550.47	To assist States, through cash grants and food donations, in making the school lunch program available to school children and to encourage the domestic consumption of nutritious agricultural commodities. Federally appropriated National School Lunch Program funds are available to each State agency to reimburse participating public and nonprofit private schools, of high school grades or under, including residential child care institutions, for lunches meeting the nutritional requirements prescribed by the Secretary of Agriculture, served to eligible children. Schools meeting eligibility criteria may be reimbursed for snacks served to children enrolled in eligible after school hour care programs. This is a 12 month grant that starts October 1 to September 30.		None	None	education/awareness and healthy foods	Sandy Schickler	Sandy Schickler	Department of Agriculture Food and Nutrition Service

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Grant No Title	Grant No	Grant Ph	Year	Approved Budget Authority	FY12 Expenditures	Purpose of Grant/Deliverables	Outcomes	Technical Assistance	Corrective Actions	Program & Activity Supported	Employee Responsible FY12	Employee Responsible FY13	Source of Funds
SPECIAL MILK	21NSM1	12	Current FY12 Funding	\$69,179.00	\$19,676.19	To provide subsidies to schools and institutions to encourage the consumption of fluid milk by children. Funds are made available to State agencies to encourage the consumption of fluid milk by children in public and private nonprofit schools of high school grade and under, public and private nonprofit nursery schools, child-care centers, settlement houses, summer camps, and similar nonprofit institutions devoted to the care and training of children, except Job Corps Centers, provided that these schools and institutions do not participate in a meal service program authorized under the National School Lunch Act or the Child Nutrition Act of 1966. This is a 12 month grant that starts October 1 to September 30.		None	None	education/awareness and healthy foods	Sandy Schickler	Sandy Schickler	Department of Agriculture Food and Nutrition Service
PARCC - SUPPORT FOR GOVERNING STATES	21PARC	12	Current FY12 Funding	\$105,300.00	\$105,300.00	The U.S. Department of Education awarded "Race to the Top" assessment funds to the Partnership for the Assessment of Readiness for College and Careers (PARCC or Partnership) for the development of a K-12 assessment system aligned to the Common Core State Standards in English, language arts and mathematics. Florida is a member of this Partnership of 24 states, whose primary goal is to help states dramatically increase the number of students who graduate from high school ready for college and careers. Together the PARCC states educate approximately 25 million K-12 public school students in the United States. The 18 Governing States who are leading the assessment development effort on behalf of the larger Partnership include: Arizona, Arkansas, the District of Columbia, Florida, Georgia, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, New York, Ohio, Oklahoma, Rhode Island, and Tennessee. Florida is also serving as the fiscal agent of this Partnership. This is a 3 year grant that expires September 30, 2014.		None	None	assessment development, data systems and mining	Robin Bessler	Robin Bessler	Department of Education Office of Elementary and Secondary Education
PERSONAL RESPONSIBILITY EDUCATION PROGRAM	03PREP	10	Carryover	\$190,080.70	\$190,083.06	The purpose of this program is to educate adolescents and young adults on both abstinence and contraception for the prevention of pregnancy and sexually transmitted infections, including HIV/AIDS. The Affordable Care Act was established and provided funding for this program through FY 2014.		None	None	education/awareness, curriculum development and materials			Department of Health and Human Services
	03PREP	11	Current FY12 Funding	\$250,000.00	\$29,680.46								
DC STATEWIDE LONGITUDINAL DATA SYSTEM	LDS001	10	Carryover	\$1,388,922.57	\$1,388,848.77	These grants are intended to enable State educational agencies to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act of 1965 and to facilitate analyses and research to improve student academic achievement and close achievement gaps.		None	None	data systems and mining, reporting, and education	James Powell	William Henderson	Department of Education Office of Elementary and Secondary Education
STATE ADMINISTRATIVE EXPENSE	11SAE1	11	Carryover	\$131,340.88	\$131,340.88	To provide each State agency with funds for its administrative expenses in supervising and giving technical assistance to local schools, school districts and institutions in their conduct of Child Nutrition Programs. State agencies that administer the distribution of USDA Foods to schools and child or adult care institutions are also provided with State Administrative Expense (SAE) funds.		None	None	grants management, oversight and technical assistance	Sandy Schickler	Sandy Schickler	Department of Agriculture Food and Nutrition Service
	21SAE1	12	Current FY12 Funding	\$616,684.00	\$570,511.65								
SUMMER FOOD SERVICE HEALTH INSPECTIONS	21SFH1	12	Current FY12 Funding	\$34,761.00	\$34,761.00	To assist States, through grants-in-aid and other means, to conduct nonprofit food service programs for low-income children during the							
SUMMER FOOD SERVICE PROGRAM	21SFP1	12	Current FY12 Funding	\$3,656,885.00	\$2,917,249.53								

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

RESPONSE:

- The following attachment provides a complete accounting of all grant lapses in FY12, including a detailed statement on why the lapse occurred and corrective action taken by OSSE - Grants FY12 Lapses

OSSE Performance Oversight Questions- GOO

Question 21 - 2012 Projected Lapsed Grants Report																				
Grant Name	Program Manager	Grant Number	Grant Phase	Grant Begin Date	Grants with end dates between 10/9/2011 and 09/30/12	F - C - E														Comments
						A	B	C - A - B	D	E	F - C - E	G - D - E	H	I	J - E + HH	K - B + J	L - A - K			
						Total Grant Award Amount	Expenditures prior to FY 2012 (Including W/CN)	Year-to-date Grant Balance	Revised FY 12 Budget	Cash/Accr/ID Expend's	Unexpended Grant Award	Unexpended Budget Authority	Encumbrance	Pre-encumbrance	Current Yr Obligations	Total Cumulative Obligations	Forecasted Obligations	Grant Lapse (Grant Award less Total Oblig's)		
Education Jobs Fund	Tami Garcia	12410A	11	8/10/2010	9/30/2012	\$18,339,742.00	\$16,947,733.94	\$1,392,008.06	\$1,392,008.06	\$1,380,109.49	11,898.57	11,898.57	0.00	0.00	1,380,109.49	18,327,843.43	0.00	11,898.57	Lapse due to lower than anticipated expenditures in travel, professional services and IT equipment.	
State Longitudinal Grant	James Powell	LE5001	10	8/1/2007	7/31/2012	\$5,738,500.00	\$4,210,182.52	\$1,528,317.48	\$1,388,922.57	\$1,388,848.77	139,468.71	73.80	0.00	0.00	1,388,848.77	5,999,031.29	0.00	139,468.71	Accrued expenditures included in reconciliation did not match.	
Head Start State Collaboration	Leza Bonds	11HSSC	11	2/1/2011	1/31/2012	\$125,000.00	\$63,202.56	\$61,797.44	\$61,797.44	\$37,877.33	23,920.11	23,920.11	0.00	0.00	37,877.33	101,079.89	0.00	23,920.11	Grant lapse due to less than anticipated PS costs expended from the grant.	
Title I - Part A	Robin Bessler	12010A	11	7/1/2010	9/30/2012	\$47,616,857.00	\$37,919,008.30	\$9,697,848.70	\$9,697,605.10	\$8,984,604.50	713,244.20	713,000.60	0.00	0.00	8,984,604.50	46,903,612.80	0.00	713,244.20	Grant lapse due to unspent LEA funding.	
Title I Part D - Neglected and Delinquent Safe & Drug Free - State & Local Programs	Sheryl Hamilton	12013A	11	7/1/2010	9/30/2012	\$360,718.00	\$0.00	\$360,718.00	\$360,718.00	\$359,126.57	1,591.43	1,591.43	0.00	0.00	359,126.57	359,126.57	0.00	1,591.43	Lapse due to lower than anticipated costs for supplies & professional services.	
Education For Homeless Children & Youth	Sheryl Hamilton	02186A	10	7/1/2009	9/30/2012	\$1,138,678.00	\$1,003,372.95	\$135,305.05	\$135,305.05	\$131,075.40	4,229.65	4,229.65	0.00	0.00	131,075.40	1,134,448.35	0.00	4,229.65	Lapse due to lower than anticipated personal services costs and telephone service charges.	
21st Century Community Learning Center	Sheryl Hamilton	12196A	11	7/1/2010	9/30/2012	\$216,333.00	\$116,919.48	\$99,413.52	\$99,413.52	\$98,327.94	1,085.58	1,085.58	0.00	0.00	98,327.94	215,247.42	0.00	1,085.58	Small lapse. No explanation.	
Education Technology State Grant	Sheryl Hamilton	02318X	10	7/1/2009	9/30/2012	\$1,305,843.00	\$1,148,142.54	\$157,700.46	\$157,700.46	\$123,688.69	34,011.77	34,011.77	0.00	0.00	123,688.69	1,271,831.23	0.00	34,011.77	Grant lapse due to unspent LEA funding.	
Education Technology State Grant	Sheryl Hamilton	12318X	11	7/1/2010	9/30/2012	\$483,875.00	\$9,805.09	\$474,069.91	\$474,069.91	\$450,797.41	23,272.50	23,272.50	0.00	0.00	450,797.41	460,602.50	0.00	23,272.50	Grant lapse due to lower than anticipated travel and unspent LEA funding.	
Title II Part A - Language Acquisition	Bryan Sebo	02365A	10	7/1/2009	9/30/2012	\$806,780.00	\$672,465.87	\$134,314.13	\$134,314.13	\$99,350.28	34,963.85	34,963.85	0.00	0.00	99,350.28	771,816.15	0.00	34,963.85	Grant lapse due to unspent LEA funding.	
Title III Part A - Language Acquisition	Bryan Sebo	12365A	11	7/1/2010	9/30/2012	\$740,158.00	\$342,135.37	\$398,022.63	\$398,022.63	\$321,842.83	76,179.80	76,179.80	0.00	0.00	321,842.83	663,978.20	0.00	76,179.80	Grant lapse due to unspent LEA funding.	
Title II Part B - Math and Science Partnerships	Sheryl Hamilton	02366B	10	7/1/2009	9/30/2012	\$890,416.00	\$727,791.75	\$162,624.25	\$162,624.25	\$138,539.91	24,084.34	24,084.34	0.00	0.00	138,539.91	866,331.66	0.00	24,084.34	Grant lapse due to lower than anticipated professional service fees and unspent LEA funding.	
Title II Part B - Math and Science Partnerships	Sheryl Hamilton	12366B	11	7/1/2010	9/30/2012	\$897,878.00	\$211,692.82	\$686,185.18	\$686,185.18	\$681,774.08	4,411.10	4,411.10	0.00	0.00	681,774.08	893,466.90	0.00	4,411.10	Grant lapse due to lower than anticipated supplies, professional services and contractual services.	
Title II Part A - Improving Teacher Quality	Robin Chait	02367A	10	7/1/2009	9/30/2012	\$13,622,554.00	\$13,470,034.74	\$152,519.26	\$152,519.26	\$152,516.26	3.00	3.00	0.00	0.00	152,516.26	13,622,551.00	0.00	3.00	Small lapse. No explanation.	
Striving Readers Comprehensive Literacy	Robin Bessler	12371B	11	7/1/2010	9/30/2012	\$150,000.00	\$11,350.17	\$138,649.83	\$138,649.83	\$138,596.54	44.29	44.29	0.00	0.00	138,596.54	149,955.71	0.00	44.29	Small lapse. No explanation.	
School Improvement Grant	Khalid Randolph	12377A	11	7/1/2010	9/30/2012	\$1,792,591.00	\$0.00	\$1,792,591.00	\$1,792,591.00	\$1,632,483.05	160,107.95	160,107.95	0.00	0.00	1,632,483.05	1,632,483.05	0.00	160,107.95	Grant lapse due to unspent LEA funding.	
School Improvement Grant	Khalid Randolph	5G377A	09	7/1/2008	9/30/2012	\$1,653,767.00	\$1,319,069.63	\$334,697.37	\$334,697.37	\$271,875.10	62,822.27	62,822.27	0.00	0.00	271,875.10	1,590,944.73	0.00	62,822.27	Grant lapse due to unspent LEA funding.	
Education Technology State Grants-Recovery Act	Sheryl Hamilton	RA386A	09	2/17/2009	9/30/2012	\$3,209,375.00	\$2,557,080.22	\$652,294.78	\$652,294.78	\$623,035.00	29,259.78	29,259.78	0.00	0.00	623,035.00	3,180,115.22	0.00	29,259.78	Grant lapse due to unspent LEA funding.	
ARRA - Title I	Robin Bessler	RA389A	09	2/17/2009	9/30/2012	\$37,602,323.00	\$34,293,492.01	\$3,308,830.99	\$3,308,830.99	\$3,027,769.66	281,061.33	281,061.33	0.00	0.00	3,027,769.66	37,321,261.67	0.00	281,061.33	Grant lapse due to unspent LEA funding.	
Perkins Career & Technical Development Education	Tomv Johnson	12048A	11	7/1/2010	9/30/2012	\$4,214,921.00	\$2,804,285.31	\$1,410,635.69	\$1,082,925.38	\$1,356,148.12	54,487.57	(273,222.74)	0.00	0.00	1,356,148.12	4,160,433.43	0.00	54,487.57	Grant lapse due to incorrect carryover reconciliation. Accrued expenditures included in reconciliation; however those expenditures did not materialize.	
IDEA PART B - SECTION 619	Kerian Bowen	12173A	11	7/1/2010	9/30/2012	\$240,249.00	\$199,772.49	\$40,476.51	\$40,476.51	\$21,237.13	19,239.38	19,239.38	0.00	0.00	21,237.13	221,009.62	0.00	19,239.38	Grant lapse due to unspent LEA funding.	
TOTAL						\$146,860,771.00	\$122,464,511.07	\$24,396,259.93	\$23,928,911.11	\$22,696,836.89	\$1,699,423.04	\$1,232,074.22	\$0.00	\$0.00	\$22,696,836.89	\$145,161,347.96	\$0.00	\$1,699,423.04		

Q21: Please provide a complete accounting of all grant lapses in FY12, including a detailed statement on why the lapse occurred and corrective action taken by OSSE. Please also indicated in the funds can still be used and/or whether they carried over into FY13.
 A21: This report represents all of the grant lapses in FY12, which are not eligible to be used or carried over into FY13. The total lapse amount is \$1,699,423.04. The grant lapses occurred because there was a failure on the part of the grantee, particularly the District of Columbia's largest LEA, to submit reimbursements in a timely manner resulting in an inability to drawdown funds by the deadline. OSSE has instituted additional grant management tactics and internal controls to help grantees in complying with effective cash management practices, particularly timely drawdown of funds. OSSE has formalized the following grant management procedures:
 -- Require, at least 90 days prior to the end of the funding period, program staff to contact grantees with grant accounts that show any balances that are about to become unavailable because the funds have not been obligated within the required timeframes. This communication will be documented.
 -- Require grant management fiscal staff to develop and produce quarterly reports that show the funds that have been drawdown against the benchmarked/expected amount that the grantee should drawdown by that quarter. Program and fiscal staff will work together to review grantee financial data in this way-- at least quarterly-- and to provide technical assistance, where appropriate, to assist the grantee with timely and effective fiscal grants management.
 -- Require program staff to use the fiscal reports and the grant management history reports as tools to inform the agency's fiscal monitoring of subgrantees.

OSSE is committed to working with federal and local agencies to ensure that all subgrantees, especially LEAs are aware of and have the opportunity to take the appropriate action to obligate and use grant funds within the required timeframes. OSSE has instituted many of these grants management activities in the past; however, by formalizing our policies and enforcing them through future corrective actions, OSSE will minimize the amount of resources that would lapse in the future.

- 22) Please provide the following information for all grants/subgrants awarded by OSSE during FY12 and to date in FY13, broken down by OSSE program and activity:**
- a) Grant Number/Title;**
 - b) Approved Budget Authority;**
 - c) Expenditures (including encumbrances and pre-encumbrances);**
 - d) Purpose of the grant;**
 - e) Grant deliverables;**
 - f) Grant outcomes, including grantee/subgrantee performance;**
 - g) Any corrective actions taken or technical assistance provided;**
 - h) OSSE employee/s responsible for overseeing the grant; and**
 - i) Source of funds.**

RESPONSE:

The following attachment lists all of the grants/subgrants awarded by OSSE during FY12 and to date in FY13 - Grants OSSE Awarded in FY12 & YTD FY13

Office of the State Superintendent of Education														
Question 22 - Grants OSSE Awarded in FY12 & YTD FY13														
Grant Title	Source of Funds	Grant No	Purpose of Grant	Grant Deliverables	Grant Outcomes	Corrective Action Taken	Technical Assistance Provided	OSSE Employees Responsible for Overseeing Grant	Year	Last Date to Obligate Funds	Subgrantees	Allocation	Expenditures	Balance
IDEA, Part B Section 611	Federal, Department of Education	84.027A	Assists in meeting the excess costs of providing special education and related services to children with disabilities			None	MSRRC Fiscal Workgroup - Excess Cost	Faith Leach Kieran Bowen	FFY11	9/30/2013	Achievement Preparatory Academy Public Charter School	\$ 32,786.34	\$ 32,786.34	\$ -
											AppleTree Early Learning PCS	\$ 12,218.14	\$ 12,218.14	\$ -
											Arts and Technology Academy PCS	\$ 78,336.16	\$ 78,336.16	\$ -
											Bridges PCS	\$ 6,538.12	\$ 6,538.12	\$ -
											Capital City Public Charter School	\$ 110,256.17	\$ 110,256.17	\$ -
											Center City Public Charter School	\$ 237,735.32	\$ 237,735.32	\$ -
											Community Academy Public Charter School	\$ 217,633.68	\$ 185,638.17	\$ 31,995.51
											DC Bilingual Public Charter School	\$ 57,332.06	\$ 57,331.27	\$ 0.79
											DC Preparatory Public Charter School	\$ 120,746.95	\$ -	\$ -
											District of Columbia Public Schools (DCPS)	\$ 11,232,279.18	\$ 7,108,891.03	\$ 4,123,388.15
											DVRS	\$ 21,730.98	\$ -	\$ 21,730.98
											Eagle Academy Public Charter School	\$ 70,885.12	\$ 70,885.11	\$ 0.01
											Education Strengthens Families PCS	\$ 21,160.12	\$ 21,160.12	\$ -
											Elise Whitlow Stokes Public Charter School	\$ 52,368.10	\$ 52,368.10	\$ -
											Euphemia L. Haynes Public Charter School	\$ 132,399.54	\$ 131,834.16	\$ 565.38
											Excel Academy Public Charter School	\$ 35,033.67	\$ 35,033.67	\$ -
											Friendship Public Charter School	\$ 647,907.06	\$ 582,099.60	\$ 65,807.46
											Hope Community Public Charter School	\$ 84,337.42	\$ 84,337.42	\$ -
											Howard Road Academy Public Charter School	\$ 97,861.65	\$ 97,861.65	\$ -
											Howard University Middle School for Math & Science PCS	\$ 42,371.36	\$ -	\$ 42,371.36
											Imagine Southeast Public Charter School	\$ 53,615.34	\$ 53,615.34	\$ -
											Inspired Teaching Demonstration Public Charter School	\$ 19,151.91	\$ 19,151.91	\$ -
											Integrated Design & Electronics Academy (IDEA) PCS	\$ 74,158.74	\$ 74,158.74	\$ -
											Latin American Montessori Bilingual (LAMBI) PPCS	\$ 27,057.11	\$ 27,057.11	\$ -
											Mary McLeod Bethune Public Charter School	\$ 48,714.10	\$ 48,714.10	\$ -
											Maya Angelou Public Charter School	\$ 120,188.81	\$ 120,188.81	\$ -
									Meridian Public Charter School	\$ 84,782.07	\$ 75,395.42	\$ 9,386.65		
									Mundo Verde Bilingual Public Charter School	\$ 11,007.04	\$ 11,007.04	\$ -		
									National Collegiate Prep Public Charter School	\$ 44,155.75	\$ 38,322.41	\$ 5,833.34		
									Options Public Charter School	\$ 137,863.09	\$ 137,863.09	\$ -		
									Perry Street Preparatory Public Charter School	\$ 135,384.63	\$ 135,384.63	\$ -		
									Potomac Lighthouse Public Charter School	\$ 37,520.61	\$ 37,520.61	\$ -		
									SEED Public Charter School	\$ 59,751.13	\$ 59,751.13	\$ -		
									Septima Clark Public Charter School	\$ 29,031.01	\$ 29,031.01	\$ -		
									Shining Stars Montessori Public Charter School	\$ 3,884.68	\$ 3,884.68	\$ -		
									Tree of Life Public Charter School	\$ 46,961.34	\$ 46,961.34	\$ -		
									Two Rivers Public Charter School	\$ 74,805.35	\$ 73,747.45	\$ 1,057.90		
									Washington Latin Public Charter School	\$ 71,317.97	\$ 66,473.48	\$ 4,844.49		
									Washington Math & Science Technology Public Charter School	\$ 64,823.15	\$ 64,768.97	\$ 54.28		
									Washington Yu Ying Public Charter School	\$ 43,068.02	\$ 43,068.02	\$ -		
									FFY12	9/30/2014	Achievement Preparatory Academy Public Charter School	\$ 32,786.34	\$ 32,786.34	\$ -
											AppleTree Early Learning PCS	\$ 12,218.14	\$ 12,218.14	\$ -
											Arts and Technology Academy PCS	\$ 78,336.16	\$ 78,336.16	\$ -
											Bridges PCS	\$ 6,538.12	\$ 6,538.12	\$ -
											Capital City Public Charter School	\$ 110,256.17	\$ 110,256.17	\$ -
											Center City Public Charter School	\$ 237,735.32	\$ 237,735.32	\$ -
											Community Academy Public Charter School	\$ 217,633.68	\$ 185,638.17	\$ 31,995.51
											DC Bilingual Public Charter School	\$ 57,332.06	\$ 57,331.27	\$ 0.79
											DC Preparatory Public Charter School	\$ 120,746.95	\$ -	\$ -
											District of Columbia Public Schools (DCPS)	\$ 11,232,279.18	\$ 7,108,891.03	\$ 4,123,388.15
											DVRS	\$ 21,730.98	\$ -	\$ 21,730.98
											Eagle Academy Public Charter School	\$ 70,885.12	\$ 70,885.11	\$ 0.01
Education Strengthens Families PCS	\$ 21,160.12	\$ 21,160.12	\$ -											
Elise Whitlow Stokes Public Charter School	\$ 52,368.10	\$ 52,368.10	\$ -											
Euphemia L. Haynes Public Charter School	\$ 132,399.54	\$ 131,834.16	\$ 565.38											
Excel Academy Public Charter School	\$ 35,033.67	\$ 35,033.67	\$ -											
Friendship Public Charter School	\$ 647,907.06	\$ 582,099.60	\$ 65,807.46											
Hope Community Public Charter School	\$ 84,337.42	\$ 84,337.42	\$ -											
Howard Road Academy Public Charter School	\$ 97,861.65	\$ 97,861.65	\$ -											
Howard University Middle School for Math & Science PCS	\$ 42,371.36	\$ -	\$ 42,371.36											
Imagine Southeast Public Charter School	\$ 53,615.34	\$ 53,615.34	\$ -											
Inspired Teaching Demonstration Public Charter School	\$ 19,151.91	\$ 19,151.91	\$ -											
Integrated Design & Electronics Academy (IDEA) PCS	\$ 74,158.74	\$ 74,158.74	\$ -											
Latin American Montessori Bilingual (LAMBI) PPCS	\$ 27,057.11	\$ 27,057.11	\$ -											
Mary McLeod Bethune Public Charter School	\$ 48,714.10	\$ 48,714.10	\$ -											
Maya Angelou Public Charter School	\$ 120,188.81	\$ 120,188.81	\$ -											
Meridian Public Charter School	\$ 84,782.07	\$ 75,395.42	\$ 9,386.65											
Mundo Verde Bilingual Public Charter School	\$ 11,007.04	\$ 11,007.04	\$ -											
National Collegiate Prep Public Charter School	\$ 44,155.75	\$ 38,322.41	\$ 5,833.34											
Options Public Charter School	\$ 137,863.09	\$ 137,863.09	\$ -											
Perry Street Preparatory Public Charter School	\$ 135,384.63	\$ 135,384.63	\$ -											
Potomac Lighthouse Public Charter School	\$ 37,520.61	\$ 37,520.61	\$ -											
SEED Public Charter School	\$ 59,751.13	\$ 59,751.13	\$ -											
Septima Clark Public Charter School	\$ 29,031.01	\$ 29,031.01	\$ -											
Shining Stars Montessori Public Charter School	\$ 3,884.68	\$ 3,884.68	\$ -											
Tree of Life Public Charter School	\$ 46,961.34	\$ 46,961.34	\$ -											

Office of the State Superintendent of Education														
Question 22 - Grants OSSE Awarded in FY12 & YTD FY13														
Grant Title	Source of Funds	Grant No	Purpose of Grant	Grant Deliverables	Grant Outcomes	Corrective Action Taken	Technical Assistance Provided	OSSE Employees Responsible for Overseeing Grant	Year	Last Date to Obligate Funds	Subgrantees	Allocation	Expenditures	Balance
											Two Rivers Public Charter School	\$ 74,805.35	\$ 73,747.45	\$ 1,057.90
											Washington Latin Public Charter School	\$ 71,317.97	\$ 66,473.48	\$ 4,844.49
											Washington Math & Science Technology Public Charter School	\$ 44,823.15	\$ 54,787.87	\$ 54.28
											Washington Yu Ying Public Charter School	\$ 43,068.02	\$ 43,068.02	\$ -
IDEA, Part B Section 619	Federal; Department of Education	84.173	to make special education and related services available to children with disabilities, ages 3 through 5 and, at a state's discretion, to 2-year-olds with disabilities who will turn 3 during the school year			None	N/A	Faith Leach Kieran Bowen	FFY11	9/30/2013	AppleTree Early Learning PCS	\$ 3,747.40	\$ 3,747.40	\$ -
											Arts and Technology Academy PCS	\$ 852.61	\$ 852.61	\$ -
											Bridges PCS	\$ 3,029.00	\$ 3,029.00	\$ -
											Center City Public Charter School	\$ 1,753.05	\$ 1,753.05	\$ -
											Community Academy Public Charter School	\$ 2,699.95	\$ 2,699.95	\$ -
											DC Bilingual Public Charter School	\$ 1,153.41	\$ 1,153.41	\$ -
											DC Preparatory Public Charter School	\$ 2,477.57	\$ 2,477.57	\$ -
											District of Columbia Public Schools (DCPS)	\$ 141,289.63	\$ 130,994.66	\$ 10,294.97
											Eagle Academy Public Charter School	\$ 7,017.27	\$ 7,017.27	\$ -
											Education Strengthens Families PCS	\$ 276.00	\$ 276.00	\$ -
											Elsie Whitlow Stokes Public Charter School	\$ 197.06	\$ 197.06	\$ -
											Excel Academy Public Charter School	\$ 507.17	\$ 507.17	\$ -
											Friendship Public Charter School	\$ 4,470.96	\$ 4,470.96	\$ -
											Hope Community Public Charter School	\$ 1,014.88	\$ -	\$ 1,014.88
											Imagine Southeast Public Charter School	\$ 1,913.17	\$ 1,913.17	\$ -
											Inspired Teaching Demonstration Public Charter School	\$ 413.02	\$ 413.02	\$ -
											Latin American Montessori Bilingual (LAMBI) Public Charter School	\$ 1,325.95	\$ 1,325.95	\$ -
											Mary McLeod Bethune Public Charter School	\$ 682.57	\$ -	\$ 682.57
											Meridian Public Charter School	\$ 1,485.63	\$ -	\$ 1,485.63
											Mundo Verde Bilingual Public Charter School	\$ 579.29	\$ 579.29	\$ -
											Perry Street Preparatory (Formerly Hyde Leadership Academy) Pu	\$ 87.04	\$ 87.04	\$ -
											Potomac Lighthouse Public Charter School	\$ 503.47	\$ -	\$ 503.47
											Septima Clark Public Charter School	\$ 658.02	\$ 658.02	\$ -
											Shining Stars Montessori Public Charter School	\$ 259.73	\$ 259.73	\$ -
											Tree of Life Public Charter School	\$ 193.49	\$ 193.49	\$ -
											Two Rivers Public Charter School	\$ 201.96	\$ 201.96	\$ -
											Washington Yu Ying Public Charter School	\$ 28.74	\$ -	\$ 28.74
									FFY12	9/30/2014	AppleTree Early Learning PCS	\$ 1,781.86	\$ -	\$ 1,781.86
											Arts and Technology Academy PCS	\$ 769.30	\$ -	\$ 769.30
											Bridges PCS	\$ 3,902.74	\$ -	\$ 3,902.74
											Capital City Public Charter School	\$ 452.22	\$ -	\$ 452.22
											Center City Public Charter School	\$ 418.30	\$ -	\$ 418.30
											Community Academy Public Charter School	\$ 2,835.85	\$ -	\$ 2,835.85
											Creative Minds	\$ 1,208.76	\$ -	\$ 1,208.76
											DC Bilingual Public Charter School	\$ 947.62	\$ -	\$ 947.62
											DC Preparatory Public Charter School	\$ 1,167.57	\$ -	\$ 1,167.57
											DC Scholars Public Charter School	\$ 1,934.01	\$ -	\$ 1,934.01
											District of Columbia Public Schools (DCPS)	\$ 139,662.96	\$ -	\$ 139,662.96
											Eagle Academy Public Charter School	\$ 4,024.69	\$ -	\$ 4,024.69
											Education Strengthens Families PCS	\$ 245.1	\$ -	\$ 245.1
											Elsie Whitlow Stokes Public Charter School	\$ 142.61	\$ -	\$ 142.61
											Eugenia L. Haynes Public Charter School	\$ 2,324.64	\$ -	\$ 2,324.64
											Friendship Public Charter School	\$ 3,083.98	\$ -	\$ 3,083.98
											Hope Community Public Charter School	\$ 1,071.14	\$ -	\$ 1,071.14
											Howard Road Academy Public Charter School	\$ 422.09	\$ 422.09	\$ -
											Imagine Southeast Public Charter School	\$ 1,105.01	\$ -	\$ 1,105.01
											Inspired Teaching Demonstration Public Charter School	\$ 37.36	\$ -	\$ 37.36
											Latin American Montessori Bilingual (LAMBI) Public Charter School	\$ 1,212.88	\$ -	\$ 1,212.88
											Mary McLeod Bethune Public Charter School	\$ 612.73	\$ -	\$ 612.73
											Meridian Public Charter School	\$ 1,543.64	\$ -	\$ 1,543.64
											Mundo Verde Bilingual Public Charter School	\$ 1,252.95	\$ -	\$ 1,252.95
											Perry Street Preparatory Public Charter School	\$ 129.32	\$ -	\$ 129.32
											Potomac Lighthouse Public Charter School	\$ 164.13	\$ -	\$ 164.13
											Septima Clark Public Charter School	\$ 384.32	\$ -	\$ 384.32
											Shining Stars Montessori Public Charter School	\$ 250.36	\$ -	\$ 250.36
											Tree of Life Public Charter School	\$ 381.74	\$ -	\$ 381.74
											Two Rivers Public Charter School	\$ 1,532.21	\$ -	\$ 1,532.21
											Washington Yu Ying Public Charter School	\$ 1,440.52	\$ -	\$ 1,440.52
Title IV, Part B, 21st Century	Federal	84.287C	To support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities to complement regular academic programs; and to offer literacy and other educational services to the families of participating children.	To help students meet state and local student standards in core academic subjects, such as reading and math; to offer students a broad array of enrichment activities to complement regular academic programs; and to offer literacy and other educational services to the families of participating children.	Six Local Educational Agencies (LEAs) and sixteen Community Based Organizations (CBOs) provided Title IV, Part B grant program services to approximately 2,700 program participants ranging from Pre-kindergarten to 12th grade, as well as families of participating children, at 46 sites throughout the District of Columbia (DC).	The U.S. Department of Education conducted a federal review of DC's Title IV, Part B grant program during April 2012. As a result of the review, corrective action was taken by OSSE to increase the number of formal on-site monitoring and technical assistance offerings. There are nine formal on-site monitoring visits of Title IV, Part B programs that are scheduled between January	OSSE provided technical assistance to its sub-grantees (LEAs, CBOs, and other partners) through customer service – emails, phone calls, and face-to-face meetings. Additional technical assistance sessions were provided throughout the year in the form of webinar conferencing, group training at OSSE, and site visits. Webinar and in-person technical assistance sessions were provided for each Title IV, Part B annual	Sheryl Hamilton Myes Cliff	FFY11	9/30/2013	Beacon House	\$ 647,700	\$ 63,886.29	\$ 1,030.71
											Center for Youth and Family Investment (CYFI)	\$ 375,000.00	\$ 243,034.81	\$ 311,965.19
											City Kids	\$ 125,000.00	\$ 124,218.59	\$ 781.41
											Communities in Schools of the Nation's Capital	\$ 337,500.00	\$ 297,652.67	\$ 39,847.33
											District of Columbia Public Schools (DCPS)	\$ 300,000.00	\$ 277,650.42	\$ 22,349.58
											Elsie Whitlow Stokes Public Charter School	\$ 125,000.00	\$ 110,094.65	\$ 14,905.35
											Friendship Public Charter School	\$ 225,000.00	\$ 178,981.41	\$ 46,018.59
											Higher Achievement Program	\$ 320,000.00	\$ 320,000.00	\$ -
											Horton's Kids	\$ 124,107.00	\$ 124,107.00	\$ -
											Latin American Youth Center	\$ 62,562.57	\$ 46,249.23	\$ 16,313.34
											LIFE/TAKTS Youth & Family Services	\$ 175,000.00	\$ 104,515.00	\$ 70,485.00
											Metropolitan Day School	\$ 150,000.00	\$ 137,967.58	\$ 12,032.42
											New Community for Children	\$ 225,000.00	\$ 214,684.72	\$ 10,315.28
											Paxen Learning Corporation	\$ 325,000.00	\$ 323,355.58	\$ 1,644.42

Office of the State Superintendent of Education														
Question 22 - Grants OSSE Awarded in FY12 & YTD FY13														
Grant Title	Source of Funds	Grant No	Purpose of Grant	Grant Deliverables	Grant Outcomes	Corrective Action Taken	Technical Assistance Provided	OSSE Employees Responsible for Overseeing Grant	Year	Last Date to Obligate Funds	Subgrantees	Allocation	Expenditures	Balance
						to September 2013. In addition, there are two or more unannounced site visits weekly.	grant competition. Subgrantees also attended three national conferences recommended by the Department of Education as well as provided professional development for their program staff. In September 2012, Title IV, Part B subgrantees, parents/families, community members, and other stakeholders attended OSSE's Parent & Family Engagement Summit. Several sessions were held on topics such as "What Parents Can Do To Support Learning: Bullying Prevention, Rights and Supports for Homeless Students; The Importance of Out of School Programs; Preparing DC's Students to be College & Career Ready; Environmental Literacy and STEM; and Supporting Students with Special Needs. Attendees also received training and information about Title IV, Part B grant extended learning programs and family engagement activities.					People Animals Love (PAL) \$ 365,000.00 \$ 362,338.37 \$ 2,661.63 Perry School Community Services \$ 150,000.00 \$ 136,804.26 \$ 13,195.74 Sasha Bruce Youthwork, Inc. \$ 300,000.00 \$ 258,402.71 \$ 41,597.29 Save the Children \$ 254,602.28 \$ 249,748.93 \$ 4,853.35 SEED Public Charter School \$ 380,000.00 \$ 330,393.54 \$ 49,606.46 The Fishing School \$ 467,500.00 \$ 458,843.36 \$ 8,656.64 Thurgood Marshall Academy Public Charter School \$ 340,000.00 \$ 322,218.86 \$ 17,781.14 YOUR Community Center \$ 180,000.00 \$ 158,773.47 \$ 21,226.53 Achieve Tutoring \$ 200,000.00 \$ 75,256.41 \$ 124,743.59 AFC Scholarship Foundation, Inc. \$ 250,000.00 \$ 104,693.65 \$ 145,306.35 Beacon House \$ 229,000.00 \$ 60,208.37 \$ 168,791.63 City Gate, Inc. \$ 200,000.00 \$ - \$ 200,000.00 City Kids \$ 125,000.00 \$ 21,942.42 \$ 103,057.58 DC Scholars Public Charter School \$ 225,000.00 \$ 41,874.03 \$ 183,125.97 District of Columbia Public Schools (DCPS) \$ 300,000.00 \$ 12,914.84 \$ 287,085.16 Blue Willow Stokes Public Charter School \$ 125,000.00 \$ - \$ 125,000.00 Friendship Public Charter School \$ 225,000.00 \$ - \$ 225,000.00 Higher Achievement Program \$ 150,000.00 \$ 37,127.95 \$ 112,872.05 Horton's Kids \$ 124,107.00 \$ 29,035.18 \$ 95,071.82 LifeSTARTS Youth & Family Services \$ 175,000.00 \$ - \$ 175,000.00 Metropolitan Day School \$ 100,000.00 \$ 21,042.78 \$ 78,957.22 New Community For Children \$ 225,000.00 \$ 67,109.93 \$ 157,890.07 Paxen Learning Corporation \$ 325,000.00 \$ 140,388.62 \$ 184,611.38 People Animals Love (PAL) \$ 292,500.00 \$ 58,798.98 \$ 233,701.02 Sasha Bruce Youthwork, Inc. \$ 300,000.00 \$ - \$ 300,000.00 Save the Children \$ 254,602.28 \$ - \$ 254,602.28 SEED Public Charter School \$ 285,000.00 \$ 81,407.82 \$ 203,592.18 The Fishing School \$ 395,000.00 \$ 75,484.04 \$ 319,515.96 The Literacy Lab \$ 150,830.00 \$ 27,030.44 \$ 123,799.56 Thurgood Marshall Academy Public Charter School \$ 255,000.00 \$ 62,225.22 \$ 192,774.78 YOUR Community Center \$ 125,000.00 \$ 40,693.56 \$ 84,306.44		
Title II, Part B - Math & Science Partnership	Federal; Department of Education	12366B	designed to improve the content knowledge of teachers and the performance of students in the areas of mathematics and science	professional development provided to increase core content knowledge of teachers in Mathematics or Science subjects taught, thereby increasing student achievement in	35 Teachers received training, 1989 Students were taught by participating teachers.	None	Teacher Participation Audit conducted.	Sheryl Hamilton	FFY10	9/30/2012	George Washington University - FAME II George Washington University - ACTS II	\$ 187,537.10 \$ 665,447.00	\$ - \$ -	\$ 187,537.10 \$ 665,447.00
									FFY11	9/30/2013	Howard University Capstone Institute	\$ 217,007.00	\$ -	\$ 217,007.00
									FFY12	9/30/2014	Howard University Capstone Institute	\$ 151,178.00	\$ -	\$ 151,178.00
Adult Education Federal	Federal; Department of Education	CFDA #84.002	This program provides grants to states to fund local programs of adult education and literacy services, including adult basic education (ABE), adult secondary education (ASE)/General Education Development (GED)/National External Diploma Program (NEDP); workplace literacy services; family literacy services; English literacy programs and integrated English literacy/civics education programs. Participation in these programs is limited to adults and out-of-school youths age 16 and older who are not enrolled or required to be enrolled in secondary school under state law.	Contracted Enrollment, Adult and Family Education Services, Collection of Student and Program Data, Compliance with State Performance Standards, Contracted Performance Targets, Monitoring, Reporting	Adult learners make educational gains, obtain a GED or High School Diploma, enter employment, retain employment, and enter postsecondary education and/or training.	Continuous Improvement Plans, Intensive Technical Assistance, Regular Site Visits and Frequent Desk Reviews, when applicable	Technical Assistance, Professional Development, Monitoring and Resources are provided to all OSSE AFE subgrantees.	Michelle Johnson	FFY11	9/30/2013	Academy of Hope Anacostia Community Outreach Center Booker T. Washington Public Charter School Congress Heights Training Center Covenant House Washington The Ethiopian Community Center The Family Place, Inc. Language Education and Technology Center Literacy Volunteers and Advocates (LVA) Lt. Joseph P. Kennedy Institute Marshall Heights Mary's Center Even Start Multi-Cultural Program Concerned Black Men - National Organization Opportunities Industrial Center Perry School Community Services So Others Might Eat (SOME) Southeast Ministries Washington Literacy Council YWCA National Capital Area DC Children and Youth Investment Trust Fund	\$ 101,526.13 \$ 22,776.13 \$ 79,026.13 \$ 78,109.82 \$ 54,188.83 \$ 74,811.14 \$ 65,083.78 \$ 54,824.23 \$ 25,084.63 \$ 56,535.13 \$ 9,500.00 \$ 77,324.23 \$ 9,471.87 \$ 34,026.13 \$ 11,526.13 \$ 101,526.13 \$ 27,535.78 \$ 56,526.13 \$ 69,242.92 \$ 75,000.00	\$ 101,526.13 \$ 22,776.13 \$ 79,026.13 \$ 78,097.54 \$ 51,100.37 \$ 72,348.01 \$ 65,078.53 \$ 54,824.23 \$ 25,084.63 \$ 56,019.37 \$ 9,434.15 \$ 77,324.23 \$ 9,471.87 \$ 34,023.95 \$ 11,526.13 \$ 101,526.13 \$ 27,535.78 \$ 56,526.12 \$ 69,242.92 \$ 53,149.47	\$ - \$ - \$ - \$ 12.28 \$ 3,088.46 \$ 2,463.13 \$ 5.25 \$ - \$ - \$ 1,506.76 \$ 65.85 \$ - \$ - \$ 2.18 \$ - \$ - \$ - \$ 0.01 \$ 383.21 \$ 21,850.53
									FFY12 - First Quarter of Award	Carries over into regular FFY12	Academy of Hope Anacostia Community Outreach Center Booker T. Washington Public Charter School Congress Heights Training Center Covenant House Washington The Ethiopian Community Center Language Education and Technology Center Literacy Volunteers and Advocates (LVA) Lt. Joseph P. Kennedy Institute Marshall Heights Mary's Center Even Start Multi-Cultural Program Concerned Black Men - National Organization Opportunities Industrial Center Perry School Community Services So Others Might Eat (SOME) Southeast Ministries The Family Place, Inc. Washington Literacy Council YWCA National Capital Area	\$ 62,500.00 \$ 43,750.00 \$ 50,000.00 \$ 40,000.00 \$ 40,000.00 \$ 50,000.00 \$ 40,000.00 \$ 46,058.50 \$ 40,000.00 \$ 30,473.87 \$ 50,000.00 \$ 30,445.74 \$ 55,000.00 \$ 32,500.00 \$ 62,500.00 \$ 50,350.98 \$ 50,000.00 \$ 40,000.00 \$ 50,000.00 \$ 50,000.00	\$ 62,500.00 \$ 43,750.00 \$ 50,000.00 \$ 40,000.00 \$ 40,000.00 \$ 50,000.00 \$ 40,000.00 \$ 46,058.50 \$ 40,000.00 \$ 30,473.87 \$ 50,000.00 \$ 30,445.74 \$ 55,000.00 \$ 32,500.00 \$ 62,500.00 \$ 50,350.98 \$ 50,000.00 \$ 40,000.00 \$ 50,000.00 \$ 50,000.00	\$ - \$ - \$ - \$ 3.04 \$ - \$ - \$ - \$ 0.50 \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ 0.40 \$ - \$ -
									FFY12	9/30/2014	Academy of Hope Booker T. Washington Public Charter School	\$ 60,000.00 \$ 50,000.00	\$ 40,009.33 \$ 22,685.32	\$ 19,990.67 \$ 27,314.68

Office of the State Superintendent of Education														
Question 22 - Grants OSSE Awarded in FY12 & YTD FY13														
Grant Title	Source of Funds	Grant No	Purpose of Grant	Grant Deliverables	Grant Outcomes	Corrective Action Taken	Technical Assistance Provided	OSSE Employees Responsible for Overseeing Grant	Year	Last Date to Obligate Funds	Subgrantees	Allocation	Expenditures	Balance
											Congress Heights Training Center	\$ 20,000.00	\$ -	\$ 20,000.00
											Covenant House Washington	\$ 35,162.70	\$ 12,640.59	\$ 22,522.11
											The Ethiopian Community Center	\$ 45,788.01	\$ -	\$ 45,788.01
											Language Education and Technology Center	\$ 45,798.10	\$ 14,533.99	\$ 31,264.11
											Lt. Joseph P. Kennedy Institute	\$ 37,500.00	\$ 6,748.30	\$ 30,751.70
											Mary's Center Even Start Multi-Cultural Program	\$ 48,298.10	\$ 11,417.87	\$ 36,880.23
											So Others Might Eat (SOME)	\$ 60,000.00	\$ -	\$ 60,000.00
											The Family Place, Inc.	\$ 36,057.65	\$ 23,127.74	\$ 12,929.91
											Washington Literacy Council	\$ 37,500.00	\$ 12,106.00	\$ 25,394.00
											YWCA National Capital Area	\$ 50,000.00	\$ -	\$ 50,000.00
Adult Education Local	Local	N/A	This program funds local programs of adult education and literacy services, including adult basic education (ABE), adult secondary education (ASE)/General Education Development (GED)/National External Diploma Program (NEDP), workplace literacy services, family literacy services; English literacy programs and integrated English literacy-civics education programs. Participation in these programs is limited to adults and out-of-school youths age 16 and older who are not enrolled or required to be enrolled in secondary school under state law.	Contracted Enrollment, Adult and Family Education Services, Collection of Student and Program Data, Compliance with State Performance Standards, Contracted Performance Targets, Monitoring, Reporting	Adult learners make educational gains, obtain a GED or High School Diploma, enter employment, retain employment, and enter postsecondary education and/or training.	Continuous Improvement Plans, Intensive Technical Assistance, Regular Site Visits and Frequent Desk Reviews, when applicable	Technical Assistance, Professional Development, Monitoring and Resources are provided to all OSSE AFE sub-grantees.	Michelle Johnson	FFY11	9/30/2013	Academy of Hope	\$ 99,750.00	\$ 99,750.00	\$ -
											Anacostia Community Outreach Center	\$ 21,000.00	\$ 21,000.00	\$ -
											Booker T. Washington Public Charter School	\$ 77,250.00	\$ 77,250.00	\$ -
											Congress Heights Training Center	\$ 76,333.69	\$ 76,333.69	\$ -
											Covenant House Washington	\$ 52,081.20	\$ 52,081.20	\$ 331.51
											The Ethiopian Community Center	\$ 54,871.01	\$ 54,871.01	\$ -
											The Family Place, Inc.	\$ 65,144.10	\$ 65,144.10	\$ -
											Gospel Rescue Ministries	\$ 75,000.00	\$ 75,000.00	\$ -
											Language Education and Technology Center	\$ 54,884.10	\$ 54,884.10	\$ -
											Literacy Volunteers and Advocates (LVA)	\$ 23,308.50	\$ 23,308.50	\$ -
											Lt. Joseph P. Kennedy Institute	\$ 54,750.00	\$ 54,750.00	\$ -
											Marshall Heights	\$ 23,700.00	\$ 23,700.00	\$ -
											Mary's Center Even Start Multi-Cultural Program	\$ 77,384.10	\$ 77,384.10	\$ -
											Concerned Black Men - National Organization	\$ 23,725.32	\$ 23,725.32	\$ -
											Opportunities Industrial Center	\$ 77,250.00	\$ 77,245.77	\$ 4.23
											Perry School Community Services	\$ 32,250.00	\$ 32,250.00	\$ -
											So Others Might Eat (SOME)	\$ 99,750.00	\$ 99,750.00	\$ -
											Southeast Ministries	\$ 25,759.65	\$ 25,759.65	\$ -
											Washington Literacy Council	\$ 54,750.00	\$ 54,750.00	\$ -
											YWCA National Capital Area	\$ 77,250.00	\$ 77,250.00	\$ -
											DC Learnz Inc	\$ 50,000.00	\$ 47,711.16	\$ 2,288.84
											DC Children and Youth Investment Trust Fund	\$ 650,000.00	\$ 649,998.26	\$ 1.74
											The University of the District of Columbia	\$ 110,000.00	\$ 58,070.23	\$ 51,929.77
									FFY11 - SPECIAL	9/30/2013	Language Education and Technology Center	\$ 15,000.00	\$ 15,000.00	\$ -
											Mary's Center Even Start Multi-Cultural Program	\$ 50,000.00	\$ 50,000.00	\$ -
											The Family Place, Inc.	\$ 50,000.00	\$ 50,000.00	\$ -
									FFY12	9/30/2014	Academy of Hope	\$ 112,500.00	\$ 55,065.43	\$ 57,434.57
											Anacostia Community Outreach Center	\$ 33,750.00	\$ 16,339.75	\$ 17,410.25
											Booker T. Washington Public Charter School	\$ 90,000.00	\$ 26,447.35	\$ 63,552.65
											Congress Heights Training Center	\$ 50,000.00	\$ -	\$ 50,000.00
											Covenant House Washington	\$ 65,162.71	\$ 22,058.91	\$ 43,103.80
											The Family Place, Inc.	\$ 77,894.10	\$ 23,117.78	\$ 54,776.32
											Language Education and Technology Center	\$ 77,614.10	\$ 56,721.58	\$ 20,912.52
											Literacy Volunteers and Advocates (LVA)	\$ 36,058.50	\$ -	\$ 36,058.50
											Lt. Joseph P. Kennedy Institute	\$ 67,500.00	\$ 3,168.07	\$ 64,331.93
											Marshall Heights	\$ 36,450.00	\$ -	\$ 36,450.00
											Mary's Center Even Start Multi-Cultural Program	\$ 90,134.10	\$ 38,706.95	\$ 51,427.15
											Concerned Black Men - National Organization	\$ 36,475.32	\$ -	\$ 36,475.32
											Opportunities Industrial Center	\$ 90,000.00	\$ 24,977.71	\$ 65,022.29
											Perry School Community Services	\$ 45,000.00	\$ -	\$ 45,000.00
											So Others Might Eat (SOME)	\$ 112,500.00	\$ -	\$ 112,500.00
											Southeast Ministries	\$ 48,509.65	\$ -	\$ 48,509.65
											Washington Literacy Council	\$ 67,500.00	\$ -	\$ 67,500.00
											YWCA National Capital Area	\$ 90,000.00	\$ 13,378.42	\$ 76,621.58
											The Ethiopian Community Center	\$ 67,621.01	\$ -	\$ 67,621.01
Adult Education - Accelerated Learning Grant	Local	N/A	This program funds local programs of adult education and literacy services to help accelerate the number of adults learners that earn a General Education Development (GED) or High School Diploma through the National External Diploma Program (NEDP) and accelerate/increase the number of adult learners that transition to postsecondary education, training and/or work. Participation in this program was limited to adults and out-of-school youths age 16 and older who are not enrolled or required to be enrolled in secondary school under state law.	Contracted Enrollment, Adult and Family Education Services, Collection of Student and Program Data, Compliance with State Performance Standards, Contracted Performance Targets, Monitoring, Reporting	Adult learners make educational gains, obtain a GED or High School Diploma, enter employment, retain employment, and enter postsecondary education and/or training.	Continuous Improvement Plans, Intensive Technical Assistance, Regular Site Visits and Frequent Desk Reviews, when applicable	Technical Assistance, Professional Development, Monitoring and Resources are provided to all OSSE AFE sub-grantees.	Michelle Johnson	FFY11	9/30/2013	Academy of Hope	\$ 235,000.00	\$ 235,000.00	\$ -
											Booker T. Washington Public Charter School	\$ 30,000.00	\$ 30,000.00	\$ -
											Carlos Rosario International PCS	\$ 50,000.00	\$ 50,000.00	\$ -
											Covenant House Washington	\$ 12,500.00	\$ 12,500.00	\$ -
											DC Children and Youth Investment Trust Fund	\$ 200,000.00	\$ 199,999.91	\$ 0.07
											The Family Place, Inc.	\$ 15,000.00	\$ 15,000.00	\$ -
											Latin American Youth Center	\$ 49,508.00	\$ 49,508.00	\$ -
											Mary's Center Even Start Multi-Cultural Program	\$ 37,500.00	\$ 37,500.00	\$ -
											Opportunities Industrial Center	\$ 23,985.82	\$ 23,985.82	\$ -
											Perry School Community Services	\$ 37,500.00	\$ 37,045.66	\$ 454.34
											Southeast Ministries	\$ 12,500.00	\$ 12,500.00	\$ -
											Southern Baptist Church	\$ 12,500.00	\$ 12,500.00	\$ -
											YWCA National Capital Area	\$ 15,946.00	\$ 15,946.00	\$ -
											Anacostia Community Outreach Center	\$ 12,500.00	\$ 12,500.00	\$ -
											The Ethiopian Community Center	\$ 12,500.00	\$ 12,500.00	\$ -
											The Society of the Sacred Heart	\$ 30,000.00	\$ 30,000.00	\$ -
Adult Education - Even Start	Federal; Department of Education and Local	84.213C/N/A	This program funded local programs to offer family literacy services to parents and their children. Special Note: Congress zeroed out funding for this program for FY 12. The OSSE AFE awarded FY 11 Even Start carryover and	Contracted Enrollment, Literacy Literacy Services, Collection of Student and Program Data, Compliance with State Performance Standards, Contracted Performance Targets, Monitoring, Reporting	Parents become active participants in their children's education, make educational gains, obtain a GED or High School Diploma, enter employment, retain employment, and enter postsecondary education and/or training.	Continuous Improvement Plans, Intensive Technical Assistance, Regular Site Visits and Frequent Desk Reviews, when applicable	Technical Assistance, Professional Development, Monitoring and Resources are provided to all OSSE AFE sub-grantees.	Michelle Johnson	FFY11 Local	9/30/2013	The Family Place, Inc.	\$ 5,717.00	\$ 5,717.00	\$ -
											Mary's Center Even Start Multi-Cultural Program	\$ 5,717.00	\$ 5,717.00	\$ -

Office of the State Superintendent of Education														
Question 22 - Grants OSSE Awarded in FY12 & YTD FY13														
Grant Title	Source of Funds	Grant No	Purpose of Grant	Grant Deliverables	Grant Outcomes	Corrective Action Taken	Technical Assistance Provided	OSSE Employees Responsible for Overseeing Grant	Year	Last Date to Obligate Funds	Subgrantees	Allocation	Expenditures	Balance
			supplemental funding and FY 12 local AFE funding to local programs to offer a minimal level of family literacy services to parents and their children in FY 12.						FFY11 Federal Carryover	9/30/2013	The Family Place, Inc.	\$ 40,000.00	\$ 40,000.00	\$ -
											Mary's Center Even Start Multi-Cultural Program	\$ 40,000.00	\$ 40,000.00	\$ -
Charter School Leadership Development	Federal Payment	N/A	Provide funding for the training of new teachers and principals in the District of Columbia public charter schools.	Leadership Symposium, Dramatic Gains Series	33 teachers and 5 principals were trained and selected by schools in the District	N/A	Technical assistance provided during review of milestone documents	Marie Hutchins		5/29/2015	New Leaders	125000	\$ 115,000.00	\$ 10,000.00
City Build	Federal Payment	N/A	Funding projects that secure school facility space for DC public charter schools through acquisition, construction, expansion and renovation.	Awardees have utilized the grant to successfully acquire, construct, renovate or expand their school facility.	Intended grant outcome is to have the awardees' school facilities fully constructed/renovated by the end of the 2-year award period		Monitoring (desktop and on-site) scheduled for FY13, which is intended to identify any corrective actions needed.	Alina Tsanova		6/30/2014	Hospitality Public Charter School	\$ 750,000.00	\$ 750,000.00	\$ -
											Next Step Public Charter School	\$ 1,000,000.00	\$ -	\$ 1,000,000.00
											Washington Latin Public Charter School	\$ 1,000,000.00	\$ 549,253.80	\$ 450,746.20
Data Summit	Federal Payment	N/A	Funds provided to host 70 public charter schools for data conferences to promote student achievement.	Subgrantee met grant deliverables.	Data Summit	N/A	Technical assistance provided during review of milestone documents	Marie Hutchins		5/29/2013	FOCUS	\$ 30,000.00	\$ 30,000.00	\$ -
Facilities Modernization & Expansion	Federal Payment	N/A	Funding facilities projects that revitalize and renovate District-owned or commercial properties leased to public charter schools	Awardees have utilized the grant to successfully relocate to a new facility for the 2012-13 school year.	Awardees' relocation to a new facility for the 2012-13 school year		Monitoring (desktop and on-site) scheduled for FY13, which is intended to identify any corrective actions needed.	Alina Tsanova		12/31/2012	Bridges PCS	\$ 105,000.00	\$ 105,000.00	\$ -
											Creative Minds	\$ 150,000.00	\$ 146,303.56	\$ 3,696.44
											Inspired Teaching Demonstration Public Charter School	\$ 100,000.00	\$ 100,000.00	\$ -
											Meridian Public Charter School	\$ 50,000.00	\$ -	\$ 50,000.00
											Mundo Verde Bilingual Public Charter School	\$ 200,000.00	\$ 156,314.00	\$ 43,686.00
											Richard Wright Public Charter School	\$ 65,000.00	\$ 65,000.00	\$ -
											Shining Stars Montessori Public Charter School	\$ 80,000.00	\$ 80,000.00	\$ -
Race to the Top - PLACEs (Phase 2) - Teachers and Principals of Promise (TaPPP)	Federal; Department of Education	84.395A	PLACEs is a competitive grant for public schools of participating RTT LEAs to join a consortium consisting of at least 3 public schools and anchored by at least one high achieving school to engage educators in professional development and collaboration that positively impacts student achievement.	Monthly Status Report	Online resources aligned to Common Core State Standards to implement a teacher/leader training program based on Common Core Standards. Trained teachers in the best pedagogy practices for fostering critical thinking. School leaders who are able to exhibit key behaviors and competencies necessary to promote and sustain school transformation. Assurance that the unique needs of special	None	Budget Amendment: Re-purposing funds to ensure grant proposal is sustainable.	LeeTouha Henry	FFY09	9/30/2014	Cesar Chavez Public Charter School	\$ 1,100,000.00	\$ -	\$ 1,100,000.00
Race to the Top - Teacher Pipelines (Phase 2) - Charter School Teacher Pipelines Grant	Federal; Department of Education	84.395A	To support teacher residency programs that recruit and train effective teachers for DC charter schools.	Monthly status reports and bi-annual progress reports	Training and placement of highly effective teachers	None	OSSE staff engage in ongoing conversations with program staff to ensure they are	Robin Chait David Hendrie	FFY09	9/23/2014	Capital City Public Charter School	\$ 1,000,000.00	\$ -	\$ 1,000,000.00
											Cesar Chavez Public Charter School	\$ 1,000,000.00	\$ -	\$ 1,000,000.00
											KIPP DC Public Charter School	\$ 1,000,000.00	\$ 593,120.73	\$ 406,879.27
Special Populations Grant	Federal	84.010A	This funding was used to improve services to preschool and pre-kindergarten and overage high school students in Title I schools.	Pass through funds to support 3 and 4 year olds and 18-21 year olds in Title I programs.	To raise achievement for vulnerable populations.	N/A	Pre-award conference	Robin Bessler Katherine Cox Damon Jones Ronda Kardash	FFY11	9/30/2012	Capital City Public Charter School	\$ 75,000.00	\$ 75,000.00	\$ -
											Tree of Life Public Charter School	\$ 75,000.00	\$ 66,654.97	\$ 8,345.03
											Excel Academy Public Charter School	\$ 75,000.00	\$ 75,000.00	\$ -
											Early Childhood Academy Public Charter School	\$ 75,000.00	\$ 75,000.00	\$ -
											KIPP DC Public Charter School	\$ 74,940.00	\$ 74,940.00	\$ -
											Hospitality Public Charter School	\$ 75,000.00	\$ 75,000.00	\$ -
											Euphemia L. Haynes Public Charter School	\$ 70,310.00	\$ 70,109.58	\$ 200.42
											Elise Whitlow Stokes Public Charter School	\$ 75,000.00	\$ 75,000.00	\$ -
											National Collegiate Prep Public Charter School	\$ 75,000.00	\$ 75,000.00	\$ -
											DC Preparatory Public Charter School	\$ 75,000.00	\$ 75,000.00	\$ -
											Perry Street Preparatory Public Charter School	\$ 75,000.00	\$ 64,688.03	\$ 10,301.98
											Imagine Southeast Public Charter School	\$ 41,000.00	\$ 34,095.00	\$ 6,905.00
											Mary McLeod Bethune Public Charter School	\$ 43,000.00	\$ 43,000.00	\$ -
											William E. Dear Jr. Public Charter School	\$ 75,000.00	\$ 75,000.00	\$ -
											Washington Math & Science Technology Public Charter School	\$ 75,000.00	\$ 75,000.00	\$ -
											Arts and Technology Academy PCS	\$ 75,000.00	\$ 75,000.00	\$ -
											Eagle Academy Public Charter School	\$ 74,187.00	\$ 74,187.00	\$ -
											Septima Clark Public Charter School	\$ 53,106.00	\$ 24,822.72	\$ 28,283.28
											DC Bilingual Public Charter School	\$ 72,014.43	\$ 65,210.02	\$ 6,804.41
											New Step Public Charter School	\$ 70,216.00	\$ 70,216.00	\$ -
Title I, Part A	Federal; Department of Education	84.010A	Provides financial assistance to Local Educational Agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.	Passed through \$44,086,857.75 to 47 LEAs to increase the academic achievement of children from low-income families.	LEAs invested money to close achievement gap for children from low-income families.	OSSE has a regular monitoring system to evaluate LEA fiscal and programmatic implementation to audit for compliance, and to differentiate corrective actions based on individual LEA needs. In addition, OSSE has a structured application and reimbursement systems prevent LEAs from missing funds.	Federal Grants Boot Camp, carryover webinars, Consolidated Application Technical Assistance sessions (webinars, one on one sessions, in person group sessions, special "intensive" sessions for LEAs with historical compliance issues), HQT informational training.	Robin Bessler Katherine Cox Damon Jones Ronda Kardash	FFY11	9/30/2013	Arts and Technology Academy PCS	\$ 420,531.16	\$ 420,531.16	\$ -
											Booker T. Washington Public Charter School	\$ 67,898.27	\$ 32,263.14	\$ 35,635.13
											Capital City Public Charter School	\$ 368,803.65	\$ 350,689.92	\$ 18,113.73
											Center City Public Charter School	\$ 893,182.03	\$ 879,097.50	\$ 14,084.53
											Cesar Chavez Public Charter School	\$ 419,722.34	\$ 401,655.62	\$ 18,066.72
											Community Academy Public Charter School	\$ 836,443.01	\$ 248,498.61	\$ 587,944.40
											DC Bilingual Public Charter School	\$ 71,381.35	\$ 43,145.90	\$ 28,235.45
											DC Preparatory Public Charter School	\$ 58,238.77	\$ 492,625.75	\$ 65,613.02
											Eagle Academy Public Charter School	\$ 199,501.72	\$ 199,501.72	\$ -
											Early Childhood Academy Public Charter School	\$ 117,138.62	\$ -	\$ 117,138.62
											Elise Whitlow Stokes Public Charter School	\$ 68,635.92	\$ 47,581.76	\$ 21,054.16
											Friendship Public Charter School	\$ 951,458.50	\$ 633,450.03	\$ 318,008.47
											Hope Community Public Charter School	\$ 93,408.68	\$ 57,202.10	\$ 36,206.58
											Hospitality Public Charter School	\$ 126,076.83	\$ 126,076.83	\$ -
											Howard Road Academy Public Charter School	\$ 632,468.05	\$ 570,485.69	\$ 61,982.36
											Howard University Middle School for Math & Science Public Charter	\$ 155,574.74	\$ 155,574.74	\$ -
											Perry Street Preparatory Public Charter School	\$ 257,853.13	\$ 248,188.13	\$ 9,665.00
											Ideal Academy Public Charter School	\$ 67,496.15	\$ 26,077.00	\$ 41,419.15
											Imagine Southeast Public Charter School	\$ 83,186.73	\$ 45,314.46	\$ 37,872.27
											Inspired Teaching Demonstration Public Charter School	\$ 85,108.53	\$ -	\$ 85,108.53
											Integrated Design & Electronics Academy (IDEA) Public Charter School	\$ 360,517.21	\$ 360,517.21	\$ -
											KIPP DC Public Charter School	\$ 611,793.08	\$ -	\$ 611,793.08

Office of the State Superintendent of Education														
Question 22 - Grants OSSE Awarded in FY12 & YTD FY13														
Grant Title	Source of Funds	Grant No	Purpose of Grant	Grant Deliverables	Grant Outcomes	Corrective Action Taken	Technical Assistance Provided	OSSE Employees Responsible for Overseeing Grant	Year	Last Date to Obligate Funds	Subgrantees	Allocation	Expenditures	Balance
											Mary McLeod Bethune Public Charter School	\$ 97,770.81	\$ 72,836.24	\$ 24,934.57
											Maya Angelou Public Charter School	\$ 246,013.79	\$ 156,682.94	\$ 49,330.85
											Mentor Public Charter School	\$ 98,855.72	\$ 87,978.24	\$ 10,877.48
											Mundo Verde Bilingual Public Charter School	\$ 40,266.40	\$ -	\$ 40,266.40
											Next Step Public Charter School	\$ 2,001.39	\$ -	\$ -
											Options Public Charter School	\$ 234,156.23	\$ 234,156.23	\$ -
											Paul Public Charter School	\$ 328,216.51	\$ 278,420.88	\$ 49,795.65
											Potomac Lighthouse Public Charter School	\$ 16,381.11	\$ -	\$ 16,381.11
											Richard Wright Public Charter School	\$ 137,271.83	\$ 137,271.77	\$ 0.06
											SEED Public Charter School	\$ 195,887.96	\$ 195,887.96	\$ -
											Septima Clark Public Charter School	\$ 132,096.10	\$ 112,754.44	\$ 19,341.66
											Shining Stars Montessori Public Charter School	\$ 10,981.75	\$ 10,981.75	\$ -
											St. Coletta Public Charter School	\$ 109,825.84	\$ 93,390.41	\$ 16,435.43
											Thurgood Marshall Academy Public Charter School	\$ 284,610.26	\$ 284,395.86	\$ 214.40
											Tree of Life Public Charter School	\$ 237,937.84	\$ 215,056.93	\$ 22,880.91
											Two Rivers Public Charter School	\$ 120,799.21	\$ 110,283.37	\$ 10,515.84
											Washington Math & Science Technology Public Charter School	\$ 280,034.53	\$ 280,034.53	\$ -
											William E. Dear Jr. Public Charter School	\$ 81,897.84	\$ 81,897.84	\$ -
											Euphemia L. Haynes Public Charter School	\$ 138,095.46	\$ 67,968.91	\$ 70,126.55
											District of Columbia Public Schools (DCPS)	\$ 14,759,056.26	\$ 11,137,073.43	\$ 3,621,982.83
											Boys DC Public Charter School	\$ 356,692.29	\$ -	\$ 356,692.29
											Booker T. Washington Public Charter School	\$ 53,533.92	\$ -	\$ 53,533.92
											Capital City Public Charter School	\$ 595,297.79	\$ -	\$ 595,297.79
											Center City Public Charter School	\$ 878,972.62	\$ -	\$ 878,972.62
											Cesar Chavez Public Charter School	\$ 9,733.83	\$ -	\$ 9,733.83
											Community Academy Public Charter School	\$ 8,227.61	\$ -	\$ 8,227.61
											DC Preparatory Public Charter School	\$ 582,597.40	\$ -	\$ 582,597.40
											DC Scholars Public Charter School	\$ 91,947.34	\$ -	\$ 91,947.34
											District of Columbia Public Schools (DCPS)	\$ 5,178,472.00	\$ -	\$ 5,178,472.00
											Eagle Academy Public Charter School	\$ 46,305.65	\$ -	\$ 46,305.65
											Friendship Public Charter School	\$ 26,039.68	\$ -	\$ 26,039.68
											Hospitality Public Charter School	\$ 131,579.82	\$ -	\$ 131,579.82
											Howard Road Academy Public Charter School	\$ 571,103.03	\$ -	\$ 571,103.03
											Howard University Middle School for Math & Science Public Char	\$ 153,071.31	\$ -	\$ 153,071.31
											KIPP DC Public Charter School	\$ 361,543.30	\$ -	\$ 361,543.30
											Mary McLeod Bethune Public Charter School	\$ 15,724.63	\$ -	\$ 15,724.63
											Maya Angelou Public Charter School	\$ 87,401.92	\$ -	\$ 87,401.92
											Options Public Charter School	\$ 253,647.85	\$ -	\$ 253,647.85
											Paul Public Charter School	\$ 321,815.71	\$ -	\$ 321,815.71
											Perry Street Preparatory Public Charter School	\$ 584,293	\$ -	\$ 584,293
											SEED Public Charter School	\$ 192,629.31	\$ -	\$ 192,629.31
											Septima Clark Public Charter School	\$ 95,505.41	\$ -	\$ 95,505.41
											St. Coletta Public Charter School	\$ 108,058.61	\$ -	\$ 108,058.61
											Thurgood Marshall Academy Public Charter School	\$ 280,456.52	\$ -	\$ 280,456.52
											Tree of Life Public Charter School	\$ 216,093.04	\$ -	\$ 216,093.04
											Washington Math Science & Technology Public Charter School	\$ 262,398.69	\$ -	\$ 262,398.69
Title I, Part A 1003(a)	Federal; Department of Education	84.010A	To provide adequate resources in order to raise substantially the achievement of students in the lowest-performing schools.	Passed through \$1,771,474.31 to raise the achievement of students in low-performing schools.	LEAs invest money to close achievement gap for students in low-performing schools.	OSSE has a regular monitoring system to evaluate LEAs' fiscal and programmatic implementation, to audit for compliance, and to differentiate corrective actions based on individual LEA needs. In addition, OSSE has a structured application and reimbursement systems prevent LEAs from misusing funds.	Boot camp, carryover webinars	Robin Bessler Katherine Cox Daman Jones Ronda Kardash	FFY11	9/30/2013	Hospitality Public Charter School	\$ 12,899.46	\$ 12,899.46	\$ -
											Hope Community Public Charter School	\$ 25,798.92	\$ 25,798.92	\$ -
											Arts and Technology Academy PCS	\$ 12,899.46	\$ 12,899.46	\$ -
											Booker T. Washington Public Charter School	\$ 12,899.46	\$ -	\$ 12,899.46
											Capital City Public Charter School	\$ 25,798.92	\$ 14,847.24	\$ 10,951.68
											Center City Public Charter School	\$ 77,386.76	\$ 65,215.47	\$ 12,181.29
											Cesar Chavez Public Charter School	\$ 51,597.84	\$ 51,597.84	\$ -
											Community Academy Public Charter School	\$ 51,597.84	\$ -	\$ 51,597.84
											DC Bilingual Public Charter School	\$ 12,899.46	\$ 12,899.46	\$ -
											DC Preparatory Public Charter School	\$ 12,899.46	\$ -	\$ 12,899.46
											Elsie Whitlow Stokes Public Charter School	\$ 12,899.46	\$ 12,899.46	\$ -
											Euphemia L. Haynes Public Charter School	\$ 12,899.46	\$ -	\$ 12,899.46
											Friendship Public Charter School	\$ 77,386.76	\$ 43,100.00	\$ 34,286.76
											Howard Road Academy Public Charter School	\$ 25,798.92	\$ 21,428.92	\$ 4,370.00
											Perry Street Preparatory Public Charter School	\$ 12,899.46	\$ -	\$ 12,899.46
											Ideal Academy Public Charter School	\$ 12,899.46	\$ 12,899.46	\$ 0.01
											Imagine Southeast Public Charter School	\$ 12,899.46	\$ 6,212.00	\$ 6,687.46
											Integrated Design & Electronics Academy (IDEA) Public Charter Sc	\$ 12,899.46	\$ 12,899.46	\$ -
											KIPP DC Public Charter School	\$ 38,698.38	\$ 38,698.38	\$ -
											Mary McLeod Bethune Public Charter School	\$ 12,899.46	\$ 6,887.78	\$ 6,011.68
											Maya Angelou Public Charter School	\$ 25,798.92	\$ -	\$ 25,798.92
											Mentor Public Charter School	\$ 12,899.46	\$ 12,899.46	\$ -
											Options Public Charter School	\$ 12,899.46	\$ -	\$ 12,899.46
											Paul Public Charter School	\$ 12,899.46	\$ 11,199.99	\$ 1,699.47
											Potomac Lighthouse Public Charter School	\$ 12,899.46	\$ 12,899.46	\$ -
											Thurgood Marshall Academy Public Charter School	\$ 12,899.46	\$ 8,899.46	\$ 4,000.00
											Tree of Life Public Charter School	\$ 12,899.46	\$ -	\$ 12,899.46
											Two Rivers Public Charter School	\$ 25,798.92	\$ 25,798.92	\$ -
											Washington Math & Science Technology Public Charter School	\$ 12,899.46	\$ 12,899.46	\$ -
											William E. Dear Jr. Public Charter School	\$ 12,899.46	\$ 12,899.46	\$ -

Office of the State Superintendent of Education														
Question 22 - Grants OSSE Awarded in FY12 & YTD FY13														
Grant Title	Source of Funds	Grant No	Purpose of Grant	Grant Deliverables	Grant Outcomes	Corrective Action Taken	Technical Assistance Provided	OSSE Employees Responsible for Overseeing Grant	Year	Last Date to Obligate Funds	Subgrantees	Allocation	Expenditures	Balance
											Early Childhood Academy Public Charter School	\$ 145,026.22	\$ 145,026.22	\$ -
											Elise Whitlow Stokes Public Charter School	\$ 226,989.93	\$ 226,989.93	\$ -
											Excel Academy Public Charter School	\$ 217,910.38	\$ 217,910.38	\$ -
											Friendship Public Charter School	\$ 2,322,031.78	\$ 2,070,447.02	\$ 251,584.76
											Perry Street Preparatory Public Charter School	\$ 462,428.56	\$ 374,080.39	\$ 88,348.17
											Imagine Southeast Public Charter School	\$ 256,403.07	\$ 256,403.07	\$ -
											KIPP DC Public Charter School	\$ 1,466,266.55	\$ 1,466,266.55	\$ -
											Mary McLeod Bethune Public Charter School	\$ 170,120.96	\$ 167,291.41	\$ 2,829.55
											Maya Angelou Public Charter School	\$ 377,754.18	\$ 377,754.18	\$ -
											Meridian Public Charter School	\$ 319,987.43	\$ 295,975.07	\$ 24,022.36
											National Collegiate Prep Public Charter School	\$ 195,841.48	\$ 195,841.48	\$ -
											Potomac Lighthouse Public Charter School	\$ 185,688.89	\$ 185,688.89	\$ -
											William E. Dear Jr. Public Charter School	\$ 254,825.93	\$ 232,334.63	\$ 22,491.30
											Ideal Academy Public Charter School	\$ 174,904.29	\$ 166,392.09	\$ 8,512.20
											Hope Community Public Charter School	\$ 242,488.78	\$ 240,664.54	\$ 1,824.24
									FFY12	9/30/2014	Achievement Preparatory Academy Public Charter School	\$ 271,847.90	\$ -	\$ 271,847.90
											Arts and Technology Public Charter School	\$ 466,698.46	\$ -	\$ 466,698.46
											Booker T. Washington Public Charter School	\$ 152,092.29	\$ -	\$ 152,092.29
											Bridges Public Charter School	\$ 43,206.72	\$ -	\$ 43,206.72
											Cesar Chavez Public Charter School	\$ 1,204,572.80	\$ -	\$ 1,204,572.80
											Community Academy Public Charter School	\$ 1,060,114.07	\$ -	\$ 1,060,114.07
											DC Bilingual Public Charter School	\$ 290,510.90	\$ -	\$ 290,510.90
											District of Columbia Public Schools (DCPS)	\$ 338,475,673.39	\$ -	\$ 338,475,673.39
											Early Childhood Academy Public Charter School	\$ 142,759.22	\$ -	\$ 142,759.22
											Elise Whitlow Stokes Public Charter School	\$ 287,086.79	\$ -	\$ 287,086.79
											Euphemia L. Hayes Public Charter School	\$ 585,089.85	\$ -	\$ 585,089.85
											Excel Academy Public Charter School	\$ 347,810.13	\$ -	\$ 347,810.13
											Friendship Public Charter School	\$ 3,174,255.12	\$ -	\$ 3,174,255.12
											Hope Community Public Charter School	\$ 403,031.01	\$ -	\$ 403,031.01
											Ideal Academy Public Charter School	\$ 185,038.32	\$ -	\$ 185,038.32
											Imagine Southeast Public Charter School	\$ 442,607.30	\$ -	\$ 442,607.30
											Integrated Design & Electronics Academy (IDEA) Public Charter School	\$ 368,857.79	\$ -	\$ 368,857.79
											KIPP DC Public Charter School	\$ 1,804,322.76	\$ -	\$ 1,804,322.76
											Mary McLeod Bethune Public Charter School	\$ 180,176.94	\$ -	\$ 180,176.94
											Maya Angelou Public Charter School	\$ 446,360.23	\$ -	\$ 446,360.23
											Meridian Public Charter School	\$ 400,279.84	\$ -	\$ 400,279.84
											National Collegiate Preparatory Public Charter School	\$ 276,442.91	\$ -	\$ 276,442.91
											Next Step Public Charter School	\$ 80,446.34	\$ -	\$ 80,446.34
											Perry Street Preparatory Public Charter School	\$ 732,220.71	\$ -	\$ 732,220.71
											Potomac Lighthouse Public Charter School	\$ 242,611.29	\$ -	\$ 242,611.29
											Richard Wright Public Charter School	\$ 245,711.65	\$ -	\$ 245,711.65
											Shining Stars Montessori Academy Public Charter School	\$ 9,490.89	\$ -	\$ 9,490.89
											Two Rivers Public Charter School	\$ 195,422.52	\$ -	\$ 195,422.52
											William E. Dear Jr. Public Charter School	\$ 317,065.43	\$ -	\$ 317,065.43
Title V, Part B, Dissemination	Federal	84.282A	Grant is provided to eligible public charter schools to assist other schools in adapting the public charter school program, or aspects of the program, and to disseminate its best practices to enhance educational achievement in the District of Columbia.	Chinese language program enhancement - instructional, planning, and assessment practices for mathematics - Reading, Every Child Ready	A two-year grant in progress	N/A	Initial application assistance	Matthews Wright	FFY11	7/31/2015	AppleTree Early Learning Public Charter School	\$ 148,235.00	\$ -	\$ 148,235.00
											Capital City Public Charter School	\$ 200,000.00	\$ -	\$ 200,000.00
											Washington Yu Ying Public Charter School	\$ 200,000.00	\$ -	\$ 200,000.00
Title V, Part B - Planning	Federal	84.282A	Grant is provided to start-up public charter schools for the design and implementation of a charter school, its staff and required core materials.	Opening and operation of a public charter school in the District	A three year grant in progress	N/A	Initial application assistance - Grant phases, budget, and drawdown	Matthews Wright	FFY11	7/31/2015	Ingenuity	\$ 700,000.00	\$ 39,618.04	\$ 660,381.96
											Sela	\$ 698,232.00	\$ 63,053.51	\$ 635,178.49
											Somerset	\$ 698,520.00	\$ -	\$ 698,520.00
Title II, Part A SAHE	Federal	84.367B	To increase academic achievement by improving teacher and principal quality. This program is carried out by increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.	Increase academic achievement by improving the knowledge-base of teachers in high need LEAs through professional development programs that target core subject areas, hard to staff subject areas, etc.	Subgrantees have invested money in the creation and maintenance of professional development programs aimed at increasing the number of highly qualified teachers, and improving instruction in the core subject content areas, particularly in high need schools and hard to staff subject areas.	OSSE regularly monitors subgrantees to evaluate their fiscal and programmatic implementation to audit for compliance, and to differentiate corrective actions based on individual LEA needs. In addition, OSSE has a structured	Pre-application conference, post-notification conferences, quarterly grant progress updates, biennial monitoring, and further technical assistance upon request	Erika Lomax Orman Feres Tanisha Brown	FFY11	9/30/2013	Hospitality High PCS - SAHE TQI	\$ 184,355.06	\$ -	\$ 184,355.06
											Lesley University - SAHE TQI	\$ 109,704.44	\$ -	\$ 109,704.44
GEAR UP	Federal	84.3345	Gaining Early Awareness and Readiness for Undergraduate Programs is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income	to assist students with preparing for college, and provide financial assistance with college tuition	OSSE has increased the number of students who are able to remain in college.	N/A	N/A	Melanie Fleming		No Lapse date, funds are spent until they are gone	DC Housing Authority Scholarship-DC Housing Residents	\$ 50,000.00	\$ 23,750.00	\$ 26,250.00
											DC Housing Authority - Do Your Best Program	\$ 30,585.49	\$ 30,585.49	\$ -
											DC GEAR UP College Students (Original Co-hort)	\$ 150,000.00	\$ 24,375.00	\$ 125,625.00
											Upward Bound & Trio College Students	\$ 100,000.00	\$ 39,166.67	\$ 60,833.33
											Trinity Washington University Students SY 12-13 Spring	\$ 200,000.00	\$ -	\$ 200,000.00
											University of the District of Columbia Community College-Accuplacer Testing for 10th, 11th, 12 th graders	\$ 50,000.00	\$ -	\$ 50,000.00

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Question 22 - Grants OSSE Awarded in FY12 & YTD FY13														
Grant Title	Source of Funds	Grant No	Purpose of Grant	Grant Deliverables	Grant Outcomes	Corrective Action Taken	Technical Assistance Provided	OSSE Employees Responsible for Overseeing Grant	Year	Last Date to Obligate Funds	Subgrantees	Allocation	Expenditures	Balance
AP & IB Test Fees	Federal	84.330B	OSSE provides Free and Reduce Meal (FARM) students financial assistance for Advance Placement Test Fees.	The AP Test Fee Program awards grants to eligible State Educational agencies in order to enable them to pay all or portion of advance placement test fees on behalf of eligible low-income students. These students are enrolled in advance placement courses and plan to take an advance placement exam. OSSE has partnered with US Department of Education and College Board to provide total compensation for Free and Reduced Lunch students to complete AP exams.	To ensure all low-income (FARM) students who have completed an AP Test, receive total compensation from all entities including OSSE, US Department of Education and College Board.	N/A	Technical Assistance is needed from DCPS and Charter Schools to submit invoices to College Board for AP Testing identifying FARM students.	Christi Purnell	FFY11	These funds will be carried into a new grant award	The College Board	\$ 146,828.00	\$ 107,723.00	\$ 39,105.00
College Access Challenge Grant	Federal	22378A	The College Access Challenge Grant (CACG) Program, funded through the US Department of Education, is a formula grant program designed to foster partnerships between federal, state, and local government entities and philanthropic organizations to significantly increase the number of underrepresented students who enroll in and complete their postsecondary education. The District of Columbia receives \$1.5 million annually to implement strategies to strengthen access for students in the District of Columbia to information and programs providing college access and readiness as well as lead the effort to ensure that our students graduate high school socially and academically ready to attend and graduate from college.	1) Posse Foundation - Provide extensive training in college retention to College Retention Initiative Mentors and OSSE Postsecondary staff. 2) College Readiness Institute - Provide training to DCPS counselors on college readiness and preparation. 3) Education Trust - Provide extensive training on collaborations and partnerships in college readiness for DCPS and Charter School counselors. 4) College is Cool - Provide college readiness program for students not otherwise served by college prep programs at Anacostia High School. 5) CCDC - Provide access to and track usage of Tutoring Center for incoming Freshman and administer the Accuplacer at four schools in the District and provide tutoring to students who do not initially pass. 6) College Summit - Provide college outreach and awareness to 9th graders at Dunbar HS. 7) Latin American Youth Center - Provide DCTAG/college awareness in Latino community. 8) New Futures - Development of an interactive website providing information to students on college access and readiness.	See Deliverables	None	None	Melissa McKnight	FFY11	9/30/2013	DC College Success Foundation Posse Foundation Reach for College! The University of the District of Columbia The University of the District of Columbia Community College	\$ 600,000.00 \$ 250,000.00 \$ 25,000.00 \$ 15,000.00 \$ 425,000.00	\$ 600,000.00 \$ 206,016.16 \$ 25,000.00 \$ 15,000.00 \$ 164,523.24	\$ - \$ 43,983.84 \$ - \$ - \$ 290,476.76
									FFY12	9/30/2014	College is Cool, Inc. College Summit, Inc. Latin American Youth Center New Futures Posse Foundation Reach for College! The Education Trust's National Center for Transforming School Co The University of the District of Columbia	\$ 67,000.00 \$ 32,400.00 \$ 82,115.00 \$ 55,000.00 \$ 40,000.00 \$ 50,000.00 \$ 150,000.00 \$ 35,000.00	\$ 30,410.35 \$ - \$ 13,443.23 \$ - \$ - \$ 6,135.20 \$ 50,000.00 \$ -	\$ 36,589.65 \$ 32,400.00 \$ 68,671.77 \$ 55,000.00 \$ 40,000.00 \$ 43,864.80 \$ 100,000.00 \$ 35,000.00
Carl D. Perkins Vocational Education	Federal	32048A	The purpose of the Carl D. Perkins federal grant is to support technical education programs that offer a sequence of courses which directly relate to preparing youth and adults for occupations in high wage, high skill, and high demand areas.	1. CTE Five Year Plan 2. CTE Annual Plan Update 3. CTE awareness for parents, students and the community 4. CTE Cost Reimbursement Workbooks 5. Professional development of CTE teachers 6. Develop and implement rigorous CTE programs of study 7. Create and sustain partnerships between the private sector, community groups and nonprofits, intermediaries and postsecondary institutions 8. Continuous program quality improvement activities to evaluate CTE program success and implement changes where necessary 9. Provide CTE guidance and counseling to ensure CTE student success 10. Provide CTE programming for youth and adults in correctional institutions	1. Increase the number of concentrators in programs of study areas 2. Increase the number of high quality programs of study that are aligned to regional and national employment needs 3. Professional development which provides CTE teachers with specific content that improves teaching and learning outcome of students 4. Increase the number of partnerships and active participation in CTE programs 5. Increase the overall number of CTE programs that are in compliance with the Methods of Administration and CTE program quality standards 6. Use funds in alignment with state local plans	DCPS is under a corrective action for civil rights and gender equity compliance issues	Ongoing technical assistance is being provided to DCPS	Tony Johnson	FFY11	9/30/2013	District of Columbia Public Schools (DCPS) DyRS Friendship Public Charter School Integrated Design & Electronics Academy (IDEA) Public Charter Sc The University of the District of Columbia The University of the District of Columbia Booker T. Washington PCS	\$ 2,499,842.00 \$ 42,150.00 \$ 306,191.00 \$ 83,200.00 \$ 134,677.00 \$ 582,683.00 \$ 53,000.00	\$ 2,030,361.31 \$ 42,150.00 \$ 306,191.00 \$ 83,200.00 \$ 134,677.00 \$ 181,393.22 \$ 53,000.00	\$ 469,480.69 \$ - \$ - \$ - \$ - \$ 401,289.78 \$ -
									FFY12	9/30/2014	District of Columbia Public Schools (DCPS) DyRS Friendship Public Charter School Integrated Design & Electronics Academy (IDEA) Public Charter Sc The University of the District of Columbia Booker T. Washington PCS Hospitality	\$ 2,499,842.00 \$ 42,150.00 \$ 306,191.00 \$ 83,200.00 \$ 582,683.00 \$ 53,000.00 \$ 53,000.00	\$ - \$ - \$ - \$ - \$ - \$ - \$ -	\$ 2,499,842.00 \$ 42,150.00 \$ 306,191.00 \$ 83,200.00 \$ 582,683.00 \$ 53,000.00 \$ 53,000.00

- 23) Please provide the following information for all contracts awarded by the OSSE during FY12 and to date in FY13, broken down by OSSE program and activity:**
- a) Contract number;**
 - b) Approved Budget Authority;**
 - c) Funding Source;**
 - d) Whether it was competitively bid or sole sourced;**
 - e) Expenditures (including encumbrances and pre-encumbrances);**
 - f) Purpose of the contract;**
 - g) Name of the vendor;**
 - h) Contract deliverables;**
 - i) Contract outcomes;**
 - j) Any corrective actions taken or technical assistance provided; and**
 - k) OSSE employee/s responsible for overseeing the contract.**

RESPONSE:

- The following attachments lists all of the contracts awarded by OSSE during FY12 and to date -
 - Attachment - FY12 Contracts Awarded GD0
 - Attachment - FY13 Contracts Awarded GD0
 - Attachment - FY12 Contracts Awarded GO0 (Spec Ed)
 - Attachment - FY13 Contracts Awarded GO0 (Spec Ed)

OSSE Performance Oversight Questions											
Question 23: FY13 Contracts Awarded (GDO) Special Education transportation											
Contract Number	Contract/Funding Period	Approved Budget Authority	Funding Source	Competitively Bid/Sole Source	Expenditures	Purpose of Contract	Vendor's Name	Deliverables	Outcomes	Corrective Action/Technical Assistance	Contract Administrator
DCGD-2011-C-0030	6/10/12 - 12/9/12	\$166,665.00	Local	Non Competitive - Blackman Jones	\$166,665.00	OSSE DSE Advocates for Justice and Education, Inc. (Blackman Jones - Please forward to Alvin Stith)	ADVOCATES FOR JUSTICE & ED.	Early Identification and Intervention / Educational Advocacy and Direct Services/ Advice and Counseling Services	Leadership and training support: Resource Information Library / Transition Advocacy / Community Education	N/A	Desiree Brown
DCGD-2012-C-0053	10/1/12 - 1/4/13	\$200,397.27	Federal	Non Competitive - Blackman Jones	\$0.00	OSSE DSE SEQR (American Institute for Research - AIR) Blackman Jones Exemption - Please forward to Alvin Stith	AMERICAN INSTITUTES FOR RESEARCH	Project Plan/Research Synthesis of Effective Practices in Special Education/Quality Indicators/Methodology for Quality Review Study/Quality Review Study/Report Summarizing Findings of Quality Review Study/Self-Assessment Tool	Quality review of special education service delivery in the District of Columbia Public Schools (DCPS)	N/A	Desiree Brown
DCGD-2008-R-0014-AB	10/1/12 - 9/30/13	\$170,000.04	Local	Non Competitive - Blackman Jones	\$42,500.01	FY13_OSSE_SHO_IHO Ryan_Local_BlackmanJones - Ready for Approval (WP) 10/1/12	BRUCE D. RYAN	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DCGD-2008-R-0014-AD	10/1/12 - 9/30/13	\$170,000.04	Local	Non Competitive - Blackman Jones	\$42,500.01	FY13_OSSE_SHO_IHO Ruff_Local_BlackmanJones - Ready for Approval (WP) 10/1/12	COLES B RUFF JR	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DCPO-2012-C-0397	10/1/12 - 9/30/13	\$150,854.00	Federal	Competitively Bid	\$57,461.00	E&S--Common Core Website Continuation PO--Federal	Collaborative Communications	Project Plan/Project Timeline/Weekly Reports	Utilization by teachers, parents, students and leaders within the District of Columbia's Local Education Agencies (LEAs) for information, planning and implementation of the Common Core State Standards	N/A	Adam Morris
DCGD-2012-C-0146	1/1/13 - 6/30/13	\$289,470.00	Local	Non Competitive - Blackman Jones	\$11,667.50	OSSE DSE SEQR Consortium (Consultative & Direct Services Support) - Blackman Jones Exemption - Please forward to Alvin Stith	District of Columbia Associati	Project Plan/Menu of Providers Related Qualifications/Weekly Service Report/Customer Service Evaluations/Final Outcome Report	Create a consortium of specialized special education and related service providers to support the goal of effectively programming for students with individualized special programs (IEPs) with complex needs	N/A	Desiree Brown
		\$448,425.00	Federal/Local	Competitively Bid	\$358,740.00	Copy of OGMC_Annual Student Enrollment Audit_FY13_Local. This Req is ready for approval PK 11/14/12	F.S. TAYLOR & ASSOCIATES, PC	Examination Process Plan / Training Materials / Census Reports / Examination Reports / Post-Appeal Census Type	Validation of residency status of each student whose education is funded by the District of Columbia. Assessment o the accuracy of enrollment counts, generated by OSSE, for the District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools (PCS). Validation of number of students whose tuition or education in other schools or programs is paid for with funds available to the District of Columbia	N/A	Allen Kramer
DCGD-2008-R-0014-AI	10/1/12 - 9/30/13	\$170,000.04	Local	Non Competitive - Blackman Jones	\$42,500.01	FY13_OSSE_SHO_IHO Mortenson_Local_BlackmanJones - Ready for Approval (WP) 10/1/12	James R. Mortenson	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DCGD-2010-C-0159	10/1/12 - 9/30/13	\$252,011.95	Local	Non Competitive - Blackman Jones	\$214,511.95	FY12_OSSE_SHO_Chief Hearing Officer Services_LOCAL_BlackmanJones_Modification	Law Offices of Deusededi Merced	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DCGD-2008-R-0014-AK	10/1/12 - 9/30/13	\$170,000.04	Local	Non Competitive - Blackman Jones	\$42,500.01	FY13_OSSE_SHO_IHO Massey_Local_BlackmanJones - Modification	LAW OFFICES OF KIMM MASSEY	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DCGD-2009-C-0036	7/1/12 - 9/30/13	\$1,396,907.75	Federal	Competitively Bid	\$836,907.75	OSSE E&S ACCT-CTB McGraw-Hill DC CAS 2013 Administration Partial Option Year 3-Federal	McGraw-Hill Companies/CTB	Management Plan/Assessment test blueprint/Item Development Plan/Annual Report/Test Design	Administration of the 2012 DC CAS	N/A	La Kiesha Chandler
DCGD-2012-C-0030	10/1/12 - 9/30/13	\$170,000.04		Non Competitive - Blackman Jones	\$28,333.34	FY13_OSSE_SHO_IHO_Chisholm_Local_BlackmanJones - Ready for Approval (WP) 10/2/12	MELANIE BYRD CHISHOLM	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DCGD-2010-C-0045	10/1/12 - 12/2/12	\$429,289.00	Local	Competitively Bid	\$429,289.00	E&S--DC CAS ALT PO --Local Funding	NCS PEARSON, INC	Project Plan/Professional Development/DC-CAS-ALT score files and reports		N/A	Adam Morris
DCGD-2010-C-0045	12/3/12 - 9/30/13	\$685,629.00	Local	Competitively Bid	\$0.00	E&S--Pearson PO Option Year 2--Local	NCS PEARSON, INC	Project Plan/Professional Development/DC-CAS-Alt score files and reports		N/A	Adam Morris

OSSE Performance Oversight Questions											
Question 23: FY13 Contracts Awarded (GDO) Special Education transportation											
Contract Number	Contract/Funding Period	Approved Budget Authority	Funding Source	Competitively Bid/Sole Source	Expenditures	Purpose of Contract	Vendor's Name	Deliverables	Outcomes	Corrective Action/Technical Assistance	Contract Administrator
DCGD-2008-R-0014-AB	10/1/12 - 9/30/13	\$170,000.04	Local	Non Competitive - Blackman Jones	\$42,500.01	FY13_OSSE_SHO_IHO_Vaden_Local_BlackmanJones - Ready for Approval (WP) 10/1/12	PETER B. VADEN, ATTORNEY AT LAW	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
Doc60608	8/20/12 - 8/19/13	\$120,052.25	Federal	Competitively Bid	\$0.00	ER&S--Policy Studies Associates---RTTT FY13-Federal	Policy Studies Associates, Inc.	Teacher Preparation Scorecard	Evaluation of the effectiveness of teacher preparation programs in the District of Columbia	N/A	Adam Morris
CW19488	10/1/12 - 9/30/13	\$249,541.00	Federal	Competitively Bid	\$0.00	FY 13 OSSE DSE DCEIP- Georgetown University/CSPD	President & Directors of Georgetown College for Georgetown University	Project Plan and initial teacher training/Ongoing professional development/DC CAS-Alt submission preparation/DC CAS-Alt Scoring and Reporting/DC CAS-Alt portfolios	To ensure continued and refined development and implementation of the State's alternate assessment.	N/A	Shauntell Harley
DCGD-2012-C-0163	10/1/12 - 9/30/13	\$116,112.00	Local	Non Competitive - Blackman Jones	\$52,128.00	FY13 OSSE DSE Data Verification Unit-Stone Alliance- BLACKMAN JONES PROCUREMENT-FORWARD TO GDO CONTRACTING OFFICER ALVIN STITH	Stone Alliance Group LLC	Data Specialists	Supports Data Entry for Blackman Jones	N/A	Nair, Sreeja
DCGD-2012-C-0072	3/15/12 - 12/14/12	\$768,408.50	Local	Non Competitive - Blackman Jones	\$493,203.00	FY13 OSSE DSE Data Verification Unit @ TELECOMMUNICATIONS DEVELOPMENT (TDC) - Blackman Jones Procurement FORWARD TO GDO CONTRACT	TELECOMMUNICATIONS DEV CORP	Project Plan/Resource List/Monthly Resource Usage Report/Monthly Performance Milestone Completion Report/Accuracy Audit/Weekly Status Reports	Supports agency database development, data analysis, and data extraction, including reporting requirements for Blackman Jones	N/A	Nair, Sreeja
DCGD-2012-C-0072	12/15/12 - 12/14/13	\$1,494,720.00	Local	Non Competitive - Blackman Jones	\$0.00	OSSE DSE DATA/TELECOMMUNICATIONS DEVELOPMENT (TDC) OPERATIONAL/Opt. Yr 1- BJ PROCUREMENT FWD. TO GDO CONTRACTING SPECIAL	TELECOMMUNICATIONS DEV CORP	Project Plan/Resource List/Monthly Resource Usage Report/Monthly Performance Milestone Completion Report/Accuracy Audit/Weekly Status Reports	Supports agency database development, data analysis, and data extraction, including reporting requirements for Blackman Jones	N/A	Nair, Sreeja
DCGD-2012-C-0057	12/15/11 - 12/14/ 12	\$191,768.79	Local	Non Competitive - Blackman Jones	\$169,565.00	FY13 OSSE DSE Data Verification Unit @URBAN POLICY DEVELOPMENT (UPD)/Blackman Jones Procurement FORWARD TO GDO CONTRACTING OFFI	URBAN POLICY DEVELOPMENT, LLC	Project Plan/Resource List/Monthly Resource Usage Report/Monthly Performance Milestone Completion Report/Accuracy Audit/Weekly Status Reports	Supports special education data trainings and technical assistance for LEA users	N/A	Nair, Sreeja
DCGD-2008-R-0014-AB	10/1/12 - 9/30/13	\$170,000.04	Local	Non Competitive - Blackman Jones	\$42,500.01	FY13_OSSE_SHO_IHO Dietrich_Local_BlackmanJones - Ready for Approval (WP) 10/1/12	VIRGINIA A DIETRICH	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan

OSSE Performance Oversight Questions											
Question 23 - FY12 and FY13 Contracts Awarded GDO (Special Education Transportation)											
Contract Number	Contract/Funding Period	Approved Budget Authority	Funding Source	Competitively Bid/Sole Source	Expenditures	Purpose of Contract	Vendor's Name	Deliverables	Outcomes	Corrective Action/Technical Assistance	Contract Administrator
DCGD-2011-C-0034	8/31/11 - 8/30/12	\$465,909.94	Capital	Non Competitive - Blackman Jones	\$462,024.00	40- full-day trainings for central office leaders, building level administration and educators on Common Core State Standards Curriculum	ADVANCED LEARNING CENTERS	Training Agenda/Training Materials/Professional Development	Professional Development Training- Common Core Standards	N/A	Williams, Shaundra
DCGD-2012-C-0094	6/22/12 - 6/21/13	\$225,000.00	Capital	Non Competitive - Blackman Jones	\$225,000.00	27 full-day trainings for central office leaders, building level administration and educators on Common Core State Standards Curriculum	ADVANCED LEARNING CENTERS	Training Agenda/Training Materials/Professional Development	Professional Development Training- Common Core Standards	N/A	Williams, Shaundra
DCGD-2011-C-0030	10/1/2011 - 12/9/11	\$200,000.00	Local	Non Competitive - Blackman Jones	\$199,998.00	FY 12 OSSE DSE Blackman Jones - Advocates for Justice & Education (AJE)	ADVOCATES FOR JUSTICE & ED.	Early Identification and Intervention / Educational Advocacy and Direct Services/ Advice and Counseling Services	Leadership and training support; Resource Information Library / Transition Advocacy / Community Education	N/A	Brown, Desiree
DCGD-2011-C-0030	12/10/11 - 12/9/12	\$800,000.00	Local	Non Competitive - Blackman Jones	\$399,996.00	Provide direct service and Parent Support	ADVOCATES FOR JUSTICE & ED.	Early Identification and Intervention / Educational Advocacy and Direct Services/ Advice and Counseling Services	Leadership and training support; Resource Information Library / Transition Advocacy / Community Education	N/A	Brown, Desiree
DCPO-2011-C-0030	3/7/12 - 3/6/13	\$486,437.50	Local	Competitively Bid	\$482,587.50	DC CAS Test Security Investigation	ALVAREZ & MARSAL PUBLIC SECTOR	Documentation & Policy Review / Comprehensive Report- Documentation and Policy Review / On-site Investigations	Test Security Breaches/ Identification of weaknesses in policies	N/A	Irizary, Kayleen
DCGD-2010-F-8793	9/8/11 - 9/7/12	\$184,637.25	Federal	Sole Source	\$123,798.99	ACCT-AIR Assessment Data Reporting	AMERICAN INSTITUTES FOR RESEARCH				Mabel Kennedy
DCGD-2012-C-0053	1/5/12 - 1/4/13	\$999,954.00	Federal	Non Competitive - Blackman Jones	\$799,556.73	Blackman Jones FY 12 OSSE DSE ASO RTTT - Special Education Quality Review_PLS APPROVE_1/05/12_AF	AMERICAN INSTITUTES FOR RESEARCH	Project Plan/Research Synthesis of Effective Practices in Special Education/Quality Indicators/Methodology for Quality Review Study/Quality Review Study Report/Self-Assessment Tool (for school-level staff)/Trainings for School-Level and Central Office Staff (OSSE, DCPS, PCSB) on use of Assessment Tool	Quality assessment tool to be school-level staff to support on-going quality improvements to special education service delivery	N/A	Brown, Desiree
DCGD-2009-C-2901	8/1/11 - 7/31/12	\$656,842.00	Local	Competitively Bid	\$656,842.00	Conduct an examination to assess the accuracy of enrollment calculations of categories of students as prescribed by DC Code 38-1804.02(b)	BAZILIO COBB ASSOCIATES ,PC	Examination Process Plan / Training Materials / Census Reports / Examination Reports / Post-Appeal Census Type	Validation of residency status of each student whose education is funded by the District of Columbia. Assessment of the accuracy of enrollment counts, generated by OSSE, for the District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools (PCS). Validation of number of students whose tuition or education in other schools or programs is paid for with funds available to the District of Columbia	N/A	Kramer, Allen
DCGD-2008-R-0014-AB	10/1/11 - 9/30/12	\$170,000.04	Local	Competitively Bid	\$170,000.04	Independent Student Hearing Officer	BRUCE D. RYAN	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
PO376362	DCPO-2011-C-0051	\$117,700.00	Federal	Competitively Bid	\$117,700.00	RTTT-Roster Confirmation System	Battelle for Kids	Project Plan/Performance monitoring plan/Staffing Plan/Guideline/Instruction/Sample Protocols	LEA instructional staff confirm the accuracy of information on their professional assignment in LEA administrative records, and correct it if needed.	N/A	Falda Fuller
DCGD-2008-C-0014-AD	10/1/11 - 9/30/12	\$170,000.04		Competitively Bid	\$170,000.04	Independent Student Hearing Officer	COLES B RUFF JR	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Giovannie Rivera
PO418078-V2	DCPO-2012-C-0397	\$121,185.00	Federal		\$121,185.00	OSSE E&S-RTTT Common Core Standards Website Contractor-Federal	Collaborative Communications	Project Plan/Project Timeline/Weekly Reports	utilization by teachers, parents, students and leaders within the District of Columbia's Local Education Agencies (LEA's) for information, planning and implementation of the Common Core State Standards	N/A	La Kiesha Chandler
GS-25F-0007R	5/1/12 - 9/30/12	\$360,000.00	Local	GSA - Contract	\$345,000.00	Data Conversion Services	DOCUMENT SYSTEMS INC	Pipe-delimited data file of student ridership data for school year 2010-11	Medicaid Billing	N/A	Solchenberger, Ryan

OSSE Performance Oversight Questions											
Question 23 - FY12 and FY13 Contracts Awarded GDO (Special Education Transportation)											
Contract Number	Contract/Funding Period	Approved Budget Authority	Funding Source	Competitively Bid/Sole Source	Expenditures	Purpose of Contract	Vendor's Name	Deliverables	Outcomes	Corrective Action/Technical Assistance	Contract Administrator
CW16901	8/24/12 - 7/23/13	\$190,000.00	Federal/Local	Competitively Bid	\$149,475.00	SY12-13 Annual Student Enrollment Audit	F. S. TAYLOR & ASSOCIATES, PC	Examination Process Plan / Training Materials / Census Reports / Examination Reports / Post-Appeal Census Type	Validation of residency status of each student whose education is funded by the District of Columbia. Assessment to the accuracy of enrollment counts, generated by OSSE, for the District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools (PCS). Validation of number of students whose tuition or education in other schools or programs is paid for with funds available to the District of Columbia	N/A	Allen Kramer
PO376620	10/1/11 - 9/30/12	\$170,000.04	Local	Competitively Bid	\$166,900.04	Independent Student Hearing Officer	FRANCES RASKIN	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DCGD-2012-C-0054	12/19/11 - 12/18/12	\$125,000.00	Local	Non Competitive - Blackman Jones	\$121,050.00	OSSE_SHO_Consultant Services_Gail Imobersteg_Local_Blackman Jones_PLIS APPROVE_12/19/11_AF	GAIL A. IMOBERSTEG	Technical Assistance to the Student Hearing Office	Reform of the Special Education Hearing System	N/A	Holland-Chapman, Jan
DCGD-2012-C-0058	2/1/12 - 7/31/12	\$80,000.00	Local	Non Competitive - Blackman Jones	\$80,000.00	DSE DATA VERIFICATION UNIT	Incapsulate, LLC	Maintenance of Support Services of Blackman-Jones Database	Operational maintenance and support for resolution of system issues, bugs, and service outages.	N/A	Sreeja Nair
DCGD-2012-C-0134	8/1/12 - 7/31/13	\$379,649.00	Local	Non Competitive - Blackman Jones	\$197,785.45	DSE DATA VERIFICATION UNIT	Incapsulate, LLC	Maintenance of Support Services of Blackman-Jones Database	Operational maintenance and support for resolution of system issues, bugs, and service outages.	N/A	Sreeja Nair
DCGD-2008-C-0014-AI	10/1/11 - 9/30/12	\$170,000.04	Local	Competitively Bid	\$170,000.04	Independent Student Hearing Officer	James R. Mortenson	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
PO384286-V3	10/1/11 - 9/30/12	\$141,666.70	Local	Competitively Bid	\$141,666.70	Independent Student Hearing Officer	LAW OFFICES OF KIMM MASSEY	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DCGD-2010-C-0028	1/8/12 - 1/7/13	\$115,628.00	Local	Sole Source	\$115,628.00	Development and maintenance of the state's Management Information System (MIS) - LACES (Literacy Adult Community Education System)	LITERACY PRO SYSTEMS INC	OVAE - NRS tables	To meet federal, state and local accountability and reporting requirements for adult learners and adult basic education	N/A	JMichelle Johnson
PO376468-V3	10/1/11 - 9/30/12	\$170,000.04	Local	Competitively Bid	\$167,000.04	Independent Student Hearing Officer	MELANIE BYRD CHISHOLM	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determination	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DCGD-2009-C-0036	10/16/11 - 9/30/12	\$6,014,687.05	Federal	Competitively Bid	\$6,014,687.04	DC CAS 2012 Administration	McGraw-Hill Companies/CTB	Management Plan/Assessment test blueprint/Item Development Plan/Annual Report/Test Design Project Plan/Professional Development/DC-CAS-Alt score files and reports	Administration of the 2012 DC CAS	N/A	La Kiesha Chandler
DCGD-2010-C-0045	12/3/11 - 12/2/12	\$811,321.00	Local	Competitively Bid	\$811,321.00	DC CAS Alt Assessment Development & Data Reporting	NCS PEARSON, INC	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determinations and Certified Records	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Irizarry, Kayleen
PO375812-V3	10/1/11 - 9/30/12	\$170,000.04		Competitively Bid	\$170,000.04	Independent Student Hearing Officer	PETER B. VADEN, ATTORNEY AT LAW	Hearing Officers Pre-Hearing Conference reports; Rulings, Orders and Hearing Officer's Determinations and Certified Records	Negotiation Agreements / Settlement Agreements / Hearing Officers Determination / Withdrawal of complaint	N/A	Holland-Chapman, Jan
DOC60608	8/20/12 - 8/19/13	\$130,966.00	Federal	Competitively Bid	\$10,913.75	RTTT Contractor to Develop and Execute a Teacher Preparation Program Scorecard for DC	Policy Studies Associates, Inc.	Teacher Preparation Scorecard	Evaluation of the effectiveness of teacher preparation programs in the District of Columbia	N/A	Lomax, Erika
DCGD-2010-C-8737	9/28/11 - 9/27/12	\$249,282.00	Federal	Competitively Bid	\$249,282.00	Comprehensive System of Personnel Development (CSPD) to maintain compliance with the DoE.	President & Directors of Georgetown College for Georgetown University	Project Plan and initial teacher training/Ongoing professional development/DC CAS-Alt submission preparation/DC CAS-Alt Scoring and Reporting/Dc CAS-Alt portfolios	To ensure continued and refined development and implementation of the State's alternate assessment.	N/A	Shauntell Harley

OSSE Performance Oversight Questions: GOO												
Question 23 - FY12 Contracts Awarded												
Purchase Order Number	Contract Number	Contract/Funding Period	Approved Budget Authority	Funding Source	Competitively Bid/Sole Source	Expenditures	Purpose of Contract	Vendor's Name	Deliverables	Outcomes	Corrective Action/Technical Assistance	Contract Administrator
PO423778-V2	DCKT-2012-A-0019	2/22/11 - 2/21/12	\$130,000.00	Local	Competitively Bid	\$130,000.00	Fleet Maintenance and PM and Repair Services	ATEL BUS AND TRUCK	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO404258	GS-993F23-2124-0046	10/1/11 - 9/30/12	\$977,841.76	Local	Competitively Bid	\$977,841.76	Leasing 16 Multipurpose vehicles	GENERAL SERVICE ADMINISTRATION	16 Multipurpose vehicles	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO374794-V2	DCKT-2010-C-0222	7/1/11 - 6/30/12	\$855,177.00	Local	Sole Source	\$855,177.00	Leasing DOT School Buses	HENSHAW PROPERTIES, INC.	School Buses	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO374792-V3	DCGO-2011-C-0008-H01	3/8/11 - 3/7/12	\$138,305.00	Local	Competitively Bid	\$138,305.00	Fleet Maintenance and PM and Repair Services	KNEAL IDEALEASE, INC.	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO418059-V5	CW15184	6/1/12 - 5/30/13	\$105,000.00	Local	Competitively Bid	\$105,000.00	Fleet Maintenance and PM and Repair Services	KNEAL IDEALEASE, INC.	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO380725	DCSS-2008-D-615-385	10/1/11 - 9/30/12	\$100,000.00	Local	Competitively Bid	\$100,000.00	Office Supplies	MDM OFFICE SYSTEMS	Office Supplies	Office supplies	N/A	Solchenberger, Ryan
PO380007-V3	DCGD-2011-T-3853	11/29/11 - 9/30/12	\$351,000.00	Local	DCSS	\$351,000.00	Uniforms for DOT Bus Drivers and Attendants	MORGANS	Bus Driver and Attendant Uniforms	Bus Driver and Attendant Uniforms	N/A	Solchenberger, Ryan
PO382588-V3	DCGO-2012-C-0022	12/9/11 - 3/7/12	\$970,975.00	Local	Emergency	\$970,975.00	Temporary Transportation to Special Education Students	MEDICAL TRANSPORTATION MANAGEMENT	Transportation Services	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO421250	CW14355	4/9/12 - 4/8/13	\$100,000.00	Local	Competitively Bid	\$100,000.00	Temporary Transportation to Special Education Students	MEDICAL TRANSPORTATION MANAGEMENT	Transportation Services	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO378636-V3	DCGD-2011-H-0002	10/21/11 - 10/20/12	\$156,061.78	Local	Human Care	\$156,061.78	Tr provide registered nurses and licensed practical nurses to ride on the buses	NATIONAL NURSE SERVICES	Nurse Services	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO392642-V2	DCGD-2011-H-0002	4/4/12 - 9/30/12	\$308,521.29	Local	Human Care	\$308,521.29	Tr provide registered nurses and licensed practical nurses to ride on the buses	NATIONAL NURSE SERVICES	Nurse Services	Safe and Timely Transportation Services Provided to Special Education Students	N/A	N/A
PO377291-V3	DCGO-2011-C-0008-J01	5/31/11 - 5/30/12	\$451,610.00	Local	Competitively Bid	\$451,610.00	Fleet Maintenance and PM and Repair Services	ODYSSEY SST BUS AND TRUCK REPAIR, INC.	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO418064-V5	CW14594	9/21/12 - 9/30/13	\$451,610.00	Local	Competitively Bid	\$451,610.00	Fleet Maintenance and PM and Repair Services	ODYSSEY SST BUS AND TRUCK REPAIR, INC.	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO375016-V2	DCGO-2011-C-0008-M01	4/1/11 - 3/28/12	\$681,986.40	Local	Competitively Bid	\$681,986.40	Fleet Maintenance and PM and Repair Services	PRECISION TRUCK REPAIR, INC.	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO375840-V5	DCKT-2009-CA-0039	3/12/11 - 2/11/12	\$230,000.00	Local	Competitively Bid	\$230,000.00	Fleet Maintenance and PM and Repair Services	PARTS AUTHORITY SOUTHERN	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO374793-V3	DCGO-2011-C-0008-N01	8/4/11 - 8/3/12	\$436,351.50	Local	Competitively Bid	\$436,351.50	Fleet Maintenance and PM and Repair Services	R&S AUTO & TRUCK SPRING WORK	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO375755-V2	DCGO-2011-C-0008-I01	4/27/11 - 4/26/12	\$370,000.00	Local	Competitively Bid	\$370,000.00	Fleet Maintenance and PM and Repair Services	VECTOR FLEET MANAGEMENT	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO418240-V4	CW14584	4/27/11 - 4/26/12	\$115,000.00	Local	Competitively Bid	\$115,000.00	Fleet Maintenance and PM and Repair Services	VECTOR FLEET MANAGEMENT	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO418240-V4	N/A	10/1/11 - 9/30/12	\$221,695.50	Local	Non-Competitive	\$221,695.50	Farecare for Special Education Students	WMATA	Farecards	Farecards for Special Education Students to travel to and from DCPS schools	N/A	Solchenberger, Ryan

OSSE Performance Oversight Questions Question 23 - FY13 Contracts Awarded GOO												
Purchase Order Number	Contract Number	Contract/Funding Period	Approved Budget Authority	Funding Source	Competitively Bid/Sole Source	Expenditures	Purpose of Contract	Vendor's Name	Deliverables	Outcomes	Corrective Action/Technical Assistance	Contract Administrator
PO441067	CW15184	6/01/12 - 5/31/13	\$350,000.00	Local	Competitively Bid	\$142,988.79	Fleet Maintenance and PM and Repair Services	KNEAL IDEALEASE, INC	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO450573	DCSS-2008-D-615-385	10/1/2012 - 9/30/13	\$100,000.00	Local	Competitively Bid	\$9,995.61	Office Supplies	MDM Office Systems	Office Supplies	Office Supplies for Office Use	N/A	Solchenberger, Ryan
PO449536	DCGD-2013-P-0030	11/5/12 - 11/4/13	\$100,000.00	Local	Non Competitive - DCSS	\$78,904.55	Provide Bus Drivers and Attendant with Uniforms	Morgans	Uniforms	Uniforms	N/A	Solchenberger, Ryan
PO446090	DCGD-2011-C-0036	9/1/12 - 8/30/13	\$297,399.80	Local	Non Competitive - Blackman Jones	\$260,337.12	Annual renewal costs for navigation systems install in DOT School buses.	NAVMAN WIRELESS	Maintenance and Support Services Navigation Systems installed on DOT Buses	Improved ontime bus performance of DOT Bus Drivers	N/A	Solchenberger, Ryan
PO441541	CW15842	10/1/12 - 9/30/13	\$742,500.00	Local	Competitively Bid	\$200,373.17	Leasing 40 School Buses	NATIONAL BUS SALES	40 School Buses	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO441112	CW14594	10/1/12 - 9/30/13	\$654,000.00	Local	Competitively Bid	\$285,122.41	Fleet Maintenance and PM and Repair Services	ODYSSEY SST BUS AND TRUCK REPAIR	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO441069-V2	CW14591	10/1/12 - 9/30/13	\$467,587.00	Local	Competitively Bid	\$467,537.94	Fleet Maintenance and PM and Repair Services	PRECISION TRUCK REPAIR INC	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO443080	DCKT-2009-CA-0039	2/12/12 - 2/11/13	\$100,000.00	Local	Competitively Bid	\$75,177.74	Fleet Maintenance and PM and Repair Services	PARTS AUTHORITY SOUTHERS	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO441113	CW14582	10/1/12 - 9/30/13	\$460,000.00	Local	Competitively Bid	\$284,787.34	Fleet Maintenance and PM and Repair Services	R&S AUTO TRUCK SPRING WORK	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO441071	CW14584	10/1/12 - 9/30/13	\$634,000.00	Local	Competitively Bid	\$355,593.64	Fleet Maintenance and PM and Repair Services	VECTOR FLEET MANAGEMENT, LLC	Bus Maintenance	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
PO441568	N/A	10/1/12 - 9/30/12	\$307,000.00	Local	Non-Competitive	\$98,975.00	Metro Farecards	WMATA	Farecards for DCPS Special Education Students	Provide Special Education Student with fare cards to travel to and from DCSP Schools	N/A	Griffin, Georgette
PO448156	GS-07F-0257M	10/1/11 - 9/30/12	\$151,089.24	Local	Competitively Bid	\$51,513.08	Leasing of Office Trailers for DOT Bus Terminals	WILLIAMS SCOTSMAN, INC	Leasing of 4 Office Trailers for DOT Bus Terminals	Office Space for Bus Drivers/Attendants	N/A	Solchenberger, Ryan
PO449084-V2	CW18685	10/31/12 - 11/30/12	\$472,332.00	Local	Competitively Bid	\$472,332.00	Purchase of 6 Wheelchair Buses	MIDWEST TRANSIL EQUIPMENT, INC.	6 Wheelchir Buses	Safe and Timely Transportation Services Provided to Special Education Students	N/A	Solchenberger, Ryan
			\$4,835,908.04				\$2,783,638.39					

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

- a) Name of the vendor;
- b) Purpose and reason of the contract modification;
- c) OSSE employee/s responsible for overseeing the contract;
- d) Modification cost, including budgeted amount and actual spent; and
- e) Funding source.

RESPONSE:

- The following attachments lists all of the contracts awarded by OSSE during FY12 and to date - Contract Modifications

Question 24 -FY12 Contract Modifications

Contracts-Modifications		Question 24		Office of the State Superintendent of Education	
FY2012 Modifications					
Vendor's Name	Purpose/Reason for Modification	POC	Approved Budget Authority FY 12	Expenditures	
ADVANCED LEARNING CENTERS	Administrative - Change Funding Attributes	Desiree Brown			
ADVOCATES FOR JUSTICE & ED.	To Exercise Option Period	Desiree Brown	\$ 225,000.00	\$	225,000.00
ADVOCATES FOR JUSTICE & ED.	To Exercise Option Period	Desiree Brown	\$ 200,000.00	\$	199,998.00
ALVAREZ & MARSAL PUBLIC SECTOR	To Increase contract value to include additional schools/classrooms per DCPS.	La Kiesha Chandler	\$ 486,437.50	\$	482,587.50
AMERICAN INSTITUTES FOR RESEARCH	Continuation funding of Option Year One of contract	Mabel Kennedy	\$ 184,637.25	\$	123,789.99
BRUCE D. RYAN	Adding additional funds to fund contract at 100%.	Jan Holland-Chapman	\$ 170,000.04	\$	170,000.04
COLES B RUFF JR	Additional funds to fund contract to 100%	Jan Holland-Chapman	\$ 170,000.04	\$	170,000.04
Collaborative Communications	Additional funds to fund contract to 100%	La Kiesha Chandler	\$ 121,185.00	\$	121,185.00
FRANCES RASKIN	Additional funds to fund contract to 100%	Jan Holland-Chapman	\$ 170,000.04	\$	166,900.04
James R. Mortenson	Additional funds to fund contract to 100%	Jan Holland-Chapman	\$ 170,000.04	\$	170,000.04
LAW OFFICES OF KIMM MASSEY	Additional funds to fund contract to 100%	Jan Holland-Chapman	\$ 141,666.70	\$	141,666.70
MELANIE BYRD CHISHOLM	Additional funds to fund contract to 100%	Jan Holland-Chapman	\$ 170,000.04	\$	167,000.04
McGraw-Hill Companies/CTB	Partial funding to exercise Option Year Two of contract	La Kiesha Chandler	\$ 6,014,687.05	\$	6,014,687.00
McGraw-Hill Companies/CTB	Partial funding to exercise Option Year One of contract	La Kiesha Chandler	\$ 6,014,687.05	\$	6,014,687.00
NCS PEARSON, INC	De-obligating funds	La Kiesha Chandler	\$ 811,321.00	\$	811,321.00
PETER B. VADEN, ATTORNEY AT LAW	Additional funds to fund contract to 100%	Jan Holland-Chapman	\$ 170,000.04	\$	170,000.04
President & Directors of Georgetown College for Georgetown University	Exercising of Option Year One of contract.	Shauntell Harley	\$ 249,282.00	\$	249,282.00
TELECOMMUNICATIONS DEV CORP	Continuation funding of Option Year Three of contract	Shauntell Harley	\$ 2,401,355.67	\$	1,364,992.00
TELECOMMUNICATIONS DEV CORP	Continuation funding of Option Year Three of contract	Shauntell Harley	\$ 2,401,355.67	\$	1,364,992.00
URBAN POLICY DEVELOPMENT, LLC	Exercising of Option Year Three of contract	Shauntell Harley	\$ 166,019.65	\$	165,912.50
URBAN POLICY DEVELOPMENT, LLC	Adding three additional positions to contract	Shauntell Harley	\$ 954,094.96	\$	762,326.21
VIRGINIA A DIETRICH		Jan Holland-Chapman	\$ 170,000.04	\$	170,000.04

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Modification Cost	Funding Source	PO Number
\$0.00	Federal	PO371643-V2
\$400,000.00	Local	PO384287-V2
\$400,000.00	Local	PO418238-V2
\$250,000.00	Intradistrict	PO390226-V2
\$184,637.25	Federal	PO375396-V2
\$62,333.37	Local	PO376523-V3
\$76,500.04	Local	PO376525-V3
\$21,185.00	Federal	PO418078-V2
\$76,500.04	Local	PO376620-V3
\$76,500.04	Local	PO376524-V3
\$70,833.35	Local	PO384286-V3
\$76,500.04	Local	PO376468-V3
\$1,849,266.20	Federal	PO380441-V2
\$2,380,685.40	Federal	PO413106-V3
\$45,252.00		PO349280-V2
\$76,500.04	Local	PO375812-V3
\$249,282.00	Local	PO382192-V2
\$197,006.67	Local	PO378089-V3
\$1,750,500.00	Federal/Local	PO391849-V3
\$166,019.65	Local	PO378131-V2
\$954,094.96		PO387212-V2
\$170,000.04		PO375937-V3

25) Does OSSE use purchase orders and purchase cards to acquire supplies or services? If so:

a) What safeguards has your agency put in place to prevent waste, fraud, and abuse of purchase cards and purchase orders;

RESPONSE:

Yes, OSSE uses purchase orders and purchase cards to acquire supplies and/or services.

To prevent waste, fraud, and abuse, OSSE conducts the following on a monthly basis:

- 1) monitors the purchase card acquisition budgets,
- 2) monitor and control the purchase card process,
- 3) assure that all agency participants attend and complete OCP/Pcard training,
- 4) take appropriate corrective actions against employees found to be in violation of purchase card policies and procedures, and
- 5) advise the OCP-Purchase Card Manager with respect to issues of any waste, fraud, and abuse.

Additionally, Pursuant to PCard policies and Procedures, OSSE has prescribed a suite of PaymentNet reports to assist management and the Pcard holders with internal program oversight responsibilities.

The Pcard holders meet monthly to discuss the following reports:

- Transaction Detail with Account Codes and Notes Report,
- Declines Report,
- Transaction Disputes By Status Report,
- Unusual Activity Analysis,
- Suspension/Cancellation Report,
- Pending Review/Approval Report, and the
- T&E Activity by Cardholder Report (for travel-enabled cards) to ensure there is no waste, fraud, and abuse with the agency purchasing cards.

Every OSSE Pcard holder, approving official, agency program coordinator, and designated billing official has the capability of navigating the payment website and must reconcile any/all Pcard transactions monthly. OSSE requires all of its Pcard holders to view all training modules and/or engage in the PaymentNet system monthly.

b) How many purchase orders were received, completed, for how much, and to whom in FY12 and to date in FY13;

RESPONSE:

- The following attachments lists the number of purchase orders received, completed, for how much, and to whom in FY12 and to date in FY13
 - FY13 Purchase Orders
 - FY13 Small Purchase Orders GOO

- c) How many purchase cards were issued, to whom, and for how much in FY12 and to date in FY13;

RESPONSE:

During FY12, 17 purchase cards were issued to OSSE during the fiscal year. However, only 11 cards were active at any given time during the fiscal year. Purchase cards were issued to the following OSSE employees (see chart below with FY totals spent on each card):

FY12 PCARD PURCHASES

Last	First	Total Transactions	Amount Purchased
ALI	DEBORAH	39	\$ 21,210
ANDERSON	TAMERA T	23	\$ 26,727
BATTLE	RHOMA	149	\$ 72,723
BROWN	DESIREE T	143	\$ 50,012
CHANDLER	LA-KIESHA	115	\$ 61,132
CROSSON SETTLES	RAESHAWN	70	\$ 36,895
ELLIS	GREGORY	161	\$ 105,170
GADSDEN	ALICIA G	13	\$ 12,130
GRIFFIN	GEORGETTE	74	\$ 35,132
JACOBS	AARON	23	\$ 12,349
JOHNSON	JOCELYN A	36	\$ 19,302
POWELL	JAMES	190	\$ 77,775
PROCTOR	MARSHA	233	\$ 120,389
PROCTOR	WILLIAM P	34	\$ 8,968
RIVERA	GIOVANNIE E	8	\$ 5,745
WELLS	JAVON	137	\$ 94,493
Grand Total		1,448	\$ 760,150

FY 13 PCARD PURCHASES (TO DATE)

Last	First	Total Transactions	Amount Purchased
ALI	DEBORAH	8	\$ 7,199
ANDERSON	TAMERA	13	\$ 14,507
BATTLE	RHOMA	57	\$ 31,374
BROWN	DESIREE	47	\$ 26,424
CHANDLER	LA-KEISHA	32	\$ 16,164
CROSSON SETTLES	RAESHAWN	54	\$ 21,849
DEVLIN	LISA	7	\$ 2,749
ELLIS	GREGORY	47	\$ 32,482
GADSEN	ALICIA	22	\$ 16,826
GRIFFIN	GEORGETTE	34	\$ 18,976
POWELL	JAMES	21	\$ 15,216
PROCTOR	MARSHA	38	\$ 15,940
RIVERA	GIOVANNIE	74	\$ 34,997
Grand Total		454	\$ 254,702

Note: Marsha Proctor's card is in-active. Alicia Gadsden is an employee of the OCFO housed here at OSSE.

d) What is the maximum amount that can be spent with a purchase card;

RESPONSE:

Maximum of \$2,500 per day and a maximum of \$10,000 per month/per card holder.

e) What limitations are placed on the items that can be purchased with a purchase card; and,

RESPONSE:

- The following attachment lists the prohibited items that can be purchase with a Pcard - Pcard Prohibited Items

f) What has been purchased using these methods in FY12 or to date in FY13?

RESPONSE:

General office supplies, metro fare cards, conference registration fees, travel (airline/train) tickets, training materials (books), mailing supplies (postage/boxes), cleaning supplies, small purchases/repairs (items costing less than \$2,500: glass door repairs, hanging of pictures, file cabinets, etc.)

- The following attachment is a detailed report on Pcard transaction - OSSE Pcard Transaction Detail Report and FY 13 Part 2 and Part 6

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Question 25 - FY13 Purchase Orders (parts 2&6)

Vendor Name	PO Number	PO Award Date	Description of Services	Purchase Order Amount
Keith L. Seat	PO448144	10/23/2012	SHO Mediation Services	\$850.00
Maria Merkwowitz	PO448145	10/23/2012	SHO Mediation Services	\$850.00
Lois Hochhauser	PO448146	10/23/2012	SHO Mediation Services	\$850.00
David P. Clark	PO448148	10/23/2012	SHO Mediation Services	\$850.00
Patrick Naehu	PO448149	10/23/2012	SHO Mediation Services	\$850.00
Quick Messenger Services	PO448160	10/23/2012	ELC - Courier Services - Local	\$1,000.00
A Digital Solutions, Inc.	PO450880	11/28/2012	POWER_HEFS-Staff Outreach Shirts	\$1,606.61
Milestone Therapeutic	PO451948	12/11/2012	Early Intervention Services	\$2,000.00
Central Parking Systems	PO445915	11/15/2012	POWER_HEFS-Yearly Parking Permit for OSSE-HEFS Outreach Van/Local Federal Payment	\$2,196.48
George Washington University	PO452237	12/13/2012	HEFS_Parking Passes for Financial Aid Conference	\$2,300.00
Studio98 LLC	PO452583	12/18/2012	WNS_DCSAA_Website Maintenance	\$2,550.00
AD Box Promo Agency, LLC	PO449777	11/9/2012	WNS Promotional Items	\$2,646.50
National Student Clearinghouse	PO448159	10/23/2012	POWER_HEFS-State Fiscal Stabilization Fund Indicators/Local Federal Payment	\$2,774.40
Paul J. Loube	PO452897	12/21/2012	WNS_DCSAA_State Rules Interpreter	\$3,500.00
Keller Transportation, Inc.	PO450813	11/28/2012	WNS_Transportation for Football	\$3,870.00
Tania Motiki/Clear Communications	PO450879	11/28/2012	Early Intervention Services	\$4,000.00
Multicultural Community Services	PO454320	1/15/2013	COO-Interpreting Services	\$4,000.00
LRP Publications	PO448158	10/12/2012	Online Legal Research	\$4,395.00
Harrison Maldonado Associates	PO452578	12/18/2012	WNS_DCSAA_Editing & Formatting Handbook	\$4,500.00
Exhibit One	PO449537	11/7/2012	SHO_Recorder Deck Maint._ExhibitOne	\$4,656.32
David Rosenthal	PO450819	11/28/2012	DSE_TTA_David Rosenthal	\$4,725.00
WA State Board for Comm. & TEC	PO454040	1/9/2013	POWER-GED-GED Test Scoring	\$4,750.00
Tactical Digital Corporation	PO446934	10/18/2012	CIO - PC/Notebook Data Backup Renewal - Local	\$4,950.00
Carolyn Joyner	PO445626	10/15/2012	GED_Testing Examiner	\$5,000.00
Richard Phillips	PO445451	10/15/2012	GED_Testing Examiner	\$5,000.00
Dolores Gant	PO445623	10/15/2012	GED_Testing Examiner	\$5,000.00
Nelva Hernandez	PO445452	10/15/2012	GED_Bilingual Examiner	\$5,000.00
Delores Clark	PO446730	10/18/2012	GED_Testing Examiner	\$5,000.00
Esther Anderson	PO445625	10/15/2012	GED_Testing Examiner	\$5,000.00
Clarence W.R. Wade	PO447147	10/19/2012	GED_Testing Examiner	\$5,000.00
Richard L. Patterson	PO445442	10/15/2012	GED_Testing Examiner	\$5,000.00
Alvin Parrish	PO447145	10/19/2012	GED_Testing Examiner	\$5,000.00
A Piece of Mind	PO450259	10/19/2012	Early Intervention Services	\$5,000.00
Comprehensive Speech & Language	PO449138	10/31/2012	Early Intervention Services	\$5,000.00

OSSE Performance Oversight Questions

Question 25 - FY13 Purchase Orders (parts 2&6)

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Vendor Name	PO Number	PO Award Date	Description of Services	Purchase Order Amount
Capstone NYU	PO455112	1/24/2013	DSE_Capstone-NYU	\$5,000.00
Ann Elizabeth McKell	PO455113	1/24/2013	TTA_Ann Elizabeth McKell	\$5,000.00
Capital Community News, Inc.	PO452581	12/18/2012	HEFS_DCTAG Community Newspaper Advertising	\$5,280.00
Richard Lougy	PO450820	11/28/2012	DSE_TTA (ADHD Training)	\$5,600.00
Print Mail Communications, Inc.	PO448958	10/26/2012	YRBS Mailing	\$5,644.72
Dell Computer Corporation	PO449446	11/6/2012	CIO - MS Visual Studio Pro w/MSDN - Local	\$6,614.60
Citrix Online Division	PO448839	10/25/2012	CIO - Citrix GoToMeeting Renewal - Local	\$6,720.00
Prince Georges County Sports & Learning	PO455445	1/30/2013	WNS_DCSAA - Prince Georges County Sports Center	\$7,000.00
BrainShark, Inc.	PO448919	10/26/2012	WNS_Online Learning System	\$7,556.25
Dell Computer Corporation	PO452507	12/18/2012	DSE_CIO-Dell Laptops	\$7,620.00
Pacific Northwest Publishing	PO452043	12/11/2012	DSE_TTA-Pacific Northwest Publishing	\$7,765.48
Culinaire International	PO450816	11/28/2012	DSE_TTA_Culinaire Int'l	\$8,000.00
Penn Literary Group	PO451805	12/9/2012	Penn Literacy Group	\$8,300.00
Revolution Promotional Marketing	PO454429	1/15/2013	HEFS_DC TAG Brochures	\$8,750.00
Nikia D. Braxton	PO454090	1/10/2013	WNS_Training Assistance/Project SiHLE_PREP	\$8,792.00
Efann Lin	PO448130	10/22/2012	Closeout of ARRA Funds-FY13	\$9,495.20
Jeremy Mann dba Hands in Motion	PO449134	10/31/2012	Interpretation Services	\$9,880.00
Easter Seals	PO450269	11/19/2012	Early Intervention Services	\$10,000.00
Little Feet & Hands	PO449867	11/13/2012	Early Intervention Services	\$10,000.00
Genesis Health & Education	PO451195	12/3/2012	Early Intervention Services	\$10,000.00
Capital Reporting CO.	PO447362	10/19/2012	ELC - Transcription Services - Local	\$10,000.00
Mb Staffing	PO449773	11/9/2012	COO Data Entry Clerk	\$10,000.00
Capital Reporting CO.	PO452598	12/18/2012	SBOE_Transcription Services	\$10,000.00
Easter Seals	PO455146	1/25/2013	Early Intervention Services	\$10,000.00
Dell	PO451518	12/5/2012	CIO/DEL - Dell Laptops - Local	\$10,266.18
George Washington University	PO450387	11/20/2012	POWER_HEFS-2013 DC Annual Financial Aid Conference Space/ Federal Grant	\$10,600.00
Holder Enterprises, Inc.	PO449382	11/5/2012	POWER_HEFS-Catering Services for C3N Meetings/Federal Grant	\$10,644.80
The Sparks Group	PO450251	11/16/2012	Early Intervention Services	\$11,736.85
Coastal Healthcare Services	PO449522	11/6/2012	Early Intervention Services	\$12,000.00
Ross Professional Services	PO413713-v2		DC EIP - Data Clerk	\$13,210.89
Workforce Solutions of America	PO449535	11/7/2012	SAO Events Manager	\$13,400.00
The Howard Theater	PO454602	1/16/2013	HEFS_College Career Expo	\$13,830.00
Restorative Practices	PO450578	11/21/2012	DSE_TT&A-Restorative Practices-Blackman Jones	\$14,454.88
Columbia Lighthouse for the Blind	PO450069	11/15/2012	Early Intervention Services	\$15,000.00
Lola Singletary	PO451441	12/4/2012	GED_Testing Examiner_Local Funds	\$15,000.00
Conaboy & Associates	PO450260	10/19/2012	Early Intervention Services	\$15,000.00
Brown Bear Therapy	PO449523	11/6/2012	Early Intervention Services	\$15,000.00

OSSE Performance Oversight Questions

Question 25 - FY13 Purchase Orders (parts 2&6)

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Vendor Name	PO Number	PO Award Date	Description of Services	Purchase Order Amount
Dantes partners, LLC	PO449825	11/9/2012	OPCSFS Contractual Services	\$15,000.00
National Fed. Of State High Schools	PO455196	1/25/2013	WNS_DCSAA-National Fed. of State High School	\$15,000.00
Howard University	PO450824	11/28/2012	WNS_DCSAA-Venue for State Championship Game	\$15,200.00
Melvey Brown	PO	1/18/2013	Melvey Brown	\$16,640.00
Children's Hospital Los Angeles	PO452582	12/18/2012	WNS_Training Assistance/Project AIM PREP	\$16,955.00
Genesis Health & Education	PO450604	10/23/2012	DSE_DCEIP-DIRECT CARE SERVICES/BPA	\$18,000.00
Sodexo Inc. & Affiliates	PO450388	11/20/2012	POWER_HEFS-2013 DC Annual Financial Aid Conference - Food/ Federal Grant	\$19,340.00
Richard L. Patterson, Sr.	PO452408	12/17/2012	POWER_GED_Consumer Counselor-	\$20,000.00
Chesapeake Health Services	PO450613	11/23/2012	Early Intervention Services	\$20,000.00
Interactive Therapy Group	PO452647	12/19/2012	Early Intervention Services	\$20,000.00
	PO451764	12/7/2012	DSE_EL SEC-Keystone Webinar	\$20,085.00
	PO453996	1/9/2013	DSE_TTA-Cvent Event Registration	\$21,283.44
	PO455214	1/25/2013	WNS_DCSAA-State Transportation Championships	\$23,060.00
	PO449380	11/5/2012	Lease of GED Testing Materials	\$23,500.00
Customer Expressions	PO442037	10/3/2012	SHO_Customer Expressions_Local_Blackman Jones	\$24,400.00
Basics ABA Therapy Group	PO449834	11/9/2012	Early Intervention Services	\$25,000.00
Transperfect Translations	PO450256	11/16/2012	Early Intervention Services	\$25,000.00
Sandra Elizabeth Dobbs Bishop	PO449834	11/9/2012	Early Intervention Services	\$25,000.00
Convergent EDM, Inc.	PO446129	10/16/2012	CIO - Millennium 10 Maintenance Renewal - Local	\$28,557.75
	PO454039	1/9/2012	WNS_HYDT_Curricula	\$29,901.61
Metropolitan Rehabilitation	PO447140	10/19/2012	Early Intervention Services	\$30,000.00
Learning Together	PO450640	11/26/2012	Early Intervention Services	\$30,000.00
Safe Civil Schools	PO452185	12/13/2012	DSE_TTA-Safe Civil Schools (Blackman-Jones)	\$31,000.00
Ford & Harrison	PO441581	10/2/2012	SHO_IHO Ford & Harrison_Local_Blackman Jones	\$36,000.00
Law Office of Joseph P. Selbka	PO441068	10/1/2012	SHO_IHO Selbka_Local_Blackman Jones	\$36,000.00
	PO425360-v2		OPCSFS_Financial Audit_Federal Payment	\$37,466.76
Chattering Children	PO453595	1/4/2013	Early Intervention Services	\$40,000.00
Multicultural Rehab	PO451032	11/30/2012	Early Intervention Services	\$40,000.00
	PO450607	10/23/2012	Early Intervention Services	\$40,000.00
Capitol Kids Therapy	PO454639	1/24/2013	Early Intervention Services	\$40,000.00
Washington Pediatrics	PO452816	12/20/2012	Early Intervention Services	\$40,000.00
Skills on the Hill	PO455064	1/24/2013	Early Intervention Services	\$40,000.00
	PO449297	11/2/2012	CIO - Copier/Printer Maintenance - Local	\$50,000.00
Emerald Consulting	PO450574	11/21/2012	DSE_DCEIP-Emerald Consulting	\$50,000.00
Childrens National Medical Center	PO452061	12/11/2012	Early Intervention Services	\$50,000.00
Howard University Hospital	PO452426	12/17/2012	Early Intervention Services	\$50,000.00
Mary's Center	PO452604	12/18/2012	Early Intervention Services	\$50,000.00
Interactive Therapy Group	PO449757	11/9/2012	Early Intervention Services	\$50,000.00
Weinfeld Education Group	PO450266	11/19/2012	Early Intervention Services	\$50,000.00
	PO441031	10/1/2012	SHO_CHO Merced_Local_Blackman Jones	\$56,250.00
Adaptive Services	PO452405	12/17/2012	Early Intervention Services	\$60,000.00
	PO441041	10/1/2012	SHO_IHO Carron_Local_Blackman Jones	\$60,000.00

OSSE Performance Oversight Questions				
Question 25 - FY13 Purchase Orders (parts 2&6)				
Vendor Name	PO Number	PO Award Date	Description of Services	Purchase Order Amount
	PO441032	10/1/2012	SHO_IHO Lazan_Local_Blackman Jones	\$60,000.00
	PO449521	11/6/2012	Early Intervention Services	\$60,000.00
Connections Therapy	PO450609	11/23/2012	Early Intervention Services	\$62,710.12
	PO452238	12/13/2012	DSE_TTA-JV Management (Blackman Jones)	\$65,000.00
The Sparks Group	PO452819	12/20/2012	Early Intervention Services	\$66,000.00
Chesapeake Health Services	PO450614	11/12/2012	Early Intervention Services	\$70,000.00
	PO452898		Early Intervention Services	\$70,000.00
	PO441053-v2	10/5/2012	SHO_IHO McKeever_Local_Blackman Jones	\$72,000.00
	PO441038	10/1/2012	SHO_IHO Leff_Local_Blackman Jones	\$72,000.00
National Speech	PO450268	11/16/2012	Early Intervention Services	\$75,000.00
Arbot E&T	PO451684	12/6/2012	Early Intervention Services	\$75,000.00
Care Resources	PO451684	12/6/2012	Early Intervention Services	\$75,000.00
National Speech/Learning	PO450268	11/19/2012	Early Intervention Services	\$75,000.00
National Speech	PO452865	12/21/2012	Early Intervention Services	\$75,000.00
Metropolitan Area Communication	PO450865	11/28/2012	Early Intervention Services	\$77,445.08
Little Leaves	PO449835	11/9/2012	Early Intervention Services	\$85,000.00
Francis Ranskin	PO444784	10/11/2012	SHO_IHO Raskin_Local_Blackman Jones	\$85,000.02
Northeast Foundation	PO452585	12/18/2012	DSE_TTA/NE Foundation-Responsive Classrooms	\$94,800.00
				\$3,186,426.94

OSSE Performance Oversight Questions: GO0				
Question 25 -Small Purchase Orders GO0 Division of Special Education				
Vendor's Name	PO Number	PO Award Date	Description of Services	Purchase Order Amount
AQ Contractors, LLC	PO454367	1/15/2013	Painting & Signage Services	\$5,000.00
ATEL BUS & TRUCK	PO444775-V2	11/23/2012	School Bus Maintenance	\$90,000.00
Automation Research, Inc. DBA Drug Testing USA	PO444759	10/11/2012	Drug Testing	\$30,000.00
CENTRAL SAFE & LOCK	PO441070	10/1/2012	Locksmith Services	\$3,000.00
CMP MEDIA LLC	PO449923	11/13/2012	CIAC Certification	\$4,695.00
Dell Computer Corp.	PO450685	11/26/2012	Computer Equipment Purchase	\$12,659.19
Dell Computer Corp.	PO454737	1/17/2013	Dell Laptop	\$24,620.99
MD TRANSPORTATION AUTHORITY	PO449995	11/14/2012	EZ-PASS	\$5,292.00
MDM Office Systems DBA Standard Office Supply	PO450571	11/21/2012	Toner	\$50,000.00
MIDTOWN PERSONNEL INC	PO447345-V2	1/8/2013	Temporary Services	\$70,605.60
NESTLE WATERS AMERICA INC.	PO441072	10/1/2012	Drinking Water Services	\$32,000.00
Public Performance Management	PO449925	11/13/2012	CRM-System	\$5,000.00
Savage Technical Services	PO455098	1/24/2013	Electrical Services	\$3,750.00
Trapeze Software Group, Inc.	PO443065	10/5/2012	Trapeze Software Lincense Renewal	\$70,200.00
WILLIAMS SCOTSMAN, INC	PO445905	10/16/2012	Restroom Trailers	\$13,800.00
We Care Physical, LLC	PO445627	10/15/2012	Physical Exams	\$6,250.00
Dunbar Armored	PO444776	10/11/2012	Armored Car Services	\$3,000.00
E-Z Pass	PO449995	11/14/2012	Toll Services	\$4,536.00
We Care Physical, LLC	PO449107	11/1/2012	Physical Exams	\$68,750.00
				\$503,158.78

DC PURCHASE CARD (PCARD) LIST OF PROHIBITED ITEMS

It is the policy of the District government that the purchase cards with purchase-only enabled capabilities **shall not** be used for any of the following purchases:

PAYPAL

The purchase card cannot be used on PayPal purchases.

FOOD/BEVERAGES

The purchase card cannot be used for the purchase of food or foodstuffs not intended for a twenty-four (24) hour government facility, or to care for wards of the District government.

SPLIT PURCHASES

Definition: An unauthorized practice prohibited by 27 DCMR Contracts & Procurement that is characterized by the “intentional” breaking down of a known buying requirement in order to stay within a certain threshold.

The purchase card cannot be used when the total items needed exceeds \$2500. A requisition must be created in PASS for such purchases.

PURCHASE OF COMPUTERS (DESKTOP/LAPTOP)

The purchase card cannot be used to purchase computers. The District of Columbia has a contract with Dell Computer that should be used. All requests for such equipment must go through OSSE IT for approval and purchase.

BUSINESS CARDS

The purchase of business cards are not allowed using the PCard. Business cards must be purchased through PASS as a catalog item.

PROMOTIONAL ITEMS

The purchase card cannot be used for the purchase of the promotional items or items requiring imprinting. This includes but is not limited to: t-shirts, mouse pads, pens, business cards, etc.

TRANSPORTATION

The purchase card cannot be used to cover transportation costs, excluding Metro farecards.

ENTERTAINMENT

The purchase card cannot be used to purchase tickets for sports events, awards receptions, etc.

APPLIANCES

The purchase card cannot be used for the purchase of microwaves, coffee pots, toasters, etc.

FLOWERS/GIFT BASKETS

The purchase card cannot be used for the purchase of flowers, balloons, gift baskets, and gift cards with the exception of Blackmon Jones.

**OSSE PCard Transaction Detail Report
October 1, 2012 - January 29, 2013**

Tran Date	Post Date	Merchant	City, State	Debit Amount	Credit Amount	Tax
09/28/2012	10/01/2012	LIEBERT CORPORATION	06148417045, OH	\$500.00	\$0.00	\$0.00
09/28/2012	10/01/2012	MULTICULTURAL COMMUNIT	02022389355, DC	\$2,300.00	\$0.00	\$0.00
10/26/2012	10/29/2012	CONTEMPORARY FORUMS-RE	949-7834843, CA	\$690.00	\$0.00	\$0.00
10/26/2012	10/29/2012	CONTEMPORARY FORUMS-RE	949-7834843, CA	\$690.00	\$0.00	\$0.00
11/08/2012	11/12/2012	BIOCOUSTICS INSTRUMENT	HANOVER, MD	\$540.00	\$0.00	\$0.00
11/20/2012	11/21/2012	SELECT PRINTING AND CO	WASHINGTON D., DC	\$757.99	\$0.00	\$0.00
12/08/2012	12/10/2012	BROOKES PUBLISHING	04103379580, MD	\$221.00	\$0.00	\$0.00
12/10/2012	12/12/2012	RICHARD SOLOMON MD PC	ANN ARBOR, MI	\$1,500.00	\$0.00	\$0.00
09/28/2012	10/01/2012	BAUDVILLE INC.	08007280888, MI	\$2,000.00	\$0.00	\$0.00
09/29/2012	10/01/2012	ARJ GROUP INC	703-5936118, DC	\$2,425.00	\$0.00	\$0.00
10/16/2012	10/17/2012	MVS INC-CREDIT MVS	02027227981, DC	\$425.00	\$0.00	\$0.00
10/24/2012	10/25/2012	APL*APPLE ITUNES STORE	866-712-7753, CA	\$21.19	\$0.00	\$0.00
10/24/2012	10/25/2012	APL*APPLE ITUNES STORE	866-712-7753, CA	\$10.59	\$0.00	\$0.00
11/06/2012	11/07/2012	MVS INC-CREDIT MVS	02027227981, DC	\$150.00	\$0.00	\$0.00
11/15/2012	11/19/2012	ARNOLD ENGRAVERS & COR	WASHINGTON, DC	\$1,300.00	\$0.00	\$0.00
12/19/2012	12/20/2012	ALL ECO CENTER SPEED S	SILVER SPRING, MD	\$1,437.00	\$0.00	\$0.00
12/31/2012	01/02/2013	MAGNOLIA PLUMBING INC	WASHINGTON, DC	\$583.00	\$0.00	\$0.00
01/04/2013	01/07/2013	ALL ECO CENTER SPEED S	SILVER SPRING, MD	\$2,374.12	\$0.00	\$0.00
01/04/2013	01/07/2013	MINUTEMAN PRESS	WASHINGTON, DC	\$2,424.50	\$0.00	\$0.00
01/07/2013	01/08/2013	EDWEEK.ORG	08004458250, MD	\$4.95	\$0.00	\$0.00
01/11/2013	01/14/2013	CAPITAL REPORTING COMP	WASHINGTON, DC	\$1,351.34	\$0.00	\$0.00
10/01/2012	10/02/2012	SHOP ANATOMICAL, INC	08005284059, SC	\$888.96	\$0.00	\$0.00
10/03/2012	10/05/2012	CAESARS HOTEL & CASINO	LAS VEGAS, NV	\$467.04	\$0.00	\$0.00
10/04/2012	10/05/2012	CAPITAL SERVICES & SUP	02026350400, DC	\$1,140.72	\$0.00	\$0.00
10/05/2012	10/08/2012	ONLINE SIGN PURCHASE	08778418390, TX	\$278.79	\$0.00	\$0.00
10/04/2012	10/08/2012	CAESARS HOTEL & CASINO	LAS VEGAS, NV	\$0.00	(\$7.57)	\$0.00
10/06/2012	10/08/2012	AMTRAK TEL2698256125872	08008727245, DC	\$0.00	(\$14.00)	\$0.00
10/07/2012	10/10/2012	CLUB QUARTERS-PHILADEL	PHILADELPHIA, PA	\$164.74	\$0.00	\$0.00
10/07/2012	10/10/2012	CLUB QUARTERS-PHILADEL	PHILADELPHIA, PA	\$329.48	\$0.00	\$0.00
10/07/2012	10/10/2012	CLUB QUARTERS-PHILADEL	PHILADELPHIA, PA	\$329.48	\$0.00	\$0.00
10/07/2012	10/10/2012	CLUB QUARTERS-PHILADEL	PHILADELPHIA, PA	\$494.22	\$0.00	\$0.00
10/07/2012	10/10/2012	CLUB QUARTERS-PHILADEL	PHILADELPHIA, PA	\$494.22	\$0.00	\$0.00
10/10/2012	10/11/2012	LEARNINGZONEXPRESS COM	507-4553380, MN	\$148.20	\$0.00	\$0.00
10/10/2012	10/11/2012	CAPITAL SERVICES & SUP	02026350400, DC	\$384.89	\$0.00	\$0.00

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10/11/2012	10/12/2012	UTRECHT ART SUPPLIES	WASHINGTON, DC	\$41.31	\$0.00	\$0.00
10/15/2012	10/17/2012	CROWNE PLAZA HOTELS RW	SAN ANTONIO, TX	\$500.85	\$0.00	\$0.00
10/18/2012	10/19/2012	GODADDY.COM	480-5058855, AZ	\$75.85	\$0.00	\$0.00
10/19/2012	10/22/2012	CAPITAL SERVICES & SUP	02026350400, DC	\$271.25	\$0.00	\$0.00
10/22/2012	10/24/2012	SIR SPEEDY PRINTING	WASHINGTON, DC	\$112.19	\$0.00	\$0.00
10/24/2012	10/25/2012	PRINT MAIL CMMNCTNS	LORTON, VA	\$2,263.28	\$0.00	\$0.00
10/24/2012	10/25/2012	PRINT MAIL CMMNCTNS	LORTON, VA	\$234.14	\$0.00	\$0.00
10/26/2012	10/29/2012	LAMB AWARDS & ENGRAVIN	WESTMINSTER, MD	\$2,495.00	\$0.00	\$0.00
11/01/2012	11/05/2012	WMATA	02029621156, DC	\$25.00	\$0.00	\$0.00
11/02/2012	11/05/2012	SIR SPEEDY PRINTING	WASHINGTON, DC	\$457.37	\$0.00	\$0.00
11/02/2012	11/05/2012	NIGHTMARE GRAPHICS	COLUMBIA, MD	\$960.00	\$0.00	\$0.00
11/02/2012	11/05/2012	STUDIO 98 LLC	CLEARWATER, FL	\$300.00	\$0.00	\$0.00
11/05/2012	11/06/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$171.08	\$0.00	\$0.00
11/06/2012	11/07/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$2,192.67	\$0.00	\$0.00
11/06/2012	11/07/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$7.98	\$0.00	\$0.00
11/08/2012	11/09/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$77.32	\$0.00	\$0.00
11/14/2012	11/15/2012	SCHOOL NUTRITION ASSOC	03016863100, MD	\$200.00	\$0.00	\$0.00
11/21/2012	11/23/2012	DUPONT COMPUTER INC	202-2326363, DC	\$80.37	\$0.00	\$0.00
11/26/2012	11/28/2012	NIGHTMARE GRAPHICS	COLUMBIA, MD	\$2,487.50	\$0.00	\$0.00
11/27/2012	11/28/2012	ACCESSTAGS	8669558247, MI	\$651.15	\$0.00	\$0.00
11/30/2012	12/03/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$105.48	\$0.00	\$0.00
12/03/2012	12/04/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$693.91	\$0.00	\$0.00
12/03/2012	12/04/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$344.39	\$0.00	\$0.00
12/07/2012	12/10/2012	NFHS SERVICES	317-972-6900, IN	\$250.00	\$0.00	\$0.00
12/07/2012	12/10/2012	WMATA METRO CENTER BUL	WASHINGTON, DC	\$1,260.00	\$0.00	\$0.00
12/11/2012	12/12/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$125.87	\$0.00	\$0.00
12/11/2012	12/12/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$52.80	\$0.00	\$0.00
12/17/2012	12/18/2012	NFHS SERVICES	317-972-6900, IN	\$187.52	\$0.00	\$0.00
12/20/2012	12/21/2012	HUGH BLOCKER AND ASSOC	816-2285113, MD	\$1,860.00	\$0.00	\$0.00
12/20/2012	12/21/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$627.90	\$0.00	\$0.00
01/02/2013	01/04/2013	THE LANGUAGE DOCTORS	WASHINGTON, DC	\$250.00	\$0.00	\$0.00
01/08/2013	01/10/2013	PRTNRSHIP FOR A HEALTHI	202-8429001, DC	\$1,794.00	\$0.00	\$0.00
01/10/2013	01/11/2013	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$15.49	\$0.00	\$0.00
01/15/2013	01/16/2013	NFHS SERVICES	317-972-6900, IN	\$391.00	\$0.00	\$0.00
01/15/2013	01/16/2013	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$37.00	\$0.00	\$2.10

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01/15/2013	01/17/2013	TEAM IP 2	STUART, FL	\$764.34	\$0.00	\$0.00
01/16/2013	01/17/2013	M & D TIMING	04433866278, MD	\$1,575.00	\$0.00	\$0.00
01/16/2013	01/17/2013	FIRST CALL OFFICE LLC	301-9638080, MD	\$76.52	\$0.00	\$0.00
01/16/2013	01/17/2013	FIRST CALL OFFICE LLC	301-9638080, MD	\$220.21	\$0.00	\$0.00
01/21/2013	01/23/2013	TEAM IP 2	STUART, FL	\$0.00	(\$764.34)	\$0.00
01/21/2013	01/23/2013	TEAM IP 2	STUART, FL	\$445.10	\$0.00	\$0.00
01/22/2013	01/23/2013	VS ATHLETICS	SAN LUIS OBIS, CA	\$282.80	\$0.00	\$0.00
01/23/2013	01/25/2013	LAMB AWARDS & ENGRAVIN	WESTMINSTER, MD	\$2,007.00	\$0.00	\$0.00
01/25/2013	01/28/2013	UMCP BURSAR NET PAY	3014059016, MD	\$69.00	\$0.00	\$0.00
09/27/2012	10/01/2012	AMERICAN 00171361324245	ATLANTA, GA	\$551.10	\$0.00	\$0.00
09/27/2012	10/01/2012	AMERICAN 00171361324256	ATLANTA, GA	\$551.10	\$0.00	\$0.00
10/01/2012	10/02/2012	ACT*AEFFA	877-551-5560, CA	\$700.00	\$0.00	\$0.00
10/03/2012	10/04/2012	SASED	800-471-9511, IL	\$215.00	\$0.00	\$0.00
10/03/2012	10/04/2012	SASED	800-471-9511, IL	\$215.00	\$0.00	\$0.00
10/10/2012	10/11/2012	EXPEDIA*SALES FINAL	800-367-3476, NV	\$7.00	\$0.00	\$0.00
10/09/2012	10/11/2012	UNITED 01671606795810	ATLANTA, GA	\$469.60	\$0.00	\$0.00
10/09/2012	10/11/2012	UNITED 01671606796016	ATLANTA, GA	\$599.60	\$0.00	\$0.00
10/15/2012	10/16/2012	NATIONAL ASSOCIATION O	703-5193800, VA	\$535.00	\$0.00	\$0.00
10/17/2012	10/19/2012	USAIRWAY 03771407336023	ATLANTA, GA	\$1,177.20	\$0.00	\$0.00
10/20/2012	10/22/2012	HYATT HOTELS O'HARE	888-472-2870, IL	\$447.48	\$0.00	\$0.00
10/20/2012	10/22/2012	HYATT HOTELS O'HARE	888-472-2870, IL	\$447.48	\$0.00	\$0.00
10/25/2012	10/26/2012	SCHREIBER TRANSLATIONS	ROCKVILLE, MD	\$146.59	\$0.00	\$0.00
10/25/2012	10/29/2012	HYATT HOTELS SACRAMENT	SACRAMENTO, CA	\$858.50	\$0.00	\$0.00
10/01/2012	11/02/2012	ALOFT NASHVILLE WEST E	NASHVILLE, TN	\$608.52	\$0.00	\$0.00
10/01/2012	11/02/2012	ALOFT NASHVILLE WEST E	NASHVILLE, TN	\$608.52	\$0.00	\$0.00
11/01/2012	11/05/2012	TOUCAN	ANNAPOLIS, MD	\$755.00	\$0.00	\$0.00
11/02/2012	11/05/2012	GRAPHICS PRESS TUFTE	800-8222454, CT	\$2,280.00	\$0.00	\$0.00
11/06/2012	11/07/2012	TABLEAU SOFTWARE	206-3286222, WA	\$400.00	\$0.00	\$0.00
11/26/2012	11/28/2012	NATIONAL BUSINESS INST	07158358525, WI	\$339.00	\$0.00	\$0.00
11/28/2012	11/29/2012	SCHREIBER TRANSLATIONS	ROCKVILLE, MD	\$428.24	\$0.00	\$0.00
11/28/2012	11/29/2012	HANDS IN MOTION	WASHINGTON, DC	\$1,330.00	\$0.00	\$0.00
11/28/2012	11/30/2012	TOUCAN	ANNAPOLIS, MD	\$300.00	\$0.00	\$0.00
11/30/2012	12/03/2012	ACT*NAME	877-551-5560, CA	\$50.00	\$0.00	\$0.00
11/30/2012	12/03/2012	CAPITAL SERVICES & SUP	02026350400, DC	\$2,426.44	\$0.00	\$0.00
12/03/2012	12/04/2012	USPS 10354905028922565	WASHINGTON, DC	\$360.00	\$0.00	\$0.00

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12/08/2012	12/10/2012	AMAZON.COM	AMZN.COM/BILL, WA	\$98.54	\$0.00	\$0.00
12/08/2012	12/10/2012	AMAZON.COM	AMZN.COM/BILL, WA	\$177.36	\$0.00	\$0.00
12/08/2012	12/10/2012	AMAZON.COM	AMZN.COM/BILL, WA	\$118.24	\$0.00	\$0.00
12/10/2012	12/11/2012	CAPITAL SERVICES & SUP	02026350400, DC	\$262.68	\$0.00	\$0.00
12/14/2012	12/17/2012	GWU EXTERNAL RELATIONS	202-9941401, DC	\$1,843.75	\$0.00	\$0.00
12/18/2012	12/20/2012	TOUCAN	ANNAPOLIS, MD	\$2,135.00	\$0.00	\$0.00
12/27/2012	12/28/2012	CAPITAL SERVICES & SUP	02026350400, DC	\$559.70	\$0.00	\$0.00
01/09/2013	01/10/2013	HANDS IN MOTION	WASHINGTON, DC	\$1,330.00	\$0.00	\$0.00
01/10/2013	01/14/2013	TOUCAN	ANNAPOLIS, MD	\$88.25	\$0.00	\$0.00
01/14/2013	01/14/2013	AMAZON.COM	AMZN.COM/BILL, WA	\$326.94	\$0.00	\$0.00
01/14/2013	01/15/2013	AMAZON.COM	AMZN.COM/BILL, WA	\$326.94	\$0.00	\$0.00
01/17/2013	01/18/2013	FEDEXOFFICE 00050492	WASHINGTON, DC	\$68.38	\$0.00	\$0.00
01/18/2013	01/21/2013	FEDEXOFFICE 00050492	WASHINGTON, DC	\$0.00	(\$68.38)	\$0.00
01/18/2013	01/21/2013	FEDEXOFFICE 00050492	WASHINGTON, DC	\$68.38	\$0.00	\$0.00
01/23/2013	01/24/2013	FEDEXOFFICE 00050492	WASHINGTON, DC	\$0.00	(\$68.38)	\$0.00
01/23/2013	01/24/2013	FEDEXOFFICE 00050492	WASHINGTON, DC	\$36.91	\$0.00	\$0.00
01/25/2013	01/28/2013	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$90.65	\$0.00	\$0.00
01/25/2013	01/28/2013	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$59.21	\$0.00	\$0.00
01/27/2013	01/28/2013	AMAZON.COM	AMZN.COM/BILL, WA	\$35.23	\$0.00	\$0.00
01/27/2013	01/28/2013	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$1,229.35	\$0.00	\$0.00
01/27/2013	01/28/2013	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$898.49	\$0.00	\$0.00
09/28/2012	10/01/2012	SQ *JENNIFER WAGNER	SAN FRANCISCO, DC	\$325.00	\$0.00	\$0.00
09/28/2012	10/01/2012	1800GOFEDEx 10010007	MEMPHIS, TN	\$14.47	\$0.00	\$0.00
10/03/2012	10/05/2012	AMERICAN 00171375217926	SAN ANTONIO, TX	\$241.20	\$0.00	\$0.00
09/21/2012	10/08/2012	TEMPORARY DISPUTE CRDT	COLUMBUS, OH	\$0.00	(\$406.60)	\$0.00
10/05/2012	10/09/2012	CAPITAL SERVICES & SUP	02026350400, DC	\$0.00	(\$406.60)	\$0.00
09/27/2012	10/09/2012	CHERYL*RINGEL	WASHINGTON, DC	\$325.00	\$0.00	\$0.00
09/27/2012	10/09/2012	CHERYL*RINGEL	WASHINGTON, DC	\$325.00	\$0.00	\$0.00
09/27/2012	10/09/2012	CHERYL*RINGEL	WASHINGTON, DC	\$325.00	\$0.00	\$0.00
09/27/2012	10/10/2012	CHERYL*RINGEL	WASHINGTON, DC	\$0.00	(\$325.00)	\$0.00
09/27/2012	10/10/2012	CHERYL*RINGEL	WASHINGTON, DC	\$0.00	(\$325.00)	\$0.00
09/27/2012	10/10/2012	CHERYL*RINGEL	WASHINGTON, DC	\$0.00	(\$325.00)	\$0.00
09/27/2012	10/11/2012	CHERYL*RINGEL	WASHINGTON, DC	\$325.00	\$0.00	\$0.00
09/21/2012	10/19/2012	REVERSE DUPLICATE CRDT KJ	COLUMBUS, OH	\$406.60	\$0.00	\$0.00
11/01/2012	11/02/2012	EMBASSY SUITES-ALBUQUE	ALBUQUERQUE, NM	\$492.68	\$0.00	\$0.00

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11/01/2012	11/02/2012	A PLUS EDUCATORS, LLC	PHOENIX, AZ	\$595.00	\$0.00	\$0.00
11/01/2012	11/05/2012	AIRTRANAI 33201346043020	ATLANTA, GA	\$755.20	\$0.00	\$0.00
11/07/2012	11/09/2012	SCOTTSDALE PLAZA R	SCOTTSDALE, AZ	\$376.76	\$0.00	\$0.00
11/09/2012	11/12/2012	SCOTTSDALE PLAZA R	SCOTTSDALE, AZ	\$188.38	\$0.00	\$0.00
11/10/2012	11/12/2012	FORMOST ADVANCED CREAT	202-2696696, DC	\$1,460.00	\$0.00	\$0.00
11/13/2012	11/14/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$2,472.79	\$0.00	\$0.00
11/14/2012	11/16/2012	ALASKA A 02771470902421	08006545669, WA	\$287.60	\$0.00	\$0.00
11/15/2012	11/16/2012	PAYPAL *SOFTSCRIBEL	4029357733, VA	\$630.63	\$0.00	\$0.00
11/20/2012	11/21/2012	SOUTHWES 5262481778353	800-435-9792, TX	\$513.40	\$0.00	\$0.00
11/23/2012	11/26/2012	AIRTRANAI 33201354976480	ATLANTA, GA	\$817.20	\$0.00	\$0.00
11/26/2012	11/28/2012	AIRTRANAI 33201356051450	ATLANTA, GA	\$74.00	\$0.00	\$0.00
11/26/2012	11/28/2012	AIRTRANAI 33201356033510	ATLANTA, GA	\$651.20	\$0.00	\$0.00
11/28/2012	11/30/2012	COSMOPOLITAN HOTEL/CAS	LAS VEGAS, NV	\$396.00	\$0.00	\$0.00
11/29/2012	12/03/2012	FAST SIGNS	ALEXANDRIA, VA	\$97.35	\$0.00	\$0.00
12/18/2012	12/20/2012	BRUSTEIN & MANASEVIT	WASHINGTON, DC	\$2,475.00	\$0.00	\$0.00
01/07/2013	01/08/2013	METROPOLITAN OFFICE PR	03015744801, MD	\$85.88	\$0.00	\$0.00
01/16/2013	01/17/2013	TEMBO CONSULTING, INC.	PHILADELPHIA, PA	\$2,499.00	\$0.00	\$0.00
01/24/2013	01/25/2013	LIFE INFINITE LLC	WASHINGTON, DC	\$796.75	\$0.00	\$0.00
10/01/2012	10/02/2012	ONE OCEAN	ATLANTIC BCH, FL	\$270.07	\$0.00	\$0.00
10/01/2012	10/02/2012	ONE OCEAN	ATLANTIC BCH, FL	\$270.07	\$0.00	\$0.00
10/01/2012	10/02/2012	ONE OCEAN	ATLANTIC BCH, FL	\$270.07	\$0.00	\$0.00
10/01/2012	10/03/2012	USAIRWAY 03771368170161	ATLANTA, GA	\$973.60	\$0.00	\$0.00
10/03/2012	10/05/2012	USAIRWAY 03771373670385	ATLANTA, GA	\$973.60	\$0.00	\$0.00
10/05/2012	10/08/2012	ONE OCEAN	ATLANTIC BCH, FL	\$734.54	\$0.00	\$0.00
10/05/2012	10/08/2012	ONE OCEAN	ATLANTIC BCH, FL	\$688.19	\$0.00	\$0.00
10/04/2012	10/08/2012	ONE OCEAN	ATLANTIC BCH, FL	\$416.99	\$0.00	\$0.00
10/05/2012	10/08/2012	AMERICAN 00171605380310	ATLANTA, GA	\$339.60	\$0.00	\$0.00
10/05/2012	10/08/2012	AMERICAN 00171605001363	ATLANTA, GA	\$339.60	\$0.00	\$0.00
10/07/2012	10/10/2012	ONE OCEAN	ATLANTIC BCH, FL	\$61.64	\$0.00	\$0.00
10/07/2012	10/10/2012	ONE OCEAN	ATLANTIC BCH, FL	\$0.00	(\$80.25)	\$0.00
10/07/2012	10/10/2012	ONE OCEAN	ATLANTIC BCH, FL	\$0.00	(\$67.80)	\$0.00
10/10/2012	10/12/2012	AMERICAN 00106382240720	DALLAS, TX	\$75.00	\$0.00	\$0.00
10/10/2012	10/12/2012	AMERICAN 00106382329380	DALLAS, TX	\$75.00	\$0.00	\$0.00
10/11/2012	10/12/2012	HYATT CHIC MAGNIFICNT	CHICAGO, IL	\$694.86	\$0.00	\$0.00
10/11/2012	10/12/2012	HYATT CHIC MAGNIFICNT	CHICAGO, IL	\$694.86	\$0.00	\$0.00

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10/11/2012	10/12/2012	HYATT CHIC MAGNIFICNT	CHICAGO, IL	\$694.86	\$0.00	\$0.00
10/11/2012	10/12/2012	HYATT CHIC MAGNIFICNT	CHICAGO, IL	\$694.86	\$0.00	\$0.00
10/11/2012	10/12/2012	HYATT CHIC MAGNIFICNT	CHICAGO, IL	\$694.86	\$0.00	\$0.00
10/11/2012	10/12/2012	HYATT CHIC MAGNIFICNT	CHICAGO, IL	\$694.86	\$0.00	\$0.00
10/11/2012	10/15/2012	USAIRWAY 03771395229431	ATLANTA, GA	\$1,149.60	\$0.00	\$0.00
10/12/2012	10/15/2012	DELTA 00671397902744	ATLANTA, GA	\$500.10	\$0.00	\$0.00
10/13/2012	10/15/2012	HYATT CHIC MAGNIFICNT	CHICAGO, IL	\$231.62	\$0.00	\$0.00
10/15/2012	10/16/2012	NATIONAL ALLIANCE OF B	202-6086310, DC	\$500.00	\$0.00	\$0.00
10/15/2012	10/17/2012	USAIRWAY 03771401880385	ATLANTA, GA	\$895.60	\$0.00	\$0.00
10/15/2012	10/17/2012	GAYLORD OPRYLAND HTL A	NASHVILLE, TN	\$698.05	\$0.00	\$0.00
10/15/2012	10/17/2012	GAYLORD OPRYLAND HTL A	NASHVILLE, TN	\$229.35	\$0.00	\$0.00
10/16/2012	10/18/2012	AMERICAN 00171405895220	ATLANTA, GA	\$300.10	\$0.00	\$0.00
10/17/2012	10/19/2012	SCOTTSDALE CTTNWD RESO	SCOTTSDALE, AZ	\$316.17	\$0.00	\$0.00
10/18/2012	10/19/2012	COMFORT INN AND SU	DOVER, DE	\$87.74	\$0.00	\$0.00
10/21/2012	10/23/2012	HYATT HOTELS INDIANAPO	888-472-2870, IN	\$725.40	\$0.00	\$0.00
10/26/2012	10/29/2012	COMFORT INN AND SU	DOVER, DE	\$0.27	\$0.00	\$0.00
10/26/2012	10/29/2012	COMFORT INN AND SU	DOVER, DE	\$0.00	(\$0.27)	\$0.00
10/26/2012	10/29/2012	COMFORT INN AND SU	DOVER, DE	\$0.00	(\$0.27)	\$0.00
11/06/2012	11/08/2012	USAIRWAY 03771617655945	ATLANTA, GA	\$1,098.60	\$0.00	\$0.00
11/09/2012	11/12/2012	USAIRWAY 03724917210711	800-428-4322, AZ	\$733.70	\$0.00	\$0.00
11/10/2012	11/12/2012	SHERATON NEW ORLEANS	NEW ORLEANS, LA	\$466.65	\$0.00	\$0.00
11/15/2012	11/19/2012	USAIRWAY 03724924068460	PHOENIX, AZ	\$150.00	\$0.00	\$0.00
11/15/2012	11/19/2012	USAIRWAY 03724924068515	PHOENIX, AZ	\$25.00	\$0.00	\$0.00
11/17/2012	11/19/2012	RADISSON HOTELS	NASHVILLE, TN	\$151.17	\$0.00	\$0.00
11/17/2012	11/19/2012	WESTIN (WESTIN HOTELS)	SAVANNAH, GA	\$564.60	\$0.00	\$0.00
11/17/2012	11/19/2012	WESTIN (WESTIN HOTELS)	SAVANNAH, GA	\$2.95	\$0.00	\$0.00
12/01/2012	12/03/2012	WESTIN PEACHTREE PLAZA	ATLANTA, GA	\$539.40	\$0.00	\$0.00
11/27/2012	12/06/2012	WESTIN (WESTIN HOTELS)	SAVANNAH, GA	\$0.00	(\$2.95)	\$0.00
12/05/2012	12/07/2012	AIRTRANAI 33271511692145	ATLANTA, GA	\$580.20	\$0.00	\$0.00
12/05/2012	12/07/2012	JETBLUE 27971630823905	08005382583, GA	\$403.60	\$0.00	\$0.00
12/12/2012	12/13/2012	ROSEN SHNGLE CR ONLINE	ORLANDO, FL	\$580.48	\$0.00	\$0.00
12/12/2012	12/13/2012	MARRIOTT 337J4 S ANTON	SAN ANTONIO, TX	\$858.11	\$0.00	\$0.00
12/12/2012	12/14/2012	GAYLORD OPRYLAND ACCOU	NASHVILLE, TN	\$0.00	(\$698.05)	\$0.00
01/08/2013	01/10/2013	USAIRWAY 03771971422892	WILKES BARR, PA	\$626.60	\$0.00	\$0.00
01/08/2013	01/10/2013	TRAVELOCITY.COM	800-256-9089, TX	\$30.00	\$0.00	\$0.00

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01/14/2013	01/16/2013	ANDAZ SAVANNAH	SAVANNAH, GA	\$546.98	\$0.00	\$0.00
01/24/2013	01/28/2013	AMTRAK .CO0241000041327	08008727245, DC	\$49.00	\$0.00	\$0.00
01/14/2013	01/15/2013	NOVOGRADAC & COMPANY L	04153568000, CA	\$495.00	\$0.00	\$0.00
01/15/2013	01/17/2013	AIRTRANAI 33271987201692	ATLANTA, GA	\$235.60	\$0.00	\$0.00
01/16/2013	01/17/2013	TRAVRES*KAYAK.COM	877-283-5585, WA	\$644.64	\$0.00	\$0.00
01/15/2013	01/17/2013	USAIRWAY 03724989299614	800-428-4322, AZ	\$815.80	\$0.00	\$0.00
01/23/2013	01/25/2013	USAIRWAY 03771653538133	ATLANTA, GA	\$224.60	\$0.00	\$0.00
01/25/2013	01/28/2013	WEST GATE HOTEL	SAN DIEGO, CA	\$299.26	\$0.00	\$0.00
01/25/2013	01/28/2013	WEST GATE HOTEL	SAN DIEGO, CA	\$33.76	\$0.00	\$0.00
09/27/2012	10/01/2012	ARJ GROUP INC	703-5936118, DC	\$4,850.00	\$0.00	\$0.00
09/28/2012	10/01/2012	FEDEXOFFICE 00055145	WASHINGTON, DC	\$367.45	\$0.00	\$0.00
09/28/2012	10/01/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$0.00	(\$123.36)	\$0.00
09/28/2012	10/01/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$470.83	\$0.00	\$0.00
09/28/2012	10/01/2012	DRUG & ALCOHOL TESTING	410-8464644, MD	\$149.00	\$0.00	\$0.00
09/28/2012	10/01/2012	IRA CHALEFF	KENSINGTON, MD	\$900.00	\$0.00	\$0.00
09/28/2012	10/01/2012	PROJ VIDEO 118	803-6315334, DC	\$384.48	\$0.00	\$0.00
09/28/2012	10/01/2012	HRD PRESS	AMHERST, MA	\$1,497.50	\$0.00	\$0.00
09/28/2012	10/01/2012	PUBLIC RISK MANAGEMENT	ALEXANDRIA, VA	\$220.00	\$0.00	\$0.00
10/23/2012	10/24/2012	STAPLS9233042346000	800-3333330, CA	\$57.64	\$0.00	\$0.00
10/23/2012	10/25/2012	ARJ GROUP INC	703-5936118, DC	\$2,500.00	\$0.00	\$0.00
10/23/2012	10/25/2012	ORIENTAL TRADING CO	800-2280475, NE	\$535.28	\$0.00	\$0.00
11/06/2012	11/07/2012	J2 *EFAX PLUS SERVICE	323-817-3205, CA	\$152.90	\$0.00	\$0.00
11/05/2012	11/07/2012	NCAN	WASHINGTON, DC	\$1,500.00	\$0.00	\$0.00
11/09/2012	11/12/2012	UNITED METRO GOLF CART	BRANDYWINE, MD	\$670.00	\$0.00	\$0.00
11/09/2012	11/12/2012	AAA HANDY JOHNS T-A SI	ROSEDALE, MD	\$400.00	\$0.00	\$0.00
11/14/2012	11/15/2012	SCHOOL NUTRITION ASSOC	03016863100, MD	\$1,300.00	\$0.00	\$0.00
11/20/2012	11/21/2012	SCHOOL NUTRITION ASSOC	03016863100, MD	\$2,100.00	\$0.00	\$0.00
12/05/2012	12/07/2012	TRILOGY INTERACTIVE LL	PALO ALTO, CA	\$2,180.00	\$0.00	\$0.00
12/06/2012	12/10/2012	BRUSTEIN & MANASEVIT	WASHINGTON, DC	\$725.00	\$0.00	\$0.00
12/11/2012	12/12/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$1,080.33	\$0.00	\$0.00
12/13/2012	12/14/2012	CHAMPION AWARDS	WASHINGTON, DC	\$384.40	\$0.00	\$0.00
12/15/2012	12/17/2012	J2 *EFAX PLUS SERVICE	323-817-3205, CA	\$163.70	\$0.00	\$0.00
12/17/2012	12/18/2012	THOMSON WEST*TCD	800-328-4880, MN	\$782.83	\$0.00	\$0.00
01/01/2013	01/02/2013	INTUIT *QB ONLINE	800-286-6800, CA	\$0.00	(\$455.75)	\$0.00
12/31/2012	01/02/2013	STANDARD OFFICE SUPPLY	02028294820, DC	\$1,786.80	\$0.00	\$0.00

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01/04/2013	01/04/2013	AMAZON.COM	AMZN.COM/BILL, WA	\$847.80	\$0.00	\$0.00
01/04/2013	01/07/2013	AMAZON.COM	AMZN.COM/BILL, WA	\$22.03	\$0.00	\$0.00
01/04/2013	01/07/2013	NIGP.ORG	800-367-6447, VA	\$480.00	\$0.00	\$0.00
01/04/2013	01/07/2013	AMAZON.COM	AMZN.COM/BILL, WA	\$191.95	\$0.00	\$0.00
01/07/2013	01/08/2013	ROCKHURST UNIVERSITY C	913-4327755, KS	\$897.00	\$0.00	\$0.00
01/05/2013	01/08/2013	HARVARD CONTINUING EDU	617-4954293, MA	\$50.00	\$0.00	\$0.00
01/05/2013	01/08/2013	HARVARD CONTINUING EDU	617-4954293, MA	\$50.00	\$0.00	\$0.00
01/07/2013	01/08/2013	STANDARD OFFICE SUPPLY	02028294820, DC	\$548.11	\$0.00	\$0.00
01/07/2013	01/08/2013	GRADUATE SCHOOL REG	08887444723, DC	\$375.00	\$0.00	\$0.00
01/11/2013	01/14/2013	SOCIETY FOR HUMAN RESO	703-5483440, VA	\$180.00	\$0.00	\$0.00
01/12/2013	01/14/2013	J2 *EFAX PLUS SERVICE	323-817-3205, CA	\$133.20	\$0.00	\$0.00
01/15/2013	01/16/2013	CCSSO	202-2136424, DC	\$600.00	\$0.00	\$0.00
01/15/2013	01/17/2013	USAIRWAY 03771648856990	ATLANTA, GA	\$663.80	\$0.00	\$0.00
01/22/2013	01/23/2013	THOMSON WEST*TCD	800-328-4880, MN	\$782.82	\$0.00	\$0.00
01/22/2013	01/23/2013	FEDEXOFFICE 00055145	WASHINGTON, DC	\$90.00	\$0.00	\$0.00
01/23/2013	01/23/2013	DUKE CONTINUING STUDIE	919-6846259, NC	\$50.00	\$0.00	\$0.00
01/23/2013	01/23/2013	DUKE CONTINUING STUDIE	919-6846259, NC	\$50.00	\$0.00	\$0.00
01/23/2013	01/25/2013	WWW.SPECIALTY-BOOKS.CO	402-4217300, NE	\$338.50	\$0.00	\$0.00
01/25/2013	01/28/2013	AMTRAK .CO0258257101059	08008727245, DC	\$798.00	\$0.00	\$0.00
09/28/2012	10/01/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$1,003.30	\$0.00	\$0.00
09/27/2012	10/01/2012	QUALITY SILK PLANTS	CORONA, CA	\$2,105.72	\$0.00	\$0.00
09/28/2012	10/01/2012	BAUDVILLE INC.	08007280888, MI	\$539.43	\$0.00	\$0.00
09/29/2012	10/01/2012	ARJ GROUP INC	703-5936118, DC	\$2,425.00	\$0.00	\$0.00
10/11/2012	10/15/2012	WMATA	02029621156, DC	\$50.00	\$0.00	\$0.00
10/11/2012	10/15/2012	WMATA	02029621156, DC	\$50.00	\$0.00	\$0.00
10/11/2012	10/15/2012	WMATA	02029621156, DC	\$50.00	\$0.00	\$0.00
10/11/2012	10/15/2012	WMATA	02029621156, DC	\$50.00	\$0.00	\$0.00
10/22/2012	10/23/2012	WASH METRORAIL	WASHINGTON, DC	\$50.00	\$0.00	\$0.00
10/22/2012	10/23/2012	WASH METRORAIL	WASHINGTON, DC	\$50.00	\$0.00	\$0.00
10/23/2012	10/24/2012	WASH METRORAIL	WASHINGTON, DC	\$50.00	\$0.00	\$0.00
10/23/2012	10/24/2012	WASH METRORAIL	WASHINGTON, DC	\$50.00	\$0.00	\$0.00
11/05/2012	11/06/2012	METROPOLITAN OFFICE PR	03015744801, MD	\$249.85	\$0.00	\$0.00
11/07/2012	11/07/2012	THOMPSON PUBLISHING 80	08006773789, FL	\$133.55	\$0.00	\$0.00
12/06/2012	12/07/2012	CAPITAL SERVICES & SUP	02026350400, DC	\$567.58	\$0.00	\$0.00
12/14/2012	12/17/2012	JAYNE'S INTERPRETING L	ALEXANDRIA, VA	\$2,240.00	\$0.00	\$0.00

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12/19/2012	12/20/2012	BRENTWORKS INC	301-6170422, DC	\$2,497.50	\$0.00	\$0.00
12/28/2012	12/31/2012	LASER ART INC	WASHINGTON, DC	\$418.30	\$0.00	\$0.00
01/02/2013	01/03/2013	CAPITAL SERVICES & SUP	02026350400, DC	\$1,105.59	\$0.00	\$0.00
01/02/2013	01/04/2013	AMERICAN BUSINESS SUPP	ORDER@ORDERAB, DC	\$48.10	\$0.00	\$0.00
01/07/2013	01/08/2013	SECURED SHRED	08887473388, MD	\$795.00	\$0.00	\$0.00
01/10/2013	01/11/2013	CAPITAL SERVICES & SUP	02026350400, DC	\$2,296.79	\$0.00	\$0.00
09/27/2012	10/01/2012	JIMMIE MUSCATELLOS	WASHINGTON, DC	\$1,345.53	\$0.00	\$0.00
09/27/2012	10/01/2012	JIMMIE MUSCATELLOS	WASHINGTON, DC	\$500.00	\$0.00	\$0.00
09/30/2012	10/01/2012	FEDEX 801097934416	MEMPHIS, TN	\$30.32	\$0.00	\$0.00
09/30/2012	10/01/2012	FEDEX 801103981796	MEMPHIS, TN	\$33.28	\$0.00	\$0.00
09/28/2012	10/01/2012	JIMMIE MUSCATELLOS	WASHINGTON, DC	\$500.00	\$0.00	\$0.00
09/28/2012	10/01/2012	POWER EQUIPMENT DIRECT	BOLINGBROOK, IL	\$969.99	\$0.00	\$0.00
09/30/2012	10/01/2012	NATIONAL SAFETY COU	800-621-7815, IL	\$350.00	\$0.00	\$0.00
10/02/2012	10/04/2012	USAIRWAY 03771370391762	ATLANTA, GA	\$973.60	\$0.00	\$0.00
10/19/2012	10/22/2012	AMAZON PRIME	866-557-2820, NV	\$79.00	\$0.00	\$0.00
10/19/2012	10/22/2012	OFFICE DEPOT #5910	800-463-3768, PA	\$23.85	\$0.00	\$0.00
10/22/2012	10/23/2012	TABLEAU SOFTWARE	206-3286222, WA	\$2,400.00	\$0.00	\$0.00
10/24/2012	10/25/2012	AMAZON PRIME	866-557-2820, NV	\$0.00	(\$79.00)	\$0.00
10/26/2012	10/26/2012	AMAZON.COM	AMZN.COM/BILL, WA	\$55.95	\$0.00	\$0.00
10/26/2012	10/29/2012	OFFICE DEPOT #190	SILVER SPRING, MD	\$64.76	\$0.00	\$0.00
10/26/2012	10/29/2012	OFFICE DEPOT #207	WASHINGTON, DC	\$16.19	\$0.00	\$0.00
11/07/2012	11/08/2012	TRANSPORATION ACCESSOR	JOHNSTOWN, OH	\$1,446.50	\$0.00	\$0.00
11/11/2012	11/12/2012	FEDEX 872683440682	MEMPHIS, TN	\$43.89	\$0.00	\$0.00
11/13/2012	11/14/2012	BUY.COM*	888-3289266, CA	\$628.00	\$0.00	\$0.00
11/13/2012	11/15/2012	POWER EQUIPMENT DIRECT	BOLINGBROOK, IL	\$969.99	\$0.00	\$0.00
11/14/2012	11/15/2012	BUY.COM*	888-3289266, CA	\$516.00	\$0.00	\$0.00
11/14/2012	11/15/2012	ASBO INTERNATIONAL	866-666-3747, IL	\$370.00	\$0.00	\$0.00
11/14/2012	11/16/2012	IDENTICARD	07175695797, PA	\$1,200.00	\$0.00	\$0.00
11/15/2012	11/16/2012	TRANSPORATION ACCESSOR	JOHNSTOWN, OH	\$417.50	\$0.00	\$0.00
12/03/2012	12/04/2012	FEDEXOFFICE 00012450	WASHINGTON, DC	\$78.56	\$0.00	\$0.00
12/04/2012	12/05/2012	SQ *NORTH CAPITOL PART	CAPITOL HEIGH, MD	\$2,500.00	\$0.00	\$0.00
12/05/2012	12/06/2012	FEDEX 802225249099	MEMPHIS, TN	\$34.77	\$0.00	\$0.00
12/06/2012	12/06/2012	ULINE *SHIP SUPPLIES	800-295-5510, IL	\$1,507.01	\$0.00	\$0.00
12/06/2012	12/11/2012	SHRED IT WASHINGTON	ROCKVILLE, MD	\$528.28	\$0.00	\$0.00
12/31/2012	01/02/2013	SURVEYMONKEY.COM	971-2445555, CA	\$24.00	\$0.00	\$0.00

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01/11/2013	01/14/2013	FINAL CLICK	8003296506, MN	\$130.68	\$0.00	\$0.00
01/15/2013	01/16/2013	NAPT	8009896278, NY	\$115.78	\$0.00	\$0.00
01/18/2013	01/21/2013	HUMAN CAPITAL INSTITUT	866-538-6109, VT	\$995.00	\$0.00	\$0.00
01/24/2013	01/25/2013	DRUG & ALCOHOL TESTING	410-8464644, MD	\$190.00	\$0.00	\$0.00
01/26/2013	01/28/2013	OFFICE DEPOT #5910	800-463-3768, PA	\$16.90	\$0.00	\$0.00
09/28/2012	10/01/2012	MAC MALL 800-622-6255	EL SEGUNDO, CA	\$76.14	\$0.00	\$0.00
10/09/2012	10/10/2012	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$54.85	\$0.00	\$0.00
10/11/2012	10/11/2012	DMI* DELL K-12/GOVT	800-981-3355, TX	\$67.96	\$0.00	\$0.00
10/16/2012	10/16/2012	DMI* DELL K-12/GOVT	800-981-3355, TX	\$47.96	\$0.00	\$0.00
10/24/2012	10/24/2012	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$106.25	\$0.00	\$0.00
10/25/2012	10/25/2012	DMI* DELL K-12/GOVT	800-981-3355, TX	\$917.85	\$0.00	\$0.00
11/01/2012	11/02/2012	EPM SOLUTIONS, LLC	CUPERTINO, CA	\$2,500.00	\$0.00	\$0.00
11/07/2012	11/07/2012	DMI* DELL K-12/GOVT	800-981-3355, TX	\$29.67	\$0.00	\$0.00
11/16/2012	11/19/2012	RACEPACKET INC	703-4861466, VA	\$802.50	\$0.00	\$0.00
11/16/2012	11/19/2012	ALLIED PARTY RENTALS	BETHESDA, MD	\$1,005.25	\$0.00	\$0.00
11/19/2012	11/20/2012	WWW.REDGATE.COM USD	REDGATE.USD, GBR	\$1,745.00	\$0.00	\$0.00
11/21/2012	11/21/2012	DMI* DELL K-12/GOVT	800-981-3355, TX	\$200.87	\$0.00	\$0.00
11/21/2012	11/21/2012	DMI* DELL K-12/GOVT	800-981-3355, TX	\$469.75	\$0.00	\$0.00
11/26/2012	11/27/2012	FIRST CALL OFFICE LLC	301-9638080, MD	\$105.50	\$0.00	\$0.00
12/05/2012	12/06/2012	AD BOX PROMO	FORT WASHINGT, MD	\$790.00	\$0.00	\$0.00
12/14/2012	12/14/2012	DMI* DELL K-12/GOVT	800-981-3355, TX	\$863.94	\$0.00	\$0.00
01/04/2013	01/07/2013	APL*APPLEONLINESTOREUS	800-676-2775, CA	\$198.00	\$0.00	\$0.00
01/08/2013	01/09/2013	MVS INC-CREDIT MVS	02027227981, DC	\$1,859.03	\$0.00	\$0.00
01/09/2013	01/10/2013	SUPRETECH INC	02027267200, DC	\$2,085.92	\$0.00	\$0.00
01/15/2013	01/16/2013	APL*APPLEONLINESTOREUS	800-676-2775, CA	\$138.00	\$0.00	\$0.00
01/19/2013	01/21/2013	DMI* DELL K-12/GOVT	800-981-3355, TX	\$1,151.92	\$0.00	\$0.00
09/27/2012	10/01/2012	NAEYC SALES	800-4242460, DC	\$865.33	\$0.00	\$0.00
09/28/2012	10/01/2012	PREZI INC	3617995002, CA	\$159.00	\$0.00	\$0.00
09/28/2012	10/01/2012	BAUDVILLE INC.	08007280888, MI	\$1,910.14	\$0.00	\$0.00
09/24/2012	10/15/2012	TEMPORARY DISPUTE CRDT TK	COLUMBUS, OH	\$0.00	(\$142.05)	\$0.00
10/11/2012	10/15/2012	DC GOV PARKS & REC	02026737651, DC	\$0.00	(\$65.00)	\$0.00
10/22/2012	10/23/2012	SQ *FURNITURE ASSEMBLY	SAN FRANCISCO, DC	\$295.00	\$0.00	\$0.00
10/23/2012	10/24/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$0.00	(\$204.87)	\$0.00
10/23/2012	10/24/2012	S&H TRUCKING & CONTRAC	02025262043, DC	\$775.00	\$0.00	\$0.00
10/24/2012	10/25/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$1,401.08	\$0.00	\$0.00

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10/24/2012	10/26/2012	ARJ GROUP INC	703-5936118, DC	\$2,500.00	\$0.00	\$0.00
10/26/2012	10/29/2012	NFHS SERVICES	317-972-6900, IN	\$1,581.00	\$0.00	\$0.00
10/26/2012	10/29/2012	NFHS SERVICES	317-972-6900, IN	\$112.51	\$0.00	\$0.00
10/26/2012	10/29/2012	NFHS SERVICES	317-972-6900, IN	\$24.75	\$0.00	\$0.00
10/26/2012	10/29/2012	NFHS SERVICES	317-972-6900, IN	\$187.35	\$0.00	\$0.00
10/26/2012	10/29/2012	NFHS SERVICES	317-972-6900, IN	\$187.35	\$0.00	\$0.00
10/26/2012	10/29/2012	NFHS SERVICES	317-972-6900, IN	\$14.16	\$0.00	\$0.00
10/26/2012	10/29/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$204.51	\$0.00	\$0.00
10/26/2012	10/29/2012	PARC55 WYNDHAM SF-UNIO	SAN FRANCISCO, CA	\$252.95	\$0.00	\$0.00
10/31/2012	11/01/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$13.95	\$0.00	\$0.00
10/31/2012	11/01/2012	WASHINGTON EXPRESS	3012100899, MD	\$25.50	\$0.00	\$0.00
10/31/2012	11/02/2012	USAIRWAY 03724907338390	800-428-4322, AZ	\$223.60	\$0.00	\$0.00
10/31/2012	11/02/2012	RESERVATIONS WDW	04079347639, FL	\$101.99	\$0.00	\$0.00
10/31/2012	11/02/2012	JETBLUE 27921840756103	08005382583, UT	\$228.60	\$0.00	\$0.00
11/02/2012	11/05/2012	NATIONAL HS FED OR NFH	317-972-6900, IN	\$187.52	\$0.00	\$0.00
11/03/2012	11/05/2012	WESTIN SWAN	ORLANDO, FL	\$324.38	\$0.00	\$0.00
11/06/2012	11/08/2012	DISNEY RESORT-ALL S	KISSIMMEE, FL	\$203.98	\$0.00	\$0.00
11/07/2012	11/08/2012	WASHINGTON EXPRESS	3012100899, MD	\$14.49	\$0.00	\$0.00
11/09/2012	11/12/2012	MILANO SHOE REPAIR	WASHINGTON, DC	\$38.07	\$0.00	\$2.15
11/14/2012	11/15/2012	NACAC	703-836-2222, MD	\$314.00	\$0.00	\$0.00
11/14/2012	11/15/2012	NACAC	703-836-2222, MD	\$1.00	\$0.00	\$0.00
11/13/2012	11/15/2012	WESTIN SWAN	ORLANDO, FL	\$300.01	\$0.00	\$0.00
11/02/2012	11/28/2012	TEMPORARY DISPUTE CRDT SH	COLUMBUS, OH	\$0.00	(\$187.52)	\$0.00
11/27/2012	11/28/2012	LEDET TRAINING	770-414-5007, GA	\$1,500.00	\$0.00	\$0.00
11/27/2012	11/28/2012	FEDERATION OF ASSOC	847-5593272, IL	\$150.00	\$0.00	\$0.00
11/28/2012	11/29/2012	J2 *EFAX PLUS SERVICE	323-817-3205, CA	\$132.60	\$0.00	\$0.00
11/28/2012	11/29/2012	BRENTWORKS INC	301-6170422, DC	\$1,837.50	\$0.00	\$0.00
11/29/2012	11/30/2012	RPM	WASHINGTON, DC	\$330.00	\$0.00	\$0.00
09/24/2012	12/05/2012	REVERSE DISPUTE CRDT DH	COLUMBUS, OH	\$142.05	\$0.00	\$0.00
09/28/2012	10/01/2012	TRULAND SERVICE CORP	ALEXANDRIA, VA	\$2,232.00	\$0.00	\$0.00
10/01/2012	10/02/2012	FEDERATION OF ASSOC	847-5593272, IL	\$675.00	\$0.00	\$0.00
10/01/2012	10/02/2012	FEDERATION OF ASSOC	847-5593272, IL	\$675.00	\$0.00	\$0.00
10/01/2012	10/02/2012	FEDERATION OF ASSOC	847-5593272, IL	\$675.00	\$0.00	\$0.00
10/05/2012	10/08/2012	AMERICAN 00171381070663	ATLANTA, GA	\$339.60	\$0.00	\$0.00
10/05/2012	10/08/2012	AMERICAN 00171380224525	ATLANTA, GA	\$469.60	\$0.00	\$0.00

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10/05/2012	10/08/2012	AMERICAN 00171380178432	ATLANTA, GA	\$339.60	\$0.00	\$0.00
10/06/2012	10/08/2012	AMERICAN 00171382647413	ATLANTA, GA	\$339.60	\$0.00	\$0.00
10/09/2012	10/11/2012	AMERICAN 00171606832180	ATLANTA, GA	\$469.60	\$0.00	\$0.00
10/09/2012	10/11/2012	AMERICAN 00123145671420	DALLAS, TX	\$699.60	\$0.00	\$0.00
10/09/2012	10/11/2012	NORTHERN FLORIDA TRAN	JACKSONVILLE, FL	\$38.00	\$0.00	\$0.00
10/09/2012	10/11/2012	NORTHERN FLORIDA TRAN	JACKSONVILLE, FL	\$30.00	\$0.00	\$0.00
10/09/2012	10/11/2012	SHUTTLEFARE COM	877-3004826, CT	\$19.00	\$0.00	\$0.00
10/09/2012	10/11/2012	USAIRWAY 03771388666150	ATLANTA, GA	\$1,149.60	\$0.00	\$0.00
10/10/2012	10/11/2012	BUY CHEAP SOFTWARE	03103053644, CA	\$415.00	\$0.00	\$0.00
10/10/2012	10/12/2012	SHUTTLEFARE COM	877-3004826, CT	\$0.00	(\$14.00)	\$0.00
10/11/2012	10/15/2012	AMERICAN 00123145671420	DALLAS, TX	\$0.00	(\$699.60)	\$0.00
10/11/2012	10/15/2012	ORIENTAL TRADING CO	800-2280475, NE	\$58.99	\$0.00	\$0.00
10/12/2012	10/15/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$335.98	\$0.00	\$0.00
10/16/2012	10/17/2012	SEWELL DIRECT	8007091345, UT	\$234.91	\$0.00	\$0.00
10/16/2012	10/17/2012	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$44.13	\$0.00	\$0.00
10/16/2012	10/17/2012	SEWELL DIRECT	8007091345, UT	\$117.27	\$0.00	\$0.00
10/17/2012	10/18/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$65.97	\$0.00	\$0.00
10/17/2012	10/19/2012	SCOTTSDALE CTTNWD RESO	SCOTTSDALE, AZ	\$316.17	\$0.00	\$0.00
10/19/2012	10/22/2012	WASHINGTON EXPRESS	3012100899, MD	\$23.78	\$0.00	\$0.00
10/24/2012	10/26/2012	JIMMIE MUSCATELLOS	WASHINGTON, DC	\$1,742.00	\$0.00	\$0.00
10/25/2012	10/29/2012	ARJ GROUP INC	703-5936118, DC	\$1,600.00	\$0.00	\$0.00
11/04/2012	11/05/2012	RCI*RINGCENTRAL,INC.	888-898-4591, CA	\$390.68	\$0.00	\$0.00
11/04/2012	11/05/2012	NBF*NATL BIZ FURNITURE	800-626-6060, WI	\$374.10	\$0.00	\$0.00
11/06/2012	11/07/2012	AMERICAN MARKETING ASS	312 542-9000, IL	\$1,585.00	\$0.00	\$0.00
11/06/2012	11/07/2012	SECURED SHRED	08887473388, MD	\$293.25	\$0.00	\$0.00
11/09/2012	11/12/2012	MVS INC-CREDIT MVS	02027227981, DC	\$2,426.75	\$0.00	\$0.00
11/16/2012	11/19/2012	DROPBOX	08884468396, CA	\$795.00	\$0.00	\$0.00
11/20/2012	11/23/2012	ARNOLD ENGRAVERS & COR	WASHINGTON, DC	\$260.00	\$0.00	\$0.00
11/27/2012	11/29/2012	BOOKPAL, LLC	IRVINE, CA	\$2,348.64	\$0.00	\$0.00
11/29/2012	11/30/2012	BOARDSOURCE	02024526262, DC	\$508.25	\$0.00	\$0.00
12/05/2012	12/06/2012	WASHINGTON EXPRESS	3012100899, MD	\$11.02	\$0.00	\$0.00
12/10/2012	12/11/2012	WASHINGTON EXPRESS	3012100899, MD	\$14.49	\$0.00	\$0.00
12/11/2012	12/12/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$742.60	\$0.00	\$0.00
12/11/2012	12/13/2012	1800GOFEDEX 10010007	MEMPHIS, TN	\$19.26	\$0.00	\$0.00
12/11/2012	12/13/2012	THE LUCIAN COMPANY	BLADENSBURG, MD	\$99.99	\$0.00	\$0.00

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12/18/2012	12/19/2012	OXON HILL RENTALS	FORT WASHINGT, MD	\$420.00	\$0.00	\$0.00
12/18/2012	12/19/2012	OXON HILL RENTALS	FORT WASHINGT, MD	\$0.00	(\$18.00)	\$0.00
12/19/2012	12/20/2012	FREDPRYOR CAREERTRACK	800-5563012, KS	\$2,189.00	\$0.00	\$0.00
12/21/2012	12/24/2012	GREEN CLEANING SYSTEMS	06464158826, NY	\$188.00	\$0.00	\$0.00
12/26/2012	12/28/2012	1800GOFEDEx 10010007	MEMPHIS, TN	\$95.90	\$0.00	\$0.00
12/27/2012	12/28/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$110.89	\$0.00	\$0.00
12/27/2012	12/28/2012	STANDARD OFFICE SUPPLY	02028294820, DC	\$396.55	\$0.00	\$0.00
12/28/2012	12/31/2012	WASHINGTON EXPRESS	3012100899, MD	\$28.45	\$0.00	\$0.00
12/29/2012	12/31/2012	AFRICAN TRANSLATION	08006640603, DC	\$1,300.00	\$0.00	\$0.00
01/09/2013	01/10/2013	FEDEXOFFICE 00055145	WASHINGTON, DC	\$187.09	\$0.00	\$0.00
01/11/2013	01/14/2013	AFRICAN TRANSLATION	08006640603, DC	\$649.53	\$0.00	\$0.00
01/11/2013	01/14/2013	PLAZA ARTIST MATER	WASHINGTON, DC	\$0.00	(\$573.43)	\$0.00
01/11/2013	01/14/2013	PLAZA ARTIST MATER	WASHINGTON, DC	\$573.43	\$0.00	\$0.00
01/11/2013	01/14/2013	PLAZA ARTIST MATER	WASHINGTON, DC	\$535.20	\$0.00	\$0.00
01/15/2013	01/16/2013	APL*APPLE ITUNES STORE	866-712-7753, CA	\$21.19	\$0.00	\$0.00
01/15/2013	01/16/2013	APL*APPLE ITUNES STORE	866-712-7753, CA	\$21.19	\$0.00	\$0.00
01/15/2013	01/16/2013	APL*APPLE ITUNES STORE	866-712-7753, CA	\$21.19	\$0.00	\$0.00
01/17/2013	01/18/2013	THOMSON WEST*TCD	800-328-4880, MN	\$782.82	\$0.00	\$0.00
01/17/2013	01/18/2013	CAPITAL REPORTING COMP	WASHINGTON, DC	\$1,001.93	\$0.00	\$0.00
01/18/2013	01/21/2013	J2 *EFAX PLUS SERVICE	323-817-3205, CA	\$164.10	\$0.00	\$0.00
01/18/2013	01/21/2013	J2 *EFAX PLUS SERVICE	323-817-3205, CA	\$135.60	\$0.00	\$0.00
01/18/2013	01/21/2013	OFFICE DEPOT #5910	800-463-3768, PA	\$53.98	\$0.00	\$0.00
01/18/2013	01/21/2013	OFFICE DEPOT #5910	800-463-3768, PA	\$47.96	\$0.00	\$0.00
01/23/2013	01/24/2013	WASHINGTON EXPRESS	3012100899, MD	\$26.93	\$0.00	\$0.00
01/23/2013	01/24/2013	WASHINGTON EXPRESS	3012100899, MD	\$69.45	\$0.00	\$0.00
01/23/2013	01/24/2013	AFRICAN TRANSLATION	08006640603, DC	\$760.00	\$0.00	\$0.00
01/23/2013	01/24/2013	AFRICAN TRANSLATION	08006640603, DC	\$555.00	\$0.00	\$0.00
01/23/2013	01/24/2013	AFRICAN TRANSLATION	08006640603, DC	\$375.00	\$0.00	\$0.00
01/23/2013	01/24/2013	AFRICAN TRANSLATION	08006640603, DC	\$545.00	\$0.00	\$0.00
01/24/2013	01/25/2013	ASTD MEMBERSHIP	07036838100, VA	\$179.00	\$0.00	\$0.00
01/24/2013	01/25/2013	IIA/CPCU INSTITUTE	06106442100, PA	\$1,625.00	\$0.00	\$0.00
01/25/2013	01/28/2013	PROGRESSIVE BUSINESS C	MALVERN, PA	\$199.00	\$0.00	\$0.00
01/25/2013	01/28/2013	UMCP BURSAR NET PAY	3014059016, MD	\$69.00	\$0.00	\$0.00
			Total Transactions	\$260,825.22	(\$6,123.04)	\$40.76

- 26) Please provide copies of any investigations, reviews, or program/fiscal audits completed on programs and activities within OSSE during FY12 and to date in FY13. This includes any reports by 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:

District of Columbia

OSSE had no activities with and no outstanding recommendations from, the DC Auditor during FY12 and to date in FY13. During FY12 and to date in FY13, OSSE cooperated or was involved with activities of the Office of the Inspector General, including (1) an audit of the OSSE Non-Public Tuition Program, which was closed as to all recommendations; (2) sentencing of a former charter school director for wire fraud; and (3) sentencing of three (3) members of the public who defrauded OSSE of child care subsidies.

US Department of Education

School Improvement Grants (SIG) –Elementary and Secondary Education Act of 1965

During the week of September 10, 2012, a team from the US Department of Education (ED) Office of School Turnaround reviewed OSSE administration of Title I, section 1003(g) School Improvement Grants, interviewing staff at OSSE and two LEAs implementing intervention models, and conducting two school site visits. There are no outstanding US ED compliance issues; US ED provided technical assistance recommendations to enhance OSSE-DCPS cooperation, build DCPS capacity, and ensure DCPS engagement with the Comprehensive Center on Building State Capacity and Productivity. See Report on Targeted Monitoring Review of District of Columbia School Improvement Grant and accompanying US ED correspondence at <http://www2.ed.gov/programs/sif/monitoring/reports/dcostreview2012.pdf>.

Race to the Top (RTTT-American Recovery and Reinvestment Act of 2009)

During FY12 and to date in FY13, as part of implementation of broad goals for reform of public District of Columbia public education, OSSE worked to meet the goals of its commitment in conjunction with the District's receipt of \$74.9 million in federal RTTT funds. These goals included adopting rigorous standards and assessments that prepare students for success in college and the workplace; recruiting, developing, retaining, and rewarding effective teachers and principals; building data systems that measure student success and inform teachers and principals how they can improve their practices; and turning around the lowest-performing schools. US ED closely monitors each state RTTT grant recipient's progress, including capacity building to support and account for LEAs, its staffing, LEA participation, achievement gaps, college enrollment rates, use of data systems, and improvement of teacher and principal effectiveness and equitable distribution of effective educators See generally, "Race to the Top District of Columbia Report Year 2: School Year 2011-2012", U.S. Department of Education, 2/1/13, <http://www.rtt-apr.us/state/district-of-columbia/2011-2012/intro>.

In the 2013 Report OSSE was acknowledged for successes and noted for its challenges and remaining opportunities. Successes included early adoption of Common Core State Standards, approval of LEAs' plans for teacher and leader evaluations and progress on elements of evaluation measures, continued convening of Race to the Top task forces, and approval of job-embedded professional development plans on using data to inform instruction. Challenges which OSSE acknowledges include the need for a series of actions including an amended turnaround school

support plan, an LEA grant reduction, and redirection of program resources to improve overall turnaround efforts and institute statewide supports to assist LEA activities to improve school environments and increase student achievement. OSSE made long-term statewide longitudinal education data system (SLED) available to all the LEAs in late 2012, trained every LEA prior to access, and is in the process of securing an enterprise grants-management system by spring 2013. OSSE will develop a tiered system of support for persistently low-achieving schools, and bring a STEM Learning Network to fruition in Year 3 of RTTT.

DATA COLLECTION AND ANALYSIS

27) As the District’s state education agency, OSSE is responsible for collecting extensive data on each student who attends school in the District. Currently, OSSE is developing and implementing the Statewide Longitudinal Education Data System (SLED) to “improve education planning, management, reporting, instruction and evaluation.” Please provide an update on the development, implementation, and use of the SLED system. At a minimum, please include the following:

a) A narrative description of the SLED system;

RESPONSE:

The Statewide Longitudinal Education Data (SLED) system’s mission is to enable the sharing of critical information spanning a student’s lifelong public education experience in the District of Columbia, from early childhood through K to 12, postsecondary education, adult education to employment. The primary objectives of the SLED are to enable improved tracking of student mobility and growth over a student’s entire lifespan in the District of Columbia public education institutions, and to collect and provide the data needed for better planning, trend analysis, performance projections, program evaluation, and stakeholder empowerment.

OSSE received a \$5.3M Grant from the Department of Education to build the SLED system. In January 2013, OSSE received a notification of successful closure of the grant and meeting all grant objectives. In addition, OSSE has been awarded an additional \$4M grant from the Department of Education to expand the SLED to capture postsecondary and workforce data.

The excitement of receiving the first Longitudinal Data System (LDS) grant was met with a lot of optimism during a time period in DC politics where education was centerfold to the Mayoral administration. The DC Education Reform Act of 2007 included the establishment of the Office of the State Superintendent of Education (OSSE) as the District of Columbia’s first State Education Agency (SEA). It further included a lot of language regarding the LDS and the types of data that would be in it, along with the responsibilities of Local Education Agencies (LEAs) to provide data to the SEA in support of the LDS. The OSSE created a Request for Information (RFI) for developing a Request for Proposal (RFP) and subsequently issued a RFP in December 2007. This contract was awarded in July 2008 and work began promptly. Approximately one year later, the contract was terminated with the vendor. There were a number of lessons learned from this experience that allowed OSSE to move forward in multiple fronts such as developing data collection policies that had never existed, data collection methods for various data types, establishing a data governance model, designing and developing an interim data warehouse and operational data store. In parallel, OSSE issued another RFP for a COTS data warehouse, electronic transcripts and EdFacts reporting tool.

OSSE could not stand still while the RFP went through its process as there were many needs to be met with the SLED, such as fulfilling grant needs and numerous local, state, Federal reporting needs. A significant lesson learn was that OSSE needed to create data collection policies, establish data collection methods, design ways to store data and develop techniques to report data. To help bring this into fruition the following policies were created:

1. **Race and Ethnicity Policy** - Established the Federal standard as the only acceptable race and ethnicity standard in DC.

2. **Data Policy** - Created state processes and the establishment of SEA data collection and data request processes.
3. **School and LEA Information Management System (SLIMS) Policy** - Established OSSE as the state authorizer of Local Education Agency (LEA) and School Codes to allow for state level school and LEA longitudinal reporting.
4. **Unique Student Identifier (USI) Policy** - Established OSSEs USI as the state identifier for all public school students.
5. **Entry and Exit/Withdrawal Code Policy** - Established statewide school entrance and exit/withdrawal codes for all students.

In addition to the above policies, OSSE established a mechanism to collect data from all of the LEAs. LEAs began providing student demographic and enrollment data on a daily basis in June 2010 and USIs were applied to these students. The data was stored in newly designed and developed interim data warehouse and reported via SharePoint to a select number of OSSE users. In addition, hundreds of reports were generated from this to support a variety of reporting needs not only for the state, Mayor's office and City Council, but also for Federal EdFacts reporting efforts.

One of the key needs was to create a data quality and governance structure that would aid in improving the quality of data across the DC educational spectrum. Since some data was now standardized via policies and data collection was occurring, OSSE created a series of data validation rules and developed processes to communicate data validation errors to LEAs. This data quality error reporting process was established in September 2011, in which approximately 21,000 data errors were identified. Through the data governance process, within 3 months later these data errors were reduced BY 75%. By June 2012 these errors were reduced 99% (less than 300 errors).

OSSE developed a strategy to collect various data to assist with fulfilling grant, local and state reporting needs by collecting student demographic and enrollment information, grade, gender, race, ethnicity, school, LEA; identifying and reporting students enrolled at more than 1 school simultaneously to be corrected; Annual Enrollment Audit Data from 2001 – Present; special education data (eg. Eligibility, Receiving Services, Primary Disability); school entrance and exit data (including graduation and dropout data); assessment scores from 2006 to present; SAT, PSAT, ACT and AP data from 2000 to present; Direct Certification for free meals (+33,000 students); monthly student mobility; unique educator identification numbers; homeless student identification; foster children data; and postsecondary data from 2000 to 2011.

The multitude of data sets that are currently in SLED along with the assignment of over 260,000 USIs have given the SLED the ability to provide a massive amount of reporting that has never been seen in the District of Columbia. In addition, some of the lessons learned have allowed OSSE to create long term stability, not only with policy development, but also through the establishment of the Office of Data Management, whose goal is to own all data collection, governance, and policies throughout the entire agency. OSSE released the sled.osse.dc.gov website in July 2012 to assist with communicating the policies, data collection, reports and SLED to the DC education enterprise. In January 2013, OSSE completed the training of all LEAs so that they can log into the SLED application and see an abundance of reports that are available to them and automatically daily updated. All of these efforts have allowed OSSE to create a SLED system and program that makes data transparent and easily available to all stakeholders, to facilitate research to improve student achievement and

close achievement gaps, and to enable responsive and informed policy decision-making at all levels of the education system.

b) A timeline of the development of the SLED system including a specific breakdown of items that were developed and/or implemented in FY12 and to date in FY13;

RESPONSE:

- The following attachment outlines the development of the SLED system, including a specific breakdown of items that were developed and/or implemented in FY12 and to date in FY13 - SLED Program Strategic Vision Timeline

c) A list and description of each of the data points that are collected by the system;

RESPONSE:

#	Data Type	Years of Data	Collection Frequency	Where data is gathered
1	Unique Student Identifiers for all students	2000 - Present	Daily	SLED
2	Demographic Data including student name, address, date of birth, race, ethnicity, gender, and in some cases SSN	2000 - Present	Daily	1. DCPS directly 2. Public Charter School Board for all Public Charter Schools
3	Enrollment Data including school and LEA attending, date and reason for student entering and exiting a school, grade level	2000 - Present	Daily	1. DCPS directly 2. Public Charter School Board for all Public Charter Schools
4	Annual Enrollment Audit	2001 - Present	Annually	OSSE
5	Ability to identify and report students enrolled at more than 1 school simultaneously to be corrected by schools, thus reducing the number of students incorrectly enrolled at more than 1 school simultaneously	2011 - Present	Daily	SLED
6	Special education data (eg. Eligibility, Receiving Services, Primary Disability)	2011 - Present	Daily	OSSE- Special Education Data System
7	DC Comprehensive Assessment System (DC CAS)	2006 - Present	Annually	Testing Center

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#	Data Type	Years of Data	Collection Frequency	Where data is gathered
8	SAT, PSAT, ACT and AP	2000 - Present	Annually	College Board
9	Direct Certification for free meals (+33,000 students)	2010 - Present	Daily	SLED and DC Department of Human Services (DHS) TANF and IMA systems
10	Monthly student mobility	2010 - Present	Monthly	SLED
11	Unique educator identification numbers for teachers and school staff	2011 - Present	Annually	SLED
12	Homeless student identification	2010 - Present	1. Annually (Currently) 2. Daily (2013)	1. LEAs 2. DHS- The Community Partnership
13	Foster children data	2011 – Present	1. Annually (Currently) 2. Daily (2013)	Child and Family Services Agency (CFSA)
14	Postsecondary data, which includes the postsecondary institution name, enrollment and exit dates, majors, degrees earned, graduation dates, private/public institution, 2 yr or 4 yr institution	2000 – Present	Annually	National Student Clearinghouse
15	Services provided by College Access Provider to high school students	2013 (In-Process)	Annually	College Access Providers
16	GED	2000 – Present (In-Process)	Annually	Testing Center

d) How are the individual data points collected, from where is the information gathered, and how frequently is the information updated?

RESPONSE:

The individual data points are collected on a daily basis and transferred from DCPS STARS and DC Public Charter School Board – ProActive to OSSE’S Operational Data Storage where SLED pulls the data and loads it into the SLED system. Those systems are:

- DCPS STARS – Collected daily
- DC Public Charter Schools Board ProActive – Collected daily
- DC Department of Human Service – Collected daily
- DC Child and Family Services – Collected daily

- College Access Provider – Future collections
- Department of Health – Future collections
- Department of Mental Health – Future collections
- Department of Youth Rehabilitation Services – Future collections
- Deputy Mayor of Education – Future collections
- Office of Planning – Future collections
- GED – Collected annually
- Raise DC – Future collections
- The Community Partnership (Homeless Date) – Collected monthly
- University of the District of Columbia – Future collections
- University of the District of Columbia Community College – Future collections

e) A narrative description of how the system is integrated with other data collection systems; and,

RESPONSE:

The SLED has various types of data integration methods with other data collection systems. The integration method used is dependent upon frequency of collection and level of effort to integrate systems. DCPS (DC STARS) and PCSB (Proactive) provide daily demographic and enrollment feeds of public school students to the OSSE. Some data collections are collected via sFTP (secure file transfer protocol) such as the monthly integration with DHS' IMA and TANF databases, CFSA's FACES system for foster children data and other collections. Some data collections are provided manually to OSSE via Excel or CSV files. All data collected is imported into OSSE's Operational Data Store (ODS) where the data is uploaded into the SLED system.

f) How OSSE will utilize the data collected by SLED.

RESPONSE:

OSSE will utilize the data collected by SLED to:

- Empower stakeholders with data needed to make informed decisions that maximize student learning and achievement
- Improve data transparency and accessibility to close achievement gaps
- Access more data that can be used to directly tie curriculum, instruction, assessments and professional development together
- Enable responsive and informed policy decision-making
- Provide early warning indicators for students who need intervention to improve achievement
- Collect education data from various sources and link them together for reporting and analysis
- Reduce redundant data entry and reporting processes at the LEA and State level
- Provide data for enhanced planning, trend analysis, performance projections, program evaluation and stakeholder empowerment

- 28) Please identify all electronic databases maintained by your agency, including 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 discussion of substantial upgrades that have been made or are planned to the system; and,**
 - d) How data is managed across the agency to ensure quality, consistency and accountability.**

RESPONSE:

- The following attachment lists all the electronic databases maintained by OSSE - Electronic Databases Maintained by Agency

OSSE PERFORMANCE OVERSIGHT QUESTIONS
Question 28 – Electronic Databases Maintained by Agency

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Blackman Jones Database

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;

The Blackman Jones Database is the system of record for Special Education Hearing Officer Decision implementations and Settlement Agreements (as well as their implementation.) This system contains student profile data, due process complaint data and HOD/SA Implementation Data.

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

OSSE users, designated LEA representatives, Blackman Jones Court Monitor, Blackman Jones Plaintiffs and PCSB staff have access to the system to ensure that required actions are carried out and implemented along with the due dates. Due to the sensitive nature of the data, the public cannot be granted access to the data per FERPA.

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

System was developed in 2008 by DCPS and transitioned to OSSE in 2011. OSSE has subsequently rebranded the system and is continuing to make changes so that it functions as a state system.

How data is managed across the agency to ensure quality, consistency and accountability.

Blackman Jones Database receives daily feeds from the State Special Education Data System to ensure accuracy of student demographic data. Data accuracy, consistency quality and accountability is ensured through reconciliation of data with the Student Hearing Office twice a week, monthly data entry audits, the development and implementation of standard operating procedures, and input of data from SEDS for consistency in information.

Blackman Jones Compensatory Education Quickbase

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;

This application tracks current and future class members under the Blackman Jones v. District of Columbia class action. Notice and award delivery data is tracked to ensure OSSE abides by obligations associated with the Consent Decree, ADR, and Future Class Member Agreement.

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

OSSE Staff only has access to this information and the public cannot be granted access to this quickbase.

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

The system is approximately 3 years old and there are no planned upgrades to this system from OSSE.

How data is managed across the agency to ensure quality, consistency and accountability.

Student data is entered from reports produced from the Blackman Jones Database, which are validated in the source system, to ensure there is reliability of student identifiable information prior to entry and case work. This is a standalone application and does not receive or provide information to other Department of Specialized Education databases.

BITSSE

A detailed description of the information traced 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;

Billing & Invoice Tracking System for Special Education (BITSSE) system was developed to support compliance with Petties versus DC as it relates to payment of nonpublic providers. This payment functions transitioned from DCPS to OSSE and was initiated in January 2009. BITSSE tracks special education invoices workflow from the time the invoice is sent to OSSE, to final check information send to SOAR. CFO Group invoices are submitted to OSSE for processing, beginning with entering the invoice information in the system , scanning the hard-copies into the system, distributing invoices based on hard-copy invoice, updating, deleting invoices when required, communicating with vendors to acquire corrected invoices etc.. Also the CFO makes payments and reporting on the status of payments to vendors. Then Special Education oversees invoice approval and dispute process, also works with CFO Manager to run system checks that ensure monthly fiscal auditing.

The system tracks Vendors, and Invoices to the student level provided services along with level of service in terms of duration and amount billed.

Identification of persons who have access to each system, and whether the public can be granted access to all or parts of the system;

The public does not have access to this system. The system is used for internal OSSE purposes only. The following OSSE personnel currently have access: DSE IVS NPU Team, DSE Data Unit, The OSSE CFO Team, OSSE IT Team.

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

The system was created and developed by OSSE and its use started in January 2009. The system has had two major upgrades: one in Sept 2010 to a web based application and a second in 2011 to implement user upgrade requests. There is a third user upgrade currently being considered to improve usability and to provide better reporting capability.

How data is managed across the agency to ensure quality, consistency and accountability.

The expenditure data in BITSSE is being reported out on a monthly basis and is shared with LEAs so that they may understand associated costs of students placement into nonpublic programs.

DCCATS

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;

The District of Columbia Corrective Action Tracking System (DCCATS) is a web-based system for issuing special education monitoring and compliance reports and documenting the correction of noncompliance. DCCATS is used to enter both student-specific and LEA-wide findings of noncompliance. Therefore, demographic information for students whose files were included in a compliance review, as well as the findings and any subsequent evidence of correction, are stored in the system. In addition, OSSE currently uses DCCATS to collect information on preschool outcomes in order to comply with federal requirements.

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

The public is not granted access to the system. The system contains student-specific information, therefore only the local educational agency in which the student is enrolled has the right to view information for the students in their agency.

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

The system has only begun development within the last eighteen months. Therefore, not all planned components of the system have been developed or released for use. Presently, OSSE is issuing findings for required quarterly reports through the database and will debut the release of findings associated with onsite monitoring reports in February or early March. The database will continue to be developed and released in phases to eventually capture findings from all areas of the general supervision system. OSSE also has contracted for development of a module in the system whereby LEAs will be able to conduct self-checks of their compliance in order to support continuous improvement.

How data is managed across the agency to ensure quality, consistency and accountability.

OSSE ensures the accuracy of monitoring data by pairing monitors to work within the system. Through this process, one monitor enters data and makes an initial compliance determination and a second monitor conducts a review to ensure accuracy.

SEDS / Reports Framework

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;

This system is the system of record for the District of Columbia data around special education. The data is used for state, federal and court reporting along with monitoring and oversight. The data feeds into other systems such as SHO I-sight, Blackman Jones Database and SLED.

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

OSSE Staff, LEA personnel, Blackman Jones Court monitor and his representatives, Related Service Providers, School based staff, PCSB staff, and ASO for Medicaid recovery. The public is not granted access to this system.

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

SEDS was first released in late 2008 and OSSE has made annual to every two year updates based on user feedback as well as regulation and policy changes.

First instantiation was released in 2008 and training has been provided on this system. Planned upgrades include ability to bring more aggressive special education reform within the District to remove us from special conditions and Blackman Jones. Changes made to EasyIEP, in tandem with monitoring and training, resulted in increased compliance with requirements of IDEA resulting in significant improvement in rates of special conditions over the past several years.

How data is managed across the agency to ensure quality, consistency and accountability.

Student demographic and enrollment data is imported from the student information systems at the LEAs to ensure accuracy and consistency. Monthly training is provided to LEAs to ensure user fluency. OSSE maintains a user help desk and resource site on which trainings, user manuals and other resources are located.

In addition, as OSSE uses SEDS as the system of record for special education monitoring, users get regular feedback regarding the appropriate use of SEDS as well as required supporting document.

IDEAFacts Quickbase

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;

IDEA*facts* is a quickbase application that is utilized to support the District's federally and locally mandated child count process for children receiving special education services in the District of Columbia. This application supports District efforts to ensure an annual, unduplicated count, as required for federal IDEA funding.

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

Currently, only OSSE staff and LEA representatives verifying the data have access to the system. This data is not something that can be shared with the public.

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

System is 3 years old. No further upgrades are expected. However, OSSE wishes to transition this database to a more permanent infrastructure so that it is not a quickbase application

How data is managed across the agency to ensure quality, consistency and accountability.

All data in *IDEAfacts* is imported from existing data sources, with the exception of one element that is not collected in other systems. This will change with an upgrade to SEDS. LEAs are required to update existing systems in order for the data to be reflected correctly in this application. This requirement ensures that data is collected and corrected at the source system, propagating accuracy, consistency accuracy and accountability. Training is conducted prior to the release of the tool, and a guide is produced annually for LEAs to follow.

Medicaid Billing

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;

DSE Medicaid Recovery Unit utilizes the system AcceliROUTE for compliance and monitoring reasons. AcceliROUTE is a specialized transportation management and Medicaid claiming tool that captures specialized transportation ridership data and student data from numerous sources. It automatically matches billable school based health services with transportation services to maximize transportation claiming.

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

DSE Medicaid Recovery Unit and specific OSSE DOT staff have access to the AcceliROUTE system, but because of the sensitive nature of the material captured within the system regarding students, the public cannot be granted access the system.

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

The AcceliROUTE system was created 17 months ago, and deployed 6 months ago. The report edits and print features for the remittance reports have been updated in the system and updates are also planned for the comprehensive service reports.

How data is managed across the agency to ensure quality, consistency and accountability.

DOT will have an understanding of how AcelliRoute integrates with DOT systems. System also receives information from vendor based on approved claims.

DSE Multisystems Tracker

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;

This standalone application tracks students who are referred to OSSE for educational surrogate parent appointments. It also contains the personally identifiable information of educational surrogate parent volunteers.

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

Only OSSE staff has access to this sensitive information around surrogate parent appointments and volunteers.

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

The system is approximately 3 years old and OSSE does not expect to upgrade this application further.

How data is managed across the agency to ensure quality, consistency and accountability.

This information is used to track surrogate parent appointments and volunteers and compiles information across special education systems to ensure the reliability of the data. It is a standalone application.

Nonpublic Entity Management Quickbase Application

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;

The Non Public Application tracks all Non-Public Schools, their campuses / programs, the students active at each campus / program and what the certification status of the campus / program is. The application also tracks disabilities, grade range, age ranges served across a campus / program. School information provided by SLED/ODM is used to populate this application (Name, Address, Telephone number, Fax number, Contact Person, E-mail, Website).

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

OSSE Staff has access to this information for the management of nonpublic applications

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

Application is in use as of January 2013. OSSE does not plan to have any upgrades at this time.

How data is managed across the agency to ensure quality, consistency and accountability.

Student data is imported from SEDS, and is updated by program staff.

Special Education Quality Review (SEQR) Tool

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;

In January 2012, OSSE partnered with the American Institutes for Research (AIR) to develop a set of special education best practice standards. The goal of this project was to identify best practices for serving students with disabilities and to identify replicable models for special education service delivery that can be brought to scale in the District. Through this project, AIR was tasked with assessing challenges to special education service delivery, providing recommendations for system and school-level reform to support improved service delivery for students with disabilities, and formulating quality performance indicators and a self-assessment tool to be used by District of Columbia LEAs and schools. The assessment tool will also include a virtual resource library.

The self-assessment tool is aimed to be used as a mechanism for schools and LEAs to identify challenges and successes in their education service delivery system so that they can make continuous improvements. The information entered into this system will remain confidential to the school/LEA. The tool is projected to be available for use in February 2013.

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

LEAs, schools, and nonpublic schools with a certificate will have access to the tool and receive school and/or LEA level results. The information entered to the school will be kept confidential only available to the school.

OSSE will have access to the following information:

- I. Number of visits to the websites
- II. Number of unique visitors to the website
- III. Number of LEAs/schools that start the tool
- IV. Number of LEAs/schools that complete the tool
- V. Updated report accessible over the internet regarding problems with the website, downtimes, bandwidth usage and network latency
- VI. Audience measurement metrics, such as repeat traffic, length of time spent on website, where traffic originates

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

N/A- Has not gone live yet

How data is managed across the agency to ensure quality, consistency and accountability.

This is a standalone application.

Strong Start Tracker

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;

The Strong Start Tracker is the case management system for the Strong Start DC Early Intervention Program, the lead agency for Part C of the Individuals with Disabilities Education Act. The system is web-based and built on the Quickbase platform.

Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;

Access to the data system is limited to those who, under FERPA and HIPAA, are authorized to access the personally identifiable information and medical records of children served by Strong Start. These include Strong Start staff, direct service and evaluation providers and managed care organization partners. The public cannot be granted access to any part of the Strong Start Tracker.

The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and,

The system is 4 years old.

How data is managed across the agency to ensure quality, consistency and accountability.

Children in the Strong Start Tracker are assigned a unique student identifier to ensure continuity for students who enroll in school as of or before compulsory school age. Also, to increase accountability, Strong Start Tracker data is shared with SEDS to ensure effective C to B Transition.

29) Please identify all federal data reporting requirements across all programs. Who at OSSE ensures the agency collects and reports all data required by federal agencies on a timely basis?

RESPONSE:

OSSE established a new Office of Data Management in November 2012 to ensure timely data collection and reporting. This office is responsible for ensuring compliance with all federal data reporting requirements, within the timeline and specifications identified by the U.S. Department of Education.

OSSE has developed a Data Collection Handbook that provides detailed parameters and procedures for the submission of the required data element, to ensure that OSSE is meeting quality data requirements, and to support data fidelity when using data for federal reporting and analysis.

Some of the reports that are collected and transmitted via ED Facts are as follows:

- Common Core of Data
- Consolidated State Performance Report
- Individuals with Disabilities Education
- Civil Right Data
- Attendance Information
- Course Information
- End of Course Grade Data
- Homeless Student Information
- Discipline Information
- Dropout Information
- Graduate Information
- Language English Proficiency
- Immigrant Information
- Program Participation Information
- Assessment and Accountability Data
- Financial Data

30) Please describe how OSSE manages data requests to sub-grantees, including:

- a) **What measures does OSSE take to ensure that there are no duplication of requests for data from LEAs and other sub-grantees?**
- b) **How does OSSE work with sub-grantees so that they have the capacity to collect and report data?**

RESPONSE:

OSSE has spent the past year, since the establishment of the Office of Data Management, developing a comprehensive data collection handbook. This handbook will be going out to subgrantees for comment in 2013, and once finalized will serve as an authoritative source of all unduplicated data needs to complete federal and local data reporting requirements. As this is a single document managed by a single department it will ensure elimination of duplication of data requests to subgrantees.

OSSE has a defined process it goes through when completing data collections. This includes:

1. Analysis of requirement for the data collection
2. Development of materials to ensure clarity of what data is collected and under what definitions
3. Announcement of the data collection, the deadlines, and the available training and support for the collection
4. Training and support during the collection as well as reminders
5. Contact with the subgrantees who miss the deadline and additional support in completing the collection
6. Review of the submitted data materials, identification of data inconsistencies, and contact with the LEAs to describe potential problems
7. Collection of improved quality data that resolves outstanding issues
8. Certification of the final data depending on the collection and data use purpose

c) What obstacles prevent the timely collection of accurate data for reporting requirements?

RESPONSE:

The primary obstacles to timely collection of accurate data for reporting requirements include:

1. Insufficient personnel and data systems at subgrantees
2. Lack of awareness of data requirements or trained personnel among subgrantees
3. Disputes over the legality of collections and authority to collect particular information
4. Lack of fully connected data systems at the state level

As a result of these difficulties OSSE is proposing new legislation clarifying data collection authority, creating new training programs for subgrantee data staff, producing comprehensive documentation of data collection requirements, and quickly procuring a new data collection system that will fill gaps between subgrantee data systems and OSSE data systems.

- 31) Please provide the following data regarding college preparation, application, and enrollment:
- a) Total number and percent of public school students in the graduating class of 2012 (DCPS and public charter school combined) who took a college entrance exam;
 - b) Total number and percent of public charter school students in the graduating class of 2012 who took a college entrance exam;
 - c) Total number and percent of DCPS students in the graduating class of 2012 who took a college entrance exam;
 - d) Number of public school students in the graduating class of 2012 (DCPS and public charter school combined), *by school*, who took a college entrance exam;
 - e) Total number and percent of public school students (DCPS and public charter school combined) in the graduating class of 2012 who applied to a post-secondary school;
 - f) Total number and percent of public charter school students in the graduating class of 2012 applied to a post-secondary school;
 - g) Total number and percent of DCPS students in the graduating class of 2012 who applied to a post-secondary school;
 - h) Number of public school students in the graduating class of 2012 (DCPS and public charter school combined), *by school*, who applied to a post-secondary school;
 - i) Total number and percent of public school students in the graduating class of 2012 (DCPS and public charter school combined) who enrolled in a post-secondary school;
 - j) Total number and percent of public charter school students in the graduating class of 2012 who enrolled in a post-secondary school;
 - k) Total number and percent of DCPS students in the graduating class of 2012 who enrolled in a post-secondary school; and,
 - l) Number of public school students in the graduating class of 2012 (DCPS and public charter school combined), *by school*, who enrolled in a post-secondary school.

RESPONSE:

- The following attachment provides the requested data listed in the question - Post Sec. Enrollment and College Entrance Exam
- DCPS does not collect data on students who applied to post-secondary schools

OSSE PERFORMANCE OVERSIGHT QUESTIONS

Question 31 –Number and Percent of Students Enrolled in Post-Secondary Education

Number and Percent of Students Enrolled in Post-Secondary Education by School

Sector (High School Type)	# of Students Enrolled in Post Sec	% of Students Enrolled in Post Sec
CHARTER	52	36%
DCPS	174	14%
Total	226	17%

Number and Percent of Students Enrolled in Post-Secondary Education by School

School Name	HigherEd	Enrollment Rate
Anacostia SHS	65	37%
Ballou SHS	69	32%
Ballou STAY	25	8%
Benjamin Banneker Academy HS	68	80%
Cardozo SHS	43	40%
Columbia Heights EC	60	36%
Coolidge SHS	69	48%
Dunbar SHS	70	43%
Eastern SHS	5	28%
Ellington School of the Arts	76	75%
Luke C Moore HS	24	16%
McKinley Technology HS	130	78%
Phelps Architecture Construction & Engineering HS	39	46%
Roosevelt SHS	76	46%
Roosevelt STAY	8	11%
School Without Walls SHS	86	77%
Spingarn SHS	26	24%
Spingarn STAY	8	10%
The Washington Metropolitan High School	16	48%
Wilson Woodrow HS	182	61%
Woodson H D HS	57	36%
DCPS Total	1202	41%
Booker T Washington PCS	29	48%
Capital City Upper PCS	29	69%
Cesar Chavez Capitol Hill PCS	28	57%
Cesar Chavez Parkside HS PCS	30	68%
Friendship PCS Woodson Collegiate Campus	178	72%
Hospitality PCS	12	63%
Integrated Design Electronics Academy IDEA PCS	22	37%
Maya Angelou Evans Campus PCS	22	44%
Options PCS	7	13%
Perry Street Prep PCS	43	53%
SEED PCS	34	65%
Thurgood Marshall Academy PCS	47	71%
Washington Latin PCS High School	30	79%
Washington Math Science Tech PCS	53	61%
Charter School Total	564	60%
State Total	1766	46%

Denominator is 3,862

OSSE PERFORMANCE OVERSIGHT QUESTIONS

Question 31 –Number and Percent of Students who took a College Entrance Exam

Number of and Percent of Students who took a College Entrance Exam by Sector

Sector (High School Type)	Entrance Exam Participation	% Entrance Exam Participation
DCPS	1535	65%
CHARTER	663	65%
Total	2198	65%

Number of Students who took a College Entrance Exam by School¹

School Tested	Entrance Exam Participation
ANACOSTIA SHS	50
BALLOU SHS	133
BANNEKER SHS	90
BOOKER T WASHINGTON PCS	2
CARDOZO SHS	53
CESAR CHAVEZ PUBLIC CHARTER CAPITOL HILL PCS	60
CESAR CHAVEZ PUBLIC CHARTER PARKSIDE PCS	51
COLUMBIA HEIGHTS SHS	189
COOLIDGE SHS	117
DUNBAR SHS	100
EASTERN SHS	53
ELLINGTON SHS	83
FRIENDSHIP COLLEGIATE ACADEMY PCS	262
HOSPITALITY PCS	17
HYDE LEADERSHIP PCS	46
IDEA-INTEGRATED DESIGN AND ELECTRONIC ACADEMY PCS	30
IDEAL ACADEMY PCS	18
MAYA ANGELOU PCS-EVANS PCS	5
MAYA ANGELOU PCS-SHAW PCS	15
MCKINLEY SHS	156
LUKE C. MOORE SHS	17
NEXT STEP PCS	1
ROOSEVELT SHS	56
SCHOOL WITHOUT WALLS	92
SEED PCS	33
SPINGARN SHS	31
THURGOOD MARSHALL ACADEMY PCS	48
WASHINGTON MATHEMATICS SCIENCE TECHNOLOGY PCS	65
WILLIAM E DOAR JR PCS (UPPER) PCS	10
WOODROW WILSON SHS	249
WOODSON SHS	66

¹ Note: 2010-2011 data were reported for students who took college entrance exam.

32) DCPS uses the STARS system to collect data regarding attendance and truancy for all enrolled students. Please provide the following information regarding OSSE's collection of data from, and interaction with, the STARS system:

a) At what intervals does OSSE receive attendance data from DCPS?

RESPONSE:

OSSE receives student-level enrollment and demographic data from DCPS and public charter schools on a daily basis. For attendance, OSSE conducts an annual discipline and truancy data collection from both DCPS and the charter LEAs. On January 4th 2013 OSSE published a proposed final rule for a 30-day comment period to implement the South Capitol Street Memorial Act. The regulations, once final will result in OSSE performing a daily collection of attendance from DCPS, Public Charter Schools, and private schools to verify attendance and ensure timely interventions in the case of truancy. Additionally this proposed rule provides a clear, concrete, and common definition of attendance and truancy across public, public charter, and private schools in the District of Columbia.

b) How is the data provided from the STARS system to OSSE? How is the data broken down (i.e. by school, grade, numbers of days, etc.)?

RESPONSE:

The previous data collections have collected incidents of truancy by which type of truancy has occurred:

- Student age 5+ with 2 full-day unexcused absences within one school month;
- Student age 5+ with 4 half-day unexcused absences within one school month;
- Student age 5-13 with 10+ unexcused absences within total school year (count partial unexcused absences as a full day);
- Student age 5-13 with 20+ total absences (excused or unexcused) within entire school year (count partial unexcused absences as a full day); and/or
- Student age 13+ with 25+ unexcused absences within school year (count partial unexcused absences as full day).

OSSE's collection requests that the LEA (DCPS) populate, for each student in the event of truancy, the following fields: LEA code, LEA name, school code, school name, student USI, student last name, student first name, student date of birth, student grade, student ethnicity, student race, student gender, student English Language Learner/Limited English Proficiency Status, student Individualized Education Plan (Specialized Education) status, primary disability (for those students in Specialized Education), and truancy event type (per the five definitions above). Collecting data in this level of detail allows OSSE to aggregate and disaggregate the truancy data in multiple ways to meet multiple federal reporting and stakeholder requirements. Once the data is received and accurate it is imported into the SLED data system.

c) How does the STARS system interact with OSSE's SLED data collection system?

RESPONSE:

OSSE is in the process of procuring developer assistance to customize an open source automated data collection tool developed by the Rhode Island Department of Education. This system can

connect to any data system, automatically convert the format in the source system (e.g. STARS) to match the OSSE format, transfer the data on a daily basis, and perform data quality checking in the process. This system will begin to be implemented in spring 2013 and will be used to perform a daily collection of attendance and other data collections. This will reduce the amount of time OSSE and LEAs spend on performing data collection and transmission allowing more time and effort on ensuring the data is complete and accurate. This system will replace a custom developed feed with the STARS system that sends demographic, enrollment, and exit information directly from STARS to OSSE data systems on a daily basis.

d) How does OSSE utilize the interaction between STARS and SLED in order to develop policies to address truancy at all of the District's public schools?

RESPONSE:

OSSE is using the data collected in SLED to analyze factors that help predict factors for student success and school completion. This information will be used (once available) to inform funding, support, and policy applied to address truancy and other obstacles to student success. Additionally the compulsory attendance regulations proposed January 4th identify a process where OSSE will utilize the attendance information within SLED to monitor actions taken by schools to ensure reductions in truancy in compliance with the South Capitol Street Memorial Act.

33) How does OSSE currently collect attendance and truancy data for each of the Public Charter Schools?

- a) **At what intervals and in what format is this data reported to OSSE?**
- b) **Please describe any barriers that exist to accurately collecting, analyzing, and disseminating this data between OSSE and the Public Charter Schools.**

RESPONSE:

This process is virtually the same as described in question 32. The only difference is that currently the Public Charter School Board aggregates demographic, enrollment, and exit information from charter LEAs and sends that to OSSE on a daily basis. PCSB collects daily attendance data, but programmatic difficulties have prevented them from providing that information to OSSE, so OSSE performs annual collections directly from LEAs to meet federal reporting requirements. To reduce the burden and eliminate the current duplicative collection for LEAs, OSSE plans to connect the new automated data collection tool directly to LEAs, and develop an MOU with PCSB in order to provide them with this data.

34) On an annual basis, OSSE is required to perform an audit of enrollment for each of the District's public schools. Please provide a copy of the most recently completed audit. Please provide a description of how the audit is conducted including:

a) How the audit is funded;

RESPONSE:

OSSE funds the independent audit only from amounts appropriated to the OSSE for staff, stipends, and non-personal services of the OSSE by an act making appropriations for DC (DC Code Chapter 18, § 38-1804.02 (d)(4)).

b) How the data is collected from each school;

RESPONSE:

For the 2012-13 School Year, the OSSE used information in SLED in conjunction with a targeted assistance program for LEAs directed at ensuring accurate and complete data for the Enrollment Audit. At the beginning of the school year, LEAs enter all student demographic and enrollment information into their Student Information Systems (SISs; DCSTARS for DCPS, and various systems at Charter schools). The DCSTARS system directly transmits daily demographic and enrollment feed files into OSSE's SLED. Charter LEA SISs transmit data directly to the Public Charter School Board's ProActive system, which provides daily demographic and enrollment data into OSSE's SLED. Three weeks prior to the official October 5 Enrollment Audit Count date, OSSE began the targeted assistance program for LEAs, opening up an online portal that allowed designated contacts at each LEA to view student demographic and enrollment data as they appear in SLED. OSSE had a team tasked for those three weeks to provide one-on-one assistance to LEAs to rectify any data errors through October 5. Once the October 5 data had been inputted and all systems were updated with this data, the demographic and enrollment data in SLED were deemed the official October 5 roster for transmission to the Auditors. LEAs submitted certification forms to OSSE certifying that the October 5 data were accurate to the best of each LEA's knowledge.

c) The timeline for collecting the data and performing the audit;

RESPONSE:

Date	Event
9/7/12	OSSE held training sessions to prepare LEAs for the Audit, and provided all LEAs with the 2012-2013 Enrollment Audit Handbook.
9/17/12-10/5/12	OSSE conducted a targeted data assistance outreach effort for LEAs to facilitate accurate data.
10/12/12	The auditors completed the head count site visit scheduling.
10/12/12	OSSE transmitted the official October 5 roster based on SLED (as detailed above) to the auditors.
10/23/12-11/21/12	The auditors performed physical head counts at school sites.
11/1/12	OSSE requested ELL sample audit documentation from DCPS, PCSB, and Charter LEAs.
11/9/12-11/16/12	OSSE reviewed ELL documentation.
12/7/12	The auditors provided a pre-appeals dataset based on head count site visit findings to OSSE.

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12/10/12	OSSE electronically distributed school-level pre-appeals datasets and ELL sample audit determinations to each LEA.
12/21/12	LEAs submitted all appeals based on the pre-appeals dataset to OSSE.
12/24/12-1/3/13	OSSE and the auditors conducted “desktop” appeals determinations.
1/4/12	OSSE released Post-desktop-Appeals data to each LEA and a voluntary sign-up process for in-person appeals hearings to resolve any remaining discrepancies.
1/9/13-1/11/13	In-person hearings were conducted by a panel of OSSE and the Office of the Deputy Mayor for Education for a small number of LEAs.
1/16/13	In-person hearing panel and the auditors completed Final determinations based on in-person hearings were completed.
1/18/13	Auditors provided OSSE with a final dataset.
1/21/13-1/24/13	OSSE conducted quality assurance checks and Auditor-approved amendments on the dataset from the auditors.
1/30/13	OSSE incorporated Specialized Education Child Count data (authoritative source for student-level Specialized Education data) into the Enrollment Audit dataset, and finalized the Enrollment Audit dataset.
1/30/13	OSSE completed summary reports.
2/6/13	OSSE provided audit reports to the public.

d) How the audit is used to make adjustments within the uniform per pupil funding formula; and,

RESPONSE:

The audit is the authoritative count of the students receiving UPSFF funds by the District of Columbia. Funds for DCPS are determined by projections based on the Enrollment Audit. Funds for charter LEAs are distributed quarterly; the first quarter payment is based on projections from the previous school year, the second and third quarter payments are based on the unaudited October 5 count, and the fourth quarter payment is based on the audited October 5 count and reconciles any over- or under-payments from previous quarters due to discrepancies between the unaudited and audited October 5 numbers. The audit ensures that the number of students at each LEA is accurate as of October 5, and that students are attributed to the correct grades, English Language Learner and Specialized Education status, all of which form the basis of the UPSFF.

Traditionally, there have been some concerns about basing UPSFF payment on one day’s audited enrollment, as student continue to enter, transfer and leave after October 5. To that end, OSSE has completed an analysis of student mobility, both on an annual basis using the audits, and on a monthly basis using snapshots of SLED data. This analysis helps OSSE to understand the extent of student mobility between school years, and during a school year, and thus contextualize the impacts of using audited October numbers for funding purposes.

e) A description of ways in which the audit can be enhanced or improved.

RESPONSE:

There were significant improvements in the overall audit process this year. OSSE used SLED as the system of record to create the roster for the first time; historically the roster has been created using self-reported roster spreadsheets from LEAs. Utilizing the data already in SLED significantly reduced

the burden in the production of the roster for the Audit. Additionally, the targeted data assistance that took place this year to support LEAs in ensuring their data was correct for the Audit was the first in enrollment audit history. This effort significantly reduced the discrepancy between the unaudited and the audited October 5 counts. Moving forward, all LEAs will have direct access to SLED, which will allow for a more effective and efficient process of validating and verifying data for the Enrollment Audit.

Additionally, for the first time this year, OSSE conducted a shadow audit utilizing a statistically valid sampling method. This shadow audit was performed as an effort to explore potential alternative methods of verifying October 5 enrollment that would be less disruptive to LEAs than the comprehensive census-style site visits. Such a method could also be utilized to begin addressing the concern that having all funding depend on the enrollment of one day may result in inequitable funding if students enter, transfer, or leave an LEA after October 5.

In an effort to continually produce the best outcomes utilizing efficient systems and processes, OSSE will be holding feedback sessions with LEAs and stakeholders to collect information on this year's audit process and experience. OSSE plans to use the information and suggestions to improve future audit processes to be even more streamlined for LEAs and schools.

This year, OSSE also moved away from the continual renewal of the same independent auditor contract. In spring 2012, the enrollment audit RFP was adjusted to reflect lessons learned in prior years. OSSE plans to further refine the independent audit contract through continued RFP adjustments in response to internal and external feedback from this year's audit.

School	By Grade																	ELL		Special Education				
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4
DCPS																								
DCPS Alternative Schools																								
CHOICE Academy MS/SHS	10																		10			1	1	
Incarcerated Youth Program, Correctional	49																		49		7	9	2	5
Youth Services Center	89																		89	1		6	3	12
DCPS Alternative Schools Totals	148	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	148	1	7	16	6	17
DCPS Special Education Schools																								
Mamie D Lee School	96																		96	6			7	87
Prospect LC	83																		83	3			2	81
Sharpe Health School	85																		85	7			1	81
DCPS Special Education Schools Totals	264	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	264	16	0	0	10	249
DCPS Schools																								
Brightwood EC	573	40	49	85	60	48	55	61	39	53	45	38							279	37	20	1		
Brookland EC at Bunker Hill	274	14	19	21	25	30	27	32	27	31	23	25							18	25	14	2		
Browne EC	364	21	35	29	32	34	34	30	27	35	32	55							18	31	15	7	5	
Burroughs EC	283	23	28	31	26	29	25	22	32	19	30	18							18	26	17	3	22	
Columbia Heights EC	1262									81	105	113	347	231	198	187			426	87	14	6	5	
Francis Stevens EC	224	35	24	18	16	13	11	15	20	16	25	31							29	15	7	3	1	
Langdon EC	350	28	29	41	43	37	26	38	30	25	27	26							17	14	22	3	1	
Langley EC	417	32	30	55	31	22	27	47	37	43	42	51							17	33	18	2	47	
LaSalle Backus EC	288	22	28	34	37	25	25	22	24	34	17	20							64	23	13	1	13	
Noyes EC	282	18	25	24	31	28	20	31	30	23	23	29							10	12	13	2	7	
Oyster Adams Bilingual School	668	6	40	73	73	74	68	85	62	65	72	50							104	53	12		14	
Raymond EC	451	41	60	54	60	43	41	32	29	33	35	23							169	51	9		1	
Takoma EC	366	32	43	49	32	29	28	32	34	33	31	23							72	13	19	3	13	
Truesdell EC	468	31	39	65	53	39	36	42	34	40	50	39							149	34	34	4	5	
Walker Jones EC	426	38	43	57	41	49	35	32	29	36	40	26							8	28	37	11	15	
West EC	243	28	30	29	20	18	24	17	22	20	18	17							20	19	5		1	
Wheatley EC	465	26	37	51	46	44	49	35	43	46	41	47							9	41	32	9	3	
Whittier EC	339	24	29	29	34	36	30	34	32	30	31	30							42	28	21	1	1	
Winston EC	308	16	20	27	24	20	29	21	29	41	36	45							5	19	28	4	1	
Aiton ES	252	30	39	32	47	32	19	25	28										0	16	10	1	1	

School	By Grade																		ELL		Special Education			
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4
Amidon Bowen ES	293	31	37	42	42	40	37	23	41											8	21	10	1	3
Bancroft ES	473	42	60	72	67	55	73	46	58											306	41	15		2
Barnard ES	569	64	83	85	93	66	56	60	62											174	31	20	1	26
Beers ES	384	41	55	46	57	40	65	38	42											1	22	21	11	28
Brent ES	358	40	48	51	57	48	52	46	16											5	22	4		3
Bruce Monroe ES at Park View	442	44	60	75	64	57	40	51	51											276	34	8	3	
Burrville ES	357	49	56	55	46	38	33	41	39											1	24	7	1	
C W Harris ES	265	19	45	52	40	33	33	23	20											2	22	11	1	22
Capital Hill Montessori School at Logan	224	46	45	43	23	25	18	12	12											4	7	1		
Cleveland ES	297	31	50	41	37	40	34	35	29											62	18	4	1	5
Davis ES	178	19	22	26	25	24	24	20	18											3	8	6	1	15
Drew ES	164	23	29	16	21	20	12	20	23											3	5	10	2	8
Eaton ES	459		56	76	64	74	69	77	43											47	29	6	3	2
Ferebee Hope ES	215	15	36	27	23	38	25	22	29												16	14		1
Garfield ES	245	23	29	41	39	43	21	29	20												25	7	2	1
Garrison ES	228	32	40	29	28	38	21	18	22											34	15	11		19
H D Cooke ES	388	30	60	54	68	54	45	32	45											180	16	14	1	
Hearst ES	273	1	44	41	48	35	36	39	29											11	12	6		8
Hendley ES	339	15	19	49	56	52	47	57	44												23	18	2	1
Houston ES	238	19	24	40	36	28	38	25	28											2	16	17	2	8
Hyde Addison ES	332		20	48	69	71	47	45	32											29	24	1		4
J O Wilson ES	408	51	64	68	54	64	31	44	32											10	19	6	1	22
Janney ES	599		58	104	95	97	89	76	80											21	29		2	2
Kenilworth ES	147	16	20	18	18	16	17	19	23												9	7		1
Ketcham ES	260	31	40	47	32	20	40	29	21												14	11	2	
Key ES	375		40	58	57	76	60	55	29											37	19	4	1	
Kimball ES	289	15	20	43	38	51	46	44	32												16	8	6	
King, M.L. ES	311	23	41	51	38	47	27	40	44												14	9	4	1
Lafayette ES	689		76	93	106	113	107	98	96											15	20	14	2	2
Leckie ES	344	45	51	54	53	47	43	26	25											2	24	4	4	1
Ludlow Taylor ES	263	46	55	37	42	20	20	20	23											6	13	1		31
M C Terrell /McGogney ES	205	26	23	33	30	23	29	20	21											1	9	2		3

School	By Grade																		ELL		Special Education				
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4	
Malcolm X ES	220	31	35	41	22	23	27	21	20												18	9	1	5	
Mann ES	286		39	52	46	49	40	36	24											29	4	4		2	
Marie Reed ES	362	40	46	50	58	56	30	37	45											210	34	5			
Marshall ES	158	21	33	34	24	12	12	9	13											5	15	1		1	
Maury ES	317	38	49	52	38	57	42	20	21											3	14	4			
Miner ES	475	39	73	69	66	60	58	50	60											3	20	30	2	12	
Moten ES	335	29	35	48	45	45	48	46	39											1	17	13	1	2	
Murch ES	572		60	92	86	93	93	88	60											49	21	1	1	12	
Nalle ES	335	36	50	62	37	36	40	43	31											6	13	5	3		
Orr ES	346	43	60	58	41	41	31	36	36												35	14		1	
Patterson ES	330	31	39	56	56	40	42	32	34												21	25	2	17	
Payne ES	245	35	39	34	32	37	22	23	23											1	12	9		11	
Peabody ES (Capital Hill Cluster)	230	45	80	105																3	11	2	1	1	
Plummer ES	263	16	47	46	30	39	26	32	27											14	17	10	4	8	
Powell ES	391	35	55	73	65	56	33	40	34											259	46	4	1	1	
Randle Highlands ES	358	36	47	57	39	48	44	43	44												44	7		1	
Ross ES	154	15	20	25	24	21	22	19	8											27	6	1			
Savoy ES	387	30	35	62	54	39	58	61	48											2	19	19	4	1	
School Within School at Logan Annex	126		40	46	40																4		1	2	
Seaton ES	256	31	38	36	27	30	31	30	33											112	14	7	3	14	
Shepherd ES	314		38	40	45	49	47	60	35											17	4	14	4		
Simon ES	270	20	32	36	35	51	33	32	31											2	19	11	1	5	
Smothers ES	282	32	36	53	37	43	22	31	28												14	10		8	
Stanton ES	391	32	40	49	56	53	69	42	50												41	8		3	
Stoddert ES	368		40	80	69	59	42	44	34											77	18	2			
Thomas ES	312	31	45	52	42	45	33	28	36												19	10	4	25	
Thomson ES	300	32	34	37	39	34	36	46	42												130	21	8		1
Tubman ES	506	30	52	103	87	79	51	51	53												204	27	8	4	24
Turner ES	339	29	39	51	50	39	46	48	37											2	15	22	1	3	
Tyler ES	470	62	80	105	73	47	35	40	28											7	33	12	7	28	
Watkins ES Capitol Hill Cluster	527				81	122	125	111	88											4	31	11	1		
Deal MS	1165									431	396	338								43	41	64	3	5	

School	By Grade																	ELL		Special Education				
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4
Eliot Hine MS	281									78	115	88								1	20	35	9	24
Hardy MS	404									131	129	144								18	24	21	3	
Hart MS	517									181	182	154								1	25	67	19	15
Jefferson Middle School	279									93	92	94								6	7	26	9	4
Johnson, John Hayden MS	244									80	94	70									6	28	5	6
Kelly Miller MS	353									134	113	106								2	8	37	6	19
Kramer MS	277									92	92	93									11	41	4	2
MacFarland MS	149									42	47	60								50	5	18	7	13
Ron Brown MS	204									54	76	74									5	17	4	43
Shaw MS at Garnet Patterson	130									32	42	56								17	9	10	5	19
Sousa MS	304									100	109	95								2	19	19	13	9
Stuart Hobson MS (Capital Hill Cluster)	371									127	128	116								2	26	22	1	
Anacostia HS	697												276	164	144	113					20	75	83	24
Ballou HS	791												319	175	183	114					46	87	34	92
Ballou STAY	601																601				15	3	1	8
Benjamin Banneker HS	394												108	105	106	75								
Cardozo HS at Meyer	537												278	103	79	77				131	30	62	28	34
Coolidge HS	490												167	96	135	92				43	19	67	11	28
Dunbar HS	504												128	120	139	117				11	51	39	13	8
Eastern HS	504												319	181	3		1			2	18	53	25	27
Ellington School of the Arts	531												144	145	127	115				7	17	1		
Luke Moore Alternative HS	366												98	88	107	73				1	11	13		
McKinley Technology HS	697												229	169	148	151				7	10	2		1
Phelps ACE HS	340												97	76	75	92				7	12	10	3	15
Roosevelt HS	473												199	80	98	96				101	39	54	16	34
Roosevelt STAY	652																652			47	11		1	1
School Without Walls SHS	548												133	155	130	130				3	4	1		
Spingarn HS	374												129	70	97	78				2	36	37	15	21
Spingarn STAY	124																124				5	13	2	1
Washington Metropolitan HS	282												116	43	66	57				7	20	18	6	
Wilson HS	1713												584	410	381	338				121	49	57	39	29
Woodson H D HS	710												301	147	139	123				3	56	82	26	54

School	By Grade																	ELL		Special Education				
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4
DCPS Schools Subtotal	45145	2161	3409	4123	3741	3546	3182	3082	2799	2279	2338	2194	3972	2558	2355	2028	1378	0	4516	2524	2002	554	1099	
DCPS Overall Total	45557	2161	3409	4123	3741	3546	3182	3082	2799	2279	2338	2194	3972	2558	2355	2028	1378	412	4533	2531	2018	570	1365	
Public Charter Schools																								
Public Charter Special Education Schools																								
St. Coletta Special Education PCS	250																	250						245
Charter Special Education Schools Total	250	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	250	0	0	0	0	0	245
Public Charter Alternative Schools																								
Youth Build LAYC PCS	116																	116	34	5	3	2	5	
Charter Alternative Schools Total	116	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	116	34	5	3	2	5	
Public Charter Schools																								
Achievement Preparatory Academy PCS	315							96	74	93	34	18									20	18	13	
AppleTree PCS Amidon	44	44																	4					
AppleTree PCS Columbia Heights	161	100	61																47	6	2		2	
AppleTree PCS Douglass Knoll	86	44	42																	3				
AppleTree PCS Lincoln	61	35	26																	1	1	1		
AppleTree PCS Oklahoma	162	95	67																	3	2			
AppleTree PCS Parkland	86	42	44																			2		
AppleTree PCS Riverside	40		40																	7	1	1	1	
Arts and Technology PCS	629	76	91	97	77	75	73	75	65											3	19	27	7	3
Basis DC PCS	443								156	155	83	49								7	16	6	1	
Booker T Washington PCS	362												69	49	44	45	155			13	10	20	11	6
Bridges PCS	143	67	49	27																66	13	6		15
Capital City Lower PCS	325	32	42	45	50	51	52	53												86	9	3	7	6
Capital City Middle School	298								65	73	83	77								86	8	27	15	6
Capital City Upper PCS	321												98	90	81	52				45	6	28	17	12
Carlos Rosario International PCS	1941																	1941		101				
Center City Brightwood Campus PCS	238		21	25	24	25	27	25	25	24	23	19								101	9	9	3	1
Center City Capitol Hill Campus PCS	230		16	24	25	25	26	26	25	20	24	19									10	12	4	2
Center City Congress Heights Campus PCS	254		22	25	27	27	25	24	15	30	32	27									6	15	3	1
Center City Petworth Campus PCS	235		21	23	21	26	27	27	26	22	20	22								63	19	12	2	
Center City Shaw Campus	1		1																					

School	By Grade																		ELL		Special Education			
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4
Center City Shaw Campus PCS	217		19	21	26	21	26	18	18	23	24	21								30	13	12	3	
Center City Trinidad Campus PCS	230		20	25	28	18	24	30	22	25	18	20								1	15	8	4	
Cesar Chavez Capitol Hill PCS	409												154	105	72	78				14	7	27	10	13
Cesar Chavez Parkside MS PCS	320									117	106	95	1	1						2	6	35	12	1
Cesar Chavez PCS Chavez Prep	318									96	87	73	62							126	11	21	3	
Cesar Chavez PCS Parkside Upper	389												137	85	94	73				7	8	25	15	
Community Academy Amos I	510	71	82	64	84	76	49	46	38											204	13	26	9	5
Community Academy Amos II	280	100	108	72																116	8	1		
Community Academy Amos III Amstrong	479	58	66	60	45	43	33	37	25	29	44	39								10	19	21	9	4
Community Academy Butler Bilingual	308	52	66	52	44	35	17	25	17											92	18	6	1	
Community Academy Online	120			12	14	18	15	9	16	10	12	14									16	1		1
Creative Minds PCS	105	33	32	16	12	12														6	15	3	1	4
D C Bilingual PCS	339	20	46	46	44	49	72	31	31											224	25	12	1	11
DC Preparatory Benning Campus PCS	431	76	74	66	71	70	74													6	5	14	4	1
DC Preparatory Edgewood Elementary PCS	420	72	65	78	69	64	72													6	17	11	1	1
DC Preparatory Edgewood Middle PCS	287							80	68	55	43	41								3	11	12	16	2
DC Scholars PCS	183	51	39	38	19	20	16														9	3		1
E L Haynes PCS Georgia Avenue	395							50	50	101	99	95								82	14	13	20	35
E L Haynes PCS Kansas Avenue Campus	553	36	47	46	49	73	75						127	100						136	36	34	5	15
Eagle Academy PCS NJ Avenue Campus	125	53	30	27	15																2	1		1
Eagle Center	640	163	146	126	97	59	49													5	28	25	5	15
Early Childhood Academy PCS-Johenning	135	13		44	42	36															9	6		
Early Childhood Academy PCS-Washington	113	26	47				40														7	3		
Education Strengthens Families ESF PCS	436	32	10														394			50	5			
EL Haynes PCS Kansas Avenue Campus	1					1																		
Elsie Whitlow Stokes PCS	335	19	27	48	48	44	46	37	38	28										81	19	11	2	3
Excel Academy PCS	515	81	95	90	79	73	54	43													8	11	2	1
Friendship PCS Blow Pierce	683	77	77	82	62	45	30	27	38	71	90	84								5	23	34	19	7
Friendship PCS Chamberlain	760	37	56	68	70	71	73	66	72	81	84	82								1	34	29	9	5
Friendship PCS SouthEast Academy	551	51	56	81	69	69	74	78	73												16	18	14	1
Friendship PCS Tech Prep	369									72	92	83	89	33							11	51	16	3
Friendship PCS Woodridge Campus	477	41	52	49	46	38	33	38	36	38	51	55								14	23	24	3	15

School	By Grade																	ELL		Special Education					
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4	
Friendship PCS Collegiate Academy	1040											1	292	222	266	259					31	51	52	13	
Hope Community PCS Lamond Campus	392	70	73	78	55	45	32	16	15	8										13	11	14	4	2	
Hope Community PCS Tolson Campus	432	56	65	55	50	40	38	30	26	31	21	20								1	24	5	1	10	
Hospitality PCS	201												53	60	44	44				22	13	35	5	2	
Howard Road Academy PCS Main	419		2	66	74	50	71	47	39	70											18	21	4	3	
Howard Road Academy PCS MLK	114										63	51									5	8	3	1	
Howard Road Academy PCS- PA Ave	151	52	65	34																	2			1	
Howard University Math & Science PCS	316									108	115	93									8	5	1		
Ideal Academy PCS	280	33	41	38	28	29	26	17	17	20	13	18								9	15	4	2		
Imagine Southeast PCS	611	54	57	105	96	85	49	35	46	43	41										33	21	2	4	
Inspired Teaching Demonstration PCS	207	44	44	43	20	19	23	14													7	3		2	
IDEA PCS	298										34	30	78	58	47	51					6	11	19	13	
KIPP DC AIM PCS Academy PCS	330								89	88	82	71								1	7	18	29	2	
KIPP DC College Prep PCS	399												134	109	74	82					8	21	28	3	
KIPP DC Discover PCS	305	98	104	103																	13	5		1	
KIPP DC GROW Academy PCS	308	104	101	103																9	17	3	1		
KIPP DC Heights Academy PCS	209				113	96															14	6			
KIPP DC KEY Academy PCS	327								87	88	84	68										27	16		
KIPP DC LEAD Academy	107				107																3	6	3		
KIPP DC LEAP Academy PCS	302	100	101	101																2	16	4			
KIPP DC Promise PCS	415				108	104	99	104														25	20	1	1
KIPP DC WILL Academy PCS	337							28	71	82	77	79									15	29	10	4	
LAMB PCS	273	42	66	57	31	34	23	13	7												117	13	16	3	2
LAYC Career Academy	103													4	13	21	65				1			1	
Mary McLeod Bethune Day Academy PCS	366	36	57	42	30	41	30	37	28	32	17	16								15	9	26	9	1	
Maya Angelou Evans Campus PCS	298												78	75	86	59					7	20	52	9	
Maya Angelou Middle Campus PCS	196									56	73	67									10	11	25	9	
Maya Angelou Young Adult Learning Center	82																82				2	1	4	1	
Meridian PCS	567	52	75	71	64	75	47	40	43	46	32	22								136	71	11	1	4	
Mundo Verde Bilingual PCS	237	40	64	69	64															64	18				
National Collegiate Prep PCS	310												91	86	77	56					21	26	5	1	
Options PCS	415									28	31	33	115	87	63	58					7	14	22	230	

School	By Grade																	ELL		Special Education				
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4
Paul JHS PCS	556									114	142	186	114							29	12	31	6	2
Perry Street Prep PCS	950	30	33	34	40	31	43	35	52	49	72	64	153	106	113	95				41	40	77	9	3
Potomac Lighthouse PCS	396	50	48	52	35	52	31	35	45	25	23										8	11	2	1
Richard Wright PCS	202											33	83	86						1	14	15	4	4
Roots PCS	120	18	17	21	14	12	11	5	6	7	3	6									2	1		1
SEED PCS	341									99	66	39	47	24	26	40					12	31	5	
Septima Clark PCS	230	42	44	42	34	21	16	9	12	10											10	7	4	3
Shining Stars Montessori PCS	55	25	15	7	8															6	2			1
The Next Step PCS	166													14	31	62	59			91	4	4	2	1
The Next Step PCS- Adult	111													1	7	26	77			33	2	4	1	
Thurgood Marshall Academy PCS	397												136	110	87	64					14	16	2	
Tree of Life Community PCS	314	35	44	39	31	24	25	21	22	22	24	27								2	17	12	3	3
Two Rivers PCS	502	39	46	45	48	51	49	51	45	45	48	35								20	34	26	24	3
Washington Latin PCS HS	244												80	63	54	47				4	9	7		1
Washington Latin PCS MS	353								84	88	90	91								5	16	3	4	
Washington Math Science Tech PCS	354												90	84	105	75					14	19	3	1
Washington Yu Ying PCS	439		76	114	68	64	53	41	23											28	19	2	10	
William E. Doar Jr PCS	422	51	49	61	47	46	40	30	26	26	21	25								2	14	8	4	2
Public Charter Schools Subtotal	34307	2768	3090	2857	2422	2083	1808	1549	1776	2348	2221	2008	2281	1652	1384	1287	2773	0	2508	1305	1400	649	546	
Public Charter Schools Overall Total	34673	2768	3090	2857	2422	2083	1808	1549	1776	2348	2221	2008	2281	1652	1384	1287	2773	366	2542	1310	1403	651	796	
DC Total	80230	4929	6499	6980	6163	5629	4990	4631	4575	4627	4559	4202	6253	4210	3739	3315	4151	778	7075	3841	3421	1221	2161	

44) What are OSSE's current standards for children at each age within a child development center?

- a) **How were the current standards developed?**
- b) **How often are these standards reviewed and/or revised to ensure they are meeting the needs of District youth?**

RESPONSE:

Childcare providers currently utilize the OSSE Infant & Toddler Standards. On Jan 23, 2013, OSSE presented modifications to the existing standards to align them to the Common Core State Standards. The current standards are designed as a framework for high quality programs serving children birth-three years of age and to provide guidance about what young children generally should know and be able to do within specific age ranges. Infants and toddlers will make progress on the indicators described in the standards at different rates.

Each child's unique learning style, ability, and experience join together to support progress along a continuum of learning. Additionally, infants and toddlers with disabilities and from different cultural and language backgrounds may manifest the specific indicators in different ways and at different times and at different ages. Physical, socio-emotional, and cognitive learning work together to create the whole child; each influences the other and none operate independently.

The major shifts in the Common Core State Standard alignment include:

- One comprehensive document versus 2 separate documents,
- Consistency in Domains for all ages,
- Current: Four domains for infants/toddlers and eight for pre-k,
- New: Nine domains for all,
- Indicators include supportive practices; and
- Pre-K and K exit expectations with examples and supportive practices.

Standards are reviewed and/or revised as new trends are introduced to the industry.

35) As part of the audit enrollment process, OSSE convenes an Enrollment Audit Stakeholders Working Group to provide information and advice to OSSE. Please describe the work of the Working Group in FY12 and to date in FY13. At a minimum, please include the following:

a) A list of all working group members, including their affiliated organization and dates of service;

RESPONSE:

- The following contains an attachment describing the work and affiliations of the Enrollment Audit Stakeholders Work Group - Enrollment Audit Stakeholders Working Group Folder

b) A list of the dates and times for each meeting in FY12 and to date in FY13. Where possible, please include the minutes for each meeting and copies of any work products or presentations that were developed or discussed; and,

RESPONSE:

Meeting Date	Meeting time
May 7, 2012	3:30-5:00 pm
May 21, 2012	3:30-5:00 pm
June 18, 2012	3:30-5:00 pm
July 16, 2012	3:30-5:00 pm
September 24, 2012	3:30-5:00 pm
November 19, 2012	3:30-5:00 pm

- The following folder contains the meeting minutes for the Enrollment Audit Stakeholders Work Group - Enrollment Audit Stakeholders Working Group Folder

c) A narrative description of the recommendations made by the working group and how they were applied to improve the enrollment audit.

RESPONSE:

- The following folder contains an attachment which describes the Enrollment Audit Stakeholders Working Group recommendations and applications - Enrollment Audit Stakeholders Working Group Folder

Office of the State Superintendent of Education
Enrollment Audit Stakeholders Working Group Introductory Meeting Notes
May 7, 2012
3:30pm to 5:00pm
810 First Street, NE, 9th Floor, Washington, DC 20002

Present Members

Ann Willemsen, Office of the State Superintendent of Education

Jeff Noel, Office of the State Superintendent of Education

Mutinda Parris, Office of the State Superintendent of Education

Dwight Franklin, Office of the State Superintendent of Education

Carl Kullback, Office of the State Superintendent of Education

Scheherazade Salimi, Office of the Deputy Mayor for Education

Joshua Thompson, Office of the Deputy Mayor for Education

Robert Cane, Friends of Choice in Public Schools

Lauren Outlaw, Friends of Choice in Public Schools

Irene Holtzman, KIPP Public Charter School

Kari Smith, Friendship Public Charter School

Naomi DeVeaux, DC Public Charter School Board

Julie Meyer, The Next Step Public Charter School

Russ Williams, Apple Tree Public Charter School

Vanessa Carlo-Miranda, EL Haynes Public Charter School

Mary Lord, DC State Board of Education

Absent Members

Ino Okoawo, DC Public Charter School Board

Elisabeth Morse, Department of Youth Rehabilitation Services

John Petersen, DC Public Schools

Ramona Edelin, DC Association of Chartered Public Schools

Keisha Hutchinson, Thurgood Marshall Academy Public Charter School

Introductions

Each member of the working group provided their names and organization affiliation.

Purpose of the Working Group

The purpose of the working group is to provide information and advice to the Office of the State Superintendent of Education (OSSE) as it undergoes improvements to the enrollment audit process.

Updates on the School Year 2012 – 2013 Enrollment Audit

- The Office of Contracting and Procurement is currently reviewing a revised statement of work for the school year 2012-2013 enrollment audit contract.
- OSSE is drafting a Student Enrollment Audit Handbook, which will provide for clear guidance on the roles of local education agencies (LEA), OSSE, and the independent auditor during the enrollment audit. The publication date of the handbook is pending.

Recommendations for Enrollment Audit Improvement

Communication

- The Working Group discussed communication strategies to ensure a successful enrollment audit process this year. Suggestions included:
 - Better define roles for agency and LEA points of contact;
 - Communicate information and deadlines through a variety of means including newsletters and on OSSE's website; and
 - Format the pre-appeals audit information in a more easily-understood format.

Audit Process

- The Working Group also discussed the audit process itself, and how it could be improved. Among the items discussed:
 - Set standards for student data values in Student Information Systems (SIS) to align to SLED;
 - Ensure better accuracy on the initial October 5th Count pull through early trouble-shooting; and
 - Give better guidelines on what the auditor will and will not accept as valid evidence of enrollment and residency.

Special Education and ELL Validations

- OSSE presented a brief overview of Child Count and how the results of Child Count were used to apply special education levels to students captured in the enrollment audit.
- OSSE described the English Language Learner (ELL) validation process and explained how missing ELL data from the October 5th enrollment file lead to the inaccurate ELL funding levels for certain LEAs.

Census vs. Sampling Methodologies

The working group agreed to discuss the topic of enrollment census vs. sampling methodologies in future working group meetings, but briefly discussed the following:

- OSSE is currently the only state using a census-style audit. Removing the requirement for a census audit would require changes to DC code.
- OSSE plans to develop and execute a “shadow” enrollment audit process (or perhaps pilot several methodologies). The Working Group’s input will be sought on which methodology(ies) should be piloted.

Next Meeting

The next working group meeting is scheduled for Monday, May 21, 2012 at the same time and location.

Office of the State Superintendent of Education
Enrollment Audit Stakeholders Working Group Introductory Meeting Notes
May 21, 2012
3:30pm to 5:00pm
810 First Street, NE, 9th Floor, Washington, DC 20002

Present Members

Ann Willemsen, Office of the State Superintendent of Education

Jeff Noel, Office of the State Superintendent of Education

Dwight Franklin, Office of the State Superintendent of Education

Scheherazade Salimi, Office of the Deputy Mayor for Education

Joshua Thompson, Office of the Deputy Mayor for Education

Robert Cane, Friends of Choice in Public Schools

Lauren Outlaw, Friends of Choice in Public Schools

Irene Holtzman, KIPP Public Charter School

Kari Smith, Friendship Public Charter School

Naomi DeVeaux, DC Public Charter School Board

Julie Meyer, The Next Step Public Charter School

Russ Williams, Apple Tree Public Charter School

Brittney Autry, Apple Tree Public Charter School (transitioning to replace Russ Williams)

Jeremy Williams, DC Public Charter School Board (for Ino Okoawo)

Elisabeth Morse, Department of Youth Rehabilitation Services

John Petersen, DC Public Schools

Ramona Edelin, DC Association of Chartered Public Schools

Keisha Hutchinson, Thurgood Marshall Academy Public Charter School

Absent Members

Carl Kullback, Office of the State Superintendent of Education

Vanessa Carlo-Miranda, EL Haynes Public Charter School

Mary Lord, DC State Board of Education

Updates on the School Year 2012 – 2013 Enrollment Audit

- The Office of Contracting and Procurement (OCP) has recently posted OSSE’s new Request for Proposal (RFP) for an independent enrollment auditor. The RFP better defines the role of the enrollment auditor and will ensure a more efficient and timely completion of the enrollment audit. The RFP can be found on OCP’s website at:

<http://app.ocp.dc.gov/RUI/information/scf/SolNumRespond.asp>

Click on “Electronic Opportunities” to look for “SY12-13 Annual Enrollment Audit.”

- Mutinda Parris will be leaving OSSE on June 1, 2012. All enrollment audit communications should now come to Ann Willemsen (ann.willemsen@dc.gov), and she will respond or forward as appropriate.

DC Code Ambiguities

- The Working Group spent the remainder of the time discussing two ambiguities in the DC Code which affect the audit process - definition of Pre-Kindergarten-3 (PK-3) vs. Pre-Kindergarten – 4 (PK-4) and adult education definition.

PK-3 and PK-4

- DC Code does not define the difference between PK-3 and PK-4, other than a 0.04 difference between the Unified Per Student Funding Formula (UPSFF) weights (1.34 and 1.30 respectively).
- Without a clear definition of how to define these two categories, OSSE and the auditor cannot catch errors in LEA October 5th reporting. For example, this past year many LEAs incorrectly identified some students as PK-4 which is a lower funding level, when they meant to classify students as PK-3 at the higher funding level. This caused confusion that could have been avoided with better definitions for the LEA and a way for the auditor and OSSE to identify errors in LEA October 5th reporting.
- OSSE proposed three policy options for Working Group discussion. Please note that none of the options remove the LEA’s ability to have a mixed-age classroom at the pre-kindergarten level:
 - Define PK-3 and PK-4 by age (3 and 4 respectively, with a cutoff of “on or before” a certain point in time). The designation would stay with the student, regardless of the classroom configuration.
 - Define PK-3 and PK-4 as a grade. Grades could have mixed ages, but every student in a particular classroom would either be a PK-3 or PK-4.
 - Change the UPSFF weight amount to eliminate the need to distinguish between the two categories (at least for the purposes of the UPSFF and enrollment audit).

Suggested weights for all pre-kindergarten students are 1.34, 1.32, or 1.30. If the funding formula is changed to 1.34, a minimum of \$2.3 M additional dollars would need to be found to fund this change. The other funding formula weight proposals (1.30 and 1.32) could have funding consequences for LEAs.

- The Working Group brought up the following issues:
 - Concern about the repercussions to the LEAs if the funding weight was changed. Also concerned about requesting additional funds if the weight amount was increased to 1.34.
 - If age became the definition, it would be difficult for the LEA (and parent) to verify the age of the child. This would increase paperwork.
 - LEAs should have the ability to hold a student back in PK-3 or PK-4, if the child's progress warrants the need to repeat that year.
 - OSSE believed the difference in funding weights for PK-3 and PK-4 are to accommodate the difference in teacher to student ratios spelled out in DCMR 29-343 (2:16 for 3-year-olds and 2:20 for 4-year-olds). Working group members representing PCSs indicated that charters are not required to use these ratios.
- The Working Group recommendation was to define PK-3 and PK-4 as a grade.

Adult Education

- The current definition of adult education states that the student needs to be an “adult” but does not define what adult means (age or otherwise).
 - DC Code §38-2901:
 - (1) “Adult education” means services or instruction below the college level for adults who:
 - (A) Lack sufficient mastery of basic educational skills to enable them to function effectively in society;
 - (B) Do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education;
 - or
 - (C) Have limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English.
- There are students below the age of 18 who participate in programs often considered to be adult education programs. There are also students age 18 and older who are educated in traditional education programs.
- There was discussion as to the number of school hours in a day. It is commonly thought that adult education programs are not full-day and/or full-week programs. One

suggestion is that we eliminate the term “adult education” and come up with a revised program name, scope, and payment system for partial day/week students to reflect more accurately the purpose of the category.

- There was also discussion about the intersections with “adult” students and “alternative education” students. OSSE’s Elementary and Secondary Education division and its stakeholders are currently revising alternative education, the results of which may help us better define adult education.
- The Working Group agreed that we needed further information on proposed changes to the alternative education definition to fully understand adult education.

Next Meeting

The next working group meeting is scheduled for Monday, June 4, 2012, at 3:30 pm.

Office of the State Superintendent of Education
Enrollment Audit Stakeholders Working Group Introductory Meeting Notes
June 18, 2012
3:30pm to 5:00pm
810 First Street, NE, 9th Floor, Washington, DC 20002

Present Members

Ann Willemsen, Office of the State Superintendent of Education

Jeff Noel, Office of the State Superintendent of Education

Mary Lord, DC State Board of Education

Joshua Thompson, Office of the Deputy Mayor for Education

Robert Cane, Friends of Choice in Public Schools

Lauren Outlaw, Friends of Choice in Public Schools

Kari Smith, Friendship Public Charter School

Ino Okoawo, DC Public Charter School Board

John Petersen, DC Public Schools

Giovannie Rivera, Office of the State Superintendent of Education

Absent Members

Carl Kullback, Office of the State Superintendent of Education

Vanessa Carlo-Miranda, EL Haynes Public Charter School

Dwight Franklin, Office of the State Superintendent of Education

Scheherazade Salimi, Office of the Deputy Mayor for Education

Irene Holtzman, KIPP Public Charter School

Naomi DeVeaux, DC Public Charter School Board

Julie Meyer, The Next Step Public Charter School

Russ Williams, Apple Tree Public Charter School

Brittney Autry, Apple Tree Public Charter School (transitioning to replace Russ Williams)

Elisabeth Morse, Department of Youth Rehabilitation Services

Ramona Edelin, DC Association of Chartered Public Schools

Keisha Hutchinson, Thurgood Marshall Academy Public Charter School

Updates on the School Year 2012 – 2013 Enrollment Audit

- The enrollment audit vendor contract solicitation remains on schedule.

Sample-Style Enrollment Audit Pilot

- OSSE will execute a pilot this upcoming school year to test the accuracy, effectiveness, and efficiency of a sample-style enrollment audit process. The agency seeks the Working Group’s input as to how this pilot should be developed. The underlying reason to move to a sample-style enrollment is to shorten the overall timeline to complete the annual student enrollment audit process in future years and to decrease the LEA level of effort to complete the audit for LEAs that consistently submit accurate enrollment data in their student information system (SIS).
- DC Code currently requires a census audit. This pilot is to test the feasibility of moving to a sample audit. If successful, the results will be used as evidence to support a process modification. However, it will take a change in the code to ultimately alter the current census requirement.
- OSSE presented the following benefits and concerns of a sample-style enrollment.

Potential Benefits	Areas of Concern
Shorten timeline to complete the enrollment audit (results earlier than February)	Limited benefit in early years as LEAs work to develop processes to submit accurate data in the SIS in time for October 5 th count
Reduce burden on the LEAs to demonstrate enrollment (provided they have submitted accurate data into the SIS)	Upfront “costs” of change (involves re-educating LEAs on a new process which leaves open the risk of misunderstanding and execution errors)
Potential reduction in auditor contract cost	

The underlying question is ACCURACY. Will the sample audit produce accurate results? The pilot’s *primary* purpose is to address this question.

- Proposed process: OSSE sketched out an idea of how the sample audit could be performed. This sketch serves as a jumping-off point for discussion.
 - A random sample (sample size yet to be determined) would be taken of each *school’s* student population. The sample would be based on an identified % of students, with a minimum floor in place to ensure precision. OSSE believes this sample floor could potentially be smaller than 50 students. In addition to the random sample of students, all students who show up as duplicates (enrolled in two or more schools) would also be added to the sample.

- A low, acceptable “error threshold” would be established. This could be as few as one or two students, depending on sample size.
 - The audit of the sample may be performed as a head count or may use some other means to ensure enrollment.
 - If the number of errors in a school’s audited sample exceeded the error threshold, the school would then receive a full, census audit.
 - A school that had errors but did not exceed the threshold would not receive funding for the error students, however, the error rate would not be extrapolated across the total student population. Thus, all students on the roster, with the exception of an error student found in the audit, would be funded.
 - The proposed methodology leaves LEAs either at the same burden level (if their error rate triggers a census audit) or better off than the methodology currently used (if they have a low error rate that requires only the sample).
- The June 18th meeting is only the *beginning* of the discussion. We will use the upcoming working group meetings to discuss and shape the pilot.

Next Meeting

The next working group meeting is scheduled for Monday, July 16, 2012, at 3:30 pm in Room 5014 (810 First Street NE).

Office of the State Superintendent of Education
Enrollment Audit Stakeholders Working Group Introductory Meeting Notes
July 16, 2012
3:30pm to 5:00pm
810 First Street, NE, 9th Floor, Washington, DC 20002

Present Members

Ann Willemsen, Office of the State Superintendent of Education

Jeff Noel, Office of the State Superintendent of Education

Vanessa Carlo-Miranda, EL Haynes Public Charter School

Brittney Autry, Apple Tree Public Charter School

Naomi DeVeaux, DC Public Charter School Board

Irene Holtzman, KIPP Public Charter School

Julie Meyer, The Next Step Public Charter School

Lauren Outlaw, Friends of Choice in Public Schools

Jeremy Williams, DC Public Charter School Board

Michelle Tuggle, Office of the State Superintendent of Education

John Petersen, DC Public Schools (phone)

Ino Okoawo, DC Public Charter School Board (phone)

Keisha Hutchinson, Thurgood Marshall Academy Public Charter School (phone)

Kari Smith, Friendship Public Charter School (phone)

Absent Members

Joshua Thompson, Office of the Deputy Mayor for Education

Elisabeth Morse, Department of Youth Rehabilitation Services

Ramona Edelin, DC Association of Chartered Public Schools

Mary Lord, DC State Board of Education

Robert Cane, Friends of Choice in Public Schools

Electronic Signature on Enrollment Forms

- The Public Charter School Board raised the issue of using electronic signatures on school enrollment forms and whether the enrollment auditor will accept electronic signatures as viable when verifying enrollment of students not present on the day of the audit head count. (This question assumes that there will be a head count process used this year, which cannot be confirmed until an auditor contract is in place.)
- KIPP suggested enrollment forms not be used to verify enrollment as they can easily be filled out by parents at multiple schools. OSSE agrees with this assessment and will discuss with the auditor when the vendor is chosen.

Sample-Style Enrollment Audit Pilot

- OSSE reviewed the sample-style enrollment audit pilot process proposed in the June 18, 2012, Working Group meeting. The notes on this process appear below. Working Group representatives are invited to suggest alternate proposals or alternations to the proposed process. The number one issue brought up by present working group members was to ensure that the system was agile enough to be able to do the full census-audit in a short period of time if schools require it.

Notes on the proposed sample-style enrollment audit pilot (originally printed 6/18/12):

- OSSE will execute a pilot this upcoming school year to test the accuracy, effectiveness, and efficiency of a sample-style enrollment audit process. The agency seeks the Working Group's input as to how this pilot should be developed. The underlying reason to move to a sample-style enrollment is to shorten the overall timeline to complete the annual student enrollment audit process in future years and to decrease the LEA level of effort to complete the audit for LEAs that consistently submit accurate enrollment data in their student information system (SIS).
- DC Code currently requires a census audit. This pilot is to test the feasibility of moving to a sample audit. If successful, the results will be used as evidence to support a process modification. However, it will take a change in the code to ultimately alter the current census requirement.
- OSSE presented the following benefits and concerns of a sample-style enrollment.

Potential Benefits	Areas of Concern
Shorten timeline to complete the enrollment audit (results earlier than February)	Limited benefit in early years as LEAs work to develop processes to submit accurate data in the SIS in time for October 5 th count
Reduce burden on the LEAs to demonstrate enrollment (provided they	Upfront "costs" of change (involves re-educating LEAs on a new process which leaves open the risk of misunderstanding

have submitted accurate data into the SIS)	and execution errors)
Potential reduction in auditor contract cost	

The underlying question is ACCURACY. Will the sample audit produce accurate results? The pilot's *primary* purpose is to address this question.

- Proposed process: OSSE sketched out an idea of how the sample audit could be performed. This sketch serves as a jumping-off point for discussion.
 - A random sample (sample size yet to be determined) would be taken of each *school's* student population. The sample would be based on an identified % of students, with a minimum floor in place to ensure precision. OSSE believes this sample floor could potentially be smaller than 50 students. In addition to the random sample of students, all students who show up as duplicates (enrolled in two or more schools) would also be added to the sample.
 - A low, acceptable “error threshold” would be established. This could be as few as one or two students, depending on sample size.
 - The audit of the sample may be performed as a head count or may use some other means to ensure enrollment.
 - If the number of errors in a school’s audited sample exceeded the error threshold, the school would then receive a full, census audit.
 - A school that had errors but did not exceed the threshold would not receive funding for the error students, however, the error rate would not be extrapolated across the total student population. Thus, all students on the roster, with the exception of an error student found in the audit, would be funded.
 - The proposed methodology leaves LEAs either at the same burden level (if their error rate triggers a census audit) or better off than the methodology currently used (if they have a low error rate that requires only the sample).

- This is only the *beginning* of the discussion. We will use the upcoming working group meetings to discuss and shape the pilot.

English Language Learner (ELL) Enrollment Audit Process

- OSSE reviewed the ELL enrollment process for SY 12-13.
- Process:
 - OSSE will create a file of all students identified as ELL in the October 5th count.
 - This file will be bumped against the ACCESS exam scores from the prior 12 months. Students on the enrollment audit file who have a qualifying ACCESS score are automatically verified as ELL (pending enrollment status checks out in the independent audit).
 - From the remaining students who did not have ACCESS scores, OSSE will randomly sample 10% or 5 of the total ELL population at the LEA (whichever is larger) OSSE will request documentation of ELL status in the form of a completed pre-screen or screener ELL assessment that has been approved by OSSE. These assessments will be included in the enrollment audit handbook.

- OSSE will review the sampled students for adequate documentation (described above). Any student lacking appropriate documentation will not be verified as ELL, and any student with appropriate documentation will be certified as ELL.
- If more than two students identified as ELL in the October 5th report lack appropriate documentation, all students identified as ELL by the school will need documentation prior to certification of their status.
- Further information on this process will be included in the enrollment audit handbook.
- To ensure that the October 5th of students includes all the ELL students the LEA believes should be included in the audit, OSSE will be working with LEAs in the weeks leading up to the October 5th data pull from SLED by flagging for LEA review and correction any data anomalies found in SLED. These flags will be based on historic data trends (i.e. an LEA that has ELL students the last few years but does not report ELL students this year) and other metrics and will survey all relevant enrollment audit data, not just ELL.
- Working Group members discussed which adult ELL assessments would be acceptable as documented evidence. The Public Charter School Board will provide OSSE with a list of the assessments charter programs use for their adult students to aid in this decision.

Next Meeting

The next working group meeting is scheduled for Monday, July 30, 2012, at 3:30 pm in Room 5014 (810 First Street NE).

Office of the State Superintendent of Education

Notes from Enrollment Audit Stakeholders Working Group

Sept 24th, 2012

3:30 to 4:30pm

810 First Street, NE, 5th Floor, Washington, DC 20002

Present Members

Iris Bond-Gill, Office of the State Superintendent of Education

Jessica Enos, Office of the State Superintendent of Education

William Henderson, Office of the State Superintendent of Education

Clem Lara, Office of the State Superintendent of Education

Thomas Adjani, Office of the State Superintendent of Education

Kari Smith, Friendship PCS

Lakeisha Fletcher, Friendship PCS

Lauren Outlaw, FOCUS

Brittney Autry, Appletree PCS

Irene Holtzman, KIPPDC

Naomi DeVeaux, PCSB

Linda Hamilton, PCSB

M. Montalvo, PCSB

Jeremy Williams, PCSB

John Petersen, DCPS

Keisha Hutchinson, TMA

Julie Meyer, Next Step PCS

Vanessa Carlo Miranda EL Haynes PCS

Bethany Molitor, EL Haynes PCS

Ramona Edelin, DC Association of DC Charter Public Schools (conference call)

Liz Moore, DYRS (conference call)

STATUS UPDATES

OSSE reviewed Enrollment Audit updates since last meeting. These updates include:

- New Enrollment Audit documents have been created and have been, or will shortly be, uploaded to the OSSE website: <http://osse.dc.gov/service/data>
 - Enrollment Audit Handbook
 - Absent Student Documentation Guidance
 - School Certification of Absent Student Documentation
 - FAQs re Homeless Students
 - FAQs re Residency Verification
- Enrollment Audit Handbook has been distributed at trainings and emailed to all LEA POCs.
- OSSE held Enrollment Audit trainings which were attended by 54 LEAs.

DATA Quality

OSSE Data team noted these updates:

- 37 LEAs had at least logged into the OSSE Enrollment Audit Tool
- 21 LEAs had not logged into the OSSE Enrollment Audit Tool
- 23 LEAs had attended Enrollment Audit Tool webinars
- 35 LEAs were signed up for the Enrollment Audit Tool webinar on 9/25/12
 - Only 5 LEAs had not signed up for a webinar
- OSSE sent Enrollment Audit Tool user accounts to all Audit POCs. If an LEA needs additional logins, please have the Audit POC email osse.enrollmentaudit@dc.gov with the names and emails of those needing access to the Tool.

Data team is adding new features to the Enrollment Audit Tool:

- Duplicative enrollment flags: a new column has been put into the student-level data that will flag if a student is enrolled at more than one school or LEA.
- 2012 ACCESS Composite score flags: a new column has been put into the student-level data that will display a student's ACCESS score if the student took the ACCESS test during the 2011-12 School Year. This will help LEAs to identify students new to their LEA who may be ELL.

Data team is soliciting additional feedback about the Enrollment Audit Tool to improve functionality.

Changes to the Tool will be documented on the first page of the Tool upon login.

The Enrollment Audit Webinar slides can be downloaded from the Enrollment Audit Tool.

If data is not appearing/is incorrect in the Tool, LEAs should do the following:

1. Check that information is in the Student Information System (SIS)
2. If information is in the Student Information System, make sure that the information is in ProActive (if school is a Charter)
3. If information is in SIS but not ProActive, LEA should contact Mikayla Lytton at PCSB (mlytton@dcpcsb.org)
4. If information is correct in SIS and ProActive, but not in the Enrollment Audit Tool, LEA should contact OSSE, osse.enrollmentaudit@dc.gov

Data team is working to get data from DCPS and PCSB about student residency and Count Location so that LEAs will not need to enter this information into the Enrollment Audit Tool. If so, LEAs will only need to check for the

accuracy of data in the Tool; the only entry they will need to do in the Tool are the tuition fields, for those students who are not residents of the District of Columbia

Data team stated that there are two critical points:

- LEAs need to enter the data into their Student Information Systems (SISs) and
- If they want any other modifications to the enrollment audit tool that they need to let OSSE know by Wednesday Sept 26th.

OSSE noted upcoming important dates:

On Oct 1st, and Oct 2nd 2012 the auditors and PCSB will hold Enrollment Audit training for LEAs (10/1) and DCPS instructional Superintendents (10/2).

The content of the training:

- Required documentation
- Physical Head Count Process and Procedures
- Binder Content and Organization
- Residency Verification Policies and Procedure
- Resolution Process/Exit Meetings and Preparation/Documentation
- Appeals Process

All training PowerPoint presentations will be posted to the OSSE webpage:

<http://osse.dc.gov/service/data>

In parallel with the 2012 Enrollment Audit, OSSE will be conducting a parallel shadow audit to assess the viability of using a sampling-based methodology to count and verify the number of students in public funded schools in the District of Columbia. Taking a sample-based approach to the enrollment audit aims to reduce the number of students being physically audited.

COMMENTS and CONCERNS

Enrollment Audit Timeline

DCPS suggested that the current Enrollment Audit timeline is unrealistic; not enough time for LEAs to collect documents. Last year, for example, some schools took a month to collect documents requested by the auditors. Specifically said the 3 day turnaround for the *Residency Opt Out* form is not enough time.

OSSE agreed with this assessment, stated that flexibility will be provided, and will communicate this to the auditor.

Further clarity needed on Enrollment Audit process

KIPP and Friendship suggested that further clarity is needed from the auditors on the process: on the binder documents and on the specifics of sampling. Stated that schools need more information on what to expect and an outline on the process on the day of the audit would be helpful. Also asked when the dates will be finalized. Urged that this information be provided to the schools now and that schools have all of the relevant information by the training on Oct 1st.

OSSE said that FAQs and Binder information will be sent now. Said LEAs will get their enrollment audit dates by Friday the 28th. Noted that LEAs will have flexibility regarding the audit date and time. OSSE will instruct auditors to ask for calendar days when the LEA's schedule varies, for example, the Fridays when EL Haynes has half a day.

Excessive preparation for Audit

Friendship and KIPP stated that the auditors were requesting pre-Audit information that took an excessive amount of time to comply with: school bell schedules, floor plans, etc. Also auditor emailed in error that they (the auditors) had previously asked for this information and the LEA had not responded when this was in fact the 1st email.

OSSE responded that it will communicate these concerns to the auditors and that the process will be tweaked so that it is not such a burden on the LEAs.

Technical issues

Various technical issues were discussed. PCSB noted ProActive is not working as well as was hoped. Various alternative methods were discussed for example, large LEAs sending in an Excel spreadsheet with Unique IDs, names and homerooms.

It was noted that there is not an exit code for LEAs to exit students in the software.

LEAs asked whether they could share data to find out if the no show students are actually enrolled elsewhere. OSSE said that it would find out from OSSE Legal regarding this question.

OSSE agreed that flexibility would be given on the process of LEAs sending in information if certain software was not functioning well.

As a result of this discussion, OSSE Data promised to -

- Build 2 reports as requested
 - Grade by SPED level
 - Grade by ELL level
- Update the enrollment dataset to add two new fields (ACCESS test and dual enrollments)
- Update dataset using PCSB data
- Apply new business rules for residency and count location.

ELL POC at OSSE

LEAs asked who the ELL contact at OSSE was. OSSE Data stated that LEAs should send ELL questions to enrollmentaudit@dc.gov and the appropriate person will be assigned to answer the specific question.

Enrollment Audit Stakeholders Working Group

MINUTES

11/19/2012

3:30PM

CONFERENCE RM 5014

MEETING CALLED BY	Iris Bond-Gill
TYPE OF MEETING	
FACILITATOR	Iris Bond-Gill
NOTE TAKER	Angel Terry
TIMEKEEPER	Angel Terry
ATTENDEES	Noel, Jeffrey (OSSE); Parris, Mutinda (OSSE); 'rcane@focusdc.org'; 'ksmith@friendshipschools.org'; 'kporter@tmapchs.org'; 'ndeveaux@dcpubliccharter.com'; 'okoawo@dcpubliccharter.com'; 'julie@nextsteppcs.org'; 'redelin@dcpcs.org'; 'irene.holtzman@kipfdc.org'; Morse, Elisabeth (OSSE); 'Russ Williams (rwilliams@appletrainestitute.org)'; Petersen, John (DCPS); loutlaw@focusdc.org; 'vcarlomiranda@elhaynes.org'; Lord, Mary (OSSE); 'Allison Kokkoros'; Enos, Jessica (OSSE); Brittney Autry brittney.autry@appletrainestitute.org

Agenda topics

[TIME ALLOTTED] ENROLLMENT AUDIT UPDATES/SCHEDULE CHANGES **[PRESENTER]**

DISCUSSION	
	<ol style="list-style-type: none"> 1. General Audit Headcount extended to 21 Nov. 2. New deadlines for LEAs 3. Idea facts open since October. On scheduled 4. 11 Dec due date for LEAs

[TIME ALLOTTED] ELL SAMPLE AUDIT **[PRESENTER]**

DISCUSSION	
	<ol style="list-style-type: none"> 1. Results have been posted on quickbase 2. Appeals process for anyone after 29 October 3. Deadline for missing documents is 21 November

[TIME ALLOTTED] APPEALS PROCESS AND TIMELINE **[PRESENTER]**

DISCUSSION	
	<ul style="list-style-type: none"> • Send out communication on policy and guidance for appeals process

[TIME ALLOTTED] QUESTIONS AND OTHER FEEDBACK **[PRESENTER]**

DISCUSSION	
	<ul style="list-style-type: none"> • Auditors did not have sufficient information on basis of what is problematic • Didn't sufficiently document • Need for a create comprehensive plan for next year's audit • Full list of students and not just discrepancies (resolution meeting to cover all students) • List for pre appeals and post appeals • Incarcerated students. How to resolve issues with documentation for students not present students • Time allotted for audits was not consistent

- Provide results faster for LEAs to hold resolution meetings sufficiently
- Elapse time fluctuated too much. Need concrete timeline to plan accordingly
- How to handle duplicate students. Schools to provide secondary documentation. Auditors to advise on what process is in place to prove enrollment
- Email for missing documentation; PII? Resolution packets need secure entry point. How to transfer confidential data to auditors
- Pick up locations for files (FTP Site); no more than two
- Guidance on how long to retain/maintain audit documentation



Absent Student Documentation and Hierarchy

This document is intended to provide guidance in the event that a student is absent on the day of the enrollment audit head count. The auditors will use the following hierarchy to determine enrollment.

Packet and Hierarchy Order

For each absent student, the LEA is required to compile a packet of information, which includes a signed certification form acknowledging the supplementary documentation (listed below). The LEA must only provide documentation for one of the steps in the hierarchy (the highest step the LEA can achieve). If the LEA is not able to provide the item in the first (or more) steps of hierarchy, the LEA must provide a written statement identifying why the documentation is not available and the step must be skipped. (In cases where only one LEA is claiming the student as enrolled, the LEA does not need to provide a written explanation for item 1.)

Reporting Questionable Activity

If an LEA believes that another LEA is knowingly post-dating a withdrawal date in its Student Information System in an effort to inaccurately count a student as enrolled on October 5 when the student is not enrolled at that time, LEAs can report this activity to OSSE using the following email account: OSSE.Enrollmentaudit@dc.gov. The report should include the name of student, any additional identifying information about the student (USI, birthdate, etc.), the LEA engaging in the questionable activity, and the nature of the questionable activity. OSSE and/or the auditor will investigate as appropriate.

For Grades PK 3 – Grade 12 and students in Alternative Education and Special Education Schools

Hierarchy Order	If Only One LEA Claims Student as Enrolled...	If Multiple LEAs Claim Student as Enrolled...
1. Withdrawal Code	Does not apply. Skip to #2.	If the LEA claims a child is absent, the auditor will first check to ensure that the child has not been withdrawn from that LEA in the SLED system. If the student appears as withdrawn from the LEA on or before October 5 and there is no evidence in the system of re-enrolling in that same LEA on or before October 5 th , that LEA may NOT claim that student as enrolled.



Hierarchy Order	If Only One LEA Claims Student as Enrolled...	If Multiple LEAs Claim Student as Enrolled...
2. Note from parent/legal guardian/doctor/etc.	If a student is absent on the day of the head count because of an illness, court-ordered appearance, out-of-school suspension, the LEA may provide a note explaining the absence signed by a parent, legal guardian or doctor or official documentation of the court-ordered appearance, suspension, etc.	If a student is absent on the day of the head count because of an illness, court-ordered appearance, out-of-school suspension, the LEA may provide a note explaining the absence signed by a parent, legal guardian or doctor or official documentation of the court-ordered appearance, suspension, etc. If, under some unusual circumstance, more than one LEA has a signed note or official documentation explaining a student's absence on the day of the head count, move to #3.
3. Attendance Records	Demonstrate attendance at least one day of attendance during the October 1 through 12 time period. Attendance does not need to be demonstrated for each class during the day. The attendance cannot pre-date the first day of the current school year or post-date the day of the LEA's enrollment audit head count.	LEA must demonstrate attendance on October 5. If no LEA has recorded the student as attending on October 5, the auditor will choose LEA that demonstrates the most days of attendance during this time period: October 1 to October 12. Attendance does not need to be demonstrated for each class during the day. If two or more LEAs have attendance records for the student in question for the same number of days, go to #4.
4. School Work	Two piece of school work or exam documentation (including student's name and the date of the work) during the time period of October 1 to October 12. Electronically submitted work or exams that have a date stamp and show the student's name or unique student identifier will also be accepted.	LEA that demonstrates school work or exam documentation on October 5 th . If that is not available, choose the LEA that shows the most amount of school work or exam documentation (including student's name and the date of the work) during the time period of October 1 to October 12. Electronically submitted work or exams that have a date stamp and show the student's name or unique student identifier will also be accepted.



For Adult Students

The following hierarchy determines enrollment. However, it is possible for more than one LEA to have the same adult student enrolled. In these cases, the auditor will use the rank order listed in Section 7 of the Enrollment Audit Handbook to determine which LEA receives credit in the enrollment audit count and UPSFF payment. The rank order is also listed below.

Hierarchy Order	
1. Student-signed Affidavit	The LEA should have the adult student sign an affidavit attesting that the student is enrolled in the LEA program (an example affidavit is attached to this document). If the LEA cannot get a signed student affidavit, the LEA must most to #2.
2. Attendance Records	Demonstrate attendance at least one day of attendance during the time period of October 1 through October 12. Attendance does not need to be demonstrated for each class during the day. The attendance cannot pre-date the first day of the current school year or post-date the day of the LEA's enrollment audit head count.
3. School Work	Two piece of school work or exam documentation (including student's name and the date of the work) during the time period of October 1 to October 12. Electronically submitted work or exams that have a date stamp and show the student's name or unique student identifier will also be accepted.

Payment to Adult Program in the Case of Enrollment at More Than One LEA (Section 7 of the Enrollment Audit Handbook):

If an adult student is enrolled in more than one LEA, the LEA receiving the enrollment credit and the UPSFF funds will be determined as follows in this rank order:

1. An adult program leading to a high school diploma automatically receives the enrollment credit over programs that do not lead to a high school diploma.
2. An adult program leading to a Graduate Equivalency Diploma (GED) automatically receives the enrollment credit over programs that do not lead to a GED.
3. If neither program leads to a high school diploma or GED, the program in which the student spends the most hours (on average) will receive the enrollment credit.



Student Enrollment Audit Handbook

School Year 2012 - 2013

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Section 1: How to Use This Handbook

This handbook is divided up into 11 sections and includes 5 appendices.

Section 2

An introduction to the enrollment audit, explaining the Office of the State Superintendent's (OSSE) role in producing the enrollment audit, the legal requirements of the enrollment audit, and the use of the enrollment audit in school funding.

Sections 3 and 4

A broad overview of the enrollment audit process to give readers a quick glance at the timeline and major components of the audit. These sections do not go into specific detail about the enrollment audit.

Sections 5 through 11

Components and processes of the audit.

Appendices

Forms and lists that will aid in the enrollment audit process.

Section 2: Introduction

The annual student enrollment audit is required by law under District of Columbia Official Code § 38-1804.02, and the results of the audit are used for public education funding and policy development. The audit takes place in the fall of each school year and consists of a physical head count of each student enrolled in District of Columbia Public Schools (DCPS), Public Charter Schools (PCS), enrolled in DCPS and PCS schools but attending private special education schools or programs (“Non-Publics”), and DC Foster Care students attending schools in surrounding counties, as well as a review of student records to determine enrollment and residency status as of October 5th of the school year. Upon completion of the audit, each charter LEA receives funding for every student officially enrolled at its school(s), along with any additional related services funding allowed under the District of Columbia Uniform Per Student Funding Formula (UPSFF). DC Public Schools (DCPS) receives funding based on a projected amount of funding each year according to historic enrollment audit counts. The data collected from the enrollment audit are also used to populate the ED Facts data submission to the federal government each year.

The Office of the State Superintendent of Education’s Role in the Enrollment Audit

OSSE’s role in the annual student enrollment audit is to generate a state enrollment roster, by calculating public school enrollment counts for each LEA on October 5th, and to contract with an independent auditor to validate the enrollment roster by means of a census-style audit. **Please note that this year the enrollment audit roster will be generated from the Statewide Longitudinal Education Database (SLED), which is populated by information from each LEA’s Student Information System (SIS) through Proactive (if the LEA is a charter school).**

Three Types of Audits

For clarity purposes, OSSE has grouped the audit into three types.

1. **The General Audit:** An audit of general education enrollment (all students), residency status, tuition payment (if non-resident), grade-level, and drop-out status, all performed by the contracted auditor. This also includes audit of non-public students¹ and students in county schools.²
2. **English Language Learner (ELL) Audit:** An audit of ELL students performed by OSSE.
3. **Special Education Child Count Verification (Child Count):** A verification of the status of students with Individual Education Programs (IEPs).

Enrollment Audit Legislation

Since DC Public Schools, public charter schools, and non-public schools receive DC funding according to the number of students who are enrolled, DC Code requires an audit to evaluate the accuracy of the fall

¹ A Non-Public School is a privately owned or operated school that maintains or conducts classes for students with IEPs enrolled in a public school in DC but for whom it has been determined has needs that cannot be met by the public school system.

² County schools include any school in the surrounding counties that educate students in the DC foster care system that are living with a foster family in that county.

student enrollment count of all publicly-funded schools. Specifically, DC Official Code § 38-1804.02 requires an audit of the following:

1. The number of students, including nonresident students and students with special needs, enrolled in each grade from kindergarten through grade 12 of the District of Columbia public schools and in public charter schools, and the number of students whose tuition for enrollment in other schools is paid for with funds available to the District of Columbia public schools;
2. The amount of fees and tuition assessed and collected from the nonresident students described in paragraph (1) of this subsection;
3. The number of students, including nonresident students, enrolled in preschool and prekindergarten in the District of Columbia public schools and in public charter schools;
4. The amount of fees and tuition assessed and collected from the nonresident students described in paragraph (3) of this subsection;
5. The number of full-time equivalent adult students enrolled in adult, community, continuing, and vocational education programs in the District of Columbia public schools and in public charter schools;
6. The amount of fees and tuition assessed and collected from resident and nonresident adult students described in paragraph (5) of this subsection;
7. The number of students, including nonresident students, enrolled in nongrade-level programs in District of Columbia public schools and in public charter schools;
8. The amount of fees and tuition assessed and collected from nonresident students described in paragraph (7) of this subsection; and
9. The number of enrolled students who have dropped out since the date of the previous report.

Enrollment Audit and Charter LEA Payments

The enrollment audit is the basis for the charter LEA payments. **Thus, it is critically important that charter LEAs verify that their enrollment data is accurate.** If the LEA believes its enrollment data is not accurate, the LEA has three methods of recourse.

If data is not accurate prior to October 5th, the LEA is encouraged to access the support provided by OSSE and Public Charter School Board (PCSB) staff to reconcile data in the LEA's Student Information System (SIS) with OSSE's roster data in the State Longitudinal Education Data (SLED) system.

After October 5th, LEAs have two formal means to dispute the numbers—the resolution meeting with the auditor and the enrollment appeals process—both of which are explained further in this handbook.

The enrollment data used to calculate the four quarterly payments to charter schools is as follows:

Quarter One (July): A projected enrollment count negotiated between the LEA and the Public Charter School Board

Quarter Two (October): The unaudited October 5th count

Quarter Three (January): The unaudited October 5th count

Quarter Four (April): The audited October 5th count

Relevant section of DC Code §38-2906.02 (emphasis added)

(b) Each payment shall be one-fourth of each public charter school's entitlement, determined as follows:

(1) The basis of the July 15 payment to a public charter school shall be the estimate used in the June 30 quarterly reports submitted by the eligible chartering authorities pursuant to §38-1804.02(a).

(2) The basis of the of the October 25 and January 15 payments shall be the unaudited October enrollment numbers for that school contained in the reports submitted by the eligible chartering authorities on October 5.

(3) The basis of the April 15 payment shall be the audited October enrollment numbers; provided that these amounts shall be adjusted in accordance with the provisions of subsection (c) of this section.

(c) Payments shall not be reduced or delayed pending the conduct and results of the audit prescribed by §38-2906(d). If the audit finds that the number of verified resident students enrolled at any public charter school differs from that on which its July 15 and October 15 payments were based, the Mayor shall recalculate the appropriate amount of subsequent payments accordingly, adjusting them by the amount of the discrepancy.

Further details on the enrollment audit and the Uniform Per Student Funding Formula (UPSFF) can be found in Section 7 of this handbook.

Section 3: Enrollment Audit Calendar

Below is an overview of the enrollment audit calendar. Each component of the audit is discussed in further detail on the following pages of this handbook.

Enrollment Audit Calendar

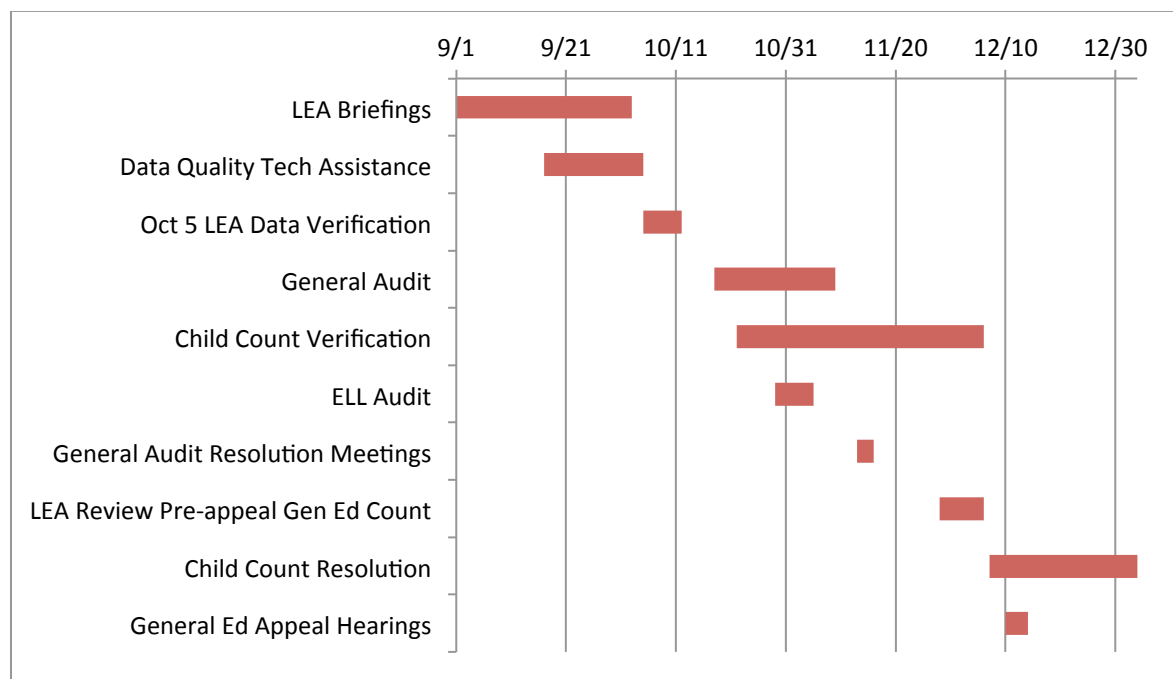
Date	Item	Parties Involved
Late July – Early August	LEA Point of Contact collection begins	OSSE and LEAs
September 6, 2012, and September 11, 2012	OSSE training for LEAs on October 5 th data collection process and handbook review (LEAs only need to attend one session)	OSSE, PCSB, and LEAs
Late September 2012*	Auditor briefs LEAs of head count audit process	Auditor, OSSE, PCSB, and LEAs
September 17 – October 5, 2012	SLED/Proactive/SIS Data Quality Technical Assistance Campaign. LEAs begin verification of student roster	OSSE, PCSB, and LEAs
October 5, 2012	Final day for LEA enrollment submission into LEA SIS	LEAs
October 9, 2012	LEA verifies final October 5 th enrollment data for release to auditor and to PCSB/OCFO for 2 nd quarter payment. If there is a discrepancy in the data, please contact OSSE.EnrollmentAudit@dc.gov immediately for resolution	LEAs
October 11, 2012	Deadline for LEA to submit October 5 th verification (all missing LEA verifications are considered passive approval for purposes of audit)	LEAs
Mid October - Mid November 2012	General Audit count and verification performed	Auditor
October 15, 2012	Child Count: IDEA <i>facts</i> application released	OSSE
October 22, 2012 and October 24, 2012	Child Count: Special education IDEA <i>facts</i> data collection effort LEA webinar	OSSE, LEAs
October 29, 2012	ELL: Begin ELL Portion of the enrollment audit	OSSE

Date	Item	Parties Involved
Mid November*	General Audit Resolution Meetings	Auditor and LEAs
November 28, 2012**	Release Pre-Appeals Data to LEAs (General Audit and ELL Audit data)	OSSE
December 6, 2012	Appeals Deadline: Last day to submit appeals for general audit and ELL audit data	LEAs
December 10 – 14, 2012**	Appeals Hearings: General Audit and ELL Audit	OSSE/Auditor/LEAs
December 11, 2012	Child Count: Initial certification due to OSSE	OSSE, LEAs
December 18, 2012	Child Count: Request for clarifications of data anomalies sent to LEAs by OSSE for Enrollment Audit/Child Count	LEAs
January 3, 2013	Child Count: Responses due to OSSE for clarifications/corrections due/recertification	LEAs

*Exact dates will be scheduled with Auditor and LEAs closer to the date.

** Date dependent on awarding a new auditor contract.

Enrollment Audit Gantt Chart – SY 2012 – 2013



Section 4: Enrollment Audit Process Overview

There are **seven** primary components to the enrollment audit process, divided into sub-steps. Each step is described briefly below. Further, more detailed discussion of some of the critical elements to the enrollment audit process is included in later sections of the handbook.

Primary Enrollment Audit Step	Sub-Step
1. Pre-October 5th Count Preparation	
	Collect LEA POC
	LEA continuously updates data in SIS
	OSSE Training on October 5 th Data Collection
	Auditor Briefings to LEA on Head Count Audit Process
	Quality Data for Accurate Funding Campaign
2. October 5th Count and Verification	
	Final day for LEA to submit October 5th data into SIS
	Final data Feed from SIS to SLED
	LEA verification of enrollment roster in SLED
3. Enrollment Audit Count Process	
	Auditor visits (General Education, Residency, and Drop out)
	Non-Public and County Audit
	English Language Learner Audit
	Special Education Child Count Verification
4. Auditor Resolution Process - Gen Ed, Residency, Drop-out	
	Auditor Resolution Meeting
	LEA Document Retention for Appeal
5. Enrollment Audit Appeals Process	
	Pre-appeals Enrollment Audit Data Release
	Enrollment Audit Appeal Submissions
	Enrollment Audit Appeal Hearings
	Child Count Verification Process Concludes
6. Final Enrollment Audit Release	
	Final Enrollment Audit Release
7. Non-Resident Follow-Up	
	Non-resident Tuition Payment Recoupment
	Follow-up Letter from OSSE to LEAs
	Office of Attorney General Referrals

Component 1: Pre-October 5th Count Preparation

There are **five** sub-components to prepare for the October 5th Count:

1. OSSE Collection of LEA Enrollment Audit Points of Contact (Late July – Early August)
2. LEA continuously updates data in SIS (ongoing through October 5)
3. OSSE training on October 5th Data Collection (September 6 and 11)
4. Auditor briefings to the LEA on head count audit process (Late September)
5. Quality Data for Accurate Funding Campaign (September 17 - October 5)

Information on the Audit Points of Contact is discussed in detail in Section 5 of this handbook.

The Quality Data for Accurate Funding Campaign ensures that LEAs receive sufficient technical assistance prior to the October 5th deadline, verifying the student data is correctly recorded in their SIS for successful feeds into OSSE's Statewide Longitudinal Education Database (SLED) System and ensuring that all student enrollment data is complete and accurate to the best of the LEA's knowledge before the October 5th count. More information on the Campaign can be found in Section 6 of this handbook. LEAs should also be using this time to verify that all appropriate residency documentation is in place for each student prior to the audit.

OSSE will hold trainings on the October 5th data collection process and campaign, as well as answer any questions about the handbook, on September 6, 2012, from 1:00 – 3:00 PM and September 11, 2012, from 9:00 – 11:00 AM. Trainings will be held in OSSE's 3rd Floor Conference Room (810 First Street NE). Both training sessions will cover the same topics. Please RSVP for a training session at OSSE.EnrollmentAudit@dc.gov. The auditor will also hold briefing sessions with LEAs in late September, dates forthcoming, on the head count audit process. The Head of LEA and LEA Audit Point of Contact will be contacted when the dates for the auditor briefing sessions are announced.

Component 2: October 5th Count and Verification (October 5 – October 11)

There are **three** sub-components to the success of the October 5th count and verification:

1. LEAs submits final October 5th student enrollment data into SIS (deadline October 5)
2. Data feed from SIS to SLED system (October 5 – October 8)
3. LEA verification of enrollment roster in SLED (October 9 -11)

October 5th is the **last** day for LEAs to enter their student enrollment information into the LEA's Student Information System (SIS), however OSSE strongly encourages LEAs to have their student enrollment data up-to-date in the SIS (and reflecting accurately in ProActive in the case of charter LEAs) well before the deadline. Ultimately the October 5th data will be pulled from the SLED system, which is fed from the SIS. (Note: Charter SIS data is filtered through the Public Charter School Board's Proactive system before coming to SLED.) Further information can be found in Section 6 of this handbook. A copy of the data certification form can be found in Appendix A.

Component 3: Enrollment Audit Count Process

There are **three** sub-components to the enrollment audit count process:

1. General Audit – general education enrollment, residency, grade-level, and drop-out audit (Mid October – Mid November)
2. English Language Learner (ELL) sample audit – (October 29 – November 5)
3. Special Education Child Count verification (October 15 – December 11)

The auditor will arrange a visit to perform the general audit, which includes the general education enrollment, residency, grade-level, and drop-out status audit at each LEA, as well as the non-public and county schools. The exact count methodology for the LEA visits, as well as non-public and county school counts, is forthcoming. It will be proposed by the auditor and approved by OSSE. The specific methodology will be shared in the LEA briefings with the auditor (late September). The auditor will use the October 5th count data provided through LEA SIS to the SLED system as the basis for the count. Further information on the general enrollment audit process can be found in Section 8 and information on residency verification can be found in Section 11.

Simultaneous to the general audit performed by the vendor, OSSE staff will undertake two additional audits – the English Language Learners audit which will use sampling methodology described in Section 9 and the Special Education Child Count verification described in Section 10.

Component 4: Auditor Resolution Process

There are **two** sub-components to the enrollment auditor resolution process:

1. Auditor Resolution Meeting (Mid-November)
2. LEA document retention for appeal (if applicable)

Upon completion of the general audit, the auditor will schedule a resolution meeting to share the enrollment audit numbers produced by the audit vendor (general education, residency, and drop-out) with the Head of LEA and allow the LEA an opportunity to dispute these counts. If the enrollment of a particular student is disputed, the Head of LEA may produce documentation to prove enrollment and residency status as of October 5th. If the auditor accepts that proof, the auditor will adjust that school's enrollment roster to reflect the outcomes of the resolution meeting. If the auditor does not accept the enrollment and/or residency evidence as acceptable proof during the resolution meeting, the auditor will not adjust the school's enrollment roster and the school may choose to appeal to OSSE the auditor's decision during the audit appeals process. More information on the auditor resolution process can be found in Section 8 of this handbook.

The Head of LEA must retain documents presented to the auditor during the resolution meeting. If he or she decides to appeal the auditor's decision, these documents must be submitted along with the appeal to OSSE, as no new documentation can be submitted with a request for appeal on the GENERAL AUDIT data. ELL enrollment audit data, which is audited separately from the audit vendor, can be appealed with new documentation since there is no upfront resolution process.

Component 5: Enrollment Audit Appeals Process

There are **four** sub-components to the enrollment audit appeals process:

1. Pre-appeals enrollment audit data release to LEAs (November 28, 2012)
2. Enrollment audit appeal submissions (December 6, 2012)
3. Enrollment audit appeal hearings (December 10 – 14, 2012)
4. Child Count Verification Process Concludes (January 3, 2013)

When the auditor has completed the general audit, the auditor will release pre-appeals numbers to OSSE. OSSE will then release these numbers, and the ELL counts, to LEAs through a secured File Transfer Protocol (FTP) site. These numbers will be submitted to LEAs at both at the student-level and at the summary-level (using the same categories as the UPSFF chart in the District’s Budget Book). The LEA will also receive further information on how to submit an appeal. All appeals must be submitted to OSSE by close of business, Thursday, December 6, 2012. More information on the appeals process can be found in Section 8 of this handbook.

It is essential that LEAs review their pre-appeals data to ensure the data is accurate, even if they were satisfied with the outcomes of their audit resolution meetings.

The December 6 appeals submission deadline is the LAST chance LEAs have to change their general enrollment, residency, grade-level, drop-out status, and ELL enrollment data.

Special education child count verification has a separate appeals process, due to the nature of the verification. This process is described in Section 10 of this handbook.

Component 6: Final Enrollment Audit Release

There is only **one** component to the final enrollment audit release – the release itself.

A date has not been set for the final enrollment audit numbers release to the public, but LEAs should expect the release sometime in late January 2013. LEAs will receive both student-level and summary enrollment audit information on their students. The enrollment audit data will be considered final and will be used to pay the fourth quarter payment to charter LEAs. **No appeals to the enrollment data will be considered after December 6, 2012.**

Component 7: Non-Resident Follow-Up

There are **three** sub-components to the non-resident follow-up process:

1. Non-resident tuition payment recoupment and follow-up with parents/legal guardian who have not provided sufficient proof of residency (Ongoing)
2. Follow-up letter from OSSE to LEAs (February 2013)
3. Office of the Attorney General (OAG) referrals (March 2013 – May 2013)

After the enrollment audit numbers are finalized, LEAs with non-resident students who did not pay tuition will receive a letter from OSSE outlining the process for parent/legal guardians to set up a tuition payment plan. All non-resident students who attend District of Columbia public LEAs must pay tuition or

withdraw from school. (Withdrawn students must still pay pro-rated tuition for time in school.) Any parents/legal guardians that do not remit payment will be referred by OSSE to the Office of the Attorney General for legal action.

Further explanation of the non-resident follow-up process can be found in Section 11 of this handbook.

Section 5: Points of Contact

LEA Point of Contact

In addition to the Head of LEA, each LEA is required to have one point of contact (POC) designated for the purposes of the enrollment audit. Because the enrollment audit requires the handling of student identifiable information, the LEA POC must follow all applicable Family Education Rights and Privacy Act (FERPA) laws.

Between late July and early August 2012, OSSE sent an email to each LEA requesting an LEA Enrollment Audit POC be named as part of the agency's general collection of all data points of contact. If the LEA has not already named an enrollment audit contact in that general collection, the **Head of LEA** should email OSSE.LEAdata@dc.gov with the LEA POC information (name, position, email, and primary and secondary phone numbers).

It is important that LEAs with multiple staff working on the enrollment audit put a plan in place for sharing enrollment audit information amongst their respective staff members. OSSE and the audit vendor are not responsible for contacting LEA staff members beyond the Head of LEA and designated LEA POC.

OSSE Point of Contact

There are numerous people at OSSE working on various aspects of the enrollment audit. To ensure that your email inquiries are sent to the right person, we ask that you send all emails to OSSE.EnrollmentAudit@dc.gov. An enrollment audit team member will check the email box daily and ensure that an OSSE team member responds to your inquiry within one business day.

Vendor Point of Contact

The enrollment audit vendor is F.S. Taylor and Associates. LaTonja Belsches is the Engagement Manager for this audit and serves as the main point of contact. She and the F.S. Taylor team members can be reached at Auditenrollment@FSTaylor.com or (202) 898-0008.

Section 6: Student Enrollment Data Quality

LEA data quality in its Student Information System (SIS) is vital to a successful enrollment audit because OSSE generates the official student enrollment roster from LEA data, which were entered into their respective SIS. Under the OSSE LEA Data Quality Standards, each LEA must create and adhere to data quality processes to ensure that all data provided to OSSE or collected within OSSE and LEA systems are valid, reasonable, complete, and accurate (please see table below for definitions of each of these terms). LEA must also ensure that they adhere to the LEA Data Management Policy. The Data Management Policy can be found at the following link:

<http://osse.dc.gov/publication/lea-data-management-policy>

Under Section 9306 of the Elementary and Secondary Education Act, LEAs are responsible for maintaining records for data reporting. All LEAs signed assurances to this effect in the Local Educational Agency Consolidated Application for Title I, Part A; Title II, Part A; and Title III Part A funding; and IDEA Part B, as found in PL 108-446, assuring that LEAs will “submit such reports to the SEA [State Education Agency] (which shall make the reports available to the Mayor) and the Secretary of the U. S. Department as the SEA and Secretary may require to perform in their duties under each such program; [and] maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Mayor) or the Secretary may reasonably require to carry out the SEA’s or Secretary’s duties”. OSSE defines maintenance of records as: entering accurate data, updating data in a timely and accurate manner upon notification of any changes, and ensuring the accuracy of records such that the system of record is an accurate reflection of all students and their environments under the purview of the LEA. The data from the general enrollment audit is used to create the Membership File that OSSE is required to report federally on an annual basis.

Funding calculations are based on the data that are successfully entered into, and communicated via, the system of record. Failure to input valid, reasonable, complete and accurate data may result in negative funding implications. Additionally, LEAs must strictly adhere to the OSSE Data Policy and OSSE Data Handbook, which dictate the use of data codes and data entry timelines. Copies of the above referenced policy and handbook can be found on OSSE’s website here:

<http://osse.dc.gov/Data>

Data Quality Terms

Term	Definition
Accurate	The data correctly represent reality.
Complete	All required data elements contain values.
Valid	All values entered conform to permitted attributes.

Students must have a complete student record in the LEA's SIS/ProActive/DC STARS system in order to be included in the enrollment audit. A complete student record includes all elements in the table below. To the extent possible, all elements below must be accurately entered for all students at the student's LEA by October 5, 2012 at 5:00 pm EST:

Data element	Definition
LEA Code	A unique code assigned to each LEA by the OSSE's School and LEA Information Management System (SLIMS).
LEA Name	The official name of the LEA per the School and LEA Information Management System (SLIMS).
School Code	A unique code assigned to each school by the School and LEA Information Management System (SLIMS).
School Name	The official name of the school per the School and LEA Information Management System (SLIMS).
Unique Student Identifier (USI)	The official state identifier for all students attending a District of Columbia LEA; only the OSSE assigns Unique Student Identifiers via the SLED system, and it is a randomly-assigned ten-digit number by the OSSE to each public school student and travels with a student throughout his or her DC public education experience, from school to school and LEA to LEA within DC.
Local Student ID	A unique number of alphanumeric codes assigned to a student by the LEA. Includes, but are not limited to STARS, ProActive and OLAMS identification numbers.
Last Name	The legal last name of the student. It is the name borne in common by members of a person's family, or the last name recognized as the formal and consistent last name given to a person after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoptions or legal name change).
First Name	The legal first name of the student. It is the name given to an individual after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption or through legal name change).
Date of Birth (DOB)	The day, month and year on which the student was born based on the Gregorian calendar.
Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.
City	The city where the student resides.
State	The abbreviation for the state (within the United States) or outlying area in which the student resides.
Zip Code	The number that identifies the postal delivery area in the United States in which the student resides.
Gender	A coded value representing the student's gender. Gender is a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.

Ethnicity	LEAs are required to categorize student ethnicity as “Yes – Hispanic or Latino” or “No – Not Hispanic or Latino” for the ethnicity with which the student most closely identifies. If a student identifies his or her ethnicity as “Hispanic or Latino,” then he or she must also select “Hispanic/Latino” as his or her identified race. The complete definition of Hispanic and Latino is found in the OSSE Data Collection Handbook.
Race	LEAs are required to categorize students in one or more of the five permitted race codes for which race(s) the student most closely identifies. Categories must be mapped by the LEA to the five federal race categories: American Indian and Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. More complete definitions of these race classifications are found in the OSSE Data Collection Handbook.
Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session, as permitted via SLIMS, and aligned to the OSSE Data Collection Handbook.
LEP Status	An indication of whether the student is Limited English Proficient (LEP) and receiving English Language Learner (ELL) Services; or whether the student is Not Limited English Proficient (NLEP) and does not receive ELL services.
FARMS Status	An indication of whether a student is receiving free meals, reduced price meals or they are paying for meals in full. This is used as an indicator of a student’s poverty level.
Residency Status	The LEA’s determination that the student is or is not a resident of the District of Columbia.

Special Education Status, considered part of a student’s record, is calculated based on Special Education Data System (SEDS) and auto-populated. LEAs should ensure that what is in their system is as up to date as possible where appropriate. Official special education status will be captured by the Child Count process, as explained in Section 10 of this handbook.

Special Education Status	An indication that the student receives Specialized Education Services, under the Individuals with Disabilities Education Act (IDEA) per the student’s Individualized Education Plan (IEP). This field will be auto-populated based on current IEP in the Student Education Database System.
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Roster Discrepancies

There may be an instance where the roster does not accurately reflect the school's enrollment. If any of an LEA's students do not appear on its roster, or if a student who is not at the LEA appears on the LEA's roster, please review the following elements in the LEA's SIS/ProActive/DC STARS and contact OSSE at OSSE.EnrollmentAudit@dc.gov.

Term	Definition
Entry Type	The process by which a student enters a school during a given academic session (school year), mapped to the permitted entry type code values. This entry type will determine the appropriate enrollment code. The complete list of enrollment codes is found in the Data Collection Handbook.
Entry Date	The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given session (school year).
Exit/Withdrawal Type	The circumstances under which the student exited from membership in an educational institution, mapped to the permitted exit/withdrawal type code values. This exit/withdrawal type will determine the appropriate exit/withdrawal code. The complete list of exit/withdrawal codes is found in the Data Collection Handbook.
Exit/Withdrawal Date	The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual graduated, or the date on which it becomes known officially that an individual left school.

LEAs must review the above information to make sure that it is valid, reasonable, complete and accurate in their SIS prior to October 5th.

Quality Data for Accurate Funding Campaign

In a proactive effort to assist with LEA data quality, the OSSE SLED Team generates daily SLED Error Reports and distributes these reports to each LEA. The LEA is then required to disseminate the error reports to their school administrators for resolution. The SLED Error Reports flag all SLED data errors such as invalid, missing, duplicative data entries, etc. After a review of the SLED Error Report, school administrators should make all necessary changes in their SIS to be uploaded back into SLED as an accurate and complete record.

School participation in resolving data discrepancies identified by the daily SLED Error Reports is critical to the accuracy of the October 5th OSSE Enrollment Roster and subsequent enrollment validation by the auditor. To ensure that LEAs are adequately supported in this effort, OSSE will launch a "Quality Data for Accurate Funding Campaign" September 17 through October 5, during which it will provide a daily reflection of what is in the SLED to each LEA to verify the data's accuracy via an online student enrollment tool. In conjunction with these daily snapshots, OSSE will provide focused technical assistance to LEAs to resolve any errors or discrepancies to ensure that the data are accurate in all systems. LEAs should begin checking accuracy of their data prior to September 17th.

OSSE will hold a training session on the October 5th data collection process and campaign, as well as answer any questions about this handbook, on the following two dates:

- September 6, 2012, from 1:00 – 3:00 PM
- September 11, 2012, from 9:00 – 11:00 AM

Trainings will be held in OSSE's 3rd Floor Conference Room (810 First Street NE). Both training sessions will cover the same topics. Please RSVP for ONE training at OSSE.EnrollmentAudit@dc.gov.

October 5th Data Certification

LEAs must certify to OSSE the validity, completeness, and accurateness of the LEA's data by signing a Certification Form, certifying that the data in the online Enrollment Audit Tool is an accurate reflection of the LEA's enrollment on October 5. The Certification Form is included in this handbook in Appendix A, and LEAs will be able to print the document. On October 9, LEAs will be able to see their most current enrollment file as of 5:00 pm EST on October 5, 2012, (the date of the official enrollment audit count) in the online student enrollment tool.

This Certification Form must be signed, scanned and emailed to OSSE at OSSE.EnrollmentAudit@dc.gov no later than October 11, 2012 at 5:00 pm EST. The Head of LEA must sign the Certification Form and send this documentation as an attachment from his or her official Head of LEA email address. The OSSE will acknowledge receipt of this document via email within 48 hours of receipt. All certifications for charter LEAs will be forwarded on to the Public Charter School Board upon receipt. If the LEA does not submit the Certification Form by the deadline, OSSE considers the LEA's October 5th data to be accurate through passive approval for the purposes of the enrollment audit and will provide the enrollment roster, as is, to the auditor. The timing of second quarter payments for LEAs who have not signed the Certification Form should be discussed with the Public Charter School Board who oversees the quarterly payment function.

Note: The data will not be changed in the roster after October 11, 2012, even if the LEA signs the Certification Form for quarterly payment after that date.

Should discrepancies exist on October 9, the LEA **must** contact OSSE.EnrollmentAudit@dc.gov immediately and detail the nature of each discrepancy. The LEA will have until October 11, 2012 at 5:00 pm EST to rectify the error(s) and to have the correction(s) appear in SLED. Focused assistance from OSSE will be provided to the LEA during this time to resolve the outstanding discrepancies.

Section 7: Enrollment Audit and the UPSFF

As discussed in the introductory section of this handbook, the student enrollment audit is the basis for paying the charter school Uniform Per Student Funding Formula (UPSFF) quarterly payments. It also serves an important role in justifying enrollment projections used to calculate the budget allocations for DCPS and the public charter school account (Budget Code GC0) in the annual budget. Below is a brief explanation describing how the LEA student classification relates to the UPSFF.

Every student in the enrollment audit attending a DC LEA will be counted in only ONE of the categories in the general education portion of the UPSFF chart (found in the budget chapters of the annual budget book).

General Education³

Grade/Classification	Weighting Factor*	Description of Classification
Pre-Kindergarten 3	1.34	Grade
Pre-Kindergarten 4	1.30	Grade
Kindergarten	1.30	Grade
Grades 1-3	1.00	Grade
Grades 4-5	1.00	Grade
Grades 6-8	1.03	Grade
Grades 9-12	1.16	Grade
Alternative School	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit but is funded based on this category in the UPSFF calculation.
Special Education Schools	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit but is funded based on this category in the UPSFF calculation.
Adult	0.75	Student-level classification based on program attributes

*The weighting factor is applied to the foundation level per pupil amount to calculate the amount allocated/distributed for each student.

³ Note that this chart only shows the general education classifications and weights. Some students qualify for additional categories of funding – special education, English language learner, etc. – which have additional weights.

Ungraded Students

Students may only be listed as “ungraded” in the audit if they attend an “alternative school” or a “special education school.” All other students must be classified in a grade (Pre-Kindergarten 3 – Grade 12) or as “adult.”

Pre-Kindergarten 3 through Grade 12 – Grades

LEAs must identify students in a particular grade when submitting their roster data into their SIS. The auditor and OSSE cannot and will not make a determination of grade classification based on age alone.

Alternative Education Schools – School-wide Classification

DC Official Code §38-2901 (1B) defines an alternative school program as:

(1B) “Alternative program” means specialized instruction for students under court supervision or on short- and long-term suspension, or who have been chronically truant or expelled from a regular District of Columbia Public School or public charter school academic program. To qualify as an alternative program, a school must meet the criteria and rules set by the State Education Office. An alternative program may describe an entire school or a specialized program within a school.

LEAs **must** be on file as an alternative education school with OSSE’s Elementary and Secondary Education division to receive Alternative Education School funding. If an LEA does not know if they have alternative education school status, they may reach out to OSSE.EnrollmentAudit@dc.gov for assistance. OSSE is currently convening a working group with school stakeholders to discuss possible changes to the alternative school policy. At the time of publication of this handbook, new policies have not been finalized. Once the policies have been published and an effective date has been set, OSSE will notify the LEAs.

Special Education Schools – School-wide Classification

DC Official Code §38-2901 (11D) defines special education school as:

(11D) “Special Education School” means a separate DCPS or public charter day school or residential school dedicated exclusively to serving special education students at levels 4 and 5.⁴

Special education school is considered a school-wide classification. Students in a special education school may be classified in a particular grade or may be classified as ungraded for the purposes of the enrollment audit (and in the SLED system). However, for the UPSFF, students attending special education schools will only be listed in the special education school category for “general education” funding purposes. Note: these students also qualify for additional special education payments (funded by special education level) as well.

Adult Education – Student Specific Classification

Adult education is considered a student classification, not a school classification. DC Official Code §38-2901 (1) defines the category as:

(1) “Adult education” means services or instruction below the college level for adults who:

⁴ Note that there is no longer a special education level 5, however the Code has not been updated to reflect this yet.

- (A) Lack sufficient mastery of basic educational skills to enable them to function effectively in society;
- (B) Do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education; or
- (C) Have limited ability in speaking, reading, writing or understanding the English language and whose native language is a language other than English.

The auditor and OSSE will not be auditing students based on age. Therefore, LEAs should classify their students as adult or in a high school grade level of 9 through 12 based on programming.

It is acceptable for an **adult** student to be enrolled in more than one LEA in a variety of adult education programs. However, UPSFF payments are made to one LEA, and OSSE will only be counting the student in the enrollment audit under one LEA. Thus, if an adult student is enrolled in more than one LEA, the LEA receiving the enrollment credit and the UPSFF funds will be determined as follows in this rank order:

1. An adult program leading to a high school diploma automatically receives the enrollment credit over programs that do not lead to a high school diploma.
2. An adult program leading to a Graduate Equivalency Diploma (GED) automatically receives the enrollment credit over programs that do not lead to a GED.
3. If neither program leads to a high school diploma or GED, the program in which the student spends the most hours (on average) will receive the enrollment credit.

Section 8: General Enrollment Audit

The enrollment auditor performs the general education enrollment, residency, grade-level,⁵ and drop-out portions of the enrollment audit. Both the general education enrollment count and residency verification will be performed on all students attending LEAs, as well as the students attending non-public and county schools. The LEA is responsible for ensuring that every student enrolled in their LEA, including the students the LEA has placed in a non-public school, are in their SIS by October 5th and appear in SLED (or SEDS, in the case of the non-public students). This information will serve as the basis for the roster from which the enrollment audit will be performed.

A full description of the general audit will be available once the auditor begins its briefing sessions in late September.

Further information on residency verification can be found in Section 11 of this handbook.

Absent Students

Students enrolled as of October 5th but absent on the day of the head count can and should be counted in the audit. Prior to October 5th, the auditor and OSSE will develop a list of acceptable documentation to demonstrate enrollment for absent students. This list will be sent to the LEA POC and Head of LEA and also will be reviewed in the September briefing meetings with the auditor.

Adding students to the roster

It is critically important that LEAs verify that their enrollment data is accurate by October 5th. However, in the event that the LEA did not include a student who was enrolled on October 5th in the October 5th roster, the LEA may still add that student to the enrollment audit if:

1. The auditor can verify that the student was enrolled as of October 5th; and
2. OSSE verifies that a *complete* student record is entered in the SLED system and is classified as enrolled in the LEA which is requesting the student be added to its roster.

For instructions on what constitutes a complete student record, please see Section 6 of this handbook.

⁵ The grade-level portion of the audit is only a check to ensure that the LEA did not accidentally categorize the student's grade incorrectly in the October 5th count. The auditor will defer to the LEA on appropriate grade-level for each student.

Drop-out Students

As a part the enrollment audit the auditor will attempt to identify reenrollment of students who had previously been identified as drop outs in the official accountability process and see if SLED and the USI process have correctly identified reenrollment of these students. OSSE will pull a roster from SLED for each LEA of students in compulsory grades and programs who have the following “drop-out” exit codes in the system:

Term	Criteria	Code
Expelled or involuntarily withdrawn	A student who is removed from the school system without choice, for reasons other than health. This includes a student who left school due to an expulsion approved by appropriate school authorities or who was removed by court order.	1925
Reached maximum age for services	A student who left school because he or she has reached the maximum age until which a free, appropriate public education must be provided as indicated by federal, state, or local laws. This may also include students who exit for cultural or religious reasons recognized by state policy.	1926
Discontinued schooling	A student who stopped attending school for personal or academic reasons and a specified length of time considered by the state or district to constitute "dropping out."	1927
Completed grade 12, but did not meet all graduation requirements	A student who completed an approved program of study for high school completion, but did not meet all state or district requirements for a diploma (e.g. unable to pass a required graduation examination).	1928
Not enrolled, unknown status	A student who is not known to be attending school, but has not informed the local education agency of his/her intent to drop out. This includes students who have moved away but for whom the local education agency cannot verify enrollment in school elsewhere; students dropped from attendance rosters for excessive truancy and students who enrolled in school but never attended.	1931
Enrolled in an adult education or training program	A student who exited elementary or secondary school to enroll in a training program or adult education program not recognized by the state and that will not lead to a state-approved high school diploma or completion credential.	3500

The auditor will verify that the students on this roster are not currently enrolled in any publicly funded District of Columbia diploma-granting institutions or programs, as captured in the scope of the enrollment audit.

Further information on drop-out students and their coding can be found in the Data Handbook, located at this link:

<http://osse.dc.gov/Data>

Resolution Meetings

Upon completion of the general audit, the auditor will schedule a resolution meeting to share the results with the Head of LEA and to allow the LEA an opportunity to dispute the preliminary general enrollment count, grade-level and non-residency findings. If the enrollment of a particular student is disputed, the Head of LEA can produce documentation to prove enrollment and residency status as of October 5th. If the auditor accepts that proof, the auditor will adjust that school's enrollment roster to reflect the outcomes of the resolution meeting. If the auditor does not accept the enrollment and/or residency evidence as acceptable proof during the resolution meeting, the auditor will not adjust the school's enrollment roster and the school may choose to appeal to OSSE the auditor's decision during the audit appeals process.

The Head of LEA must retain documents presented to the auditor during the resolution meeting, if he or she decides to appeal the auditor's decision. These documents must be submitted along with the appeal to OSSE, as no new documentation can be submitted with a request for appeal.

Appeals Process

When the auditor has completed the general audit, the auditor will release pre-appeals numbers to OSSE. On or before November 28, OSSE will release these numbers, as well as the ELL audit counts, to LEAs through a secured File Transfer Protocol (FTP) site. These numbers will be submitted to LEAs at both the student-level and summary-level (using the same categories as the UPSFF chart in the District's Budget Book). The Head of LEA and Enrollment Audit POC will receive an email indicating that the general enrollment audit, residency, and ELL enrollment status data have been loaded on the FTP site with the site location. In a separate email, these same two contacts will receive the password for accessing the site. In addition to this information, the LEA will also receive on or before November 28 further information on how to submit an appeal. A check-list of data elements an LEA should consider in its review of its pre-appeals enrollment data can be found in Appendix C. All appeals must be submitted to OSSE by close of business, Thursday, December 6, 2012.

Please note that the special education child count has a separate appeals process which is discussed in Section 10 of this Handbook.

Section 9: English Language Learners Enrollment Audit

OSSE will conduct an independent verification of the ELL status of students. This will be used to inform which students receive UPSFF funding.

The auditing process will be as follows:

1. OSSE will create a file of all students identified as ELL in the October 5th SLED data used for the enrollment audit. A student that has not been identified as ELL in the October 5th count will not be identified as ELL until after the audit is complete. Information on ELL coding can be found in the Data Handbook which can be found at the following link:

<http://osse.dc.gov/Data>

2. OSSE will automatically certify as ELL any student with a qualifying score on the ACCESS exam from the prior 12 months.
3. OSSE will randomly sample 10% or 5 (whichever is larger) of the October 5th identified ELL students that do not have a qualifying ACCESS scores from each school. OSSE will request documentation of ELL status in the form of a completed pre-screen or screener ELL assessment that has been approved by OSSE. The pre-screener or screener does not need to be dated before October 5th but does need to be completed within one year before the ELL enrollment audit begins in late October. The allowable ELL assessments include:
 - a. W-APT: WIDA – ACCESS Placement Test
 - b. K-WPAT: Kindergarten WIDA – ACCESS Placement Test
 - c. WIDA MODEL: Measure of Developing English Language
 - d. Pre-IPT: Pre-IDEA Oral Language Proficiency Test (3-5 year olds)
 - e. TABE CLAS-E (Adult English Language Learners)

For adult ELL students who do not take TABE CLAS-E, the LEA may submit a sample test and rubric that identifies ELL status of these adult ELL students for approval by OSSE's ELL team. Upon approval, this assessment may also be considered allowable. Email OSSE.EnrollmentAudit@dc.gov for more information.

Though the Home Language Survey does not establish ELL status, it can be used as a secondary piece of documentation to justify the initial screening of ELL status. OSSE may request a copy of the Home Language Survey if further verification of initial screening is needed.

4. OSSE will review the sampled students for adequate documentation (scoring sheets from the tests listed in step 3 or the ACCESS score report). Any student with appropriate documentation will be certified as ELL. However, any student lacking appropriate documentation will not be verified as ELL.

5. If two or more students identified as ELL in the October 5th sample count lack appropriate documentation then all students identified as ELL by the school in the October 5th count will need documentation prior to certification of their status. If fewer than two students have incomplete or inadequate documentation in the sample, then all submitted students that haven't been found to have errors will be verified as ELL for the audit.
6. If a student is identified in SLED as ELL after the October 5th count, the LEA may still seek funding for that student through the appeals process in December. Please see Section 8 of this handbook for further details. The LEA will be required to show the appropriate status through the pre-screener or screener assessment as described in step number 3 above.
7. The school will be paid the Uniform Per Student Funding Formula supplemental amount for ELL based on all verified ELL students at the end of the enrollment audit process.

Section 10: Special Education Child Count Verification

For the SY 2012-2013 audit, OSSE will follow the same process for the Special Education Child Count as the SY 2011-2012 Child Count. This means that there will be alignment of the General Education Enrollment Audit and Special Education Child Count process.

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 the District of Columbia. OSSE utilizes a tool called *IDEAfacts* to capture this data.

Age

Because of the requirements of the Enrollment Audit process, as well as Child Count, the audit for students with disabilities under IDEA will take a more inclusive approach to student age when reporting data. The chart below describes the the general education and special education child count ages.

Data	Requirement
General Education Enrollment Audit	Audit will include all students who are 3 years of age and older. For charter students, the student must turn 3 by December 31 of the current school year. For DCPS, the student must turn 3 by September 30 of the current school year. There is no age maximum.
Special Education Child Count	For Part B IDEA Child Count EDfacts template as required by the federal government, students must be at least 3 years of age and no more than 21 years of age as of December 1 of the current school year.

Process

The timeline and steps for the verification and reporting process for students with disabilities is as follows:

Date	Activity
October 15, 2012	<i>IDEAfacts</i> application for special education is released to LEAs. <i>IDEAfacts</i> application for special education will be seeded with special education enrollment data from the October 5 th count.
October 22, 2012 and October 24, 2012	Special education <i>IDEAfacts</i> data collection effort LEA webinar. October 22 (10-11:30 AM) Registration Link: https://www3.gotomeeting.com/register/435317542 October 24 (10-11:30 AM) Registration Link: https://www3.gotomeeting.com/register/737157166
October 15 – December 11, 2012	<i>IDEAfacts</i> tool is available to LEAs; LEAs are provided ongoing technical assistance from their SEDS team point of contact.
December 4, 2012	Flag data within the <i>IDEAfacts</i> application to clearly identify students added after October 5 th who were enrolled as of December 1, 2012, to allow LEAs to focus on these students.

Date	Activity
December 11, 2012	LEA initial special education data certification is due to OSSE.
December 11-14, 2012	OSSE independent audit of special education records. OSSE analysis of initial LEA special education data submissions.
December 18, 2012	Finalize analysis and request clarification of data anomalies distributed to LEAs. (Note: OSSE will consider December 11 certifications as final for LEAs with no noted special education data discrepancies)
January 3, 2013	Recertifications/corrections due to OSSE
January 10, 2013	All special education data appeals resolved, OSSE finalizes data set for students with disabilities

Guidance for Special Education Verification

A copy of the certification form can be found in Appendix B of this handbook. The guidance for special education verification can be found at this link:

<http://osse.dc.gov/page/child-count-data-collection>

Special Education Child Count and Funding

Based on the enrollment dates of children, LEAs may see differing impacts on funding. The following chart below addresses the scenarios an LEA can encounter with respect to different funding sources. A more detailed description of each scenario appears below the chart.

Scenario	Oct 5		Dec 1		Will LEA receive UPSFF General Ed Funding?	Will LEA receive UPSFF SPED Level Funding?	Will LEA receive Federal Part B funding?
	Was child enrolled at the LEA?	Was child a student with disabilities?	Was child enrolled at the LEA?	Was child a student with disabilities?			
1	YES	YES	YES	YES	YES	YES	YES
2	YES	NO	YES	YES	YES	YES	YES
3	NO	YES OR NO	YES	YES	NO	NO	YES
4	YES	YES	YES	NO	YES	NO	NO
5	YES (at LEA X)	YES OR NO	YES (at LEA Y)	YES	YES (at LEA X)	NO (LEA Y receives in summer supplemental payment)	YES (LEA Y)
6	YES	YES	NO	YES or NO	YES	NO	NO

Scenario 1: Student Enrolled October 5 and Identified as Receiving Services Under IDEA Both on October 5 and December 1

The LEA will receive UPSFF general education funding, USPPF special education level funding, and IDEA Part B Federal funding for a student if the student was:

- a. Enrolled in the LEA on October 5
- b. Classified as a receiving services under IDEA on October 5
- c. Enrolled in the LEA as of December 1
- d. Classified as a receiving services under IDEA as of December 1

Scenario 2: Student Enrolled October 5 but Not Identified as Receiving Services Under IDEA Until December 1

The LEA will receive UPSFF general education funding, USPPF special education level funding, and IDEA Part B Federal funding for a student if the student was:

- a. Enrolled in an LEA on October 5
- b. Not classified as receiving services under IDEA student on October 5
- c. Enrolled in an LEA as of December 1
- d. Classified as a receiving services under IDEA as of December 1

Scenario 3: Student Not Enrolled on October 5

The LEA will **NOT** receive any UPSFF funding for a student, but will receive IDEA Part B federal funds for this student, if the student was:

- a. Not enrolled in the LEA on October 5
- b. Classification as receiving services under IDEA does not matter if student was not enrolled in the LEA on October 5
- c. Enrolled in an LEA as of December 1
- d. Classified as a receiving services under IDEA as of December 1

Scenario 4: Student Enrolled and Identified as Special Education on October 5 but Not Identified as Special Education on December 1

The LEA will receive UPSFF general education funding but will **NOT** receive UPSFF special education level funding or the IDEA part B federal funding for a student if the student was:

- a. Enrolled in the LEA on October 5
- b. Classified as a receiving services under IDEA student on October 5
- c. Enrolled in the LEA as of December 1
- d. Not Classified as a receiving services under IDEA student as of December 1

Scenario 5: Student Transfers from LEA X to LEA Y During the Period of October 6 – December 1

LEA X will receive UPSFF general education funding but **NOT** UPSFF special education level funding and LEA Y will receive IDEA Part B federal funds but **NOT** receive UPSFF special education funding until the summer Supplemental to charters (which is to the Office of the Chief Financial Officer's discretion) and will not receive any UPSFF general education funding, for a student if the student was:

- a. Enrolled in LEA X on October 5
- b. Enrolled in an LEA Y as of December 1
- c. Classified as receiving services under IDEA student as of December 1

Scenario 6: Student Enrolled and Identified as Special Education on October 5 but Exits the LEA on or Before December 1

The LEA will receive UPSFF general education funding but **NOT** receive UPSFF special education level or the IDEA Part B federal funding for a student if the student was:

- a. Enrolled in the LEA on October 5
- b. Classified receiving services under IDEA on October 5
- c. Not enrolled in the LEA as of December 1

Section 11: Residency Verification

Under DC law, only District residents may attend District of Columbia Public Schools (DCPS), Public Charter Schools (PCS), and private special education schools or programs (“Non-Publics”) for free. Therefore adult students and the parents, guardians, or primary caregivers of students who are residents of the District of Columbia attending DCPS, PCS, or Non-Publics must provide proof of District of Columbia residency on an annual basis. Non-resident students are required to pay non-resident tuition equivalent to the Uniform Per Student Funding Formula (UPSFF). Non-resident students who fail to pay tuition will not be allowed to enroll or continue enrollment in a District-funded school or program. The student residency verification process requires documentary proof of residency and takes place during the enrollment period of each school year (April 1st through October 5th). LEAs are encouraged to review their residency documentation and verify that all documentation and verification forms are complete, legible, and in place prior to the audit.

During the enrollment audit, the auditor will review each student’s file to determine his or her residency status. LEAs must provide the auditor with the DC Residency Verification Form (discussed below) for each enrolled student and must also have the supporting documentation proving residency available for review upon auditor request. The auditor will also review the amount of tuition assessed and collected by the LEA for each non-resident student.

An LEA that places a special education student into a non-public school is responsible for verifying residency for that student, as well as maintaining the student’s residency verification records for auditor review on an annual basis.

Residency Document Review

By October 5th, or within 10 days of the time of initial enrollment (whichever occurs later), a parent/guardian or adult student must prove residency by providing such document(s) as required under DC Code §38-309 subpart (b) or (c), which are also listed in the DC Residency Verification Form (see Appendix D) and are outlined in the OSSE Residency Verification Guidelines.

Schools are required to:

- review these documents for legitimacy
- complete a Residency Verification form certifying proof of residency
- maintain clear and legible copies of the residency verification documents and the OSSE Residency Verification Form in the student’s official record.

If a parent/guardian or adult student does not provide proof of residency by October 5th, or 10 days after enrollment (whichever is later)—or if the student is confirmed as a non-resident student—the school must then assess and collect non-resident tuition for the school year equivalent to the UPSFF. Tuition payments must be made out to “D.C. Treasurer” and must include the student’s name and Unique Student Identifier. The school must retain clear copies of all tuition payments and send all tuition payments to OSSE immediately upon receipt of such payments.

Mail tuition payments to:

Iris Bond Gill
 Office of the State Superintendent of Education
 810 First Street NE, 9th Floor
 Washington, DC 20002

There may be extenuating circumstances that prevent a parent/guardian or adult student from producing state-approved residency verification documents. In such cases, each school should conduct a home visit pursuant to DC Code §38-309 (d) and complete and retain a copy of the Home Visitation Consent Form and the Home Visitation Residency Verification form (see Appendix E), to demonstrate due diligence in verifying District residency. If a person seeking to enroll a student cannot establish residency by providing the necessary documentation or through a home visit, the school must refer that person to the DCPS student residency office or the appropriate chartering authority pursuant to DC Code §38-309(e). DCPS and chartering authorities may establish procedures for proving residency in these exceptional cases, and such procedures must be provided to OSSE no later than 30 calendar days before the first day of school for approval and must comply with DC Code §38-311(b) and all other applicable laws. Each school must be diligent in its efforts to prove and document residency under these circumstances, and must retain such documents in the student's official record.

Pursuant to newly enacted DC Code §38-312.01(c), DC public schools and public charter schools are responsible for residency validation and investigations to confirm student residency. In instances where a parent/guardian or adult student has failed to provide sufficient or adequate residency documentation by the October 5th/10 day deadline, the school is expected to investigate immediately the residency status of the student and provide OSSE with a record of the investigation.

Where a school makes the determination that a student is a DC resident without relying on the residency documents required under DC Code §38-309(b) or (c) or a home visitation under DC Code §38-309(d), that school must provide OSSE with sufficient documentation showing the basis for its determination.

Proof of Residency for Homeless Students

Pursuant to the McKinney-Vento Homeless Assistance Act, schools may not require verification or proof of residency for school-age homeless students as a condition of enrollment. However, each LEA is required to have a McKinney-Vento Assistance Act liaison who is responsible for identifying and ensuring that these students receive services entitled to them. The LEA liaison is required to complete a Homeless Student Referral Form for each school-age homeless student enrolled at their schools. The LEA must retain a copy of this form in their records for each enrolled homeless student and must submit a copy for each such student to OSSE prior to the October 5th/10 day deadline. The documented homeless student identification process or a copy of the completed Homeless Student Referral Form will serve as adequate proof of residency for a homeless student and should be made available for auditor review.

Non-Resident Student Enrollment and Tuition Assessment and Collection

Non-resident students may enroll in DCPS or a PCS, only if no District resident is found on the school's waiting list. The parent/guardian of a non-resident student or the adult non-resident student must enter into a tuition payment plan or must pay the full non-resident tuition upon enrollment. LEAs are required to collect tuition payments, made payable to the "D.C. Treasurer", and deliver these payments to OSSE. LEAs must collect tuition equal to the amount provided under UPSFF. **LEAs or schools may not grant discounts or waivers of any kind for tuition owed.**

If a student is enrolled as a resident, but is later deemed a non-resident before, during, or after the enrollment audit, the LEA must assess and collect non-resident tuition from the parent/guardian of the student or, in cases of adult students, directly from the student, or from some other source of private funding (such as a scholarship). An LEA or school may not waive or discount the tuition owed for the period of time a student is enrolled as a non-resident. The parent/guardian of the student or the adult student can choose to have the student withdrawn from the school and pay a pro-rated tuition for the period of non-resident enrollment. Upon completion of the enrollment audit, OSSE will issue a letter to LEAs listing those students who have been identified as non-residents not paying tuition. LEAs are required to put in place a tuition plan with the parents of such students or request that the parent withdraw their child (children) and pay a pro-rated tuition amount.

LEAs must send the names of all non-resident students who fail to pay tuition to OSSE for potential referral to the District of Columbia Office of the Attorney General (OAG) for legal action.

Student Residency Fraud

Residency fraud has serious criminal implications (see D.C. Code §38-312) and LEAs and schools should take reasonable steps to deter and prevent residency fraud from occurring, as well as investigate allegations of residency fraud. Residency fraud consists of a parent, caregiver, adult student or a school administrator knowingly or intentionally providing false residency information and/or knowingly, intentionally, or fraudulently enrolling a non-resident student as a resident. Examples of residency fraud include forging documents, using a District of Columbia address that is not the parent's/guardian's or adult student's residence, or a school official completing a Residency Verification form without actually reviewing the required state approved documents. DCPS and public charter schools are expected to investigate allegations of residency fraud concerning their students and, pursuant to DC Official Code §38-312.01, OSSE will work with schools to ensure that they do so.

During the course of the enrollment audit, the auditor may uncover residency fraud. Also, at any point during a school year, someone may notify OSSE of residency fraud. In such cases, LEAs and schools are expected to work with OSSE to conduct an investigation of the allegation and prepare a case for referral to the OAG for potential prosecution.

Appendix A: October 5th Data Certification Form

OSSE must receive the following certificate by October 11, 2012, at 5:00 pm EST for your data submission to be considered timely. Public charter school LEA certifications will then be sent to the Public Charter School Board to certify the second quarter payment.

Please scan and send this signed form electronically to OSSE.EnrollmentAudit@dc.gov.

**Government of the District of Columbia
Office of Financial Operations and Systems & Office of the State Superintendent of Education**

October 2012 Enrollment Audit Verification

This form also serves as a **Request for Appropriations Disbursement** for Public Charter Schools

FY 2012-2013

This form must be completed by **ALL** LEAs

Please submit completed application electronically and with the original signatures.

LEA Name: _____ **Date:** _____ **EIN (if PCS):** _____

General Information (PCS only)

Please check one of the following to identify the chartering authority that approved your charter:

_____ **D.C. Board of Education** _____ **D.C. Public Charter School Board**

PCS Name: _____
PCS Address: _____
PCS Phone Number: _____ **PCS Fax Number:** _____
E-mail Address: _____
PCS Sponsor/Management Company: _____
(If not applicable, please leave blank)

Names and Contact Information (PCS only)

PCS Board of Trustees Chairman: _____ **Phone:** _____
PCS Principal: _____ **Phone:** _____
PCS Financial Officer: _____ **Phone:** _____

Financial Institution Information (PCS Only)

Financial Institution Name: _____
PCS Bank Address: _____
PCS Bank Account Title: _____
Type of Accounts: _____ **Checking** _____ **Savings**
Account Number: _____
(Account number appearing on monthly statements, not at the bottom of PCS checks.)
Bank Contact Person and Phone Number: _____
ABA Routing Number: _____
(Please contact your bank for these numbers. Do not type the numbers at the bottom of checks.)

We, District of Columbia Public School Officials, certify by our signatures below that the information provided to OSSE's State Longitudinal Education Data (SLED) system is accurate to the best of our knowledge and reflects the above identified LEA's current enrollment as of October 5, 2012.

Head of LEA	Date
LEA Financial Officer (PCS only)	Date
Chairperson of the Board of Trustees (PCS only)	Date
Executive Director of Public Charter School Board (completed by PCSB upon submission)	Date

Appendix B: December 11th Data Certification Form

Local Education Agency (LEA) Certification of FFY 2012 IDEA*facts* and Educational Environments Data

I, _____, _____ at _____
Printed name Title Name of LEA

certify that the data provided to the Office of the State Superintendent of Education (OSSE) for Federal Fiscal Year 2012 from the OSSE IDEA*facts* are valid and reliable. Furthermore, I certify that the data provided are consistent with the requirements of Part B of the Federal Individuals with Disabilities Education Improvement Act, as found in PL 108-446, and all applicable laws and regulations under the District of Columbia.

I have attached a copy of the data report from the OSSE IDEA*facts* application for students with disabilities for my LEA.

I have confirmed the Least Restrictive Environment (LRE) setting for each student listed in the OSSE IDEA*facts* application and can confirm that all LRE settings identified on the attached roster are accurate. Further, I can confirm that the number of students on the attached roster represents the number of students receiving services from the LEA identified above as of December 1, 2012.

BY SIGNING BELOW, I CERTIFY THAT I HAVE THE AUTHORITY TO CERTIFY THE ACCURACY AND RELIABILITY OF THIS DATA FOR MY LEA AND THAT MY LEA WAS PROVIDING SPECIAL EDUCATION SERVICES TO THE STUDENTS ON THE ATTACHED LIST AS OF DECEMBER 1, 2011. OSSE strongly recommends the head of school for the LEA be the authorized representative. However, if the LEA chooses to authorize another individual to certify the submission, the LEA remains fully responsible for the accuracy and timeliness of the submission.

Printed Name

Title

Signature

Date

OSSE must receive this certificate and data report from IDEA*facts* by December 11, 2012 at 5:00 pm EST for your data submission to be considered timely. **Fax this form and a copy of your OSSE IDEA*facts* application data to (888) 257-4225. Do not use a cover sheet.** Please note, certification forms submitted without attached rosters or with hand written corrections will be rejected. LEAs must comply with the final rulemaking of section 3019, in Chapter 30 (Special Education Policy) of Title 5-E (Education, Original Title 5) of the District of Columbia Municipal Regulations (DCMR), issued on December 4, 2009.

Appendix C: Pre-Appeals Data Checklist

Once the LEA receives its pre-appeals data, staff should carefully review the data to ensure there are no discrepancies. (Reminder: The enrollment audit data is ultimately how charter LEAs are paid and also serves as the base for all enrollment projections for the upcoming school-year's budget.) If there are discrepancies, the LEA may submit an appeal to OSSE by December 6, 2012, through OSSE.EnrollmentAudit@dc.gov. The specific process for how to submit the appeal will be released to each LEA POC and Head of LEA in November.

The Appeals process is the LAST chance for LEAs to correct their enrollment audit data. All appeal decisions are final.

OSSE has included this checklist as a reminder of the data elements the LEA should check. This list is *representative* of what the typical LEA may want to check, but LEAs should develop their own check-list to ensure that they comprehensively review the pre-appeals data.

Checklist:

If you answer "no" to any question, you should appeal that particular student enrollment decision.

1. Do all the students the LEA believes to be enrolled on October 5, 2012, appear on the pre-appeals data roster?
2. Do those students appear in the correct grade level/classification?
3. Are the students who are to be identified as English Language Learner correctly identified?
4. Are all of the students the LEA believes to be a resident correctly identified as a resident on the roster?
5. Are all of the students identified as non-resident but tuition-paying correctly identified?

Appendix D: DC Residency Verification Form

Name of School _____

DC RESIDENCY VERIFICATION FORM
(To be completed by **Local School Staff Only**)

Please refer to the Residency Verification Guidelines when using this form.

I hereby certify that _____, parent/caregiver of _____
Parent or Caregiver Name Student Full Name

Current DC Home Address _____ Telephone No. (if applicable) _____

presented the following document(s) evidencing his/her District of Columbia residency:

(A) One (1) of the following items suffices to establish DC residency.

- _____ A **pay stub**, with an issue date within the past forty-five (45) days, that contains the name of the caregiver enrolling the student, shows his/her current DC home address, and withholding of DC personal income tax for the current tax year; or
- _____ Official **documentation of financial assistance from the Government of the District of Columbia** and issued to the caregiver enrolling the student within the past twelve (12) months, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), housing assistance or other programs; or
- _____ **Supplemental Security Income annual benefits notification** issued to the caregiver enrolling the student within the past twelve (12) months and indicating his/her current DC home address; or
- _____ A **tax information authorization waiver form** certified by the DC Office of Tax and Revenue, with the name of the caregiver enrolling the student and evidence of payment of DC taxes for prior tax year; or
- _____ **Military housing orders and residency verification letter** or **DEERS statement** showing the student's name, the name of the caregiver enrolling the student, and their current DC home address; or
- _____ **Proof that the child is a ward of the District of Columbia**, in the form a court order; or
- _____ **Embassy letter**, with an issue date after April 1 of the current school year, showing the name of the caregiver enrolling the student, a statement indicating that the person enrolling the student and the student live on embassy property in the District of Columbia, and an official embassy seal.

(B) Or, if the items listed above are not applicable, two (2) of the items listed below will suffice as proof of residency in DC. The address and name on each of the below items must be the same.

- _____ Unexpired **DC motor vehicle registration** showing the name of the caregiver enrolling the student and his/her current DC home address;
- _____ An unexpired **lease or rental agreement with receipts for payment or canceled checks for payment of rent** for a period within two (2) months immediately preceding consideration of residency, for the current DC address at which the student actually resides;
- _____ An unexpired **DC motor vehicle operator's permit** or official government issued non-driver identification in the name of the caregiver enrolling the student showing his/her current DC home address; or
- _____ One **utility bill (only gas, electric, and water bills are acceptable) with the name of the person enrolling the student, current DC home address, and with receipt of payment or cancelled check for payment of the bill.** The receipt of payment or canceled check must be from a period within the two (2) months immediately preceding consideration of residency.

Other primary caregivers:

- _____ If the person enrolling the student is an other primary caregiver, he/she has provided proof of caregiver status in accordance with the Residency Verification Rules. Other primary caregivers must also establish DC residency, as outlined above. An other "primary caregiver" is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care and support to a child who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support. Please refer to the other primary care giver form for details.

I certify, under the penalties of perjury, that I have personally reviewed the documents presented and affirm that the information represented above is true to the best of my knowledge, information, and belief. I also affirm that all supporting documentation to this form will be retained by the school and made available to OSSE, external auditors, and other agencies including but not limited to the DC Office of the Inspector General, DC Office of the Attorney General, etc. upon request.

School Official's Signature

Date

Penalty for False Information: Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, payment of fine of not more than \$500, or imprisonment for not more than 90 days, or any combination thereof, pursuant to the District of Columbia Nonresident Tuition Act, approved September 8, 1960 (D.C. Code §38-312). The case of any such person may be referred to the Office of the Attorney General for consideration for prosecution.

Appendix E: Home Visitation Residency Verification Form

Home Visitation Parental/Guardian/Other Primary Caregiver Consent Form

This form must be filled out by the parent/other primary caregiver.

I, _____, as the parent/other primary caregiver of _____, do hereby consent for _____ to conduct a home visit for the purposes of validating the D.C. residency of _____. Unless otherwise disclosed during this visit, personal information that may be collected in connection with this visit is to be retained in the official record of the student and will not be transferred or disclosed outside of the organization, except where disclosure is required by law. This information must be used for the sole purpose of validating D.C. residency of the parent/other primary caregiver of _____.

Is permission for the home visit granted? Yes No

If no, please explain: _____

Address of Parent/Other Primary Caregiver:

 (Street)

 (City) (State) (Zip Code) (Telephone Number)

 Signature of Parent/Other Primary Caregiver Date

 Signature of Principal or Designee Date

Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, payment of fine of not more than \$500, or imprisonment for not more than 90 days, or any combination thereof, pursuant to the District of Columbia Nonresident Tuition Act, approved September 8, 1960 (D.C. Code §38-312). The case of any such person may be referred to the Office of the Attorney General for consideration for prosecution.

Office of the State Superintendent of Education

School Year: _____

Home Visitation Residency Verification Form

Name of Student _____

Name of School _____

Parent(s)/Other Primary Caregiver(s) Address:

Primary Telephone Number of Residence: _____

Date of Home Visit: _____

Name of Person in the Home: _____

Relationship to Student: _____

If no relationship, explain: _____

Primary Lease Holder: _____

Additional Names on Lease: _____
_____Is Student on Lease? Yes No

Number of People Residing in the Home: _____

Number of Bedrooms: _____ Number of Beds/Sleeping Area: _____

Content of Closets (clothing sizes, etc.): _____

_____Are personal items of parent(s)/other primary caregiver(s) and student visible? Yes NoPlease describe: _____

Signature of Principal or Designee_____
Date

Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, payment of fine of not more than \$500, or imprisonment for not more than 90 days, or any combination thereof, pursuant to the District of Columbia Nonresident Tuition Act, approved September 8, 1960 (D.C. Code §38-312). The case of any such person may be referred to the Office of the Attorney General for consideration for prosecution.

Office of the State Superintendent of Education

School Year: _____

**Questions and Answers from Enrollment Audit Training
School Year 2012-2013**

PROOF OF INCOME-PAY STUBS AND FINANCIAL ASSISTANCE

Q1: May electronic pay stubs be submitted? A1: Yes, as long as home address of the person seeking to enroll the student is on the electronic pay stub and it shows evidence of withholding of District of Columbia taxes.

Q2: Dc.gov checks no longer have the DC address but shows withholdings, what should a school do? A2: There is a way to show addresses on DC.gov pay stubs. Please instruct the parent/guardian to go online the PeopleSoft system and check the box for “non PDF” version of the pay stub to print, which shows the address.

Q3: What if the withholding amount on the pay stub is \$0? A2: As long as the home address of the person seeking to enroll the student is on the pay stub and the pay stub lists District of Columbia as the state for local taxes, the withholding *amount* is inconsequential.

Q3: Can we use a pay stub that shows “local tax” and does not specify the District of Columbia as the parent/guardian’s local taxes for residency verification? A3: No, if the pay stub only says “local” and does not specify the District of Columbia, it may not be used for residency verification.

Q5: Can an unemployment pay stub be used for residency verification? A5: Yes, as long as it lists the name and address of the person seeking to enroll the student, it can be used as documentation of financial assistance from the District of Columbia government for residency purposes.

Q6: TANF no longer issues re-certification letters. Can the TANF “Case Profile Page” print-out be used as documentation of financial assistance? A6: Yes, as long as it shows their name and address and that they are currently receiving assistance.

Q7: What is the 45-day rule for proof of residency— 45 days from when? A7: A pay stub, with an issue date within the past forty-five (45) days, that contains the name of the caregiver enrolling the student, shows his/her current DC home address, and withholding of DC income tax for the current tax year.

Q8: If a person seeking to enroll a student brings in a copy of their District of Columbia income tax form certified by the Office of Tax and Revenue, without the tax information authorization waiver, can that be used to prove residency? A8: Yes.

UTILITY BILLS

Q1: If the person seeking to enroll the student brings in a Pepco bill that has been stamped “paid” by Pepco, is that sufficient for the utility bill requirement? A1: Yes.

Q2: What if the person seeking to enroll the student is receiving energy assistance so they don’t owe any money to the utility company? A2: The person should bring in documentation that they are receiving financial assistance from the District of Columbia. If they are not paying a bill, they will not have a receipt to submit.

Q3: What if the person seeking to enroll the student brings in two months of utility bills, with the second month showing that the previous month was paid? A3: Yes, that would meet the criteria for a paid receipt.

Q4: What if the person seeking to enroll the student brings in a bank statement showing that the utility bill was paid? A4: Yes, if the bank statement explicitly says that the payment was made to the utility company (not simply that a payment was made in the amount owed), then that would qualify as a receipt or canceled check.

Q5: What if the person seeking to enroll the student pays a utility bill by money order – how do they submit a receipt? A5: Money orders come with multiple copies, one of which should be retained by the purchaser as the receipt. If they did not keep the copy to serve as the receipt then they will need to use another form of documentation to prove residency.

Q6: Can we accept P.O. Box addresses as proof of residency? A6: No, additional information with the physical address on it is needed. Often a utility bill will show the address where the service occurs, which is acceptable.

LEASES

Q1: What if the lease is expired, but the person seeking to register the student is now month-to-month in the apartment? A1: If the person seeking to register the student is living in a month-to-month arrangement, they can bring in the original lease and a canceled check from the previous month as proof of residency.

Q2: What if the lease payment is \$0 because the person seeking to register the student receives housing assistance? A2: The law requires both a lease and proof of payment in order to satisfy the residency verification. If no payment is made, the person seeking to enroll the student will be unable to provide evidence of payment. In circumstances where the lease is paid through public assistance, the person seeking to enroll the student should provide a copy of their Housing Authority letter to meet the residency verification standards.

RETENTION OF DOCUMENTATION

Q1: What about parents who sign a form declining residency verification record maintenance? A1: Any parent that who does not want the school to keep copies of their documentation on file must sign the Parent Residency Verification Retention Form. In such a case, the school is required to retain this form along with the residency verification form. During the audit, the auditors may request parents' back-up documentation to prove residency.

Q2: Are schools required to keep/maintain back-up documentation used to verify DC residency? A2: Yes, all schools are required to keep back-up documentation, except in a case where a parent submits the Parent Residency Verification Retention Form or a Homeless Referral Form.

Q3: Are schools required to present residency verification back-up documentation to auditors upon request? A3: Yes, schools are required to present the back-up documentation at the auditor's request.

OTHER QUESTIONS

Q1: Does the same person need to both enroll the student and prove residency? A1: Yes. The residency requirements state that residency must be proven by the person seeking to enroll the student. In the event that no proof is in name of enrolled, they must provide a notarized letter stating they live with other person and provide that persons proof.

Q2: If two parents are on the enrollment paperwork, can they submit one document in one name and another document in the other's name as evidence of residency? No, the residency documentation must show the name and DC address of one person whether documents from list A or list B are provided. If the documents presented are from List B, which require two (2) items, both items need to be in the same name.

Q3: What is meant by official non-driver identification?

A3: A District of Columbia Non-Driver Identification Card, available from DMV.

Q4: If a parent has a change of address to a DC address, should the school re-do the residency verification form? A4: If they are moving from one DC address to another they do not need to re-do the form. If they are moving from out-of-state they should prove DC residency as they change addresses.

Q5: For shared guardianship with MD/VA, is there an amount of time child must be living in DC? A5: They should live in DC 50 percent or more and provide proof of DC residency and living arrangement.

Q6: Is the documentation to prove residency by October 5th or for 10 days from the headcount? A6: The parent/guardian or adult student must prove residency by October 5th or within 10 days of the time of initial enrollment—*whichever occurs later*.

Q7: What is the process for residency verification for a primary care giver other than the student's guardian? A7: If the person enrolling the student is another primary caregiver (a person other than a parent or court-appointed custodian or guardian), he/she must provide proof of caregiver status in accordance with the Residency Verification Rules. These other primary caregivers must also establish DC residency, as outlined above.

Q8: What is the requirement when a school suspects residency fraud? A8: If a school or LEA suspects residency fraud or if OSSE is notified of potential residency fraud, the LEAs and schools are required to notify OSSE and the LEA is required to conduct an investigation of the allegation and prepare a case to submit to OSSE for referral to the OAG for potential prosecution.

OSSE Enrollment Audit Stakeholders Working Group—Recommendations and Improvements SY 2012-2013

Beginning in April 2012, OSSE staffed and managed an enrollment audit stakeholder group, consisting of volunteer representatives from OSSE, PCSB, DCPS, DPE, FOCUS, and six charter schools. The working group met monthly through the summer and then moved to meet bimonthly beginning in August 2012. The stakeholder enrollment group provides feedback on policy and material development, as well as lends insight to OSSE from the LEA and school perspectives. The group was formulated in such a way to ensure LEAs with large Limited English Proficient (LEP), adult student, and Pre-Kindergarten student populations are represented.

The Enrollment Audit Stakeholders working group made a number of recommendations for process improvements that were implemented to greatly improve the enrollment audit this year.

I. New Materials and Handbook

One of the early recommendations from the working group was the need for a comprehensive enrollment audit handbook for LEAs. OSSE developed the handbook—with input and feedback from the working group—and the handbook was released on September 6, 2012, receiving high praise from LEAs. In addition to the handbook, there were a number of new FAQs and materials created this year to improve the quality of information and communications about the enrollment audit to LEAs. In addition, the enrollment audit handbook contained a clear and detailed outline of the major milestones in the enrollment audit to help LEAs better prepare and anticipate next steps.

II. Trainings and Technical Assistance

OSSE conducted two (2) pre-enrollment audit trainings for LEAs in early September and three (3) Webinars to provide technical assistance on the enrollment audit data tool. On October 1 and 2, the external auditors conducted technical training to all charter LEAs and DCPS instructional superintendents on the head-count, resolution, and appeals processes.

III. Data Quality Campaign

This year, for the first time, the enrollment audit roster was generated from the Statewide Longitudinal Education Database (SLED), which was populated by information from each LEA's student information system. On September 17th, OSSE launched a Data Quality Campaign to provide high-touch technical assistance to all 57 LEAs through webinars and individual phone meetings to ensure the data in SLED is of the highest quality on Oct 5th when schools certify rosters.

IV. Technical Assistance for ELL Sample Audit

OSSE conducted an audit of all ELL students in DC public schools and provided technical assistance and webinar training on the technical and process rules to help LEAs prepare for the ELL enrollment audit.

V. Appeal Process

The appeals process was improved this year to include both a desktop appeal, in which the LEA would submit initial appeals that OSSE staff reviewed, and then an in-person appeals hearing, for LEAs with lingering appeals after the desktop appeals decisions. The appeals hearings were conducted by a cross-functional team comprised of OSSE and DME staff members.



Office of the State Superintendent of Education

To: Potential Enrollment Audit Stakeholder Working Group Participants
 From: Ann Willemsen, Office of Grants Management and Compliance
 Date: April 17, 2012
 Re: Enrollment Audit Stakeholders Working Group

Role of Working Group

OSSE is forming an Enrollment Audit Stakeholders Working Group (Working Group) to provide information and advice to OSSE as it undergoes changes to the enrollment audit process. The Working Group will discuss enrollment audit issues only and serves in purely an advisory role. Among the issues OSSE would like to discuss is the potential for eventually moving to a sample-based student enrollment audit, as opposed to the current census-style audit. The SY 2012-2013 student enrollment audit will be a census-style audit, as in past years. Any potential changes to the audit methodology in this respect would be implemented after SY 2012-2013.

Meeting Format

The Working Group will meet a minimum of once a month from May 2012 until May 2013, with the expectation that the Working Group should convene more often when necessary. Agendas will be distributed to the Working Group prior to each meeting and minutes will be made available to the public. Meetings will be held on Mondays from 3:30-5:00 pm, with the first meeting occurring on May 7. OSSE intends to hold meetings every other week in the beginning as planning gets underway.

Suggested Group Composition

- OSSE representatives from the Office of Grants Management and Compliance and Data Management
- OSSE representatives from the Divisions of Elementary and Secondary Education and Specialized Education when the agenda dictates their presence is needed
- A representative from the Office of the Deputy Mayor of Education
- A representative from the State Board of Education
- Up to two representatives from the Public Charter School Board
- Up to four representatives from outside LEA advocacy groups, community groups, or other interested parties. OSSE will choose representatives based on interest and experience in the enrollment audit process.
- Up to two representatives from DC Public Schools
- Up to six representatives from charter LEAs. OSSE will choose LEAs to ensure diversity in LEA size, as well as to ensure LEAs with large Limited English Proficient (LEP), adult student, and Pre-kindergarten student populations are represented. LEAs with proven and sound data management experience will receive special consideration.

To Volunteer

To volunteer for a spot on the Working Group, please email Ann.Willemsen@dc.gov by April 30, 2012. Group members will be named shortly thereafter.

Enrollment Audit Stakeholder Working Group Members (SY 2012-2013 Enrollment Audit)

Name	Organization/Affiliation
Brittney Autry	Apple Tree PCS
Iris Bond-Gill	Office of the State Superintendent of Education
Robert Cane	FOCUS
Vanessa Carlo-Miranda	EL Haynes PCS
Naomi DeVeaux	Public Charter School Board
Ramona Edelin	DCACPS
Jessica Enos	Office of the State Superintendent of Education
Irene Holtzman	KIPP PCS
Keisha Hutchinson	Thurgood Marshall Academy PCS
Allison Kokoros	Carlos Rosario PCS
Mary Lord	DC State Board of Education
Claudia Lujan	District of Columbia Public Schools
Julie Meyer	The Next Step PCS
Elisabeth Morse	DYRS
Sreeja Nair	Office of the State Superintendent of Education
Jeff Noel	Office of the State Superintendent of Education
Ino Okoawo	Public Charter School Board
Lauren Outlaw	FOCUS
John Petersen	DCPS
Giovannie Rivera	Office of the State Superintendent of Education
Scheherazade Salimi	Deputy Mayor for Education
Penelope Tally	Deputy Mayor for Education
Kari Smith	Friendship PCS
Zoe Thomas	Office of the State Superintendent of Education
Joshua Thompson	DME
Ann Willemsen	Office of the State Superintendent of Education
Jeremy Williams	Public Charter School Board
Russ Williams	Apple Tree PCS



Office of the
State Superintendent of Education (OSSE)



Adult Definition: Policy Options

Issue

- The current definition of adult education for the purposes of UPSFF does not clarify what age a student must be to be determined an adult.
- We know that there are students below the age of 18 who are participating in programs that would be considered adult education programs, such as STAY.
- We also know that there are students above the age of 18 who are in traditional education programs.



Adult Education Definition

Per DC Code §38-2901

(1) “Adult education” means services or instruction below the college level for adults who:

(A) Lack sufficient mastery of basic educational skills to enable them to function effectively in society;

(B) Do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education; or

(C) Have limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English.

Why is the funding different for adult education programs compared to high school programs?

- The first question to answer is: why is the funding set differently (0.75 weight for adult and 1.16 weight for high school)? This will help us understand better the definition presented in the code.
- OSSE believes the funding weight is lower because adult education programs are not full-day and/or full-week programs.

Short-Term

There are two potential solutions for the SY12-13 audit:

1. Determine if there is a bright line to determine if a student should be classified in “adult ed” other than age.
2. If a bright line cannot be determined, classify students as “adult ed” when they meet both of the following requirements: (a) are the age of 18 or older and (b) are participating in a program which meets the programmatic requirements described in §38-2901.

**** Whatever solution is chosen should be outlined in the enrollment audit handbook.**



Long Term

Clarify the term “adult” in §38-2901(1) “Adult Education” definition through legislation or regulation.



 Office of the
 State Superintendent of Education

Enrollment Audit Stakeholders Working Group

Agenda

May 7, 2012

3:30 pm

- I. Introductions**
- II. Purpose of the Working Group**
- III. Updates on the SY 2012-2013 Enrollment Audit Process**
- IV. Census vs. Sampling Methodologies**



 Office of the
 State Superintendent of Education

Enrollment Audit Stakeholders Working Group

Agenda

May 21, 2012

3:30 pm

- I. Updates on the SY 2012-2013 Enrollment Audit Process**
- II. DC Code Ambiguities:**
 - a. Pre-K-3 vs. Pre-K-4 definition**
 - b. Adult Education definition**



 Office of the
 State Superintendent of Education

Enrollment Audit Stakeholders Working Group

Agenda

June 4, 2012

3:30 pm

810 First Street NE, Room 5014

I. Updates on the SY 2012-2013 Enrollment Audit Process

II. Special Education Child Count and Enrollment Audit Realignment

- Working Group representatives are welcome to invite an additional representative from their LEA/organization who works on special education enrollment. (And, as always, Group members should also bring forward any thoughts and views of their peers who are unable to attend.)

- All other LEAs are welcome to send one special education representative to this meeting. A memo will be sent to all LEAs from OSSE's Division of Specialized Education inviting them to attend on June 4th.



Office of the



State Superintendent of Education

Enrollment Audit Stakeholders Working Group

Agenda

June 18, 2012

3:30 pm

810 First Street NE, Room 5014

- I. Updates on the SY 2012-2013 Enrollment Audit Process**
- II. Sample-Style Audit Pilot**
 - a. Benefits of a sample-style audit**
 - b. Sample-style audit pilot ideas**



 Office of the
 State Superintendent of Education

Enrollment Audit Stakeholders Working Group

Agenda

July 16, 2012

3:30 pm

810 First Street NE, Room 5014

- I. Electronic Signature on Enrollment Forms**
- II. Sample-Style Audit Pilot – recap and discussion**
 - a. Benefits of a sample-style audit**
 - b. Sample-style audit pilot ideas**
- III. English Language Learner Audit Process**



 Office of the
 State Superintendent of Education

Enrollment Audit Stakeholders Working Group

Monday, September 24, 2012
3:30 pm—5:00 pm
810 First Street NE, Room 5014 (5th floor)

AGENDA

- I. Welcome & Introductions**

- II. Status Report**
 - a. Trainings**
 - b. New forms and documents**
 - c. Data report-out**

- III. Upcoming Trainings with Auditors**

- IV. Sample-Style Audit Pilot – Status and Discussion**

- V. Other Questions/Issues**



 Office of the
 State Superintendent of Education

Enrollment Audit Stakeholders Working Group

Monday, November 19, 2012
3:30 pm—5:00 pm
810 First Street NE, Room 5014 (5th floor)

AGENDA

- I. Welcome & Introductions**
- II. Enrollment Audit Updates/Schedule Changes**
- III. ELL Sample Audit**
- IV. Appeals Process and Timeline**
- V. Questions and Other Feedback**



Office of the
State Superintendent of Education (OSSE)

A young child with dark hair, wearing a black and white shirt, is sitting at a desk and writing in a notebook with a yellow pencil. The child is looking down at the notebook. The background is a blurred indoor setting.

PK3 and PK4 Definitions: Policy Options

Issue

- DC Code currently does not define the difference between PK-3 and PK-4 (formerly called Preschool and Pre-Kindergarten, respectively).
- Pre-Kindergarten age is defined as students aged 36 months or older by September 30, but are not eligible for Kindergarten. Kindergarten age is defined as children who turn five on or before September 30.
- However, the UPSFF, per DC Code, funds these two categories of students differently. PK-3 is weighted 0.04 higher than PK-4.
- It is OSSE's understanding that PK-3 was funded at a higher level to accommodate a smaller teacher to student ratio for three-year-old students compared to four-year-old students.



Short-Term Vs. Long-Term Solution

- Short Term: DC Code and/or regulation likely cannot be altered in time for the enrollment audit to begin. Any short-term solution will likely need to be done through guidance (the enrollment audit manual).
- Long Term: All necessary code changes will be pursued for the SY13-14 audit, most likely changed through the FY14 Budget Support Act.

Option One:

Define PK-3 and PK-4 by age (3-year-olds and 4-year-olds respectively)

- This option would define the student not the classroom.
- Age would be determined as “on or before September 30.”



Option One – Pros and Cons

- Pros:
 - Provides clarity to LEAs, auditors, and data managers
 - Clearly gives reason for different category weights in the UPSFF
- Cons/Questions:
 - What type of paperwork would need to be kept to verify age?
 - Auditor currently does not audit student age. This definition would require additional work on the part of the auditor and LEA



Option Two:

Define PK-3 and PK-4 as grades, which would not be determined by age

- LEA could determine grade-level for all students who fall within the 36 months and 5 years on or before September 30.
- It could be argued that the existing absence of codified definitions of PK-3 and PK-4 makes this option the default. However, defining in code/regulation would clarify for all party's involved.

Option Two – Pros and Cons

Pros:

- Allows LEA and auditor to define by classroom instead of student which may possibly be easier to track.

Cons:

- Defining by grade would create an incentive for LEAs to classify all students as PK-3 to get higher funding.
 - Would need to consider whether aspects of PK-3 and PK-4 grades should be further defined to justify the funding difference.
 - For example, student teacher ratios are already defined in regulation could be audited for the PK-3 and PK-4 classrooms (1:8 for PK3 and 1:10 in PK4) for audit/funding purposes. We would need to figure out how we would audit the ratio.



Option Three:

Make PK-3 and PK-4 the same UPSFF
weight

Option Three – Pros and Cons

Pros:

- This change would eliminate the need for defining PK-3 and PK-4 by age or grade for purposes of funding.
- Takes away incentive to game the system (as described under Option Two).
- Would not need to adjust audit process.

Cons/Questions:

- There are costs to either the LEA or the District budget depending on how the funding level is determined. (See next slide).
- Are there legitimate reasons to fund them at a different level, in which case the one of the other two options must be implemented?
- Would PK-3 and PK-4 need to be defined regardless for other programmatic purposes?

Option Three - Costs

Cons/Questions:*

- If funding is reduced to the PK-4 level (1.30 weight):
 - Schools serving PK-3 students would lose \$364.96 per PK-3 student, or \$1.7 M total.
- If funding is increased to the PK-3 level (1.34 weight):
 - The District would need to find a minimum of \$2.3 M in additional funding.
- If funding is split between the two levels (1.32 weight):
 - Schools serving PK-3 students would lose \$182.48 per student (\$833K total) and the District would need to find \$303K in additional funding.

* All calculations use the SY11/12 audit numbers and SY12/13 UPSFF funding amounts



Office of the State Superintendent of Education

Enrollment Audit: Preparation and Count Day Information

September 25, 2012



What Documents are Schools Required to Provide in Binders?

- Documents in Binders (current students on Oct. 5th rosters)
 - DC Residency Verification Form
 - DC Opt-out of Document Retention Form, with above (*if applicable*)
 - Homeless Student Form (*if applicable*)
 - Home Visitation Form (*if applicable*)
- Binders organized in Alpha, Alpha order (last name then first name). There should be a minimum of 3 binders available for our review. Binder should be broken down as follows:
 - A-G
 - J-R
 - S-Z

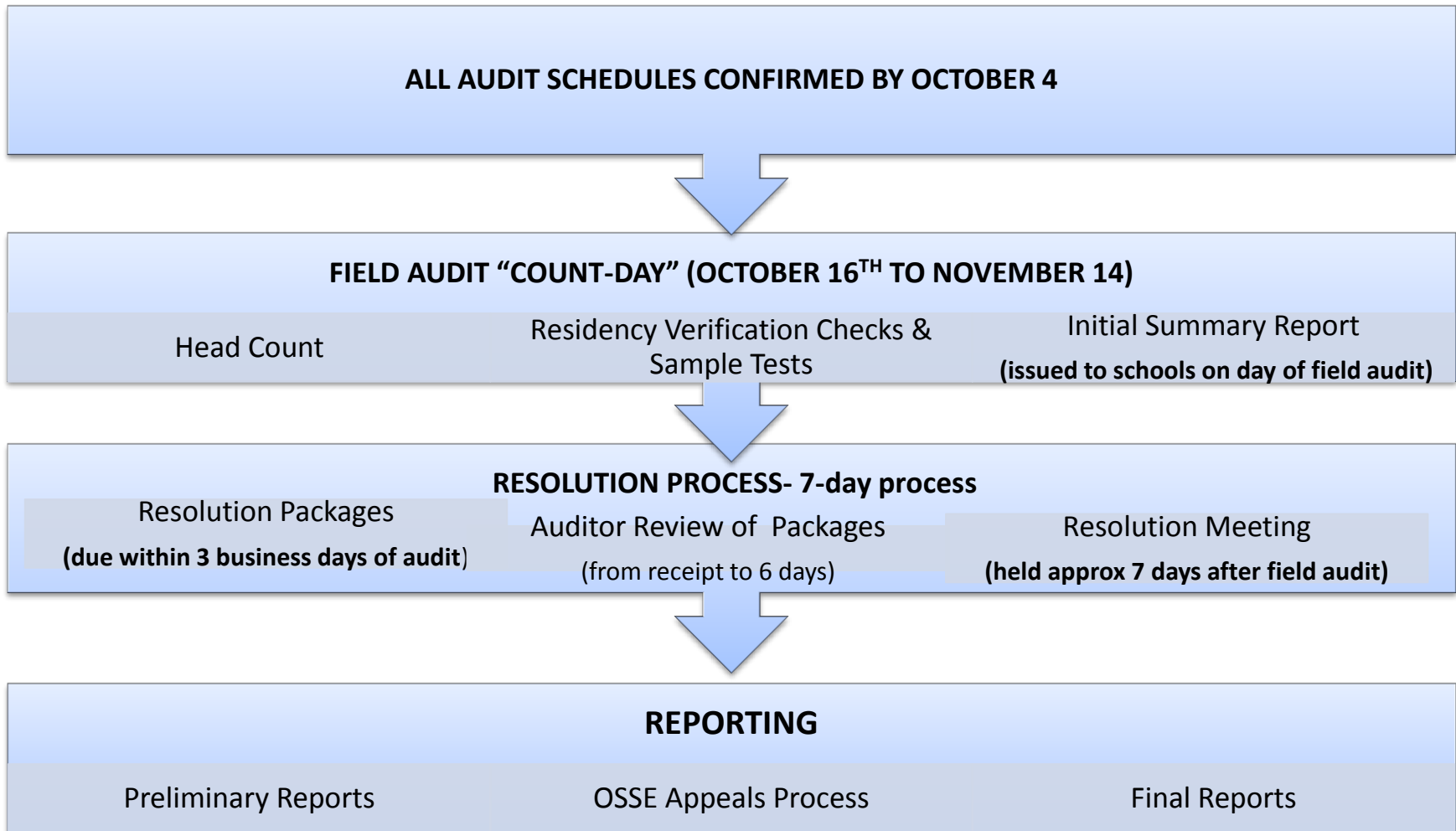
What Documents are Schools Required to Present (not in binders)

- Documents to have on-hand for examination/sampling
 - Copies of DC Residency Back-up Documentation used for residency verification (unless opt-out form is presented, in which case schools should be prepared to request and provide back-up documentation from parents/guardians).
 - DC Residency verification forms & back-up documentation for students who are attending non-public schools, but for which they hold the residency information.

When Will Auditors Request Back-up Documentation for Residency Verification?

- Auditors will test residency verification as follows:
 - Auditors will run random samples of students for residency verification testing for each campus based on Oct 5 rosters.
 - Sample sizes will be based on the campus' student populations.
 - Auditors will arrive at each school campus with the sample student list and exam back-up documentation for every student on the sample.

Head Count Process & Timeline





36) What is the spending plan for FY12 and FY13 by sector for the District's federal school improvement funds that it receives from Congress?**RESPONSE:**

For FY13 the spending plan by sector for the District's federal school improvement funds (200MM) that is received from congress is as follows -

The \$20MM in SOAR Act funds have been divided into three areas of disbursement:

- **G-5, \$9MM** are for funds not related to sub-granting. Activities include administration and facility allowance and can be drawn for reimbursement from DOE G-5 system once the budget is established.
 - To reimburse funds from G-5, a spending plan, budget modification and Council approval (over \$1M) are needed to establish the budget.
- **Intra-District- \$900K** are for funds not related to sub-granting and disbursed directly to PCSB.
 - OSSE entered into an MOU with PCSB to reimburse the authorizer for work to supplement its capacity to approve, oversee, monitor and close public charter schools which correlates with the ESEA Waiver.
- **Inter-Agency Agreement- \$10.1MM** are for funds related to sub-granting and need to be extracted from the grant award for disbursement
 - The Department of Education and OSSE are diligently working to develop an Inter-Agency Agreement to allow OSSE to sub-grant funds planned for distribution in 2013. The current legislation did not allow for sub-granting.

37) Please 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 FY11, FY12, and to date in FY13.

RESPONSE:

The following attachment provides a chart of all Title I, Title II, and Title III funding and its use - Grants FY11 FY12 FY13_Title I II III

OSSE Performance Oversight Questions
Question 37 - Grants FY 11 FY12 FY 13 Title I II and III

FFY2012 Title I, Part A					
Subgrantee	Amount Allocated	Expenditures	Balance	Status of unspent funds	Use of Funds
Achievement Preparatory Academy Public Charter School	\$ -	\$ -	\$ -	Funds are still available to be spent.	Provides financial assistance to Local Educational Agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
Arts and Technology Public Charter School	\$ -	\$ -	\$ -		
Basis DC Public Charter School	\$ 356,692.29	\$ -	\$ 356,692.29	Funds are still available to be spent.	
Booker T. Washington Public Charter School	\$ 53,553.92	\$ -	\$ 53,553.92	Funds are still available to be spent.	
Bridges Public Charter School	\$ -	\$ -	\$ -		
Capital City Public Charter School	\$ 595,297.79	\$ -	\$ 595,297.79	Funds are still available to be spent.	
Center City Public Charter School	\$ 878,972.62	\$ -	\$ 878,972.62	Funds are still available to be spent.	
Cesar Chavez Public Charter School	\$ 9,733.83	\$ -	\$ 9,733.83	Funds are still available to be spent.	
Community Academy Public Charter School	\$ 8,227.65	\$ -	\$ 8,227.65	Funds are still available to be spent.	
Creative Minds Public Charter School	\$ -	\$ -	\$ -		
DC Bilingual Public Charter School	\$ -	\$ -	\$ -		
DC Preparatory Public Charter School	\$ 582,597.40	\$ -	\$ 582,597.40	Funds are still available to be spent.	
DC Scholars Public Charter School	\$ 91,947.34	\$ -	\$ 91,947.34	Funds are still available to be spent.	
District of Columbia Public Schools (DCPS)	\$ 5,178,472.00	\$ -	\$ 5,178,472.00	Funds are still available to be spent.	
Eagle Academy Public Charter School	\$ 46,305.65	\$ -	\$ 46,305.65	Funds are still available to be spent.	
Early Childhood Academy Public Charter School	\$ -	\$ -	\$ -		
Elsie Whitlow Stokes Public Charter School	\$ -	\$ -	\$ -		
Euphemia L. Haynes Public Charter School	\$ -	\$ -	\$ -		
Excel Academy Public Charter School	\$ -	\$ -	\$ -		
Friendship Public Charter School	\$ 26,039.48	\$ -	\$ 26,039.48	Funds are still available to be spent.	
Hope Community Public Charter School	\$ -	\$ -	\$ -		
Hospitality Public Charter School	\$ 131,579.82	\$ -	\$ 131,579.82	Funds are still available to be spent.	
Howard Road Academy Public Charter School	\$ 571,103.03	\$ -	\$ 571,103.03	Funds are still available to be spent.	
Howard University Middle School for Math & Science Public Charter School	\$ 153,071.31	\$ -	\$ 153,071.31	Funds are still available to be spent.	
Ideal Academy Public Charter School	\$ -	\$ -	\$ -		
Imagine Southeast Public Charter School	\$ -	\$ -	\$ -		
Inspired Teaching Demonstration Public Charter School	\$ -	\$ -	\$ -		
Integrated Design & Electronics Academy (IDEA) Public Charter School	\$ -	\$ -	\$ -		
KIPP DC Public Charter School	\$ 361,543.30	\$ -	\$ 361,543.30	Funds are still available to be spent.	
Latin American Montessori Bilingual (LAMB) Public Charter School	\$ -	\$ -	\$ -		
Mary McLeod Bethune Public Charter School	\$ 15,724.63	\$ -	\$ 15,724.63	Funds are still available to be spent.	
Maya Angelou Public Charter School	\$ 87,401.92	\$ -	\$ 87,401.92	Funds are still available to be spent.	
Meridian Public Charter School	\$ -	\$ -	\$ -		
Mundo Verde Bilingual Public Charter School	\$ -	\$ -	\$ -		
National Collegiate Preparatory Public Charter School	\$ -	\$ -	\$ -		
Next Step Public Charter School	\$ -	\$ -	\$ -		
Options Public Charter School	\$ 253,647.85	\$ -	\$ 253,647.85	Funds are still available to be spent.	
Paul Public Charter School	\$ 321,815.71	\$ -	\$ 321,815.71	Funds are still available to be spent.	
Perry Street Preparatory Public Charter School	\$ 5,842.93	\$ -	\$ 5,842.93	Funds are still available to be spent.	
Potomac Lighthouse Public Charter School	\$ -	\$ -	\$ -		
Richard Wright Public Charter School	\$ -	\$ -	\$ -		
Roots Public Charter School	\$ -	\$ -	\$ -		
SEED Public Charter School	\$ 192,629.31	\$ -	\$ 192,629.31	Funds are still available to be spent.	
Septima Clark Public Charter School	\$ 95,505.41	\$ -	\$ 95,505.41	Funds are still available to be spent.	
Shining Stars Montessori Academy Public Charter School	\$ -	\$ -	\$ -		
St. Coletta Public Charter School	\$ 108,058.61	\$ -	\$ 108,058.61	Funds are still available to be spent.	
Thurgood Marshall Academy Public Charter School	\$ 280,456.52	\$ -	\$ 280,456.52	Funds are still available to be spent.	
Title III Consortium	\$ -	\$ -	\$ -		
Tree of Life Public Charter School	\$ 216,093.04	\$ -	\$ 216,093.04	Funds are still available to be spent.	
Two Rivers Public Charter School	\$ -	\$ -	\$ -		
Washington Latin Public Charter School	\$ -	\$ -	\$ -		
Washington Math Science & Technology Public Charter School	\$ 262,398.69	\$ -	\$ 262,398.69	Funds are still available to be spent.	
Washington Yu Ying Public Charter School	\$ -	\$ -	\$ -		
William E. Doar Jr. Public Charter School	\$ -	\$ -	\$ -		
TOTAL	\$ 10,884,712.05	\$ -	\$ 10,884,712.05		

FFY2012 Title I, Part A 1003(a)					
Subgrantee	Amount Allocated	Expenditures	Balance	Status of unspent funds	Use of Funds
DCPS, Maya Angelou, Center City, Hospitality, Howard Road, KIPP, Booker T. Washington	\$ 1,771,476.51		\$ 1,771,476.51	Funds are still available to be spent.	To provide adequate resources in order to raise substantially the achievement of students in the lowest-performing schools.
TOTAL	\$ 1,771,476.51	\$ -	\$ 1,771,476.51	Funds are still available to be spent.	

FFY2012 Title II, Part A					
Subgrantee	Amount Allocated	Expenditures	Balance	Status of unspent funds	Use of Funds
Achievement Preparatory Academy Public Charter School	\$ -	\$ -	\$ -		To increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.
Arts and Technology Public Charter School	\$ -	\$ -	\$ -		
Basis DC Public Charter School	\$ 64,635.42	\$ -	\$ 64,635.42	Funds are still available to be spent.	
Booker T. Washington Public Charter School	\$ -	\$ -	\$ -		
Bridges Public Charter School	\$ -	\$ -	\$ -		
Capital City Public Charter School	\$ 140,241.95	\$ -	\$ 140,241.95	Funds are still available to be spent.	
Center City Public Charter School	\$ 218,124.73	\$ -	\$ 218,124.73	Funds are still available to be spent.	
Cesar Chavez Public Charter School	\$ -	\$ -	\$ -		
Community Academy Public Charter School	\$ -	\$ -	\$ -		
Creative Minds Public Charter School	\$ 6,404.99	\$ -	\$ 6,404.99	Funds are still available to be spent.	
DC Bilingual Public Charter School	\$ -	\$ -	\$ -		
DC Preparatory Public Charter School	\$ 151,691.64	\$ -	\$ 151,691.64	Funds are still available to be spent.	
DC Scholars Public Charter School	\$ 16,731.83	\$ -	\$ 16,731.83	Funds are still available to be spent.	
District of Columbia Public Schools (DCPS)	\$ -	\$ -	\$ -		
Eagle Academy Public Charter School	\$ 21,850.23	\$ -	\$ 21,850.23	Funds are still available to be spent.	
Early Childhood Academy Public Charter School	\$ -	\$ -	\$ -		
Elsie Whitlow Stokes Public Charter School	\$ -	\$ -	\$ -		
Euphemia L. Haynes Public Charter School	\$ -	\$ -	\$ -		
Excel Academy Public Charter School	\$ -	\$ -	\$ -		
Friendship Public Charter School	\$ -	\$ -	\$ -		
Hope Community Public Charter School	\$ -	\$ -	\$ -		
Hospitality Public Charter School	\$ 34,756.97	\$ -	\$ 34,756.97	Funds are still available to be spent.	
Howard Road Academy Public Charter School	\$ 127,370.42	\$ -	\$ 127,370.42	Funds are still available to be spent.	
Howard University Middle School for Math & Science Public Charter School	\$ 41,598.63	\$ -	\$ 41,598.63	Funds are still available to be spent.	
Ideal Academy Public Charter School	\$ -	\$ -	\$ -		
Imagine Southeast Public Charter School	\$ -	\$ -	\$ -		
Inspired Teaching Demonstration Public Charter School	\$ 4,083.91	\$ -	\$ 4,083.91	Funds are still available to be spent.	
Integrated Design & Electronics Academy (IDEA) Public Charter School	\$ -	\$ -	\$ -		
KIPP DC Public Charter School	\$ -	\$ -	\$ -		
Latin American Montessori Bilingual (LAMB) Public Charter School	\$ 13,430.11	\$ -	\$ 13,430.11	Funds are still available to be spent.	
Mary McLeod Bethune Public Charter School	\$ -	\$ -	\$ -		
Maya Angelou Public Charter School	\$ -	\$ -	\$ -		
Meridian Public Charter School	\$ -	\$ -	\$ -		
Mundo Verde Bilingual Public Charter School	\$ 12,586.54	\$ -	\$ 12,586.54	Funds are still available to be spent.	
National Collegiate Preparatory Public Charter School	\$ -	\$ -	\$ -		
Next Step Public Charter School	\$ -	\$ -	\$ -		
Options Public Charter School	\$ 66,072.33	\$ -	\$ 66,072.33	Funds are still available to be spent.	
Paul Public Charter School	\$ 89,782.58	\$ -	\$ 89,782.58	Funds are still available to be spent.	
Perry Street Preparatory Public Charter School	\$ -	\$ -	\$ -		
Potomac Lighthouse Public Charter School	\$ -	\$ -	\$ -		
Richard Wright Public Charter School	\$ -	\$ -	\$ -		
Roots Public Charter School	\$ -	\$ -	\$ -		
SEED Public Charter School	\$ 51,712.17	\$ -	\$ 51,712.17	Funds are still available to be spent.	
Septima Clark Public Charter School	\$ 22,428.41	\$ -	\$ 22,428.41	Funds are still available to be spent.	
Shining Stars Montessori Academy Public Charter School	\$ -	\$ -	\$ -		
St. Coletta Public Charter School	\$ 30,026.45	\$ -	\$ 30,026.45	Funds are still available to be spent.	
Thurgood Marshall Academy Public Charter School	\$ 65,077.31	\$ -	\$ 65,077.31	Funds are still available to be spent.	
Title III Consortium	\$ -	\$ -	\$ -		
Tree of Life Public Charter School	\$ 47,290.46	\$ -	\$ 47,290.46	Funds are still available to be spent.	
Two Rivers Public Charter School	\$ -	\$ -	\$ -		
Washington Latin Public Charter School	\$ 21,954.83	\$ -	\$ 21,954.83	Funds are still available to be spent.	
Washington Math Science & Technology Public Charter School	\$ 59,742.36	\$ -	\$ 59,742.36	Funds are still available to be spent.	
Washington Yu Ying Public Charter School	\$ 22,882.69	\$ -	\$ 22,882.69	Funds are still available to be spent.	
William E. Doar Jr. Public Charter School	\$ -	\$ -	\$ -		
TOTAL	\$ 1,330,476.96	\$ -	\$ 1,330,476.96		

FFY2012 SWP						
Subgrantee	Amount Allocated	Expenditures	Balance	SWP Local Funds Portion	Status of unspent funds	Use of Funds
Achievement Preparatory Academy Public Charter School	\$ 271,847.90	\$ -	\$ 271,847.90		0 Funds are still available to be spent	Consolidated Titles I, II, III funding for single cost objective
Arts and Technology Public Charter School	\$ 466,499.46	\$ -	\$ 466,499.46		0 Funds are still available to be spent	
Basis DC Public Charter School	\$ -	\$ -	\$ -		0	
Booker T. Washington Public Charter School	\$ 152,092.29	\$ -	\$ 152,092.29		0 Funds are still available to be spent	
Bridges Public Charter School	\$ 43,206.72	\$ -	\$ 43,206.72		0 Funds are still available to be spent	
Capital City Public Charter School	\$ -	\$ -	\$ -		0	
Center City Public Charter School	\$ -	\$ -	\$ -		0	
Cesar Chavez Public Charter School	\$ 1,204,557.80	\$ -	\$ 1,204,557.80		0 Funds are still available to be spent	
Community Academy Public Charter School	\$ 1,060,114.07	\$ -	\$ 1,060,114.07		0 Funds are still available to be spent	
Creative Minds Public Charter School	\$ -	\$ -	\$ -		0	
DC Bilingual Public Charter School	\$ 290,510.90	\$ -	\$ 290,510.90		0 Funds are still available to be spent	
DC Preparatory Public Charter School	\$ -	\$ -	\$ -		0	
DC Scholars Public Charter School	\$ -	\$ -	\$ -		0	
District of Columbia Public Schools (DCPS)	\$ 338,475,673.39	\$ -	\$ 338,475,673.39	\$ 323,006,420.49	0 Funds are still available to be spent	
Eagle Academy Public Charter School	\$ -	\$ -	\$ -	\$ -	0	
Early Childhood Academy Public Charter School	\$ 142,759.22	\$ -	\$ 142,759.22	\$ -	0 Funds are still available to be spent	
Elsie Whitlow Stokes Public Charter School	\$ 287,086.79	\$ -	\$ 287,086.79	\$ -	0 Funds are still available to be spent	
Euphemia L. Haynes Public Charter School	\$ 585,089.85	\$ -	\$ 585,089.85	\$ 10,000.00	0 Funds are still available to be spent	
Excel Academy Public Charter School	\$ 347,810.13	\$ -	\$ 347,810.13		0	
Friendship Public Charter School	\$ 3,174,255.12	\$ -	\$ 3,174,255.12		0 Funds are still available to be spent	
Hope Community Public Charter School	\$ 403,031.01	\$ -	\$ 403,031.01		0 Funds are still available to be spent	
Hospitality Public Charter School	\$ -	\$ -	\$ -		0	
Howard Road Academy Public Charter School	\$ -	\$ -	\$ -		0	
Howard University Middle School for Math & Science Public Charter School	\$ -	\$ -	\$ -		0	
Ideal Academy Public Charter School	\$ 185,038.32	\$ -	\$ 185,038.32		0 Funds are still available to be spent	
Imagine Southeast Public Charter School	\$ 442,607.30	\$ -	\$ 442,607.30		0 Funds are still available to be spent	
Inspired Teaching Demonstration Public Charter School	\$ -	\$ -	\$ -		0	
Integrated Design & Electronics Academy (IDEA) Public Charter School	\$ 368,857.79	\$ -	\$ 368,857.79		0 Funds are still available to be spent	
KIPP DC Public Charter School	\$ 1,804,322.76	\$ -	\$ 1,804,322.76		0 Funds are still available to be spent	
Latin American Montessori Bilingual (LAMB) Public Charter School	\$ -	\$ -	\$ -		0	
Mary McLeod Bethune Public Charter School	\$ 180,176.94	\$ -	\$ 180,176.94		0 Funds are still available to be spent	
Maya Angelou Public Charter School	\$ 446,360.23	\$ -	\$ 446,360.23		0 Funds are still available to be spent	
Meridian Public Charter School	\$ 400,279.94	\$ -	\$ 400,279.94		0 Funds are still available to be spent	
Mundo Verde Bilingual Public Charter School	\$ -	\$ -	\$ -		0	
National Collegiate Preparatory Public Charter School	\$ 276,442.91	\$ -	\$ 276,442.91		0 Funds are still available to be spent	
Next Step Public Charter School	\$ 80,446.34	\$ -	\$ 80,446.34		0 Funds are still available to be spent	
Options Public Charter School	\$ -	\$ -	\$ -		0	
Paul Public Charter School	\$ -	\$ -	\$ -		0	
Perry Street Preparatory Public Charter School	\$ 732,920.71	\$ -	\$ 732,920.71		0 Funds are still available to be spent	
Potomac Lighthouse Public Charter School	\$ 202,611.29	\$ -	\$ 202,611.29		0 Funds are still available to be spent	
Richard Wright Public Charter School	\$ 245,711.65	\$ -	\$ 245,711.65		0 Funds are still available to be spent	
Roots Public Charter School	\$ -	\$ -	\$ -		0	
SEED Public Charter School	\$ -	\$ -	\$ -		0	
Septima Clark Public Charter School	\$ -	\$ -	\$ -		0	
Shining Stars Montessori Academy Public Charter School	\$ 9,490.89	\$ -	\$ 9,490.89		0 Funds are still available to be spent	
St. Coletta Public Charter School	\$ -	\$ -	\$ -		0	
Thurgood Marshall Academy Public Charter School	\$ -	\$ -	\$ -		0	
Title III Consortium	\$ -	\$ -	\$ -		0	
Tree of Life Public Charter School	\$ -	\$ -	\$ -		0	
Two Rivers Public Charter School	\$ 195,422.52	\$ -	\$ 195,422.52		0 Funds are still available to be spent	
Washington Latin Public Charter School	\$ -	\$ -	\$ -		0	
Washington Math Science & Technology Public Charter School	\$ -	\$ -	\$ -		0	
Washington Yu Ying Public Charter School	\$ -	\$ -	\$ -		0	
William E. Doar Jr. Public Charter School	\$ 317,065.43	\$ -	\$ 317,065.43		0 Funds are still available to be spent	
TOTAL	\$ 352,792,289.67	\$ -	\$ 352,792,289.67	\$ 323,016,420.49		

FFY2012 Title III					
Subgrantee	Amount Allocated	Expenditures	Balance	Status of unspent funds	Use of Funds
					Designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant children and youths.
Achievement Preparatory Academy Public Charter School	\$ -	0	0		
Arts and Technology Public Charter School	\$ -	0	0		
Basis DC Public Charter School	\$ -	0	0		
Booker T. Washington Public Charter School	\$ -	0	0		
Bridges Public Charter School	\$ -	0	0		
Capital City Public Charter School	\$ 16,492.72	0	0	Funds are still available to be spent	
Center City Public Charter School	\$ 20,762.40	0	0	Funds are still available to be spent	
Cesar Chavez Public Charter School	\$ -	0	0		
Community Academy Public Charter School	\$ -	0	0		
Creative Minds Public Charter School	\$ -	0	0		
DC Bilingual Public Charter School	\$ -	0	0		
DC Preparatory Public Charter School	\$ -	0	0		
DC Scholars Public Charter School	\$ -	0	0		
District of Columbia Public Schools (DCPS)	\$ -	0	0		
Eagle Academy Public Charter School	\$ -	0	0		
Early Childhood Academy Public Charter School	\$ -	0	0		
Elsie Whitlow Stokes Public Charter School	\$ -	0	0		
Euphemia L. Haynes Public Charter School	\$ -	0	0		
Excel Academy Public Charter School	\$ -	0	0		
Friendship Public Charter School	\$ -	0	0		
Hope Community Public Charter School	\$ -	0	0		
Hospitality Public Charter School	\$ -	0	0		
Howard Road Academy Public Charter School	\$ -	0	0		
Howard University Middle School for Math & Science Public Charter School	\$ -	0	0		
Ideal Academy Public Charter School	\$ -	0	0		
Imagine Southeast Public Charter School	\$ -	0	0		
Inspired Teaching Demonstration Public Charter School	\$ -	0	0		
Integrated Design & Electronics Academy (IDEA) Public Charter School	\$ -	0	0		
KIPP DC Public Charter School	\$ -	0	0		
Latin American Montessori Bilingual (LAMB) Public Charter School	\$ 13,395.10	0	0	Funds are still available to be spent	
Mary McLeod Bethune Public Charter School	\$ -	0	0		
Maya Angelou Public Charter School	\$ -	0	0		
Meridian Public Charter School	\$ -	0	0		
Mundo Verde Bilingual Public Charter School	\$ -	0	0		
National Collegiate Preparatory Public Charter School	\$ -	0	0		
Next Step Public Charter School	\$ -	0	0		
Options Public Charter School	\$ -	0	0		
Paul Public Charter School	\$ -	0	0		
Perry Street Preparatory Public Charter School	\$ -	0	0		
Potomac Lighthouse Public Charter School	\$ -	0	0		
Richard Wright Public Charter School	\$ -	0	0		
Roots Public Charter School	\$ -	0	0		
SEED Public Charter School	\$ -	0	0		
Septima Clark Public Charter School	\$ -	0	0		
Shining Stars Montessori Academy Public Charter School	\$ -	0	0		
St. Coletta Public Charter School	\$ -	0	0		
Thurgood Marshall Academy Public Charter School	\$ -	0	0		
Title III Consortium	\$ -	0	0		
Tree of Life Public Charter School	\$ -	0	0		
Two Rivers Public Charter School	\$ -	0	0		
Washington Latin Public Charter School	\$ -	0	0		
Washington Math Science & Technology Public Charter School	\$ -	0	0		
Washington Yu Ying Public Charter School	\$ -	0	0		
William E. Doar Jr. Public Charter School	\$ -	0	0		
TOTAL	\$ 50,650.22	0	0		

38) As the District's state education agency, OSSE is able to collect and analyze information about each school throughout the city. What role does OSSE play in classifying, rating, and evaluating each school?

- a) **Please describe all rating systems developed or overseen by OSSE, including requirements at the federal, state, and LEA level.**
- b) **How does OSSE communicate to the public and each LEA the quality ranking of each school?**

RESPONSE:

As the District's State Education Agency, OSSE is responsible for the implementation of the District's Elementary and Secondary Education Act (ESEA) Waiver, accepted by the Department of Education in July 2012. A major element of the ESEA Waiver implementation is the new accountability system. It replaces the traditional Adequate Yearly Progress (AYP) system that classified schools as either successful or failing based on the percentage of students proficient on the annual DC Comprehensive Assessment System (DC CAS) exam. OSSE has replaced this binary classification system with a system that recognizes multiple levels of achievement and growth on the DC CAS. This system has five classifications for schools: Reward, Rising, Developing, Focus, and Priority.

Classification into these categories determines the amount of flexibility, autonomy, monitoring, and support a school receives. OSSE calculates a score based on students who are proficient, students who are advanced, and students who have grown on the DC CAS assessment for each applicable school, and for subgroups within schools. The classifications of schools are as follows:

- Schools with very low scores, indicating overall underperformance, are classified as Priority Schools. Schools that are also Tier I or Tier II School Improvement Grant recipients, schools with graduation rates lower than 60% for two consecutive years, schools with DC CAS participation rates of less than 95% for two consecutive years, and schools previously identified as Priority and without three years of progress are also identified as Priority schools. Priority schools must reserve 20% of Title I funds, develop intervention plans, undergo quality monitoring, and receive professional development and support.
- Focus schools are identified by their disproportionate subgroup scores. OSSE calculates accountability scores for each subgroup within a school, and those schools with a subgroup performing substantially below the state average for that same subgroup are classified as Focus schools. Focus schools must reserve 20% of Title I funds, develop intervention plans targeted at increasing the achievement of the identified subgroup, undergo quality monitoring, and receive targeted professional development to close the gap.
- Schools with very high achievement, and/or extremely high growth are classified as Reward schools. Schools that meet any of the criteria for Priority and Focus schools may not be identified as Reward Schools. Schools with high accountability scores, or that rank in the top 5% in composite and annual growth are identified as Reward Schools. Reward schools receive public recognition, invitations to special program participation and are eligible for other reward funding.

- Rising and Developing Schools are those schools not previously identified as Priority, Focus or Reward, and are classified into one of the two categories based on their accountability scores (rising being the higher achieving classification of the two). Rising schools need to continue their upward trajectory to become Reward schools, and the Developing schools are headed in the right direction but may need some additional support to continue growth. Both Rising and Developing schools receive professional development and ongoing guidance and technical assistance.

Once accountability scores for each school are calculated, the comprehensive list of all schools, with their rating, is posted online on OSSE's webpage. Additionally, school and subgroup level Annual Measureable Objectives (AMOs) for math and reading, required by the Waiver, are calculated by OSSE and posted online. AMOs are determined with the goal of reducing by half the number of students who are not proficient on the DC CAS by 2017. These items are posted online concurrently with the public release of DC CAS data, and the information is linked in OSSE press releases. This page also contains intervention resources and vendor information for Focus and Priority Schools.

39) What role does OSSE play in assisting charter schools in the identification and procurement of appropriate facilities?

a) How does OSSE work with the Deputy Mayor for Education, DCPS, and the Public Charter School Board to ensure students are being taught in appropriate facilities?

RESPONSE:

OSSE utilizes the Direct Loan Fund, the Credit Enhancement Fund Programs, the Credit Enhancement of Charter School Facilities program and various competitive Facility Grant Programs to assist public charter schools in securing appropriate facility space. Thus, OSSE assists charter schools by: 1) considering the school's specific facility needs, 2) going over all facility options with the school, 3) assessing whether a particular space is suitable for a high-quality education, and 4) analyzing the feasibility of the facility project.

To better assist schools and appropriately shape new grants, OSSE is also in constant contact with the Office of the Deputy Mayor for Education with regard to the District's decisions and plans to release former DCPS facilities for lease by public charter schools.

OSSE does not work directly with DCPS, as all DCPS facilities are managed through the DME's Office.

OSSE communicates with the DC Public Charter School Board with regard to on-going decisions concerning the opening of new charter schools, expansion of existing schools, opening of new campuses, closing/takeover of existing schools, etc., thus following up on the facility needs within the DC public charter school system.

40) As the state education agency, OSSE is responsible for collecting and reporting graduation rates for each school in the District. How does OSSE collect and verify data regarding graduation rates from each LEA and each individual school?

RESPONSE:

- The following attachment describes OSSE's policy for data collection and verification for graduation rates from each LEA and individual school - Policy Guidance for the Adjusted Cohort Graduation Rate

a) How does OSSE utilize this information to inform and develop policies designed to improve graduation rates?

RESPONSE:

This information is used for two primary purposes. First any school with a graduation rate below 60% for at least two years will be identified as a priority school under the state accountability system. This will require development of plans which may include policies to improve the graduation rate at the priority school. Secondly this information will be used to develop interventions and supports that will improve graduation rate in individual schools.

OSSE PERFORMANCE OVERSIGHT QUESTIONS

Question 40 – Policy Guidance for the Adjusted Cohort Graduation Rate

**OFFICE OF THE STATE
SUPERINTENDENT OF EDUCATION**



**Policy Guidelines for Calculating the
Adjusted Cohort Graduation Rate**

Produced by:

Office of the State Superintendent:

810 1st Street Northeast

Washington DC 20001

Office of Data Management

9th Floor

(202) 741-6407

December 28, 2012

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Adjusted Cohort Graduation Rate Policy

This document provides a summary of the 2011-2012 policy for calculating the District of Columbia's (DC) Adjusted Cohort Graduation Rate (ACGR). Section I provides a summary of cohort procedures for constructing the dataset utilizing the Statewide Longitudinal Education Data system (SLED). Section II provides an overview of the ACGR population; Section II includes the policy for including and excluding students in the cohort. Section III provides a summary of 2010-2011 amendment for written documentation requirements prior to 2010-2011. Finally, Section IV provides the policy for publically released information; Section IV includes sub sections: Non-traditional Institutions, Special Population, Closed Schools, and School Population Size.

Section I: Development and Verification

Cohort Development

Utilizing the enrollment audits from school years 2008-09 through 2011-2012, the DC Office of the State Superintendent of Education (OSSE) created a list of students who **enrolled in the ninth grade** for the first time in school year **2008-09**.

Students with **valid exit codes prior to 2010-2011** (see Section III) were removed from the cohort; students who transferred to a non public DC school **during school year 2011-2012** required official documentation (see Section III below) from the receiving local education agency (LEA)/school. Transfers from one DC public school to another DC public school were tracked via the SLED and accredited to the most current school in the SLED.

Example: John Smith entered ninth grade for the first time in School Year 2008-2009 at Cardozo High School. During school year 2009-10, John Smith transferred to Ballou High School and in 2011-12, John Smith transferred to Booker T. Washington PCS. Therefore, John Smith is included in Booker T. Washington's graduation cohort.

Cohort Verification

Utilizing the OSSE's secure website, each LEA received a copy of their cohort for verification. LEAs were required to submit written documentation for students transferring in the 2011-2012 school year and any other discrepancies not outlined in this document. Following verification, LEAs uploaded the verified cohort to the DC OSSE secure website. Each uploaded cohort was considered the final and verified cohort list for each school. The Adjusted Cohort Graduation Rate was calculated utilizing the verified cohort data and the certified graduates list (submitted to the OSSE by the DC Public Charter School Board and the DC Public Schools Office).

Graduate Verification

An official certified graduates list was received from the Public Charter School Board and the DC Public Schools office; the certified graduates list consisted of all students who graduated from DC high school degree granting public institutions in 2011-2012. Previous certified graduates list (2010-2011 and prior) were used to verify students who graduated in less than four years.

Calculating the Adjusted Cohort Graduation Rate

For each school, the DC OSSE used the list of certified graduates and the verified list of cohort members to determine the school's 4 year ACGR. The certified graduate list (all students who began the ninth grade for the first time in 2008-09 and graduated in school year 2011-12 or earlier) was used as the numerator, and the cohort List (all students who began ninth grade for the first time in school year 2008-09) was used as the denominator. The certified graduates were divided by the number of students in the cohort.

$$\begin{array}{l}
 \text{4 Year} \\
 \text{Adjusted} \\
 \text{Cohort} \\
 \text{Graduation} \\
 \text{Rate}
 \end{array}
 = \frac{\text{Graduate List (\# of 1}^{\text{st}} \text{ time 9}^{\text{th}} \text{ graders in school year 2008-09 who graduated in school years 2011-12 or earlier with a standard diploma)}}{\text{Cohort List (\# of 1}^{\text{st}} \text{ time 9}^{\text{th}} \text{ graders in 2008-09 – permitted exclusions)}}$$

The OSSE used the certified graduate and cohort lists to create a graduation rate for all applicable (see Section IV) publicly funded education institutions in the District of Columbia at the school, LEA and state levels.

Section II: Population

Students Included in the Cohort

The following students were included in the Cohort for the school year 2011-12 Graduation Rate:

- Any student who entered into a DCPS or DC Public Charter school ninth grade for the first time 4 years earlier (school year 2008-09); **and**
- Any student who transferred into DCPS or a DC Public Charter school between the school years 2008-09 and 2011-12 who began ninth grade for the first time 4 years earlier (School Year 2008-09).

Students Excluded from the Cohort

The following students were removed from the Cohort for the school year 2011-12 Graduation Rate:

- Students who transferred to a District of Columbia non-public school;
- Students who transferred to a school outside of state;
- Students who transferred to home schooling;
- Students who were reported to the Missing Child Clearinghouse;
- Students who emigrated from the United States; **or**
- Students who are deceased.

Students will be counted for the school where they were most recently enrolled, per the SLED.

Section III: Amendment (Written Documentation Prior to 2011)

Documentation Prior to 2011-2012

Per the District of Columbia Office of the State Superintendent of Education Assessment and Accountability Manual released in 2010, LEA's Student Information System served as official documentation for students in the cohort **who transferred** to private or another state **during or between school years 2008-09 to 2010-11**. However, students who transferred **during school year 2011-12** required official documentation from the receiving LEA. Please see the below example:

STUDENT INFORMATION SYSTEM	WRITTEN DOCUMENTATION REQUIRED
Jeff Henry transferred to Gonzaga High School (Dallas, TX) in 2010-2011	Tom Stevenson transferred to Gonzaga High School (Dallas, TX) in 2011-2012
John Williams transferred to Jefferson High School (Summerton, SC) 2009-2010	Michael Hutchinson transferred to Jefferson High School (Summerton, SC) in 2012-2013

To confirm that a student transferred out of state or to a private school, the U.S. Department of Education requires a state, school or LEA to have "official written documentation" that the student has transferred to another school or education program that culminates in the awarding of a regular high school diploma.

"Official written documentation" for all students, includes:

1. request for students records from a receiving public or private high school;
2. request for student records from an educational program that culminates in a regular high school;
or
3. written record of a response from an official in the receiving school or program acknowledging the student's enrollment.

Section IV: Public Reporting

Special Population

- Special Education Schools:
Sharpe Health, Mamie D. Lee and St. Coletta are high schools that do not offer a state certified high school diploma, and therefore, are not included in the ACGR calculations.

Non-traditional High School Institutions

- Adult Education and Non-Traditional Schools
The Next Step and Carlos Rosario are not included in the ACGR calculations. LAYC Youth Build, Youth Services, and Choice are non-traditional schools and are not included in the ACGR calculations.
- Elementary and Middle Schools
First time ninth grade elementary and middle school students in the 2007-08 Cohort are included in the LEA and State calculations, but are not reported at the school level. Elementary and middle school students with non-verifiable first time ninth grade entry years verified are adjusted from the preliminary cohort.
- Tuition Grant and Residential Schools
Tuition Grant, Residential Schools, and Child Services – La Shawn (948 non DCPS, 958 DCPS) are included in the ACGR calculations for LEA and State, however, are **not published** at the school level.
- STAY and Alternative Schools
STAY: Roosevelt STAY, Spingarn STAY, Ballou STAY are included in the ACGR calculations for LEA and State, however, are not published at the school level.
Alternative Schools: Transition Academy – Shadd, and Maya Angelou are included in the ACGR calculations for LEA and for State, however, are **not published** at the school level.

Closed Schools

- Closed Schools
Closed schools are included in the ACGR calculations for LEA and for State, however, are not published at the school level.

Population Less than Twenty-five (N<25)

- School Populations Less than 25 Students
Schools with populations less than 25 students are included in the ACGR calculations for LEA and State, however, are not published at the school level.

EARLY CHILDHOOD EDUCATION

- 41) OSSE's division of early learning focuses on ensuring that children from birth to kindergarten have access to high quality child development programs that appropriately prepare them to enter school. What types of trainings and technical assistance does OSSE provide to child development centers? How many of each training or assistance were provided in FY12 and to date in FY13?

RESPONSE:

Due to the need to evaluate the quality of professional development offerings, the Early Learning Professional Development Unit focused much of its attention on ensuring that the quality of professional development opportunities was a part of its professional development menu for early learning providers. This work required the review of PD contracts to ensure that they were aligned with the professional development needs of the early learning community, and the revision of the trainer approval process to ensure that all certified trainers are delivering high quality evidence based professional development. Through this work, the OSSE has increased the level of quality professional development offerings that will result in increased early learning outcomes.

The OSSE provides the following types of trainings/TA OSSE divided by Core Knowledge Areas:

Trainings/TA Provided by OSSE
Child Growth and Development
Observing, Documenting and Assessing
Healthy, Safety and Nutrition
Curriculum
Inclusive Practices
Learning Environments
Building Family and Community Relations
Diversity
Program Management
Professionalism and Advocacy
Social Emotional Dev. & Mental Health

In FY 12 the OSSE provided two hundred thirty four (234) trainings in the following areas:

Trainings/TA Provided by OSSE	Total # of Trainings Offered in FY 12
Child Growth and Development	16
Observing, Documenting and Assessing	3
Healthy, Safety and Nutrition	102
Curriculum	55
Inclusive Practices	13
Learning Environments	1
Building Family and Community Relations	0
Diversity	0
Program Management	9
Professionalism and Advocacy	15
Social Emotional Dev. & Mental Health	8

Multiple Areas	12
----------------	----

In FY 13 the OSSE provided thirty-one (31) trainings in the following areas:

Trainings/TA Provided by OSSE	Total # of Trainings Offered in FY 13
Child Growth and Development	4
Observing, Documenting and Assessing	0
Healthy, Safety and Nutrition	22
Curriculum	4
Inclusive Practices	0
Learning Environments	0
Building Family and Community Relations	0
Diversity	0
Program Management	0
Professionalism and Advocacy	0
Social Emotional Dev. & Mental Health	1
Multiple Areas	0

42) Please provide a list of all licensed child development centers in the District.

RESPONSE:

As of Jan 31st, 2013, all licenses were current. There are a total of 35 licenses that will expire within the next 30 days and the licensing unit is in the process of reviewing the renewal requests.

- The following attachments list all licensed child development centers in the District:
 - Child Development Center Facility
 - February 2013 List of Expired Licenses

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
2 New Heights Child Development Center 4124 3RD ST, NW Ward:4 20011 Email: twonewheights@aol.com	E:08/30/2013 I: 10/18/2012	P:202-726-1999 F:202-726-0202	CDC-909680	12/12/2007	07/24/2006	8	0	0	8	16	7:00 am 6:00 pm Candia Faison
Abc Child Development Center 32 GRANT CIR, NW Ward:4 20011 Email: ABCCHILD DEVELOPMENT@YAHOO.COM	E:07/29/2013 I: 08/06/2012	P:202-829-8444 F:202-829-1001	CDC-909842	07/09/2010	07/01/2002	26	26	0	153	205	7:00 am 6:30 pm Jessica Parker
Adas Israel Congregation 2850 QUEBEC ST, NW Ward:3 20008 Email: OFFICE@ADASISRAEL.ORG	E:12/21/2013 I: 01/14/2013	P:202-362-4491 F:202-362-7236	CDC-908162	04/11/1987	04/30/1992	0	0	174	0	174	8:00 am 3:00 pm Kimberly Handon-Lindsey
Adventureland Day Nursery 4015 KANSAS AVE, NW Ward:4 20011 Email:	E:07/05/2013 I: 09/14/2012	P:202-722-0828 F:202-722-5138	CDC-907176	07/27/2005	10/03/1984	4	0	0	57	61	7:00 am 6:00 pm Candia Faison
Adventureland Day Nursery li 1109 BUCHANAN ST, NW Ward:4 20011 Email:	E:10/05/2013 I: 11/09/2012	P:202-722-0801 F:202-722-5138	CDC-909722	04/11/2007	07/23/2008	0	0	20	0	20	7:00 am 6:00 pm Candia Faison

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Agape, Cabbage Patch & Lemae-s 2533 PENNSYLVANIA AVE, SE Ward:7 20020 Email: agapecabbagepatchedc1@verizon.net	E:03/04/2013 I: 12/05/2012	P:202-584-6805 F:202-582-7708	CDC-908954	07/21/2003	08/06/2001	0	0	105	0	105	6:30 am 6:00 pm Zahra Ali
Aidan Montessori School 2700 27TH ST, NW Ward:3 20008 Email: k.minardi@aidanschool.org	E:02/16/2013 I: 12/05/2012	P:202-387-2700 F:202-387-0346	CDC-908664	05/16/1979	11/25/1997	0	15	115	0	130	8:00 am 6:00 pm Pushpa Agarwal
Akin Gump Strauss Hauer & Feld Llp 1333 NEW HAMPSHIRE AVE, NW Ward:2 20036 Email: JAWILSON@AKINGUMP.COM	E:08/24/2013 I: 10/15/2012	P:202-887-4320 F:202-416-5007	CDC-909179	01/19/2000	01/24/2000	5	0	0	10	15	8:00 am 8:00 pm Zahra Ali
All My Children Cdc I 1616 W ST, SE Ward:6 20020 Email:	E:11/03/2012 I: 11/04/2011	P:202-678-2700 F:	CDC-909578	03/03/2004	05/10/2011	7	0	0	8	15	7:00 am 6:00 pm Candia Faison
All My Children Child Cdc Ii 510 59TH ST, NE Ward:7 20019 Email:	E:11/03/2013 I: 12/12/2012	P:202-388-0374 F:	CDC-909111	07/13/1999	05/10/2011	7	0	8	0	15	7:00 am 6:00 pm Candia Faison

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
All Saints All Day/Horace Mann 3401 NEBRASKA AVE, NW Ward:3 20016 Email: asadoracemann@hotmail.com	E:07/07/2013 I: 11/26/2012	P:240-994-9429 F:301-652-5007	CDC-909588	06/14/2004	08/19/2004	0	0	0	31	31	7:30 am 6:30 pm Candia Faison
Amazing Life Games Preschool 4300 16TH ST, NW Ward:4 20011 Email: marcy@amazinglifegames.org	E:07/21/2013 I: 10/31/2012	P:202-265-0114 F:	CDC-909678	05/12/2006	05/18/2006	0	0	35	0	35	8:30 am 6:00 pm Kimberly Handon-Lindsey
American University Cdc 4400 MASSACHUSETTS AVE, NW Ward:3 20016 Email: zcharfi@american.edu	E:06/06/2013 I: 06/07/2012	P:202-885-3330 F:202-885-1388	CDC-906897 CDC RENEWAL	03/14/2007	03/17/2011	0	0	0	30	30	8:00 am 6:00 pm Cynthia Mitchell
Apple Tree Inst. For Educ. Before & 680 I ST, SW Ward:2 20024 Email:	E:07/11/2013 I: 08/09/2012	P:202-646-0500 F:	CDC-909420	08/08/2001	08/24/2001	0	0	0	36	36	8:00 am 6:00 pm Kimberly Handon-Lindsey
Appletree Early Learning @ Amidon Elementary 401 I ST, SW Ward:2 20024 Email: azummo@appletreeinstitute.org	E:05/18/2013 I: 09/11/2012	P:202-646-0094 F:202-646-0095	CDC-909841	08/24/2007	05/02/2011	0	0	0	36	36	7:00 am 6:00 pm Kimberly Handon-Lindsey

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Appletree Elpcs Before And After Program 2750 14TH ST, NW Ward:1 20009 Email: DTELFAlRE@APPLETR EEINSTITUTE.ORG	E:03/29/2013 I: 08/10/2012	P:202-667-9490 F:202-667-9493	CDC-909725 CDC RENEWAL	08/28/2007	06/03/2011	0	0	108	0	108	8:00 am 6:00 pm Kimberly Handon-Lindse y
Are Celebration In Learning Inc 45 P ST, NW Ward:5 20001 Email: NWASHINGTON@AREI NC.ORG	E:12/01/2013 I: 12/02/2012	P:202-483-9424 F:202-667-5299	CDC-907519	08/01/1991	02/16/1989	0	0	100	0	100	7:00 am 6:30 pm Jessica Parker
Arnold And Porter Childrens Center 555 12TH ST, NW Ward:2 20004 Email: sally_ditalia@aporter.co m	E:04/13/2013 I: 01/14/2013	P:202-942-5437 F:202-942-5999	CDC-908583	06/14/1995	06/12/1995	27	0	28	0	55	8:00 am 9:00 pm Zahra Ali
Asa Early Learning Academy 200 55 ST, NE Ward:7 BLDG 20019 Email: tgdc20011@yahoo.com	E:11/28/2013 I: 11/29/2012	P:202-388-3606 F:	CDC-910094 CDC LICENSE	02/01/2012	08/23/2012	5	5	8	0	18	6:00 am 6:00 pm Zahra Ali
Asg Group Inc DbA Esther's Childcare 1927 GALES ST, NE Ward:6 20019 Email:	E:06/18/2013 I: 11/17/2012	P:202-396-1591 F:202-318-0394	CDC-909735	07/19/2010	02/01/2008	6	7	7	0	20	7:00 am 11:59 pm Yesset Makonnen

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Assembly Of The Saints Cdc 4605 KANE PL, NE Ward:7 20019 Email: peacepood@aol.com	E:04/07/2013 I: 06/22/2012	P:202-399-5091 F:202-399-5091	CDC-909814	09/11/2009	03/17/2011	0	0	20	17	37	6:00 am 6:00 pm Pushpa Agarwal
Auguste Montessori School 3600 EVERETT ST, NW Ward:3 20008 Email: augustemont@aol.com	E:11/21/2013 I: 12/05/2012	P:202-237-1788 F:202-237-5955	CDC-908891	07/24/1997	08/21/1997	0	0	30	0	30	8:00 am 3:30 pm Pushpa Agarwal
Barbara Chambers Children-s Center 1470 IRVING ST, NW Ward:1 20010 Email: bchildrencenter@erols.com	E:11/25/2013 I: 11/28/2012	P:202-387-6755 F:202-319-9066	CDC-909808	08/18/2009	01/03/2011	0	0	150	0	150	7:00 am 10:00 pm Zahra Ali
Barbara's Montessori School 2828 HURST TER, NW Ward:3 20016 Email: ballan2828@aol.com	E:07/14/2013 I: 09/20/2012	P:202-364-8706 F:202-244-9562	CDC-907288	09/21/2006	12/05/2006	0	0	25	0	25	9:00 am 12:00 pm Pushpa Agarwal
Beauvoir Nursery School 3500 WOODLEY RD, NW Ward:3 20016 Email:	E:01/14/2013 I: 04/17/2012	P:202-537-6485 F:202-537-6512	CDC-907252 CDC RENEWAL	03/02/2006	07/11/2011	28	0	0	150	178	8:00 am 6:00 pm Candia Faison

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Bell Teen Parent & Child Development 3101 16TH ST, NW Ward:1 20011 Email: BELL6TO30@YAHOO.COM	E:10/28/2013 I: 10/29/2012	P:202-939-7700 ext5098 F:202-576-9147	CDC-909670	11/01/2006	12/01/2006	32	0	12	0	44	8:00 am 4:30 pm Kimberly Handon-Lindsey
Bennett Babies Child Development Center 701 MICHIGAN AVE, NE Ward:5 20017 Email:	E:03/28/2013 I: 04/02/2012	P:202-526-0440 F:	CDC-909731	12/06/2007	01/18/2008	0	0	47	0	47	7:00 am 9:00 pm Jessica Parker
Bennett Babies, Inc. 700 MONROE ST, NE Ward:5 20017 Email:	E:03/28/2013 I: 05/09/2012	P:202-526-1400 ext31 F:	CDC-909657	09/14/2006	03/01/2011	17	32	14	0	63	7:00 am 9:00 pm Jessica Parker
Big Mama's Children's Center 4680 MARTIN LUTHER KING JR AVE, SW Ward:8 20032 Email: dhall1648@yahoo.com	E:03/01/2013 I: 04/13/2012	P:202-563-5303 F:202-563-6515	CDC-906841	11/02/2007	04/21/2005	12	12	0	67	91	6:30 am 6:00 pm Jessica Parker
Bishop John T. Walker School For Boys 3640 MARTIN LUTHER KING JR AVE AVE, SE Ward:8 Email:	E:05/24/2013 I: 10/24/2012	P:202-678-1515 F:	CDC-909847	07/22/2010	06/11/2010	0	0	21	0	21	7:00 am 6:00 pm Jessica Parker

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Blandi's Child Learning Center 504 Kennedy ST, NW Ward:4 20011 Email: blandichildlearningcenter@yahoo.com	E:02/14/2013 I: 02/15/2012	P:202-248-6347 F:202-248-6783	CDC-910057 CDC LICENSE	11/03/2011	02/06/2012	8	24	32	0	64	7:00 am 6:00 pm Candia Faison
Board Of Child Care 308 15TH ST, SE Ward:6 20003 Email: bartis@boardofchildcare.org	E:03/15/2013 I: 03/16/2012	P:202-544-6713 F:202-548-0316	CDC-909552	04/06/2005	01/21/2011	32	0	0	44	76	7:00 am 6:00 pm Zahra Ali
Bridges Academy, Inc 6119 GEORGIA AVE, NW Ward:4 20011 Email: bridgesacademy2@verizon.net	E:02/12/2013 I: 11/13/2012	P:202-829-1901 F:202-829-1901	CDC-907365	08/16/1996	07/24/1998	0	0	0	140	140	6:30 am 6:30 pm Jessica Parker
Bridges Babies 6127 GEORGIA AVE, NW Ward:4 20011 Email:	E:02/12/2013 I: 11/13/2012	P:202-829-1246 F:202-829-2429	CDC-909152	06/22/2000	09/01/1999	6	6	16	0	28	7:00 am 6:00 pm Jessica Parker
Bridges Early Childhood Academy 6123 GEORGIA AVE, NW Ward:4 20011 Email: bridgesacademy2@verizon.net	E:02/10/2013 I: 11/13/2012	P:202-829-1901 F:	CDC-909705	04/27/2007	04/26/2007	0	0	45	0	45	7:00 am 6:00 pm Jessica Parker

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Bridges Public Charter School 1250 TAYLOR ST, NW Ward:4 20011 Email: osmith@bridgespcs.org	E:01/21/2013 I: 10/22/2012	P:202-545-0515 F:202-545-0517	CDC-909708	07/24/2006	06/06/2007	0	0	0	70	70	8:00 am 6:00 pm Pushpa Agarwal
Bright Beginnings Inc. 128 M ST, NW Ward:2 20001 Email: bgaines@brightbeginningsinc.org	E:05/09/2013 I: 06/01/2012	P:202-842-9090 F:202-842-9095	CDC-909051	06/12/2001	12/01/1998	33	0	65	0	98	7:00 am 11:30 pm Yesset Makonnen
Bright Horizon Early Education & Ba 901 NEW YORK AVE, NW Ward:2 20001 Email: eastend@brighthorizons.com	E:07/23/2013 I: 09/14/2012	P:202-408-1050 F:202-408-8599	CDC-909596	09/13/2004	10/08/2004	48	0	0	16	64	7:30 am 6:30 pm Pushpa Agarwal
Bright Horizons @ L Street 2101 L ST, NW Ward:2 20037 Email: lstreet@brighthorizons.com	E:07/13/2013 I: 11/21/2012	P:202-887-8433 F:301-916-1864	CDC-910010 CDC LICENSE	05/17/2011	05/12/2011	64	0	84	0	148	7:30 am 6:30 pm Candia Faison
Bright Horizons At The Department Of Energy 1000 INDEPENDENCE AVE, SW Ward:2 20585 Email: doed@brighthorizons.com	E:05/17/2013 I: 05/18/2012	P:202-586-6800 F:202-586-4884	CDC-908033		06/15/1999	12	10	0	60	82	7:15 am 6:15 pm Jessica Parker

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Bright Horizons Childrens Cen 2033 K ST, NW Ward:2 20006 Email:	E:06/16/2013 I: 10/03/2012	P: F:	CDC-908771	04/29/1997	04/28/1997	32	0	32	0	64	7:00 am 6:00 pm Kimberly Handon-Lindse y
Bright Horizons Childrens Center 655 15TH ST, NW Ward:2 20005 Email: metrosquare@brighthori zons.com	E:11/09/2013 I: 11/14/2012	P:202-638-5222 F:202-638-4992	CDC-907941	09/14/2011	01/18/2001	12	0	25	21	58	8:00 am 7:00 pm Pushpa Agarwal
Bright Horizons Children's Center 700 19TH ST, NW Ward:2 20431 Email: imf@brighthorizons.com	E:01/21/2013 I: 05/04/2012	P:202-623-9800 F:202-623-9824	CDC-909356	02/14/2001	03/20/2001	30	0	0	72	102	7:30 am 7:00 pm Cynthia Mitchell
Bright Horizons Childrens Ctr Llc/N 1111 CONSTITUTION AVE, NW Ward:2 SUITE #1232 20224 Email: irs.dc@brighthorizons.co m	E:08/11/2013 I: 01/07/2013	P:202-622-8672 F:202-622-8676	CDC-909845		07/28/1988	18	0	0	26	44	7:00 am 6:00 pm Pushpa Agarwal
Bright Horizonschildren's Center 1111 PENNSYLVANIA AVE, NW Ward:2 20004 Email: 1111penn@brighthorizo ns.com	E:04/18/2013 I: 08/16/2012	P:202-628-8680 F:202-628-8683	CDC-909702	03/01/2007	03/07/2007	54	0	90	0	144	7:30 am 7:30 pm Zahra Ali

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Bright Start Childcare & Preschool Center 2 5413 16th ST, NW Ward:4 20011 Email: mapip1@yahoo.com	E:01/08/2014 I: 01/09/2013	P:202-291-0840 F:202-722-2274	CDC-910093 CDC LICENSE	07/05/2012	12/19/2012	0	27	30	23	80	7:00 am 7:00 pm Candia Faison
Bright Start Childcare Llc 5416 GEORGIA AVE, NW Ward:4 #B 20011 Email: britestart@verizon.net	E:09/28/2013 I: 11/07/2012	P:202-722-2273 F:202-722-2274	CDC-909811	09/30/2009	04/18/2011	30	0	0	10	40	6:00 am 8:00 pm Candia Faison
Broad Branch Children's House 5608 BROAD BRANCH RD, NW Ward:3 20015 Email: bbch@metromontessori.com	E:10/19/2013 I: 08/23/2012	P:202-232-2233 F:	CDC-909748	08/18/2009	08/21/2008	0	12	48	0	60	7:00 am 6:00 pm Candia Faison
Broadcasters Child Development Center 3400 INTERNATIONAL DR, NW Ward:3 20008 Email:	E:04/06/2013 I: 09/07/2012	P:202-364-8799 F:	CDC-908555		11/26/1997	26	0	0	59	85	8:00 am 7:00 pm Candia Faison
Bundles Of Joy 1941 4TH ST, NE Ward:5 20002 Email: poohbear3882@yahoo.com	E:07/12/2013 I: 09/18/2012	P:202-526-4493 F:202-526-4493	CDC-909481	04/01/2002	02/29/2008	5	0	9	0	14	7:00 am 6:00 pm Jessica Parker
Calomiris Ymca Program Center 1906 ALLISON ST, NE Ward:5 20018 Email:	E:03/23/2013 I: 01/24/2013	P:202-526-4233 F:202-269-0983	CDC-908289	03/01/1993	02/24/1994	0	0	0	75	75	6:30 am 6:00 pm Jessica Parker

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Calvary Christian Academy 806 RHODE ISLAND AVE, NE Ward:5 20018 Email:	E:04/16/2013 I: 01/17/2013	P:202-526-5176 F:202-526-2672	CDC-909306	08/27/1999	05/11/2011	17	0	0	59	76	6:30 am 6:00 pm Cynthia Mitchell
Capitol City Child Development 320 ANACOSTIA RD, SE Ward:7 20019 Email:	E:10/23/2013 I: 12/05/2012	P: F:	CDC-908887	10/03/2008	10/04/2010	15	0	55	0	70	7:00 am 6:00 pm Yesset Makonnen
Capitol Hill Cooperative Nurse 420 12TH ST, SE Ward:6 20003 Email:	E:09/29/2013 I: 12/04/2012	P:202-210-6333 F:202-698-3340	CDC-908910	09/23/1997	09/22/1997	0	0	0	18	18	8:00 am 6:00 pm Jessica Parker
Capitol Hill Day School 210 SOUTH CAROLINA AVE, SE Ward:6 20003 Email: jimw@chds.org	E:12/14/2012 I: 06/29/2012	P:202-547-2244 F:202-534-4597	CDC-905962	08/29/1989	02/28/2011	0	0	0	65	65	8:00 am 6:00 pm Kimberly Handon-Lindsey
Capitol Hill Learning Group, Llc 907 MARYLAND AVE, NE Ward:6 20002 Email: marthaherndon.chlg@gmail.com	E:10/03/2013 I: 11/09/2012	P:202-543-1926 F:202-316-8990	CDC-909843	07/16/2010	08/30/2010	0	0	50	0	50	9:00 am 12:45 pm Pushpa Agarwal
Capitol Kids li, Inc 1250 24TH ST, NW Ward:2 20037 Email: hmarin1292@aol.com	E:09/12/2013 I: 11/08/2012	P:202-293-1460 F:202-293-1461	CDC-908635	08/01/1995	08/29/2011	32	0	0	28	60	7:00 am 6:15 pm Cynthia Mitchell

Child Development Facility - Alphabetical

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Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Carol's Loving Day Care 1254 MEIGS PL, NE Ward:5 20002 Email:	E:06/17/2013 I: 12/28/2012	P:202-903-8562 F:	CDC-909828	04/20/2010	07/30/2010	16	0	16	0	32	7:00 am 11:00 pm Yesset Makonnen
Caterpillar Preschool/City Gate Inc 3920 ALTON PL, NW Ward:3 20016 Email: info@city-gate.org	E:12/10/2012 I: 03/01/2012	P:202-237-1799 F:202-537-1966	CDC-909815	12/01/2009	11/16/2010	0	0	56	0	56	7:30 am 6:00 pm Kimberly Handon-Lindsey
Centronia 1420 COLUMBIA RD, NW Ward:1 20009 Email: info@centronia.org	E:04/19/2013 I: 01/20/2013	P:202-332-4200 F:202-745-2562	CDC-908601	06/06/2005	07/30/2001	48	0	0	352	400	7:00 am 6:00 pm Yesset Makonnen
Centronia @ Irving Street 3029 14TH ST, NW Ward:1 20009 Email: info@centronia.org	E:12/17/2013 I: 01/16/2013	P:202-332-1264 F:202-745-2562	CDC-909817	08/18/2009	12/16/2009	0	0	127	0	127	7:00 am 6:00 pm Candia Faison
Centronia @ Upshur Street 1288 UPSHUR ST, NW Ward:4 20011 Email: ecruz@@centronia.org	E:09/24/2013 I: 9/25/2012	P:202-726-1275 F:	CDC-910102 CDC LICENSE	09/06/2012	08/31/2012	0	0	70	60	130	7:00 am 6:00 pm
Centronia Annex 2900 14TH ST, NW Ward:1 20009 Email: BBOTERO@CENTRONIA.ORG	E:12/29/2012 I: 03/26/2012	P:202-232-3726 F:202-745-2562	CDC-909743	06/16/2008	07/25/2008	0	0	0	75	75	7:00 am 6:00 pm Candia Faison

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Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Centronia@harvard Street 1100 HARVARD ST, NW Ward:1 20009 Email: rclaros@centronia.org	E:12/30/2013 I: 01/15/2013	P:332-0043 F:332-0727	CDC-909646	07/14/2005	09/01/2005	0	0	100	0	100	7:00 am 6:00 pm Candia Faison
Chantelle-s Quality Child Care Cent 4221 7TH ST, NW Ward:4 20011 Email:	E:12/22/2013 I: 12/23/2012	P:202-291-0002 F:	CDC-909640	07/14/2005	07/06/2005	0	8	49	0	57	6:00 am 11:59 pm 12:01 am 5:00 am Jessica Parker
Chevy Chase Presbyterian Church 1 CHEVY CHASE CIR, NW Ward:3 20015 Email: cindy@chevychasepc.org	E:08/30/2013 I: 10/05/2012	P:202-363-2209 F:202-537-2916	CDC-907332	06/05/1992	03/20/1992	14	0	73	0	87	9:00 am 6:30 pm Candia Faison
Chevy Chase-bethesda Community Children Center 5671 WESTERN AVE, NW Ward:3 20015 Email:	E:12/27/2012 I: 04/06/2012	P:202-966-3299 F:	CDC-907018	09/25/2007	09/15/1998	15	0	119	0	134	7:00 am 6:00 pm Cynthia Mitchell
Children First Inc. Of Washington Dc 1725 I ST, NW Ward:2 20006 Email:	E:09/27/2013 I: 11/14/2012	P:202-466-6088 F:	CDC-909441	10/2/2001	09/28/2001	14	0	0	25	39	8:00 am 6:00 pm Cynthia Mitchell

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Children's Creative Learning Center 1875 I ST, NW Ward:2 20433 Email: kzieleniewski@worldbank.org	E:03/28/2013 I: 06/29/2012	P:202-437-7010 F:202-473-7489	CDC-909876	01/24/2011	08/27/2010	34	0	50	0	84	7:45 am 6:15 pm Pushpa Agarwal
Children's Creative Learning Center 1225 CONNECTICUT AVE, NW Ward:2 20005 Email: kzieleniewski@worldbank.org	E:03/28/2013 I: 06/15/2012	P:202-473-7010 F:202-522-7489	CDC-909879	01/24/2011	12/10/2010	31	0	94	0	125	7:45 am 6:15 pm Pushpa Agarwal
Children's Creative Learning Center Inc. 2200 Pennsylvania AVE, NW Ward:2 #170 E 20037 Email: mobrien2@cclc.com	E:07/13/2013 I: 11/07/2012	P:202-785-0181 F:202-785-0369	CDC-910011 CDC LICENSE	07/01/2011	05/05/2011	32	0	30	0	62	7:30 am 6:30 pm Candia Faison
Children's House Of Washington 3133 DUMBARTON ST, NW Ward:2 20007 Email: PHARBURGER@MAXIN TER.NET	E:06/17/2013 I: 09/21/2012	P:202-342-2551 F:202-965-2004	CDC-907890	09/04/1990	09/04/1990	0	0	27	0	27	8:30 am 6:00 pm Yesset Makonnen
Children's Hut 510 KENNEDY ST, NW Ward:4 20011 Email:	E:05/12/2013 I: 07/30/2012	P:202-722-0885 F:202-722-0883	CDC-908615	06/20/1995	09/11/1995	40	40	0	27	107	7:00 am 6:00 pm Candia Faison

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Christian Family Montessori School Inc. 201 Allison ST, NW Ward:4 20011 Email: wendy@cfmschool.org	E:12/10/2013 I: 12/11/2012	P:202-722-1520 F:202-722-1520	CDC-910015 CDC LICENSE	06/29/2011	06/13/2011	0	0	0	120	120	8:00 am 6:00 pm Candia Faison
Christian Tabernacle Of God Inc 1000 V ST, NW Ward:1 20001 Email: ctcdc@ctcog.inc	E:03/11/2013 I: 12/12/2012	P:202-265-9040 F:202-265-9181	CDC-908104	10/06/2002	04/30/1999	43	0	32	0	75	6:00 am 6:00 pm Pushpa Agarwal
Church Of The First Born 2451 AINGER PL, SE Ward:8 20020 Email: churchfirstborn@earthlin k.net	E:02/02/2013 I: 02/03/2012	P:202-889-1111 F:	CDC-909858	10/12/2010	09/03/2010	0	0	10	0	10	7:00 am 6:00 pm Candia Faison
Cleveland Park Kinderhaus 3400 LOWELL ST, NW Ward:3 20016 Email: CPKH@AOL.COM	E:02/18/2013 I: 02/27/2012	P:202-686-3570 F:202-686-2538	CDC-908682	01/24/2003	03/11/1996	27	0	27	0	54	7:00 am 6:00 pm Candia Faison
Coast Guard Headquarters 2100 2ND ST, SW Ward:2 20593 Email: colleen.smith@uscg.mil	E:10/16/2013 I: 11/13/2012	P:202-372-4090 F:202-372-4909	CDC-909085	03/23/1999	01/29/1999	12	14	0	34	60	6:30 am 5:45 pm Jessica Parker
Combined Federal Agencies/Us Kids C 1425 NEW YORK AVE, NW Ward:2 20005 Email: uskida@uskidsdc.org	E:05/04/2013 I: 08/22/2012	P:202-233-4623 F:202-233-2248	CDC-908040	10/23/1991	08/15/1991	50	0	73	0	123	7:00 am 7:00 pm Zahra Ali

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Commerce Department Child Care 1500 PENNSYLVANIA AVE, NW Ward:2 20230 Email: commercekids@doc.gov	E:08/18/2013 I: 10/16/2012	P:202-482-1587 F:202-501-1072	CDC-907652		03/23/2000	35	0	0	50	85	7:15 am 5:45 pm Cynthia Mitchell
Communikids Preschool Llc 4719 WISCONSIN AVE, NW Ward:3 20016 Email: jeannine@communikids .com	E:09/01/2013 I: 12/17/2012	P:202-363-0133 F:202-363-0144	CDC-909793	06/05/2009	10/18/2010	0	0	52	0	52	8:00 am 6:00 pm Zahra Ali
Community Child Development Center 1105 50TH ST, NE Ward:7 20019 Email:	E:10/05/2013 I: 09/21/2012	P:202-397-8761 F:202-397-5836	CDC-909087	03/02/2010	08/14/2009	0	14	0	106	120	6:30 am 6:00 pm Candia Faison
Community Daycare Center Inc 4021 MINNESOTA AVE, NE Ward:7 20019 Email:	E:11/30/2013 I: 12/20/2012	P:202-397-1170 F:202-397-5836	CDC-907386	03/02/2010	11/24/2009	10	9	24	24	67	6:30 am 6:00 pm Candia Faison
Covenant House Child Development Center 2001 MISSISSIPPI AVE, SE Ward:8 20020 Email: ICLARK@CHDC.ORG	E:01/20/2013 I: 03/01/2012	P:202-610-7891 F:202-610-9610	CDC-909701	01/18/2007	03/14/2007	8	0	8	0	16	7:00 am 6:30 pm Kimberly Handon-Lindsey
Covington Kids An Early Learning Center 1331 PENNSYLVANIA AVE, NW Ward:2 20004 Email:	E:08/22/2013 I: 10/25/2012	P:202-347-8290 F:	CDC-909641	08/02/2006	07/19/2005	32	0	64	0	96	7:00 am 7:00 pm Pushpa Agarwal

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Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Creative Korner Early Learning Center 3223 23RD ST, SE Ward:8 20020 Email:	E:04/17/2013 I: 12/06/2012	P:202-889-2093 F:	CDC-909886	08/04/2009	01/04/2011	46	0	0	12	58	6:00 am 6:00 pm Candia Faison
Curious Mind Child Development Center 5309 georgia AVE, NW Ward:4 20011 Email:	E:11/18/2013 I: 11/19/2012	P:202-536-5010 F:	CDC-910080 CDC LICENSE	02/22/2012	06/11/2012	8	8	0	0	16	7:00 am 6:00 am Pushpa Agarwal
David's Stars Child Development Center 2711 ONTARIO RD, NW Ward:1 20009 Email: davidstars@verizon.net	E:03/21/2013 I: 05/25/2012	P:202-232-2732 F:202-265-2440	CDC-909576 CDC RENEWAL	04/07/2004	05/16/2011	8	7	16	0	31	7:00 am 12:00 am Kimberly Handon-Lindsey
Dawn To Dusk Child Dev. Center li 2907 7TH ST, SE Ward:8 20032 Email: dawnto657@hotmail.com	E:04/21/2013 I: 09/10/2012	P:202-562-6196 F:202-561-8007	CDC-909675	11/07/2006	11/03/2006	22	0	25	0	47	6:00 am 11:59 pm Pushpa Agarwal
Dawn To Dusk Child Development Cent 657 LEBBAUM ST, SE Ward:8 20032 Email:	E:04/21/2013 I: 10/12/2012	P:202-562-6196 F:202-561-8007	CDC-909165	10/27/1999	10/28/1999	0	0	48	0	48	6:00 am 11:59 pm Pushpa Agarwal
Dc Citywide Welfare Rights Org 2458 MARTIN LUTHER KING JR AVE, SE Ward:8 20032 Email:	E:12/21/2013 I: 12/22/2012	P:202-889-3448 F:202-889-5273	CDC-907400	12/08/2010	05/23/1994	0	0	0	85	85	6:30 am 6:00 pm Jessica Parker

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Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Dc Prep Academy Benning Elem. Campus 100 41 ST, NE Ward:7 20019 Email: tfranken@dcprep.org	E:04/18/2013 I: 10/31/2012	P:202-398-2838 F:202-398-2839	CDC-909872	10/12/2010	04/05/2011	0	0	0	273	273	3:00 pm 6:00 pm Pushpa Agarwal
Dc Prep Academy Edgewood Elem. Campus 707 EDGEWOOD ST, NE Ward:5 20002 Email: TFRANKEN@DCPREP. ORG	E:08/28/2013 I: 01/12/2013	P:202-635-4590 x 224 F:202-635-4591	CDC-909874	08/24/2007	03/28/2011	0	0	0	426	426	3:00 pm 6:00 pm Pushpa Agarwal
Dc Superior Court Child Care Center 500 INDIANA AVE, NW Ward:2 20001 Email:	E:08/19/2013 I: 08/31/2012	P:202-879-1759 F:202-879-4896	CDC-908519	04/21/1999	04/03/1992	0	0	0	20	20	8:30 am 5:00 pm Cynthia Mitchell
Dcjcc Preschool 1529 16TH ST, NW Ward:2 20036 Email: MADLEINE@DCJCC.ORG	E:09/08/2013 I: 09/09/2012	P:202-777-3278 F:202-518-9400	CDC-908815	12/03/2007	02/04/1997	0	0	99	0	99	7:30 am 6:00 pm Jessica Parker
De Colores Infant Center 308 SHERIDAN ST, NW Ward:4 20011 Email: florencia@decoloresdc.com	E:04/07/2013 I: 09/01/2012	P:202-291-2164 F:786-228-1068	CDC-909824	08/18/2011	02/23/2010	3	0	31	0	34	8:00 am 6:00 pm Zahra Ali

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
De Colores Learning Center 6216 3RD ST, NW Ward:4 20011 Email: florencia@decoloresdc.com	E:04/10/2013 I: 01/12/2013	P:202-829-0320 F:786-228-1068	CDC-909751	08/20/2008	09/26/2008	8	0	12	0	20	8:00 am 6:00 pm Zahra Ali
Deliverance Child Care Center 441 CHAPLIN ST ST, SE Ward:7 Email: vicurtislittle@hotmail.com	E:08/29/2013 I: 01/23/2013	P:202-581-4021 F:202-326-0264	CDC-909864	10/19/2010	05/27/2011	12	20	0	18	50	6:00 am 6:00 pm Cynthia Mitchell
Diplotots, Inc. 2401 E ST, NW Ward:2 20037 Email:	E:07/05/2013 I: 08/27/2012	P: F:	CDC-909048	06/19/1996	09/18/2002	43	0	0	86	129	7:00 am 6:00 pm Candia Faison
Discovering You Child Development Center 3552 EAST CAPITOL ST, NE Ward:7 20019 Email: VVVISIONSSS@AOL.COM	E:04/21/2013 I: 01/22/2013	P:301-357-6889 F:	CDC-910023 CDC LICENSE	08/04/2011	10/21/2011	8	17	17	0	42	6:30 am 6:00 pm Pushpa Agarwal
Dot Child Development Center 800 INDEPENDENCE AVE, SW Ward:2 20024 Email: sharleen.e-ctr.smith@faa.gov	E:04/20/2013 I: 09/15/2012	P:202-267-7672 F:202-264-5158	CDC-909768	05/13/2011	03/19/2009	16	0	64	0	80	7:15 am 5:45 pm Zahra Ali

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Dovecrest Montessori Day School 1734 7th ST, NW Ward:2 20001 Email: gloria.ogbemudia@gmail.com	E:04/10/2013 I: 04/11/2012	P:202-621-9834 F:202-621-9831	CDC-910070 CDC LICENSE	01/31/2012	01/19/2012	0	0	30	0	30	7:00 am 6:00 pm Pushpa Agarwal
Early Childhood Learning Center 2340 AINGER PL, SE Ward:8 20020 Email:	E:02/03/2013 I: 01/11/2013	P:202-678-5651 F:202-678-4246	CDC-909721	05/15/2007	09/19/2007	16	0	0	0	16	6:30 am 6:00 pm Candia Faison
Early Stages Learning Center - Kimb 3375 MINNESOTA AVE AVE, SE Ward:7 20019 Email:	E:03/11/2013 I: 12/12/2012	P:202-829-8900 F:	CDC-909862	10/25/2010	01/06/2011	0	0	0	40	40	3:15 pm 6:30 pm Pushpa Agarwal
Early Stages Learning Centers Llc 3600 ALABAMA AVE AVE, SE Ward:7 20020 Email: cwalden@eslearningcenters.com	E:03/16/2013 I: 12/17/2012	P:202-829-8900 F:202-207-2797	CDC-909866	10/25/2010	02/28/2011	0	0	0	44	44	6:30 am 10:00 pm Zahra Ali
Easter Seal Society, Inc. 2800 13TH ST, NW Ward:1 20009 Email: mricker@eseal.org	E:07/14/2013 I: 09/26/2012	P:202-387-4434 F:202-462-7379	CDC-907044	01/14/2005	12/22/2009	33	0	0	47	80	7:00 am 6:00 pm Cynthia Mitchell

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Ec Mazique Municipal Child Development Center 2000 14TH ST, NW Ward:1 20009 Email: akeys@ecmpcc.org	E:01/29/2013 I: 02/17/2012	P:202-939-8699 F:202-939-8696	CDC-909577	04/06/2004	01/11/2011	0	0	48	0	48	7:00 am 6:00 pm Jessica Parker
Ec Mazique Parent Child Center 1719 13TH ST, NW Ward:2 20009 Email: EXECUTIVE @ecmpcc.org	E:12/29/2012 I: 02/29/2012	P:202-462-3375 F:202-939-8696	CDC-908198	09/02/1992	08/28/1992	72	0	0	88	160	7:00 am 6:00 pm Yesset Makonnen
Ec Mazique Tyler House Child Develo 1200 NORTH CAPITOL ST, NW Ward:2 20002 Email: PADELEKE@ECMPCC.ORG	E:11/14/2013 I: 11/28/2012	P:202-408-0443 F:	CDC-908841	02/28/1997	03/10/1997	15	0	0	24	39	7:00 am 6:00 pm Kimberly Handon-Lindsey
Ec Mazique Wardman Court Child Dev 1308 CLIFTON ST, NW Ward:1 20009 Email: CNDOLO@ECMPCC.ORG	E:08/09/2013 I: 09/17/2012	P:202-332-9570 F:	CDC-909606	10/05/2004	11/26/2004	8	8	0	16	32	7:00 am 6:00 pm Kimberly Handon-Lindsey
Educare Of Washington Dc 640 Anacostia AVE, NE Ward:7 20019 Email: info@educaredc.org	E:06/28/2013 I: 06/29/2012	P:202-727-5604 F:	CDC-910085 CDC LICENSE	05/08/2012	08/08/2011	26	60	89	0	175	7:00 am 6:00 pm Candia Faison

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Emergent Preparatory Academy 2801 STANTON RD, SE Ward:8 20020 Email: mcgee.delores@gmail.com	E:04/14/2013 I: 01/15/2013	P:202-610-3111 F:202-204-6081	CDC-909852	08/20/2010	01/07/2011	0	0	0	93	93	7:00 am 6:30 pm Yesset Makonnen
Emergent Preparatory Academy li 227 42nd ST, NE Ward:7 20019 Email: deloresmcgee.emergent@gmail.com	E:09/24/2013 I: 09/25/2012	P:202-399-3111 F:202-204-6081	CDC-910067 CDC LICENSE	12/21/2011	07/24/2012	0	0	66	0	66	6:30 am 6:30 pm Zahra Ali
Episcopal Center For Children 5901 UTAH AVE, NW Ward:3 20015 Email: akorz@eccofdc.org	E:06/13/2013 I: 06/14/2012	P:202-363-1333 F:202-537-5044	CDC-907338	12/03/2004	04/14/1961	0	0	0	65	65	9:00 am 7:30 pm Zahra Ali
Euphemia L Haynes Public Charter Sc 3600 GEORGIA AVE, NW Ward:1 20010 Email: sjackson@elhaynes.org	E:10/20/2013 I: 02/07/2013	P:202-667-4446 F:202-667-8811	CDC-909764	03/27/2008	02/04/2009	0	0	0	350	350	7:30 am 6:00 pm Pushpa Agarwal
Euphemia L. Haynes Public Charter Shool Inc. 4501 Kansas AVE, NW Ward:4 20011 Email: jhenderson@elhaynes.org	E:03/05/2013 I: 12/06/2012	P:202-667-4446 F:202-667-8811	CDC-910013 CDC LICENSE	03/25/2011	06/29/2011	0	0	0	239	239	7:30 am 6:00 pm Pushpa Agarwal

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
F.R.T.K.L. Group Inc 2510 PENNSYLVANIA AVE, SE Ward:7 20020 Email:	E:07/26/2013 I: 09/13/2012	P:202-582-7707 F:202-582-7708	CDC-909263	08/18/2000	07/11/2000	24	0	0	0	24	7:00 am 6:00 pm Zahra Ali
Fannie Mae Emergency Child Care Center 4000 WISCONSIN AVE, NW Ward:3 20016 Email: childcare_center@fannie mae.com	E:11/09/2013 I: 11/10/2012	P:202-752-5469 F:202-752-2499	CDC-907834	04/06/1994	05/03/1990	5	0	0	15	20	8:00 am 10:00 pm Pushpa Agarwal
Federal Home Loan Bank Board 1700 G ST, NW Ward:2 20006 Email: smallsavers@verizon.ne t	E:12/20/2013 I: 12/21/2012	P:202-906-6312 F:202-906-7918	CDC-906710		04/07/2004	30	0	51	0	81	7:30 am 6:15 pm Pushpa Agarwal
Federal Trade Commission Cdc 600 PENNSYLVANIA AVE, NW Ward:2 20580 Email: blustic@ffc.gov	E:09/12/2013 I: 12/10/2012	P:202-326-2088 F:202-326-2790	CDC-907648		05/16/2011	18	0	0	22	40	7:30 am 6:30 pm Cynthia Mitchell
Ferc Child Development Center 888 1ST ST, NE Ward:6 20426 Email: ferc@brighthorizons.com /carol.wisniewski	E:07/05/2013 I: 08/31/2012	P:202-502-8610 F:202-208-2293	CDC-907790	10/12/1995	10/11/1995	42	0	34	0	76	7:15 am 6:15 pm Zahra Ali

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Finding Dreams In Children 1776 F ST, NW Ward:2 20006 Email: kianderson.fdic.gov	E:11/22/2013 I: 01/07/2013	P:202-898-7067 F:202-898-3962	CDC-908538	05/25/1999	04/12/1994	36	0	0	44	80	7:00 am 6:30 pm Cynthia Mitchell
Fingerprints Child Development Center 1849 C ST, NW Ward:1 #MS-1011 20240 Email: fngr@brighthorizons.com	E:11/05/2013 I: 11/06/2012	P:202-501-1954 F:202-219-7187	CDC-910096 CDC LICENSE		09/06/2012	16	30	35	0	81	7:00 am 6:00 pm Jessica Parker
First Bap-t. Church Of Wash 1328 16TH ST, NW Ward:2 20036 Email: cdcfirstbaptist@aol.com	E:07/28/2013 I: 10/02/2012	P:202-328-1051 F:202-234-9139	CDC-907411	09/01/1982	08/26/1994	42	0	56	0	98	7:30 am 6:00 pm Zahra Ali
First Baptist Child Development Center 712 RANDOLPH ST, NW Ward:5 20011 Email: FBCRAND@HOTMAIL.COM	E:11/14/2013 I: 12/07/2012	P:202-541-5005 F:	CDC-907155	01/27/2003	07/24/1999	0	0	100	0	100	7:00 am 6:00 pm Yesset Makonnen
First Baptist Church Of Deanwood 1008 45TH ST, NE Ward:7 20019 Email:	E:11/22/2012 I: 03/16/2012	P:202-397-2011 F:202-396-0703	CDC-907099	07/15/1985	02/14/1989	0	0	0	75	75	6:30 am 6:00 pm Cynthia Mitchell

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
First Rock Baptist Child Development Center 4638 H ST, SE Ward:7 20019 Email:	E:03/07/2013 I: 11/08/2012	P:202-575-5859 F:202-583-2566	CDC-909658	09/11/2006	02/22/2006	42	0	76	0	118	6:30 am 6:00 pm Pushpa Agarwal
Footsteps Of Children Child Development Center 342 8 ST, NE Ward:6 00000 Email: footstepsofchildrencdc@yahoo.com	E:10/12/2012 I: 10/13/2011	P:202-544-0767 F:202-544-0767	CDC-910024 CDC LICENSE	08/10/2011	08/13/2010	16	0	0	0	16	6:30 am 6:30 pm Yesset Makonnen
Franklin Commons Intergenerational 119 FRANKLIN ST, NE Ward:5 20001 Email:	E:12/14/2013 I: 12/15/2012	P:202-365-2723 F:	CDC-909859	09/01/2010	01/21/2011	22	0	24	0	46	7:00 am 7:00 pm Yesset Makonnen
Friendship Children's Center # 1 5310 43RD ST, NW Ward:3 20015 Email: CCPCC@CCPCC.ORG	E:02/15/2013 I: 11/16/2012	P:202-244-1402 F:202-537-3700	CDC-907757	07/27/2010	05/01/2003	14	0	0	17	31	7:30 am 6:00 pm Zahra Ali
Friendship Childrens Center # 2 5411 WESTERN AVE, NW Ward:3 20015 Email: ldanahy@ccpcc.org	E:03/16/2013 I: 12/17/2012	P:202-244-1402 F:	CDC-909723	10/15/2009	09/13/2007	0	0	44	0	44	7:30 am 6:00 pm Zahra Ali
Friendship Public Charter School Inc 1345 POTOMAC AVE, SE Ward:6 20003 Email:	E:12/21/2012 I: 06/15/2012	P:202-547-5800 F:	CDC-909673	08/31/2004	06/22/1999	0	0	0	200	200	7:00 am 6:30 pm Cynthia Mitchell

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Friendship Public Charter School Inc 2959 CARLTON AVE, NE Ward:5 20018 Email: shemphill@friendshipsc holls.org	E:03/05/2013 I: 12/06/2012	P:202-635-6500 F:202-621-7042	CDC-909672	08/31/2004	02/01/1999	0	0	0	200	200	7:00 am 6:30 pm Zahra Ali
Friendship Public Charter School Inc- Blow Pierce Campus 725 19th ST, NE Ward:1 20002 Email: mrobinson@cyfi.org	E:05/17/2013 I: 05/18/2012	P:202-506-7136 F:202-621-7042	CDC-910022 CDC LICENSE	11/16/2011	01/12/2012	0	0	0	360	360	7:00 am 7:00 pm Zahra Ali
Friendship Public Charter Schools/S 645 MILWAUKEE PL, SE Ward:8 20032 Email:	E:03/25/2013 I: 12/26/2012	P:202-281-1713 F:	CDC-909765	12/10/2007	09/16/2008	0	0	0	450	450	7:00 am 6:00 pm Pushpa Agarwal
Full Gospel Tabernacle Church 632 11TH ST, NE Ward:6 20002 Email:	E:07/11/2013 I: 09/14/2012	P:202-543-2438 F:202-543-4883	CDC-907277	12/17/1985	12/17/1985	0	0	0	54	54	7:00 am 6:00 pm Cynthia Mitchell
Gallaudet University Cdc 800 FLORIDA AVE, NE Ward:6 20002 Email: GARY.ALLER@GALLAU DET.EDU	E:10/12/2013 I: 12/18/2012	P:202-651-5130 F:202-651-5531	CDC-907410	02/02/1999	10/16/1997	0	8	42	0	50	7:00 am 6:00 pm Kimberly Handon-Lindsey

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Gap Community Childcare Center 3636 16TH ST, NW Ward:1 APT #A131 20010 Email: mguyot@gapccc.org	E:04/06/2013 I: 04/07/2012	P:202-462-3636 F:202-462-5942	CDC-908054	07/06/2000	05/10/2011	64	0	46	0	110	7:00 am 6:00 pm Yesset Makonnen
Georgetown Law Early Learning Center 120 F ST, NW Ward:6 20001 Email: dickerd@law.georgetow n.edu	E:06/16/2013 I: 07/03/2012	P:202-662-9256 F:202-662-9866	CDC-908343	08/02/1993	07/27/1993	0	8	30	0	38	8:00 am 6:30 pm Zahra Ali
Georgetown Montessori School Inc. 1041 WISCONSIN AVE, NW Ward:2 20007 Email: gms20007@aol.com	E:04/27/2013 I: 11/28/2012	P:202-337-8058 F:	CDC-908604	09/05/1995	10/26/1988	0	0	42	0	42	8:15 am 6:00 pm Pushpa Agarwal
Georgetown University Hoya Kids 3624 P ST, NW Ward:2 20007 Email: hoyakids@georgetown.e du	E:10/28/2013 I: 11/07/2012	P:202-687-7667 F:202-687-1192	CDC-908900	09/04/1997	09/11/2007	0	18	42	0	60	7:30 am 6:00 pm Kimberly Handon-Lindse y
Georgetown Visitation Preparatory School 1524 35TH ST, NW Ward:2 20007 Email: isaac@visi.org	E:03/25/2013 I: 03/30/2012	P:202-337-3350 F:202-333-2264	CDC-907579	02/11/1988	01/11/2011	9	0	0	5	14	7:30 am 5:00 pm Zahra Ali

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Gethsemane Baptist Church Cdc 5119 4TH ST, NW Ward:4 20011 Email: ebycdc@gethsemaneba ptistchurch.org	E:10/06/2013 I: 01/31/2013	P:202-882-5833 F:202-723-5426	CDC-909785	09/18/2002	09/15/2009	24	0	36	0	60	7:00 am 6:00 pm Pushpa Agarwal
Goldie's Child Development Center 6226 3RD ST, NW Ward:4 20011 Email: goldiesllc@verizon.net	E:03/26/2013 I: 04/10/2012	P:202-722-7434 F:202-722-8635	CDC-909447	07/10/2003	09/21/2001	0	0	32	0	32	7:00 am 6:00 pm Candia Faison
Goldies Child Development Center li 6234 3RD ST, NW Ward:4 20011 Email:	E:04/28/2013 I: 07/12/2012	P:202-722-8665 F:202-722-8635	CDC-909492	02/25/2005	09/03/2002	48	0	0	0	48	7:00 am 6:00 pm Candia Faison
Good Deed Before And Afterschool Le 601 15TH ST, NE Ward:6 20002 Email:	E:08/16/2013 I: 08/29/2012	P:202-397-3960 F:	CDC-909750	06/04/2009	03/20/2009	0	0	0	92	92	7:00 am 6:00 pm Cynthia Mitchell
Growing Seeds Child Development Center 3800 14TH ST, NW Ward:4 20011 Email: GROWINGS50@HOTMAIL.COM	E:01/07/2013 I: 03/01/2012	P:202-726-5208 F:202-726-4508	CDC-909093	01/05/1999	02/19/1999	4	0	46	0	50	6:30 am 6:30 pm Yesset Makonnen

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Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Growth Spurts Child Development Center @ Bethel 60 I ST, SW Ward:6 20024 Email: growthspurtscdc@aol.com	E:03/11/2013 I: 03/12/2012	P:202-484-0028 F:	CDC-910050 CDC LICENSE	09/30/2011	01/24/2012	0	0	58	0	58	7:00 am 6:00 pm Zahra Ali
Growth Spurts Child Development Center @ D Street 1802 D ST, NE Ward:6 20002 Email:	E:05/15/2013 I: 05/16/2012	P:202-544-2731 F:	CDC-910078 CDC LICENSE	02/12/2010	07/26/2010	6	0	11	0	17	7:00 am 6:00 pm Cynthia Mitchell
Growth Spurts Child Development Center @ Judah 1715 Rhode Island AVE, NE Ward:5 20018 Email: growthspurtscdc@aol.com	E:02/15/2013 I: 02/16/2012	P:202-258-5220 F:	CDC-910051 CDC LICENSE	04/30/2009	07/27/2009	0	0	31	0	31	7:00 am 6:00 pm Pushpa Agarwal
Happy Faces Learning Center #1 1905 9TH ST, NE Ward:5 20018 Email:	E:06/25/2013 I: 11/08/2012	P:202-529-2483 F:202-529-2484	CDC-909460	09/30/2009	08/27/2009	89	0	20	0	109	6:00 am 5:00 am Candia Faison
Happy Faces Learning Center #2 1905 9TH ST, NE Ward:5 20018 Email: lbean@happyfacescdc.com	E:06/25/2013 I: 11/08/2012	P:202-529-2483 F:202-529-2484	CDC-909565	09/30/2009	10/27/2003	0	0	40	0	40	6:30 am 8:30 pm Candia Faison

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Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Hhs/Ed Childrens Center 330 C ST, SW Ward:6 20201 Email: director@hhsedchildrenscenter.org	E:12/23/2013 I: 01/03/2013	P:202-260-7643 F:202-260-6384	CDC-909809	03/19/2009	02/24/2009	38	0	62	0	100	7:00 am 6:00 pm Candia Faison
Hill Havurah Preschool Dba Gan Shalom 118 10TH ST, NE Ward:6 20002 Email: ganshalom@yahoo.com	E:09/09/2013 I: 12/04/2012	P:202-546-0727 F:202-585-5157	CDC-909850	08/09/2010	08/13/2010	5	0	5	0	10	8:45 am 12:15 pm Candia Faison
Hogan Lovells Emergency Child Care 555 13TH ST, NW Ward:2 20004 Email: HOGANLOVELLS@BRIGHTHORIZONS.COM	E:05/26/2013 I: 08/09/2012	P:202-637-8650 F:	CDC-907723	04/15/1999	11/20/1998	6	0	0	14	20	8:15 am 10:00 pm Kimberly Handon-Lindsey
Home Away From Home 414 R ST, NW Ward:5 20001 Email: dorothy_7754@msn.com	E:08/30/2013 I: 11/14/2012	P:202-986-4626 OR 487- F:202-986-4499	CDC-909575	09/13/2007	03/22/2009	10	10	0	40	60	7:15 am 5:45 pm Jessica Parker
House Of Ruth-kidspace Infant 2916 PENNSYLVANIA AVE, SE Ward:7 20020 Email: CGRAHAM@HOUSEOFRUTH.ORG	E:10/03/2013 I: 10/04/2012	P:202-667-7001 F:	CDC-908756	04/24/1998	12/14/1998	15	0	15	0	30	7:00 am 6:00 pm Kimberly Handon-Lindsey

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Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Howard University Early Learning Program 531 COLLEGE ST, NW Ward:1 20059 Email: esawney@howard.edu	E:02/21/2013 I: 06/21/2012	P:202-806-7102 F:202-806-7570	CDC-909645	08/17/2005	08/18/2005	0	0	60	0	60	7:00 am 5:45 pm Zahra Ali
Huckleberry Cheesecake/Sonnenberg & Maier, Llc 1307 19th ST, NW Ward:2 20036 Email: huck@huckleberrycheesecake.com	E:07/31/2013 I: 08/01/2012	P:202-467-4202 F:202-467-4129	CDC-910064 CDC LICENSE	02/16/2012	12/30/2011	31	0	38	0	69	8:00 am 6:00 pm Jessica Parker
I-care Child Development Center 3737 12TH ST, NE Ward:5 20017 Email: sharon3737jones@comcast.net	E:11/15/2013 I: 12/17/2012	P:202-832-0905 F:202-526-2414	CDC-908554	12/16/1997	01/09/1995	12	0	0	43	55	7:00 am 6:30 pm Candia Faison
Idb/lic Child Care Center Inc 1300 NEW YORK AVE, NW Ward:2 20005 Email: BIDKIDS@IADB.ORG	E:04/06/2013 I: 01/07/2013	P:202-623-3600 F:202-623-3625	CDC-909162	01/19/2010	02/11/2011	48	0	36	0	84	8:00 am 6:30 pm Yesset Makonnen
Ideal Child Care Development Center 3816 4TH ST, NW Ward:4 20011 Email: idealcdc@hotmail.com	E:06/14/2013 I: 07/27/2012	P:202-722-6272 F:202-722-6784	CDC-909676	01/06/2009	04/23/2008	10	11	25	0	46	7:00 pm 6:00 pm Yesset Makonnen

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Igu International Lane Cdc 1325 D ST, SE Ward:6 20013 Email: isadorelane@yahoo.com	E:12/11/2013 I: 12/12/2012	P:202-617-1140 F:	CDC-910082 CDC LICENSE	08/01/2012	07/31/2012	28	0	96	20	144	6:30 am 6:00 pm Kimberly Handon-Lindsey
Imagine Hope Community Charter School- Lamond Campus 6200 Kansas AVE, NE Ward:4 20011 Email: kuwanda.brathwaite@imagine schools.com	E:12/16/2013 I: 12/17/2012	P:202-722-4421 F:202-722-4431	CDC-910048 CDC LICENSE	10/09/2009	07/24/2012	0	0	150	152	302	6:00 am 6:00 pm Candia Faison
Institute Of Our Lady Of Mt Carmel 4407 8TH ST, NE Ward:7 20017 Email: scrilli_1@yahoo.com	E:06/29/2013 I: 10/19/2012	P:202-526-5106 F:202-526-3608	CDC-908059	05/30/1990	01/04/1990	0	0	65	0	65	7:00 am 6:00 pm Pushpa Agarwal
Intown Play Group, Inc. 1334 29TH ST, NW Ward:2 20007 Email: INTOWNPLAYGROUP@ GMAIL.COM	E:09/01/2013 I: 11/13/2012	P:202-337-2720 F:202-337-7880	CDC-907074	01/27/1958	02/18/1988	0	12	18	0	30	9:00 am 12:00 pm Kimberly Handon-Lindsey
Isle Of Patmos Christian Learning Center 1216 SARATOGA AVE, NE Ward:5 20018 Email: robertervin33@verizon.net	E:03/26/2013 I: 12/27/2012	P:202-529-2466 F:202-526-1661	CDC-908928	03/05/2003	12/23/2010	0	0	70	0	70	7:00 am 6:00 pm Zahra Ali

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Israel Baptist Church Cdc 1251 SARATOGA AVE, NE Ward:5 20018 Email: daycare_ibc@verizon.net	E:03/04/2013 I: 12/05/2012	P:202-269-5090 F:202-832-9645	CDC-908823	03/17/2005	12/09/1996	0	0	75	0	75	7:00 am 6:00 pm Zahra Ali
Jas All Saints All Day Childcare Center 6045 16TH ST, NW Ward:4 20011 Email: pbarrow@wonderschildc are.org	E:12/22/2013 I: 01/08/2013	P:202-291-5142 F:202-291-9750	CDC-909604	08/19/2004	08/19/2004	0	0	0	50	50	2:30 pm 6:30 pm Candia Faison
Jenkins Hill Child Development Center 1527 PENNSYLVANIA AVE, SE Ward:6 20003 Email: JENKINSHILLCDC@YA HOO.COM	E:06/22/2013 I: 07/12/2012	P:202-543-4664 F:	CDC-909774	06/23/2009	03/18/2009	0	8	0	0	8	8:00 am 6:00 pm Jessica Parker
Jenkins Hill Child Development Center 1529 PENNSYLVANIA AVE, SE Ward:6 20003 Email: JENKINSHILLCDC@YA HOO.COM	E:06/22/2013 I: 07/12/2012	P:202-543-4664 F:	CDC-909780	06/23/2009	03/18/2009	6	0	0	0	6	8:00 am 6:00 pm Jessica Parker
Jones Memorial United Methodist Church 4625 G ST ST, SE Ward:7 Email:	E:01/09/2013 I: 1/11/2012	P:202-583-7116 F:	CDC-909854	09/14/2010	05/27/2011	12	0	0	138	150	6:00 am 7:00 pm Yesset Makonnen

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Jubilee Jumpstart 2525 ONTARIO RD, NW Ward:1 20009 Email: DWRIGHT@JUBILEEJU MPSTART.ORG	E:07/15/2013 I: 01/07/2013	P:202-506-4607 F:202-5064662	CDC-909779	02/18/2009	06/23/2009	32	0	18	0	50	5:00 am 5:00 am Kimberly Handon-Lindsey
Just Us Kids Inc 625 INDIANA AVE, NW Ward:2 20004 Email: justuskids@starpower.net	E:09/08/2013 I: 10/24/2012	P:202-353-3300 F:202-353-3380	CDC-908131	05/28/1992	05/01/1992	21	20	0	44	85	6:45 am 6:30 pm Jessica Parker
Kennedy Child Development Center 801 BUCHANAN ST, NE Ward:5 20017 Email:	E:09/29/2013 I: 11/05/2012	P:202-529-7600 F:202-529-2028	CDC-907592	01/31/1980	09/01/1987	18	0	0	52	70	7:00 am 6:00 pm Cynthia Mitchell
Kiddie City Childcare Academy 1225 GOOD HOPE RD, SE Ward:6 20020 Email: audalenejefferson@yahoo.com	E:02/23/2013 I: 07/11/2012	P:202-889-4321 F:202-889-2231	CDC-909746	08/01/2008	10/10/2008	21	0	14	0	35	7:00 am 6:00 pm Yesset Makonnen
Kiddie City Day Care Center 1816 BENNING RD, NE Ward:5 20002 Email: AUDALENEJEFFERSON @YAHOO.COM	E:01/14/2013 I: 05/28/2012	P:202-396-4200 F:202-396-8059	CDC-909487	05/23/2002	06/20/2002	19	0	0	0	19	7:00 am 11:59 pm 11:59 pm 5:00 am Pushpa Agarwal

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Kiddies Kollege 1130 VARNEY ST, SE Ward:8 20032 Email: kiddieskollegedc@yahoo.com	E:11/22/2013 I: 11/23/2012	P:202-581-1745 F:202-584-3482	CDC-908508	08/14/2003	10/23/2003	43	0	51	0	94	7:00 am 6:00 pm Pushpa Agarwal
Kids Are People Too Cdc Iii 2275 SAVANNAH ST, SE Ward:8 20020 Email:	E:02/02/2013 I: 09/18/2012	P:202-397-1200 F:202-397-1233	CDC-909818	09/17/2010	11/24/2009	60	0	0	28	88	5:30 am 5:30 am Candia Faison
Kids Are People Too Child Development Center 408 61ST ST, NE Ward:7 20019 Email:	E:01/27/2013 I: 12/03/2012	P:c#202-607-3425 F:	CDC-909740	04/03/2008	06/11/2008	20	0	20	0	40	5:30 am 12:00 am Candia Faison
Kids Are People Too Child Development Center I 407 61ST ST, NE Ward:7 20019 Email:	E:08/09/2013 I: 12/12/2012	P:202-397-1200 F:	CDC-909583	11/16/2005	04/22/2009	32	0	0	30	62	5:30 am 5:30 am Candia Faison
Kids Are People Too Child Development Center Iv 2279 Savannah ST, SE Ward:4 20020 Email: kidsarepeople2@aol.com	E:02/26/2013 I: 02/27/2012	P:202-397-1200 F:202-397-1233	CDC-910016 CDC LICENSE	07/08/2010	08/25/2011	12	12	0	0	24	5:30 am 12:00 am Candia Faison

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Kids Are Us Learning Center 1236 SOUTHERN AVE, SE Ward:8 20032 Email: KAULC@aol.com	E:07/28/2013 I: 10/03/2012	P:202-561-0290 F:202-561-5906	CDC-909072	10/25/2004	08/01/1991	28	0	0	33	61	6:30 am 11:59 pm Cynthia Mitchell
Kids Come First 1720 MINNESOTA AVE, SE Ward:6 20019 Email: kidscome1sy1@verizon.net	E:12/19/2012 I: 11/26/2012	P:202-621-8305 F:	CDC-909851	08/13/2010	12/20/2010	16	14	26	0	56	7:00 am 6:00 pm Yesset Makonnen
Kids Come First Ii 200 K ST, NW Ward:6 SUITE #2 20001 Email: kidscome1st1@verizon.net	E:03/26/2013 I: 03/27/2012	P:202-842-1584 F:202-678-1100	CDC-910052 CDC LICENSE	11/08/2011	11/10/2011	26	0	0	0	26	7:00 am 12:00 am Yesset Makonnen
Kids Come First Iii 200 k ST, NW Ward:6 SUITE #5 20020 Email: kidscome1st1@verizon.net	E:03/26/2013 I: 03/27/2012	P:202-842-1584 F:202-678-1100	CDC-910055 CDC LICENSE	11/08/2011	11/09/2011	33	0	0	0	33	7:00 am 12:00 am Yesset Makonnen
Kids Corner Daycare, Inc 2200 CALIFORNIA ST, NW Ward:1 20008 Email: kidscorner@yahoo.com	E:01/28/2013 I: 06/29/2012	P:202-797-1555 F:202-797-1023	CDC-909531	06/10/2003	02/24/2011	34	0	0	46	80	7:00 am 6:00 pm Kimberly Handon-Lindsey
Kids R Us Learning Center 800 SOUTHERN AVE, SE Ward:8 20032 Email: kaulc@aol.com	E:02/13/2013 I: 11/14/2012	P:202-562-7118 F:202-562-6392	CDC-909626	05/23/2006	03/15/2005	13	0	0	0	13	6:30 am 11:59 pm Jessica Parker

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Kidspace - House Of Ruth 2910 PENNSYLVANIA AVE, SE Ward:7 20020 Email: DSNEAD@HOUSEOFR UTH.ORG	E:08/03/2013 I: 09/17/2012	P:202-667-7001 ext 221 F:	CDC-908669	01/04/1996	01/02/1995	0	0	43	0	43	7:00 am 6:00 pm Kimberly Handon-Lindsey
Kinderhaus 5307 CONNECTICUT AVE, NW Ward:3 20015 Email: chevychasekh@aol.com	E:07/23/2013 I: 07/24/2012	P:202-244-0719 F:202-244-7185	CDC-907948	11/28/1990	01/22/1991	6	0	19	0	25	7:00 am 6:00 pm Candia Faison
Kingdom Kids Child Development Center 508 P ST, NW Ward:2 20001 Email:	E:03/10/2013 I: 12/11/2012	P:202-234-4291 F:202-234-4637	CDC-908282	09/30/1996	02/21/1993	20	0	0	39	59	7:00 am 6:00 pm Yesset Makonnen
Kingman Boys- Club, Inc. 1529 KINGMAN PL, NW Ward:2 20005 Email: kgbc@starpower.net	E:05/26/2013 I: 08/07/2012	P:202-483-1210 F:202-483-8758	CDC-907582	05/30/1995	03/02/2011	0	0	0	100	100	7:00 am 6:00 pm Candia Faison
Klc Champions - Tolson 2917 8TH ST, NE Ward:5 20017 Email: jbrown@klcorp.com	E:11/09/2012 I: 02/23/2012	P:202-832-7370 F:202-832-7644	CDC-909833	04/21/2010	02/12/2010	0	0	0	100	100	7:00 am 6:00 pm Cynthia Mitchell
Klc/Kids House-butler 5 THOMAS CIR, NW Ward:2 20005 Email: JTRACEY@KLC.COM	E:02/23/2013 I: 04/27/2012	P:202-332-6565 F:202-332-1073	CDC-909840	09/16/2010	08/11/2010	0	0	100	0	100	6:30 am 6:30 pm Yesset Makonnen

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Knowledge Learning Corp The Children 451 7TH ST, SW Ward:2 20024 Email: hud@cclc.com	E:08/28/2013 I: 10/15/2012	P:202-708-1935 F:202-708-3340	CDC-909730	11/05/2007	12/06/2007	32	0	48	0	80	6:30 am 6:30 pm Pushpa Agarwal
Knowledge Learning Corp. Kids House 33 RIGGS RD, NE Ward:4 20011 Email:	E:07/04/2013 I: 01/08/2013	P:202-723-4010 F:	CDC-909825	03/11/2010	05/25/2010	0	0	0	65	65	6:00 am 6:30 pm Cynthia Mitchell
Knowledge Learning Corp. Kids House 1400 1ST ST, NW Ward:5 20001 Email: jtracey@klcorp.com	E:11/08/2012 I: 02/27/2012	P:202-234-2122 F:202-234-2166	CDC-909839	09/16/2010	08/12/2010	0	0	0	110	110	6:30 am 6:30 pm Candia Faison
Knowledge Learning Corp/Kids House- 1300 ALLISON ST, NW Ward:4 20011 Email:	E:01/26/2013 I: 03/16/2012	P:723-4100 F:202-723-6867	CDC-909821	12/15/2009	03/08/2011	0	0	0	220	220	6:30 am 6:30 pm Zahra Ali
Kuumba Learning Center 3328 MARTIN LUTHER KING JR AVE, SE Ward:8 20032 Email: kuumbateachers@aol.com	E:12/20/2012 I: 01/24/2012	P:202-563-5971 F:202-563-3663	CDC-908390	02/20/2007	09/12/2000	6	0	34	0	40	7:00 am 6:00 pm 6:00 pm 12:00 am Yesset Makonnen

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Kuumba Learning Center li 3332 MARTIN LUTHER KING JR AVE AVE, SE Ward:8 20032 Email: kuumbateachers@aol.com	E:10/05/2012 I: 10/06/2011	P:202-563-5971 F:202-563-3663	CDC-909884	12/10/2010	07/22/2011	0	0	0	8	8	7:00 am 6:00 pm 6:00 pm 12:00 am Yesset Makonnen
La Petite Academy, Inc. 1 MICHIGAN AVE, NW Ward:5 20010 Email: lpadcwva@lpacorp.com	E:01/14/2013 I: 03/09/2012	P:202-986-5738 F:202-986-6121	CDC-908613	12/12/2001	04/01/1998	68	0	0	76	144	6:00 am 7:00 pm Jessica Parker
Lanier Lullabies Child Development Center 1844 COLUMBIA RD, NW Ward:1 20009 Email:	E:04/11/2013 I: 07/20/2012	P:202-525-1556 F:	CDC-909885	12/16/2010	03/02/2011	8	9	0	5	22	8:00 am 6:00 pm Cynthia Mitchell
Lena Sears Child Development 3456 PENNSYLVANIA AVE, SE Ward:7 20020 Email: ANORA.GOLDRING@VE RIZON.NET	E:11/17/2013 I: 12/03/2012	P:202-584-7761 F:202-581-6799	CDC-908505	08/29/2011	02/11/2011	5	24	51	0	80	6:00 am 6:00 pm Kimberly Handon-Lindsey
Little Angels Child Care Cente 2214 NAYLOR RD, SE Ward:6 20020 Email: RGPL@MSN.COM	E:01/22/2013 I: 10/25/2012	P:202-584-2015 F:202-584-8687	CDC-909472	01/21/2010	09/11/2000	0	0	0	67	67	6:30 am 6:00 pm Jessica Parker

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Little Flower Montessori School 3029 16TH ST, NW Ward:1 20009 Email: LFMontessoris@aol.com	E:09/01/2013 I: 10/02/2012	P:202-667-6803 F:202-265-8889	CDC-908524	10/14/1994	10/11/1994	0	0	20	0	20	8:00 am 6:00 pm Zahra Ali
Little Folks School Inc. 3224 N ST, NW Ward:2 20007 Email: littlefolks@littlefolks.org	E:03/23/2013 I: 03/28/2012	P:202-333-6571 F:202.333-7925	CDC-909589	02/02/2004	09/13/2004	0	0	55	0	55	8:00 am 6:00 pm Pushpa Agarwal
Little Jewels Child Development 5216 SHERIFF RD, NE Ward:7 20019 Email:	E:09/10/2013 I: 11/08/2012	P:202-388-1992 F:202-388-1908	CDC-909450	07/27/2009	01/04/2004	18	0	0	12	30	6:00 am 11:59 pm 12:01 am 5:00 am Jessica Parker
Little Samaritan Child Dev. Center 5111 E ST, SE Ward:7 20019 Email: littlesamaritan_cdc@msn.com	E:10/20/2013 I: 01/11/2013	P:202-581-2866 F:202-575-1113	CDC-909445	06/22/2001	11/08/2001	4	0	0	7	11	7:00 am 6:00 pm Yesset Makonnen
Little Samaritan Child Dev. Center 5100 E ST, SE Ward:7 20019 Email:	E:10/20/2013 I: 01/11/2013	P:202-581-6000 F:	CDC-909555	09/27/2010	03/24/2006	18	0	32	0	50	7:00 am 6:00 pm Yesset Makonnen
Little Seasons Of Georgetwon/ Judith Pino 3222 O ST, NW Ward:2 20007 Email: info@littleseasons.net	E:09/12/2013 I: 09/13/2012	P:202-944-8440 F:	CDC-910072 CDC LICENSE	08/28/2012	06/28/2012	4	4	31	0	39	7:00 am 10:00 pm Zahra Ali

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Little Workers Of The Sacred Heart 3620 15TH ST, NE Ward:5 20017 Email: SRMARIALICIA@JUNO.COM	E:11/13/2013 I: 11/14/2012	P:202-526-0130 F:202-529-4643	CDC-908281 CDC RENEWAL	07/30/1993	06/14/2012	0	0	61	0	61	7:30 am 5:30 pm Pushpa Agarwal
Love & Care Child Development Center 5427 4TH ST, NW Ward:4 20011 Email:	E:09/07/2013 I: 12/06/2012	P:202-545-1780 F:	CDC-907127	10/03/2002	03/27/1989	0	0	0	23	23	7:00 am 6:00 am Cynthia Mitchell
Love And Care Cdc 330 KENNEDY ST, NW Ward:4 20011 Email:	E:09/07/2013 I: 12/18/2012	P:202-545-1780 F:202-545-1049	CDC-907339	12/06/2006	08/07/1989	50	0	0	20	70	7:00 am 6:00 pm Yesset Makonnen
Love And Care Education Center, Inc 554 MALCOLM X AVE, SE Ward:8 20032 Email:	E:05/24/2013 I: 07/25/2012	P:202-561-8689 F:	CDC-908119	12/28/1998	07/06/2010	4	4	0	19	27	7:00 am 6:00 pm Jessica Parker
Loving Care Day Nursery 616 H ST, NE Ward:6 20002 Email:	E:10/22/2013 I: 11/13/2012	P:202-547-1877 F:202-547-3378	CDC-909526	11/04/2005	03/17/2003	16	58	52	0	126	7:00 am 6:00 pm Jessica Parker
Loving Care Day Nursery, Inc. 114 KENNEDY ST, NW Ward:4 20011 Email:	E:06/22/2013 I: 09/14/2012	P:202-882-5716 F:	CDC-909178	12/15/1999	09/19/2011	44	0	0	18	62	7:00 am 6:00 pm Jessica Parker

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Lowell School Inc 1640 KALMIA RD, NW Ward:4 20012 Email: LOWELLSCHOOL.ORG	E:12/24/2013 I: 01/14/2013	P:202-577-2000 F:202-577-2001	CDC-909347	09/08/1999	11/28/2000	0	0	0	75	75	8:00 am 6:00 pm Kimberly Handon-Lindsey
Lynn Carol's Academy Of Early Learn 5506 3RD ST, NW Ward:4 20011 Email: LYNNCAROLSDC@AOL. COM	E:04/20/2013 I: 08/24/2012	P:202-291-2929 F:	CDC-906920	12/15/1988	10/08/1988	9	9	42	0	60	6:00 am 6:30 pm Kimberly Handon-Lindsey
Mana Child Development Center 604 KENNEDY ST, NW Ward:4 20011 Email:	E:02/24/2013 I: 03/29/2012	P:202-829-0309 F:	CDC-909819	12/10/2009	02/26/2010	4	6	10	0	20	7:00 am 6:00 pm Jessica Parker
Manley Science & Technology Center Mstc 4628 H ST, SE Ward:7 20019 Email: vicman1@comcast.net	E:03/12/2013 I: 12/13/2012	P:202-584-7334 F:202-584-7334	CDC-910001 CDC LICENSE	04/19/2011	05/27/2011	4	11	0	0	15	6:00 am 7:00 am Kimberly Handon-Lindsey
Martha's Table Cdc li 2114 14TH ST, NW Ward:1 20009 Email: SIMONE372002@YAHOO. COM	E:07/29/2013 I: 09/21/2012	P:202-328-6608 F:202-387-0011	CDC-909612	09/24/2004	10/21/2004	24	0	0	36	60	7:00 am 6:00 pm Pushpa Agarwal

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Martha's Table Child And Parent Cen 2114 14TH ST, NW Ward:1 20009 Email: SIMONE372002@YAHOO.COM	E:07/27/2013 I: 09/10/2012	P:202-328-6608 F:202-387-0011	CDC-908946	04/17/2003	04/15/2003	58	0	32	153	243	7:00 am 6:00 pm Pushpa Agarwal
Matthews Memorial Baptist Cdc 2616 MARTIN LUTHER KING JR AVE, SE Ward:8 20020 Email: mmbcdc@mmbcdc.org	E:11/16/2013 I: 01/11/2013	P:202-889-3707 F:202-678-7920	CDC-907294	08/28/2008	03/19/2009	7	0	93	0	100	6:30 am 6:00 pm Kimberly Handon-Lindsey
Metropolitan Day School, Inc. 1240 RANDOLPH ST, NE Ward:5 20017 Email: ADMIN@METROPOLITANSCHOOL.ORG	E:07/05/2013 I: 09/24/2012	P:202-234-3210 F:202-234-3214	CDC-909269	10/24/2005	08/31/2000	0	0	0	150	150	7:00 am 6:00 pm Kimberly Handon-Lindsey
Metropolitan Meth. Church Nursery School 3401 NEBRASKA AVE, NW Ward:3 20016 Email:	E:07/12/2013 I: 09/05/2012	P:202-362-8746 F:	CDC-907335	12/31/1988	11/09/1951	0	0	72	0	72	8:30 am 3:00 pm Candia Faison
Mi Palacio Child Development Center Llc/ Marisol Espinosa 7005 Piney Branch RD, NW Ward:4 20012 Email: mapacl@yahoo.com	E:04/29/2013 I: 04/30/2012	P:202-276-3437 F:	CDC-910053 CDC LICENSE	04/30/2012	03/05/2012	15	0	10	0	25	7:00 am 6:00 pm Kimberly Handon-Lindsey

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Milestone Enrichment Center Inc 755 8TH ST, NW Ward:2 20001 Email: prosslead@calvarydc.org	E:04/18/2013 I: 09/05/2012	P:202-628-5683 F:	CDC-909684	02/04/2010	04/09/2010	15	0	31	0	46	7:00 am 6:00 pm Yesset Makonnen
Montessori School Of Chevy Chase 5312 CONNECTICUT AVE, NW Ward:3 20015 Email: camelot617@hotmail.com	E:12/27/2012 I: 09/14/2012	P:202-362-6212 F:301-530-0604	CDC-909135	08/13/2004	04/12/2005	0	0	57	0	57	8:00 am 6:00 pm Pushpa Agarwal
Mount Calvary Holy Church Cdc 5900 CHILLUM PL, NE Ward:4 20011 Email:	E:01/14/2013 I: 03/05/2012	P:202-635-6284 F:202-635-6285	CDC-909028	08/11/1998	08/23/1998	4	0	0	23	27	6:00 am 6:00 pm Yesset Makonnen
National Child Research Center 3209 HIGHLAND PL, NW Ward:3 20008 Email: ncrc@ncrcpreschool.com	E:12/14/2013 I: 01/14/2013	P:202-363-8777 ext227 F:202-244-3459	CDC-909760	11/24/2008	05/10/2011	0	0	108	0	108	8:00 am 5:00 pm Kimberly Handon-Lindsey
National Childrens Center 3400 MARTIN LUTHER KING JR AVE, SE Ward:8 20032 Email: smaness@nccic.org	E:11/03/2013 I: 01/11/2013	P:202-279-4900 F:202-279-4905	CDC-908589	06/03/2003	06/03/2003	150	0	75	0	225	7:00 am 6:00 pm Kimberly Handon-Lindsey

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
National Presbyterian Child Care Center 4124 Van Ness ST, NW Ward:3 20016 Email:	E:05/11/2013 I: 11/02/2012	P:202-537-7493 F:	CDC-909710	09/04/2007	09/25/2007	7	0	8	0	15	7:30 am 6:00 pm Kimberly Handon-Lindsey
National Presbyterian Church School 4121 NEBRASKA AVE, NW Ward:3 20016 Email: www.nps-dc.org	E:12/03/2013 I: 12/20/2012	P:202-537-7500 F:202-537-7568	CDC-907153	11/17/2005	10/12/2010	0	0	0	96	96	8:00 am 3:15 pm Kimberly Handon-Lindsey
Nccfd Carver Terrace Cdc 2229 M ST, NE Ward:5 20002 Email:	E:12/27/2013 I: 12/28/2012	P:202-388-7646 F:	CDC-909613	05/05/2009	07/07/2009	17	18	0	53	88	7:00 am 6:00 pm Jessica Parker
New Community Child Dev. Ctr. 728 F ST, NE Ward:6 20002 Email:	E:02/14/2013 I: 02/21/2012	P:202-543-8700 F:	CDC-909625	02/02/2005	03/28/2005	11	12	0	22	45	7:00 am 6:00 pm Yesset Makonnen
New Creation Child Development Center 1839 ALABAMA AVE, SE Ward:8 20020 Email: newcreationcdc@aol.com	E:12/09/2012 I: 05/13/2012	P:202-610-2080 F:202-610-2079	CDC-908590	07/05/2001	09/30/2008	12	0	0	45	57	6:30 am 6:00 pm Pushpa Agarwal
Newcomb Child Development Center 541 NEWCOMB ST, SE Ward:8 20032 Email:	E:02/07/2013 I: 11/08/2012	P:202-562-6195 F:202-562-0346	CDC-909371	07/30/2010	05/07/2001	8	7	24	0	39	7:00 am 6:00 pm Jessica Parker

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Newcomb Day Care Center 333 H ST, NE Ward:6 20002 Email:	E:02/07/2013 I: 11/08/2012	P:202-543-8840 F:202-543-7302	CDC-909013	05/11/2001	06/11/1998	0	0	0	22	22	7:00 am 6:00 pm Jessica Parker
Newcomb Daycare & Learning Cdc 331 H ST, NE Ward:6 20002 Email:	E:02/07/2013 I: 11/08/2012	P:202-543-6030 F:202-543-7302	CDC-909206	03/01/2005	03/04/2005	6	6	22	0	34	7:00 am 11:59 pm 12:01 am 6:00 am Jessica Parker
Nobel Learning Communities Cdc @ De 200 CONSTITUTION AVE, NW Ward:6 20001 Email:	E:03/02/2013 I: 05/25/2012	P:202-693-7979 F:	CDC-909707		07/02/1998	76	0	0	108	184	7:30 am 6:00 pm Jessica Parker
Northeast Stars Montessori Learning 1325 MARYLAND AVE, NE Ward:6 20002 Email: nestars@verizon.net	E:09/12/2013 I: 12/05/2012	P:202-399-2208 F:703-997-5913	CDC-909661	06/11/2008	11/09/2009	0	0	29	0	29	7:00 am 7:00 pm Yesset Makonnen
Northeastern Presbyterian Chur 2112 VARNUM ST, NE Ward:5 20018 Email: Nunnncs@hotmail.com	E:04/12/2013 I: 05/25/2012	P:202-832-6407 F:202-832--6418	CDC-908747	10/09/1995	10/26/1994	0	0	50	0	50	7:00 am 6:00 pm Kimberly Handon-Lindsey
Northwest Settlement House Cdc 1739 7TH ST, NW Ward:1 20001 Email: info@nwsh.org	E:08/22/2013 I: 10/19/2012	P:202-332-4040 F:202-638-0776	CDC-909791	04/17/2009	03/29/2011	35	0	12	0	47	7:00 am 6:00 pm Pushpa Agarwal

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Ola C. Franks Child Development Center 1310 RIDGE PL, SE Ward:6 20020 Email:	E:01/11/2014 I: 01/12/2013	P:202-678-4246 F:	CDC-909117	01/24/2002	05/17/2011	29	0	0	55	84	6:30 am 6:00 pm Candia Faison
Our Children Infant Care & Pre 6640 GEORGIA AVE, NW Ward:4 20012 Email: ourchildrencdc@aol.com	E:03/26/2013 I: 12/27/2012	P:202-829-6941 F:202-545-0302	CDC-909525	03/06/2003	11/21/2002	6	10	14	0	30	7:00 am 7:00 pm Zahra Ali
Our Redeemer Preshool & Infant Center 1725 MICHIGAN AVE, NE Ward:5 20017 Email: ORPRESCHOOL@GMAIL.COM	E:01/20/2013 I: 08/07/2012	P:202-529-2332 F:	CDC-909516	04/15/2008	11/07/2012	20	0	30	0	50	7:00 am 6:00 pm Kimberly Handon-Lindsey
Owl School, Inc. 1920 G ST, NW Ward:2 20006 Email:	E:05/31/2013 I: 08/31/2012	P:202-828-1001 F:	CDC-908000	05/23/1991	04/20/1999	0	0	50	0	50	7:00 am 6:15 pm Yesset Makonnen
P Street Kids 2611 P ST, NW Ward:2 20007 Email: MATTYINDC@YAHOO.COM	E:05/10/2013 I: 09/04/2012	P:202-468-7116 F:NA	CDC-909660	06/21/2005	06/13/2005	0	0	10	0	10	7:00 am 6:00 pm Kimberly Handon-Lindsey
Paramount Child Development Center 3924 4TH ST, SE Ward:8 20032 Email: paramountbaptist@aol.com	E:05/05/2013 I: 08/13/2012	P:202-562-3404 F:202-563-3653	CDC-906717	10/17/1996	04/02/1998	0	0	0	100	100	6:30 am 6:00 pm Jessica Parker

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Peaches N Cream Child Development Center 356 EASTERN AVE, NE Ward:7 20019 Email: REG1PNC@COMCAST.NET	E:11/28/2013 I: 11/29/2012	P:202-398-7200 F:202-399-0587	CDC-906715	11/10/1998	11/12/1998	14	0	70	0	84	7:00 am 6:00 pm Pushpa Agarwal
Petit Scholars 2940 12th ST, NE Ward:5 20017 Email: petitscholars@gmail.com	E:07/29/2013 I: 07/30/2012	P:202-480-0569 F:	CDC-910076 CDC LICENSE	05/15/2012	06/28/2012	17	0	11	0	28	6:00 am 6:00 pm Jessica Parker
Pilgrim Baptist Church Cdc 700 I ST, NE Ward:6 20002 Email: SPELL742@AOL.COM	E:01/24/2013 I: 06/15/2012	P:202-547-1815 F:202-547-2241	CDC-908861	05/10/2002	03/10/2011	0	0	0	72	72	7:00 am 6:00 pm Pushpa Agarwal
Power To Become 2439 AINGER PL, SE Ward:8 20020 Email: KINGAARON320@AOL.COM	E:04/04/2013 I: 09/25/2012	P:202-621-6221 F:202-621-6222	CDC-909738	04/01/2008	11/28/2008	0	0	49	0	49	6:30 am 7:00 pm Candia Faison
Power To Become Childcare, Inc li 3200 S ST, SE Ward:8 20020 Email: powertobecomechildcareidc@gmail.com	E:01/09/2014 I: 01/10/2013	P:202-621-6221 F:	CDC-910114 CDC LICENSE	09/07/2012	12/28/2012	0	32	16	27	75	6:30 am 7:00 pm Candia Faison

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Preparatory School For Early Learning 3220 17TH ST, NW Ward:1 20010 Email:	E:03/23/2013 I: 12/24/2012	P:202-462-6835 F:	CDC-907969	12/07/1990	01/02/1991	29	0	0	0	29	7:00 am 6:00 pm Jessica Parker
Psi Early Developmental Intervention 701 L ST, SE Ward:6 20003 Email:	E:10/01/2013 I: 11/27/2012	P:202-547-3870 F:	CDC-908484 CDC RENEWAL	05/15/2000	08/02/2011	8	0	0	30	38	7:00 am 6:00 pm Cynthia Mitchell
Quickie Becky Child Care Dev 6135 GEORGIA AVE, NW Ward:4 20011 Email:	E:06/07/2013 I: 11/06/2012	P:202-882-1722 F:202-882-2211	CDC-909622	10/03/2008	01/10/2005	56	0	120	0	176	6:30 am 6:00 pm Jessica Parker
Rainbow Child Development Center 505 57TH ST, NE Ward:7 20019 Email: rachellencrissy@aol.com	E:09/25/2013 I: 10/22/2012	P:202-396-4112 F:202-270-3585	CDC-909700	02/05/2010	03/13/2009	16	0	0	24	40	7:00 am 6:00 pm Candia Faison
Randall Hyland Private School 4339 BOWEN RD, SE Ward:7 20019 Email: hazelnutall@yahoo.com	E:04/20/2013 I: 05/23/2012	P:202-582-2966 F:202-582-4504	CDC-908600	07/31/1995	02/21/2011	0	0	0	71	71	7:00 am 6:00 pm Jessica Parker
Red Robin Cdc @ Mount Bethel Church 75 RHODE ISLAND AVE, NW Ward:5 20001 Email: redrobinlearning@hotmail.com	E:04/10/2013 I: 08/20/2012	P:202-525-1100 F:202-667-5162	CDC-909869	05/08/1959	02/04/2011	0	0	20	0	20	6:30 am 7:00 pm Kimberly Handon-Lindsey

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Rehoboth Baptist Church Day Ca 621 ALABAMA AVE, SE Ward:8 20032 Email:	E:07/05/2013 I: 09/04/2012	P:202-561-5286 F:202-561-3719	CDC-907043	08/06/1980	02/25/1988	0	0	180	0	180	6:00 am 7:30 pm Zahra Ali
Rhema Christian Child Development Center 1825 MICHIGAN AVE, NE Ward:5 20018 Email:	E:10/05/2013 I: 11/13/2012	P:202-529-3921 F:	CDC-909687	02/08/2011	12/11/2006	24	0	80	0	104	7:00 am 6:00 pm Kimberly Handon-Lindsey
River Park Nursery School 212 EAST CAPITOL ST, NE Ward:6 20003 Email:	E:07/12/2012 I: 12/21/2011	P:202-546-7767 F:	CDC-909590	09/09/2004	09/08/2004	0	0	15	0	15	9:00 am 1:00 pm Kimberly Handon-Lindsey
Robbin-s Nest Learning Center 909 19TH ST, NE Ward:5 20002 Email:	E:01/23/2013 I: 12/05/2012	P:202-388-3462 F:202-388-3462	CDC-909870	04/01/2011	08/14/2011	0	0	0	18	18	6:30 am 6:30 pm Jessica Parker
Roots Activity Learning Center 6222 NORTH CAPITOL ST, NW Ward:4 20011 Email: EDUCATE1@HOTMAIL.COM	E:07/27/2013 I: 09/21/2012	P:202-882-5155 F:202-882-5157	CDC-906724	09/02/1988	04/28/1992	18	0	52	0	70	7:00 am 6:00 pm Zahra Ali
Rosebud Nursery Center 704 KENNEDY ST, NW Ward:4 20011 Email: LEROYBERKLEYG@AOL.COM	E:11/23/2013 I: 11/24/2012	P:202-829-2771 F:202-882-1231	CDC-909776	08/20/2008	09/30/2009	4	5	19	0	28	7:00 am 1:00 am Jessica Parker

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Rosemont Center 2000 ROSEMOUNT AVE, NW Ward:1 20010 Email: www.rosemontcenter.co m	E:03/09/2013 I: 12/12/2012	P:202-265-9885 F:202-265-2636	CDC-909649	01/13/2010	09/07/2005	64	0	99	0	163	7:00 am 6:00 pm Pushpa Agarwal
Safe And Sound Day Care Center 4922 NANNIE HELEN BURROUGHS AVE, NE Ward:7 20019 Email: safe2sound@aol.com	E:10/25/2013 I: 10/26/2012	P:202-398-6054 F:202-396-1636	CDC-908608	05/08/2003	07/18/1995	4	0	0	11	15	6:00 am 5:00 am Cynthia Mitchell
Saint Alban's Early Childhood Center 3001 WISCONSIN AVE, NW Ward:3 20016 Email: DMASON@SAECC.ORG	E:02/17/2013 I: 05/09/2012	P:202-363-7380 F:	CDC-906875	06/02/1995	03/02/2011	0	0	55	0	55	7:00 am 6:00 pm Kimberly Handon-Lindse y
Saint Columba's Nursery School 4201 ALBERMARLE ST, NW Ward:3 20016 Email: school@columba.org	E:06/15/2013 I: 06/21/2012	P:202-742-1980 F:202-686-9774	CDC-907382	09/15/1999	09/14/1989	0	0	90	0	90	7:30 am 4:00 pm Zahra Ali
Saint John-s Church Preschool 3240 O ST, NW Ward:1 20007 Email: info@stjohnsdc.org	E:12/17/2012 I: 03/01/2012	P:202-338-2574 F:202-388-2579	CDC-908830	03/02/2007	02/25/1997	0	0	45	0	45	8:00 am 3:30 pm Kimberly Handon-Lindse y

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Saint John's Kiddie Kollege 1301 H ST, NE Ward:6 20002 Email:	E:07/07/2013 I: 12/06/2012	P:202-398-2701 F:	CDC-908138	03/05/1992	02/24/2010	0	36	0	0	36	6:00 am 6:00 pm Cynthia Mitchell
Saint Patricks Episcopal Day School 4700 WHITEHAVEN PKWY, NW Ward:2 20007 Email: berry@stpatsdc.org	E:06/03/2013 I: 07/06/2012	P:202-342-2805 F:202-342-7001	CDC-907244	02/19/1998	09/25/1985	18	0	0	92	110	7:30 am 6:00 pm Candia Faison
Saint Paul's Lutheran Church 3600 EVERETT ST, NW Ward:3 20008 Email: BUSMGR@STPAULSLU THERANDC.COM	E:09/27/2013 I: 12/13/2012	P:202-966-0214 F:202-966-9165	CDC-907354		11/10/1998	0	0	40	0	40	8:30 am 3:00 pm Kimberly Handon-Lindsey
Saint Timothy Episcopal Cdc 3601 ALABAMA AVE, SE Ward:7 20020 Email:	E:03/24/2013 I: 03/25/2012	P:202-584-5662 F:202-584-2408	CDC-906885	02/10/1956	08/28/1988	6	0	82	0	88	6:30 am 6:30 pm Zahra Ali
School For Friends 2201 P ST, NW Ward:2 20037 Email: infor@schoolforfriends.org	E:06/22/2013 I: 07/06/2012	P:202-328-1789 F:202-328-6830	CDC-907318	12/03/2010	10/01/2010	0	0	50	0	50	8:00 am 6:00 pm Pushpa Agarwal

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Scripture Cathedral Child Development Center 810 O ST, NW Ward:2 20001 Email: sean@scripturecathedra l.com	E:04/24/2012 I: 10/18/2011	P:202-483-9400 F:202-234-1681	CDC-909742	10/18/2011	09/05/2008	24	0	52	0	76	7:00 am 6:00 pm Cynthia Mitchell
Second New St. Paul Baptist Church 2400 FRANKLIN ST, NE Ward:5 20018 Email:	E:03/03/2013 I: 05/03/2012	P:202-526-8562 F:	CDC-906788	05/10/1985	04/27/1999	0	0	0	156	156	6:00 am 6:00 pm Jessica Parker
Semillitas Child Development Center 2100 New Hampshire AVE, NW Ward:1 20009 Email: lyfo@semillitaschildcare. com	E:06/14/2013 I: 06/15/2012	P:202-588-0035 F:	CDC-910083 CDC LICENSE	01/10/2012	06/04/2012	9	8	8	0	25	7:00 am 6:00 pm Jessica Parker
Shiloh Child Development Center 1507 9TH ST, NW Ward:2 20001 Email:	E:03/28/2013 I: 07/17/2012	P:202-387-2986 F:202-234-6235	CDC-908527	09/15/1994	09/07/1994	0	0	0	68	68	7:00 am 6:00 pm Candia Faison
Smithsonian Early Enrichment 1000 CONSTITUTION AVE, NW Ward:2 20024 Email:	E:10/18/2013 I: 12/11/2012	P: F:	CDC-909094		01/21/1999	9	0	0	40	49	7:30 am 6:00 pm Candia Faison

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Smithsonian Early Enrichment Center 1400 Constitution AVE, NW Ward:0 20560 Email: mcmahonm@si.edu	E:05/17/2013 I: 05/18/2012	P:202-633 3660 F:202-633-8099	CDC-910075 CDC LICENSE		11/22/2011	0	0	55	0	55	7:30 am 6:00 pm Candia Faison
Smithsonian Early Enrichment Center li-nhn 1000 CONSTITUTION AVE, NW AVE, NW Ward:2 20024 Email: mcmahonm@seec.si.edu	E:12/12/2013 I: 12/13/2012	P:202-633-4079 F:202-633-9417	CDC-910115 CDC LICENSE		05/06/2012	14	12	12	0	38	7:30 am 6:00 pm Candia Faison
Social Solutions International Inc 555 4th ST, NW Ward:6 20007 Email: snemes@socialsolution s.biz	E:06/28/2013 I: 06/29/2012	P:301-7554257 F:866-369-6809	CDC-910079 CDC LICENSE	02/17/2012	10/19/1995	2	0	8	0	10	7:00 am 6:00 pm Kimberly Handon-Lindse y
Southeast Children's Fund Cdc I 4233 6th ST, SE Ward:8 20032 Email: sechild@verizon.net	E:09/13/2013 I: 09/14/2012	P:202-561-0595 F:202-561-5500	CDC-910077 CDC LICENSE	07/26/2012	04/13/2004	8	12	10	0	30	7:00 am 6:00 pm Zahra Ali
Southeast Children's Fund Cdc li 2300 MARTIN LUTHER KING JR AVE, SE Ward:8 20020 Email: secfund@aol.com	E:09/01/2013 I: 11/06/2012	P:202-678-9772 ext6120 F:	CDC-909787 CDC REISSUE	07/20/2011	04/22/2010	25	12	15	0	52	6:30 am 6:00 pm Zahra Ali

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Spanish Education Development Center 4110 KANSAS AVE, NW Ward:4 20011 Email: MARTHAEGAS@SEDCE NTER.ORG	E:03/11/2013 I: 05/02/2012	P:202-722-4404 F:	CDC-909775	07/06/2010	04/16/2011	22	0	109	20	151	7:00 am 6:00 pm Kimberly Handon-Lindsey
St Philip-s Child Development Cente 2001 14TH ST, SE Ward:8 20020 Email:	E:02/08/2013 I: 12/01/2012	P:202-678-1640 F:	CDC-909677	04/26/2007	04/22/2004	40	0	55	0	95	7:00 am 6:00 pm Yesset Makonnen
St. Albans Early Childhood Center At Christ 3855 Massachusetts AVE, NW Ward:3 20016 Email: dmason@saccc.org	E:06/07/2013 I: 06/08/2012	P:202-363-7380 F:202-537-9380	CDC-910086 CDC LICENSE	09/01/2011	06/04/2012	35	0	48	0	83	7:00 am 6:00 pm Kimberly Handon-Lindsey
St. Johns Kiddie Kollege #2 512 H ST, NE Ward:6 20002 Email: st.johnkiddiekollege@yahoo.com	E:10/07/2013 I: 12/06/2012	P:202-544-1511 F:202-398-3572	CDC-909816	09/23/2008	07/29/2010	30	0	0	0	30	6:00 am 6:00 pm Yesset Makonnen
Sunshine Early Learning Center 4224 6TH ST, SE Ward:8 20032 Email: SECHILD@EROLS.COM	E:06/15/2013 I: 11/14/2012	P:202-561-1100 F:202-562-1550	CDC-907526	04/06/2005	06/23/2006	8	81	111	0	200	6:00 am 6:00 pm Zahra Ali

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Supreme Learning Center 1615 KENILWORTH AVE, NE Ward:7 20019 Email: thesupremelearningcenter@yahoo.org	E:08/29/2013 I: 11/28/2012	P:202-399-1010 F:202-399-0020	CDC-909667	08/18/2005	08/18/2011	27	0	44	0	71	6:00 am 11:00 pm Pushpa Agarwal
Tabernacle Baptist Church Cdc 719 DIVISION AVE, NE Ward:7 20019 Email:	E:09/14/2013 I: 10/24/2012	P:202-397-4020 F:202-398-8313	CDC-907274	02/13/2006	03/24/1987	5	5	0	115	125	7:00 am 6:00 pm Jessica Parker
Takoma Childrens Center Inc 6925 WILLOW ST, NW Ward:4 20012 Email: pam@takomachildren.org	E:03/03/2013 I: 03/29/2012	P:202-726-9220 F:202-726-9220	CDC-909397	06/27/2001	06/27/2001	0	0	0	42	42	7:30 am 6:00 pm Kimberly Handon-Lindsey
Temple Sinai Nursery School 3100 MILITARY RD, NW Ward:3 20015 Email: nurseryschool@templesinaidc.org	E:05/09/2013 I: 06/15/2012	P:202-362-3836 F:202-363-6396	CDC-908535	09/09/1988	04/26/1993	0	0	150	0	150	8:15 am 3:00 pm Zahra Ali
The C.H.I.L.D. Center, Inc. 202 RIGGS RD, NE Ward:4 20011 Email: tcarroll@hotmail.com orTheCHILDCenter@ve	E:08/16/2013 I: 03/07/2013	P:202-269-6805 F:202-269-6804	CDC-909186	03/12/2001	01/20/2000	28	28	0	124	180	6:00 am 11:59 pm 12:01 am 5:00 am Jessica Parker

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Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
The Child Center B/A School Program 801 DIVISION AVE, NE Ward:7 20019 Email: tcarrolldc@aol.com	E:10/14/2013 I: 11/08/2012	P:202-724-4598 F:202-269-6805	CDC-909164	11/01/1999	11/01/1999	0	0	0	50	50	7:00 am 6:00 pm Jessica Parker
The Community Preschool Of The Pali 5200 CATHEDRAL AVE, NW Ward:3 20016 Email:	E:09/11/2013 I: 12/10/2012	P:202-364-8424 F:	CDC-907499	11/09/2000	01/06/2011	0	0	0	50	50	8:00 am 2:00 pm Cynthia Mitchell
The Enrichment Center 209 UPSHUR ST ST, NW Ward:4 Email:	E:01/18/2013 I: 01/19/2012	P:202-722-5080 F:	CDC-909887	03/01/2011	06/21/2011	27	0	0	0	27	7:00 am 6:00 pm Jessica Parker
The Franklin Montessori School 4473 CONNECTICUT AVE, NW Ward:3 20008 Email: fm.schools@verizon.net	E:04/12/2013 I: 11/05/2012	P:202-966-7747 F:202-966-8508	CDC-909495	08/18/2008	05/16/2005	42	42	132	0	216	7:30 am 6:00 pm Candia Faison
The French Maternal School 3115 P ST, NW Ward:2 20007 Email:	E:11/23/2012 I: 03/07/2012	P:202-333-2255 F:	CDC-909587	05/20/2004	08/27/2004	0	0	35	0	35	8:00 am 5:30 pm Cynthia Mitchell
The Geneva Ivey Day School 2019 RHODE ISLAND AVE, NE Ward:5 20018 Email: kennylovesr@aol.com	E:02/15/2013 I: 10/09/2012	P:202-832-0015 F:202-683-6775	CDC-909880	02/04/2011	02/04/2011	12	0	0	190	202	6:00 am 12:00 am Candia Faison

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
The Harbor At Station Place 100 F ST, NE Ward:6 20549 Email: theharbor@brighthorizons.com	E:03/16/2013 I: 05/02/2012	P:202-408-9271 F:443-807-6462	CDC-909724	09/12/2007	10/30/2007	48	0	0	40	88	7:00 am 6:30 pm Candia Faison
The Hill Preschool 337 NORTH CAROLINA AVE, SE Ward:6 20003 Email: thehillps@verizon.net	E:06/01/2013 I: 06/15/2012	P:202-543-5372 F:202-543-8774	CDC-907336	11/03/1998	07/22/1993	0	0	54	0	54	8:00 am 6:00 pm Zahra Ali
The Ideal Child Care Development Center li 801 Rock Creek Church RD, NW Ward:4 20010 Email: idealcdc@hotmail.com	E:06/04/2013 I: 06/05/2012	P:202-722-0633 F:202-722-6784	CDC-910047 CDC LICENSE	09/16/2011	05/16/2012	26	0	14	0	40	7:00 am 6:00 pm Yesset Makonnen
The Montessori School Of Washington 4380 MACARTHUR BLVD, NW Ward:3 20007 Email: markcajames@gmail.com	E:02/07/2013 I: 11/08/2012	P:202-338-1557 F:	CDC-910017 CDC LICENSE	06/29/2011	10/26/2011	0	0	39	0	39	8:15 am 6:00 pm Zahra Ali
The River School, Inc. 4880 MACARTHUR BLVD, NW Ward:3 20007 Email:	E:06/24/2013 I: 6/25/2012	P:202-337-3554 F:202-337-3534	CDC-909355	07/01/2003	01/04/2000	16	0	204	0	220	8:00 am 8:00 pm Jessica Parker

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
The Washington International School 1690 36TH ST, NW Ward:2 20007 Email:	E:02/15/2013 I: 04/11/2012	P:202-243-1700 F:202-243-1797	CDC-907174	10/03/2000	04/25/2011	0	0	142	0	142	8:00 am 6:00 pm Zahra Ali
The World Bank Cdc 1850 I ST, NW Ward:2 20433 Email: Irodgers@worldbank.org	E:12/08/2012 I: 05/21/2012	P:202-473-7010 F:202-522-7489	CDC-909176		02/02/2001	36	0	32	0	68	7:30 am 6:30 pm Pushpa Agarwal
Tiny Findings, Inc. 441 G ST, NW Ward:6 20548 Email: FindingsT@gao.gov	E:01/07/2014 I: 01/08/2013	P:202-512-3122 F:202-512-3310	CDC-907849		11/28/2006	48	0	0	78	126	7:00 am 6:00 pm Jessica Parker
Triangle Tots 1300 PENNSYLVANIA AVE, NW Ward:2 20229 Email: triangletots@brighthorizons.com	E:06/07/2013 I: 01/22/2013	P:202-565-3018 F:202-565-3021	CDC-908998		05/24/2002	38	0	82	0	120	7:00 am 6:00 pm Pushpa Agarwal
Tucker Daycare Center 3215 11TH PL, SE Ward:8 20032 Email:	E:12/09/2013 I: 01/23/2013	P: F:	CDC-908958	06/27/2005	06/22/1998	16	0	0	39	55	7:00 am 6:00 pm Yesset Makonnen
Tucker-s Day Care Center (Tdc Two) 3219 9TH PL, SE Ward:8 20032 Email: btdaycare@verizon.net	E:04/22/2013 I: 01/23/2013	P:202-562-2044 F:202-562-7728	CDC-909745	10/06/2008	09/09/2008	20	0	0	33	53	7:00 am 6:00 pm Yesset Makonnen

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Udc Early Childhood Center For The Study Of Pedagogy 4200 CONNECTICUT AVE, NW Ward:3 20008 Email:	E:03/25/2013 I: 12/26/2012	P:202-274-5219 F:202-274-6316	CDC-909848	11/17/2011	10/13/2010	0	0	36	0	36	7:00 am 8:00 pm Zahra Ali
Ujamaa School, Inc. 1554 8TH ST, NW Ward:2 20001 Email:	E:11/03/2013 I: 01/14/2013	P:202-232-2997 F:202-234-3866	CDC-906934	10/12/1977		0	0	0	14	14	8:00 am 4:00 pm Yesset Makonnen
United Planning Organization Ecdc#2 2200 CHAMPLAIN ST, NW Ward:1 20009 Email:	E:10/11/2013 I: 10/12/2012	P:202-234-2162 F:	CDC-909856	05/07/2012	10/01/2012	4	8	4	0	16	7:00 am 6:00 pm Pushpa Agarwal
Upo @ Frederick Douglass 3240 STANTON RD, SE Ward:8 20020 Email:	E:10/03/2013 I: 10/08/2012	P:202-698-1127 F:	CDC-909855	03/09/2011	03/18/2011	9	38	8	0	55	7:00 am 6:00 pm Kimberly Handon-Lindsey
Upo @ Luke C. Moore Academy 1001 MONROE ST ST, NE Ward:5 20017 Email:	E:10/03/2013 I: 10/08/2012	P:202-281-3600 F:	CDC-909857	08/23/2010	08/20/2010	8	0	0	0	8	7:00 am 6:00 pm Kimberly Handon-Lindsey
Upo At Developing Families Center 801 17TH ST, NE Ward:5 20002 Email:	E:03/30/2013 I: 05/01/2012	P:202-730-0004 F:	CDC-909719 CDC LICENSE	04/10/2007	08/01/2001	32	0	0	18	50	7:00 am 6:00 pm Cynthia Mitchell

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Upo Early Care And Education Center @ Ballou Senior High School 3401 4th ST, NW Ward:8 20032 Email:	E:12/15/2012 I: 12/16/2011	P:202-645-6689 F:	CDC-910059 CDC LICENSE	11/04/2011	12/16/2011	20	0	0	0	20	Kimberly Handon-Lindsey
Upo Early Care And Education Center @ Dunbar Senior High School 1301 New Jersey AVE, NW Ward:5 20001 Email:	E:03/18/2013 I: 12/19/2012	P:202-238-0748 F:	CDC-910056 CDC LICENSE	11/21/2011	11/14/2011	6	6	0	0	12	7:00 am 6:00 pm Zahra Ali
Upo Early Learning Center @azeeze Bates 444 16 ST, NE Ward:6 20002 Email:	E:12/04/2013 I: 12/05/2012	P:202-238-4624 F:	CDC-910099 CDC LICENSE	08/27/2012	11/21/2012	0	0	69	0	69	7:00 am 6:00 pm Cynthia Mitchell
Upo Ecdc @ Banneker Day Care Center 800 EUCLID ST, NW Ward:1 20001 Email:	E:09/12/2012 I: 09/13/2011	P:202-671-6339 F:	CDC-909801	08/17/2009	05/08/1989	0	0	31	0	31	7:00 am 6:00 pm Pushpa Agarwal
Upo Ecdc @ Edgewood Child Development Center 601 EDGEWOOD TER, NE Ward:6 20017 Email:	E:02/23/2013 I: 03/01/2012	P:202-529-1582 F:	CDC-909804	08/17/2009	01/04/2004	13	0	47	0	60	7:00 am 6:00 pm Kimberly Handon-Lindsey
Upo Ecdc At Dance Institute Of Washington 3400 14TH ST, NW Ward:1 20010 Email: syates@upo.org	E:10/18/2013 I: 10/19/2012	P:202-328-3050 F:202-328-3042	CDC-909718	07/23/2008	08/14/2007	18	19	36	0	73	7:00 am 6:00 pm Candia Faison

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Usda Child Development Center 1800 F ST, NW Ward:2 20250 Email: jbarksdale@cclc.com	E:11/25/2013 I: 11/26/2012	P:202-205-1133 F:202-260-4093	CDC-910112 CDC LICENSE	11/27/2012	11/25/2012	12	12	36	0	60	6:30 am 6:30 pm Candia Faison
Vee's Child Development Center 2130 MINNESOTA AVE, SE Ward:6 20020 Email: cherrealle@yahoo.com	E:12/22/2013 I: 01/14/2013	P:202-889-6918 F:202-889-2014	CDC-909820	12/14/2009	08/31/2001	7	0	0	14	21	7:00 am 6:00 pm Jessica Parker
Vision Of Victory Child Development 2498 ALABAMA AVE, SE Ward:8 20020 Email:	E:07/29/2013 I: 09/14/2012	P:202-889-3296 F:	CDC-907975	11/03/2009	08/04/1991	0	22	78	0	100	7:00 am 6:00 pm Yesset Makonnen
Washington Hebrew Congregation 3935 MACOMB ST, NW Ward:3 20016 Email: plang@whctemple.org	E:01/29/2014 I: 01/30/2013	P:202-895-6334 F:202-537-1091	CDC-908160	10/13/2010	01/06/2011	0	0	130	0	130	8:15 am 3:30 pm Jessica Parker
Waterfront Child Development Center 1545 1ST ST, SW Ward:2 20024 Email:	E:06/30/2013 I: 10/24/2012	P:202-450-4886 F:	CDC-909829	08/11/2010	08/23/2010	8	8	0	30	46	7:00 am 11:59 pm 12:01 am 6:00 am Jessica Parker
Wee Wisdom Child Development Center 3414 18TH ST, NE Ward:5 20018 Email:	E:12/07/2012 I: 07/30/2012	P:202-269-1116 F:	CDC-906431	02/13/1981	01/19/2011	8	28	0	0	36	7:00 am 6:00 pm Cynthia Mitchell

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Wendy Weekes - Little Apple Child Center 908 SOUTHERN AVE, SE Ward:8 20032 Email:	E:08/15/2013 I: 09/21/2012	P:202-562-7273 F:	CDC-909849	02/25/2010	08/03/2011	6	0	9	0	15	7:00 am 11:59 pm 11:59 pm 7:00 am Pushpa Agarwal
Wibble Wobble Child Development Center 1 RANDLE CIR, SE Ward:7 20019 Email: WIBBLEWOBBLE1@VA RIZON.NET	E:12/16/2012 I: 02/07/2012	P:202-582-1011 F:202-582-1557	CDC-907162	07/29/1998	03/16/1988	0	0	0	35	35	6:30 am 6:00 pm Pushpa Agarwal
Wilmer, Cutler, Pickering, Hale & D 1899 PENNSYLVANIA AVE, NW Ward:2 20006 Email: WILMERHALE@BRIGHT HORIZONS.COM	E:12/07/2013 I: 12/17/2012	P:202-247-3135 F:	CDC-909563	03/31/2006	11/21/2003	5	0	0	13	18	8:00 am 10:30 pm Kimberly Handon-Lindsey
Woodbridge Day Care Center I 3302 18TH ST, NE Ward:5 20018 Email:	E:01/06/2014 I: 01/07/2013	P:202-269-9331 F:	CDC-905662	01/05/1999	03/01/2011	13	0	0	25	38	6:00 am 6:00 am Candia Faison
Woodbridge Day Care Center li 68 Forrester ST, SW Ward:8 20032 Email:	E:07/07/2013 I: 12/14/2012	P:202-373-0868 F:202-373-0867	CDC-909736	01/04/2008	02/11/2008	20	23	0	0	43	6:30 am 6:30 pm 6:30 am 6:30 pm Candia Faison

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Woodbridge Day Care Center Iii 424 IRVING ST, NW Ward:1 20010 Email:	E:12/07/2013 I: 12/19/2012	P:202-722-6070 F:202-529-5904	CDC-909781	01/04/2008	11/24/2009	0	8	10	9	27	7:00 am 6:00 pm Candia Faison
Woodbridge Day Care Center Iv 629 Columbia RD, NW Ward:1 20001 Email: woodbridge_corporate@yahoo.com	E:11/15/2013 I: 11/16/2012	P:202-269-6070 F:202-529-5904	CDC-910028 CDC LICENSE	09/10/2009	07/27/2009	16	0	11	0	27	7:00 am 6:00 pm Candia Faison
Ymca Calomiris Ii 1918 ALLISON ST, NE Ward:5 20018 Email: yemisi.awosika@ymcad.org	E:12/05/2012 I: 12/06/2011	P:202-526-4089 F:202-269-0983	CDC-909813	02/02/1999	09/20/2011	0	0	0	32	32	7:00 am 6:30 pm Pushpa Agarwal
Ymca Capital View Child Development 2118 RIDGECREST CT, SE Ward:2 20020 Email:	E:03/21/2013 I: 09/20/2012	P:202-889-0643 F:202-889-7856	CDC-909688	08/26/2002	06/08/2007	0	0	0	100	100	7:00 am 6:00 pm Pushpa Agarwal
Young's Memorial Church Daycare 2490 ALABAMA AVE, SE Ward:8 20020 Email:	E:06/29/2013 I: 09/07/2012	P:202-678-6716 F:202-678-5381	CDC-907632	10/18/1988	05/18/2011	0	0	0	40	40	7:00 am 6:00 pm Yesset Makonnen
Zenas Child Development Center Inc 109 WAYNE PL, SE Ward:8 20032 Email: teachbel@aol.com	E:08/31/2013 I: 12/03/2012	P:202-563-1811 F:202-563-3182	CDC-909769	10/04/2008		16	0	0	39	55	7:00 am 6:00 pm Kimberly Handon-Lindsey

Child Development Facility - Alphabetical

Facility Type: Child Development Center Ward: All Quadrant: All

Facility	Exp / Issue	Ph / Fax	License #	CO or HOP / Date	Fire Insp	Infant	Toddler	Preschool	School Age	Capacity	Weekdays/ Specialist
Zena's Child Development Center Inc 4119 4TH ST, SE Ward:8 20032 Email: teachbel@aol.com	E:01/17/2013 I: 02/06/2012	P:202-563-1811 F:202-563-3132	CDC-906745	04/11/1997	11/29/2010	7	5	0	75	87	6:30 am 8:00 pm Kimberly Handon-Lindsey
Zion Baptist Church Cdc 1234 KENILWORTH AVE, NE Ward:7 20019 Email:	E:04/10/2013 I: 01/11/2013	P: F:	CDC-908980	05/09/2001	01/27/2010	0	0	0	35	35	6:00 am 6:00 pm Kimberly Handon-Lindsey

Total Facilities: 344						4604	1160	9328	10108	25200	
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Facility	Exp / Issue
Kids Are People Too Cdc Iii 2275 SAVANNAH ST, SE Ward:8 20020	E: 02/02/2013 I: 09/18/2012
Church Of The First Born 2451 AINGER PL, SE Ward:8 20020	E: 02/02/2013 I: 02/03/2012
Early Childhood Learning Center 2340 AINGER PL, SE Ward:8 20020	E: 02/03/2013 I: 01/11/2013
Hope Taylor 3020 8th ST, SE Ward:8 20032	E: 02/05/2013 I: 02/06/2012
La-juanda Denise Hill 4634 H ST, SE Ward:7 20019	E: 02/06/2013 I: 06/26/2012
Doris S Haney 3826 EAST CAPITOL ST, NE Ward:7 20019	E: 02/06/2013 I: 11/07/2012
Newcomb Day Care Center 333 H ST, NE Ward:6 20002	E: 02/07/2013 I: 11/08/2012
Newcomb Daycare & Learning Cdc 331 H ST, NE Ward:6 20002	E: 02/07/2013 I: 11/08/2012
Newcomb Child Development Center 541 NEWCOMB ST, SE Ward:8 20032	E: 02/07/2013 I: 11/08/2012
The Montessori School Of Washington 4380 MACARTHUR BLVD, NW Ward:3 20007	E: 02/07/2013 I: 11/08/2012

St Philip-s Child Development Cente 2001 14TH ST, SE Ward:8 20020	E: 02/08/2013 I: 12/01/2012
Bridges Early Childhood Academy 6123 GEORGIA AVE, NW Ward:4 20011	E: 2/10/2013 I: 11/13/2012
Bridges Babies 6127 GEORGIA AVE, NW Ward:4 20011	E: 02/12/2013 I: 11/13/2012
Bridges Academy, Inc 6119 GEORGIA AVE, NW Ward:4 20011	E: 02/12/2013 I: 11/13/2012
Kids R Us Learning Center 800 SOUTHERN AVE, SE Ward:8 20032	E: 02/13/2013 I: 11/14/2012
New Community Child Dev. Ctr. 728 F ST, NE Ward:6 20002	E: 02/14/2013 I: 02/21/2012
Blandi's Child Learning Center 504 Kennedy ST, NW Ward:4 20011	E: 02/14/2013 I: 02/15/2012
Friendship Children's Center # 1 5310 43RD ST, NW Ward:3 20015	E: 02/15/2013 I: 11/16/2012
The Washington International School 1690 36TH ST, NW Ward:2 20007	E: 02/15/2013 I: 04/11/2012
The Geneva Ivey Day School 2019 RHODE ISLAND AVE, NE Ward:5 20018	E: 02/15/2013 I: 10/09/2012
Growth Spurts Child Development Center @ Judah 1715 Rhode Island AVE, NE Ward:5 20018	E: 02/15/2013 I: 02/16/2012

Aidan Montessori School 2700 27TH ST, NW Ward:3 20008 Email:	E: 02/16/2013 I: 12/05/2012
Stephanie Dobson 3327 Ames ST, NE Ward:7 20019	E: 02/16/2013 I: 02/17/2012
Saint Alban's Early Childhood Center 3001 WISCONSIN AVE, NW Ward:3 20016	E: 02/17/2013 I: 05/09/2012
Cleveland Park Kinderhaus 3400 LOWELL ST, NW Ward:3 20016	E: 02/18/2013 I: 02/27/2012
Shirlene Taliaferro 1426 44TH ST, NE Ward:7 20019	E: 02/18/2013 I: 11/13/2012
Maria Zapata 3223 11TH ST, NW Ward:1 20010	E: 02/19/2013 I: 11/20/2012
Howard University Early Learning Program 531 COLLEGE ST, NW Ward:1 20059	E: 02/21/2013 I: 06/21/2012
Bessie Thompson 5123 8TH ST, NW Ward:4 20011 Email:	E: 02/21/2013 I: 05/25/2012
Kiddie City Childcare Academy 1225 GOOD HOPE RD, SE Ward:6 20020	E: 02/23/2013 I: 07/11/2012
Upo Ecdc @ Edgewood Child Development Center 601 EDGEWOOD TER, NE Ward:6 20017	E: 02/23/2013 I: 03/01/2012
Klc/Kids House-butler 5 THOMAS CIR, NW Ward:2 20005	E: 02/23/2013 I: 04/27/2012
Mana Child Development Center 604 KENNEDY ST, NW Ward:4 20011	E: 02/24/2013 I: 03/29/2012

Kids Are People Too Child Development Center Iv 2279 Savannah ST, SE Ward:4 20020	E: 02/26/2013 I: 02/27/2012
Cynthia Davis 4831 9TH ST, NW Ward:4 20011	E: 02/26/2013 I: 03/16/2012

43) Please provide a narrative description of how OSSE oversees the Head Start program in the District. At a minimum, please include the following information:

a) What role does OSSE play in collaborating and facilitating the Head Start program?

RESPONSE:

The District of Columbia Head Start State Collaboration Office (DC HSSCO) partners with the District of Columbia State Early Childhood Development Coordinating Council (SECDCC), DC Head Start Association (DCHSA), and OSSE as well as community and agency partners to promote high quality early learning in Head Start programs throughout the District.

The DC HSSCO works in collaboration with the SECDCC to address gaps in early care and education service delivery, improve overall quality of delivery of services to low income children and their families, as well as improve coordination of services and information exchange between various programs within the early care and education system.

The DC HSSCO also works closely with the DC Head Start Association (DCHSA) to promote the successful collaboration of Head Start programs with community resources within the District of Columbia. Based on the Office of Head Start regional priorities, the DC HSSCO participates in planning and coordination of activities to buttress quality enhancement and support of Head Start.

The DC HSSCO works throughout the year to develop and promote existing partnerships that:

- Promote meaningful engagement of parents and families in their children's early learning to support school readiness and later academic success with a focus on engaging fathers;
- Promote the development of transition systems and policies for continuity between the Head Start Child Development and Early Learning Framework and State Early Learning Standards;
- Improve access to comprehensive services and supports for all low income children especially for children with special needs;
- Promote widespread collaboration between Head Start and other programs to coordinate efforts to ensure the availability and access to full day and full calendar year services to all low income children and their families;
- Promote Head Start/Child Care partnerships to enhance quality improvement efforts and develop networks of support and learning for teaching staff; and
- Promote the involvement of Head Start in state policy planning, processes, and decision making which affecting Head Start's target population and other low income families.

b) Who in the agency is responsible for overseeing these efforts? How long have they been with the agency? How long have they been in this position?

RESPONSE:

Mr. Christophe Beard serves as OSSE's Head Start Coordinator and has been with the agency since August 2012. Mr. Beard is currently in the position and has continued to serve in that role since August 2012.

c) How many children are currently enrolled in the District's head start program and where are the individual programs located in the District?

RESPONSE:

Early Head Start Children: 737

Head Start Children: 913

DCPS Head Start: 4,595

The 737 children enrolled in Early Head Start and 913 enrolled in Head Start are located in the following programs:

- Bright Beginnings (Homeless Program), 128 M Street, NW, DC 20001
- United Planning Organization, 301 Rhode Island Ave, NW, DC 20001
- DCPS Head Start, 12th & Jasper Street, SE, DC 20020
(Important note: DCPS Head Start program is implemented in all 68 Title I schools through a blended funding model – local and federal dollars. This model intends to provide the early learners in these programs with additional resources as well as expanding the number of early learning participants.)
- El Centro de Rosemount, 2000 Rosemount Ave, NW DC 20010
- Edward Mazique Parent and Child Center, 1719 13th Street, NW, DC 20009
- Lt. Joseph P. Kennedy Institute, 801 Buchanan Street, NE, DC 20017

d) How does OSSE ensure that the various agencies and programs are in compliance with federal guidelines and standards?

RESPONSE:

OSSE has no specific oversight of Head Start programs. The Administration of Children and Families (ACF) and the Office of Head Start provides oversight of these Federal programs. The DC HSSCO provides guidance and support to these Early Head Start and Head Start programs.

45) 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 FY12 and to date in FY13. In your response, please indicate how this research has directly influenced a policy or policy recommendation.

RESPONSE:

1) Expansion of Infant/Toddler Care

In FY12 and in FY13 to date, OSSE identified a need for more infant and toddler childcare slots throughout the District. In FY12, OSSE commissioned a capacity audit for childcare within the city and results showed that while there are slots to accommodate all pre-Kindergarten aged children in the District (although not necessarily in the neighborhood where demand exists), there are only enough slots for 31% of the infant and toddler population.¹ A GIS analysis of the city reveals a particular shortage of slots for 0-3 year olds in specific neighborhoods (see map). To meet this need, OSSE has proposed reusing recently closed school facilities and offering incentives for providers to convert additional pre-Kindergarten slots to infant and toddler slots. Most of the infants and toddlers in the District of Columbia who are enrolled in center-based programs are receiving “minimal” care as measured by the Infant and Toddler Environmental Rating Scale (Great Start DC: The State of Infant and Toddler Care in the District of Columbia, 2011). The goal under the Mayor’s Early Success: Birth to 8 is to increase the number of high quality slots for infants and toddlers. A survey of current Gold Centers (highest quality) revealed approx. 200 slots are available in their centers.

There are currently 9,714 children on provider waiting lists. Family home providers have 313 children on waiting lists, including 195 children 0-3-years of age. Child care center providers have 9,401 children on waiting lists. While children ages 0-3-years are the largest single component of those on the waiting lists, there are significant numbers of children waiting in the preschool/prekindergarten age range. Infants hold the highest waiting list slot at 3528 (36.3 percent). Children under 1 and 2 years of age hold 3928 waiting list slots, or 40.4 percent of the total, and children ages 3 and 4 years hold 1803 of the remaining slots (18.5 percent).

Data

- There are 22,000 Infants & Toddlers in the District
- Average cost per child = **\$14,000**

2) Research Collaboration

OSSE currently maintains relationships with local universities, colleges and research organizations. The University of the District of Columbia (UDC) completed the 2012 Market Rate Survey and Capacity Utilization Survey, which examined market rates for childcare for different age groups in the District and compared these to current OSSE provider reimbursement rates. In FY13, OSSE plans to develop new relationships with research partners within the District that already have extensive knowledge about many of the urban issues impacting early education policy.

3) QRIS Development

¹ Risk and Reach Assessment, Child Trends, 2012.

The Quality Ratings Improvement System (QRIS) continues to undergo a comprehensive enhancement of the existing system. In FY12 and FY13 to date, OSSE has conducted comprehensive state analyses and has examined best practices implemented in states with successful QRIS systems. The QRIS will measure quality within each of six standards (Program Management, Learning Environment, Classroom Supervision, Family Engagement, Staff Qualifications, and Licensing Compliance). All results from observations and standardized assessments will feed into an electronic database that will be used to develop individualized training and quality improvement plans, as well as targeted professional development plans. Results from a spring 2013 pilot will be used to inform the full scale implementation in all early learning programs in fall 2013.

4) Kindergarten Entrance Assessment

OSSE has dedicated resources to developing and researching a Kindergarten Entrance Assessment (KEA) that will collect essential school readiness data. The KEA will initially be provided to a sample of students in Kindergarten from DCPS and Public Charter Schools within their first 45 days of instruction. Since December 2012, a cross section of stakeholders and other advocacy organizations have been meeting on a weekly basis to provide input on a scope of work to be used in the development of the Request for Application for the KEA tool. Professional development on the KEA tool will be provided in early April for testing in selected schools in late spring as part of the demonstration project prior to implementation in early Fall. The data will be used to inform statewide policy decisions, types of professional development and technical assistance offered and resource allocations to address needs and ensure improvement in school readiness.

5) Head Start Community Needs Assessment

OSSE commissioned Child Trends to conduct a needs assessment of the Head Start and Early Head Start delegate programs in the District. Researchers surveyed staff in these programs about the following areas: Health Services, Homelessness Services, Child Welfare, Child Care, Family Literacy, Services for Children with Disabilities, Community Services, Professional Development, and Early Childhood Systems Development. From each of these areas, strengths and weaknesses were identified and analyzed for the Head Start Collaboration Office.

6) Licensing Data Analysis

OSSE's childcare licensing division uses an Accela database to track and license childcare providers. This system collects both facility and staff specific data. In FY12, we started the process of cleaning and analyzing these data in an effort to improve and understand the childcare field in the District— focusing on investigating who the ECE workforce is and what types of qualifications they have. The Policy and Research Unit also supported the merging of the licensing and subsidy data systems to ensure that OSSE can provide accurate and reliable data about all childcare providers in the future.

46) As part of the South Capitol Street Memorial Amendment Act of 2012, all licensed staff at child development centers will be required to receive training on identifying youth with unmet behavioral health needs. How is OSSE currently collaborating with the Department of Mental Health to develop this training?

a) What steps has OSSE taken to inform licensed staff of these requirements?

RESPONSE:

OSSE is responsible for implementing Title III of the South Capitol Act and is not responsible for implementing Title II of the act.

47) Currently, the Department of Mental Health runs Primary Project and other programs designed to identify and assist very young children who exhibit behavioral health or developmental problems. Please describe OSSE's collaboration with DMH on the implementation of these programs.

RESPONSE:

OSSE has been a key partner in DMH's System of Care (SOC) planning grant, and involved with sister agencies in developing a road map for comprehensively supporting children with behavioral health needs in natural settings such as childcare settings and schools.

The focus of this effort is to ensure that the District builds capacity across systems to proactively support children who are either at risk of having, or who have social emotional issues that may interfere with their ability to be successful in school and in life.

As a component of this work, OSSE meets regularly with a team developed by DMH to support students who experience mental health crises in schools. Through this team, OSSE has provided input on appropriate crisis response protocols and made trainings from DMH's mobile crisis response team available to LEAs.

In addition, OSSE recently applied for funds made available via a DMH block grant to create a cross-agency training model that will provide LEAs and schools with free training on non-violent crisis intervention on an annual basis. If awarded these funds, OSSE and DMH will partner to launch this initiative this summer, in preparation for the 2013-2014 year. This training series will augment OSSE's current training series on effective behavior support, launched over the course of the 2012-2013 year.

48) Please provide an update on the work of the Early Childhood Development Coordinating Council in FY12 and to date in FY13. At a minimum, please include the following:**RESPONSE:**

The purpose of the on-going work of the District of Columbia Early Childhood Development Coordinating Council (SECDCC) is to identify opportunities for collaboration among education entities; review the annual pre-k report to the Council required by § 38-271.05 and submit any additional recommendations to improve the quality of and expand access to pre-k and other early childhood programs to the Council; develop recommendations to increase participation of children in existing pre-k and other early childhood programs; improve the quality of pre-k and other early childhood programs; support the implementation of pre-k workforce development programs; and improve state early-learning policies.

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;**RESPONSE:**

Member	Length of Service(Years)	Organization
Carrie L. Thornhill	2	PreK For All DC/Great Start DC
Christophe Beard	2	OSSE
Dana M. Jones	2	United Planning Organization
Danielle Ewen	0	DC Public Schools
David A. Berns	2	Dept. Human Services
Erika Wadlington	0	DC Council- Education
Ginnie Cooper	0	DC Public Libraries
Gregory McCarthy	2	Washington Nationals
Heather Elliott	0	Early Stages
Hosanna Mahaley	2	OSSE
John H. McKoy, Chair	2	Fight for Children
Lisa Gordon	2	DC Child Care Connections
Maria Gomez	2	Mary's Center
Marie Morilus-Black	2	DOMH/Child and Youth Services
Monica Holman Evans	2	Parent Rep
Nathan A. Saunders	2	WTU
Ramona H. Edelin, Ph.D.	2	DC Association of Chartered Public Schools
Renata Claros	2	CentroNia
Amy Templeman	0	CFSA-Office of Well Being
William (Jack) McCarthy	2	Apple Tree Institute

b) A list of the date and time of all meetings in FY12 and to date in FY13;**RESPONSE:**

In FY12, the SECDCC met on the following dates:

Meeting Date	Meeting Time	Meeting Type
August 25, 2012	3-5 pm	Executive Committee Mtg
September 20, 2012	2-4 pm	Full Council Mtg
October 25, 2012	2-4 pm	Full Council Mtg
November 13, 2012	12-4 pm	KEA Workshop
November 15, 2012	Full day (9 am-5pm)	Strategic Planning Retreat
December 20, 2012	12-1 pm	Executive Committee Mtg
January 17, 2013	2-4 pm	Full Council Mtg

c) A narrative description of any action items taken or recommendations made by the Council in FY12 and to date in FY13.**RESPONSE:**

The SECDCC is solely focused on meeting the seven deliverables associated with the federal Head Start State Advisory Council funding, which expires in August of 2013. Those deliverables are:

- 1) Periodic statewide needs assessments on quality and availability of high quality care,
- 2) Opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded early childhood programs and services,
- 3) Recommendations for increasing participation of children in early care and education programs, including outreach to underrepresented and special populations,
- 4) Recommendations for establishing a unified data collection system,
- 5) Recommendations for creating or enhancing a statewide professional development system and career ladder,
- 6) Recommendations for assessing the capacity and effectiveness of 2- and 4-year institutes of higher ed in supporting the career development of early childhood indicators; and
- 7) Recommendations for improvements in State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.

The SECDCC has also committed to supporting the development of an early childhood web-portal, co-sponsoring the Universal School Readiness Conference, and launching an early literacy campaign.

In addition to the areas identified above, the SECDCC has been working to support OSSE in developing a universal Kindergarten Entrance Assessment (KEA), and new Quality Rating Improvement System (QRIS). Further, the SECDCC is well represented in both OSSE work groups on KEA and QRIS.

RaiseDC is also an important priority area for the SECDCC. As such, members of the council serve on the executive team, data committee, and RaiseDC early childhood change network.

ELEMENTARY AND SECONDARY EDUCATION

49) Please provide the standards set by OSSE for each instructional subject for each grade level. In providing this information, please include a narrative description of how these standards were developed, including how often they are reviewed and revised.

RESPONSE:

OSSE has adopted the Common Core State Standards (CCSS) in English Language Arts and Mathematics from grades Kindergarten through Grade 12. They also include literacy standards for history/social studies, science, and technical subjects in grades 6-12. The CCSS are available at: <http://www.corestandards.org/>. The District also has educational standards in the areas of arts, early learning, health and physical education, science, social studies, technology, and world language. They can be found at: <http://osse.dc.gov/service/dc-educational-standards>.

In June 2010, OSSE adopted the Common Core State Standards (CCSS). The CCSS include standards in English Language Arts and Mathematics from grades Kindergarten through Grade 12. They also include literacy standards for history/social studies, science, and technical subjects in grades 6-12. It is also important to note that the District of Columbia had rigorous standards prior to the implementation of Common Core and standards, such as Mathematics in the District of Columbia, are also being aligned with Common Core State Standards.

In adopting the CCSS, the District of Columbia joined 42 other states in formally signing on to the state-led initiative. The District of Columbia was also 1 of 2 states to fully align English Language Arts standards in 2012. The District of Columbia was also ranked first in the nation for K-12 science standards according to a study done by the Thomas B. Fordham Institute.

How the standards were developed, reviewed and revised

The CCSS Initiative is a state-led effort, launched more than a year ago by state leaders, including governors and state commissioners of education from 48 states, 2 territories and the District of Columbia, through their membership in the National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO). To write the standards, the NGA Center and CCSSO brought together content experts, teachers, researchers and others. The NGA Center and CCSSO received nearly 10,000 comments on the standards during two public comment periods. Comments, many of which helped shape the final version of the standards, came from teachers, parents, school administrators and other citizens concerned with education policy.

Directly after the National Governors Association's Center for Best Practices and Council of Chief State School Officers released the draft of college- and career-readiness standards on September 21, 2009, the District of Columbia proactively began the process of adopting the CCSS. Communication with stakeholders began immediately thereafter. On October 1, 2009, the OSSE released a memo inviting public comments on both the ELA and mathematics standards. Two public surveys were designed and made available to stakeholders via the Internet, with a request for feedback by October 15, 2009. A joint public hearing of the DC State Board of Education and OSSE was held on October 7, 2009 to elicit public comment from the community.

Soon after the initial period for public comment, a joint letter was issued from former State Superintendent Kerri Briggs and former State Board of Education President Lisa Raymond to Gene Wilhoit, Executive Director of Council of Chief State School Officers (CCSSO) on October 21, 2009, indicating the

continued support of both the DC OSSE and the State Board of Education for the Common Core State Standards.

Once the newly drafted standards for kindergarten through grade 12 were made available to SEAs in March 2010, the DC OSSE staff created a comprehensive crosswalk of the District of Columbia's existing content standards with the proposed draft standards. The crosswalk compared the alignment of the CCSS with the District of Columbia's current standards to identify content gaps. The DC OSSE staff brought in over 50 stakeholders to review the crosswalk and collect feedback. The stakeholders included school leaders, instructional coaches, educators (including science and social studies teachers), parents, members of the business community, higher education faculty, and elected officials. Several public meetings were held to discuss the new standards, the changes those standards would bring, and to gather feedback on whether the new standards should be adopted. The combined feedback was used to propose the adoption of the CCSS to the State Board of Education, which it approved on July 21, 2010. LEAs began implementing the CCSS in the 2011-12 school year.

In addition to adopting the Common Core State Standards in English Language Arts and mathematics, the District of Columbia already has challenging learning standards designed to encourage the highest achievement of every student in a number of content areas. These content areas include: Arts, Health and Physical Education, Science, Social Studies, Technology, and World Languages. The District has also recently developed new Early Learning Standards that are aligned to the CCSS and the State Board of Education is currently reviewing them and considering adopting them.

The District's process for adopting new standards is to review new standards released by high quality, research-based initiatives, engage in stakeholder feedback on the standards, and propose adoption to the State Board of Education.

To read the District of Columbia Standards, go to <http://osse.dc.gov/service/assessment-and-accountability>.

50) Please describe OSSE's role in recommending the number of instructional hours for each LEA in the District. In your response, please indicate the process for developing these recommendations and the date of their last revision.

a) Does OSSE have any plans to study or adjust these requirements?

RESPONSE:

OSSE has the responsibility of prescribing the minimum amount of instructional time for all public, public charter, and private schools in the District. The current rule provides that a District LEA instructional day consist of at least six hours that may include time for lunch, recess, and class breaks. The rule does not apply to evening school, pre-kindergarten, or kindergarten programs. While the current rule in place was prescribed by the now defunct Board of Education in 2001, OSSE was given authority to make such decisions in 2007 through the Public Education Reform Amendment Act. There are currently no plans to adjust these requirements.

51) Please describe OSSE's role in developing and approving curriculum requirements for high school graduation at schools throughout the District.

a) How often are these requirements reviewed and when was the date of the last revision?

RESPONSE:

OSSE is responsible for issuing rules to govern acceptable minimum credits that could be awarded for high school graduation at schools throughout the District. Graduation requirements were last revised in SY 2007-2008 and are now under review. While OSSE has rulemaking authority, proposed requirements are subject to State Board of Education approval. The review of current graduation requirements began in 2011. Since then, the State Board of Education has hosted working groups, listened to public testimony, and created draft recommendations for OSSE's consideration. OSSE is currently awaiting the State Board's formal recommendation to incorporate in its draft requirements. Once formal recommendations are submitted, OSSE will draft proposed graduation requirements considering the feedback submitted by the State Board of Education, DCPS, the Public Charter School Board, and individual Local Education Agencies. The draft will then be vetted by various stakeholders and submitted for public comment. At the conclusion of the public comment period, if no substantive changes are necessary, the graduation standards will be presented before the State Board of Education for final board approval.

52) What role does OSSE play in overseeing and monitoring District youth that are schooled in their homes?**a) What supports and guidance does OSSE provide to parents who choose to educate their children?****RESPONSE:**

OSSE's homeschooling unit administers and implements the District of Columbia's homeschooling program as detailed in Chapter 52 of the D. C. register, 55 DCR 7125. OSSE is responsible for establishing the procedures for homeschooling in accordance with the District of Columbia's school attendance and reporting laws. It is OSSE's responsibility to ensure that children participating in the homeschooling program receive quality education so that after graduation they are college and career ready.

The Elementary and Secondary division (ELSEC) is working with the IT department at OSSE to establish a comprehensive database system for effective tracking and management of homeschooling notifications, portfolio reviews, and compliance. This system should be completed by the summer of 2013. In addition, OSSE's homeschooling unit has developed guidance for families regarding the portfolio review process that is implemented at the discretion of OSSE in accordance with the District's homeschool regulations which can be found in the D. C. register, 55 DCR 7125. As of February 13, 2013 there are 293 students. However, this number fluctuates weekly due to enrollment and program discontinuation notices.

53) Please quantify the number of homeless students identified through OSSE's McKinney-Vento program in the following years:

RESPONSE:

- 2009-10 school year: 2,477
- 2010-11 school year: 3,058
- 2011-12 school year: 2,947
- 2012-13 school year to date: 2,800

54) Please provide the following information regarding DC foster children who are enrolled in out-of-District (e.g., Maryland) public schools.

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

RESPONSE:

There are 572 DC foster children who are enrolled in out-of-District public schools.

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

RESPONSE:

There are 496 foster children who are in out-or-District public schools that are receiving special education services.

c) What data does OSSE track regarding foster children enrolled in out-of-District public schools? Does OSSE have plans to track any additional data?

RESPONSE:

- OSSE tracks foster children enrolled in out-of-District public schools using their Foster Care Enrollment Student identification information:
 - Last and first name
 - Date of birth
 - Gender
 - Race and ethnicity
 - Student contact information, which include Ward
 - Sector (DCPS or Public Charter)
 - School name
 - Care Entry & Exit date
 - Reason of Care
 - Local ID
 - School ID
 - Ward (Placement in and out)
 - Home Language Spoken
 - School Enroll Date
 - Date Last Attended School
 - Case ID
 - Social Worker
 - Social Worker Supervisor
 - Program Manager
 - Program Administrator

OSSE is in the process of performing a comprehensive review of data collection and will utilize this review to develop plans for tracking additional information.

- d) 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. Please break out whether the cost of tuition includes the cost of transportation to school.

RESPONSE:

For FY12, OSSE has spent \$2,078,596.39 on out-of-District public school tuition.

Achievement Preparatory Academy PCS	1
Arts and Technology PCS	1
Basis DC PCS	1
Booker T. Washington PCS	3
Center City PCS	1
Cesar Chavez PCS	2
Community Academy PCS	2
D.C. Preparatory Academy PCS	4
DC Scholars PCS	1
District of Columbia Public Schools	379
E.L. Haynes PCS	4
Friendship PCS	23
Hope Community Academy PCS	4
Howard Road Academy PCS	1
Ideal Academy PCS	3
Integrated Design Electronics Academy (IDEA) PCS	2
KIPP DC PCS	4
Mary McLeod Bethune PCS	4
Maya Angelou PCS	9
Meridian PCS	5
National Collegiate Preparatory PCS	3
Non-Public Special Education Provider	177
NULL	150
Options PCS	5
Paul PCS	1
Perry Street Prep PCS	3
Potomac Lighthouse PCS	3
Richard Wright PCS for Journalism and Media Arts	2
Roots PCS	1
School for Educational Evolution and Development (SEED) PCS	2
Septima Clark PCS	3
St. Coletta Special Education PCS	12
Tree of Life PCS	1
William E. Doar Jr PCS	2
Grand Total	819

55) As the state education agency, OSSE is responsible for overseeing and implementing the District's Race to the Top grant funding. Please provide a description of the work undertaken through this grant in FY12 and to date in FY13. At a minimum, please include the following:

a) A narrative description of the requirements under the grant;

RESPONSE:

In August 2010, the District of Columbia was one of 12 states awarded a Race to the Top grant by the U.S. Department of Education. This program required the District to develop a comprehensive reform initiative built around four assurance areas:

- Standards & Assessments – Supporting LEAs in transitioning to the Common Core State Standards which provide LEAs with rigorous college and career ready expectations in reading and math.
- Data Systems to Support Instruction – Supporting LEAs in developing instructional improvement systems that help LEAs use data to inform instruction.
- Great Teachers & Leaders – Improving the evaluation systems and building the supports necessary for our teachers and leaders to make sure all children have effective teachers and leaders.
- Turning Around the Lowest Performing schools – Supporting the District LEAs' implementation of far reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.

b) The amount of funding provided to the District, including a breakdown of how the funds have been spent to date;

RESPONSE:

- The full amount awarded to the District was \$75MM in September 2010
- 85% of the funds are flowing to LEAs through formula funding or competitive and indirect grants
- LEA formula funding totaled \$42.4 million (57%) awarded in February 2011
- LEA competitive funding totaled \$19.3 million (26%) awarded as of October 2012 including:
 - Teacher Pipelines Grants \$5MM
 - Instructional Improvement Systems \$5MM
 - PLaCEs grant \$2.6MM
 - Expanded Growth grant \$0.5MM
 - RTTT School Turnaround funds \$6.3MM
- Only 15% of the RTTT grant funds are for state capacity building and state level projects.
- We are currently experiencing a burn rate covering the full four years for formula funds of 47% and for competitive funds of 30% (including the five most recently awarded competitive awards). Both rates are reasonable given the seasonality and nature of formula and competitive grants.

What are the funds spent to date (as of 1/28/13)?

- **Total: \$29,746,158.39**
- Funds to Sub Grantees: \$26,669,870.80
- Funds to Contractors/Vendors: \$1,882,954.72
- Personnel Funding: \$1,178,404.37
- Equipment Funding: \$14,928.50

- c) **A list of all reporting requirements under the federal grant, and OSSE's compliance with meeting those reporting requirements; and,**

RESPONSE:

- The following report covers OSSE's reporting requirement under the federal grant, and OSSE's compliance with meeting those reporting requirements - RTTT YR 2 Report

- d) **A description of the results associated with this grant, including the data that has been collected to support the results and impact of this program.**

RESPONSE:

- The year 2's Annual Performance Report has been released by the USDE
- There are 30 participating LEAs in the District's RTTT program
- This encompasses:
 - 210 schools
 - 4874 teachers
 - 180 principals
 - 57,456 students K-12 students (41,368 students in poverty)
- 30 of 30 participating LEAs have developed instructional improvement systems according to application-defined criteria
- 30 of 30 participating LEAs have robust systems for evaluating teachers and principals, using the growth measure where applicable, and using evaluations to inform human capital decisions

RACE TO THE TOP

District of Columbia Report

Year 1: School Year 2010–2011



U.S. Department of Education
Washington, DC 20202

January 10, 2012

Executive Summary

Race to the Top overview

The American Recovery and Reinvestment Act of 2009 (ARRA) provided \$4.35 billion for the Race to the Top Fund, of which approximately \$4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.¹ In 2010, the U.S. Department of Education (Department) awarded Race to the Top grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement; closing achievement gaps; improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, local educational agencies (LEAs), and States will not be achieved through piecemeal change. Instead, the Race to the Top program requires that States and LEAs take into account their local context to design and implement a comprehensive approach to innovation and reform that meets the needs of their educators, students, and families.

The Race to the Top program is built on the framework of comprehensive reform in four core education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, retaining, and rewarding effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around the lowest-performing schools.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU will work with Race to the Top grantees to differentiate support based on individual State needs, and help States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top States, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget provided that such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).²

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, on-site reviews, and Annual Performance Reports (APRs)) to draft State-specific Race to the Top reports.³ The State-specific summary report serves as an assessment of a State's Year 1 Race to the Top implementation, highlighting successes and accomplishments, identifying challenges, and providing lessons learned from implementation to date.

¹ The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

² More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

³ Additional State-specific data on progress against annual performance measures and goals reported in the Year 1 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

Executive Summary

District of Columbia's education reform agenda

The Office of the State Superintendent of Education (OSSE) manages the District of Columbia (District) educational system. The District of Columbia Public Schools (DCPS) is the largest LEA in the District. There are also over 50 public charter schools that operate as independent LEAs. OSSE, DCPS, and charter schools have come together to implement the reform efforts that the District outlined in its Race to the Top grant. The District is receiving a total of \$74,998,962 in Race to the Top funds.

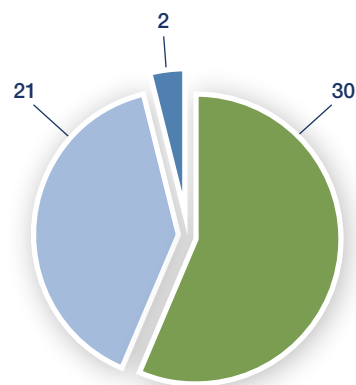
The District's broad goals under Race to the Top include building capacity to support LEAs, moving swiftly to adopt the Common Core State Standards (CCSS), funding the development of instructional improvement systems (IIS) for LEAs to support data-driven instruction, building and supporting stronger pipelines for effective teachers and principals, and creating conditions of support and

attracting effective educators to the District's persistently lowest-achieving schools. The District will complete many of its Race to the Top grant projects through LEA consortia and by leveraging Race to the Top-specific task forces. The District intends to flow 85 percent of its entire Race to the Top grant to participating LEAs through formula funding or competitive subgrants. The remaining 15 percent of grant funds are for State capacity building and District-level projects.

Local educational agency participation

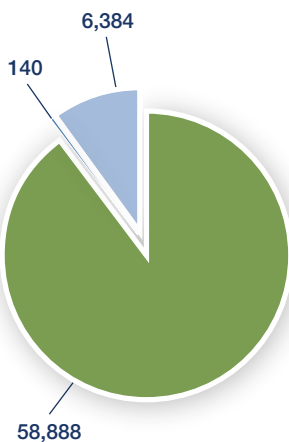
As depicted in the graphs below and as stated in its Year 1 APR, OSSE reported 30 participating LEAs (DCPS and 29 charter LEAs) as of June 30, 2011. This represents 90 percent of the District's K-12 students and over 92 percent of its students in poverty.

LEAs Participating in District of Columbia's Race to the Top Plan



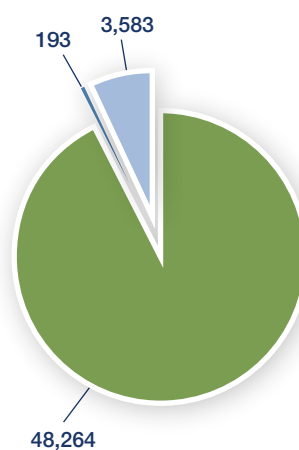
- Participating LEAs (#) as of June 30, 2011
- Involved LEAs (#) as of June 30, 2011
- Other LEAs

K-12 Students in LEAs Participating in District of Columbia's Race to the Top Plan



- K-12 students (#) in participating LEAs
- K-12 students (#) in involved LEAs
- K-12 students (#) in other LEAs

Students in Poverty in LEAs Participating in District of Columbia's Race to the Top Plan



- Students in poverty (#) in participating LEAs
- Students in poverty (#) in involved LEAs
- Students in poverty (#) in other LEAs

Executive Summary

State Year 1 summary

Accomplishments

OSSE included DCPS and charter schools in the planning and implementation of its reform work. OSSE established task forces focusing on the CCSS; human capital; student growth measures; and science, technology, engineering, and mathematics (STEM). The State Board of Education adopted the CCSS for the 2011–2012 school year (SY), and all participating LEAs developed a transition plan for implementing the CCSS and received professional development on it. OSSE also awarded major competitive subgrants to LEAs for work in such areas as developing an IIS, professional learning communities, and teacher residency programs.

Challenges

During the first year of the grant, OSSE experienced significant turnover among leadership and staff. Multiple individuals have served as the lead for Race to the Top, each one for fewer than six months. Additionally, no one who was involved in writing the original application remains with the OSSE team responsible for

administering the District's Race to the Top grant. Despite changes in leadership and staff during the first year of the grant, the District has made strides toward accomplishing its Race to the Top goals and has leveraged other senior OSSE staff to keep work moving forward. There have, however, been delays in finalizing a District-wide education research agenda; releasing CCSS resources; providing support to intervention efforts in chronically lowest-achieving schools; and receiving, reviewing, and approving LEA plans for teacher and leader evaluations.

Strategies for moving forward

Because of the turnover in staff during Year 1 of the grant, OSSE did not spend all of its Year 1 funding allotted for personnel. OSSE will hire additional staff in Year 2 with the personnel funds remaining from Year 1. Also, OSSE plans to identify a permanent Race to the Top lead in Year 2. Finally, OSSE will continue recent efforts to better align its Race to the Top intervention efforts with its School Improvement Grant (SIG) efforts, both at OSSE and DCPS.

State Success Factors

Building capacity to support LEAs

Performance management

The OSSE Race to the Top structure includes two Effectiveness Managers who implement District-level activities, provide guidance to participating LEAs, and identify promising practices. OSSE hired the Effectiveness Managers to support work around specific priority areas as delineated within its application. These individuals meet regularly with the task forces to highlight best practices and encourage discussion on how LEAs will meet their obligations under Race to the Top. The District's Race to the Top team also includes staff focused on the management of the activities under the grant, such as a Reporting and Implementation Manager and a Fiscal Manager, who also oversees contracts. The team has worked to supply LEAs with targeted information regarding Year 1 deliverables. Until OSSE hires or identifies a permanent Race to the Top lead, the Assistant Superintendent of Elementary and Secondary Education oversees all Race to the Top efforts.

OSSE has leveraged expertise in its Division of Teaching and Learning to provide additional resources in the area of school improvement programs and its Division of Assessment and Accountability on a number of projects related to the implementation of the CCSS. The Director of Charter School Support and Financing was also involved in Year 1 activities.

OSSE's Race to the Top team moved into the agency's Division of Elementary and Secondary Education during Year 1. OSSE anticipates this move will create efficiencies, help to ensure the sustainability of the reforms beyond the grant period, and provide for better coordination with other programs within the Division of Elementary and Secondary Education, including SIG.

The State has chosen a single statewide measure of school-level growth based on advice from the Student Growth Task Force. OSSE has measured student growth in the District using a median growth percentile model, which is used to compute each student's progress on the District of Columbia Comprehensive Assessment System (DC-CAS) from one grade to the next compared to students with similar prior test scores. The model provides LEAs with an easy-to-understand growth determination that they can provide to parents as an indicator of student achievement. OSSE has worked with the Public Charter School Board (PCSB) to commit to this school-level growth measure. The PCSB used the statewide school-level growth measure as part of its Performance Management Framework, which it uses to evaluate charter school performance (including during renewal decisions). OSSE has involved DCPS, several other LEAs, and Friends of Choice in Urban Schools (FOCUS) in developing the business rules and other key decisions about the implementation

State Success Factors

of the school-level growth model through the creation of a School-wide Growth Advisory Committee. DCPS will use the measure on the DCPS School Scorecard, which is designed to give parents, students, and community members a clear, objective picture of school performance. OSSE has provided the student- and school-level growth data to LEAs to inform their instructional programs and will release a report on these data in January 2012.

LEA implementation and accountability

In November 2010, OSSE approved Year 1 LEA Scopes of Work and allowed LEAs to be reimbursed only for costs included in their Year 1 budgets. In SY 2011–2012, OSSE is reviewing and approving LEA Scopes of Work for Years 2 through 4. After review and final approval, LEAs will be able to begin submitting reimbursement requests for activities in Years 2 through 4. OSSE will continue to work with LEAs as they revise their Scopes of Work in the future and will continue to require LEAs to submit progress reports (as frequently as quarterly for some LEAs that won competitive subgrants).

In an effort to provide focused technical assistance and oversight, OSSE has assigned an Effectiveness Manager to each participating LEA. Assigning Effectiveness Managers to individual LEAs provides a single point of contact for all Race to the Top information. This structure also allows the team to provide targeted attention to LEAs and opportunities to more effectively address possible issues and challenges facing LEAs.

Stakeholder engagement

Key activities and stakeholders

OSSE convened multiple task forces to address discrete Race to the Top goals and outcomes that are specific to the priority areas and cross-cutting reform agenda items. Membership on these various task forces consists of volunteer representatives from OSSE staff, LEA leadership, the PCSB, and teacher certification programs. Most of the task forces have approximately 25 members, and some individuals are members of more than one task force. The task forces, which meet monthly (and more frequently during critical time periods), allow members to stay informed and empowered through input and decision-making authority. OSSE has accomplished a great deal of District-wide work through or with significant help from a variety of task forces on, among other areas:

- Student Growth Measure – advised OSSE on IIS grants, a District-wide school-level growth model, and growth measures for non-tested grades and subjects;
- Human Capital – advised OSSE on Professional Learning Communities of Effectiveness (PLaCEs) and teacher pipeline grants, as well as criteria for teacher and leader evaluation systems; and
- CCSS – advised OSSE on its CCSS professional development strategy and session topics and provided recommendations to OSSE for approving LEA CCSS transition plans.

OSSE is making efforts to share information with all stakeholders in multiple formats, including biweekly newsletters and assigning an Effectiveness Manager to each LEA. A marketing tool tracks newsletter readership. OSSE also created a public website that serves as a “one-stop shop” for all Race to the Top information for participating LEAs and anyone else interested in the Race to the Top projects. Specific information that can be found on the website includes, among other things, task force materials (e.g., calendar of meetings, meeting notes, agendas, attendance lists), grant and procurement information (e.g., competitive grant applications and FAQs), and policy documents (e.g., Common Core Transition Plans and a Teacher Evaluation System Template). The website provides transparency regarding decisions and progress made by OSSE and the task forces and provides LEAs with easy access to information.

Lessons learned

During the first year of the grant, OSSE experienced significant turnover among leadership and staff, as mentioned earlier. Despite the staff turnover, OSSE took steps to ensure effective communication and collaboration among Race to the Top stakeholders. OSSE faces an added challenge of navigating between the large DCPS school system and a group of charter LEAs that want to participate in the District’s Race to the Top projects while maintaining their autonomy. OSSE navigated this process through its use of various communication methods and task forces that included representatives of many charter LEAs.

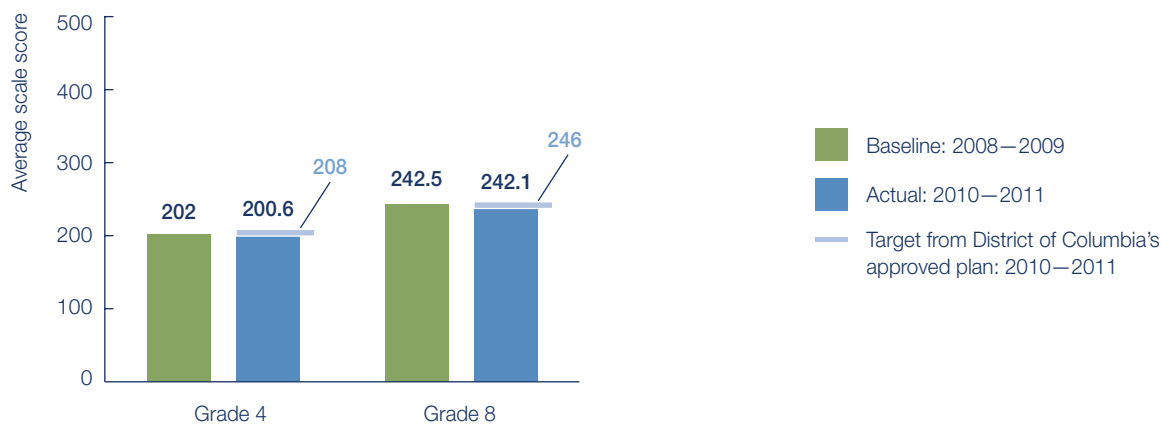
Looking ahead to Year 2

Due to staff turnover, the District did not use as much of its grant award for personnel as originally anticipated. OSSE will reallocate those remaining Year 1 funds to cover two new program analysts whose work will include managing DCPS intervention efforts. These additional staff will also provide a lower ratio of OSSE staff to LEAs than originally planned. Additionally, OSSE will continue to build its capacity and explore how the Race to the Top work complements activities in other OSSE divisions to better support program implementation and sustainability.

State Success Factors

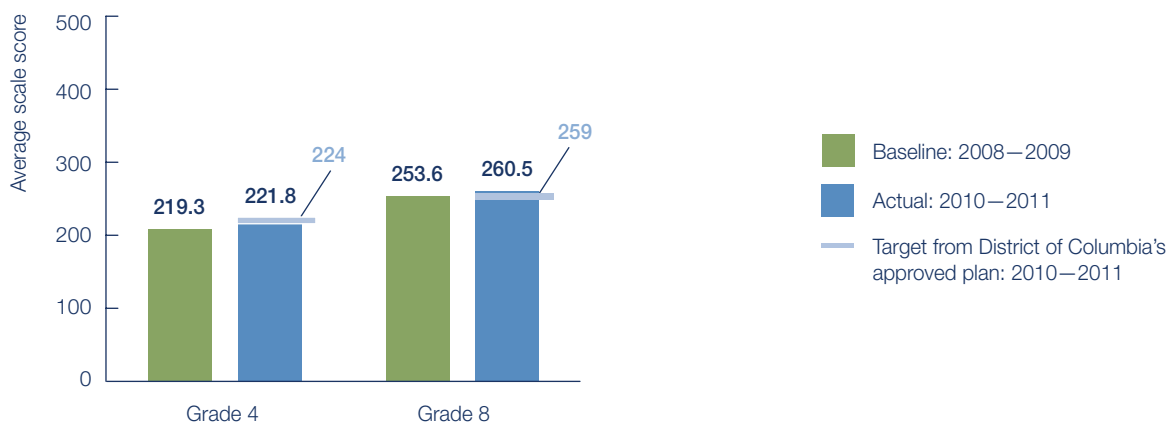
Student outcomes data

Student Proficiency, NAEP Reading 2011



District of Columbia's grade 4 reading score was not significantly different in 2011 than in 2009.
 District of Columbia's grade 8 reading score was not significantly different in 2011 than in 2009.

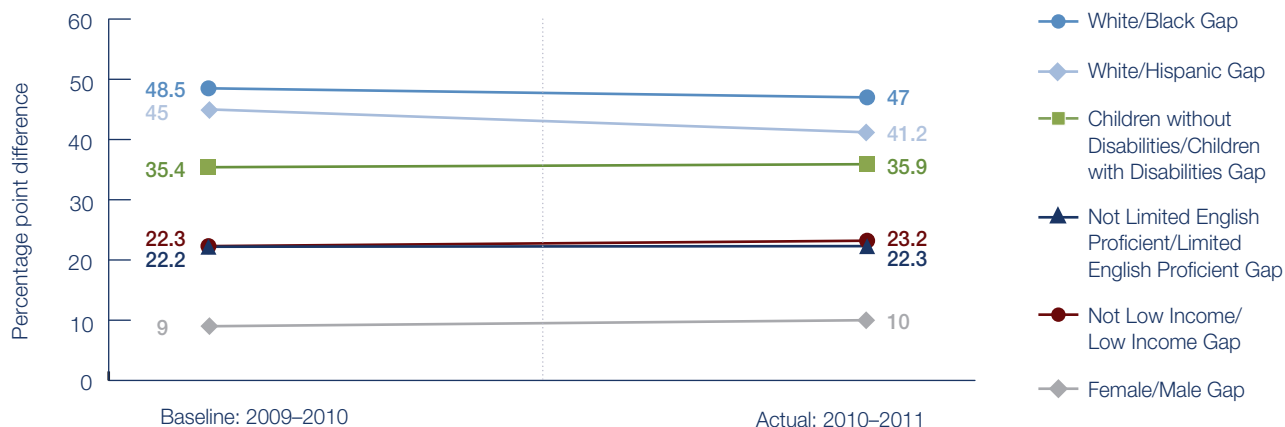
Student Proficiency, NAEP Mathematics 2011



District of Columbia's grade 4 mathematics score was significantly higher ($p < .05$) in 2011 than in 2009.
 District of Columbia's grade 8 mathematics score was significantly higher ($p < .05$) in 2011 than in 2009.

State Success Factors

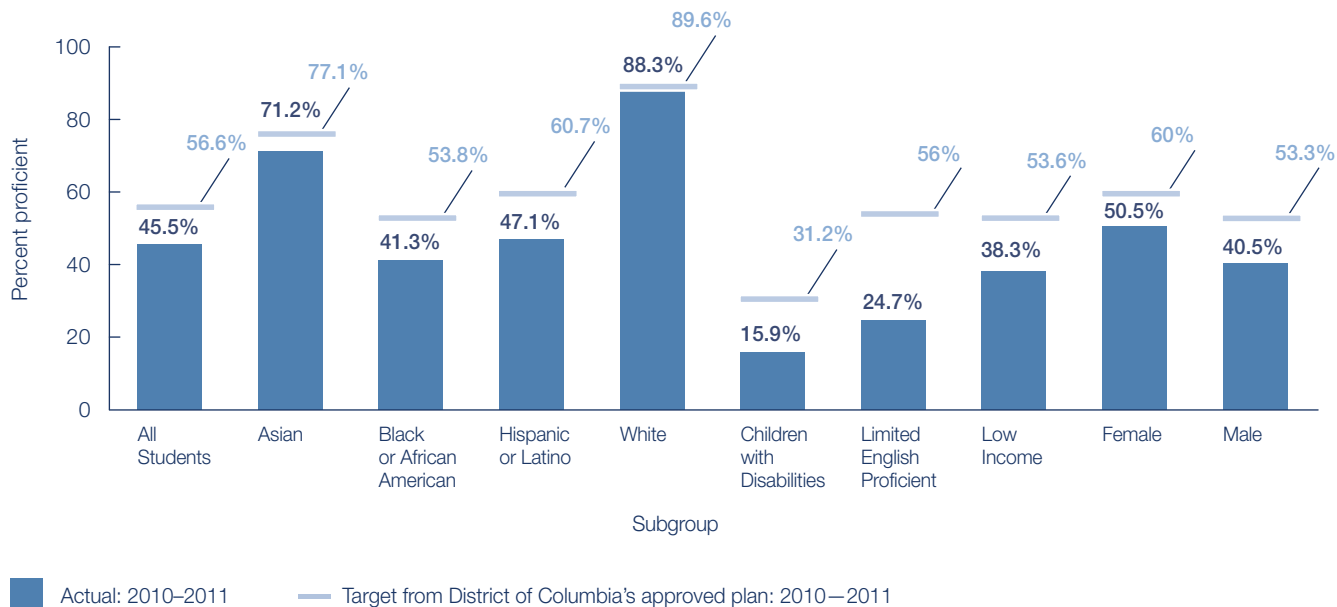
Achievement Gap on District of Columbia's ELA Assessment SY 2010–2011



Preliminary SY 2010–2011 data reported as of: October 26, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores. For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Overall Proficiency on District of Columbia's ELA Assessment SY 2010–2011

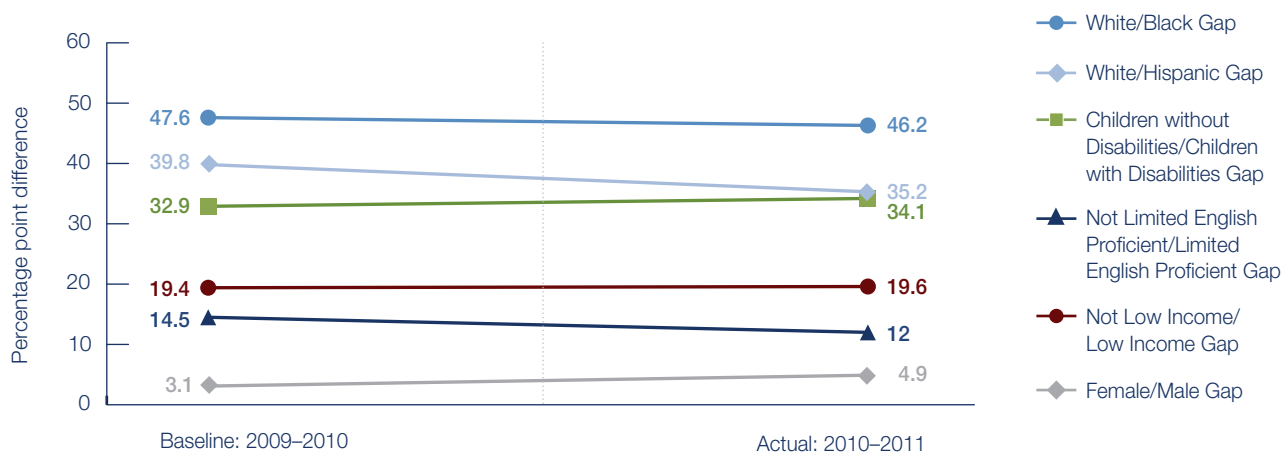


Preliminary SY 2010–2011 data reported as of: October 26, 2011

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State Success Factors

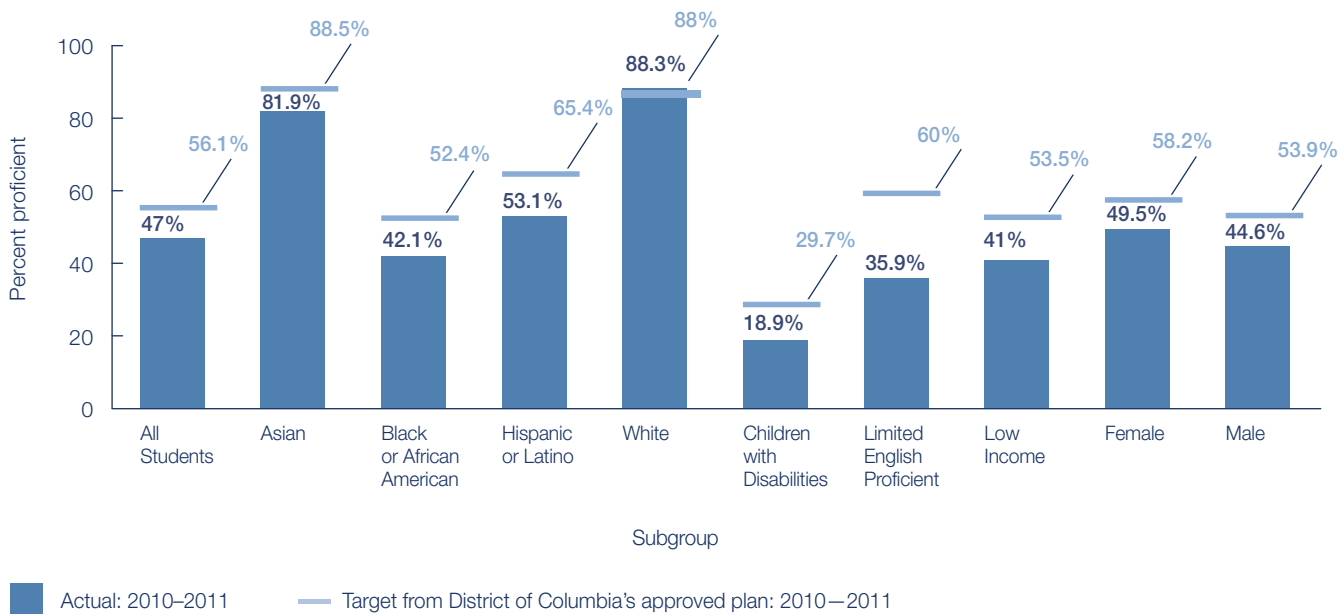
Achievement Gap on District of Columbia's Mathematics Assessment SY 2010–2011



Preliminary SY 2010–2011 data reported as of: October 26, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores. For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Overall Proficiency on District of Columbia's Mathematics Assessment SY 2010–2011



Preliminary SY 2010–2011 data reported as of: October 26, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores. For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

Adoption of college- and career-ready standards and high-quality assessments

The District adopted the CCSS in English language arts (ELA) and mathematics for SY 2011–2012 in July 2010, with approval by the DC State Board of Education.

The District continues to maintain an active and involved role as a Partnership for Assessment of Readiness for College and Careers (PARCC) governing board member.

Supporting the transition to college- and career-ready standards and high-quality assessments

The District adopted the CCSS, transitioning from DC Standards to the CCSS beginning in SY 2011–2012. OSSE is also revising the DC-CAS and requiring that participating LEAs adopt new interim assessments. The DC-CAS will align 100 percent with the CCSS in ELA in 2012 and mathematics in 2013. Participating LEAs must utilize interim assessments aligned with the CCSS, and LEAs must administer the interim assessments every six to eight weeks throughout the school year, beginning in SY 2011–2012. In early 2011, OSSE released a Request for Applications for an approved list of providers of interim assessments that align with the CCSS. In the spring of 2011, OSSE provided participating LEAs a recommended list of vendors that can provide high-quality, aligned interim assessments. LEAs could still have chosen to work with a vendor that was not on the recommended list, provided that such vendor could demonstrate that its interim assessments align with the CCSS. Most LEAs selected vendors from OSSE's recommended list.

In Year 1, OSSE convened a CCSS Task Force composed of representatives from OSSE, DCPS, and all participating charter LEAs. Its goal is to advise OSSE on State and LEA implementation plans for the CCSS in ELA and mathematics. Specific tasks included advising OSSE on District-wide and LEA-specific materials to assist in educating schools, teachers, parents, students, and the public on the new standards; bringing LEA leadership teams together to create and review plans for standards implementation and curricular alignment; helping LEAs develop standards implementation plans to include curriculum design and job-embedded professional development for teachers within each LEA; outlining expectations for instructional planning and delivery; and advising OSSE on information sessions and professional development workshops. The task force also assisted OSSE with a review of the draft PARCC content frameworks, which are intended to serve as a bridge for teachers between the CCSS and PARCC assessments.

In Year 1, all participating LEAs were required to submit CCSS implementation plans for OSSE approval. LEA CCSS implementation plans outline LEA transitions to the CCSS, including curriculum alignment; professional development for all teachers, including teachers of special education students, English learners (ELs), and teachers of subjects other than reading and mathematics; and community outreach meetings for parents and other stakeholders. OSSE regularly convened the CCSS Task Force to help LEAs develop and execute their CCSS implementation plans. The CCSS Task Force developed an evaluation rubric and the process for reviewing and evaluating participating LEA CCSS Implementation Plans to ensure that each plan included a comprehensive transition plan. In Year 1, all participating LEAs developed CCSS transition plans that OSSE, with recommendations from the CCSS Task Force, has approved.

OSSE facilitated teacher panels that finalized the crosswalk between the District's previous standards and the CCSS. Additionally, OSSE developed Common Core blueprints for ELA, mathematics, and composition showing how the District's previous standards align to the CCSS in each grade and category (e.g., reading informational text, number sense and operations).

Dissemination of resources and professional development

OSSE developed or is developing a host of resources to support CCSS adoption. Through the CCSS Task Force and in collaboration with the OSSE Department of Standards, Assessment, and Accountability and the National Parent and Teacher Association, OSSE's Race to the Top team developed and sent CCSS parent guides in both English and Spanish and CCSS teacher guides to all LEAs in August 2011. In addition, the District is part of a consortium that is creating a Standards Entry Points document as a resource to help teachers address special education students' individualized education plans (IEPs) using the CCSS. Finally, though not supported with Race to the Top funds, DCPS supplemented OSSE's supports and produced curriculum maps and unit plans for ELA in 2011 and plans to produce the same materials for mathematics in 2012.

While OSSE offered professional development on the CCSS to every teacher and administrator in participating LEAs, each participating LEA was also required to provide professional development on the CCSS for its teachers and administrators. In addition, OSSE's Race to the Top team, the Division of Assessment and Accountability, and the Division of Special Education are planning a series of District-wide professional development workshops on the CCSS and lesson planning for both participating and nonparticipating LEAs.

Standards and Assessments

Challenges

OSSE originally planned to complete and share the CCSS resource website and Standards Entry Points document before SY 2011–2012. Those resources are now delayed until March 2012 and the summer of 2012, respectively. Despite these delays, OSSE believes these resources will be robust and of high quality. The delays most likely will not have a significant impact on the District's long-term efforts in this area, but the delays may slow down transition to and successful implementation of the CCSS in SY 2011–2012.

Lessons learned

OSSE reported that some LEAs have at times found the implementation of the CCSS unclear. The District's Race to the Top team has struggled to coordinate efforts across the agency, leaving LEAs and other stakeholders unsure of which OSSE department to approach with concerns. To meet this challenge, OSSE has developed an internal working group to better align Race to the Top efforts

across the agency. Additionally, the CCSS Task Force will develop a District-specific implementation manual and online tool (which will include lesson plans, writing prompts, and aligned lessons) to assist teachers and leaders with lesson and unit planning.

Looking ahead to Year 2

OSSE plans to launch a CCSS resource website in two phases in Year 2, with Phase I launching in January 2012 and Phase II launching in March 2012. The website will include lesson plans, unit plans, and video samples that are accessible to multiple audiences, but is primarily intended for teachers and parents. In addition, in the summer of 2012, OSSE plans to distribute the Standards Entry Points document as a CCSS tool to help teachers address special education students' individualized education programs. OSSE will also provide professional development on the Standards Entry Points document following its release.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Fully implementing a statewide longitudinal data system

OSSE is working with a vendor to roll out an enhanced website that will allow key stakeholders easy access to data through interactive web functions. OSSE anticipates an initial rollout of the enhanced website in March 2012. The website will offer easily accessible data to encourage community members and parents to become familiar with and use data. Parents will be able to use the data to stay informed about a school's performance, and policymakers and other interested parties will be able to use the data to support reform efforts in the District. In order to encourage research aligned with the District's research agenda and priorities, the website will also provide researchers with aggregate-level data and research-ready data sets. In December 2010, OSSE developed an online research request tool for easy access to data. While this tool for requesting data from OSSE is complete, the lack of a Director of Data in Year 1 hampered the data request process. In November 2011, OSSE hired a Director of Data, who is now responsible for the data request process.

Accessing and using State data

The District's Statewide Longitudinal Education Data (SLED) system captures data on student enrollment, student demographics, special education status, EL status, direct certification, annual assessment, special education transportation, SAT performance, and Advanced Placement course completion. In addition, OSSE assigns a unique student identifier to all students. OSSE instituted entry and exit code policies for SY 2011–2012 that standardized student entrance and exit/withdrawal codes, which will allow LEAs to use the SLED to provide dropout data on students beginning with SY 2011–2012.

Using data to improve instruction

Although DCPS currently uses a sophisticated series of interconnected data improvement systems, many charter LEAs lack these systems. Each charter LEA participating in Race to the Top signed a Memorandum of Understanding (MOU) that requires it to develop a local IIS to collect, analyze, and use data to improve instruction. To support these efforts,

Data Systems to Support Instruction

OSSE provided supplemental Race to the Top funding through a competitive grant competition. The funding allows charter LEAs to develop a local IIS that will provide teachers with student-level data. Four consortia, consisting of 20 participating charter LEAs and one involved charter LEA, are working to maximize their resources and develop an IIS shared by each consortium that can meet group and individual school needs. The four lead charter LEAs with expertise in developing IIS are sharing their technology and expertise with the other charter LEAs that are not as far along in their data systems initiatives. At a minimum, these IIS will allow real-time access to student, teacher, grade-level, and school data, and teachers and administrators will receive training to enable them to use these tools to drive student achievement.

All participating LEAs have either hired data coaches or identified data leads within each school. These individuals will devote a significant amount of time to promoting school-level data-driven practices. OSSE has begun to monitor the activity of data coaches/leads as part of its regular Race to the Top monitoring to ensure that they are fulfilling the requirements set forth in the LEA Scope of Work. While the majority of LEAs have hired or identified coaches internally, some LEAs are using services from outside organizations to provide this support. At the end of Year 1, OSSE required LEAs to outline a plan for teachers and principals to use data to improve instruction. These plans include common planning time for teachers to analyze data and professional development for teachers on data-driven instructional practices.

Challenges

OSSE did not meet its goal of determining, publishing, and encouraging research on a District-wide list of research priorities (e.g., examining the effectiveness of instructional materials, strategies and approaches for reducing achievement gaps) by March 2011. OSSE's Executive Staff Committee needs to approve the final research priorities, but some critical members of that group (namely OSSE's Director of Data) were not in place until late 2011. OSSE plans to have the research priorities approved and begin soliciting research studies by February 2012.

Looking ahead to Year 2

OSSE's Race to the Top team developed a District-wide list of research priorities and activities, and OSSE's Executive Staff Committee is scheduled to review and approve these priorities by February 2012. OSSE plans to move forward with several research activities through existing contracts. OSSE is working to hire a data analyst to complete work on identifying and creating research-ready data sets, including assessment, enrollment, teacher, and financial data. OSSE will use the data to inform and engage key stakeholders through an improved, interactive, user-friendly online resource. The Race to the Top team also expects OSSE's new Director of Data to contribute to numerous Race to the Top data projects.

OSSE is planning a number of upgrades to the SLED for SY 2011–2012. In Year 1, the SLED was not available to LEAs, but OSSE will make it available to LEAs in SY 2011–2012 so that they can access their own data. Additionally, the District is in the process of creating an early childhood system that will provide data to the SLED. Postsecondary education data, student health information, teacher-student linkages, and school facility data will also be later releases for the SLED.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions.

The Capital Teaching Residency (CTR) is a teacher training program led by KIPP DC and E.L. Haynes public charter schools. CTR aims to close the achievement gap by increasing the number of highly effective educators in the District's schools. Borrowing from the medical residency model, CTR residents undergo an intensive year-long training alongside an expert teacher in a high-performing charter school. Residents learn through a gradual release model that allows new teachers to gain hands-on experience in the classroom before becoming lead teachers of record the following school year. CTR will train new teachers in hard-to-fill subject areas such as mathematics, science, special education, and early childhood education. CTR has partnered with The New Teacher Project to offer teaching certification to all of the residents in the program, enabling them to expand their teaching opportunities in the District of Columbia after their initial training year. Over the next five years, CTR plans to produce over 300 teachers for the District.

Providing high-quality pathways for aspiring teachers and principals

The District has seven alternative certification programs for teachers and one alternative certification program for principals. In SY 2009–2010, these alternative pathways for teachers certified nearly 200 new teachers. To improve its alternative pathways for potential educators, OSSE awarded competitive subgrants to two teacher residency programs that will recruit, train, and support a cadre of highly effective teachers. Two charter LEAs, KIPP DC and E.L. Haynes Public Charter School, developed the Capital Teaching Residency program. The program prepares teachers for placement in five LEAs and began in 2009 with 21 residents. The grant will support the program's expansion to 56 residents in SY 2011–2012. The Urban Teacher Center/Charter School Collaborative Teacher Pipeline, led by Cesar Chavez Public Charter School, is a new four-year program that will prepare participants for the classroom and for ongoing leadership in the District's schools. The program will prepare 38 teachers who, upon completion, will receive dual K-8 and special education master's degrees as well as teaching licenses.

Improving teacher and principal effectiveness based on performance

OSSE, in collaboration with the Student Growth Task Force, has chosen to use a teacher value-added model as one of multiple measures in its teacher evaluations for grades 4-8 ELA and mathematics teachers. All participating LEAs will use the value-added model developed by a contractor for DCPS in 2009 to use in its IMPACT evaluation system.

The Human Capital Task Force advised OSSE on the development of a set of guidelines for LEA teacher and principal evaluation systems. All participating LEAs were required to submit plans to adopt or revise their existing evaluation systems to meet these guidelines. OSSE did not meet its goal of receiving and approving LEA teacher and principal evaluation plans by August 2011, but expects to receive and approve all plans by the middle of SY 2011–2012. Some smaller charter LEAs struggled to submit plans due to limited staff capacity. According to the District, all participating LEAs have begun implementing their plans, regardless of their approval status, but some have or will adjust their evaluation methods during SY 2011–2012 due to the aforementioned delay.

Based on the guidelines, all participating LEA teacher evaluation systems are required to include multiple measures of performance (e.g., effective lesson planning and delivery, fostering a positive environment for student learning) and have the value-added measure make up 50 percent of the evaluation for teachers in ELA and mathematics in grades 4-8 for SY 2011–2012. Currently, there is no requirement for including student achievement in evaluations for teachers in non-tested grades and subjects, but OSSE is taking steps to expand value-added growth measures to non-tested grades and subjects for the purpose of teacher and principal evaluations. Similarly, participating LEAs must base principal evaluations significantly on student outcome measures along with multiple qualitative measures of performance and school-specific goals. The guidelines for both evaluation plans require LEAs to evaluate teachers and principals at least annually and place them into one of four categories of effectiveness. The LEAs will use the ratings to inform human capital decisions, including professional development, compensation, promotion, retention, and removal. DCPS and charter LEAs in the District no longer award tenure, and the District does not currently use evaluation information to inform certification.

Great Teachers and Leaders

Ensuring equitable distribution of effective teachers and principals

In its Year 1 Annual Performance Report, OSSE reported that 93 percent of DCPS teachers received ratings of effective or highly effective, and 68 percent of DCPS principals received ratings of effective or highly effective in SY 2010–2011. Because the District is geographically small with one large public school district and many independent charter LEAs serving primarily a high-poverty, high-minority population, OSSE believes the best way to ensure equitable distribution of effective teachers and principals is to increase effectiveness across the District. During Year 1, OSSE laid the foundation for a number of projects designed to increase effectiveness across the District. OSSE awarded two teacher residency grants that are designed to increase the number of effective teachers in both DCPS and charter schools. Furthermore, OSSE worked with DCPS and its charter LEAs to develop teacher and principal evaluation plans centered on improving teacher and principal effectiveness. Additionally, DCPS has a comprehensive recruitment and selection process designed to identify and place highly effective teachers and principals for all of its schools. For its low-achieving schools, DCPS sponsors targeted recruitment events featuring pre-screened high-potential teacher applicants. Similarly, some larger charter LEAs ensure that struggling schools have first access to top teacher candidates.

Improving the effectiveness of teacher and principal preparation programs

As mentioned above, OSSE awarded competitive subgrants to two teacher residency programs that will recruit, train, and support a cadre of highly effective teachers. Additionally, OSSE worked with the Teacher Preparation Programs Task Force to outline a Scope of Work and a list of data elements for designing the Preparation Program Scorecard, which OSSE expects will bring transparency to the quality of teacher and principal preparation programs in the District. After finalizing the Scorecard design, collecting data on preparation programs and their graduates, and piloting the Scorecard in 2012 and 2013, OSSE expects the completed Scorecards for each teacher and principal preparation program in the District to contribute to the programs' continuous improvement.

Providing effective support to teachers and principals

As noted earlier, OSSE focused its Year 1 professional development and support to teachers and principals on the adoption of the CCSS. To provide additional support to educators, OSSE awarded

a competitive subgrant to a consortium of six LEAs for its Professional Learning Communities for Effectiveness (PLaCEs). The consortium is intended to provide educators with more support to improve student achievement through professional collaboratives anchored by high-achieving schools as a means to engage educators in professional development and adult learning experiences that will positively affect their impact on students. A school that exceeded the District "proficiency" average on the DC-CAS from 2007–2010 and demonstrated positive growth is leading the consortium. The consortium plans to help transfer best practices from high-achieving schools to low-achieving schools, foster collaboration across sectors to tackle difficult challenges, and provide high-achieving individuals and schools with opportunities to inform and engage in education reforms beyond their current schools and responsibilities.

Challenges

OSSE expects to finalize the Preparation Program Scorecard design by May 2012, which is nearly a year later than the District's initial June 2011 deadline. Originally, OSSE planned to pilot the Scorecard for two years, but will only be able to conduct one pilot year before implementing the project and publicizing Scorecards for teacher and principal preparation programs in the District.

Lessons learned

OSSE did not meet its goal of receiving and approving LEA evaluation plans before the start of SY 2011–2012. OSSE expects to receive and approve all plans by the middle of SY 2011–2012, but a number of LEAs began SY 2011–2012 without an approved qualifying evaluation system for teachers and principals. Because some smaller charter LEAs struggled to submit plans on time due to limited staff capacity, OSSE provided targeted technical assistance to those LEAs and intends to continue that support moving forward. OSSE is also in the process of developing an agency-wide plan for managing LEA deliverables to better address similar situations in Race to the Top and other programs.

Looking ahead to Year 2

Both the teacher residency and PLaCEs subgrants have the potential to affect hundreds of school personnel and thousands of students throughout the District. As previously mentioned, OSSE expects to finalize the Preparation Program Scorecard's design by May 2012. After completing the Scorecard design, OSSE will collect required information from LEAs and begin matching teachers and principals to their certification programs.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.⁴

OSSE conducts its intervention efforts primarily through DCPS, which has extensive experience in implementing the four intervention models, having used one of the four models in more than 50 schools since SY 2004–2005. The District did not budget Race to the Top funds for intervention efforts in Year 1 and, instead, used SIG and philanthropic funding.

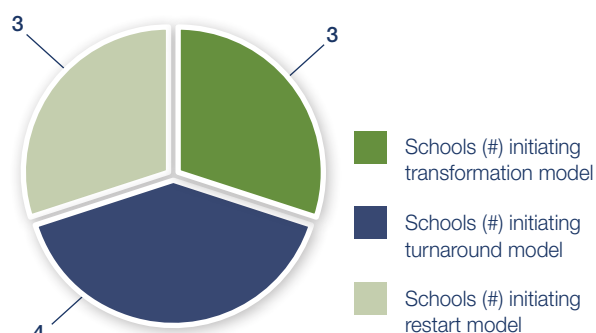
DCPS initiated an intervention model for 10 schools in SY 2010–2011. However, one school closed at the end of the year for reasons unrelated to its intervention model. Of the nine remaining schools, three initiated the turnaround model, three initiated the restart model, and three initiated the transformation model. Charter schools are also part of the District's intervention efforts, with the PCSB committing to close persistently low-performing charter schools.

During the District's Race to the Top grant period, DCPS will implement intervention models for 20 of its lowest-achieving schools, including the nine from SY 2010–2011. For SY 2011–2012, DCPS established a detailed intervention plan and timeline for each school slated for intervention, hired central office intervention staff, and identified potential vendors to support intervention work.

Lessons learned

Although DCPS was behind in hiring central office intervention staff in Year 1, it deployed intervention teams to schools in SY 2010–2011 and SY 2011–2012 and completed the hiring of its central office intervention staff by January 2012. The delays most likely will not have a significant impact on the District's long-term efforts in this area, but may mean that the lowest-achieving schools did not receive as much assistance before and in early SY 2011–2012 as originally proposed. The hiring delay is one of the reasons OSSE has increased its focus on aligning Race to the Top intervention efforts with SIG work

School Intervention Models Initiated in District of Columbia in SY 2010–2011



Note: One of the four turnaround model schools closed at the end of the year for reasons unrelated to its intervention model.

at DCPS, which will be necessary for OSSE to execute against its intervention goals by 2014.

Looking ahead to Year 2

The District did not budget Race to the Top funds for intervention efforts in Year 1, but instead used SIG and philanthropic funding. OSSE has already issued a grant to DCPS for funding in SY 2011–2012 and has identified and planned for SY 2011–2012 intervention schools. Year 2 Race to the Top funding for intervention efforts has begun flowing to DCPS.

⁴Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Charter Schools

The District has a charter school law that does not prohibit or inhibit increasing the number of high-performing charter schools. DCPS also enables LEAs to operate innovative, autonomous public schools⁵ other than charter schools. Schools that have consistently shown high levels of student achievement have the opportunity to apply for autonomous status. DCPS schools are eligible to apply for autonomous status if more than 75 percent of students are proficient in both reading and mathematics or if students have

averaged over 10 percent growth in both reading and mathematics over the past three years. To apply, a school must participate in a Quality School Review (QSR) and meet at least the minimum qualifications DCPS has identified for autonomous schools under its Effective Schools Framework.⁶ DCPS will grant these schools flexibility in various areas, such as textbook adoption, budget allocation, scheduling, professional development, and curriculum as a reward for past success and to promote innovation.

Emphasis on Science, Technology, Engineering, and Mathematics

OSSE established its STEM Task Force in December 2010 and immediately began regular meetings. The task force has collaborated with local colleges and universities, as well as business and industry partners, such as Battelle, to create a STEM Learning Network, which aims to establish the mission, vision, and goals of the District's STEM initiative and identify STEM priorities. The STEM Learning Network will highlight the critical importance of STEM education and unite stakeholders in the STEM system (teachers, students, and schools) to provide a forum for program guidance, development, and best practice sharing. It will also strive to ensure that public and private dollars are effectively leveraged to advance STEM education across the District.

Looking ahead to Year 2

The STEM Learning Network is on track to having a strategic plan approved by May 2012. In addition to supporting the STEM Learning Network, in Year 2 the STEM Task Force will also outline activities and coursework relevant to success in STEM majors and careers, as well as create related professional development for new and current STEM teachers.

⁵ More information on Autonomous Schools within DCPS can be found at <http://www.dc.gov/DCPS/Beyond+the+Classroom/Special+Projects+in+Schools/Autonomous+Schools>.

⁶ More information on the DCPS Effective Schools Framework can be found at <http://dcps.dc.gov/DCPS/About+DCPS/Strategic+Documents/Effective+Schools+Framework/DCPS+Effective+Schools+Framework>.

Progress Updates on Invitational Priorities

Innovations for improving early learning outcomes

Since the District received its Race to the Top grant, DCPS has implemented its blended funding plan to increase the reach of Head Start programming. While this plan did not use Race to the Top funds, it aligns with the goals identified within the District's Race to the Top plan. This effort used federal Head Start and ARRA funds, combined with local per-student funds, to increase the number of students receiving the high-quality programming traditionally associated with Head Start. Currently, all students in DCPS Title I schools are receiving a Head Start experience, effectively stretching Head Start dollars intended to serve 1,782 students to cover more than 4,700 students. Additionally, DCPS hired 25 Early Childhood Instructional Specialists and a Family Services Team during Year 1. Finally, a national early childhood provider has committed to opening a center in Ward 7 as part of the DC Promise Neighborhood Initiative.

P-20 coordination, vertical and horizontal alignment

Under the Race to the Top grant, OSSE created a P-20 Task Force to work with the cross-agency College and Career Readiness Council on "Ready, Set, Graduate." This initiative will focus on cradle-to-career-aligned curriculum, assessments, and policies that promote college- and career-action agendas within District schools. The P-20 Task Force meetings have focused primarily on goal setting and strategic planning.

Budget

For the State's expenditures through June 30, 2011, please see the APR data display at www.rtt-apr.us. For State budget information see <http://www2.ed.gov/programs/racetothetop/awards.html>.

Glossary

Alternative routes to certification means pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: such revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to such revisions. The Department has sole discretion to determine whether to approve such revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see <http://www2.ed.gov/programs/racetothetop/amendments/index.html>.)

America COMPETES Act elements are (as specified in section 6401(e)(2)(D) of that Act): (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to

students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a \$97.4 billion appropriation.

Common Core State Standards (CCSS) are K-12 English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, States, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the Common Core State Standards were adopted by 45 States and the District of Columbia.

Effective teacher means a teacher whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

The Core education reform areas for Race to the Top are as follows:

1. Standards and Assessments: Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
2. Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals;
3. Data Systems to Support Instruction: Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
4. Turning Around the Lowest-Achieving Schools.

Highly effective teacher means a teacher whose students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple

observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS) means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (e.g., through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities are areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs are LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

P-20 data systems integrate student data from pre-kindergarten through higher education.

Participating LEAs are LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC)** is one of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.parcconline.org/>.)

Persistently lowest-achieving schools means, as determined by the State: (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

Qualifying evaluation systems are those that meet the following criteria: rigorous, transparent, and fair evaluation systems for teachers and principals that: (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around Persistently Lowest-Achieving Schools. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.

- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on is a user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (SBAC)** is one of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.k12.wa.us/SMARTER/default.aspx>.)

The **State Scope of Work** is a detailed document for the State project that reflects the grantee's approved Race to the Top application.

The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS) enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement means—

- a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.
- b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth means the change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs) are a specific type of growth model in the sense that they are based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."

RACE TO THE TOP

District of Columbia Report

Year 2: School Year 2011–2012



U.S. Department of Education
Washington, DC 20202

February 1, 2013

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided \$4.35 billion for the Race to the Top fund, of which approximately \$4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.¹ In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under Race to the Top Phase 3, Race to the Top – Early Learning Challenge, and Race to the Top – District. In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the 2010 Race to the Top Phase 1 and Phase 2 competitions. Also in 2011, the Department made seven awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more States received Early Learning Challenge grants. Most recently, in 2012, the Department made awards to 16 applicants through the Race to the Top – District competition to support local educational agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and career.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, retaining, and rewarding effective teachers and principals; and
- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, LEAs, and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs)² take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU works with Race to the Top grantees to differentiate support based on individual State needs, and helps States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).³

¹ The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

² Participating LEAs are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

³ More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

Executive Summary

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports.⁴ The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 2 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2011 through September 2012.

State's education reform agenda

The Office of the State Superintendent of Education (OSSE) is the State educational agency for the District of Columbia (the District). OSSE sets statewide policies, provides resources and support, and exercises accountability for all public education in the District. The District of Columbia Public Schools (DCPS) is the largest LEA in the District. In addition, there are also over 50 public charter LEAs that operate independently. OSSE, DCPS, and participating charter schools have come together to implement the reform efforts that the District outlined in its Race to the Top grant. The District is receiving a total of \$74,998,962 in Race to the Top funds.

The District's broad goals under Race to the Top include building capacity to support LEAs; moving swiftly to adopt the Common Core State Standards (CCSS); funding the development of LEA instructional improvement systems (IIS) to support data-driven instruction; building and supporting stronger pipelines for effective teachers and principals; and, creating conditions of support and attracting effective educators to the District's persistently lowest-achieving (PLA) schools. The District will complete many of its Race to the Top grant projects through LEA consortia and by leveraging Race to the Top-specific task forces. The District intends to distribute 85 percent of its entire Race to the Top grant to participating LEAs through formula funding or competitive subgrants. The remaining 15 percent of grant funds are for State capacity building and District-level projects.

State Year 1 summary

OSSE included DCPS and charter schools in the planning and implementation of its reform work. OSSE established task forces focusing on the CCSS, human capital, student growth measures, and science, technology, engineering, and mathematics (STEM). The DC State Board of Education adopted the CCSS prior to Year 1 and all participating LEAs developed a transition plan for implementing

the new standards by the end of school year (SY) 2011-2012. The District provided professional development to support the transition to CCSS. OSSE also awarded competitive subgrants to LEAs for work in such areas as developing IIS, professional learning communities, and teacher residency programs.

In Year 1, OSSE experienced significant turnover among leadership and staff. As a result, there were delays in finalizing a District-wide education research agenda, developing and releasing CCSS resources, providing support to intervention efforts in chronically lowest-achieving schools, and receiving, reviewing, and approving LEA plans for teacher and leader evaluations.

State Year 2 summary

Accomplishments

Despite the delays, OSSE has made progress in implementation since Year 1. OSSE continues to leverage Race to the Top-specific task forces to accomplish District-wide work. This includes the development of competitive subgrants and corresponding Requests for Applications (RFAs), and the review of teacher and leader evaluation plans. OSSE has a new Race to the Top Director since January 2012, which has provided stability in leadership across Race to the Top projects. OSSE and the participating LEAs continue to provide professional development opportunities on the CCSS for educators in the District, and all participating LEAs are executing their CCSS implementation plans. OSSE's four IIS competitive subgrantees have made progress in Year 2. The District's teacher residency programs are progressing with high participant retention, as a new cohort of teacher residents prepare to teach in high-need areas in Year 3.

Challenges

OSSE experienced several procurement delays that directly affected Race to the Top initiatives, including the Enterprise Grants Management System, CCSS resource website, statewide longitudinal data system (SLDS), Expanded Growth Measures, and Teacher Preparation Program Scorecard projects. OSSE launched an initial version of the internally developed SLDS portal, but the long-term, comprehensive system remains delayed. There continue to be setbacks and delays in implementing key initiatives, such as providing support to its PLA schools and establishing the STEM Learning Network. OSSE has approved all LEA plans for teacher and leader evaluations, but some approvals took place eight months after the deadline in the District's Scope of Work.

⁴ Additional State-specific data on progress against annual performance measures and goals reported in the Year 2 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

Executive Summary

Looking ahead to Year 3

In Year 3, the District plans for its Race to the Top team to play a major role in a tiered system of support for PLA schools, which is aligned with the District's approved Elementary and Secondary Education Act (ESEA) flexibility request⁵. OSSE will continue to provide professional development opportunities for educators on implementing the CCSS. It also plans to promote its CCSS resource website and release the Standards Entry Points for Differentiated Learning, a consortium-developed manual for special education

teachers. All 30 participating LEAs will implement an IIS. After receiving approval for an amendment from the Department in Year 2, OSSE expects to finalize the design of the Teacher Preparation Program Scorecard in Year 3. OSSE also plans to provide support to DCPS intervention efforts in PLA schools and launch the STEM Learning Network. The competitive grant programs, Charter School Teacher Pipeline (Pipelines) and Professional Learning Communities for Effectiveness (PLaCEs), will be expanded in Year 3 to include additional teachers, schools, and LEAs. Subgrantees for both programs will continue to share best practices throughout the District.

State Success Factors

Building capacity to support LEAs

In Year 1, OSSE's Race to the Top team moved into the agency's Division of Elementary and Secondary Education to improve coordination with other programs within that Division, including the School Improvement Grants (SIG) program.

OSSE's Race to the Top team has been fully staffed as of August 2012, including a new Race to the Top Director who started in January 2012. Effectiveness managers supported work around specific priority areas such as individualized professional development and intervening in PLA schools, while other directors within the agency led specific bodies of work, such as the work on data access and use and increasing teacher and leader effectiveness. OSSE staff met regularly with its Race to the Top-specific task forces to highlight best practices and encourage discussion on how LEAs will meet their obligations under Race to the Top. The reporting and implementation manager and fiscal manager continued to supply LEAs with information regarding LEA obligations under the Race to the Top Memorandum of Understanding.

OSSE uses onsite, desk monitoring, and reimbursement requests to monitor LEA progress against their respective CCSS implementation plans. OSSE also uses a tracking spreadsheet for Scope of Work deliverables to track LEAs' progress against their respective Scopes of Work, as well as to focus resources and support, and guide its management of subgrantees. During Year 2, OSSE monitored schools that received School Improvement Grant funds or intervention support from DCPS through Race to the Top. For its Pipelines subgrants, OSSE requires Lead LEAs to submit quarterly programmatic and fiscal progress reports to ensure programs are on track to achieve their respective goals and objectives.

Support and accountability for LEAs

OSSE has a specific plan for monitoring LEA progress for both its formula and competitive subgrants. OSSE has shared this monitoring plan with all LEAs, with a particular focus on the "Lead LEAs" that receive and manage the District's competitive subgrants. Lead LEAs are responsible for managing other LEAs in OSSE's consortia subgrant projects (IIS, PLaCEs, and Pipelines). The Race to the Top team completed its Year 2 onsite monitoring for 50 percent of the LEAs and desk monitoring for the remaining participating LEAs in July 2012. OSSE conducts desk monitoring for all participating LEAs throughout the year.

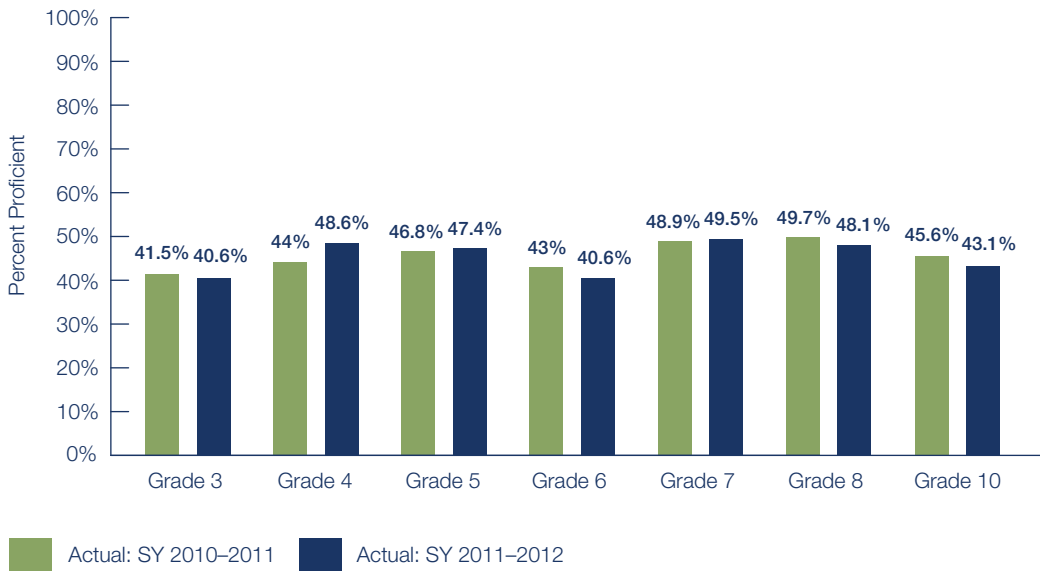
OSSE's support and accountability processes include requiring participating LEAs to complete a Race to the Top self-assessment each year. At the end of each grant year, LEAs must assess and rate themselves on whether they are meeting stated performance measures and deliverables. Half of the participating LEAs completed these self-assessments and submitted them to OSSE prior to Year 2. The other half participated in a self-assessment as part of OSSE's onsite monitoring visit during spring 2012. OSSE used the information gathered from these self-assessments to inform its targeted technical assistance program and to inform its own monitoring of LEAs.

In Year 2, OSSE experienced delays in launching a centralized grants management system. OSSE was scheduled to begin piloting a web-based tool for Title I monitoring in spring 2012 that would serve some of the necessary monitoring functions; however, the Enterprise Grant Management System RFA had not been released and OSSE has proposed a new project completion date of December 2013. This is a 15-month delay from the original completion date of September 2012 in the District's Scope of Work. In the interim, OSSE continues to use a variety of methods to accomplish other grants management functions (*e.g.*, make awards, process expenditures, and write reports).

⁵On September 23, 2011, the Department offered each interested State educational agency (SEA) the opportunity to request flexibility ("ESEA flexibility") on behalf of itself, its LEAs, and its schools, regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. For more information on ESEA Flexibility, see www.ed.gov/eSEA/flexibility.

State Success Factors

Student Proficiency on District of Columbia's ELA Assessment

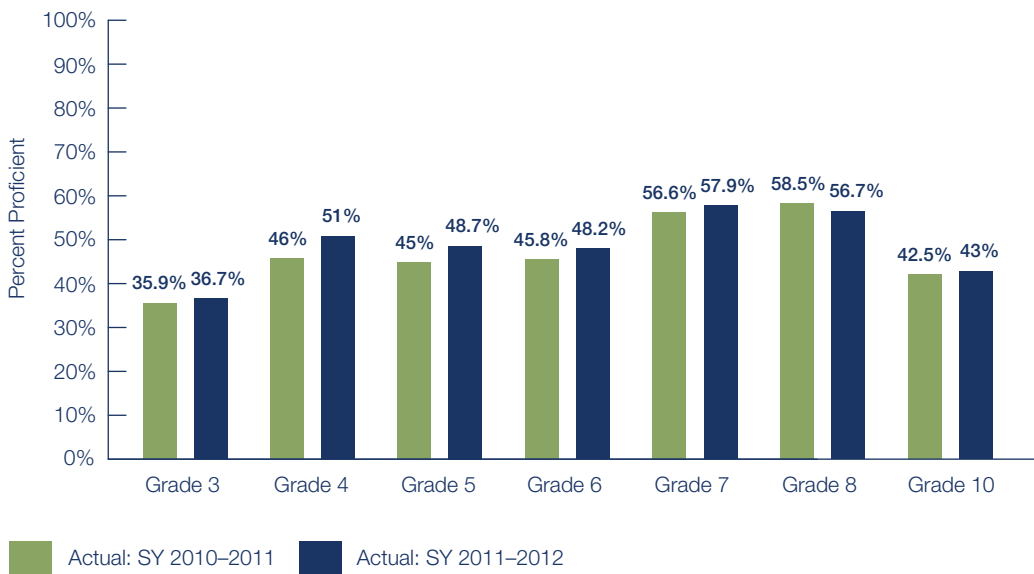


Preliminary SY 2011-2012 data reported as of: August 27, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Student Proficiency on District of Columbia's Mathematics Assessment



Preliminary SY 2011-2012 data reported as of: August 27, 2012

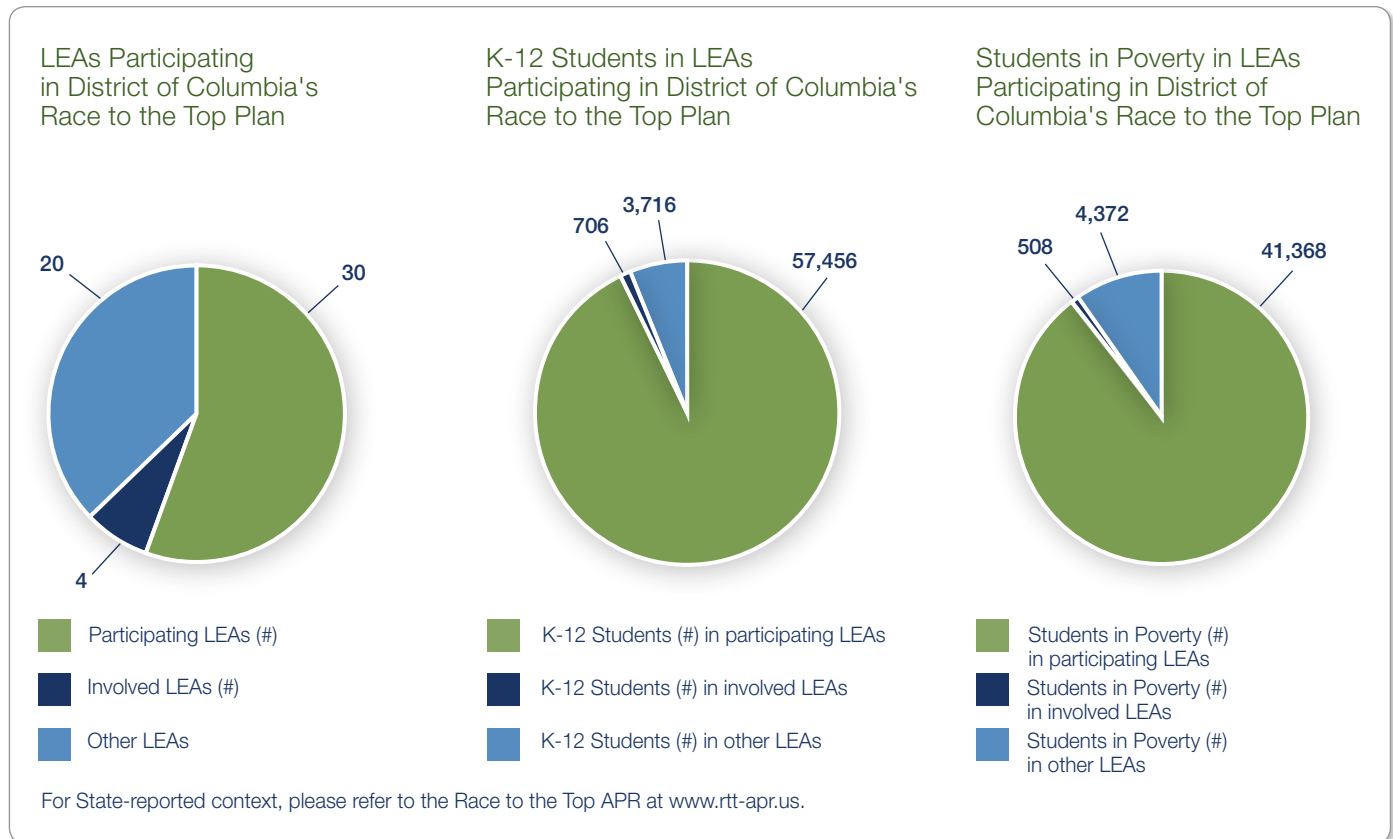
NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

LEA Participation

OSSE reported 30 participating LEAs (DCPS and 29 charter LEAs). This represents 90 percent of the District's kindergarten through twelfth grade (K-12) students and over 92 percent of its students in poverty.



Stakeholder engagement

OSSE continued to convene its Race to the Top-specific task forces, including the Student Growth Measure Task Force and the Human Capital Task Force, to accomplish District-wide work in Year 2. Membership on these various task forces consists of representatives from OSSE staff, participating LEA leadership, and the Public Charter School Board. The task forces facilitate communication among members and allow for input on the District's Race to the Top initiatives. The Student Growth Measure Task Force, which OSSE's Director of Teaching and Learning facilitates, focused its work in Year 2 on activities related to assessments in order to measure growth in priority grades and subject areas. The Human Capital Task Force, which OSSE's Director of Teaching and Learning also facilitates, advised OSSE on the Pipelines and PLACEs RFAs and reviewed teacher and leader evaluation plans from LEAs. In addition, the Technical Support Committee, which consists of five charter LEA representatives and one representative from DCPS, advised OSSE on the implementation of the value-added growth model. Staff on

OSSE's Race to the Top team facilitated the Teacher Preparation Programs Task Force during Year 1. The Task Force developed the contract Scope of Work for the scorecard project and reviewed the draft Teacher Preparation Program Scorecard. The scorecard will give parents, students, and community members a clear view of teacher preparation program performance. The Division of Educator Licensure and Accreditation (the Division) took over the scorecard project in Year 2 and has kept stakeholders informed about the project through its bimonthly meetings with Unit Heads. Unit Heads are the deans of the schools of education in the District and teacher preparation program directors for non-profit programs. OSSE, however, has not convened the task force while it waits for the contract to be awarded. Last, OSSE's director of the Division of Standards and Accountability facilitates the CCSS Task Force that supports the implementation of the CCSS, including developing materials to support writing instruction and sharing best practices.

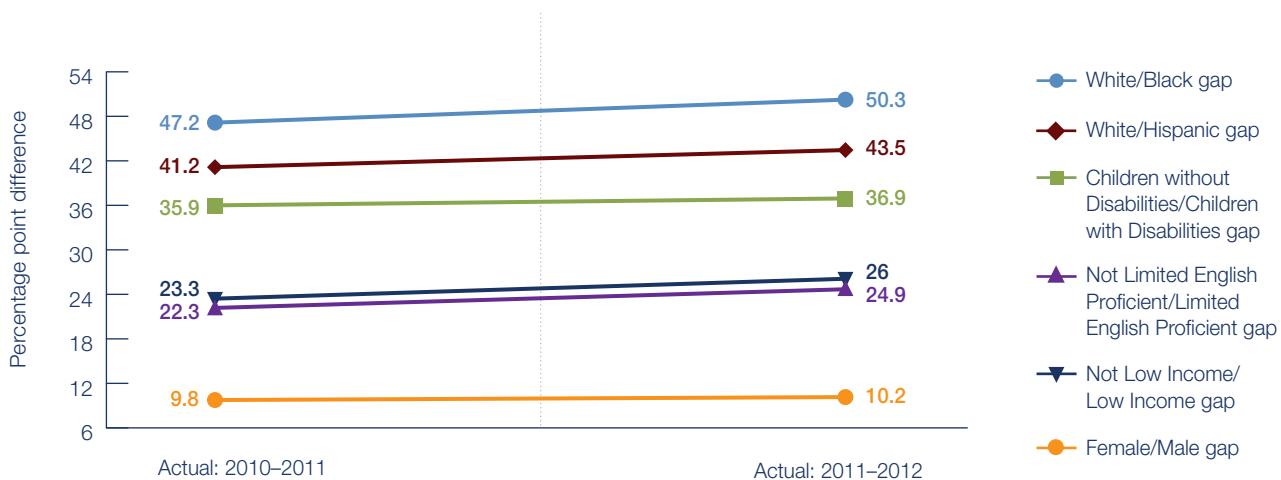
State Success Factors

Successes, challenges, and lessons learned

OSSE continues to use its Race to the Top task forces to drive reform. Joint task force meetings serve as venues for LEAs to learn from one another. Through interviews conducted by the Department with the District and participating LEA staff during the Department's onsite monitoring visit in spring 2012, both OSSE and LEA staff expressed satisfaction with the task forces and plan to continue them beyond the Race to the Top grant period. Both OSSE and the LEAs noted that they considered the task force approach a strength of Race to the Top and a new way of doing business in the District.

Despite hiring a new Race to the Top Director in January 2012, the Race to the Top team remained understaffed for most of Year 2, causing Year 1 delays to continue through Year 2. According to its current Scope of Work, OSSE should have contracted with a vendor for a comprehensive, centralized grants management system by March 2012, with the system launched in September 2012. However, OSSE has yet to release an RFA for the Enterprise Grants Management System project, and as a result, continues to experience delays in establishing a comprehensive grants management system. Until OSSE establishes a grants management system, the Race to the Top team and other OSSE program offices will use a variety of methods to manage the Race to the Top grant.

Achievement Gap on District of Columbia's ELA Assessment



Preliminary SY 2011-2012 data reported as of: August 27, 2012

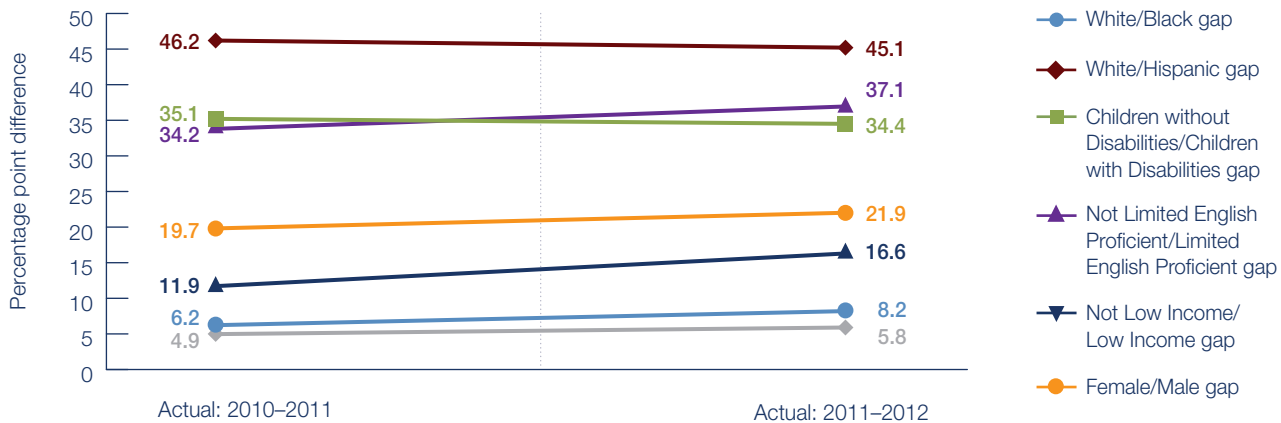
NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment. Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups. If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

Achievement Gap on District of Columbia's Mathematics Assessment



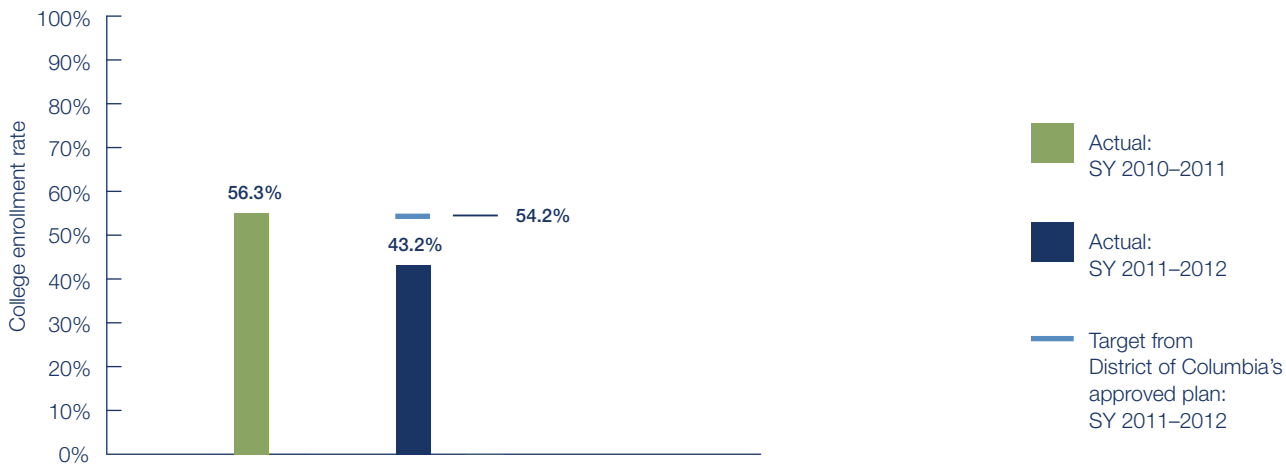
Preliminary SY 2011-2012 data reported as of: August 27, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment. Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups. If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

College Enrollment Rates



Preliminary SY 2011-2012 data reported as of: September 28, 2012

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

Supporting the transition to college- and career-ready standards and high-quality assessments

Adopting standards and developing assessments

In July 2010, with approval by the D.C. State Board of Education, the District adopted the CCSS in English language arts (ELA) and mathematics. The District continues to play an active role as a governing board member of the Partnership for Assessment of Readiness for College and Careers (PARCC).

All participating LEAs selected CCSS-aligned interim assessments from an OSSE-approved vendor before the start of Year 1 and are now implementing these CCSS-aligned interim assessments as part of their approach to data-driven CCSS instruction. During the Department's onsite monitoring interviews in spring 2012, several educators from participating LEAs spoke very highly of the CCSS interim assessments stating that the assessments were having an impact on instructional practices, data-driven planning, professional development, and educator collaboration.

In Year 2, OSSE and LEAs continued to support CCSS implementation by providing professional development primarily through the Core Professional Development Calendar (OSSE's annual professional development offerings). There were specific, optional sessions on CCSS and related instructional strategies, as well as sessions that covered a variety of other topics (*e.g.*, behavior intervention and instructional leadership).

With the RSN, District officials, along with officials from 11 Race to the Top States, met in January 2012, April 2012, and October 2012 to discuss, develop, and enhance strategies to align and support the implementation of teacher and leader effectiveness initiatives within the context of newly implemented CCSS.

Supporting college readiness

Last spring, the Deputy Mayor for Education convened the District's cradle-to-career initiative advisory group to help align high school curricula and graduation requirements with college entrance requirements. This group, composed of internal and external stakeholders across the P-20 continuum, is now serving as the P-20 Consortium referenced in the District's approved Race to the Top application. During a March 2012 meeting, the group discussed goals and outcomes for cradle-to-career success across the District, such as kindergarten readiness, K-12 proficiency, and college readiness. Moving forward, the P-20 Consortium will develop networks for specific lines of work (*e.g.*, pre-kindergarten preparation, after-school programming, college and career), and each network will develop strategies to meet relevant goals and outcomes.

Dissemination of resources and professional development

In Year 2, OSSE and the participating LEAs made progress on providing professional development opportunities on CCSS for teachers. Though not funded through Race to the Top, these efforts are critical to the long-term success of CCSS implementation. After delays, all participating LEAs are currently implementing CCSS plans, and OSSE checks for CCSS implementation during its onsite monitoring visits, desk-monitoring and the collection of annual deliverables. The District is a member of the National Center and State Collaborative (NCSC) that is creating a Standards Entry Points for Differentiated Learning manual that includes CCSS curricula, instructional support, professional development materials, and a summative assessment for teachers of students with the most significant cognitive disabilities.

OSSE currently has a basic entry points manual and standards crosswalk document available on its website, but the development of the consortium-developed Standards Entry Points for Differentiated Learning manual has been delayed. According to the District's amended Scope of Work, the manual was to be completed in summer 2012. In fall 2012, OSSE provided access to differentiated mathematics instructional units and training to the local Community of Practice (CoP), instructional leaders in the District's schools, and OSSE expects to receive ELA differentiated learning instructional units in early 2013. All NCSC-developed resources are still in draft form; therefore, only CoP members have access to the manual and its resources. OSSE originally proposed to develop this resource by June 2011, but it now anticipates that full implementation of the Standards Entry Points for Differentiated Learning manual will occur in SY 2013-2014.

OSSE planned to launch a CCSS resource website in two phases in Year 2, with Phase I, a public Beta version, launching in January 2012 and Phase II, a full public launch, in March 2012. The website includes lesson plans, unit plans, and video samples that are accessible to multiple audiences, but primarily intended for teachers and parents. Although OSSE has made some progress on this project, the Phase I portion of the CCSS website was not launched until September 2012; OSSE launched Phase II in December 2012. The ten-month delay on each phase of the CCSS website launch has resulted in fewer timely resources available to educators as they make the transition to CCSS standards and aligned assessments and could result in a resource that is less robust than originally intended.

Standards and Assessments

Successes, challenges, and lessons learned

In Year 2, OSSE and participating LEAs continued to provide professional development opportunities on the CCSS for all teachers in the District. All participating LEAs were implementing CCSS

plans, and numerous educators noted positive changes in instruction and educator behavior as a result of the District's CCSS professional development training and resources. OSSE launched Phase I of the CCSS resource website, after a 10-month delay, in September 2012. With the additional delay of the Standards Entry Points for Differentiated Learning manual, there were limited coordinated supports to help teachers implement CCSS.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Accessing and using State data

In Year 2, OSSE made progress in establishing its research priorities. OSSE also published its research agenda that will inform data sets generated from the SLDS in January 2012. Further, OSSE launched an initial interim version of the internally developed SLDS portal in August 2012. This public portal includes real-time information on District educational performance across the P-20 spectrum. OSSE posted aggregate spreadsheets and interactive graphics of research-ready data sets, including a data set with DC Comprehensive Assessment System (DC CAS) scores by subgroup since 2007. The internally developed SLDS portal was rolled out to 11 LEAs, including DCPS, and will be available to the remaining 48 LEAs in December 2012. Once the contractor-created SLDS is functional, OSSE will integrate the two systems to release one public-facing version that includes the data from the internally created site. The contractor-developed version will pull data from more sources and provide a user-friendly interface to generate reports. OSSE also created research-ready aggregate datasets for K-12 enrollment and high school graduation that incorporate data from 2000 through 2011. In August 2012, OSSE made the DC Enrollment Audit and English learner data public and accessible on its website.

Using data to improve instruction

OSSE's four IIS consortium subgrantees, which received their awards in early July 2011, made progress in Year 2 on maximizing their resources and developing an IIS that meets group and individual school needs and that can be shared with other LEAs. Each subgrant was awarded to a Lead LEA and at least two partner LEAs. The four IIS projects together involve 21 LEAs. The four lead LEAs have expertise in developing an IIS and are sharing their technology and expertise with the other LEAs that are not as far along in their data systems initiatives.

All participating LEAs have either hired data coaches/leads or placed this responsibility with existing staff within each school. IIS consortia added system modules in such areas as attendance, behavior, grade books, and interim assessment results to their IIS throughout Year 2, and all four LEA consortia began implementation of an IIS in fall 2012.

OSSE required participating LEAs to submit a plan for ongoing, job-embedded professional development on data-driven instruction by fall 2011. As of fall 2012, OSSE had received and approved all 30 participating LEA plans, one year delayed. OSSE used a rubric to measure the quality of the LEA data plans and will use these results to determine the appropriate technical assistance to provide LEAs in Year 3.

The four IIS consortium subgrantees are:

E.L. Haynes Public Charter School

E.L. Haynes completed intensive training for all teachers in its consortium on implementation of SchoolForce in August 2012. All schools are implementing in the SY 2012-2013.

DC Prep

Out of DC Prep's consortium of four LEAs, three launched their data systems in SY 2012-2013 and one commenced partial data system implementation to some classrooms and teachers.

Friendship Public Charter Schools

Friendship selected and implemented the data warehouse platform, GoodData.

IDEA Public Charter School

IDEA installed the system and all the data has been cleaned in time for SY 2012-2013. The LEA conducted professional development for teachers on the data dashboard in August 2012.

Data Systems to Support Instruction

Successes, challenges, and lessons learned

OSSE made progress in determining its research priorities and creating aggregate K-12 enrollment and high school graduation datasets. All participating LEAs implemented an IIS by OSSE's fall 2012 deadline. LEAs are also incorporating interim assessment results and new data leads/coaches into their data-driven instruction efforts.

While the four consortia made progress in developing and implementing IIS, some LEAs were delayed in submitting data-driven instruction plans to OSSE, resulting in a missed milestone. OSSE provided technical assistance to LEAs when deadlines were

missed, but LEAs may need additional support in the development and implementation of their plans in Year 3 to be able to implement in Year 3. With the hiring of a data manager on the Race to the Top team during the latter part of Year 2, OSSE has added capacity and, as a result, is better able to provide targeted technical assistance to participating LEAs on their data plans and accompanying data-related activities.

In addition, OSSE issued the contract for the SLDS portal in summer 2012, and is internally developing an interim online portal. While OSSE launched this interim, public-facing version of its SLDS portal in August 2012, the long-term, comprehensive solution is delayed by seven months. The District believes this delay will not affect OSSE's overall efforts in this reform area because their interim solution is currently meeting district and school needs.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions. In addition, Race to the Top States are providing high-quality pathways for aspiring teachers and principals, ensuring equitable distribution of effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective supports to all educators.

Improving teacher and principal effectiveness based on performance

OSSE, in collaboration with its Student Growth Measure Task Force, selected a value-added measure (VAM) for the District's common student growth measure and provided VAM data based on the DC CAS to participating LEAs in August 2012. LEAs will use the VAM data as part of their teacher and principal evaluations. DCPS and charter LEAs currently use two separate VAM translation tables and a contractor will provide VAM results that compare teachers across the District in addition to providing results to DCPS separately using its own translation table.

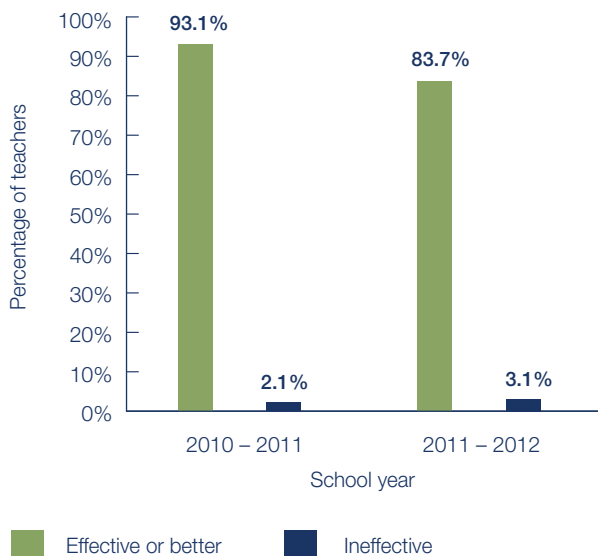
Furthermore, OSSE, in collaboration with the Student Growth Measure Task Force, selected a school-wide growth model to include in its assessment of school-level performance. The District selected a version of a Median Growth Percentile model for the school-wide growth model. The results from this model are used in the Public Charter School Board's Performance Management Framework and DC Public School's School Report Card.

In Year 2, LEAs began to pilot expanded growth measures to additional grades and subjects for teacher and principal evaluations. The task force developed a list of priority grades and subject areas that included: kindergarten through first grade mathematics and reading, second grade mathematics and reading, third grade mathematics and reading, ninth grade ELA, Algebra I, Geometry, grades 6-8 social studies and science, and kindergarten readiness. Each participating LEA piloted an assessment or process for measuring student growth for at least one grade or subject on this list. In future years, these assessments will allow LEAs to use the District's VAM models in additional grades.

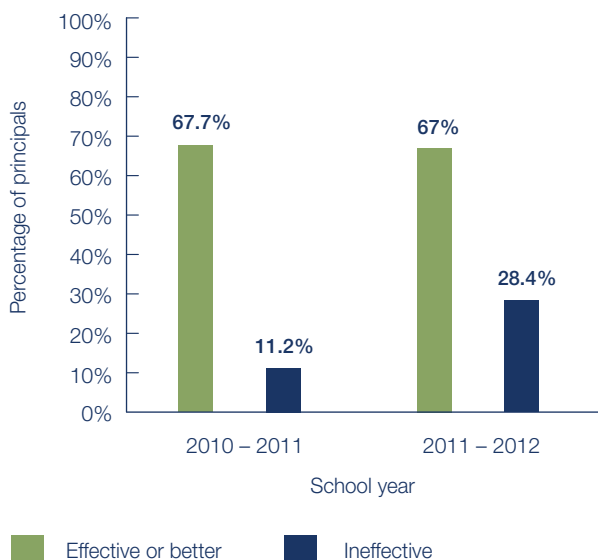
In addition, OSSE released the RFA for the Expanded Growth Assessment Grant project in summer 2012, a delay from the original April 2012 release date. The purpose of the competitive subgrants to participating LEAs is to support the development of growth measures in non-tested grades and subjects. OSSE awarded one subgrant in mid-October 2012 for \$500,000 of the \$2,000,000 budgeted for this project. OSSE stated that they did not receive other qualified applications. They indicated that they would likely release another RFA and, to help ensure a greater number of

Great Teachers and Leaders

Percentage of teachers in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year

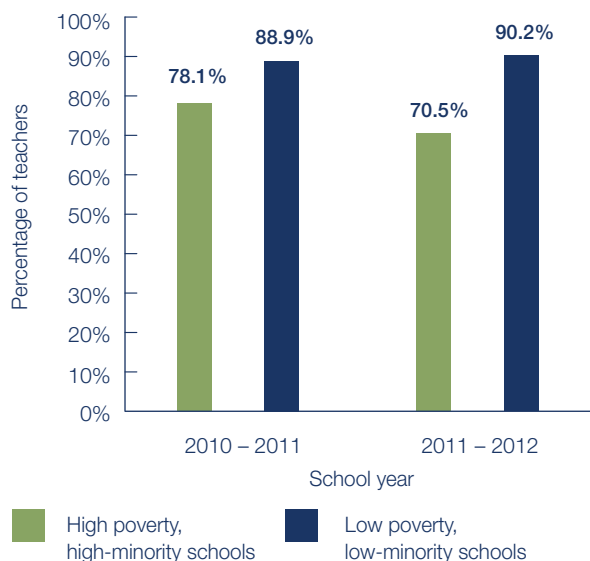


Percentage of principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year



Additional information provided by the State on these data is available in the Race to the Top APR at www.rtt-apr.us.

Percentage of teachers who are effective or better in low-poverty, low-minority and high-poverty, high-minority schools



Additional information provided by the State on these data is available in the Race to the Top APR at www.rtt-apr.us.

qualified applications, provide more time for LEAs to respond, put forth a more limited scope for the project, and increase support to LEAs to develop and implement their proposals. OSSE is seeking input from the Student Growth Measure Task Force on how to structure the second round of the RFA. The failure to award these competitive subgrants consistent with the timeline in the District's Scope of Work delayed implementation, thereby making it difficult to develop true, high-quality growth measures during Year 3.

OSSE continues to convene the Human Capital Task Force in conjunction with the Student Growth Measure Task Force. Representatives from DCPS and charter LEAs participate in the former to support best practices in human capital. During Year 2, the Human Capital Task Force reviewed and provided feedback on participating LEA teacher and leader evaluation plans, in addition to sharing best practices (e.g., the March task force meeting focused on hiring practices) and providing guidance to OSSE on its competitive Race to the Top subgrants (e.g., Pipelines and PLACes).

The Human Capital Task Force required all participating LEAs to submit plans to adopt or revise their existing evaluation systems in order to meet new guidelines for LEA teacher and principal evaluation systems. According to its Scope of Work, OSSE was to approve LEA teacher and leader evaluation plans by December 2011; however, OSSE did not complete its review and approve all 30 participating

Great Teachers and Leaders

LEA plans until August 2012. Thus, some LEAs used unapproved plans to make evaluation-related decisions for SY 2011-2012.

The District is a member of the RSN's ongoing Student Learning Objectives (SLO) Working Group, made up of Race to the Top grantees interested in expanding the use of SLOs in their States. The District contributed to a publication, released in July 2012, that informed other States of the District's policy approach, rules, and requirements governing classroom observations used in teacher evaluations.⁶

Ensuring equitable distribution of effective teachers and principals

OSSE used several strategies to ensure equitable distribution of effective teachers and principals in the highest poverty schools and hard-to-staff subject areas. These strategies included awarding two subgrants for the Pipelines project, a teacher residency program that uses a comprehensive recruitment and selection process to identify and place highly effective teachers in hard-to-staff areas in participating schools. The two Pipelines cohorts placed 81 residents as lead teachers in 15 LEAs in hard-to-staff areas, such as early childhood, mathematics, and science. OSSE awarded the second round of Pipelines subgrants in April 2012, and the new grantees will have a similar focus on hard-to-staff areas.

LEAs submitted teacher effectiveness data to OSSE in summer 2012. OSSE provided finalized VAM to the LEAs in July 2012. For teachers of ELA and mathematics in fourth through eighth grades in participating LEAs, VAM accounts for at least 30 percent of their evaluation. OSSE hired a contractor to use the VAM results to identify LEAs with large numbers of ineffective teachers in high poverty schools. The analysis was completed in November 2012. OSSE also used the analysis to identify LEAs with large numbers of ineffective teachers in subject shortage areas. These nine LEAs were required to submit teacher improvement plans to increase teacher effectiveness to OSSE using a template OSSE developed with the assistance of the Human Capital Task Force. OSSE will use members of the Human Capital Task Force to review and approve these plans.

DCPS and charter LEAs continue to engage in teacher recruitment, selection, retention, and placement strategies designed to increase overall effectiveness. OSSE reported that participating charter LEAs have been using their newly developed evaluation systems throughout spring and summer 2012 to make teacher retention and placement decisions. DCPS used results from IMPACT, its educator performance evaluation system, to make human capital decisions during summer 2012. OSSE supported LEAs in these efforts through a number of activities, including facilitating a discussion on hiring practices during a Human Capital Task Force meeting.

Improving the effectiveness of teacher and principal preparation programs

During Year 1, OSSE convened the Teacher Preparation Program Task Force, which is comprised of members from local universities and area charter LEAs, to help develop a matrix of elements for the Teacher Preparation Program Scorecard. OSSE expects the task force to provide advice on the implementation of this project, which OSSE hopes will improve the quality of teacher and principal preparation programs in the District. Rather than launch the Teacher Preparation Program Scorecard templates in May 2012, the District amended its timeline to January 2013. OSSE still plans to publish scorecards for individual preparation programs in September 2014 after a one-year pilot during SY 2013-2014. However, before launching the pilot, OSSE must complete an intensive planning and development phase during SY 2012-2013, which has been delayed.

The two 2011 Pipelines subgrantees prepared 94 residents to become full-time lead classroom teachers in SY 2012-2013 and 81 of these teachers were placed at the end of Year 2. The residents went through a rigorous selection process (*e.g.*, 10 percent acceptance rate for the Capital Teaching Residency) and received hundreds of hours of professional development during Year 2. For its 2012 Pipelines subgrants, OSSE released the RFA in January 2012, reviewed the applications in March and April, and made three awards totaling \$3 million in late April 2012. The programs funded with these new subgrants began during summer 2012 and will prepare over 140 new teachers. OSSE used the Quality Standards for Teacher Residency Programs from Urban Teacher Residency United to develop the 2011 and 2012 Pipelines RFAs.

For the Pipelines project, OSSE continues to meet its originally established timeline. The 2012 subgrantees will further support the expansion of this innovative method in creating high-quality alternative pathways for teachers.

Providing effective support to teachers and principals

The District's goal is to support its LEAs in creating customized professional development experiences based on the individual needs of educators. It plans to improve overall educator effectiveness through supporting DCPS in its launch of an Individualized Professional Development Platform (Individualized PD Platform), by supporting two PLaCEs consortia, and by requiring all participating LEAs to have plans to provide individualized professional development. The Department approved an amendment to shift the timeline for the Individualized PD Platform from January 2012 to June 2012; however, DCPS did not launch the Platform until August 2012. Previously, DCPS teachers accessed

⁶RSN publications can be found at <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/index.html>.

Great Teachers and Leaders

OSSE has awarded two competitive subgrants for its PLaCEs project. The first subgrant was awarded to E.L. Haynes in spring 2011. This subgrant supports educators through intensive lesson-study cycles to enable them to create mathematics lessons aligned to CCSS that improve student achievement. High-achieving schools will use these lesson-study cycles to engage educators in professional development and adult learning experiences that will have a positive impact on students. The consortia intend to transfer best practices from high-achieving schools to low-achieving schools, foster collaboration across sectors to tackle difficult challenges, and provide high-achieving individuals and schools with opportunities to inform and engage in education reforms beyond their current schools and responsibilities. The 2011 subgrantee consortium will expand from six LEAs with 12 schools, to 24 schools in SY 2012-2013. The first year of the E.L. Haynes PLaCEs project (in Year 2 of OSSE's Race to the Top grant), focused on mathematics instruction, and the project will expand to include ELA instruction during the second year of the subgrant.

E.L. Haynes Public Charter School is the Lead LEA for OSSE's 2011 PLaCEs subgrant; five other LEAs make up the consortium. From these six LEAs, 12 individual schools (six high-performing and six low-performing according to 2009-2010 DC CAS results) are participating. The subgrant will span the final three years of OSSE's Race to the Top grant, and participating teachers will engage in 11 intensive lesson-study cycles (each cycle lasts approximately six to eight weeks). E.L. Haynes has contracted with two content experts to facilitate the lesson-study process. The first year of the subgrant focused on mathematics instruction, but the project will expand to also support ELA instruction next year. The consortium is leveraging LearnZillion, a learning platform that combines video lessons, assessments, and progress reports, to support the lesson-study process. Most of the participating teachers are within their first four years of teaching and have found the direct, consistent access to content experts and peer teachers extremely valuable. E.L. Haynes is planning a third-party evaluation of this subgrant.

professional development resources through the Educator Portal. The Individualized PD Platform, in addition to serving as a one-stop shop for DCPS teachers, will replace the Educator Portal. Since the Individualized PD Platform is part of a larger comprehensive online resource for DCPS teachers, DCPS will provide charter LEAs access to the platform through a default account. According to the Scope of Work, this was to happen by August 2012, but OSSE reports that the charter LEAs will have access in June 2013.

In its 2012 PLaCEs RFA, OSSE required applicants to develop projects that support CCSS implementation across multiple subject areas. Through a competitive priority, OSSE encouraged participating LEAs to develop projects designed to improve student performance in the following areas: ELA, special education, early childhood education, STEM, or over-aged, under-credited students. OSSE released the RFA for the 2012 PLaCEs competition in early March 2012 and made one award to Cesar Chavez Public Charter School in August 2012. This consortium will support participating educators in four strands of work: 1) Developing school leaders to promote and sustain school transformation; 2) Training general education teachers to foster critical thinking using Marzano's strategies; 3) Supporting special education teachers in helping their students meet CCSS; and 4) Developing a portal for CCSS exemplars and resources.

OSSE requires lead LEAs for both the 2011 and 2012 PLaCEs consortia to facilitate an "Each One Teach One" approach, in which participating schools partner with another school beginning in the second year of the project to share what they learned during the first year. These new schools will also participate in their respective consortia for the remainder of each subgrant. E.L. Haynes began this matching process in spring/summer 2012, and Cesar Chavez will begin matching in spring/summer 2013.

Successes, challenges, and lessons learned

In Year 2, OSSE developed a new tool to collect teacher effectiveness ratings from participating LEAs. These data are critical to understanding the distribution of effective teachers across participating LEAs throughout the District; however, OSSE reports that two LEAs provided aggregate ratings, rather than individual teacher effectiveness ratings and two LEAs provided individual data without identifying the teacher names. To complete the Teacher Prep Program Scorecard project, OSSE needs teachers to be identified along with their effectiveness data in order to link them to their preparation programs. OSSE reports that the two current Pipelines subgrantees have high retention rates, and teacher residents are preparing to teach in high-need areas in SY 2012-2013. OSSE released its second Pipelines RFA in January 2012 and made awards in April 2012. The 2011 PLaCEs subgrant project supports 48 teachers across 12 schools (six within DCPS and six charter schools) and will expand to 24 schools in Year 3. In the first year of the 2011 subgrant, the consortium focused on high quality instruction aligned to the CCSS through lesson study and unit design. The 2012 subgrant will support educators in CCSS implementation across subject areas.

OSSE made some recent progress with its Teacher Preparation Program Scorecard project, but the project experienced significant procurement delays. As a result, OSSE does not expect to meet its amended timeline for the pilot portion of this project, although it still plans to publish the scorecards according to the original timeline of September 2014.

Great Teachers and Leaders

While DCPS teachers have access to professional development through DCPS' existing Educator Portal, DCPS fell behind in launching the online Individualized PD Platform and developing more robust content for the Platform. The District launched the platform in August 2012 for DCPS educators, but OSSE reports

that participating charter LEAs will not have access until June 2013. This delays charter LEA access to the platform by over a year and makes it difficult, if not impossible, for charter LEAs to use this resource to revise instructional strategies in SY 2012-2013 in response to 2012 DC CAS results and teacher effectiveness data.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.⁷

Intervening in the lowest-achieving schools

OSSE conducts its PLA and lowest-achieving schools intervention efforts primarily through DCPS. Currently, 13 PLAs in DCPS and one charter school are implementing one of four SIG interventions (*e.g.*, turnaround, transformation, restart, or closure). In Year 1, DCPS identified one school to receive additional Race to the Top intervention support using a rubric that assessed various indicators such as DC CAS proficiency, school climate, and teacher and leader effectiveness. During Year 2, DCPS provided planning support to the identified school and the school began implementation of its turnaround plan in SY 2012-2013. In addition, DCPS has identified two schools that will receive support during SY 2012-2013. These two schools will use SY 2012-2013 as a planning year before initiating interventions in the SY 2013-2014.

During Year 2, the DCPS OST team worked with the principal of one school to develop an intervention strategy to implement beginning in SY 2012-2013. The school's leadership team included a proposal for differential funding in its plan and presented the plan to the head of the OST and the DCPS chancellor in summer 2012. DCPS will provide differential funding over a four-year period on a declining scale (*i.e.*, less money per pupil per year) to ensure that schools plan appropriately for sustainability. DCPS plans to begin providing differential funding to all 13 PLA schools in SY 2012-2013.

Successes, challenges, and lessons learned

In Year 2, DCPS continued to experience delays regarding the Race to the Top work related to supporting its PLA and lowest-achieving schools. The EPP team supported one school to-date and expects to support all 13 PLAs through the life of the grant. DCPS was delayed in fully staffing its central office team responsible for the intervention supports for PLA and lowest-achieving schools in the District's Race to the Top grant. Since the DCPS team is the lead for this effort, these postponements have led to significant delays in the progress of the District's intervention work. Originally, DCPS planned to have its team fully staffed by January 2011; at the District's request, the Department approved an amendment pushing that date back to November 2011. DCPS did not fully staff its team until July 2012. If delays continue in Year 3 and DCPS does not meet the terms it agreed to in its Memorandum of Understanding, the District will be unable to complete the activities and projects with fidelity.

⁷Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

State's STEM initiatives

OSSE established its STEM Task Force in December 2010. The task force has collaborated with local colleges and universities, as well as business and industry partners, such as Battelle for Kids, to create a STEM Learning Network. In August 2012, OSSE awarded a contract to Battelle for Kids to develop and implement the STEM Learning Network. This work aims to establish the mission, vision, and goals of the District's STEM initiative and identify STEM priorities. All LEAs have transitioned to the CCSS and are using CCSS-aligned interim assessments. Additionally, though not funded through Race to the Top, OSSE assembled a team of 20 educators ranging from early childhood to higher education to prepare the District for the release of the next generation science standards. OSSE's Pipelines project focuses on the preparation of STEM teachers and teachers for other hard-to-staff areas. Additionally,

the first PLACEs consortium used a rigorous lesson-study process to focus on mathematics instruction.

Successes, challenges, and lessons learned

The District has made little progress in the STEM activities approved in its Scope of Work. In May 2012, OSSE hosted a "STEM celebration" for LEAs to showcase STEM activities for pre-kindergarten through fifth grade. While the "STEM celebration" was an accomplishment for the District, the STEM Learning Network, that was supposed to be completed by December 2011, is still not complete. Once operational, the STEM Learning Network will provide the tools educators need to implement quality STEM learning experiences.

Looking Ahead to Year 3

In Year 3, the District plans for its Race to the Top team to play a major role in supporting LEAs to align their work with the District's approved ESEA flexibility request. To assist in monitoring and supporting LEAs, OSSE will contract with a vendor to develop and launch the Enterprise Grants Management System, a comprehensive online system to centralize grant management throughout the agency. OSSE will continue to provide educators with opportunities for professional development on the CCSS. OSSE will add to its CCSS resource website and release the Standards Entry Points for Differentiated Learning as a resource for special education educators. DCPS will continue to add resources to the Individualized PD Platform and charter LEA teachers will be provided default access in June 2013.

As part of its approved ESEA flexibility plan, OSSE will develop a tiered system of support for PLA schools. In September 2012, OSSE's Race to the Top team identified a cross-functional team (*e.g.*, leaders within OSSE's Offices of Assessment and Accountability and Teaching and Learning) to provide targeted support to PLA schools. OSSE plans to use Indistar, a school improvement tool, to identify, support, and track progress in PLA schools. OSSE's Race to the Top team will serve as a conduit between PLA schools and the appropriate offices within OSSE.

The Pipelines program's second cohort will prepare teacher residents for lead teacher placements in hard-to-staff content areas. The first PLACEs consortium will expand its lesson-study focus to developing high-quality unit plans and will include ELA in addition to mathematics instruction; while the second consortium will focus on developing support and resources on CCSS implementation.

OSSE currently has an interim, internally-created SLDS, but awarded a contract in summer 2012 to develop the architecture for a comprehensive data warehouse. Once the contractor-created SLDS is functional in Year 3, the contractor will integrate the two systems to release one public-facing version that includes the same data as OSSE's internally-created site. All participating LEAs were required to implement an IIS during SY 2012-2013. Data from IIS and SLDS will be available to researchers for the evaluation of the effectiveness of various reform models, instructional materials, strategies, and approaches for educating different types of students.

OSSE will continue to work on the Teacher Preparation Program Scorecard project. In November 2011, the Department approved an amendment to finalize the Scorecard templates in May 2012 instead of August 2011. The Department approved a second amendment in October 2012 to move the deadline for the Scorecard template to January 2013 and reduce the number of pilot years to one. OSSE plans to publish the scorecard according to the original timeline of September 2014.

DCPS has identified two schools it will provide more intensified support to through Race to the Top during Year 3, and has staff in place to support all schools that are implementing an intervention model.

OSSE worked with a contractor during Year 1 to develop a proposal for a STEM Learning Network, but did not award the contract to establish the STEM Learning Network until Year 2. In Year 3, OSSE hopes the STEM Learning Network will be operational, and will highlight the importance of STEM education and unite stakeholders in the STEM system to provide a forum for program guidance, development, and best-practice sharing.

Budget

For the State's expenditures through June 30, 2012, please see the APR at www.rtt-apr.us.

For State budget information, see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.

For the State's fiscal accountability and oversight report, please see <http://www2.ed.gov/programs/racetothetop/performance.html>.

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see <http://www2.ed.gov/programs/racetothetop/amendments/index.html>.)

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to

match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a \$97.4 billion appropriation.

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The final State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K–12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the CCSS were adopted by 45 States and the District of Columbia.

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs,

or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS): Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities: Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs: LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate

full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

Participating LEAs: LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.parcconline.org/>.)

Persistently lowest-achieving schools: As determined by the State, (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation

systems for teachers and principals that: (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

Reform Support Network (RSN): In partnership with the ISU, the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on: A user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium**

(Smarter Balanced): One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.k12.wa.us/SMARTER/default.aspx>.)

The **State Scope of Work:** A detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS): Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement: For the purposes of this report, student achievement (a) for tested grades and subjects is (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth: The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs): A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."

- 56) What role does OSSE play in overseeing the implementation of DCMR 5-A2100 *et seq.* regarding handling students who accrue multiple unexcused absences in a given period of time?**
- a) What resources and supports does OSSE provide to DCPS and DCPCS in order to fulfill the requirements of these regulations?**

RESPONSE:

OSSE is responsible for enforcing compliance with the compulsory education and attendance laws in the District of Columbia and ensuring that all school-age children regularly attend school. To that end, OSSE was granted rulemaking authority through the Mayor's delegation of authority pursuant to D.C. Law 19-141 to collect and report data during the implementation of DCMR 5-A2100 *et seq.* regarding handling students who accrue multiple unexcused absences in a given period of time. As a component of the rulemaking, OSSE is developing supports that will align with the legislative requirements as outlined in Section 38-2602 (19).

- 57) Please provide an update on implementation of the South Capitol Street Memorial Amendment Act of 2012? In your response please include, at a minimum the following:**
- a) The status of developing and implementing regulations promulgated as a result of provisions in the legislation, please indicate any places where OSSE was unable to meet legislative deadlines and the obstacles that prevented you from meeting those dates;**
 - b) Efforts undertaken by OSSE in FY12 and to date in FY13 to inform and educate all LEA's about requirements under this legislation;**
 - c) A narrative description of OSSE's work with other District agencies on implementation; and,**
 - d) OSSE's plan for overseeing the implementation of this legislation in FY13 and beyond.**

RESPONSE:

OSSE convenes a monthly internal working group that monitors implementation of the South Capitol Street Memorial Amendment Act of 2012.

The project management and implementation plan created by the Elementary and Secondary division of OSSE reflects the following key strategic initiatives and milestones:

- 1) Development of guide for parents and legal guardians on the District's laws and regulations related to absenteeism and truancy. (Required Completion Date: 10/1/13)
The resource guide will be drafted with the assistance of the Regional Educational Laboratory Program (REL). REL works in partnerships with school districts, state departments of education, and others to use data and research to improve academic outcomes for students. Most recently, the REL has worked with Maryland to the state's truancy prevention guide.
- 2) Finalization of the compulsory attendance rulemaking (Expected Completion Date: Based on State Board Input). On December 19, 2012, OSSE presented the following highlights to the State Board of Education for discussion:
 - o Standardizing how truancy and absenteeism will be tracked and calculated across the District Schools (or LEAs) shall adopt an absenteeism protocol:
 - a. Continuum of interventions (which does not include expulsion & suspension as remedies for truancy)
 - b. Process for educating staff, parents & students on truancy prevention
 - c. Process for notifying parents of absences
 - d. Referral to school-based student support team within 2 days after 5th unexcused absence in a marking period (or 10th unexcused absence in school year)
 - o Monitoring whether each school designates an attendance monitor and implements a school-based student support team as an early absenteeism intervention.
 - a. Members should be trained in compulsory attendance laws & truancy intervention strategies/best practices
 - i. Functions of student support team:
 1. Determine underlying cause of truancy
 2. Reasonable & diligent efforts to collaborate with students & parents
 3. Communicate with IEP team
 4. Develop action plan in consultation with students & parents
 5. Use school & community resources to abate truancy

- ii. Makeup of team:
 1. Attendance monitor
 2. General education teacher
 3. School nurse, psychologist, social worker
 4. IDEA coordinator
 5. Early learning teacher
 6. Bilingual teacher
 7. Representatives of CFSA and/or DYRS
 8. Homeless liaison
 9. Guardian *ad litem*

- b. Attendance Monitor
 - i. Designated by chief school officer for each school
 - ii. Notice of designated attendance monitor to OSSE before beginning of each school year
 - iii. Shall receive training on compulsory attendance laws
 - iv. Duties:
 1. Responsible for collecting, maintaining & reporting attendance records
 2. Establish procedure complete & accurate attendance records
 3. Submitting required attendance records to OSSE; reviewing and confirming accuracy of submitted records
 4. Periodically monitor the effectiveness of school's attendance procedures & make recommendations for improvement
 - Utilizing attendance data to analyze and report on how effectively schools are addressing truancy; and
 - Revising and implementing approval of private school programs

- 3) Inclusion/publication of truancy data on state report card (Expected Completion Date:8/2013)
To comply with this requirement, OSSE's implementation strategy will include:
 - Accurate, daily, contemporaneous attendance record beginning on first day of school & ending on last day of school unless student officially enrolls in another school
 - Attendance may not be recorded by volunteers or other students
 - Record of when truant student returned to school by truancy officers or MPD
 - Maintenance of attendance records for 5 years
 - Certification of school year's attendance records by chief school officer within 30 days after end of school year; No further amendments but for good cause shown
 - Aggregate attendance report due within 60 days after end of school year

- 4) Implementation of private school oversight plan (Expected Completion Date: 5/2013)
 - Beginning with the 2014-15 school year, attendance at a private school will only fulfill the requirements of compulsory attendance if the private school's elementary and secondary program has been reviewed and approved by OSSE
 - Ongoing approval is contingent upon compliance with attendance record collection & reporting requirements

- 5) Creation of technical assistance and support to aid LEA compliance (Ongoing)
- o During the school year, OSSE will periodically review submitted attendance records to ensure that students receive required referrals for truancy intervention
 - o Schools must submit corrective action plans to address identified discrepancies between submitted records & requirements of the rules
 - o Annual report card will include:
 - a) Truancy rate for each school
 - b) Progress in improving attendance & reducing truancy from the prior school year; and
 - c) School's compliance with key attendance & truancy requirements.

OSSE has enlisted stakeholder input in the development of relevant regulations and rulemaking. OSSE presented the proposed rules to the DME's Truancy Task Force and received pre-publication comments from DCPS, Public Charter School Board, Metropolitan Police Department, Department of Human Services, Child and Family Services Agency, and Children's Law Center. OSSE then vetted the proposed rules and obtained the approval of the Deputy Mayor for Education, the Council's Office of Policy and Legislative Affairs, the Legal Counsel Division of the Office of the Attorney General, and the Office of Documents and Administrative Issuances.

The proposed rules were posted in the DC Register on January 4, 2013. The 30-day public comment period ended on February 4, 2013. OSSE is in the process of reviewing the comments and determining whether substantive changes need to be made and revised rules proposed, or whether substantive changes are not needed. OSSE can then proceed to finalize the rules through SBOE approval and publication of final rules.

While OSSE has worked diligently on its efforts to produce thoughtful revisions with stakeholder input, OSSE was not able to meet the original legislative deadlines. In order to meaningfully engage all stakeholders in the rulemaking process, the agency typically allots six months. In that six month period, OSSE takes recommendations, drafts the rulemaking, obtains all of the necessary vetting and permissions, publishes for public comment, and submits for final State Board of Education approval.

58) How does OSSE work internally, and with each LEA and school in the District to develop and implement policies and practices that improve access to education for all students?

a) How does OSSE utilize these relationships to identify and address curriculum or performance issues in the schools they oversee?

RESPONSE:

The importance of strong relationships and trust as a foundation for the support provided to LEA's and schools is paramount to how we support sites. The DC OSSE believes that a culture of candor, a culture that encourages stakeholders to speak honestly about what needs to be done and the challenges that face them provides the strongest foundation for lasting improvement in schools. To that end, OSSE supports all schools with an emphasis on "Priority & Focus" to provide supports, interventions and strategic direction. This is done through the Innovation & Improvement team embedded in the division of Elementary & Secondary Education. Each person has a cohort of 7-9 schools they support, work with monthly and provide technical assistance.

OSSE provides differentiated and flexible support to districts and schools that best match the context and culture of the District's education system rather than enforcing a particular "cookie cutter" model of school improvement. The DC OSSE provides differentiated support built on the foundation of promoting strengths rather than needs (or deficits). Instead of DC OSSE diagnosing only the "problems" of low-performing schools and requiring schools to implement particular models or approaches to improve, DC OSSE works with LEAs to identify strengths as an approach to school improvement.

The Cross-Functional Team (CFT) is a team comprised of all divisions within OSSE to support and provide technical assistance to LEA's. The CFT meets monthly to review, discuss and provide feedback for LEA's. The team members (because they are from all divisions) are able to relay and keep each division apprised of the salient issues for each lowest achieving school.

59) Please provide a narrative description of OSSE’s role in overseeing the District’s public charter schools, including the areas in which OSSE can and cannot require certain data, policies, curriculums, or standards of each charter school.

RESPONSE:

As the State educational agency (SEA) for the District of Columbia, OSSE is responsible for overseeing state-level functions as they relate to all schools in the District of Columbia, public schools, including DCPS and public charter schools, and private schools. D.C. Code §§ 38-2601.01; 38-2602.01; 38-2602(b); *See also* D.C. Code §38-2907 (OSSE as the SEA for the District, shall perform all state education functions for local education agencies, including public charter schools and DCPS).

Although broad general statutory authority mandates OSSE as the SEA to address all state level educational functions, the law also identifies specific requirements with regard to school oversight for all schools including public charter schools and private schools in the following areas:

- i. Establishing the rules governing acceptable credits that may be granted for studies completed at “independent, private, public, public charter schools and private instruction (D.C. Code § 38-2602(b)(7));
- ii. Establishing the minimum amounts of instructional time for all schools (D.C. Code § 38-2602(b)(8));
- iii. Supervising adult education and adult literacy education for all schools (D.C. Code § 38-2608);
- iv. Establishing and enforcing truancy and compulsory school attendance provisions for all schools (D.C. Code § 38-202(d); D.C. Code § 38-203(j); D.C. Code § 38-2601.01; Mayor’s Order 2012-116); and
- v. Licensing day care and early learning programs in all schools (D.C. Code § 4-401 *et seq.*; Mayor’s Order 2009-3).

In addition to its broad authority over all schools in the District, District law at times addresses specific oversight of the following aspects of publicly-funded schools, including public charter schools:

- i. Administering education-related federal grant funds, including formula and competitive grants (D.C. Code § 38-2601.01; D.C. Code § 38-2602(b)(18));
- ii. Ensuring compliance with federal legal requirements applicable to recipients of federal financial assistance (D.C. Code § 38-2602(b)(11); 34 C.F.R. § 80.37);
- iii. Establishing standards for extended learning time beyond the regular instructional day (D.C. Code § 38-2602(b)(8A));
- iv. Administering the annual school enrollment audit and verifying student counts (D.C. Code §§ 38-2602(b)(2), (9B); D.C. Code § 38-2906(d));
- v. Establishing high-quality content standards (D.C. Code §§ 38-2602(b)(11); 20 U.S.C. § 6311(b)(1));
- vi. Administering and evaluating the results of standardized assessments (D.C. Code § 38-2602(b)(11), (12); 20 U.S.C. § 6311(b)(3));
- vii. Implementing a school accountability system with goals for improving student outcomes assessments (D.C. Code § 38-2602(b)(11), (12); 20 U.S.C. § 6311(b)(2));

- viii. Establishing District residency rules, collecting nonresident tuition, and enforcing residency fraud provisions (D.C. Code § 38-202; D.C. Code § 38-312; D.C. Code § 38-2602(b)(3));
- ix. Supervising special education payments and services, including local and federal Individuals with Disabilities Education act funds (D.C. Code § 38-1804.01(c));
- x. Supervising publicly-funded pre-Kindergarten and early childhood education programs, including administering audits and evaluations, licensure, making grants, establishing high-quality content and performance standards, administering assessments, and establishing an accountability system (D.C. Code § 38-271.01; D.C. Code §§ 38-2602(b)(6A), (9), (9B));
- xi. Beginning with the graduating class of 2014, ensuring that all public high school and public charter high school students, participate in a college preparatory program, takes either the SAT or ACT, and applies to at least one post-secondary institution (D.C. Code § 38-752.03);
- xii. Providing transportation for students with disabilities (D.C. Code § 38-2907);
- xiii. Administering state academic credential certifications (D.C. Code § 38-2602(b)(17));
- xiv. Promulgating rules for the administration of Uniform Per Student Funding Formula funds (D.C. Code § 38-2602(b)(16)); *See also*, D.C. Code § 271.06.
- xv. Collecting educational data for inclusion in the State Longitudinal Education Data warehouse (D.C. Code § 38-2609);
- xvi. Review of denial of a charter petition by an eligible chartering authority (D.C. Code § 38-1802.03(j)(2));
- xvii. Establishing truancy centers for law enforcement to deliver truant public and public charter school students (unfunded) (D.C. Code § 38-251(a)(1));
- xviii. Administering child nutrition programs, including the school lunch, milk, and other nutrition programs sponsored by the Department of Agriculture (D.C. Code § 38-2602(b)(1)); and
- xix. Administering the Healthy Schools Act and Fund, including without limitation addressing nutrition standards, food sourcing, physical activities, school gardens, wellness policies and school health profiles (D.C. Code § 38-821.01 *et seq.*), and

As noted above, the law mandates broad state level oversight of District schools including public schools and public charter schools. Since becoming the District's state education agency in 2007, OSSE has experienced routine pushback from the PCSB, charter school advocacy groups, and a number of charter schools asserting that the District of Columbia School Reform Act of 1995, 110 Stat. 1321, Pub. L. 104-134, effective April 26, 1996, (DC Code § 38-1800.01 *et seq.*) exempts charter schools from compliance with state level requirements unless the DC Code or federal law specifically mandate charter school compliance. The Office of the Attorney General and the Office of Legal Counsel has consistently concluded that none of the following codes can be read to exempt public charter schools from laws and standards which are state oriented: DC Code §38-1802.04(b), which sets forth specific powers of public charter schools; DC Code § 38-1802.04(c)(3)(A), giving public charter schools exclusive control over their expenditures, administration, personnel and instructional methods, nor DC Code § 38-1802.04(c)(3)(B) which exempts public charter schools from statutes, policies, rules and regulations established for DCPS.

STUDENT TRANSPORTATION

60) What steps has OSSE undertaken in FY12 and to date in FY13 to ensure that all students have the transportation necessary to get to and from school on a daily basis?

RESPONSE:

Community Learning and School Support staff assist students who are homeless with issues such as enrollment in school, attendance, and transportation. Transportation has been the most challenging service for homeless students not only in Washington, DC, but across the nation. In response to this crisis, OSSE has taken several steps in FY12 and FY13 to ensure that all homeless students are provided assistance with transportation to and from school. In June of 2012, OSSE signed a Memorandum of Understanding (MOU) with the Community Partnership on the Prevention of Homelessness (CPPH). This organization provides support to homeless shelters and families living in these shelters. CPPH helps OSSE to identify students in public schools who are living in shelters. OSSE works with the schools to provide transportation for those students to attend school and return to the shelters.

Students who are living with others – relatives or friends – due to economic hardship, also receive support from OSSE through partnership with local LEAs who help provide assistance with transportation. In addition, there is ongoing outreach to parents and community-based organizations. OSSE distributes brochures about services and rights of homeless youths. This brochure is available at the shelters in the district, schools, and OSSE. The brochure is available in both English and Spanish.

61) What are the common barriers that students encounter in being transported to and from school on a daily basis?**RESPONSE:**

Most students who are homeless use public transportation to and from school. However, the rising cost of metro passes has caused a financial burden on these students. This lack of adequate funding affects the level of assistance given to students who need immediate help. Schools are forced to use local funds to pay for metro passes, and these funds are not always readily available. OSSE pays some of these costs.

a) How does OSSE collect and analyze data regarding the transportation needs of individual students?**RESPONSE:**

OSSE collects transportation data from the LEAs on the semi-annual census form to track the number of students who are receiving transportation assistance and the wards in which they reside. This information is then used to analyze how much money each LEA is spending on transporting students who are homeless, and where the students are located in the city. Areas that are highly populated are targeted for increased technical assistance, which includes the schools and the local shelters that serve the schools. OSSE does pay the transportation costs for students living in a shelter.

- 62) What financial supports does OSSE provide to assist students in getting to and from school on a daily basis?**
- a) Have there been any efforts to expand the availability of this assistance in FY12 or to date in FY13?**

RESPONSE:

OSSE provides the McKinney-Vento Homeless Education grant to LEAs, which is funded by the US Department of Education, to LEAs to assist students. In FY12, OSSE received from the US Department of Education a total amount of \$223,306 and in FY13 a total of \$195,297. Seventy-five percent (75%) of the McKinney-Vento funds must be granted to LEAs. The request for daily transportation assistance exceeds the amount of funding available to LEAs. In an effort to expand the availability of assistance to these students, OSSE is working with The Community Partnership for the Prevention of Homelessness, The Neediest Kids Fund, and The Student Support Center. These organizations provide transportation assistance to homeless youth in various programs to ensure their educational success. OSSE serves as the liaison between the organizations and the schools. The Community Learning and School Support and the Post-Secondary divisions are also working together to provide transportation assistance to students to help improve attendance and graduation rates so that the enrollment for homeless youth higher education can be increased.

POST-SECONDARY EDUCATION**63) What programs are offered by OSSE to assist District residents in achieving their GED?****RESPONSE:**

Since Fiscal Year 2010-2011 (FY11), the OSSE Adult and Family Education (AFE) division, in an effort to integrate the provision of adult education, ancillary, and postsecondary education transition and/or workforce transition services to District residents, awarded federal and local grants to providers to implement the following service models:

ADULT EDUCATION SERVICE MODELS	
Service Model I	Adult Basic Education and/or Adult Secondary Education and Ancillary Services
Service Model II	English Literacy and Ancillary Services
INTEGRATED SERVICE MODELS	
Service Model III	English Literacy, English Language/Civics Education and Ancillary Services integrated with Workforce Transition Services to English Language Learners
Service Model IV	English Literacy, English Language/Civics Education and Ancillary Services integrated with Workforce - AND - Postsecondary Transition Services to English Language Learners
Service Model V	Adult Basic Education and/or Adult Secondary Education and Ancillary Services integrated with Workforce Transition Services to individuals at or below the ASE Level
Service Model VI	Adult Basic Education and/or Adult Secondary Education and Ancillary Services integrated with Workforce - AND - Postsecondary Transition Services to individuals at or below the ASE Level

In Fiscal Year 2012-2013 (FY13), the Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) funded nineteen (19) organizations to provide adult and family education services to District residents.

Two Adult Secondary Education service options, the General Education Diploma (GED) and the National External Diploma Program (NEDP), afford adult learners in the District of Columbia an opportunity to earn a GED credential or High School Diploma. Nine (9) of the nineteen (19) OSSE AFE local program providers (Academy of Hope, Anacostia Community Outreach Center, Booker T. Washington PCS Virtual Enterprise Program, Covenant House Washington, Mary's Center for Maternal and Child Care/Education Strengthens Families PCS, National Organization of Concerned Black Men, Perry School Community Services Center, So Others Might Eat and Southeast Ministries) offer GED and/or NEDP, in addition to adult basic education services, to District residents. Additionally, the OSSE AFE provides some level of fiscal, human and/or materials resources including monitoring, professional development and/or technical assistance to five (5) providers in the city (DCPS Ballou STAY High School, Roosevelt STAY High School and Spingarn STAY High School, Living Wages and Southern Baptist Church) that offer the NEDP.

a) How do residents find out about and enroll in these programs?**RESPONSE:**

District residents are apprised of and enroll in adult and family education programs through various mediums. Two publications, the [OSSE AFE Guide to Adult and Family Education Services](#) and/or

Educational Options for Adult Learners, are disseminated to DC residents citywide by the OSSE AFE, GED Testing and Verification Center, DC Department of Employment Services, DC Department of Human Service, DC Public Library/ Literacy Resource Centers and other partner and community-based agencies. Additionally, the guide is available on the OSSE website. District residents are counseled about adult education options, including earning a GED or high school diploma via the NEDP during orientation, counseling, intake and/or assessment sessions at OSSE AFE funded local programs and at various DC government and community-based agencies. Several adult education providers advertise and recruit participants via the dissemination of printed materials or newsletters as well as via emails and listservs.

However, referral from family/friends has been the primary source of referrals to adult education programs as reported in LACES in Program Year 2011-2012 (PY 2012). The successes of family/friends serve as a testament of the benefit of students' participation in an adult education program. Local program providers encourage, support and uplift adult learners so that they believe in the beauty of their dreams to earn a GED or High School Diploma, enter employment, retain employment and enter postsecondary education and/or training.

To accelerate or increase the number of DC residents earning a GED or High School Diploma and/or transitioning to postsecondary education, training and work, the OSSE AFE received \$587,954 in special local funds to support a special initiative - Accelerated Learning: GED, National External Diploma Program and Pathways to Work and/or Postsecondary Education in Program Year 2011-2012 (PY 2012).

The goals of the Accelerated Learning grant were to increase:

- By 15% (n = 100) the number of DC residents that earn a GED credential;
- By 35% (n = 52) the number of DC residents that earn a high school diploma through the NEDP;
- By 15% (n = 122) the number of GED/NEDP graduates that acquire the requisite math, writing and reading skills to enter credit bearing coursework in postsecondary education institutions; and/or
- By 50% (n = 40) the number of students who participate in an integrated adult education and workforce development pathway program.

The OSSE AFE awarded grants to fifteen (15) organizations with demonstrated past performance in achieving the goals of the Accelerated Learning grant. The chart is located on the following page.

Accelerated Learning: GED, NEDP and Pathways to Postsecondary Education and/or Work								
	Contracted Number of Participants	Actual Number of Participants	Number/ Percentage of Participants Who Achieved Outcome as of 12/30/2012		Number of Participants Retained/Making Progress Toward Outcome		Number of Participants Who Separated Prior to Achieving the Outcome	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
GED <i>(Outcome = Earn a GED Credential)</i>	120	195	61	31.2%	89	46%	47	24.1%
NEDP <i>(Outcome = Earn a High School Diploma)</i>	53	65	59	91%	5	7%	1	1%
Pathways to Postsecondary Education and/or Work <i>(Outcome = Earn a Workforce Certification and/or Enter Postsecondary Education/Training)</i>	85	117	62	53%	40	34.1%	17	15%
Totals	258	377	182	N/A	134	N/A	65	N/A

b) What type of outreach did OSSE complete in FY12 and to date in FY13 to increase awareness about these programs and/or encourage residents to receive their GED?

RESPONSE:

Additionally, the OSSE AFE engaged in the following activities to support District residents' acquisition of a GED credential or high school diploma and to prepare programs, teachers and students for GED 2014:

FY 12 Activities	Partner(s)	OSSE AFE Investment
OSSE AFE purchased GED Official Practice Test software/license for the GED Testing Center.	GEDTV	\$ 2,500
OSSE AFE funds DC LEARNs to provide professional development to adult educators, including workshops related to the GED.	DCPL-ALRC	\$ 50,000
OSSE AFE analyzed GEDTV outcome data to identify providers with highest GED pass rate for Accelerated Learning grant funds.	GEDTV	\$ -
OSSE AFE analyzed GEDTV data to determine the estimated number of test takers with 1-2 outstanding tests.	GEDTV	\$ -
OSSE AFE issued Accelerated Learning grant applications to select providers.	N/A	\$ -
FY 12 Activities (cont.)	Partner(s)	OSSE AFE Investment
OSSE AFE held webinar on the grant application for prospective applicants.	N/A	\$ -
OSSE AFE issued Accelerated Learning: GED, NEDP and Pathways to Work award letters to selected applicants.	N/A	\$ -
OSSE AFE issued Grant Award Notifications (GANs) to applicants selected to receive Accelerated Learning grant funds. [Local funds]	N/A	\$ 587,954
Accelerated Learning grants include funding for sub-grantees to pay for GED exam for test-takers and GED graduation fees for completers.	N/A	\$ -
DC LEARNs, in collaboration with DC Public Library (DCPL), offered day two of the GED Connection workshop which covers the online software.	DCPL-ALRC	\$ -
OSSE AFE invites non-OSSE AFE sub-grantees to join the OSSE AFE professional development listserv to receive training announcements.	N/A	\$ -
Nineteen (19) OSSE AFE sub-grantees received a \$10,000 special technology grant to purchase equipment and hardware.	Sub-grantees	\$ 190,000
OSSE AFE, in partnership with OCT and UDC, paid for one-third of the cost of Kentucky Education Television (KET) broadcasting.	OCT, UDC	\$ 3,793
OSSE AFE purchased GED preparation print and DVD materials for adult education providers.	All	\$ 100,000
OSSE AFE purchases licenses for GED Academy for adult education providers.	All	\$ 26,000
OSSE AFE Conference for Adult Educators has a GED 2014 strand.	All	\$ -

OSSE AFE raffled two (2) network versions of the GED Official Practice Test software at the OSSE AFE Conference.	Select	\$ 5,000
Phone conference on media campaign for CBT and Close Out Campaigns.	GEDTV	\$ -
OSSE AFE invests in CASAS eTests and provides training in CASAS eTests and TopsPro Enterprise Online®.	All	\$ 5,000
ACE offered professional development webinars for the adult education community on the changes.	N/A	\$ -
FY12 OSSE AFE Investment Total		\$ 987,747
FY 13 Activities	Partner	OSSE AFE Investment
OSSE AFE awards grant to Byte Back to provide computer training to adult learners and adult educators.	Byte Back	\$ 75,000
DC Office of Cable Television developed a Public Service Announcement for GED 2014.	OCT	\$ -
OSSE AFE and DCPL-Adult Literacy Resource Center (ALRC) will survey adult educators as to professional development needs.	DCPL-ALRC	\$ -
Provided training in GED Academy online learning software. (Training sessions January - April, 2013 with technical assistance provided.)	N/A	\$ -
FY13 OSSE AFE Investment Total to Date		\$75,000

The OSSE AFE, in collaboration with the DC Office of Cable Television (OCT), produced a public service announcement (PSA) that is being aired on DC cable television. The PSA highlights the importance of adult literacy and encourages District residents to finish the GED prior to December 31, 2013. The PSA may be viewed at <http://www.youtube.com/watch?v=pdCaTGpzHhY&feature=youtube>.

Additionally, *The Adult Learner Story*, a short film produced by the American Institutes for Research (AIR), featuring adult learners in the District of Columbia sharing their struggles and triumphs with literacy, is being aired on DC cable television and YouTube. The film featured adult learners from local adult and family literacy agencies Academy of Hope and Carlos Rosario International Public Charter School. The film told the stories of a grandmother taking classes to understand her grandchildren's homework, an immigrant learning English to improve his career options, and a displaced worker preparing for the GED. To view the film, visit <http://www.youtube.com/user/AmlnstForResearch>.

64) Please describe any partnerships or collaborations between OSSE and other District agencies or community organizations to provide learning opportunities for District residents that are beyond school age.

RESPONSE:

The OSSE AFE makes high quality education services available through its nineteen (19) sub-grantees. With a focused, outcome-driven monitoring system, the OSSE AFE ensures that adult learners have access to high quality, student-centered learning opportunities that integrate adult education, ancillary and postsecondary education and workforce development transition services.

a) How does OSSE promote and encourage residents to take advantage of adult learning opportunities?

RESPONSE:

The OSSE AFE has focused its state level efforts to recruit and support participants by building partnerships with DC Government agencies that serve adults in need of literacy services who have similar and/or shared outcomes as the OSSE AFE outcomes. In FY 2012, the OSSE AFE implemented a Memorandum of Understanding (MOU) with DOES in which three (3) OSSE AFE providers provided intake and assessment services at the three (3) full-service One-Stop Career Centers (Northeast, Northwest and Southeast). All of the OSSE AFE sub-grantees received DOES funding to serve DOES customers referred by the on-site OSSE AFE provider placed at the DOES One-Stop Career Center and/or DOES Employment Specialists. The goal of this partnership was to assist DOES in determining the literacy needs of its customers, including those who reported having a high school diploma or GED in order to meet the eligibility requirements for Individual Training Account (ITA) funds.

In addition, the OSSE AFE and the DC Department of Human Services (DHS) worked throughout PY 2012 to identify needs and prepare to enter into a Memorandum of Agreement (MOA) in PY 2012-2013 (PY 2013) whereby the OSSE AFE would provide CASAS eTests and TopsPro Enterprise® to DHS to develop uniform intake and assessment practices and to assess the education and soft skills training needs of DHS customers.

The OSSE AFE believes that developing uniform intake and assessment practices among DC Government agencies will help identify the academic and workforce needs of District residents. By implementing a uniform intake and assessment, OSSE AFE, DHS, DOES and other DC government and community-based partner agencies can streamline referrals for services and eliminate any duplication of services for customers receiving services from two or more of these agencies. This information will allow DHS and DOES staff to make appropriate referrals to adult literacy programs and to develop, in collaboration with each client, a plan for pursuing and achieving education and career goals. The OSSE AFE believes that by integrating the services provided by OSSE AFE, DHS, DOES, and other DC government and community-based partner agencies that each participant can work toward their goals.

Please see the response to Q63 for an explanation as to how OSSE promotes and encourages residents to take advantage of adult learning opportunities.

65) Does OSSE have a plan to improve the quality of and access to career and technical education programs for students? If so, please provide details, including whether or not OSSE will ensure that all career and technical education programs provide students with professional certification and/or college credit.

RESPONSE:

- The following attachment outlines the District's career and technical education strategies - Briefing on CTE Task Force & Strategic Plan

Though there is movement in this direction, professional certification and/or college credit are not currently program requirements at the national or local levels. Once the recommendations of the DC CTE Task Force are implemented, all CTE programs in DC will be required to result in an industry-recognized credential, certification or degree, or college credit (Strengthening the Pipeline to College and Careers: A Strategic Plan for Career and Technical Education in the District of Columbia, 2012; p. 18). According to the Strategic Plan, programs must come into compliance by the beginning of the 2014-2015 academic year in order to remain eligible for continued resources and financial support.

CONTEXT: The Career and Technical Education Plan Establishment Act calls for a Task Force to develop a city-wide Strategic Plan to improve the quality, structure, and student outcomes of CTE programs in the District. In School Year 2010-2011, nearly 41% of the District’s 15,969 public and public charter high school students were enrolled in CTE Programs. Nine of 16 LEAs (56.3%) offered CTE Programs. A list of Stakeholders with whom we have consulted is provided on the back page of this document.

STRATEGIES TO IMPROVE CTE:

- **Strategy 1:** Ensure that CTE Programs offered by LEAs and UDC-CC align to the District’s Priority Career Sectors.

Priority Career Sectors in the District of Columbia



- **Strategy 2:** Establish rigorous, required standards of program quality, to ensure that CTE students are provided with the access to curriculum, academic experiences, and work-based opportunities that will prepare them to succeed in college or working in one of the District’s Priority Career Sectors.
- **Strategy 3:** Encourage and support LEAs and UDC-CC in establishing innovative, proven programs and systems to ensure that more students interested in completing a CTE Program of Study do so, most importantly by:
 - Implementing a data collection system and process that will inform our educational agencies and institutions of critical input and outcome data for students enrolled in CTE Programs.
 - Promoting systematic career awareness, exploration, and preparation programs beginning in middle school and through adult education programs; and
 - Engaging the business and community to strengthen CTE Program curricula and internship and placement partnerships.
- **Strategy 4:** Encourage and support LEAs and UDC-CC in streamlining their finite financial, physical, and human resources by establishing within-LEA and across-LEA partnerships to allow their students to take CTE courses on school campuses other than their own without requiring a change in their full-time enrollment.
- **Strategy 5:** Afford LEAs and UDC-CC flexibility in identifying, hiring, compensating, and scheduling the most effective CTE teachers for their students.
- **Strategy 6:** Reengage the District’s Disconnected Youth through CTE Programs that can prepare them for successful careers.
- **Strategy 7:** Increase and improve CTE Program offerings for adult District residents.

IMPLEMENTING THE STRATEGIC PLAN:

- **Create An Inter-Agency Team:** The Task Force believes that an Inter-Agency team must be created to effectively implement the recommendations set forth in the strategic plan. OSSE should regularly convene this team, comprised of leaders from DCPS, PSCB/Charter LEAs, UDC-CC, and the DME to accomplish the following work:
 - Identify and resolve obstacles to achieve the goals set forth in the Strategic Plan
 - Relay to the Mayor and Council funding needs for successful CTE programming and outreach
 - Lead a city-wide postsecondary and career awareness campaign, targeted to middle school students
 - Update the Strategic Plan’s recommendations to align to the City’s priorities and economic growth patterns
- **Pool Existing District Resources to Institute a CTE Innovation Fund:** The Task Force estimates an annual cost of \$10 to \$15 million to fully implement the recommendations outlined in this Strategic Plan. To that end, we

recommend that the Inter-Agency team identify and coordinate existing and new resources to develop a CTE Innovation Fund to facilitate this work. We believe that we can leverage approximately \$4 million in existing funds to support this effort. The Inter-Agency team should also collaborate with the Mayor, as well as other District agencies, the US Departments of Education and Labor, and private philanthropic foundations to identify the additional \$6 to \$11 million needed to finance the recommendations. To facilitate this work, the Inter-Agency team is prepared to submit a more detailed budget and justification proposal by the middle of January.

TASK FORCE MEMBERS*

- Emily Durso (OSSE)
- Dan Gordon (DCPS)
- Naomi DeVeaux (PCSB)
- Kim Ford (UDC-CC)
- Allison Gerber (WIC)
- Eshauna Smith (DME)
- Council Member Kenyan McDuffie & Ronan Gulstone (Council Committee on Jobs & Workforce)
- Kilin Boardman Schroyer (Council Committee on Economic Development & Housing)

*The Task Force Working Group Members included Dr. Antoinette Mitchell, Dr. Erin Ward Bibo, Tony D. Johnson, Kim Goodman-Celay, and Niranjana Murali, of OSSE's Postsecondary & Career Education Division

Local Stakeholders Consulted

- **District Educators**
 - **Academy of Hope:** Leicester Johnson (Executive Director)
 - **Booker T. Washington Public Charter School:** Dr. Hope Asterilla (Principal)
 - **Carlos Rosario Public Charter School:** Jennifer Lehman (Washington @ Work Coordinator)
 - **Dunbar High School:** Stephen Jackson (Principal)
 - **Friendship Public Charter School:** Diane Harris (Director of Allied Health) & Dr. Arsallah Shairzay (Dean)
 - **Hospitality Public Charter School:** Michael Cucciardo (Hospitality Administrator)
 - **IDEA Public Charter School:** John Goldman (Executive Director)
 - **Latin American Youth Center:** Nicole Hanrahan (Chief Strategy Officer)
 - **McKinley Technological High School:** David Pinder (Principal)
 - **Roosevelt STAY High School:** Dr. Sean Yisrael (Principal)
 - **Phelps ACE High School:** Ola Teyibo (CTE Coordinator)
 - **Washington Teachers Union:** Taylor Lewis (Field Services Specialist)
- **Local Economic Self-Sufficiency Groups**
 - **Byte Back:** Kelly Ellsworth (Executive Director)
 - **DC Central Kitchen:** Mirianne Ali (Director of Job Training) & Sarah Riley (Recruitment Coordinator)
 - **DC Jobs Council:** Marina Streznewski (Executive Director)
 - **Goodwill:** Catherine Meloy (President and CEO)
 - **N Street Village:** Ann McCreedy (Director of Programs)
 - **New Futures:** Julene Jarnot (Director of Student Programs)
 - **Perry Street:** Paul McElligott (Executive Director)
 - **So Others Might Eat (SOME):** Emily Price (Director of Center for Employment Training)
- **Local Industry, Workforce, and Policy Leaders**
 - **Blue Cross, Blue Shield:** Tonya Vidal-Kinlow (Vice President of Government Affairs)
 - **Brookings Institution:** Martha Ross (Deputy Director, Metropolitan Policy Program)
 - **Community Foundation:** Sarah Oldmixon (Director of Workforce Initiatives)
 - **DC Alliance of Youth Advocates:** Anne Abbott (Policy Analyst)
 - **DC Appleseed:** Dr. Judy Berman (Deputy Director)
 - **DC Department of Employment Services:** Liz DeBarros (Deputy Chief of Staff), Gerren Price (Associate Director of Youth Programs), Dr. Ilia Rainer (Associate Director, Office of Labor Market Research)
- **Additional DC Stakeholders**
 - **DC State Board of Education:** Patrick Mara (Member)
 - Walter Pinkney, Community Advocate

SPECIAL EDUCATION

66) If OSSE spends less than anticipated on its non-public school budget because fewer students than anticipated attend nonpublic schools, what provisions (if any), exist to ensure some portion of the savings is reinvested in special education programming in the community?

RESPONSE:

Federal Maintenance of Effort (MOE) provisions under IDEA require states to make available, from year to year, the same amount in local dollars for students receiving services under IDEA. This requirement is termed "State Maintenance of State Financial Support" (34 CFR 300.163).

67) Please describe what OSSE has done in FY12 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 include the following for FY11, FY12 and FY13, to date:

RESPONSE:

Several steps were taken to increase referrals to the Part C system:

- DC Early Intervention Program (EIP) increased its outreach efforts in February 2011 by targeting our primary referral sites, hospitals, clinics, community based organizations, and child care centers.
- In September 2011, DC EIP launched its Strong Start public awareness campaign and for the first 6 months doubled its referrals. Referrals increased by 13% in FY12 compared to FY11.
- DC EIP participated in at least 5 health fairs and provided training on child development to community partners.
- Full empanelment of the Interagency Coordinated Council, an advisory group required under IDEA Part C, which has engaged parents and caregivers in much larger numbers than in previous years.

a) Number of screenings completed, overall and by ward;

RESPONSE:

Number of screenings completed, overall and by ward, for FY 11, FY 12, and FY 13 to date:

Ward	FY11	FY12	FY13*
1	73	63	
2	23	20	
3	41	30	
4	128	82	
5	91	78	
6	60	57	
7	98	79	
8	101	99	
Out of District	52	20	
Totals	667	528	0

*Due to the new federal Part C regulations that allow Programs to determine whether they will include screening in the eligibility process, DC EIP opted to prevent delays in evaluation and support compliance with timelines by discontinuing screening upon referral and instead move directly to evaluation. 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 continues to be provided to parents and caregivers via other agencies and providers which are determining whether to refer.

b) Number of evaluations completed, by ward;**RESPONSE:**

Number of evaluations completed, by ward;

WARD	FY11	FY12	FY13*
1	96	134	37
2	38	52	10
3	40	67	17
4	159	168	36
5	92	122	26
6	71	97	30
7	133	137	27
8	113	192	51
Out of District	48	32	4
Total	790	1001	238

* FY13 data are from October 1, 2012 – January 25, 2013

c) The number of children age birth to three that received EI services;**RESPONSE:**

The number of children age birth to three that received EI services:

Children who are referred are served if they meet eligibility criteria upon screening/evaluation. DC EIP reports annually to the US Department of Education, Office of Special Education Programs, on the number of unduplicated children served (“child count”) as of December 1 of each year.

DC Early Intervention Program Annual Child Count			
	FFY 2010 (12/1/10)	FFY 2011 (12/1/11)	FFY 2012* (12/1/12)
Total	399	467	477

*FFY2012 number is preliminary.

- d) 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); and

RESPONSE:

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	FY11		FY12		FY13*	
	Number	Percent	Number	Percent	Number	Percent
CBO	57	4%	71	4%	22	4%
CFSA	515	37%	354	22%	3	1%
Child Dev. Cntr	43	3%	39	2%	24	5%
Clinic	104	7%	295	18%	127	26%
DMH	6	0%	12	1%	1	0%
DOH	5	0%	15	1%	1	0%
Early Stages	3	0%	14	1%	4	1%
Hospital	307	22%	317	20%	87	18%
Marys Center	91	7%	100	6%	32	6%
MCO	21	2%	18	1%	8	2%
Other	6	0%	11	1%	12	2%
Parent	190	14%	325	20%	145	29%
Physician Office	42	3%	49	3%	27	5%
Private Insurance	1	0%	3	0%	1	0%
Totals	1391	100%	1623	100%	494	100%

* FY13 data are from October 1, 2012 – January 25, 2013

*Office of the State Superintendent of Education
FY12 Oversight Questions*

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

RESPONSE:

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

Ward										
FY 2011	1	2	3	4	5	6	7	8	Out of District	Total
CFSA	8	1	1	5	15	10	10	34	16	100
Child Dev Cntr	2	0	1	2	2	0	3	2	1	13
Clinic	0	0	0	4	1	0	1	1	0	7
Hospital	1	0	1	1	3	2	1	1	0	10
CBO	1	0	0	0	2	0	1	3	1	8
DMH	0	0	0	0	0	0	1	0	0	1
Physician Office	2	0	2	0	1	1	1	1	0	8
Early Stages	0	0	0	0	0	0	1	0	0	1
DOH	0	0	0	0	1	0	0	0	0	1
MCO	0	0	0	1	1	0	0	0	0	2
Mary's Center	1	0	0	2	0	0	0	0	0	3
Other	0	0	1	0	0	0	1	0	0	2
Parent	3	2	11	13	5	10	10	3	1	58
Total	18	3	17	28	31	23	30	45	19	214

Ward										
FY 2012	1	2	3	4	5	6	7	8	Out of District	Total
CBO	2	0	0	0	4	0	0	2	3	11
CFSA	2	0	0	5	4	3	7	13	9	43
Child Dev. Cntr	0	0	0	0	2	0	0	0	0	2
Clinic	0	0	0	2	3	1	5	1	0	12
DMH	0	0	0	0	1	0	0	0	0	1
DOH	0	0	0	0	0	0	0	0	0	0
EARLY STAGES	0	0	1	0	1	0	0	0	0	2
Hospital	3	0	0	4	3	1	2	5	0	18
MARY'S CENTER	0	0	0	2	0	0	0	0	0	2
MCO	1	0	0	0	0	0	1	1	0	3
Other	0	0	0	0	0	0	0	0	0	0

*Office of the State Superintendent of Education
FY12 Oversight Questions*

Parent	3	4	5	12	4	4	2	7	0	41
Physician Office	0	0	2	0	1	1	0	0	0	4
Private Insurance	0	0	0	0	1	0	0	0	0	1
Total	11	4	8	25	24	10	17	29	12	140

Ward										
FY 2013*	1	2	3	4	5	6	7	8	Out of District	Total
CFSA	0	0	0	0	0	0	0	0	0	0
Child Dev Cntr	1	0	0	1	0	0	0	1	0	3
Clinic	0	0	0	0	0	0	0	2	0	2
Hospital	0	0	0	0	1	0	1	1	0	3
CBO	1	0	0	0	0	0	1	0	0	2
DMH	0	0	0	0	0	0	0	0	0	0
Physician Office	0	0	0	0	0	0	0	1	0	1
Early Stages	0	0	0	0	1	0	0	0	0	1
DOH	0	0	0	0	0	0	0	0	0	0
MCO	0	0	0	0	0	0	0	0	0	0
Mary's Center	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
Parent	0	0	0	0	0	0	0	1	0	1
Total	2	0	0	1	2	0	2	6	0	13

Note: FY13 data are from October 1, 2012 – January 25, 2013

68) What screening measures and/or trainings are in place to help child care providers identify the presence of disabilities?

RESPONSE:

The Strong Start DC Early Intervention Program provides training on the Ages and Stages Questionnaire screening tool and child development per the request of child care providers. This screening measure and training of it are in place to help child care providers identify the presence of disabilities and to better serve children with disabilities.

69) Does OSSE receive federal IDEA funding for DC foster children enrolled in out-of-District public schools who receive special education? If so, how much funding did OSSE receive in FY12 for those children?

RESPONSE:

In FY 12, OSSE allocated \$17,847.40 in federal IDEA funding to DCPS to support DC foster children enrolled in out-of-District public schools who receive special education. These funds were part of DCPS' overall FY 12 allocation.

70) Please describe OSSE's activities to ensure that no LEA discriminates against any student with a disability.**RESPONSE:**

OSSE has taken several systemic steps to ensure that LEAs do not discriminate against any student with a disability. OSSE issued the "Prohibitions on Discrimination Against Children with Disabilities in the Charter School Application During the Enrollment Process Guidance" on March 9, 2009. The Guidance clarifies that all charter schools are bound by the same anti-discrimination laws as traditional public schools. The Guidance references Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act. The Guidance specifically distinguishes between acceptable application questions and prohibited application questions and requires charter schools to include a non-discrimination policy and an explanation of the Family Educational Rights and Privacy Act (FERPA) on their applications.

OSSE issued the "Least Restrictive Environment and Inclusion Policy" on March 9, 2009. The Policy establishes the OSSE's expectation that every child with a disability residing within the District of Columbia receive an inclusive education that ensures equal opportunities to receive high quality instruction in the general education classroom. The Policy defines the concepts of Free Appropriate Public Education, Least Restrictive Environment, Continuum of Service, and Supplementary Aids and Services. The Policy also clarifies that an LEA should not wait for a student to fail in the general education classroom before considering an alternative placement.

Though the Division of Specialized Education's Monitoring and Compliance Unit, OSSE conducts annual reviews of LEA discipline data to determine if there is a significant discrepancy between an LEA's suspension for more than 10 days or expulsion of students with disabilities compared to the rates for their nondisabled peers. If the data show a significant discrepancy, OSSE requires an LEA to conduct a review of their student records, policies, procedures and practices to determine if the LEA does not comply with the IDEA. If OSSE determines that such noncompliance has occurred, the agency requires correction through revision of policies, procedures and practices, staff training, or other actions as appropriate.

OSSE also annually reviews child count and enrollment audit data to determine if there is a disproportionate representation of students, by racial or ethnic group, either identified as eligible for special education, or identified in a particular disability category. If the data show a disproportionate representation, OSSE requires an LEA to conduct a review of their student records, policies, procedures and practices to determine if the LEA does not comply with the IDEA. If OSSE determines that such noncompliance has occurred, the agency requires correction through revision of policies, procedures and practices, staff training, student-level correction, or other actions as appropriate.

In FY 12, OSSE collaborated closely with the Public Charter School Board (PCSB) to develop application questions for new charter applicants that would remind them of their obligation to serve students with qualifying disabilities under 504 and IDEA and assess their preparedness to serve such students. OSSE also developed and implemented training on 504 compliance, created a 504 hotline, and issued a 504 Toolkit for LEA staff.

In FY 12, OSSE also funded and hired a dedicated FTE as a State level “child find” coordinator. This individual provides ongoing training to LEAs regarding their obligations under federal and local law to identify and serve children with disabilities.

71) Please describe OSSE's activities to ensure that all LEAs can provide an adequate continuum of special education services, including self-contained classrooms, self-contained schools, and home instruction. How is OSSE providing support to and oversight of LEAs on this issue?

RESPONSE:

As part of its on-site monitoring process, OSSE determines whether LEAs provide a continuum of alternative placements as required by 34 CFR §300.115. This continuum includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. If an LEA cannot demonstrate that it either provides or prepares to provide instruction at all points along the continuum, OSSE requires the LEA to develop a plan for offering instruction at all points along the continuum.

As noted above, OSSE issued the Least Restrictive Environment and Inclusion Policy on March 9, 2009. The Policy establishes the OSSE's expectation that every child with a disability residing within the District of Columbia receive an inclusive education that ensures equal opportunities to receive high quality instruction in the general education classroom. The Policy defines the concepts of Free Appropriate Public Education, Least Restrictive Environment, Continuum of Service, and Supplementary Aids and Services. The Policy also clarifies that an LEA should not wait for a student to fail in the general education classroom before considering an alternative placement.

OSSE also continues to implement robust state- level training series designed to improve LEA and school level practice on ensuring that students with disabilities are appropriately served and supported in the least restrictive environment. These trainings were intentionally aligned with all state-level policies, and demand for the sessions was, and continues to be, extremely high.

Additionally, OSSE's Division of Specialized Education- Placement Oversight Unit (POU) marked its fourth year of implementation of the state's *Policy and Procedure for Placement Review, Revised*, a policy aimed to clarify the roles and responsibilities of every LEA that is considering a change in placement for a student with disability to a more restrictive environment outside the LEA. Through direct technical assistance and support provided by the Unit, OSSE has assisted all District of Columbia LEAs understand their LRE obligations under IDEA with providing an adequate continuum of special education services, including self-contained classrooms, self-contained schools and home instruction. The District's state-level designed placement process has assisted tremendously in ensuring timely guidance and support to IEP Teams considering a change in placement of a student with disability to a more restrictive environment (nonpublic school placement) while diverting inappropriate educational placements. In FY12, the Unit's work was augmented by the development and publication of a state-level LRE Parent Brochure, designed to assist parents understand the provisions of LRE and the placement process that exist in the District of Columbia.

In January, 2012, OSSE partnered with the American Institutes for Research (AIR) to initiate the *Special Education Quality Review (SEQR) Project*. The goal of the SEQR project has been to identify best practices for serving students with disabilities and to identify replicable models for special education service delivery that can be brought to scale in the District. Through this project, AIR was tasked with assessing challenges to special education service delivery, providing recommendations for system and school-level reform, and formulating quality performance indicators and a self-assessment tool to be used by District of Columbia LEAs and

schools. The self-assessment tool is aimed to be used as a mechanism for schools and LEAs to identify challenges and successes in their education service delivery system. OSSE will also use the quality indicators and tool to help inform the community of promising practices.

OSSE also partnered with the DC Association of Special Education (DCASE) to beta-test a State-level consortium model, where a cohort of schools (those that participated in the SEQR project) would be provided with specialized consultative services and direct service support to their schools to support the goal of effectively program for students with IEPs with complex needs. Through the consortium, schools would be provided with the following supports:

- Planning and Organizational Development
- Professional Development and Training (large group, small group, or individual coaching)
- Direct Service Support (i.e. individual student case consultation)

Additionally, in efforts to address the challenges presented by smaller charter schools of creating a continuum of alternative placements and services, OSSE has made available a competitive grant opportunity for district charter local education agencies to create a co-located classroom model that provides students with effective, intensive therapeutic supports, including but not limited to specialized instruction, related services, wraparound support, and a robust transition plan to support a student's successful re-integration to the LEA of primary enrollment.

During the summer of 2012, a grant recipient was selected and the program was launched in September 2012. The program contains the following core features:

- Research-based, evidence based therapeutic program
- Small, structural therapeutic classroom with a special education teacher, clinician and behavioral staff member in each classroom
- Individual and group psychological counseling services
- Social skills and emotion regulation skills training
- Substance Abuse education
- Care management and wrap-around services for students and families.

Last, this past year OSSE recognized District LEAs for demonstrating success in serving students with disabilities in the LRE. OSSE recognized this progress through the distribution of LRE contract awards which totaled approximately \$5M. The awards, which were distributed based on LEA LRE performance data, gave LEAs the opportunity to continue to build upon their good work and to showcase their best practices via a District-wide publication. In the winter of 2012, OSSE compiled all best practice briefs and published the District of Columbia's White Paper titled, *Achieving Success in the Least Restrictive Environment: Capitalizing on The District of Columbia's Accomplishments*.

72) Please provide an update on the work of the Advisory Panel on Special Education in FY12 and to date in FY13. At a minimum, please include the following:

RESPONSE:

- The following attachment provides an update on the work of the Advisory Panel on Special Education - State Advisory Panel Fact Sheet

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;

RESPONSE:

- The following attachments lists all members of the Panel, including the organization they represent and the length of time they have served on the Panel –
 - Advisory Panel on Special Education for the District of Columbia Chair
 - Advisory Panel on Special Education for the District of Columbia

b) A list of the date and time of all meetings in FY12 and to date in FY13;

RESPONSE:

- The following attachments lists the date and time of all meetings in FY12 and to date in FY13 –
 - Advisory Panel Calendar of Meetings 2011- 2012
 - Attachment- Advisory Panel Calendar of Meetings 2012 - 2013

c) A narrative description of any action items taken or recommendations made by the Panel in FY12 and to date in FY13.

RESPONSE:

In FY 12, the State Advisory Panel on Special Education made the following recommendations:

1. Policies:

- a. Monitoring – focus on consistent and regular monitory of LEAs and Nonpublic Schools
- b. Early communication regarding policy development – providing ample time and opportunities for public comment
- c. Personnel Needs – stabilizing of staff support at OSSE
- d. Coordination of various DC agencies for collective improvement in providing resources and support to meet policy standards and regulations

2. Positive Parent & Community Engagement

- a. Development of more dynamic methods of communication and outreach
- b. Training for parents, especially in high-need populations
- c. Focus on “quality” special education development at the school level

3. Supportive and Timely Transition

- a. Part C to Part B – with focus on effectiveness and communication

- b. School-to-Work – support of appropriate secondary transition plans, communication, career exploration, vocational training and evaluations, access to adult service providers and family support
- 4. Quality Teacher Training**
- a. Professional Development – delivered effectively and consistently to all LEAs



Office of the State Superintendent of Education

STATE ADVISORY PANEL ON SPECIAL EDUCATION (SAP) 2012 – 2013 CALENDAR OF MEETINGS

The Individuals with Disabilities Education Act (IDEA) require all States to establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities (34 C.F.R. §§300.167). In compliance with IDEA, the District of Columbia established the panel through the Mayor's Order 2012 – 48 issued April 5, 2012.

The State Advisory Panel on Special Education (SAP) meets to discuss ways in which members can advise the Office of the State Superintendent of Education (OSSE) in its role as the State Education Agency (SEA) on special education and related services for children with disabilities.

The SAP is required to convene meetings at least four times a year. The following is a calendar of meetings scheduled for the 2012 – 2013 Term. SAP meetings are open to the public.

Date: Thursday, October 18, 2012
Thursday, November 15, 2012
Thursday, December 20, 2012
Thursday, January 17, 2013
Thursday, February 21, 2013
Thursday, March 21, 2013
Thursday, April 18, 2013
Thursday, May 16, 2013
Thursday, June 20, 2013
Thursday, July 18, 2013

Meeting Time: 6:30 PM – 8:00 PM

Location: Office of the State Superintendent of Education (OSSE)
810 First Street, NE – 3rd Floor
(Grand Hall Side A)
Washington, DC 20002



STATE ADVISORY PANEL ON SPECIAL EDUCATION (SAP)
2011 – 2012
CALENDAR OF MEETINGS

The Individuals with Disabilities Education Act (IDEA) require all States to establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities (34 C.F.R. §§300.167). In compliance with IDEA, the District of Columbia established the panel through the Mayor's Order 2004-187 issued November 16, 2007 and updated on November 13, 2007 (Mayor's Order 2007 – 246).

The State Advisory Panel on Special Education (SAP) meets to discuss ways in which members can advise the Office of the State Superintendent of Education (OSSE) in its role as the State Education Agency (SEA) on special education and related services for children with disabilities.

The SAP is required to convene meetings at least four times a year. The following is a calendar of meetings scheduled for the 2011 – 2012 Term. SAP meetings are open to the public.

Date: Thursday, October 20, 2011
Thursday, December 15, 2011
Thursday, February 16, 2012
Thursday, April 19, 2012
Thursday, June 21, 2012

Meeting Time: 5:30 PM – 7:30 PM

Location: Office of the State Superintendent of Education (OSSE)
810 First Street, NE – 3rd Floor
(*Grand Hall Side A*)
Washington, DC 20002

GOVERNMENT OF THE DISTRICT OF COLUMBIA**ADMINISTRATIVE ISSUANCE SYSTEM**

Mayor's Order 2012-173
October 15, 2012

SUBJECT: Appointment - State Advisory Panel on Special Education for the District of Columbia

ORIGINATING AGENCY: Office of the Mayor

By virtue of the authority vested in me as Mayor of the District of Columbia by section 422(11) of the District of Columbia Home Rule Act, approved December 24, 1973, 87 Stat. 790, Pub. L. 93-198, D.C. Official Code § 1-204.22(11) (2012 Supp.), and in accordance with Mayor's Order 2012-48, dated April 5, 2012, it is hereby **ORDERED** that:

1. **KARLA REID-WITT** is appointed Chairperson of the State Advisory Panel on Special Education for the District of Columbia, and shall serve in that capacity at the pleasure of the Mayor.
2. **EFFECTIVE DATE:** This Order shall be effective immediately.


VINCENT C. GRAY
MAYOR

ATTEST: 
CYNTHIA BROCK-SMITH
SECRETARY OF THE DISTRICT OF COLUMBIA

GOVERNMENT OF THE DISTRICT OF COLUMBIA

ADMINISTRATIVE ISSUANCE SYSTEM

Mayor's Order 2012-148
September 19, 2012

SUBJECT: Appointments - State Advisory Panel on Special Education for the District of Columbia

ORIGINATING AGENCY: Office of the Mayor

By virtue of the authority vested in me as Mayor of the District of Columbia by section 422(11) of the District of Columbia Home Rule Act, approved December 24, 1973, 87 Stat. 790, Pub. L. 93-198, D.C. Official Code § 1-204.22(11) (2012 Supp.), and in accordance with Mayor's Order 2012-48, dated April 5, 2012, it is hereby **ORDERED** that:

- I. The following persons are appointed as members of the State Advisory Panel on Special Education (hereinafter referred to as "Panel"), representing parents of children with disabilities, for a two year term to end September 17, 2014:

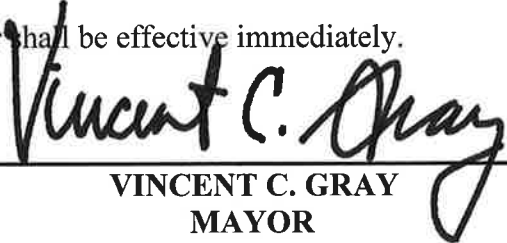
**ROCHANDA HILIGH-THOMAS
YVETTE RODGERS
MARTHA ANN KENT
KARLA REID-WITT
ELIZABETH T. RIHANI
MOLLY L. WHALEN**

**BETSY C. CENTOFANTI
ANTHONY MUNTER
KIM ACQUAVIVA
KIMBERLY ERNST
CLAUDIA SAULS
JOHN QUINN**


- II. **CLIFFORD VINCENT THORNE** is appointed as a member of the Panel, representing parents and individuals with disabilities who reside in the District of Columbia, for a two year term to end September 17, 2014.
- III. **KAITLIN SETTLE** is appointed as a member of the Panel, representing teachers from District of Columbia Public Schools, and shall serve in that capacity at the pleasure of the Mayor.
- IV. **PAMELA LeCONTE** is appointed as a member of the Panel, representing institutions of higher education that prepare special education and related services personnel, for a two-year term to end September 17, 2014.

- V. **JA'SENT BROWN** is appointed as a member of the Panel, representing state and local education officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, (42 U.S.C. 11431 et seq.), and shall serve in that capacity at the pleasure of the Mayor.
- VI. **SARA "GENNI" SASNETT** is appointed as a member of the Panel, representing an Administrator of a program for children with disabilities, for a two-year term to end September 17, 2014.
- VII. **JULIE CAMERATA and SHAWN R. ULLMAN** are appointed as members of the Panel, representing vocational, community, or business organizations in the District of Columbia concerned with the provision of services to children with disabilities, for a two year term to end September 17, 2014.
- VIII. **SENORA SIMPSON** is appointed as a community member of the Panel, for a two year term to end September 17, 2014.
- IX. **DR. REBECCA S. SALON** is appointed as a member of the Panel, representing the Department of Disability Services, Rehabilitation Services Administration (RSA), an agency concerned with the provision of transition services to children with disabilities, and shall serve in that capacity at the pleasure of the Mayor.
- X. **MARIE MORILUS-BLACK** is appointed as a member of the Panel, representing the Department of Mental Health, and shall serve in that capacity at the pleasure of the Mayor.
- XI. **ELIZABETH MARY MORSE** is appointed as a member of the Panel, representing the Department of Youth Rehabilitation Services, an agency concerned with state juvenile corrections, and shall serve in that capacity at the pleasure of the Mayor.
- XII. **TIMOTHY L. FITZGERALD** is appointed as a member of the Panel, representing the Child and Family Services Administration (CFSA), an agency responsible for child welfare and foster care, and shall serve in that capacity at the pleasure of the Mayor.

XIII. **EFFECTIVE DATE:** This Order shall be effective immediately.



VINCENT C. GRAY
MAYOR

ATTEST: 
CYNTHIA BROCK-SMITH
SECRETARY OF THE DISTRICT OF COLUMBIA

Office of the State Superintendent of Education

STATE ADVISORY PANEL ON SPECIAL EDUCATION

GOVERNMENT OF THE DISTRICT OF COLUMBIA—MAYOR’S ORDER 2012—48

The purpose of this document is to provide an overview of the State Advisory Panel on Special Education for the District of Columbia

The Individuals with Disabilities Education Act 2004 (IDEA) Code of Federal Regulations (CFR) 34 §300.167—§300.169 requires each state to establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State. The District of Columbia’s advisory panel is entitled the “State Advisory Panel on Special Education for the District of Columbia” (SAP).

What is the State Advisory Panel on Special Education?

The State Advisory Panel on Special Education (SAP) advises the Office of the State Superintendent of Education (OSSE) Department of Special Education (DSE) in its role as the State Education Agency (SEA) about the unmet needs of children with disabilities.

SAP may publicly comment on policies, rules, or regulations proposed by the OSSE regarding the education of children with disabilities. It may also advise the OSSE on developing the State Performance Plan (SPP) and the Annual Performance Report (APR).

SAP may also undertake other duties assigned by the Mayor, the OSSE or as required by federal law.

What role does the State Education Agency (SEA) have with the SAP?

OSSE provides administrative, technical support and coordination assistance. OSSE shares relevant and current information to panel members, reports progress on indicators from the State Performance Plan, supports the panel in carrying out its functions and reports on performance of students with disabilities.

Who can serve as a member on the panel?

The panel shall consist of at least twenty-one (21) voting members who are appointed by the Mayor. The panel includes parents of children with disabilities (ages birth through 26); individuals with disabilities; teachers; and others who represent State and Local education officials; institutions of higher education; administrators of programs for children with disabilities; DC Public, Private or Charter schools; state juvenile and adult correction agencies, and others as specified by IDEA.

How do you apply to serve on the Panel?

District of Columbia residents may apply for an appointment to the State Advisory Panel by completing the Office of Boards and Commissions (OBC) Application for Mayoral Appointment to a Board or Commission. A potential candidate may also complete the form online. To obtain a copy of the application or to complete it online, visit the OBC website at www.obc.dc.gov.

It is recommended that you review background information on the committees and submit a résumé and/or biography along with the completed application.

Are members paid for serving on the panel?

As a general rule, members of boards and commissions are volunteers and serve without compensation.

Who can attend the meetings?

SAP meetings are open to the public. Should you wish to make an announcement please contact the SAP Chair or the State Advisory Panel Coordinator regarding your request.

How often does the SAP meet?

The panel is required to meet at least four times a year. The District’s SAP meets monthly and the calendar of meetings is posted on the OSSE website. To view the calendar, visit www.osse.dc.gov. A link to the State Advisory Panel is located under General Information.

How can I learn about SAP activities?

The SAP prepares an annual report of its activities and recommendations on or by July 1 of each calendar year. It is posted on the OSSE website and available upon request.

Who do I contact for more information?

You may contact Desirée Brown, Special Assistant Community and Parent Relations at 202-741-0271 or by e-mail at desiree.brown@dc.gov.



SPECIAL EDUCATION TRANSPORTATION

73) Please describe the partnership between OSSE and the District Department of Transportation to provide transportation for special education students. What is the average cost for transportation per student? Please provide the cost per student for FY10, FY11, FY12, and to date for FY13.

RESPONSE:

OSSE-DOT and DDOT do not partner directly to provide transportation services to special education students. However, OSSE-DOT does receive and monitor DDOT email alerts regarding traffic issues, road closures, and other situations that impact traffic.

Average costs per student per year

Category	FY10	FY11	FY12	FY13
Budget	\$93,599,000	\$95,973,000	\$91,260,000	\$91,690,000
Students	3,219	3,195	3,388	3,253
Cost/Student	\$29,077.04	\$30,038.50	\$26,936.25	\$28,186.29

*This is an estimate of the average number of students that we serve daily throughout the school year. It is not the number of unique students, who often come in and out of our system.

74) What methods of transportation are provided through this program?**RESPONSE:**

OSSE-DOT transports students with disabilities when transportation is identified appropriately on an IEP as a related service under the IDEA. One goal of special education services including student transportation is to provide the related services in the least restrictive manner so that students can develop and learn independence. In the context of special education in the District of Columbia, student transportation is a related service that includes travel to and from school and between schools if a student's education requires programs in different locations. Additionally, specialized equipment such as lifts, ramps, booster seats and other safety equipment are provided when required. Special education transportation services are provided for eligible students at no cost to the parents or guardians.

The mode of transportation can take several forms. Some students will be transported by a traditional school bus and are provided door-to-door service. In an effort to support the least restrictive environment, eligible students are provided free public transportation on Metro. Finally, parents may request to transport a student by private car, and will be reimbursed on a per-mile basis.

Teachers, school administrators and clinicians determine a student's eligibility for related services. This process of determination is referred to as an Individual Education Plan (IEP). The IEP Team is responsible for determining eligibility for all related services as well as where those services will be provided (i.e. public school; charter school; non-public school). When the IEP Team finalizes these decisions, a transportation request is submitted and the District is required to provide the transportation service. LEAs have the duty to evaluate and reevaluate a student's changing needs over time. Therefore, the IEP Team reviews and determines a student's need for special education transportation at least once annually as part of the IEP process.

WELLNESS & NUTRITION SERVICES

75) As part of the 2011-2012 DC CAS, OSSE included questions that measured student's proficiency in health education. What are the District's current health education standards?

a) How did District students score in meeting those standards?

RESPONSE:

The District's Health Education Standards were created and approved in 2007. They are based on the National Health Education Standards (NHES) and can be found at: <http://osse.dc.gov/publication/health-education-standards>. In spring of 2012, the Office of the State Superintendent of Education administered the first DC CAS for Health and Physical Education to students in fifth grade, eighth grade, and high school students enrolled in health class. Over 11,000 students took the test, which measured knowledge in health-related categories including nutrition, wellness, safety skills, disease prevention, physical education and healthy decision making. Students answered an average of 62% of the answers correctly; the test was divided into eight reporting categories and District-wide student scores per reporting category are as follows:

	Communication & Emotional Health	Safety Skills	Human Body and Personal Health	Disease Prevention	Nutrition	Alcohol, Tobacco and Other Drugs	Healthy Decision Making	Physical Education
5 th Grade	77%	66%	44%	66%	70%	52%	59%	63%
8 th Grade	76%	68%	58%	70%	50%	64%	70%	51%

	Human Growth & Development	Safety Skills	Sexuality & Reproduction	Disease Prevention	Nutrition	Alcohol, Tobacco and Other Drugs	Locate Health Information and Assistance	Physical Education
High School	67%	78%	75%	60%	62%	72%	46%	52%

b) How will OSSE use this data moving forward to develop and implement policies to improve the health and well-being of District youth?

RESPONSE:

OSSE will use this data moving forward, as we develop and implement policies, to improve the health and well-being for the District's youth. We plan to follow the ESEA Waiver process for categorizing school's performance on the DC CAS for Health and PE. Schools will be placed into one of the following categories based on these test scores: focus, priority, development, rising, or reward. Schools falling into the lower categories will have the potential to receive specialized interventions. All schools will be eligible for quarterly professional development. We are also

reviewing health and physical education curricula for adherence to the OSSE Health and Physical Education standards and will provide schools with a list of curricula that meet these standards.

76) What role does OSSE play in addressing youth sexual health in the District?**a) How does OSSE partner with other District agencies to provide access to sexual health information in schools?****RESPONSE:**

The OSSE works with school personnel, students, families, and community based organizations in order to improve the overall health in District of Columbia Public Schools and Public Charter Schools. Our goal is to equip personnel with the appropriate resources for healthy environments in school settings. Specifically, OSSE has provided various programs and resources towards sexual health and we are currently developing additional opportunities to better equip our schools and the District around this topic. Below are program areas OSSE has specifically focused on for sexual health.

1. Administer and collect knowledge, behavioral, and school health data (using both nationally and locally developed surveys)**DC CAS for Health and Physical Education (Knowledge)**

Description: To measure the academic proficiency of standard-based health and physical education among District students.

Sexual Health: Approximately 12% to 14% of the questions asked in grade 8 and high school focus on Sexuality and Reproduction.

Youth Risk Behavior Survey (Behavioral)

Description: A national survey that collects and provides data on health risk behaviors among middle and high school students. This survey is conducted every two years.

Sexual Health: Approximately 18% (middle school) and 21% (high school) of the questions asked on the YRBS survey focused on sexual behaviors that contribute to unintended pregnancy, sexually transmitted diseases, and HIV.

HSA School Health Profiles (School Health)

Description: Under Section 602 of the Healthy Schools Act of 2010, each public school and public charter school within the District of Columbia is required to complete and submit the School Health Profile form to OSSE on or before February 15th of each year.

Sexual Health: OSSE collects information on what health curriculums are currently being used in schools. From this the OSSE can identify which curriculums focus on sexual health.

CDC School Health Profiles (School Health)

Description: A survey assessing school health policies and practices. This survey is conducted every two years among middle and high school principals and lead health education teachers.

Sexual Health: Collects HIV infection/AIDS and sexuality information on school health policies, professional development trainings for staff, required courses for students, types of sexual health topics taught, gay/straight alliance (a student club) and other afterschool programming, and safe spaces initiatives.

2. Manage and distribute health and physical education grants

DC Personal Responsibility Education Program

Description: Offers five federally funded grants in the amount of \$20,000 each to organizations to implement evidence-based programs that are designed to educate adolescents on both abstinence and contraception to prevent pregnancy and sexually transmitted infections, including HIV/AIDS, and at least three adulthood preparation subjects within DC.

Sexual Health: Below are the five awarded organizations and their program -

- Children National Medical Center’s Adolescent Prevention Education Programs- Division of Adolescent and Young Adult Medicine- TLC (Teen Life Clubs)
- Athletes United for Social Justice-The Grassroots Project
- Planned Parenthood of Metropolitan Washington- SiHLE at Ophelia
- Streetwise Foundation-Promising Futures (Project AIM)
- Latin American Youth Center-Sexual Wellness and Advocacy by Teens (SWAT)

3. Coordinate health and youth development programming

OSSE’s Youth Advisory Committee (YAC)

Description: Funded by the Centers of Disease Control and Prevention (CDC), the YAC is composed of 18-21 middle and high school students from across the District’s public and charter schools. Aimed to develop young leaders with critical thinking skills who can share their knowledge and skills with the community, develop and lead projects, and increase knowledge on health education topics. The YAC meets every week to ensure the activities implemented are meeting the needs of young people in the District of Columbia. This committee was developed in response to Council of the District of Columbia’s Committee on Health Youth Sexual Project: A Framework for Change report.

Sexual Health: YAC members received weekly trainings sessions on youth leadership and outreach, interpreting the YRBS data, diversity and team building, sexual health 101, social media, presentation skills, bullying and violence, school advocacy, and LGBTQ awareness. The YAC created sexual health materials and participated in outreach, parent and teen health workshops, and generated a weekly blog that received over 3,200 views from the public and featured topics such as drug use, sexual health, and LGBTQ issues. In addition to trainings and outreach, the YAC partnered with the Youth Pride Alliance Board to plan Youth Pride Day. The YAC created outreach materials, developed and distributed surveys and promotional materials, scavenger hunts, and various activities for stage performances and their booth. The YAC used their booth to pass out condoms, recruit new YAC members and to pass out information about starting a GSA at local schools. The YAC members took the lead on getting youth participants to complete a survey about their satisfaction with the event.

4. Provide capacity building and professional development trainings for schools and community- based organizations:

Coordinated Health Education

Description: A multi-disciplinary approach to coordinating effective health and physical education strategies that support positive health and academic outcomes within the District of Columbia. Current five priorities areas:

- Health and Academic Outcomes
- Health and Physical Education Curriculum and Instruction
- Professional Development Opportunities and Incentives
- Direct Services and Resources
- School Health Improvement Plan

Sexual Health: Under Health and Physical Education Curriculum and Instruction, the OSSE has developed a Risky Behaviors Advisory board with various agencies across the District to recommend a list of sexual health curricula to be used in schools. In addition the OSSE recruited 25 volunteers to review 30 sexual health curricula. Thus far the curricula review process is complete and OSSE is in the process of analyzing the data collected from the review process.

Safe and Inclusive Schools Initiative

Description/Sexual Health: A project with the Gay Lesbian and Straight Education Network (GLSEN) focused on ensuring each school provides a safe and welcoming environment where all students regardless of sexual orientation or gender identity/expression, can fully participate in the learning process and have the opportunity to reach their potential. This involves training of key DC public, charter and OSSE personnel who will in turn train school staff around LGBTQ issues, creating safe spaces, and anti-bullying and harassment policies. At least 70 school staff will carry out the plan as outlined.

School Equity Project

Description/Sexual Health: OSSE has been working with Advocates for Youth to specifically focus on comprehensive sexual health through its School Equity Project. OSSE has chosen the following project options from the menu Advocates provided:

- Project 1: Strengthen sex education resources and capacity at the District level
- Project 2: Strengthen and standardize implementation of sex education within [elementary / middle / high / charter] schools

Advocates have also assisted OSSE in collaborating with the Department of Health in its Wrap MC program. Currently, the Wrap MC program involves the OSSE's Youth Advisory Committee members in the planning and implementation process of the student approach to choosing teachers and introducing peer-to-peer surveying about the effectiveness of the program.

Advocates have extended its partnership with Answer to OSSE to address some of the professional development goals for DC teachers. Thus far, OSSE has offered the following webinars to various teachers and community-based organizations that work in schools.

- Sexuality ABCs
- STD Updates
- GLBTQ Issues

Schools Collaborating on Prevention Education (SCOPE)

Description/Sexual Health: SCOPE is a program that is designed to build the capacity of five schools to provide quality sexual health education. Involvement in SCOPE includes:

- Assemble a project team,
- Compile a comprehensive paper assessment of the capacity to provide quality sexual health education and services,
- Participate in a 3 hour site visit with a national consultant; and
- Implement 1-3 improvement projects with \$2000 mini-grant.
- Receive ongoing technical assistance.
- Webinars, meetings and resource-sharing.

OSSE Professional Development Series

Description: Professional development trainings for school personnel, community-based organizations and government agencies that work in schools around aligning curriculums to health and physical education standards, how to effectively implement an evidence-based program, content specific health topics, and teaching techniques. Below is a list of Professional Development

conducted thus far -

- Teaching to the OSSE Health Education Standards (2 trainings hosted)
- Health Education Assessment Training for Teachers (3 trainings hosted)
- Health Education Curriculum Analysis Tool Training (3 trainings hosted)
- Physical Education Curriculum Analysis Tool Training (1 training hosted)
- HIV/AIDS/STD & Human Sexuality Training (5 trainings hosted)
- Teaching Techniques and Youth Development (2 trainings hosted)
- How to adapt and implement evidence-based program (2 training hosted)
- Grant Writing 101 (1 training hosted)

Build and maintain partnerships and collaborations with external stakeholders

- The OSSE additional works with the following organizations around sexual health:
 - DC Concerned Provider Coalition
 - District of Columbia Public School LGBTQ Steering Group
 - Department of Health's Youth and HIV/STD Working Group
 - Safe Schools Healthy Students Core Management Team
 - Sexually Transmitted Infection Community Coalition
- Through the curricula review process, OSSE is working with the following organizations
 - American School Health Association
 - Children's National Medical Center
 - DC Concerned Providers Coalition
 - DC Department of Health – ARPA, CHA, HAHSTA
 - DC Department of Mental Health
 - DC Student Support Center
 - District of Columbia Public Charter School Board
 - District of Columbia Public Schools
 - Metro TeenAIDS
 - Promising Futures

*Office of the State Superintendent of Education
FY12 Oversight Questions*

- Sasha Bruce YouthWork
- The George Washington University
- The University of the District of Columbia

77) OSSE is responsible for the implementation of a number of programs that provide access to free and healthy meals for District youth. Please provide a narrative description of each program that includes, at a minimum, the following:

- a) The name of the program;**
- b) The amount of funding in FY12 and to date in FY13;**
- c) The name of the employee responsible for administering the program; and,**
- d) The number of youth that are served by the program.**

RESPONSE:

Child and Adult Care Food Program (CACFP)

The Child and Adult Care Food Program (CACFP) is a federally funded program authorized through the United States Department of Agriculture (USDA). CACFP provides financial reimbursement to licensed or approved child and adult day care facilities and sponsored day care homes that serve nutritious meals and snacks to infants, toddlers, pre-kindergartners, school-aged children and certain eligible adults as a regular part of their non-residential day care services. A variety of public or private non-profit organizations, i.e., child and adult day care centers, Head Start programs, outside-school-hours care centers, at-risk child care centers and other institutions are eligible to participate in CACFP. For-profit centers that service lower income children and adults may also be eligible. Through the CACFP, centers are reimbursed at free, reduced-price or paid rates for eligible meals and snacks served to enrolled participants, targeting benefits to those participants most in need. Participating organizations are eligible to receive reimbursement for up to three meals/snack served to eligible participants per day. Children participating in the at-risk afterschool program are eligible to receive up to one meal and/or one snack per day.

Funding for Fiscal Year 2012 was \$8,548,094.

Funding for Fiscal Year 2013 as of December 2012 is \$2,715,292.

The following persons are responsible for administering the CACFP:

- Norma Birckhead-CACFP/SFSP Manager
- Carolyn Wait-CACFP Specialist
- Elisabeth Sweeting-CACFP At-Risk Specialist
- Katrina Florek-CACFP Specialist
- Deborah Taylor-Claims Specialist

The average number of daily meals served to CACFP participants (children and adults) for FY 12 was 10,547. In addition, the average daily meals served in FY12 in the At-Risk Supper Program were 10,427.

Summer Food Service Program (SFSP)

The SFSP is a federally funded program authorized through the United States Department of Agriculture (USDA). At the State level, the SFSP is run by approved sponsors, including school districts, units of local government agencies, camps, and private non-profit organizations. The District of Columbia's SFSP is called the "Free Summer Meals Program."

SFSP provides financial reimbursement to sponsors providing free nutritious meals and snacks to groups of children 18 years of age and younger, generally in low-income areas at central sites such

as schools, community centers, parks and recreation facilities and faith-based locations during summer months and other long vacation periods when school is not in session. SFSP sponsors can be approved to serve up to two meals in open, enrolled or camp site settings.

- Funding for Fiscal Year 2012 was \$3,439,909.
- Funding for Fiscal Year 2013 as of December 2012 is \$N/A

The following persons are responsible for administering the SFSP:

- Norma Birckhead – CACFP/SFSP Manager
- Elisabeth Sweeting – CACFP At-Risk/Free Summer Meals Specialist
- Summer Monitor(s) – 4 part-time

The average daily participation for children who received meals in FY 12 was \$36,158.

School Programs

School Programs is the unit within the Wellness and Nutrition Services Division that oversees the following the U.S. Department of Agriculture programs; National School Lunch Program, School Breakfast Program, After School Snack Program, Fresh Fruit & Vegetable Program, Food Distribution Program and the Special Milk Program in addition to other local and federal nutrition programs. These programs serve to improve the health of our children by providing nutritious meals and milk in schools. Our Vision is to aid families and students, ensuring that each child receives a nutritious meal every day and no one goes hungry.

National School Lunch Program

The goal of the National School Lunch Program (NSLP) is to protect the health and well-being of the nation's children by providing nutritious school meals every day. Schools receive federal funds for each lunch served, provided that the meal meets established nutrition standards. The federal government and the District of Columbia provide additional funds to schools for each meal served to children who qualify because of family income, for free or reduced-price meals.

School Breakfast Program

The School Breakfast Program (SBP) provides funding that makes it possible for schools to offer a nutritious breakfast to students each day. The SBP is a federally assisted meal program operating in public, public charter, nonprofit private schools and residential child care institutions. The SBP operates in the same manner as the NSLP. All Local Educational Agencies that choose to take part in the SBP receive cash subsidies from the U.S. Department of Agriculture for each meal they serve. In return, they must serve breakfasts that meet federal requirements, and they must offer free or reduced-price breakfasts to eligible children.

Special Milk Program

The Special Milk Program provides funding for milk served to children in schools and child care institutions who do not participate in other Federal meal service Programs. The program reimburses schools for the milk they serve. Schools in the NSLP or SBP may also participate in the SMP to provide milk to children in half-day pre-kindergarten and kindergarten programs where children do not have access to the school meal programs.

Afterschool Snack Program

The After School Snack Program (ASSP) is a federally funded program that offers cash assistance to public, public charter, and nonprofit private schools as well as residential child care institutions (RCCIs). The ASSP helps schools serve after school snacks to children in afterschool activities. In order to participate, schools must provide children with regularly scheduled activities in an organized, structured, and supervised environment and include educational or enrichment activities (i.e. tutoring or mentoring programs). Competitive interscholastic sports teams are not eligible to participate in the ASSP. All Children in the District of Columbia qualify for snacks at the free rate based on area eligibility and certain food requirements must be met for all snacks served.

- Funding for Fiscal Year 2012 was \$28,920,307.
- Funding for Fiscal Year 2013 as of December 2012 is \$9,218,699.
- The average daily attendance for children who received lunch meals in FY 12 was 43,883.
- The average daily attendance for children who received breakfast meals in FY 12 was 30,782.

The following persons are responsible for administering the NSLPs:

- Christi Dorsey – School Programs Manager
- Noni Robinson – Senior Program Specialist
- Rita Akers – Program Specialist
- Wayne Gardiner – Program Specialist
- Barbara A. Adams – Program Specialist
- Talitha Jordan – Claims Specialist
- Vacant – Senior Claims Specialist
- Vacant – Program Specialist (Special Milk & NSLP)

Fresh Fruit & Vegetable Program

The Fresh Fruit and Vegetable Program (FFVP) provide all children in selected participating elementary schools with a variety of free fresh fruits and vegetables as healthy snack options. The FFVP also encourages community partnerships to support the schools when they offer free fruits and vegetables to children during the school day.

Based on information submitted by grant approved sites for school year 2012-2013, there are 26,914 students who have access to the Fresh Fruit and Vegetable Program.

The Emergency Food Assistance Program

The Emergency Food Assistance Program (TEFAP) is a federally funded program that assists with supplementing the diets of low-income Americans, including the elderly, by providing them with emergency nutrition assistance at no cost.

Under TEFAP, commodity foods are made available by the United States Department of Agriculture (USDA) to the District of Columbia. The District of Columbia provides these foods to the Capital Area Food Bank, which in turn distributes the food to soup kitchens and food pantries that directly serve the public. The distribution of TEFAP food occurs in various ways:

- Food Pantries distribute food packages containing both TEFAP foods and privately donated foods to eligible individuals who have demonstrated emergency food needs. Organizations that distribute food for home use, must determine the household eligibility by applying the income standards set by the USDA each year. Households must re-apply for benefits each year once the income eligibility guidelines are published.
- Soup Kitchens and homeless shelters use TEFAP food in the preparation of hot and cold meals which are served to needy individuals. Organizations that provide prepared meals must demonstrate that they serve predominately needy individuals in order to be eligible to receive commodities. Recipients of prepared meals are considered to be needy and are not subject to a means test.

To be eligible to distribute TEFAP commodities, an organization must be a public or private non-profit 501(c)3 organization. The Capital Area Food Bank (CAFB) is the distributing organization, contracted by the District of Columbia, to operate the TEFAP program and distribute commodities to agencies that operate feeding and nutrition programs for eligible DC residents. OSSE WNS School Programs administers the TEFAP Program for the District of Columbia.

- Funding for Fiscal Year 2012 was \$1,861,205.
- Funding for Fiscal Year 2013 as of December 2012 is \$1,687,730.

The following persons are responsible for administering the FFVP & TEFAP:

- Diedre Bell – Program Specialist

Food Distribution Program

The Food Distribution Program also known as the Schools/Child Nutrition Commodity Programs, is a federally funded program that offers commodity foods to public, public charter, nonprofit private schools as well as residential child care institutions that participate in the NSLP and have a commodity agreement with the state. This assistance is given in addition to the cash reimbursement that schools receive by participating in the NSLP. These programs support American Agricultural producers. States select entitlement foods purchased by the USDA and offered through school nutrition programs. These commodities are then distributed to schools to be utilized in the NSLP.

- Funding for Fiscal Year 2012 was \$1,881,128.
- Funding for Fiscal Year 2013 as of December 2012 is \$1,925,540.

Personnel and other allowable costs (CFR Title 7, Ch. II Food and Nutrition Service, Department of Agriculture § 250.15 (3) Segregation of Funds) are funded by a non-lapsing Food Distribution Account, which accrues from the sale of containers, salvage of foods, or insurance and recoveries of claims for the loss or damage of donated foods which have been recovered from food processors. The balance of \$146,000 is currently pending and under review by the Office of the Chief Financial Officer.

The following persons are responsible for administering the Food Distribution Program:

- Major Langford – Commodity Programs Specialist

78) The Healthy Schools Act of 2010 and the Healthy Schools Amendment Act of 2011 were designed to enhance the health of our students and our schools by creating and promoting a number of wellness, environment, and other programs. Please provide an update on the implementation of these laws broken down by Title. Please indicate any barriers encountered by OSSE in the full implementation of each provision.

RESPONSE:

Title II. School Nutrition

- 100% of schools serve free breakfast.
- Beginning with the implementation of HSA in FY11, breakfast participation has increased by 37% from an average of 22,438 students each day in FY 10 to an average of 30,793 students in FY12. Approximately 60% of the children, who are eligible for free or reduced price meals, participate in the breakfast program.
- In FY12, summer meals were required to meet higher nutrition standards with menus featuring more fruits, vegetables, and whole grains.
- DC is the #1 state in the nation for providing summer meals to low income children.
- DC schools exceed the USDA lunch and breakfast meal pattern requirements by participating in the HSA.
- School meal menus are posted monthly on each LEA's website

Challenges

- All reasonable efforts are made to assist schools with submitting compliant menus for reimbursements; however, occasionally schools have not maximized their reimbursements due to menu substitutions.
- In FY12, six LEAs failed to submit claims to receive HSA reimbursement.

Title III. Farm to School

- OSSE has hired a Farm to School Specialist to work with schools and farmers on accessing local produce and incorporating these items into their menus.
- In FY 12, the celebrations of DC Farm to School Week and DC School Gardens Week were combined into one week to strength the educational impact and streamline the celebration.
- The annual Strawberry and Greens week is celebrated every May.
- OSSE partners with the DC Farm to School Network to provide leadership on Farm to School events.
- The annual report on Farm-to-School and School Garden initiatives was submitted to the Mayor, the Council and the Healthy Youth and Schools Commission on June 30, 2012.

Challenges

- Farm to School expansion of local farmer network to access more local foods for smaller school foodservice operations.

Title IV. Physical and Health Education

- The development and administration of a standards based DC Comprehensive System (DC CAS) for Health and Physical Education, the nation's first required health assessment tool. The assessment was administered to 5th graders, 8th graders, and high school students

enrolled in health. Students answered 63.5% of the questions on topics such as sexual health, nutrition, emotional health, disease prevention and safety skills, correctly.

- In FY 12 grants of up to \$10K each were awarded to 19 schools (2 DCPS, 17 PCS) for the first DC Physical Activity for Youth (DC PAY) grants. An RFA has been issued for FY13 total grant funding of \$200K.
- Professional development opportunities for DC PAY grantees were provided by OSSE.
- Self-reported School Health Profile data indicate the schools with grades K-5 are providing an average of 60 minutes of physical education and 31 minutes of health education each week. Schools with grades 6-8 are providing an average of 106 minutes of physical education and 48 minutes of health education each week.
- The annual report on compliance with the health and physical education requirements and student achievement with respect to the health and physical education standards was submitted to the Mayor, the Council and the Healthy Youth and Schools Commission on September 30, 2012.

Challenges

- Schools have expressed their challenge with meeting the upcoming SY 2014-2015 requirements for physical education of 150 minutes/week for grades K-5 and 225 minutes/week for grades 6-8 and the health education requirements of 75 minutes/week required by HSA.

Title V. Environment

- With the DC Department of the Environment as the lead agency, the Environmental Literacy Plan has been completed.
- In FY12, grants of up to \$10K each were awarded to 22 schools (10 DCPS, 12 PCS) for the first School Garden grants. An RFA has been issued for FY13 total grant funding of \$200K.
- A Schools Gardens Advisory Committee comprised of local experts from government agencies and community based organizations has been meeting.
- There are 82 active school gardens in DC (53 DCPS, 19 PCS and 10 private).
- In FY 12, OSSE nominated 4 DC schools for Green Ribbon School designation by the US Department of Education. Two schools, Stoddert Elementary and Sidwell Friends, were awarded this designation. In FY13, OSSE has again nominated 4 schools for the Green Ribbon School award to the US Department of Education.
- Based on student essays, two schools, Prospect Learning Center and Janney Elementary, received "Best School Garden Awards.

Challenges

- Funding for School Garden grants as 45 schools requested grants up to \$10K each for total grant funds of \$200K.

Title VI. Health and Wellness

- 100% of schools have 3-year OSSE approved local wellness policies
- 96.5% of schools submitted required School Health Profiles (SHP). The SHP was updated between FY11 and FY12 to better meet the needs of Dc government agencies, schools and parents.

- Thirty schools (25 DCPS, 5 PCS) have been recognized by the USDA as Healthier US School Challenge schools.

Challenges

- Incentives for highly successful schools on local wellness policy implementation

Title VII. Healthy Youth and Schools Commission

- Thirteen Commissioners were appointed in May 2012. The Commissioners are experts in health, wellness, or nutrition or are parents, school administrators or students.
- The Commission meets quarterly.
- The Commissions Annual report was submitted to the Mayor and Council in early December 2012 (see attached).
- 1 Commission position is currently vacant (DOH representative due to staff turnover).

Challenges

- Ensuring schools are able to meet the health and physical education requirements of the HSA by SY 2014-2015.
- Assessing opportunities to evaluate the health, nutrition and wellness impacts of the HSA.
- Promoting the HSA to students, principals, teachers, administrators, staff and families.

NON-PUBLIC TUITION

79) Please provide a narrative description on how the budget for Non-Public Tuition is formulated for each Fiscal Year.

a) Which services are funded using this money for each student (i.e. tuition, transportation, etc.)?

RESPONSE:

This agency funds payments for District of Columbia residents, aged 3-22, who have been identified by a Local Education Agency (LEA) with a qualifying disability under IDEA, whose special education needs are documented in an Individual Educational Program (IEP), and who have been placed in a nonpublic school or program.

This funding supports tuition, room and board, related services, evaluations and assessments, and travel expenses to and from residential schools in accordance with regulatory requirements.

b) Who is eligible for funding under non-public tuition?

c) How are students identified and evaluated for use of this funding?

RESPONSES:

This agency funds payments for District of Columbia residents, aged 3-22, in three categories:

1) Students who have been identified by a Local Education Agency (LEA) with a qualifying disability under IDEA, whose special education needs are documented in an Individual Educational Program (IEP), and who have been placed in a nonpublic school or program.

IDEA requires that children and youth with qualifying disabilities, ages 3- 22, who are residents of the District of Columbia, receive a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). Special education and related services are provided in accordance with the child's Individualized Education Program (IEP) at no cost to the parent. When it is determined that a Local Education Agency (LEA) cannot meet the needs of a child with disabilities, the child may be placed in a separate nonpublic special education program determined appropriate to meet the child's educational needs. Along the continuum of educational placements contemplated by IDEA, a placement in a separate school of this type is more restrictive than a placement in public school. Students with disabilities may be placed in a non-public special education school by an LEA, by the order of an administrative hearing officer (a Hearing Officer Determination, or HOD), or by a court of competent jurisdiction.

This funding supports tuition, room and board, related services, evaluations and assessments, and travel expenses to and from residential schools in accordance with regulatory requirements.

2) Students who have been identified with a qualifying disability under IDEA, and whose special education needs are documented in an Individual Educational Program (IEP), who are served by St. Colletta PCS. This funding provides a supplemental per-student amount, also referred to as a "gap payment".

3) Students who have been identified by a Local Education Agency (LEA) with a qualifying disability under IDEA, whose special education needs are documented in an Individual Educational Program (IEP), and who, by virtue of being in the custody of the Child and Family Services Administration

(CFSA), are served by surrounding county public schools. This funding supports specialized instruction and related services, in accordance with the child's IEP.

80) Please provide the following information for FY10, FY11, FY12, and to date in FY13.

a) The number of students supported by the budget for non-public tuition;

	FY10	FY11	FY12	FY13 to date
Total Student Count	3654	3082	2544	1641

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

- i) The address and contact information for the institution;**
- ii) The date of OSSE's most recent monitoring visit;**
- iii) The date of expiration for the institution's Certificate of Approval;**
- iv) The number of students served in FY12;**
- v) Total payments made for services rendered in FY12;**
- vi) For those that have a provisional COA, provide the provisions they must meet; and**
- vii) Please provide a separate list including the same information for FY13, to date.**

RESPONSE:

The total payment for services rendered in FY12 was \$95.4 million.

- The following attachment lists all the institutions that receive funding from non-public tuition - Non-Public Enrollment Data

OSSE Performance Oversight Questions: GOO										
Question 80 - FY10 Non-Public Enrollment Data										
NP School	Campus	Street	City	State	Zip	Contact Name	Contact Phone	Most Recent On-Site	COA Expiration	COA Status
Academy for Ideal Education	Academy for Ideal Education - Lower	1501 Gallatin Street, NW	Washington	DC	20011	Paulette Jones-Imaan	202-726-0313		Extended	Full
	Academy for Ideal Education - Upper	62 T Street, NE	Washington	DC	20002	Paulette Jones-Imaan	202-726-0313	8/5/2010	Extended	Full
Accotink Academy	Accotink Academy	8533 Tuttle Road	Springfield	VA	22152	Elaine N. McConnell	703-913-0089	6/15/2010	Extended	Full
	Accotink Alternative Learning Center	6228F Rolling Road	Springfield	VA	22152	Elaine N. McConnell	703-913-0089	6/15/2010	Extended	Full
Adult Curriculum Educational Services	Adult Curriculum Educational Services	1232 H Street, NE 2nd floor	Washington	DC	20002	Lisa Russell	202-570-6755	3/18/2010	8/24/2012	Full
Alternative Paths Training School	Alternative Paths Training School - Alexandria Campus	5632 Mt. Vernon Memorial Highway	Alexandria	VA	22309	Alan Tagi	703-766-8713 ext. 123	7/22/2010	Extended	Full
Alternative Solutions for Youth	Alternative Solutions for Youth	1301 L'Enfant Square	Washington	DC	20020	Stanley Covington	202-584-1244	9/14/2010	Extended	Full
Barry Robinson Center, The	The Barry Robinson Center	443 Kempville Road	Norfolk	VA	23502	Dr. Patrick Bateman	757-455-6100	6/19/2009	Extended	Full
Chad Youth Enhancement Center	Chad Youth Enhancement Center	1751 Oak Plains Road	Ashland City	TN	37015				Extended	Full
Chelsea School	Chelsea School	711 Pershing Drive	Silver Spring	MD	20910	Katherine Fedalen	301-585-1430 ext. 319		Extended	Full
Children's Guild, Inc.	Children's Guild Anne Arundel	6730 Baymeadow Drive	Glen Burnie	MD	21060	Dr. Andrew L. Ross	410-444-3798		Extended	Full
	Children's Guild Baltimore	6802 McClean Boulevard	Baltimore	MD	21234	Dr. Andrew L. Ross	410-444-3799		Extended	Full
	Children's Guild, Inc Prince George's Campus	5702 Sargent Road	Chillum	MD	20782	Dr. Andrew L. Ross	410-444-3800		Extended	Full
Coastal Harbor Treatment Center	Coastal Harbor Treatment Center	1150 Cornell Avenue	Savannah	GA	31406	Ray Heckerman	912-354-3911 x205		8/24/2012	Provisional
Colorado Boys Ranch YouthConnect	Colorado Boys Ranch YouthConnect	P. O. Box 681, 28071 State Highway 109	La Junta	CO	81050	Charles Thompson	719-384-5981	7/27/2009	Extended	Full
Commonwealth Academy	Commonwealth Academy	1321 Leslie Avenue	Alexandria	VA	22301	Dr. Susan J. Johnson	703-548-6912		Extended	Full
Community School of Maryland (CSAAC)	Community School of Maryland-Brookeville Campus	21515 Zion Road	Brookeville	MD	20833	Ian Paregol	240-912-2374	4/15/2010	Extended	Full
	Community School of Maryland-Northwood Campus	919 University Blvd West, Room C203	Silver Spring	MD	20912	Ian Paregol	240-912-2375	4/15/2010	Extended	Full
Dayspring Academy	Dayspring Academy	3950 48th Street	Bladensburg	MD	20710				5/17/2010	Closed
Devereux Beneto Center	Devereux Beneto Center - Mapleton	655 Sugartown Road	Malvern	PA	19355	Robert Kreider	610-542-3046	8/24/2009	Extended	Full
Devereux Brandywine	Devereux Beneto Center - Brandywine	290 Devereux Road	Glenmoore	PA	19343	Robert Kreider	610-542-3046	8/24/2009	Extended	Full
Devereux Florida	Devereux School of Viera	8000 Devereux Drive	Viera	FL	32940	Robert Kreider	610-542-3046	8/25/2009	Extended	Full
Devereux Georgia Treatment Network	Devereux Georgia Treatment Network	1291 Stanley Road	Kennesaw	GA	30156	Robert Kreider	610-542-3046	8/7/2009	Extended	Full
Episcopal Center for Children	Episcopal Center for Children	5901 Utah Avenue, N.W.	Washington	DC	20015	Alan C. Korz	202-363-1333	7/26/2010	Extended	Full
Excelsior Youth Center	Excelsior Youth Center	15001 East Oxford Avenue	Aurora	CO	80014	Joan Gabrielson	303-693-1550 x223	7/31/2009	Extended	Full
Florence Bertell Academy	Florence Bertell Academy of Baltimore	7131 Rutherford Road	Baltimore	MD	21244	Kerry Ahearn-Brown	443-543-2101	8/6/2010	Extended	Full
	Florence Bertell Academy of Prince George's County	8601 Ashwood Drive	Capitol Heights	MD	20743	Kerry Ahearn-Brown	443-543-2101	8/13/2010	Extended	Full
Focus Point School	Focus Point School	1211 Old Farm Road	Crownsville	MD	21302	Ford Johnson			Extended	Full
Forbush School	Forbush School at Towson								Extended	Full
	Forbush School at Oakmont	17051 Oakmont Avenue	Gaithersburg	MD	20877	Dr. Steven Scharfstein	410-938-3000	3/17/2010	Extended	Full
Foundation School, The	The Foundation School-Montgomery County	220 Girard Street, Suite 300	Gaithersburg	MD	20877	Andrea R. Adler	301-881-2558	7/26/2010	Extended	Full

OSSE Performance Oversight Questions: GOO										
Question 80 - FY10 Non-Public Enrollment Data										
NP School	Campus	Street	City	State	Zip	Contact Name	Contact Phone	Most Recent On-Site	COA Expiration	COA Status
The Foundation School, The	The Foundation School-Prince George's County	1330 McCormick Drive	Largo	MD	20774	Andrea R. Adler	301-881-2557	7/26/2010	Extended	Full
Frederick L. Chamberlain	Frederick L. Chamberlain	1 Pleasant Street P.O. Box 778	Middleboro	MA	02346	William Doherty	508-947-7825	8/3/2009	Extended	Full
Frost School, The	The Frost School	4915 Aspen Hill Road	Rockville	MD	20853	Dr. Steven Scharfstein	301-933-3451		Extended	Full
Grafton School	Grafton School-Berryville Campus	P.O. Box 112	Berryville	VA	22611	James G. Gaynor, II	540-542-0200 x6523		Extended	Full
	Grafton School-Elm Street Campus	407 Elm Street	Winchester	VA	22601	James G. Gaynor, II	540-542-0200 x6523	8/26/2009	Extended	Full
	Grafton School-Ruth Birch Campus	120 Bellview Avenue	Winchester	VA	22601	James G. Gaynor, II	540-542-0200 x6523	8/26/2009	Extended	Full
Hallmark Youthcare (Richmond McAfee Academy)	Hallmark Youthcare (Richmond McAfee Academy)	12800 W Creek Parkway	Richmond	VA	23238	Diane Hayes	804-784-2200	8/18/2009	Extended	Full
Hannah More School	Hannah More School	12039 Reisterstown Road	Reisterstown	MD	21136	Mr. Mark Waldman	410-526-7631	7/22/2010	Extended	Full
Harbour School, The	The Harbour School at Annapolis	1277 Green Holly Drive	Annapolis	MD	21409	Dr. Linda Jacobs	410-974-4248	8/25/2010	Extended	Full
	The Harbour School at Baltimore	11251 Doffield Boulevard	Owings Mills	MD	21117	Dr. Linda Jacobs	410-974-4248	8/25/2010	Extended	Full
High Frontier Inc.	High Frontier Inc.	P.O. Box 1325	Ft. Davis	TX	79734	Barry Blevins	432-364-2241	9/3/2009	Extended	Full
High Road Schools	High Road Academy of Howard County (High Road Academy)	9705 Washington Boulevard	Laurel	MD	20723	Dr. Michael Kaufman	215-369-8699		Extended	Full
	High Road Academy of Prince George's County	5100 Philadelphia Way	Lanham	MD	20706	Dr. Michael Kaufman	215-369-8699	7/28/2010	Extended	Full
	High Road DC Academy	711-A Edgewood Street, N.E.	Washington	DC	20017	Dr. Michael Kaufman	215-369-8699	7/20/2010	Extended	Full
	High Road Middle Academy	6135 Kansas Avenue, N.E.	Washington	DC	20011	Dr. Michael Kaufman	215-369-8699	6/11/2010	Extended	Full
	High Road Primary Academy	1244 Taylor Street, N.W.	Washington	DC	20011	Dr. Michael Kaufman	215-369-8699	7/10/2010	Extended	Full
	High Road Primary School	1246 Taylor Street, N.W.	Washington	DC	20011	Dr. Michael Kaufman	215-369-8699	7/23/2010	Extended	Full
	High Road School of PG County-Middle School	8723 Ashwood Drive	Capitol Heights	MD	20743	Dr. Michael Kaufman	215-369-8699	4/9/2010	Extended	Full
	High Road School of PG County-Primary School	8723 Ashwood Drive	Capitol Heights	MD	20743	Dr. Michael Kaufman	215-369-8699	4/9/2010	Extended	Full
	High Road School of Southern Maryland	95 Catalpa Drive, Suite 100	La Plata	MD	20646	Dr. Michael Kaufman	215-369-8699	7/21/2010	Extended	Full
	High Road School of Washington, DC-Middle School	1530 First Street, S.W.	Washington	DC	20024	Dr. Michael Kaufman	215-369-8699	6/11/2010	Extended	Full
	High Road School of Washington, DC-Upper School	711-B Edgewood Street, N.E.	Washington	DC	20017	Dr. Michael Kaufman	215-369-8699	7/19/2010	Extended	Full
	High Road Upper School of Prince George's County-Beltsville	12050 Baltimore Avenue	Beltsville	MD	20705	Dr. Michael Kaufman	215-369-8699	7/20/2010	Extended	Full
Ivymount School, Inc., The	The Ivymount School, Inc.	11614 Seven Locks Road	Rockville	MD	20854	Janet Wintrol	301-469-0778	7/13/2010	Extended	Full
Katherine Thomas School, The	The Katherine Thomas School	9975 Medical Center Drive	Rockville	MD	20850	Dr. Patricia Ritter	301-424-5200 ext 153	7/29/2010	Extended	Full

OSSE Performance Oversight Questions: GOO										
Question 80 - FY10 Non-Public Enrollment Data										
NP School	Campus	Street	City	State	Zip	Contact Name	Contact Phone	Most Recent On-Site	COA Expiration	COA Status
Kellar School of Inova Kellar Center, The	The Kellar School of Inova Kellar Center	11204 Waples Mill Road	Fairfax	VA	22030	Dr. Rick Leichtweis	703-218-8555	5/3/2010	Extended	Full
Kennedy Institute	Kennedy Institute at Catholic	4404 Wisconsin Avenue, NW	Washington	DC	20016	Edward Orzechowski	202-772-4300	9/16/2010	Extended	Full
	Kennedy Institute - Lower	801 Buchanan Street, NE	Washington	DC	20017	Edward Orzechowski	202-772-4300	9/16/2010	Extended	Full
	Kennedy Institute - Upper	1301 New Jersey Avenue, NW	Washington	DC	20001	Edward Orzechowski	202-772-4300	8/3/2010	Extended	Full
Kennedy Krieger	Kennedy Kreiger - Fairmont	1750 E. Fairmount Avenue	Baltimore	MD	21231	Dr. Gary W. Goldstein	443-923-9202	3/17/2010	Extended	Full
	Kennedy Kreiger - Greenspring	3825 Greenspring Avenue	Baltimore	MD	21211	Dr. Gary W. Goldstein	443-923-9202	8/3/2010	Extended	Full
Keystone Newport News Youth Center	Keystone Newport News Youth Center	17579 Warwick Boulevard	Newport News	VA	23603	Chris Ruble	888-757-0400 x304	6/26/2009	Extended	Full
KidsPeace, Inc.	KidsPeace Broadway Campus	1650 Broadway	Bethlehem	PA	18015	William Isemann	610-799-7068	7/8/2009	Extended	Full
	KidsPeace Orchard Hills Campus	5300 Kids Peace Drive	Orefield	PA	18069	William Isemann	610-799-7068	8/11/2009	Extended	Full
Kingsbury Center, Inc.	Kingsbury Center, Inc.	5000 14th Street, N.W.	Washington	DC	20011	Dr. Richard Barbieri	202-722-5555 ext 2436	8/24/2010	Extended	Full
Lab School of Washington, The	The Lab School of Washington	4759 Reservoir Road, N.W.	Washington	DC	20007	Katherine Schantz	202-944-2221	7/22/2010	Extended	Full
Lakeview Neurorehabilitation Center	Lakeview Neurorehabilitation Center	244 Highwatch Road	Effingham	NH	03882	Anton Merka	800-473-4221	7/18/2009	Extended	Full
Laurel Heights School	Laurel Heights School	934 Briarcliff Road, N.E.	Atlanta	GA	30306	Gloria Choo	404-872-5088	7/17/2009	Extended	Full
Leary School	Leary School Jobsite, Fairfax County	6436 Holyoke Drive	Annandale	VA	22003	Dr. Edward Schultze	703-941-8150 x 1127	5/4/2010	Extended	Full
	Leary School Jobsite-Loudoun County	13850 Freedom Center Lane	Leesburg	VA	20176	Dr. Edward Schultze	703-941-8150 x 1130	5/6/2010	Extended	Full
	Leary School of Virginia	6349 Lincolnia Road	Alexandria	VA	22312	Dr. Edward Schultze	703-941-8150 x 1129	5/4/2010	Extended	Full
	Leary School, Prince George's County	7100 Oxon Hill Road	Oxon Hill	MD	20745	Dr. Edward Schultze	703-941-8150 x 1128	5/7/2010	Extended	Full
Maryland School for the Blind, The	The Maryland School for the Blind	3501 Taylor Avenue	Baltimore	MD	21236	Dr. Michael James Bina	410-444-5000 ext. 1710	9/1/2010	Extended	Full
Monroe School, Inc., The	The Monroe School, Inc.	603 50th Street, N.E. 2nd Floor	Washington	DC	20019	Ruth T. Logan-Staton	202-399-8351		Extended	Full
National Children's Center	National Children's Center-Southeast Campus-Lower School	3400 Martin Luther King Jr. Ave, SE	Washington	DC	20032	David Leslie	202-722-2330	3/26/2010	Extended	Full
	National Children's Center-Northwest Campus	201 Rittenhouse Street, N.W.	Washington	DC	20011	David Leslie	202-722-2330	3/23/2010	Extended	Full
	National Children's Center-Southeast Campus-Upper School	3400 Martin Luther King Jr. Ave, SE	Washington	DC	20032	David Leslie	202-722-2330	3/26/2010	Extended	Full
New Beginnings Vocational Program LLC	New Beginnings Vocational Program LLC	2060 West Virginia Avenue, N.E.	Washington	DC	20002	Donte Davis	202-636-1190		Extended	Full
New Hope Carolinas	New Hope Carolinas	101 Sedgewood Drive	Rock Hill	SC	29732	Jay Orvin	803-980-0931	8/4/2009	Extended	Full
Nora School, The	The Nora School	955 Sligo Avenue	Silver Spring	MD	20910	David Mullen	301-495-6672	8/25/2010	Extended	Full

OSSE Performance Oversight Questions: GOO										
Question 80 - FY10 Non-Public Enrollment Data										
NP School	Campus	Street	City	State	Zip	Contact Name	Contact Phone	Most Recent On-Site	COA Expiration	COA Status
Norbel School	Norbel School	6135 Old Washington Road	Elkridge	MD	21075	K. Lee Riley, Jr.	410-796-7661	8/3/2010	2/13/2011	Provisional
North Spring Behavioral Healthcare	North Spring Behavioral Healthcare	42009 Victory Lane	Leesburg	VA	20176	David Winters	703-777-0800 x106	8/20/2009	Extended	Full
Oak Valley Center	Oak Valley Center	11230 Waples Mill Road, Suite 100	Fairfax	VA	22030	Jaren Van Den Heuvel	703-591-1146	7/27/2010	Extended	Full
Oakwood School	Oakwood School	7210 Braddock Road	Annandale	VA	22003	Robert McIntyre	703-941-5788	4/22/2010	Extended	Full
Partners with Parents Early Learning Center	Partners with Parents Early Learning Center	657 Leaburn Street, S.E.	Washington	DC	20032	Abigail Parker	202-562-6196		7/23/2012	Full
Pathways School	Pathways School-Hyattsville	3401 East West Hwy, Suite 240, 2nd Floor	Hyattsville	MD	20782	Dr. Helen Williams	301-649-0778		Extended	Full
	Pathways School - Edgewood	801 University Boulevard West	Silver Spring	MD	20901	Dr. Helen Williams	301-649-0778		Extended	Full
	Pathways School - Northwood	1200 University Boulevard West	Silver Spring	MD	20902	Dr. Helen Williams	301-649-0778		Extended	Full
	Pathways School - Springville	2601 University Blvd, West, 3rd Floor	Wheaton	MD	20902	Dr. Helen Williams	301-649-0778		Extended	Full
Phillips School	Phillips School-Annandale	7010 Braddock Road	Annandale	VA	22003	Sally Sibley	703-941-8810		Extended	Full
	Phillips School-Laurel	8920 Whiskey Bottom Road	Laurel	MD	20723	Sally Sibley	703-941-8810		Extended	Full
Pines Residential Treatment Center, The	The Pines Residential Treatment Center-Crawford Center	825 Crawford Parkway	Portsmouth	VA	23704	Kerry Knott	757-391-6734		Extended	Full
Point Pleasant Pediatric Special Care	Point Pleasant Pediatric Special Care	90 Cafferty Road	Point Pleasant	PA	18950	Dr. Erwin Carner	215-297-0589		Extended	Full
Reginald S. Lourie Center	Reginald S. Lourie Center	12301 Academy Way	Rockville	MD	20852	Marcel Wright	301-984-4444		Extended	Full
Ridge School, The	The Ridge School of Anne Arundel County	16 Romig Drive	Crownsville	MD	21032	Doris Reinhart		8/11/2010	Extended	Full
	The Ridge School of Montgomery County	14901 Broschart Road	Rockville	MD	20850	Doris Reinhart		9/27/2010	Extended	Full
River School	River School	4880 MacArthur Boulevard, N.W.	Washington	DC	20007	Nancy Mellon	202-337-3534		Extended	Full
Rock Creek Academy	Rock Creek Academy	4401 Connecticut Ave, N.W. Suite 701	Washington	DC	20008	Shawn Meade	202-378-1385	6/8/2010	Extended	Full
Shorehaven School	Shorehaven School	1040 Singerly Road	Elkton	MD	21921	Leonard Edge	410-398-9850		Extended	Full
St. John's Community Services	St. John's Community Services - Anacostia SHS	1601 16th Street SE	Washington	DC	20020	Thomas Wilds	202-274-3400		Extended	Full
	St. John's Community Services-Payne Elementary	305 15th Street SE	Washington	DC	20003	Thomas Wilds	202-274-3400		Extended	Full
Summit School	Summit School	664 Central Avenue	Edgewater	MD	21037	Dr. Joan Mele-McCarthy	410-798-0005	7/16/2010	Extended	Full
Village Academy of Washington, DC, The	The Village Academy of Washington, DC	680 Rhode Island Avenue, N.E. 2nd Floor	Washington	DC	20002	Dr. Dawn Kum	202-397-7248	6/2/2010	Extended	Full
UCP Delrey School	UCP Delrey School	3610 Commerce Drive, Suites 804-807	Baltimore	MD	21227	Diane Coughlin	410-484-4540 ext. 2464	7/29/2010	Extended	Full
University Behavioral Center	University Behavioral Center	2500 Discovery Drive	Orlando	FL	32826	David Beardsley	407-281-7000	9/22/2009	Extended	Full
Villa Maria School	Villa Maria School at Lillie M. Jackson	1501 N. Ashburton Street	Baltimore	MD	21216	William J. McCarthy, Jr.		5/27/2010	Extended	Full
	Villa Maria School at St. Vincent's	2600 Pot Spring Road	Timonium	MD	21093	William J. McCarthy, Jr.		5/4/2010	Extended	Full
	Villa Maria School at Timonium	2300 Dulaney Valley Road	Timonium	MD	21093	William J. McCarthy, Jr.		5/4/2010	Extended	Full

81) For FY13, the budget for Non-Public Tuition was decreased by approximately \$40 million over FY12. In your submission, this cost decrease was the result of cross-agency collaboration that resulted in initiatives designed to decrease costs, reduce the number of students in non-public schools, and increase the District's compliant to provide full and effective education for students in the least restrict environment. Please provide a narrative description of the initiatives that are currently being implemented that have increased results for students while decreasing costs. In your response, please indicate the agency or agencies responsible for implementing this program, the goals of the program, and an update on the work of each initiative thus far in FY13.

RESPONSE:

OSSE is pleased to note the significant progress the District has made in its efforts to ensure that students with disabilities are educated in the Least Restrictive Environment (LRE), which has been a priority reform area in the District since OSSE's inception. The District of Columbia Office of the State Superintendent of Education (OSSE) attributes the continued progress to an increased focus on appropriate LRE placements and its concerted effort to support LEAs in further understanding strategies that will assist them in developing a continuum of services and placement in the LRE while maintaining compliance with the federal Individual with Disabilities Education Act (IDEA) and local law.

In FY12, through the work of OSSE's Division of Specialized Education - Training and Technical Assistance (TTA) Unit, OSSE continued to implement a robust state-level training series designed to improve LEA and school level practice related to ensuring that students with disabilities are appropriately served and supported in the LRE. These trainings were intentionally aligned with all state-level policies, and demand for the sessions was, and continues to be, extremely high.

Additionally, as noted above, OSSE's Division of Specialized Education-Placement Oversight Unit (POU) marked its fourth year of implementation of the state's *Policy and Procedure for Placement Review, Revised*, a policy aimed to clarify the roles and responsibilities of every LEA that is considering a change in placement for a student with a disability to a more restrictive environment outside the LEA. Through direct technical assistance and support provided by the Unit, OSSE has assisted all District of Columbia LEAs in understanding their LRE obligations under IDEA. The District's state-level placement oversight process has assisted tremendously in ensuring timely guidance and support to IEP Teams considering a change in placement of a student with a disability to a more restrictive environment (nonpublic school placement), while diverting inappropriate educational placements.

In FY12, the Placement Oversight Unit diverted 44% of potential nonpublic school placements, a consistent accomplishment of the team for the past four years. In addition, over the past four years OSSE has also observed an overall reduction in the amount of nonpublic school placement requests presented to the agency; a drop from 132 placement requests received in FFY 2008 to 84 requests received in FFY 2011. Data obtained by the Unit's Placement Tracker suggests that the reduction in placement requests may be due to the LEAs' more accurate understanding of their obligations under the federal law and/or the LEAs' utilization of OSSE Training and Technical Assistance Unit. OSSE furthered the impact of this work via the development and publication of a state-level LRE Parent Brochure, designed to assist parent understanding of the provisions of LRE and the placement process that exist in the District of Columbia.

Also noted above, OSSE initiated a beta-test of a service delivery consortium, whereby a cohort of schools was provided with specialized consultative services and direct related service support. Through the consortium, schools are provided with the following supports:

- Planning and Organizational Development
- Professional Development and Training (large group, small group, or individual coaching)
- Direct Service Support (i.e. individual student case consultation)

Additionally, in efforts to address the challenges presented by smaller charter schools of creating a continuum of alternative placements and services, in FY 12 OSSE made available a competitive grant opportunity for District charter LEAs to create a co-located classroom model that provides students with effective, intensive therapeutic supports, including but not limited to specialized instruction, related services, wraparound support, and a robust transition plan to support a student's successful re-integration to the LEA of primary enrollment. During the summer of 2012, a grant recipient was selected and the program was launched in September 2012. The program contains the following core features:

- Research-based, evidence based therapeutic program
- Small, structural therapeutic classroom with a special education teacher, clinician and behavioral staff member in each classroom
- Individual and group psychological counseling services
- Social skills and emotion regulation skills training
- Substance Abuse education
- Care management and wraparound services for students and families.

OSSE further supported LRE by recognizing District LEAs for demonstrating success in serving students with disabilities in the LRE. OSSE recognized this progress through the distribution of LRE contract awards which totaled approximately \$5M. The awards, which were distributed based the LEAs' LRE performance data, gave LEAs the opportunity to continue to build upon their good work and to showcase their best practices via a District-wide publication. Under the terms of each contract, OSSE required each participating LEA to submit a best practice brief at the end of the award period that addressed the LEA's specific practices in the following areas: systemic change, resource allocation, professional development, and the development of a continuum of alternative placements. In the winter of 2012, OSSE compiled all best practice briefs and published a District of Columbia white paper, titled, *Achieving Success in the Least Restrictive Environment: Capitalizing on The District of Columbia's Accomplishments*.

Last, OSSE conducted State-level training for District Hearing Officers on LRE and the District's Placement Oversight Policy. As noted prior, in addition to a consistent reduction in nonpublic placements over the past several years, in FY 12 the District witnessed a 4% increase in the percentage of students educated in general education settings 80% or more of the day. All of the above efforts have continued in FY 13, and OSSE will be releasing its Special Education Quality Review tool, as described above, in February 2013 to further accelerate reform efforts.

EDUCATION LICENSURE SERVICES

82) Please supply the number of licensees/certified professionals/registered professionals broken down by status that the Commission received and approved in FY 11, FY 12, and FY 13 to date.

RESPONSE:

Status	Number
FY 11 Applications Rec'd	2681
FY 11 Licenses Issued	2011
FY 12 Applications Rec'd	2508
FY 12 Licenses Issued	2006
FY 13 Applications Rec'd to date	900
FY 13 Licenses Issued to date	495

83) Please describe the procedures, an out of state and an instate applicant would experience to acquire an educator license. Please include any exemptions or waivers that are offered in this process.

RESPONSE:

Reciprocity for Valid License Holders from Other States (Effective May 1, 2012)

Licensure by reciprocity is extended to individuals seeking the issuance of a District of Columbia (DC) teaching credential. Individuals may be granted a waiver of DC's testing requirements and may be issued a full license by meeting each of the following three (3) conditions:

1. Completion of a state-approved teacher education program at an institution or organization located outside of the District of Columbia in the subject area matching the license being sought;
 - We will also recognize endorsement areas that were earned by passing a state's content and pedagogy exams from those individuals who also have a full teaching license based on the completion of a state-approved program.
 - For additional ways in which you may obtain endorsement licensure in DC, please visit our [Endorsement Licensure](#) webpage.
2. Possession of a valid out-of-state Level II license (full credential without deficiencies) in the subject area matching the license being sought;
 - If you currently have a valid license from a state other than the state in which you completed a teacher preparation program, you must be able to demonstrate that you held a Level II license in the state in which you were prepared.
3. Official score reports documenting successful completion of basic skills (Reading, Writing and Mathematics), content and pedagogy exams required in the state in which you were prepared.
 - Applicants may either submit official test score reports that include pass/fail indications to serve as proof of meeting the state's licensure testing requirements, or request that the approved program provide state licensure testing verification on the Approved Program Verification form (required below).
 - DC will waive the pedagogy testing requirement for valid license holders who submit verification of three years of satisfactory full-time teaching experience (within the past seven years) in the licensure subject area. The experience must have occurred outside of the District of Columbia and be in the licensure subject area.

Candidates who do not meet the three (3) conditions above will be given a transcript analysis of their credentials. A transcript analysis may require license seekers to complete additional coursework and/or licensure tests prior to being issued a DC license. If the previous state did not require basic skills, content and pedagogy exams for teacher preparation program entry and/or licensure, applicants will be required to complete DC's licensure assessments in those areas that were not taken in their preparation state.

84) How many transitional or one-year temporary licenses were issued in FY 11, FY 12, and FY13 to date? Of those candidates, how many were granted a regular license following the end of their nonrenewable transitional period in FY12 and FY13 to date?

RESPONSE:

Please note that only DCPS teachers are required to hold OSSE licensure, and DCPS has made it their policy to not request transitional licenses on behalf of their employees (a LEA request is part of the issuance requirements for the transitional license). Therefore, the numbers below are small and reflect requests from private Special Education schools that require their employees to hold a valid OSSE license.

Fiscal Year	# of Transitional Licenses Issued	# Upgraded
2011	10	3
2012	13	1
2013 to date	18	0

EDUCATION LICENSURE COMMISSION

85) Please provide a narrative on the purpose and goals of the Commission. In addition, please include:

RESPONSE:

The Commission is a regulatory, consumer protection entity charged with providing for the protection, education, and welfare of DC citizens and its students. It has the following duties:

- 1) Establishing minimum standards concerning the quality of postsecondary education, ethical and business practices, health and safety, and fiscal responsibility, to protect against substandard, transient, unethical, deceptive, or fraudulent postsecondary educational institutions and practices;
- 2) Prohibiting the granting of false or misleading postsecondary educational credentials;
- 3) Prohibiting misleading literature, advertising, solicitation, or representation by postsecondary educational institutions or their agents;
- 4) Providing for the preservation of essential academic records;
- 5) Providing for a Commission to advise the Mayor and Council of the District of Columbia as to the postsecondary educational needs of the District of Columbia; and
- 6) Providing for a Commission to serve as the state approving agency for veteran's benefits.
- 7) Establish uniform academic standards and implement compliance strategies to address quality postsecondary educational programs.

a) A list of all professions regulated by the commission, noting which professions are licensed, which are certified and which are registered;

RESPONSE:

The Commission does not regulate professions. The Commission regulates postsecondary educational institutions that offer a variety of courses, programs, certificates, and degrees.

b) A list of commissioners, including their name, resumes, when their term began, the length of their term, and when their term expires; and

RESPONSE:

The members are recruited, vetted and appointed by the Mayor. Members qualifying documents are collected and retained by the Mayor's office.

The current five Commissioners execute Commission business:

- Richard Roth, Chairperson, retired secondary school administrator April 2012-August 2013
- Dr. Tommie L. Robinson, Jr., Vice Chairperson, speech pathologist and Professor April 2012-August 2013
- Dr. Gailda P. Davis, Secretary, higher education policy advisor and Professor April 2012-August 2013
- Teresa C. Richardson, nurse educator April 2012-August 2013

- Dr. Johnetta G. Davis, retired higher education administrator
2013

April 2012-August

c) A list of any/all vacancies on the Commission

RESPONSE:

There are no vacancies on the Commission at this time.

86) What were the major accomplishments of the Commission in FY 12 and in FY 13 to date? Please include the following:

a) Specific efforts to engage with the community and other jurisdictions;

RESPONSE:

During FY12 the Commission updated its fee structure, drafted and approved rules to regulate online entities and started work on the update of non-degree institutions rules. The Commission also made public relations and communications a priority item for FY12 and 13. The commission is interested in educating the public about its role and has created a consumer pamphlet describing the HELC charge and providing a listing of institutions under its authority. The pamphlets are available at various consumer locations including libraries, high school counselors' offices, one-stop employment centers, and at licensed institutions. The commission office engaged with higher education authorities from around the country regarding best practices and collected valuable information to guide them in decisions regarding rules for online schools. The Commission also provided enhancements to the web site to better inform the public about its duties.

b) Attempts to make the licensure process more user-friendly;

RESPONSE:

The licensure application processing is also a priority item for the Commission. The Authority has invested more than \$50,000.00 to create an online application for new and renewing applicants. The Commission will be able to collect critical institutional enrollment data from automating the application and renewal processes.

c) Improvements to the process for investigating and disciplining misconduct;

RESPONSE:

There have been no changes to the process for investigating and disciplining misconduct. The Commission continues to support cease and desist laws and regulations to discipline entities engaging in illegal operations and issuance of fraudulent degrees and certificates.

d) Changes made to regulations regarding licensure requirements or continuing education requirements; and

RESPONSE:

Regulatory rule changes made in 2012 were to update the fee structure. In addition, the Commission approved online rules and awaits City Council review. Rule changes planned for 2013 include an update to non-degree school regulations, which have not been done in approximately 30 years. The Commission does not require continuing education for licensees.

e) Quarterly reports published by the Commission.

RESPONSE:

The Commission is required to report to the Mayor and City Council members the names of applicants approved and denied each quarter. The Commission office provides the information to the State Superintendent for preparation and distribution.

- 87) How does the commission communicate with education professionals under its regulation (i.e. board meetings, newsletters, surveys, conferences, symposiums)?**
- a) Please explain the methods and frequency of communication the Commission has with these professionals.**
 - b) Additionally, please describe any outreach and/or education efforts that the Commission has made to engage the public in its work in FY12 and FY 13 to date.**

RESPONSE:

The Commission office interfaces with higher education commissions from around the country through involvement in the professional organization for such authorities. The Commission has public meetings eleven months of the year and notifies the public through its web page, on the DC Register, and on the State Superintendents calendar. The Commission's office also host monthly informational sessions for potential applicants. The Commission plans to offer additional regulation update sessions with licensees in FY 13.

88) What interagency or intra-agency efforts have been made to improve Education licensure functions?

- a) **How does the Commission and the office of education licensure and accreditation work with DCPS, PCSB, UDC, and the DME?**

RESPONSE:

This Commission does not work with the identified entities.

- b) **Additionally please describe efforts to collaborate with other boards and agencies to engage in District education initiatives.**

RESPONSE:

In 2012 the Commission participated in meetings and workshops with various DC sister agencies to collaborate around issues addressing workforce and training readiness programs and professional licensing. The Commission has attended multiple meetings at the Department of Health, the Department of Consumer and Regulatory Affairs, the Workforce Investment Council, and the Criminal Justice Coordinating Council. The Commission's staff also regularly attends professional licensure boards meetings as a subject matter guest. The Commission plans to continue all collaborative relationships.

89) Please provide a complete, up-to-date organizational chart for the Education Licensure Commission.

a) Please include a list of the employees (name and title) and the number of vacant positions.

RESPONSE:

- The following attachment contains the ELC's organizational chart and below is a brief list of its staff - Education Licensure Commission Org Chart

Higher Education Licensure Commission

Executive Director:

- Robin Y. Jenkins

Education Compliance Specialists:

- Alesia Henry
- Dorothy Thomas
- Sheranda Vaughan

b) Please provide a narrative explanation of any organizational changes made during the previous year.

RESPONSE:

There have been no organizational changes made in FY 2012 and there are no vacant positions.

Higher Education Licensure Commission

**Richard Roth
Commission Chairman**

**Jhonna Garner Davis, Ph.D.
Commissioner**

**Gailda P. Davis, Ph.D.
Commissioner**

**Tommie L. Robinson
Commissioner**

**Teresa Combs, Ph.D.
Commissioner**

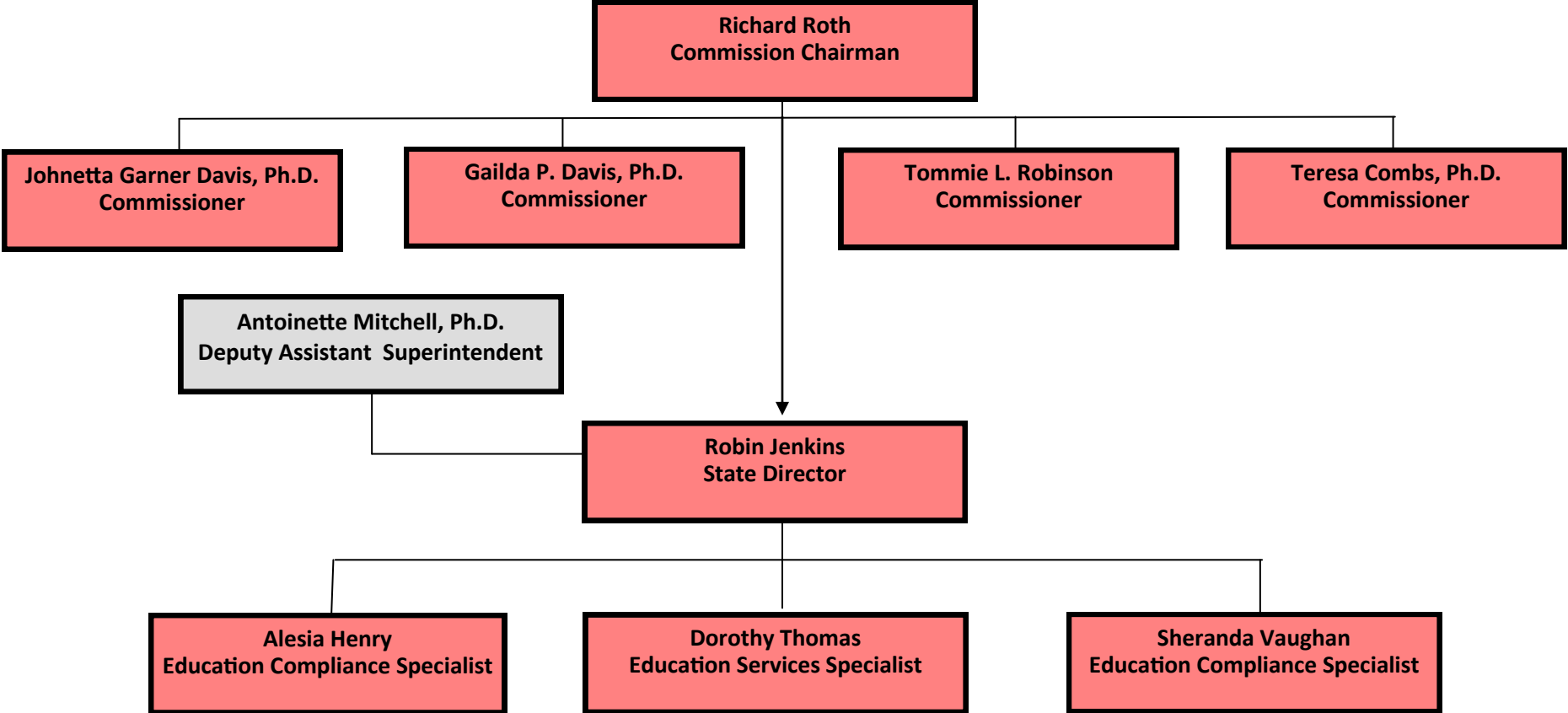
**Antoinette Mitchell, Ph.D.
Deputy Assistant Superintendent**

**Robin Jenkins
State Director**

**Alesia Henry
Education Compliance Specialist**

**Dorothy Thomas
Education Services Specialist**

**Sheranda Vaughan
Education Compliance Specialist**



- 90) Please provide the following budget information for FY 11, FY12, and FY13 for the Education Licensure Commission.**
- a) 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.**
 - b) Provide a worksheet detailing all budgeted revenues collected by, and payments to, the Commission.**

RESPONSE:

- The following attachment lists the budget information for the Education Licensure Commission - Education Licensure Commission

OSSE Performance Oversight Questions: GO0							
Question 90 - FY11, FY 12 and FY13 Education Licensure Commission Budget							
Fund	CSG	CSG Title	Comp. Obj.	Comp. Obj. Title	Sum of Budget	Expended	Encumbered
PS							
100	11	Reg. Pay - Cont. Full Time	111	Continuing Full time	\$212,405.61	\$59,733.87	
	12	Regular Pay Other	125	Term Full Time	\$70,003.89	\$18,965.49	
	14	Fringe Benefits	141	Group Life Insurance	\$0	\$79.04	
			142	Health Benefits	\$0	\$9,407.81	
			147	Misc. Fringe Benefits	\$65,728.42	\$0	
			148	Retirement Contribution-FICA	\$0	\$3,575.95	
			152	Retirement Contribution-Civil Services	\$0	\$1,156.82	
			154	Optical Plan	\$0	\$88.85	
			155	Dental Plan	\$0	\$261.19	
			158	Medicare Contribution	\$0	\$1,049.94	
			159	Retirement	\$0	\$3,108.65	
			161	DC Health Benefit Fees	\$0	\$331.61	

NPS							
100	20	Supplies & Materials	201	Office Supplies	\$2,800	\$1,414.67	
	40	Other Services and Charges	401	Travel-Local	\$1,700	\$0	
			402	Travel-Out of City	\$15,000	\$4,726.77	
			408	Prof. Service Fees	\$55,061.26	\$3,675.17	\$10,535.45
			424	Conference Fees	\$0	\$2,998.60	
			425	Payment of Membership Dues	\$800	\$150	
			427	Comp BD Members & Commission	\$21,200	\$6,933.24	
	70	Equipment & Equipment Rental	702	Equipment and Machinery	\$12,000	\$0	
TOTAL BUDGET					\$456,699.18	\$117,657.67	

FY12 (10/16/2012)							
Fund	CSG	CSG Title	Comp. Obj.	Comp. Obj. Title	Sum of Budget	Expended	Encumbered
PS							
100	11	Reg. Pay - Cont. Full Time	111	Continuing Full time	\$209,293.62	\$213,387.99	
	12	Regular Pay Other	125	Term Full Time	\$67,787.44	\$67,466.49	
	13	Additional Gross Pay	135	Holiday Pay	\$0.00	\$255.30	
	14	Fringe Benefits	141	Group Life Insurance	\$0	\$277.15	
			142	Health Benefits	\$0	\$31,757.36	
			147	Misc. Fringe Benefits	\$59,129.09	\$0	
			148	Retirement Contribution-FICA	\$0	\$12,666.36	
			152	Retirement Contribution-Civil Services	\$0	\$4,126.65	
			154	Optical Plan	\$0	\$312.66	
			155	Dental Plan	\$0	\$909.19	
			158	Medicare	\$0	\$3,741.43	
			159	Retirement	\$0	\$10,885.56	
			160	(unknown)	\$0	(\$50.00)	
			161	DC Health Benefit Fees	\$0	\$1,164.19	

NPS							
100	40	Other Services and Charges	401	Travel-Local	\$1,200	\$902	
			402	Travel-Out of City	\$6,517	\$3,305.35	
			405	Maintenance & Repairs	\$0	\$458.14	
			408	Prof. Service Fees	\$79,74.74	\$50,185.50	\$27,654.93
			410	Office Support	\$500.00	\$132.19	
			424	Conference Fees	\$0	\$450.00	
			427	Comp BD Members & Commission	\$21,200	\$19,399.74	
	70	Equipment & Equipment Rental	702	Equipment and Machinery	\$10,000	\$0	
			710	IT Hardware Acquisitions	\$0	\$9,507.42	
TOTAL BUDGET					\$455,331.89	\$431,240.67	

FY11 (10/25/2011)

Fund	CSG	CSG Title	Comp. Obj.	Comp. Obj. Title	Sum of Budget	Expended	Encumbered
PS							
100	11	Reg. Pay - Cont. Full Time	111	Continuing Full time	\$209,288.19	\$204,141.51	
	12	Regular Pay Other	125	Term Full Time	\$66,107.98	\$63,040.55	
	13	Additional Gross Pay	132	Administrative Premium	\$0.00	\$1,644.04	
	14	Fringe Benefits	141	Group Life Insurance	\$0	\$262.00	
			142	Health Benefits	\$0	\$29,801.96	
			147	Misc. Fringe Benefits	\$52,848.53	\$2,964	
			148	Retirement Contribution-FICA	\$0	\$11,522.32	
			152	Retirement Contribution-Civil Services	\$0	\$3,860.58	
			155	Dental Plan	\$0	\$836.20	
			158	Medicare Contribution	\$0	\$3,424.79	
			159	Retirement	\$0	\$10,052.16	
			161	DC Health Benefit Fees	\$0	\$1,018.74	
	15		133	Overtime Pay	\$0	\$394.63	

NPS							
100	40	Other Services and Charges	401	Travel-Local	\$1,200	\$449	
			402	Travel-Out of City	\$0	\$2,132.00	
			408	Prof. Service Fees	\$30,000.00	\$20,112.04	
			427	Comp BD Members & Commission	\$21,200	\$17,266.44	
TOTAL BUDGET					\$380,644.70	\$373,219.65	

FY13

Comm. Payments:	Budgeted Amount	Expended	Revenue Collected by the Commission (as of 1/1/2013)
	\$21,200	\$6,933.24	\$51,620

FY12

Comm. Payments:	Budgeted Amount	Expended	Revenue Collected by the Commission
	\$21,200	\$19,399.74	\$123,390

FY11

Comm. Payments:	Budgeted Amount	Expended	Revenue Collected by the Commission
	\$21,200	\$17,266.44	\$23,390

O Funds

FY13

Fund	CSG	CSG Title	Comp. Obj.	Comp. Obj. Title	Sum of Budget	Expended	Encumbered
NPS							
600	40	Other Services and Charges	401	Travel-Local	\$0.00	\$51.00	

			402	Travel-Out of City	\$0.00	\$640.40	
			408	Prof. Service Fees	\$23,000	\$0	
TOTAL BUDGET*					\$23,000	\$641.40	

*Note: Awaiting budget authority for total amount deposited.

Fund	CSG	CSG Title	Comp. Obj.	Comp. Obj. Title	Sum of Budget	Expended	Encumbered
NPS							
600	40	Services and Charges	401	Travel-Local	\$0.00	\$169.00	
			402	Travel-Out of City	\$3,700.00	\$2,915.20	
			407	Maintenance and Repairs	\$0.00	\$700.00	
			408	Prof. Service Fees	\$68,490	\$10,321.24	\$51,965.85
			410	Office Support	\$7,500.00	\$1,176.03	
			411	Printing, Duplicating, Etc.	\$2,500.00	\$0.00	
			419	Tuition for Employee Training	\$13,000	\$7,311.75	
			424	Conference Fees	\$0.00	\$590.00	
			425	Payment of Membership Dues	\$1,800.00	\$0.00	
			427	Comp BD Members and Commission	\$10,000.00	\$10,968.16	
	70	Equipment and Equipment Rental	702	Equipment and Machinery	\$7,000.00	\$0.00	
			710	IT Hardware Acquisitions	\$0.00	\$6,467.99	
TOTAL BUDGET					\$113,990	\$40,619.37	

FY11

Fund	CSG	CSG Title	Comp. Obj.	Comp. Obj. Title	Sum of Budget	Expended	Encumbered
NPS							
600	40	Other Services and Charges	401	Travel-Local	\$1,800.00	\$0.00	

			402	Travel-Out of City	\$0.00	\$3,681.69	
			408	Prof. Service Fees	\$35,000	\$20,686.62	
			419	Tuition for Employee Training	\$13,000	\$1,844.32	
			427	Comp BD Members and Commission	\$3,800.00	\$3,466.62	
	50	Subsidies and Transfers	506	Grants and Gratuities	\$16,250.00	\$15,572.29	
	70	Equipment and Equipment Rental	710	IT Hardware Acquisitions	\$10,000.00	\$3,043.25	\$6,712.96
TOTAL BUDGET					\$79,850	\$48,294.79	

91) Please provide the performance plan for the Commission and the office of education licensure and accreditation for FY 12 and FY 13. 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:

As requested, below is the FY12 Performance Update addressing initiatives 4.1, 4.2, 4.3, and 4.4

OBJECTIVE 4: Ensure that quality postsecondary institutions are available to District of Columbia consumers.

INITIATIVE 4.1: Update the Higher Education Licensure Commission's (HELC) regulations. Partially achieved. Regulatory updates are a legal process and require promulgation, public notification and comment period, and City Council review, comment period, and final publication. The timeframe for conclusion of this process is not always exact or predictable. The degree regulations have been updated and finalized. The law and rules regarding online learning have been updated. Finalization of the online law and rules notification and review process is undetermined but anticipated by the beginning of 2013. The update of the non-degree rules are currently in progress and completion for comment and review is anticipated by spring 2013. It should be noted that the HELC and its legal and administrative staff will continuously review the regulations to ensure currency with higher education trends and propose changes as necessary.

INITIATIVE 4.2 Monitor DC postsecondary institutions for compliance with HELC regulations. Fully achieved. All institutions are monitored and evaluated by the HELC to ensure compliance with the rules of the Commission. In the last year the HELC reviewed more than 160 applications to make licensure and compliance determinations.

INITIATIVE 4.3: Provide verification of licensure and program offerings of DC postsecondary institutions online. Fully achieved. The HELC OSSE webpage provides a listing of all licensed institutions with a profile that includes the name, location, and program offerings of all licensees. In addition, the HELC has a consumer guide identifying all licensed institutions with additional information identify programs offered as well as how to identify legitimate educational entities from a degree mill.

INITIATIVE 4.4: Provide an automated application process. Fully achieved. The HELC considers the automated systems and application processes a priority. Automation is critical to improve HELC business operations. The HELC secured dedicated funding associated with the starting cost necessary to develop beginning phases of a system and carryout this charge. The HELC has started work with the IT vendor for an automated management system for applications and institutional information.

PUBLIC CHARTER SCHOOL CREDIT ENHANCEMENT FUND COMMISSION

92) Please provide a narrative description of the purpose and goals of the Commission. In your response, please include:

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

RESPONSE:

The DC Public Charter School Credit Enhancement Fund Committee is responsible for approving any transactions funded from the Direct Loan Fund, the Credit Enhancement Fund, or any other fund supporting a public charter school financing program to assist in facility acquisition, construction, renovation and/or expansion.

Committee Member	Current Employment	Appointee	Date of Appointment	Date of Resignation
Geoffrey Tate	Certified Professional Housing Counselor, Creloba Counseling Services	Mayoral	9/21/2009	
Joseph LeMense	Market President, United Bank	Mayoral	1/20/2010	7/31/2012
Cedric Bobo	Principal, The Carlyle Group	Mayoral	5/5/2010	
Lautaro (Lot) Diaz	Vice President, Housing and Community Development, National Council of La Raza (NCLR)	DCPCSB	3/1/2009	7/31/2012
Michael Musante	President, Musante Strategies, LLC	DCPCSB	12/3/2009	
Derrick Perkins	Vice President Community Development Banking, Bank of America	Mayoral	1/4/2013	
Russ Williams	Executive Director, edLeaders	DCPCSB	1/4/2013	

*Office of the State Superintendent of Education
FY12 Oversight Questions*

- b) A list of the date and time of all meetings in FY12 and to date in FY13
 c) A narrative description of any action items or recommendations made by the Commission in FY12 and to date in FY13.

Loan Committee meetings are held every third Thursday of each month as long as there are proposals that need Loan Committee approval. The table below shows all meetings that took place in FY12 and Q1 of FY13 and the decisions taken:

RESPONSE:

Committee meeting dates	Applicant school	Decisions taken
January 19, 2012		<i>No meeting held due to lack of proposals</i>
February 16, 2012		<i>No meeting held due to lack of proposals</i>
March 15, 2012	William E. Doar Public Charter School	Restructuring of existing \$1.49MM Direct Loan and \$.73MM Credit Enhancement
April 19, 2012		<i>No meeting held due to lack of proposals</i>
May 17, 2012	Creative Minds International Public Charter School	Approval of a \$0.32MM new Credit Enhancement
	Hospitality High Public Charter School	Approval of a \$1.32MM new Direct Loan
	Ideal Academy Public Charter School	Restructuring of existing \$2.0MM Direct Loan
June 28, 2012	Carlos Rosario Public Charter School	Approval of a \$0.75MM new Direct Loan
	Charter School Incubator Initiative	Approval of \$1,800M Funded Credit Enhancement reallocation
July 19, 2012		<i>No meeting held due to lack of proposals</i>
August 16, 2012		<i>No meeting held due to lack of proposals</i>
September 20, 2012		<i>No meeting held due to lack of proposals</i>
October 18, 2012		<i>No meeting held due to lack of proposals</i>
November 15, 2012		<i>No meeting held due to lack of proposals</i>
December 5, 2012	E. W. Stokes PCS	Approval of a \$306,000 new Credit Enhancement

*Office of the State Superintendent of Education
FY12 Oversight Questions*

93) 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.

a) Direct Loan Account;

b) Credit Enhancement Account.

RESPONSE:

Current fund balance is as follows:

- Direct Loan Account – Fund balance of \$31,034,713.50 as of 12/31/2012, including \$18,492,781.13 in Cash and \$12,541,932.37 in Outstanding Principal Balance.
- Credit Enhancement Account - Fund balance of \$12,328,537.02 as of 12/31/2012, including \$5,031,823.02 in Cash and \$7,296,714.00 in Outstanding Principal Balance.
- The following attachments provide the allotment balances:
 - Appropriations - Allotment Balances CEs_12-31-2012
 - Appropriations - Allotment Balances DLs_12-31-2012

School Name	Type	Principal balance as of 12/31/2012
William Doar	Direct Loan	\$ 1,464,783.25
Elsie Whitlow Stokes	Direct Loan	\$ 575,975.79
Hyde Leadership PCS	Direct Loan	\$ 1,945,696.63
Ideal Academy	Direct Loan	\$ 1,980,000.00
KIPP DC Benning	Direct Loan	\$ 1,820,466.04
Next Step	Direct Loan	\$ 977,793.97
Two Rivers Public Charter School	Direct Loan	\$ 1,990,027.39
Washington Yu Ying PCS	Direct Loan	\$ 1,787,189.30
TOTAL		\$ 12,541,932.37

School Name	Type	Principal balance as of 12/31/2012
ELH Support Corporation	Credit Enhancement	\$ 2,896,714.00
Friendship PCS	Credit Enhancement	\$ 3,000,000.00
Options PCS	Credit Enhancement	\$ 700,000.00
Washington Yu Ying PCS	Credit Enhancement	\$ 700,000.00
TOTAL		\$ 7,296,714.00

Government of the District of Columbia
Office of the State Superintendent of Education (OSSE)
Credit Enhancement Loan Balance Analysis
For the Periods 2009 to December 2012

Credit Enhancement Loans				Funded Amount		Outstanding Principal Funded Loan Balance by School
	School Name					
AppleTree Early Learning PCS	Loan Payments from School	Unfunded Guar_Lia		-	-	-
		2009		-	-	-
		2010		-	-	-
		2011		-	-	-
		2012		-	-	-
						-
Community Academy	Loan Payments from School	Unfunded Guar_Lia		-	-	-
		2009		-	-	-
		2010		-	-	-
		2011		-	-	-
		2012		-	-	-
						-
Charter Schools Development Corporation	Loan Payments from School	Unfunded Guar_Lia		-	-	-
		2009		-	-	-
		2010		-	-	-
		2011		-	-	-
		2012		-	-	-
						-
DC Preparatory Academy / Loan Terminated Acct Month 7/12; Reason Paid Off Normally	Loan Payments from School	Funded - AR		-	(2,000,000.00)	-
		2009		-	-	-
		2010		-	-	-
		2011		-	-	-
		2012		-	-	-
						-
Doar 'William Doar	Loan Payments from School	Unfunded Guar_Lia		-	-	-
		2009		-	-	-
		2010		-	-	-
		2011		-	-	-
		2012		-	-	-

Government of the District of Columbia
Office of the State Superintendent of Education (OSSE)
Credit Enhancement Loan Balance Analysis
For the Periods 2009 to December 2012

Credit Enhancement Loans				Funded Amount		Outstanding Principal Funded Loan Balance by School
						-
ELH Support Corporation	Loan Payments from School	Funded - AR	-	(3,000,000.00)	-	
		2009	-	-	-	
		2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	2,896,714.00
Friendship PCS	Loan Payments from School	Funded - AR	-	(3,000,000.00)	-	
		2009	-	-	-	
		2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	3,000,000.00
Hyde Leadership PCS	Loan Payments from School	Unfunded Guar_Lia	-	-	-	
		2009	-	-	-	
		2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	-
Ideal Academy (paid off normally)	Loan Payments from School	Unfunded Guar_Lia	-	-	-	
		2009	-	-	-	
		2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	-
Kipp DC	Loan Payments from School	Unfunded Guar_Lia	-	-	-	
		2009	-	-	-	
		2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	-
		Unfunded Guar_Lia	-	-	-	-

Government of the District of Columbia
Office of the State Superintendent of Education (OSSE)
Credit Enhancement Loan Balance Analysis
For the Periods 2009 to December 2012

Credit Enhancement Loans				Funded Amount		Outstanding Principal Funded Loan Balance by School	
Next Step	Loan Payments from School	2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
		2012	-	-	-	-	
Old Congress Heights School Redevelopment Company	Loan Payments from School	Unfunded Guar_Lia	-	-	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
Options PCS / Loan was Terminated in acct month 11/10, reason. Our Guarantee Released	Loan Payments from School	Funded - AR	-	(700,000.00)	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
St. Coletta Sp Ed PCS	Loan Payments from School	Unfunded Guar_Lia	-	-	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
Washington Yu Ying PCS	Loan Payments from School	Funded - AR	-	(700,000.00)	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
Balance		2012	-	-	-	700,000.00	
			-	(9,400,000.00)	-	7,296,714.00	

Government of the District of Columbia
Office of the State Superintendent of Education (OSSE)
Credit Enhancement Loan Balance Analysis
For the Periods 2009 to December 2012

Credit Enhancement Loans				Funded Amount		Outstanding Principal Funded Loan Balance by School
Fund Balance Summary						
New Allotment from appropriations						
2008 roll forward	3,363,007.25					
2009	2,500,000.00					
2010	5,000,000.00					
Total New Allotment from appropriations	10,863,007.25					
Total Funded Loan	(9,400,000.00)					
Total Payments Received & Applied to Funded Amount	2,103,286.00					
Total Payments Received & Applied to Fee	1,465,529.77					
Cash Available for Loan As Of December 2012	5,031,823.02					
Outstanding Principal Funded Loan Balance by School	7,296,714.00					
Fund Balance As Of December 2012	12,328,537.02					

Government of the District of Columbia
Office of the State Superintendent of Education (OSSE)
Direct Loan Balance Analysis
For the Periods 2009 to December 2012

Direct Loans			Loan Principal		Outstanding Loan Principal Balance by School	Principal Written off / Uncollectible
	School Name					
ABC 'Academia Bilingue de la Comunidad / Written off Uncollectible		Loan Principal	-	-	-	
		2009	-	-	-	
	Loan Payments from School	2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	
	June 2008					1,614,000.00
Bridges Public Charter School / Paid off Normally		Loan Principal	-	-	-	
		2009	-	-	-	
	Loan Payments from School	2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	
	June 2005					
Carlos Rosario / Paid off Normally		Loan Principal	-	-	-	
		2009	-	-	-	
	Loan Payments from School	2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	
	May 2005					
DC Preparatory Academy / Paid off Normally		Loan Principal	-	-	-	
		2009	-	-	-	
	Loan Payments from School	2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	
	December 2003					
Doar 'William Doar		Loan Principal	-	-	-	
		2009	-	-	-	
	Loan Payments from School	2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	
	September 2004					1,464,783.25
E. L. Haynes / Paid off Early		Loan Principal	-	-	-	
		2009	-	-	-	
	Loan Payments from School	2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	
	July 2006					
Elsie Whitlow Stokes		Loan Principal	-	-	-	
		2009	-	-	-	
	Loan Payments from School	2010	-	-	-	
		2011	-	-	-	
		2012	-	-	-	

Government of the District of Columbia
Office of the State Superintendent of Education (OSSE)
Direct Loan Balance Analysis
For the Periods 2009 to December 2012

Direct Loans				Loan Principal		Outstanding Loan Principal Balance by School	Principal Written off / Uncollectible
						575,975.79	
July 2007							
Eagle Academy / Paid off Normally	Loan Payments from School	Loan Principal	-	-	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
		2012	-	-	-		
December 2003							
Howard Road Academy Public Charter School / Paid off Normally	Loan Payments from School	Loan Principal	-	-	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
		2012	-	-	-		
August 2004							
Hyde Leadership PCS	Loan Payments from School	Loan Principal	-	(2,000,000.00)	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
		2012	-	-	-		
November 2009						1,945,696.63	
Ideal Academy	Loan Payments from School	Loan Principal	-	-	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
		2012	-	-	-		
October 2006						1,980,000.00	
KIPP DC _ Benning	Loan Payments from School	Loan Principal	-	-	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
		2012	-	-	-		
May 2008						1,820,466.04	
Next Step	Loan Payments from School	Loan Principal	-	(1,000,000.00)	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
		2012	-	-	-		
December 2011						977,793.97	
Thea Bowman / Written off Uncollectible	Loan Payments from School	Loan Principal	-	-	-		
		2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
		2012	-	-	-		
August 2008							70,969.71
		Loan Principal	-	-	-		
		2009	-	-	-		

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Direct Loan Balance Analysis
For the Periods 2009 to December 2012

Direct Loans				Loan Principal		Outstanding Loan Principal Balance by School	Principal Written off / Uncollectible
Tree of Life / Paid off Normally	Loan Payments from School	2010	-	-	-		
		2011	-	-	-		
		2012	-	-	-		
February 2005							
Two Rivers Public Charter School		Loan Principal	-	-	-		
	Loan Payments from School	2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
June 2008						1,990,027.39	
Wash Math Science Tech / Paid off Normally		Loan Principal	-	-	-		
	Loan Payments from School	2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
September 2006							
Young America Works / Written off Uncollectible		Loan Principal	-	-	-		
	Loan Payments from School	2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
November 2005							2,000,000.00
Washington Yu Ying PCS		Loan Principal	-	(2,000,000.00)	-		
	Loan Payments from School	2009	-	-	-		
		2010	-	-	-		
		2011	-	-	-		
May 2011						1,787,189.30	
Balance						12,541,932.37	3,684,969.71
Fund Balance Summary							
New Allotment from appropriations							
	2008	7,745,529.00					
	2009	3,500,000.00					
	2010	4,500,000.00					
Total New Allotment from appropriations		15,745,529.00					
Net Cash Received		2,747,252.13					

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For the Periods 2009 to December 2012

Direct Loans				Loan Principal		Outstanding Loan Principal Balance by School	Principal Written off / Uncollectible
Cash Available for Loan As Of December 2012	18,492,781.13						
Outstanding Loan Principal Balance by School As Of December 2012	12,541,932.37						
Fund Balance As Of December 2012	31,034,713.50						

94) Has an audit of the Direct Loan Account and/or the Credit Enhancement Account ever been conducted? If so, please provide a copy and date for the most recent audit. If not, please provide a description of why an audit has never been conducted.

RESPONSE:

No full audit of the Direct Loan Account and/or the Credit Enhancement Account has been conducted so far. However, a reconciliation and verification of the Direct Loan Account and Credit Enhancement Account balances as of FY12 has been performed by Regis & Associates, PC.

- 95) What is the total amount currently allocated in credit enhancements that have been allocated awarded to public charter schools in FY12 and to date in FY13?**
a) How much of this allotment has been spent?

RESPONSE:

There is no allocation of funds in credit enhancements. The Credit Enhancement Fund is utilized to provide DC public charter schools with loan and/or lease guarantees to senior lenders and/or landlords in order to induce them to provide facility financing and/or lease facilities to the schools. Credit Enhancements represent payment guarantees (reassurance provided to senior lenders or landlords that OSSE will pay up to a certain amount in case the schools default on their loan/lease payments). The total outstanding balance on Credit Enhancements provided by OSSE in FY12 and Q1 of FY13 is \$0.82MM. No payments have been made under these Credit Enhancements so far, as the schools have not defaulted on any of their payments.

