



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

February 2, 2018

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

Dear Councilmember Grosso,

Please find enclosed the Office of the State Superintendent of Education's (OSSE's) Fiscal Year 2017 Performance Oversight responses and corresponding attachments.

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

If you have any questions, please do not hesitate to contact Shana Young, chief of staff, at shana.young@dc.gov or 202-322-1734.

Sincerely,

Hanseul Kang
State Superintendent of Education

Attachments for OSSE FY17 Performance Oversight Responses (72 total attachments):

- Q1 Attachment – Audited Total Student Enrollment SY15-16, SY16-17, SY17-18.xlsx
- Q2 Attachment – Students by Ward SY12-13, SY13-14, SY14-15, SY15-16, SY16-17, and SY17-18.xlsx
- Q4 Attachment – Private School Enrollment SY14-15, SY15-16, SY16-17, SY17-18.xlsx
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- Q43 Attachment – IEPs.xlsx
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- Q49 Attachment - Significant Discrepancy Guide FFY 2016.pdf
- Q50 Attachment 1 – SY2016-17 TAL PD Course Descriptions.pdf
- Q50 Attachment 2 – SY2016-17 K-12 Program Calendar.pdf
- Q62 Attachment – SAT.xlsx
- Q66 Attachment – DC TAG.xlsx
- Q68 Attachment – REC Report.pdf
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- Q91 Attachment 2 – (d) FY17 Students Served by Nonpublic.xlsx
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- Q103 Attachment 1 – FY17 OSSE Performance Accountability Report.pdf

- Q103 Attachment 2 – FY17 DOT Performance Accountability Report.pdf
- Q104 Attachment 1 – FY18 OSSE Performance Plan.pdf
- Q104 Attachment 2 – FY18 DOT Performance Plan.pdf
- Q107 Attachment – Budget and Expenditures.xlsx
- Q108 Attachment – Intra-District Transfers.xlsx
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GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the State Superintendent of Education



Responses to Fiscal Year 2017 Performance Oversight Questions

Hanseul Kang
State Superintendent of Education

Submission to

Committee on Education
Chairman David Grosso
Councilmember, At Large

February 2, 2018

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



Data Management, Research, and Assessment

Q1: OSSE is required to perform an annual audit of enrollment for each of the District of Columbia's public schools. Provide the audited total student enrollment information by grade for School year ("SY") 2015-2016, SY16-17 and SY17-18 for each public school. Please also provide a description on how the audit is conducted including:

- (a) How the data is collected from each schools and any changes from FY16;**
- (b) The timeline for collecting the data and performing the audit; and,**
- (c) A detailed description and the result of OSSE's parallel enrollment audit conducted with SLED.**

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q1 Attachment – Audited Total Student Enrollment SY15-16, SY16-17, SY17-18.xlsx

(a) How the data is collected from each school and any changes from FY16:

OSSE is required to collect and verify student enrollment counts pursuant to District of Columbia Official Code § 38-1804.02 to evaluate the accuracy of the fall student enrollment count for all publicly funded schools. The audit takes place in the fall of each school year and includes verification of the following three (3) components:

- **General Enrollment (Residency Status):** An audit of the District's Local Education Agencies' (LEA) enrollment of all students, and their respective residency status, as well as tuition payments assessed and collected for non-residents as of October 5, 2017. This also includes verification of students in non-public placements and Wards of the District enrolled in schools in surrounding jurisdictions.
- **Child Count for Special Education:** An audit of students with disabilities receiving special education and related services according to an individualized education program or service plan who are Stage 5 enrolled as of October 5, 2017.
- **Community-Based Organization Pre-K:** An audit of children enrolled in Pre-K3 and Pre-K4 in community-based organizations (CBO) receiving Pre-K Enhancement funds. Upon completion of the enrollment verification each CBO will receive funding for each enrolled student verified as a District resident.

The FY18 Budget Support Act of 2017 amended the statutory requirements for the enrollment audit to eliminate the census verification process. As a result, OSSE has made following key changes to the enrollment audit process:

- **No Physical Headcount:** Robust data systems and effective LEA coordination to support timely and accurate collection of data for each student removes the need to conduct a student-by-student physical headcount. To collect enrollment and demographic data from schools, OSSE utilizes the Automated Data Transfer (ADT) tool through which student level enrollment and demographic data are transferred

automatically to the Statewide Longitudinal Education Database (SLED) from local education agencies' (LEAs) Student Information Systems (SISs) on a daily basis. All specialized education student information was collected from the Special Education Data System (SEDS). Additionally, some LEAs use OSSE's statewide student information system, eSchoolPLUS, free of charge, to provide student enrollment and demographic information directly to OSSE without the use of the LEA's own Student Information System.

- **Direct Data Comparison for English Learners:** In previous years, the annual enrollment audit included a ten percent sample of English Learners to ensure LEA compliance. This year, LEAs provided English Learners' data via the demographic data collection; that data was measured against data provided from the statewide assessment used to measure English language proficiency, ACCESS. This direct data comparison allowed OSSE to provide LEAs with any inconsistencies found in the data. During this process, anomalies and exceptions found across LEAs were handled on an individual basis. LEAs were provided with an exception guide to assist with determining how best to handle their student anomalies.
- **Greater clarity and transparency for LEAs:** A newly built web-based application supports enrollment audit processes, eliminating the use of multiple spreadsheets and allowing the enrollment audit point of contact at each LEA to closely track the on-site review, issue resolutions and final in-person appeals and determinations.
- **Increased focus on residency verification:** The sample size for the review of supporting residency documentation increased from 10 to 20 percent of a school's student body, after removing those students whose residency had already been verified through direct data feeds from other District government agencies. If a school's sample fails, auditors launch directly into a 100% review of all student residency records who had not been previously verified. This year, 16% of schools and CBOs examined underwent full reviews of their entire student body's residency information.

The process now proceeds as follows:

1. Pre-Audit Data Preparation: OSSE's Division of Data, Assessment and Research (DAR) works closely with LEAs to ensure enrollment data are error-free in advance of the October 5th enrollment roster data freeze.
2. Fieldwork: OSSE's auditors visit each school site of each LEA to conduct an on-site review of (1) 100 percent of DC Residency Verification Form 1 or 2 and (2) a random sampling of 20 percent of supporting documentation of enrolled students whose residency has not been verified by OSSE through direct data feeds with relevant government and independent agencies (with a full review of 100 percent of supporting documentation if the sample fails).
3. Issue Resolution: LEAs and CBOs are able to appeal residency and duplicative enrollment issues during the Issue Resolution phase. If an LEA or CBO does not agree with the resolution decision, it may request for a final in-person appeal.
4. Final In-Person Appeals: During this phase, LEAs have one final opportunity to submit information that may confirm the residency or enrollment status of a disputed student. Upon review of residency or enrollment documentation

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submitted for final appeal, any changes accepted are then updated in the Enrollment Audit and Child Count Application.

5. Reporting. Upon completion of the final in-person appeals phase, OSSE notified LEAs and CBOs of any additional enrollment changes due to data corrections and/or duplicative student final determinations. Following the release of the enrollment audit report for the 2017-2018 school year, OSSE may additionally follow up directly with individual LEAs regarding any anomalies discovered in enrollment or residency verification practices during the enrollment audit process that which should be addressed in the next school year.

(b) The timeline for collecting the data and performing the audit

DATE	ITEM	PARTIES INVOLVED
May – Sept. 2017	Pre-Audit Data Preparation Phase: LEAs updated data in LEA Student Information System (SIS)	OSSE/LEAs
Oct. 5, 2017	All LEAs made all corrections to enrollment data in LEA SIS to ensure accuracy of the universe of students on the audit enrollment roster by 5 p.m.	OSSE, LEAs
Oct. 6 – Oct. 12, 2017	All LEAs made final corrections to data in LEA SIS for student inclusion on the enrollment roster to ensure annual funding based on the UPSFF (Note: final deadline is Oct. 12, 5 p.m.)	LEAs
Oct. 13, 2017	LEAs submitted First Certification (Unaudited Enrollment and Child Count Anomalies Acknowledgement) directly in the Enrollment Audit and Child Count Application	LEAs
Oct. 16 – Nov. 9, 2017	Fieldwork Phase: LEAs prepare materials for the on-site review, including all the DC Residency Verification forms with accompanying supporting residency documentation	LEAs
Oct. 16 – Nov. 17, 2017	Issue Resolution Phase: LEAs resolved all demographic errors in the appropriate source systems by Nov. 17	LEAs
Nov. 20, 2017	LEAs submitted the Second Certification (Final Demographic Data Elements and Child Count Certification) directly in the Enrollment Audit and Child Count Application	LEAs
Dec. 5, 2017	LEAs submitted requests and supporting documentation for final in-person appeals of residency determinations or duplicative enrollment determinations made by OSSE during the issue resolution phase directly in the Enrollment Audit and Child Count Application	LEAs
Dec. 11 – Dec. 15, 2017	Final In-Person Appeals Phase: OSSE facilitated final in-person appeals for residency and duplicative enrollment issues at OSSE	OSSE, LEAs
Dec. 18, 2017	OSSE made final in-person residency and duplicative enrollment appeals determinations, available for LEA review in Enrollment Audit and Child Count Application	OSSE
Dec. 18, 2017	LEAs submitted Third certification (Final Audited Enrollment Numbers Certification) directly in the Enrollment Audit and Child Count Application	LEAs
Jan. 2018	OSSE publicly disseminated the Enrollment Audit Report	OSSE

(c) A detailed description and the result of OSSE’s parallel enrollment audit conducted with SLED.

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Because of the amendments to the Per Capita District of Columbia Public School and Public Charter School Funding Amendment Act of 2017 in the FY18 Budget Support Act of 2017, OSSE fully transitioned to using direct data systems for the formal audit as described above, and did not conduct both a full head count audit and a parallel sample audit for the 2017-18 school year.

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Q2: Please list for each public school the number and percentage of students by Ward in which they reside for SY12-13, SY13-14, SY14-25, SY15-16, and SY16-17.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q2 Attachment – Students by Ward SY12-13, SY13-14, SY14-15, SY15-16, SY16-17, and SY17-18.xlsx

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Q3: How many students are homeschooled in D.C. in FY13, FY14, FY15, FY16, FY17?

RESPONSE:

Fiscal Year	Count of Homeschooled Students in DC
FY13	293
FY14	325
FY15	390
FY16	425
FY17	409

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Q4: How many students are enrolled in private and parochial schools in D.C. in SY14-15, SY15-16, SY16-17?

RESPONSE: Q4 Attachment – Private School Enrollment SY14-15, SY15-16, SY16-17, SY17-18.xlsx

Note: OSSE does not directly collect this data. This data was provided by the Association of Greater Independent Schools and the Archdiocese of Washington.

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Q5: Please quantify for each LEA the number of homeless youth, foster care youth, TANF eligible, SNAP eligible, and high school students one year older or more than the expected age for grade in which the student is enrolled for SY13-14, SY14-25, SY15-16, and SY16-17?

RESPONSE: Q5 Attachment – At-Risk Students.xlsx

- Q6: Provide the following information regarding D.C. foster children who are enrolled either in D.C. or out-of-District (e.g., Maryland) public schools:**
- (a) The information that CFSA and OSSE currently share or plan to share regarding the education of students in foster care;**
 - (b) The number of foster children that are currently enrolled in out-of-District public schools and receive general education services only;**
 - (c) The number of foster children that are currently enrolled in out-of-District public schools and receive special education services;**
 - (d) The data OSSE tracks or plans to track regarding foster children enrolled in out-of-District public schools;**
 - (e) The amount that OSSE pays to enroll an individual student in an out-of-District public school. Please break out the answer by school district attended, grade, special education status, and any other relevant factor; and,**
 - (f) The amount that OSSE spent in FY17 and in FY18 on special education transportation for children in foster care.**
 - (g) Information about efforts to coordinate with Maryland school districts that enroll DC children in foster care, such as agreements or details about meetings, regarding OSSE's action steps to ensure that children with disabilities in placed in Maryland are receiving FAPE and to ensure that records and credit information will be able to easily follow students if they transfer back to DC schools.**
 - (h) Any and all information OSSE has about success or lack of success with the implementation of agreements and cooperation and source of funding of needed school stability transportation for children in foster care under the new provisions in ESSA, described by LEA.**

RESPONSE: Q6 Attachment – Foster Children.xlsx

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

CFSA and OSSE collaborate in various manners to ensure students in foster care receive their education. The following are the various collaborative activities led by the agencies:

- CFSA, DCPS, OSSE Memorandum of Agreement (MOA). OSSE, the District of Columbia Public Schools (DCPS) and CFSA entered into an MOA to address specialized education services for children and youth placed in out of state placements by CFSA. The MOA clarifies each participating agency's responsibility for District of Columbia wards receiving specialized educational services while placed and attending schools in other jurisdictions. It is the intent of this agreement to ensure that school-aged children receiving specialized educational services receive free appropriate public education (FAPE) and are monitored accordingly under federal and local laws and regulations.
- ESSA Foster Care Provision. With the reauthorization of the Elementary and Secondary Education Act ("ESEA"), as amended by the Every

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Student Succeeds Act (“ESSA”) on Dec. 10, 2015, OSSE partnered with CFSA to create practical, comprehensive guidance to facilitate LEA’s ability to meet new requirements. This non-regulatory guidance was initially sent to all LEA Leaders on 11/28/2016 and it is available here: [OSSE CFSA Foster Care - Educational Continuity Non-regulatory Guidance](#). It has been posted on OSSE’s website and shared with foster care points of contact. OSSE will additionally be posting the list of LEA Foster Care Points of Contact to its website.

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

See Q6 Attachment – Foster Children.xlsx

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

See Q6 Attachment – Foster Children.xlsx

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

OSSE is currently working with CFSA and DCPS on a proposal to share attendance data. DCPS currently sends CFSA an attendance file but would like to determine if the data can be sent directly from OSSE into the CFSA module in SLED.

- (e) The amount that OSSE pays to enroll an individual student in an out-of-District public school. Please break out the answer by school district attended, grade, special education status, and any other relevant factor; and,**

See Q6 Attachment – Foster Children.xlsx

- (f) The amount that OSSE spent in FY17 and in FY18 on special education transportation for children in foster care.**

	Amount Spent to Transport Students in Foster Care
FY17	\$4,721,923.00
FY18 to date	\$2,019,214.00

- (g) Information about efforts to coordinate with Maryland school districts that enroll DC children in foster care, such as agreements or details about meetings, regarding OSSE’s action steps to ensure that children with disabilities in placed in Maryland are receiving FAPE and to ensure that records and credit information will be able to easily follow students if they transfer back to DC schools.**

CFSA and OSSE have collaborated in various manners to ensure students in foster care receive their education. The following are the various collaborative activities led by the agencies:

- CFSA, DCPS, OSSE Memorandum of Agreement (MOA): OSSE, DCPS and CFSA entered into an MOA to address specialized education services for children and youth placed in out of state placements by CFSA. The MOA clarifies each participating agency's responsibility for District of Columbia wards receiving specialized educational services while placed and attending schools in other jurisdictions. It is the intent of this agreement to ensure that school-aged children receiving specialized educational services receive free appropriate public education (FAPE) and are monitored accordingly under federal and local laws and regulations.
- Prince George's County, OSSE, CFSA MOA: In May 2015, an MOA was entered by OSSE, CFSA, and Prince George's County Board of Education to coordinate services and to implement a process for sharing information about the educational achievement and needs of CFSA's foster children/PGCPS' students. This MOA clarifies responsibilities for sharing student records including but not limited to grades and attendance.

- (h) **Any and all information OSSE has about success or lack of success with the implementation of agreements and cooperation and source of funding of needed school stability transportation for children in foster care under the new provisions in ESSA, described by LEA.**

Since the implementation of the new provision, there have been no disputes brought to OSSE's attention regarding the transportation of youth to their school of origin. CFSA also continues to offer assistance for school stability and ensures that students are being transported when needed. To our knowledge, once a best interest decision is made by the student's child and family team (which includes school staff), the student attends the school and is being transported, if needed. OSSE collaborated with CFSA to create a manageable approach to funding and coordinating transportation, whereby CFSA will fund the majority of transportation costs. LEAs are able to use some federal funding and are encouraged to use their UPSFF local at-risk weights for foster care to further support their portion of costs.

Q7: OSSE developed a series of measurable goals against which to monitor the progress of homeless students. Does OSSE have similar measurable goals or benchmarks to monitor the progress of children in foster care? If so, please provide details on the goals and progress. If not yet, will OSSE be taking advantage of the changes that CFSA has made about oversight of foster care with its Safe Haven Redesign (CFSA for all DC homes and NCCF for all Maryland homes) to more closely monitor and set goals for educational progress of children in foster care, and how so?

RESPONSE:

Pursuant to the Elementary and Secondary Education Act, amended on Dec. 10, 2015 via the passage of the Every Student Succeeds Act (ESSA), goals and benchmarks for students in foster care are aligned with the goals and benchmarks set for all students under the state's accountability plan. However, ESSA requires new statewide reporting on students in foster care to ensure that the progress of these students is reviewed on an annual basis (ESEA Sec. 1111(h)(1)(C)(ii-iii) This reporting will begin via the 2017-2018 school year report card, to be released in late 2018.

In addition, given that students in foster care typically face additional challenges related to educational stability, ESSA requires states to ensure coordination between LEAs, the SEA and the child welfare agency, CFSA. OSSE's actions to ensure educational stability are outlined above in responses to Q6.

Q8: Provide the following data (number and percentage) on mid-year student mobility for SY12-13, SY13-14, SY14-25, SY15-16, and SY16-17 by grade and month:

- (a) Total overall movement;**
- (b) Movement into and out of D.C.;**
- (c) Movement between DCPS and public charter school sectors;**
- (d) Movement between schools in the same sector; and**
- (e) Observed characteristics of continuously enrolled mobile students.**

RESPONSE: Q8 Attachment – Mid-year Student Mobility SY16-17.xlsx

For information regarding mid-year student mobility for school year 2013-2014, please see [OSSE's 2015 Report on Mid-Year Student Movement in DC](#), which analyzes patterns of students in pre-Kindergarten 3 through 12th grade entering, exiting, or transferring between public schools in DC. The report includes data on the 2011-12, 2012-13, and 2013-14 school years.

Q9: The following questions are regarding residency fraud:

- (a) How many residency fraud tips did OSSE receive in FY17 and FY18?**
- (b) How many residency fraud cases did OSSE investigate in FY17 and FY18 by sector?**
- (c) How many residency fraud cases were substantiated in FY17 by sector and what were the actions to remediate the situation?**
- (d) Describe OSSE's efforts to strengthen its residency fraud program in FY17 and FY18?**

RESPONSE:

(a) How many residency fraud tips did OSSE receive in FY17 and FY18?

Investigations of non-residency allegations can be initiated by any person submitting a tip through the OSSE tip hotline, both online and via telephone; partner agencies investigating individuals for other fraud matters (e.g., Medicaid fraud) or sharing complaints received from the public relating to student residency fraud; and other sources such as the mail, email, or in-person communications with OSSE's Office of Enrollment & Residency. The overall number of tips received by OSSE is often much greater than the number of cases actually investigated by OSSE. This is a result of OSSE receiving duplicate tips due to various methods for submitting a tip, tips received for the same family where siblings reside in the same house, or a tip is initially submitted without sufficient information and then re-submitted as a new tip with additional information.

School Year	Tips Received
SY16-17	184*
SY17-18 (January 31, 2018)	182

*Includes the 74 tips concerning students attending DCPS schools that were received by OSSE and forwarded to DCPS.

(b) How many residency fraud cases did OSSE investigate in FY17 and FY18 by sector?

Upon receiving a tip, OSSE merges duplicate tips or sibling tips into a single case and then reviews tip information to determine if OSSE can verify the student's residency status through interagency database confirmation. If a tip has all of the information required to move forward and OSSE was not able to verify the student's residency status, the tip will become a case and be assigned a case number. The table below provides the number of matters OSSE investigated. It does not include tips where.

Fiscal Year	DC Public Schools	Public Charter Schools
SY16-17	0*	50
SY17-18 to date (as of Jan. 31, 2018)	122*	

*As of October 1, 2017, OSSE began to conduct verification and investigations for both the public charter schools and DCPS all residency investigations were consolidated under OSSE.

(c) How many residency fraud cases were substantiated in FY17 by sector and what were the actions to remediate the situation?

As defined by OSSE, a residency fraud case is substantiated when OSSE's Office of Enrollment and Residency (OER) makes a non-resident finding after an investigation. In SY16-17, there were no residency fraud cases substantiated or remediated for DCPS by OSSE because DCPS was still conducting their own verification and investigations. For the public charter school sector, OSSE determined that 10 students were deemed non-residents. To remediate those findings, OSSE sent all 10 cases to the Office of Administrative Hearings (OAH) for formal hearing and those matters are still pending.

(d) Describe OSSE's efforts to strengthen its residency fraud program in FY17 and FY18?

In FY17 and FY18 to date, OSSE further improved its residency fraud program by:

- Issuing final rulemaking on March 31, 2017 that clarify the policies and procedures required to ensure District residents have access to available space at local schools, and that when extra space is available, non-resident students are permitted to enroll in a public school if they pay non-resident tuition; and reduce burdens and lift barriers for both local education agencies and families in the residency verification process;
- Consolidating the residency investigative functions for public charter schools and DCPS within OSSE which makes the residency fraud investigation process more cohesive;
- Development of internal policies and procedures and external guidance to local education agencies and the District public-at-large on residency requirements, investigations and enforcement mechanisms within the educational setting
- Expanding annual WMATA ad campaign to include Metrorail – targeted advertisements are now placed at Metrorail border stations. Also in expanding the Metro campaign, the ads are run at the same time as the My School DC lottery process. The ads will run for 6 weeks and then begin again during the April enrollment season. This ad will run again for another 6 weeks and then again during the start of school; and
- Enhancing the TIP Hotline to increase the rate of completed tips received. OSSE Help Desk personnel have been trained to ask the proper questions to ensure tips are received with as much information as possible to successfully investigate. The new system would allow for clearer organization of tips and consistent tracking of fraud cases during all stages of the investigation process.

- Q10: Provide the following data for the SY16-17 school year, broken down by school/campus (DCPS and public charter school), by grade level, by race, by gender, by whether or not a student has an IEP, by whether or not the student is an English Language Learner, and by whether or not the student is considered at-risk:**
- (a) The number and percent of students who received at least one out-of-school suspension for 0-5 days;**
 - (b) The number and percent of students who received at least one out-of-school suspension for 6-10 days;**
 - (c) The number and percent of students who received at least one out-of-school suspension for more than 10 days in total;**
 - (d) The number and percent of students who received more than one out-of-school suspension in a school year, by number of out-of-school suspensions;**
 - (e) The number and percent of students that were referred to an Alternative Educational Setting for the course of a suspension;**
 - (f) The number and percent of students who received an in-school suspension;**
 - (g) The number and percent of students expelled;**
 - (h) The number of involuntary transfers to and from each school;**
 - (i) The number of students who withdrew from the school during the school year;**
 - (j) A description of the types of disciplinary actions that led to the suspensions and expulsions.**

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q10 Attachment – Discipline Data.xlsx

Beginning in the 2015-16 school year, the Pre-K Student Discipline Act of 2015 (D.C. Law 21-12; D.C. Official Code § 38-236) requires OSSE to publicly report on the state of suspensions and expulsions in the District. In its second year of implementation, the school discipline report is based on data submitted by LEAs and community-based organizations (CBOs) from the preceding school year. Additionally, the Act requires LEAs and CBOs to collect and report to OSSE important demographic and discipline data to assist in a critical analysis of school discipline practices. You may find the SY 2016-17 Discipline Report on [OSSE's website](#).

The SY 2016-17 Discipline Report showed that fewer students received disciplinary actions in 2016-17 compared to the 2015-16 school year. Compared to 2015-16, 143 fewer students received an out-of-school suspension. Similarly, fewer students in 2016-17 received an in-school suspension. In addition, 7.4 percent of District's more than 96,000 students received at least one out-of-school suspension, 0.6 percent of students received at least one in-school suspension, and 0.1 percent were expelled, representing a slight decline in suspensions since the 2015-16 school year. For more extensive data and analysis please refer to the SY 2016-17 Discipline Report.

Q11: Provide the following data regarding high school graduation, college preparation and enrollment:

- (a) The 4-year and 5-year adjusted cohort graduation rate for each public high school in the District including subgroup information such as gender, race/ethnicity, economically disadvantage, English language learners, and special education for FY14, FY15, FY16, and FY17;**
- (b) The number and percentage of students in the graduating class of 2014, 2015, 2016, and 2017 that dropped out for each public high school;**
- (c) The total number and percentage of public high school students in the graduating class of 2014, 2015, 2016, and 2017 who took a college entrance exam; and,**
- (d) The total number and percent of students by school that enrolled in a post-secondary school from the graduating class of 2014, 2015, 2016, and 2017.**

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q11 Attachment 1 – ACGR.xlsx
Q11 Attachment 2 – Outcomes.xlsx

Q12: Describe all studies, research papers, and analyses OSSE conducted or contracted for in FY17 and FY18, including the status and purpose of each. Also provide a list of all current research data agreements between OSSE and non-governmental entities. Include scope of the project and the deliverable date, if applicable.

RESPONSE:

The following reports were provided to the Council in FY17 and FY18 to date:

- [Non-Resident Student Review and Findings Report: School Year 2016-2017](#)
- [District of Columbia Healthy Schools Act of 2010 Report, 2016](#)
 - Note that this report includes Farm to School & School Gardens and Health and Physical Education in the addendum.
- [District of Columbia Healthy Schools Act, 2017 Report](#)
 - Note that this report includes Farm to School & School Gardens, Health and Physical Education, and Environmental Literacy Reports
- [The State of Pre-K in the District of Columbia: 2015 Pre-K Report,](#)
- [State of Discipline: 2015-2016 School Year](#)
- [State of Discipline: 2016-2017 School Year](#)
- State of Attendance: 2015-16 School Year
- [State of Attendance: 2016-17 School Year](#)
- Promoting the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) at Child Development Facilities (FY17)
- [Promoting the Special Supplemental Nutrition Program for Women, Infants, and Children \(WIC\) at Child Development Facilities \(FY 16\)](#)
- [OSSE Youth Suicide Prevention & School Climate Survey Amendment Act of 2015 Report](#)
- [Environmental Literacy \(SY 2016-17\) OSSE FY 16 Budget Support Act for FY 17 Reporting Requirements: Part C of the Individuals with Disabilities Education Act \(IDEA\) and the Strong Start DC Early Intervention Program \(DC EIP\).](#)
- [OSSE Report on Implementation of Strong Start Quarter 1](#)
- OSSE Report on Implementation of Strong Start, Quarter 2
- [OSSE Report on Implementation of Strong Start, Quarter 3](#)
- [OSSE Report on Implementation of Strong Start, Quarter 4](#)
- [Enhanced Special Education Services Act of 2014](#)
- [District of Columbia Youth Risk Behavior Survey, 2015 Report](#)
- The State of Pre-K in the District of Columbia: 2017 Pre-K Report, to be provided by February 15, 2018.

The following studies, research papers, and analyses were conducted or contracted for in FY17:

- **School Readiness Consulting Pre-K Evaluation:** OSSE contracted with School Readiness Consulting (SRC) to conduct classroom quality observations, analyze results, and prepare a final report summarizing the findings from pre-K

classrooms in the District using the Classroom Assessment Scoring System (CLASS). The results from the evaluation will inform OSSE's quality improvement efforts and technical assistance for pre-K programs throughout the District. The results will also be used to rate pre-K program quality as part of OSSE's accountability system. SRC analysis and analysis from OSSE's Data, Assessment and Research division is included in the above-noted *State of Pre-K in the District of Columbia: 2017 Pre-K Report*.

- **School Readiness Consulting Infant and Toddler Evaluation:** OSSE contracted with School Readiness Consulting (SRC) to conduct classroom observations in all subsidized infant and toddler center-based classrooms and child development homes using the research-based Environmental Rating Scale (ERS) tool. The results from the evaluation will be used in the redesigned Quality Rating and Improvement System (QRIS). The results will also help inform OSSE's quality improvement efforts and technical assistance plan.
- **The Postsecondary Access and Readiness Series Part II:** College Readiness and Access Metrics Across Three Adjusted Cohorts (link at [https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSS E%20Postsecondary%20Access%20and%20Readiness%20Series%20Part%202.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSS%20Postsecondary%20Access%20and%20Readiness%20Series%20Part%202.pdf))
- **SC&H Group multi-year engagement for strategic and operational planning for OSSE DOT.** On January 1, 2017, OSSE DOT began Year 3 of the contract with SC&H to evaluate and enhance OSSE DOT operational performance. Summarized descriptions of work performed during each project year are below:
 - During Year 1, a comprehensive evaluation was performed for OSSE DOT's operating and administrative functions. Areas reviewed included documented policies/ procedures, internal reporting, employee development programs, operational efficiency, industry comparisons, and budgeting estimations. Based on the procedures performed, SC&H provided OSSE DOT with a comprehensive listing of improvement opportunities and observations, along with associated recommendations for enhancement actions.
 - During Year 2, SC&H worked with OSSE DOT to develop action plans and project initiatives that align with the recommendations and goals of the division, which resulted in five (5) projects. These projects included updating the OSSE DOT Operational Policy Manual and Student Transportation Policy, conducting a strategic planning meeting, providing IT documentation and implementation assistance, and aiding in on-going project management.
 - During Year 3, SC&H assisted in the development and implementation of a formal compliance function including compliance requirements, testing procedures, and monitoring. The contractor also worked with functional area managers to review existing personnel description documents in comparison to current procedures and provided assistance with any necessary updates. SC&H continued to assist in the development, guidance, and maintenance of new and existing Standard Operating

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Procedures and coordinated with OSSE DOT leadership to provide suggestions for maintenance and disseminations based on project experience. In alignment with previous contract years, SC&H planned and facilitated the strategic planning sessions in order to monitor and update the implementation of existing functional goals. SC&H provided ongoing assistance with project implementation and management support to ensure effective integration of new initiatives within the agency.

The table below describes OSSE's current research data agreements with governmental and non-governmental entities:

Type of Entity	FERPA Exception	Organization	Expiration Date	Effective Date	Purpose
Other	Authorized representative	Accenture	12/31/17	9/6/16	Raise DC C3N evaluation
University	Research studies	Anastasia Snelling, American University	11/11/18	12/16/14	Youth Risk Behavior Survey (YRBS) analysis
OSSE contractor	Authorized representative	Caveon	3/19/18	3/30/16	Perform test integrity monitoring, investigations, and reporting for statewide assessments on behalf of OSSE
Research Organization	Authorized representative	Center for Analysis of Longitudinal Data in Education Research and American Institutes for Research	6/29/18	10/15/16	Support ESSA accountability analysis
OSSE contractor	Authorized representative	Child Trends	12/31/20	5/19/16	Healthy Schools Act evaluation, Health and Physical Education Assessment, school climate
CBO	Authorized representative	Community Foundation for the National Capital Region - Raise DC	12/31/21	11/21/16	Support Early Development Instrument (EDI) analysis and communication
DC Agency	Authorized representative	DME and OCTO	9/30/22	12/6/17	Analysis to support school boundary work
OSSE contractor	Authorized representative	Educational Policy Partners	12/31/17	8/31/16	Support ESSA accountability analysis
OSSE contractor	Authorized representative	F.S. Taylor & Associates, PC	8/14/18	10/12/17	Enrollment audit, 2017-18 SY
OSSE contractor	Authorized representative	Gardiner Kamy & Associates, PC (GKA)	2/15/17	10/12/16	Enrollment Audit, 2016-17 SY
University	Research studies	Kenneth Tercyak, Georgetown University	9/16/20	10/27/14	Youth Risk Behavior Survey (YRBS) analysis
Graduate Student	Research studies	Maria Cecilia Zea and Andrew Barnett, George Washington University	1/31/18	10/26/15	Youth Risk Behavior Survey (YRBS) analysis

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Type of Entity	FERPA Exception	Organization	Expiration Date	Effective Date	Purpose
Research Organization	Authorized representative	Mathematica Policy Research	1/31/19	12/20/17	Generate, update, validate a predictive model for school opening decisions
OSSE Contractor	Authorized representative	National Center and State Collaborative (NCSC)	12/31/16	3/22/16	Alternate assessment item analysis
DC Agency	Authorized representative	OCA	3/1/18	10/25/17	Develop measures of performance for employment and training providers funded under WIOA
DC Agency	Authorized representative	OCA	4/1/18	4/19/17	Analysis to model the impact of LEA Payment Initiative and centralization of the school enrollment process midyear
DC Agency	Authorized representative	OIG and DCPS	6/1/18	6/12/17	Audit of non-resident enrollment and tuition process
Research Organization	Authorized representative	Research Triangle Institute	10/31/18	11/9/17	Support OSSE analysis for Perkins reporting on CTE
Research Organization	Research studies	Research Triangle Institute	9/30/19	6/17/15	Youth Risk Behavior Survey (YRBS) analysis (supporting DBH)
Research Organization	Other	Research Triangle Institute		12/12/17	Letter to ACT to allow one-time release of DC data to RTI for test-takers between 2012 and 2015
Other	Authorized representative	SAS Institute	9/30/18	6/26/17	Provide PARCC and other data to DCPS contractor implementing value-added model
University	Research studies	Stanford University, Center for Research on Education Outcomes (CREDO)	1/31/19	12/28/12	Multisite, multi-year public charter school analysis
OSSE Contractor	Authorized representative	TEMBO Consulting	12/31/19	9/13/13	Data analysis support for early warning system, grad pathways, PARCC, ESSA accountability
University	Research studies	The University of Illinois	12/31/16		High school prep, college enrollment, persistence & completion
OSSE Contractor	Authorized representative	UCLA	9/30/22	2/4/16	Early Development Instrument
University	Authorized representative	University of Maryland, Center for Early Childhood Education and Intervention	12/31/25	5/16/17	Implementation and impact evaluation of Quality Improvement Network (QIN)
University	Research studies	University of Virginia	6/1/20	7/10/14	Effects of DCPS reforms;

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Type of Entity	FERPA Exception	Organization	Expiration Date	Effective Date	Purpose
					improve IMPACT
Research Organization	Research studies	Urban Institute	12/31/18	7/31/17	Study of student transportation
Federal Agency	Authorized representative	US Department of Education (contracting with Westat)	when evaluation is complete	4/20/12	Evaluation of the Opportunity Scholars Program
Research Organization	Research studies	Westat	8/31/17	8/6/14	KIPP to College evaluation
Federal agency	Technical Assistance	US Department of Education OCTAE	9/31/2017	8/1/2017	Evaluation of programs of study for CTE
OSSE Contractor	Technical Assistance	Association for Career and Technical Education	2/1/2018	9/1/2017	CTE data analytic review and alignment with non-regulatory guidance for Consolidated Annual Report (CAR)
OSSE Contractor	Authorized representative	Southern Region Educational Board (SREB)	7/1/2017	10/1/2016	SREB “Go Alliance” school counselor professional development for a career and college going culture

Q13: Describe OSSE’s protocol to ensure that student data is protected and how this impacts responses to Freedom of Information Act requests or research requests.

RESPONSE:

OSSE’s policies and procedures to protect student data

OSSE is committed to protecting student privacy and takes its responsibilities under local and federal privacy laws seriously. At the same time, OSSE is committed to facilitating access to and use of education data so that education stakeholders have high-quality information for decision making, as described in [OSSE’s strategic plan](#).

To meet both of these goals, OSSE has taken a robust approach to codifying policies and procedures to ensure the protection of student information and to build the agency’s capacity around data privacy, security, and confidentiality.

Dedicating resources and supporting ongoing efforts

OSSE has created a data governance and privacy team within the DAR that is charged with overseeing policies, procedures, and structures that govern and protect student data.

Additionally, data sharing agreements are critical legal vehicles needed to share student information with third parties while holding them accountable for keeping that information private, secure, and confidential. OSSE ensures that all contracts and data sharing agreements comply with the Family Educational Rights and Privacy Act (FERPA) and include additional protections for sensitive data. OSSE has created an internal tracking system for data sharing agreements and been featured nationally for this work.

Continually enhancing security practices and protocols

Security is the physical means of protecting sensitive information, many of which are technical, systems-based, and ensure that only authorized users have access. OSSE’s data systems that house student-level data are all credential-based. Users of OSSE’s data systems must have LEA-specific email addresses, receive written approval from the LEA for access, and participate in training before receiving access.

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

All student-level data entering OSSE’s data systems are subject to system data quality standards. During the system or application development cycle, data must be reviewed, tested, and approved by multiple subject matter and technical experts. Once fully vetted internally, the applications must then be approved by the agency’s Chief Technology Officer as well as the Data, Assessment, and Research division and Superintendent before launch.

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

Finally, OSSE conducts audits twice a year in which it requires all users of two (2) of its most-used systems, the SLED system and the SEDS, to re-certify access by verifying their account and confirming they still require access. If a user is unresponsive, the account is automatically deactivated. Moreover, OSSE requires all external users to take three (3) actions before they can access data in the SLED warehouse:

- Participate in mandatory training on effective usage and privacy.
- Sign a SLED data privacy policy that defines PII, emphasizes best practices to protect sensitive data, and provides guidelines to protect SLED user accounts.
- Acknowledge user access agreements every time they log in.

OSSE is expanding this process to include other core student data systems.

Training staff on protecting student data

As cited in a recent report by the [National Association of State Boards of Education](#), human error is a factor in 95 percent of all data security incidents according to IBM's 2014 Cyber Security Intelligence Index. To address this, OSSE has continued to implement its data privacy training policy that includes two (2) primary components:

- **Data Privacy Training**
 - All new employees and on-site contractors at OSSE must complete data privacy training within 30 days of their start date.
 - All current employees and on-site contractors must complete data privacy training once every fiscal year.
- **Non-Disclosure Agreement**
 - All new employees and on-site contractors at OSSE must sign a data non-disclosure agreement upon start with the organization.
 - HR must ensure all current employees and on-site contractors have a non-disclosure agreement on file.

In consultation with national experts, OSSE has developed a robust training curriculum on the basics of student privacy that is used with all employees annually and has been shared with LEAs and other states. OSSE is implementing a new training around its data incident response plan.

Regarding non-disclosure agreements (NDAs), all current employees and on-site contractors signed and returned NDAs, affirming their commitment to protecting confidential information. OSSE's Human Resources Division is required to ensure all current employees and on-site contractors have a non-disclosure agreement on file.

OSSE's policies and procedures to respond to data and FOIA requests

OSSE has protocols in place for sharing of data, whether through parent and student requests for a student's educational record under FERPA, requests for student-level data by external agencies and institutions, agency releases, and releases of records through the FOIA process.

General data requests

The OSSE Data Request Portal (<http://osse.dc.gov/service/osse-data-request-form>) serves as a centralized intake and tracking system for all requesters. In general, regardless of the type of request or requester, data request fulfillments go through a minimum of three (3) stages of quality assurance and security checks, including:

- Peer review in DAR, where analysts review data pulled together by other analysts and ensure it meets the relevant standards, requirements, and limitations;
- Approval from DAR's Deputy Assistant Superintendent and Assistant Superintendent; and
- Final approval from the Superintendent.

Data is always transferred in the most secure means possible, primarily using a secure file transfer site.

Data requests for student records

Under FERPA, parents and adult students have rights to request their child's education records and their own, whether for themselves or for a third party (such as an attorney). These requests are most often and appropriately directed to schools, so OSSE redirects requesters to LEAs as they are the original source of the information shared with OSSE.

If LEAs are unable to respond to the request, OSSE will periodically receive and fulfill student records requests.

These requests are also entered and tracked in OSSE's data request portal and handled by a designated staff person in DAR. Prior to receiving data, requesters are required to verify their identity in-person to ensure the person is entitled to this information.

Data requests for research and evaluation

OSSE staff ensures that data requests which include a student's personally identifiable information (or other confidential information) require signed data sharing agreements outlining legal responsibilities for requesters and OSSE regarding data sharing, use, re-disclosure, protections, and destruction.

Freedom of Information Act (FOIA) requests

The Office of the General Counsel ensures compliance with the District of Columbia Freedom of Information Act (FOIA) (D.C. Code §§ 2-531-540) and has developed a system for processing FOIA requests that increase transparency, communication, and timeliness while safeguarding student data. This system encompasses robust coordination between the agency FOIA officer and points of contact within OSSE divisions to identify and gather responsive documents in a timely manner. The FOIA officer is responsible for

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review and redaction of all responsive records in compliance with the D.C. FOIA statute to ensure protection of student information. Each FOIA request is subject to a four-tier review process including: initial review and redaction by the FOIA officer, legal sufficiency review by the General Counsel, technical security check by the Chief Information Officer, and final review by the programmatic lead in the relevant OSSE division. OSSE has adopted the FOIAXPress tool that allows for centralized submission and tracking of all FOIA requests.

Q14: Please provide an update and detailed narrative description about what steps OSSE has taken in creating and sustaining a data warehouse system.

RESPONSE:

OSSE can only achieve its strategic priority of providing high-quality, actionable data to critical stakeholders by efficiently and effectively collecting, sharing, and storing information on DC's students while protecting their privacy. A key component of this is investing in and maintaining a data warehouse. OSSE has made significant progress toward this through its Statewide Longitudinal Education Data (SLED) system. SLED is an important building block of a robust data warehouse as it serves as a data repository that consists of ever-updating education data and is widely used by LEAs and other stakeholders. SLED is the primary means by which information is exchanged with other agencies. SLED houses student enrollment and attendance data, and it provides connection with human service and health information such as students who may qualify for free/reduced meals using data from other District agencies and bi-directional data sharing for students receiving foster care, homeless services, or TANF/SNAP. To realize the full benefits of a true data warehouse system, OSSE has focused efforts in three areas: 1) ongoing enhancements to SLED; 2) efforts to exchange data with other state agencies; and 3) future investments in SLED and OSSE's data infrastructure.

In addition to SLED, OSSE has made major investments in Qlik, a business intelligence and data visualization tool that makes data easier to access and analyze for stakeholders. Over the past year, OSSE has invested significantly in Qlik to expand the number of Qlik access tokens from 550 to 30,000 in order to provide access to all identified stakeholders down to the school staff level.

Ongoing Enhancements to SLED

To support its use, OSSE has continued to develop modules and enhancements to SLED to meet the ongoing needs to our internal and external stakeholders. Specifically, it has expanded upon its functionality in the last year to include the following features:

- **Demographic Certification Process:** This module was developed to ensure data from local education agencies (LEAs) student information system (SIS) and OSSE's SLED are in alignment, which ultimately improves data quality and reporting.
- **Enrollment Audit and Child Count Process:** The Enrollment Audit and Child Count (EA/CC) application is accessible from and uses data directly from SLED. It streamlines multiple workflows and phases of EA/CC processes. The application provides near real-time updates to student data, errors, duplicative enrollments, onsite audit outcomes, issue resolution, and final in-person appeal processes and outcomes. The EA/CC application allows transparency for LEAs, auditors, and OSSE to manage dynamic changes of student rosters during the EA/CC process.
- **LEA Data Mapping:** Enhancement of the LEA Data Mapping tool allows the LEA's student data elements to align with OSSE's data collection standards.

- **Extended School Year (ESY):** This module is used by LEA staff for students with disabilities requiring services during the summer to assist with attendance tracking.
- **Data Collections Calendar:** The Data Collections Calendar provides information to LEAs about OSSE data collections required to comply with federal and local reporting. The calendar includes the start and end dates of the collection period, OSSE point of contact, and links to information about the data collection.
- **LEA Membership Tracker:** The LEA Membership Tracker is a primary support for OSSE's priority for high quality data. The tracker provides real-time and periodic notifications to LEAs of discrepancies between student information in LEAs SIS and SLED. This ensures that the student data in SLED is of the highest quality.
- **Exit Management:** The Exit Management module facilitates verification of incomplete exits by LEA and/or School users. It requires LEAs to perform the proper due diligence when students leave through the proper selection of exit codes and submission of required documentation.
- **Qlik Data Visualization:** Qlik is a business intelligence tool that provides information to both LEAs and stakeholders in meaningful way. OSSE provides Qlik training on how to navigate and create new applications. Some of the Qlik applications available:
 - **Chronic Absenteeism:** LEAs can view their students' chronic absentee attendance on a daily basis.
 - **Adjusted Cohort Graduation (ACGR):** Graduation rate analysis by first ninth grade year cohorts
 - **Early Access to Students with Disabilities:** Provides information to LEAs on perspective students with disabilities who have signified an intent or desire to attend the LEA the next school year, and allows LEAs to more accurately plan for the next school year
 - **Attendance:** Year to date review of LEA submitted student daily attendance
 - **Related Service Management Report (RSMR):** gives service provider access to what services students with disabilities are required to have while attending the school
 - **GED:** Allows LEAs to review student test results and to provide additional supports to assist students with passing GED tests
 - **Disengaged Youth Report:** Provides Reengagement Center with analysis of students exited by LEAs with drop out codes so LEAs can provide alternative educational support before students completely drop out
 - **Unified Data Errors (UDE)** - Consolidation of data errors affecting data submission and data quality as collected from LEAs each day

Efforts to Exchange Data with Other State Agencies

A data warehouse is only as useful as the data within it, and OSSE is committed to exchanging data with other agencies in order to have comprehensive information to better serve student while also adhering rigorously to protections for data privacy and confidentiality. To that end, OSSE has established data sharing agreements with other

agencies to ensure that SLED and OSSE's data systems includes robust information that extends beyond what OSSE receives from LEAs. OSSE has formed strategic partnerships and collects and/or shares student-level data with numerous DC agencies, and OSSE is looking to expand its efforts to receive and share information about students around specific data projects from more agencies:

- **Department of Youth Rehabilitation Services (DYRS):** A SLED module is used by DYRS to assist with identifying the enrollment of their adjudicated students.
- **Department Human Services (DHS):** DHS shares data with OSSE on biweekly basis to provide information to support residency verification process for LEAs and families and to provide at-risk indicators to allow OSSE to properly identify at-risk students throughout the school year.
 - The Community Partnership for the Prevention of Homelessness (TCP) shares data with OSSE on a monthly basis and the McKinney Vento application, which shares data on a daily basis with OSSE. By combining these two applications, LEAs and OSSE now have a comprehensive view of homeless students in the district and helps with identifying transportation, uniform, supply and other necessities that are needed for student to accomplish their educational outcomes.
- **Department of Health (DOH):** Enrollment data is shared on a biweekly basis so DOH knows where students are currently enrolled who have not met immunization compliance.
- **Office of Tax and Revenue (OTR):** OTR shares data on a real-time basis with OSSE on a regular basis to assist with residency verification for DCTAG and the Enrollment Audit.
- **Department of Employment Services (DOES):** OSSE shares data with DOES on an ad-hoc basis related to the Workforce Innovation Opportunity Act (WIOA), which assist dislocated workers, Mayor Marion Barry Summer Youth Employment Programs, adult education and literacy program to improve District residents' employment outcomes.
- **Child and Family Services Agency (CFSA):** CFSA shares daily data with OSSE on DC children in foster care. A SLED module is used by CFSA to assist with identifying the enrollment of their foster students that have been removed from their family's homes.

Future Investments in SLED and OSSE's Data Infrastructure

Although SLED is an important building block of a robust data warehouse, it lacks some critical functionality to fully realize the potential for supporting effective data use that improves outcomes for DC students. To that end, OSSE received \$11M+ in capital project funding for data infrastructure overhaul and enhancements over a five year period starting in FY17 and is making significant investments and improvements to its data infrastructure. Data infrastructure refers to the environment in which data and the associated metadata are managed. This includes the hardware, applications, data and

metadata storage platform(s), data repositories (i.e. warehouse), and the software and services for data management processes, data integration, and data use.

OSSE is currently engaged in a long-term planning project to improve its data infrastructure (see below). However, there are immediate needs that require expending capital funds while OSSE creates a strategic plan. These include, but are not limited to, replacing critical legacy data systems and applications to strategically support ongoing operations while ensuring these investments align with the long-term strategic plan OSSE is creating.

The District has invested heavily in SLED, and SLED is able to integrate data from OSSE and other agencies as well as function as a single access point for a portion of OSSE's data. However, SLED is not a robust data warehouse, and the data systems that feed into SLED require substantial overhaul to provide the flexibility and scalability needed to support the increasing complexity and amount of data that feed into SLED. A number of overhaul and enhancement projects have been identified, including but not limited to:

- **Full inventory of all OSSE data assets:** This project entails discovery and documentation of all existing data assets within OSSE's network. This will allow for consolidation of data assets, reduce duplicative data, reduce the time spent searching for data, and provide necessary metadata (e.g. data dictionaries) that are currently lacking across current data assets. This is an ongoing implementation process. To date documentation for all new customer facing applications have been created and documented. OSSE has contracted with a third party vendor to perform the discovery and cataloging process of the data assets within OSSE's systems, and that work is scheduled to be completed in the third quarter of FY18.
- **Mapping of all OSSE data systems:** Documentation of all data systems, including the process flows and data flows for each system. This will provide a full view of assets and applications that feed into the systems (upstream) and all assets and applications that depend on the system (downstream). The detailed data flows will allow quick identification of all applications that use that data and allow OSSE staff to properly assess the risks and impacts of changes to data systems. OSSE has contracted with a third party vendor to perform the documentation of OSSE data systems, and that work is scheduled to be completed in the third quarter of FY18.
- **Documented data architecture:** Development of data policies, rules, and standards to be implemented across all OSSE data systems. This will include naming conventions, metadata requirements, and data modeling. Well-documented data architecture drastically reduces the time and effort required to use and integrate data. Once fully developed and applied to all OSSE data systems, this will greatly reduce the time needed to provide detailed data analysis, respond to internal and external data requests, and provide high-quality and actionable data back to LEAs. Data architecture development will be supported by the procurement of a data architecture tool that will assist in the enforcement of the rules and standards and provide storage and views of the conceptual and logical data models.

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- **Data Standardization** - OSSE data management and data governance teams have selected the Common Education Data Standards (CEDS) to be implemented in OSSE's operational and reports data stores (ODS and RDS).
- **Automation of Federal Reporting:** OSSE is engaged with Center for the Integration of IDEA Data (CIID) to implement Generate, an ED Facts submission automation tool created by CIID. Once this project is complete, all 90 ED Facts files can be created automatically from OSSE's data stores without the need for manual data manipulation by OSSE staff, and the files will be produced and submitted on demand with high quality and alignment with current ED Facts requirements.

In addition to investing in systems, OSSE is also investing in people. OSSE has created a data management team within the Division of Data, Assessment, and Research (DAR). This five member team is responsible for data collection, data architecture, data standardization, and data documentation. Along with creating a data management team, OSSE hired a Director of Data Management and Applications to oversee the data management and data applications development work. The director leads the agency's efforts to improve data discoverability, standardize data assets, develop new and enhance existing applications, and modernize the data collections process.

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

RESPONSE:

OSSE collects a large volume of data from LEAs and other grantees. The vast majority of this data collection is driven by federal reporting requirements, reporting requirements driven by local legislation, as well as other grantee requirements. OSSE has worked to streamline data collections by collaborating with key partners such as PCSB to combine collections and reduce the burden on LEAs.

OSSE strives to limit its collection to only those data elements that are essential to fulfilling its auditing, compliance, and reporting requirements. OSSE works to provide the justification and legal citations for data collections when necessary and applicable, to provide further clarity on the collection and use of the data submitted. This information is provided as a governance memo that accompanies communication about the data collection.

When requesting data from sub-grantees, OSSE provides LEAs and CBOs with the following:

- Advance notice of data requests, to help LEAs effectively manage their resources and limit burden, via multiple communications channels including but not limited to:
 - **LEA Look Forward** or other relevant communications (e.g. the Division of Early Learning's monthly bulletin). We aim to provide sub-grantees 30-day written notice.
 - **Data collections calendar** for the school year is published in SLED at <https://sled.osse.dc.gov/vPage/LEACollectionReportCalendar/2589/0>, so sub-grantees are aware of upcoming requests for data. The data collections calendar was upgraded in FY17 to provide a more user-friendly interface to LEAs, more background information on the data collection, and an OSSE point of contact for the collection.
 - **LEA data managers meeting**, which is a monthly in-person meeting hosted at OSSE that is also available via webinar. This critical meeting is well-attended as it allows for dissemination of information, discussion, and feedback from LEAs regarding data collections and validation processes.
 - **OSSE data liaison**, which is a specific person in OSSE DAR that is assigned to the LEA and is available to provide individual data management support to the LEA.
- A data collection template and training or guidance material at the beginning of the collection. Whenever possible, OSSE populates available data through automated data transfer templates to reduce the administrative burden on LEAs and CBOs.
- Thirty (30) days to provide or verify the requested data.

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- An opportunity to engage in quality assurance review, working with LEAs and CBOs to ensure the data are accurate and complete.

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Q16: Provide the PARCC scores for each DCPS and public charter school disaggregated by grade and by subgroup (race/ethnicity, at-risk, gender, special education and ELL status) for 2017.

RESPONSE: Q16 Attachment - PARCC and MSAA Achievement Results.xlsx

Q17: Provide the findings from the testing integrity investigations for SY15-16 and the status of the investigation reports for SY16-17.

RESPONSE:

OSSE conducted onsite post-administration test integrity investigations for SY15-16 in fall 2016. OSSE partnered with Caveon Test Security to facilitate and lead the investigations process. Following the investigations and the appeals processes, there were no substantiated test security violations.

OSSE is currently in the process of conducting onsite post-administration test integrity investigations for SY16-17. This year, OSSE has engaged LEA test integrity investigators to perform onsite investigations, using a clear protocol and reporting guide developed by OSSE in partnership with Caveon Test Security, after which they provide information back to OSSE. Final determinations will be sent to LEAs in January 2018, after which LEAs will have option of due process through an appeals process. OSSE will post these results at the conclusion of that process.

Early Learning

Q18: Provide data on the capacity, enrollment, and utilization of all infant, toddler, and pre-kindergarten programs in the District for FY13, FY14, FY15, FY16, FY17, and FY18 to date by ward and program type (center, home, LEA). Please also include the number of infants and toddlers (0-3) residing in the District by ward.

RESPONSE: Q18 Attachment - Capacity, Enrollment, Utilization FY13-FY17.xlsx

- Q19: With regard to child care development centers, please provide the following:**
- (a) A list of all licensed child development facilities in the District;**
 - (b) The number and percentage of facilities that have closed in FY17 and FY18 to date;**
 - (c) The corresponding capacity, enrollment, and utilization for each facility;**
 - (d) The corresponding Quality Rating Improvement System (QRIS) tier for each facility; and**
 - (e) The amount paid to childcare providers in FY17 and to date in FY18.**

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q19 Attachment – Child Development Facilities – Capacity, Rating.xlsx

- (b) The number and percentage of facilities that have closed in FY17 and FY18 to date;**

In FY17, OSSE issued an enforcement action resulting in the revocation of the license for five (5) facilities. In FY18 to date, OSSE has not issued any enforcement actions resulting in the revocation of the license.

- (e) The amount paid to childcare providers in FY17 and to date in FY18.**

	Amount paid to providers for subsidized child care services
FY17	\$85,192,860.27
FY18 to date	\$21,474,090.12

Q20: In FY16, OSSE was to implement a web-based solution to improve the subsidy payment process. Please provide an update on this work.

RESPONSE:

In FY16, OSSE evaluated the scope of implementing a comprehensive web-based child care subsidy management system, including evaluating systems, technical capacity, and defining preliminary requirements of a proposed system.

Based on the evaluation, in FY17, OSSE expanded the scope of the Early Childhood Comprehensive Data System project to a one-stop web based solution for child care licensing, subsidy intake and eligibility, attendance and payment, vendor management and Capital Quality, DC's redesigned quality rating and improvement system (QRIS). This approach will streamline and improve the experience for child development providers who will only need to interact with one system, beginning with the licensing of their child development facilities. OSSE hired a business analyst contractor to document requirements for the system and the different component functions. The next step towards implementation of this web-based solution is for OSSE to release a Request for Proposal to obtain a contractor to build the new system; OSSE expects to release this RFP during FY18.

Q21: OSSE revised and implemented new childcare licensing regulations in December 2016. Please provide an update on the implementation to date.

RESPONSE: Q21 Attachment - Professional Development Plan – Licensing.pdf

The child development facility licensing regulations were revised and implemented effective Dec. 2, 2016. To support implementation, OSSE has taken the following actions:

- Held six public information sessions to the early education community and other stakeholders in six locations throughout the city and provided information sessions for providers as requested (e.g., Director’s Exchange, DC Family Child Care Provider Association, Multicultural Spanish Speaking Providers Association etc.);
- Published a summary document highlighting the significant changes in the new child development facility regulations and translated the document into Spanish, Amharic and French;
- Individualized technical assistance as requested by providers;
- Provided ongoing training and peer review sessions for licensing staff;
- Developed and implemented a professional development plan for licensing staff (see attached);
- Developed new licensing inspection tools aligned with the new licensing regulations;
- Created templates to assist providers in applying for waivers;
- Updated the Division of Early Learning Licensing Tool (DELLT) system to align with the new licensing regulations; and
- Developed licensing orientation webinars.

OSSE offers a variety of tiered supports to assist the early childhood education (ECE) workforce in meeting the new education requirements and foster professional growth.

Scholarship and Grant Opportunities

The Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Project is a scholarship program for teachers working towards an associate’s and/or bachelor’s degree that includes bonuses, increased compensation and one-on-one career advisors. Other scholarship assistance includes the Early Childhood Higher Education Collaborative, DC Tuition Assistance Grant and DC Mayor’s Scholars Undergraduate Program. Please visit www.osse.dc.gov/eceresources for more information.

Supports for Obtaining a Child Development Associate (CDA) Credential

OSSE has awarded a grant to CentroNia and Southeast Children’s Fund to provide scholarships for their CDA programs, which are offered in English, Spanish and Amharic. Educators can access onsite child care during class time. Fund also provides

scholarship funding for the CDA application fee for those who obtain the required instructional hours outside of the grantees' programs.

Professional Development and Information System (PDIS)

In Nov. 2017, OSSE launched its revitalized Professional Development and Information System (PDIS). There have been more than 2,000 users registered as of Jan. 11, 2018. Ultimately, all child care workforce professionals will register in the PDIS. This system allows the ECE workforce to track their individual professional growth. With features like a resume builder, professional development (PD) training tracker, PD course catalog and other essential features, the ECE workforce are able to take control of their career growth and development.

Quorum Online Training

OSSE introduced a new online training platform through Quorum. This online platform allows child development staff to complete all of the required health and safety professional development requirements, except for first aid and CPR which must be conducted in person. Quorum also provides unlimited 24/7 access to a catalogue of engaging and interactive training courses, including 120 hours required for obtaining a Child Development Associate (CDA) credential. As of Dec. 2017, there were a total of 350 facilities registered, comprised of 260 centers and 90 family child care homes/extended homes. There were a total of 4,664 individual users registered in the system. Once each course is completed, educators earn a certificate. A total of 16,427 certificates have been issued as of Dec. 2017.

Early Childhood Education (ECE) Help Desk

Started in Fall 2017, OSSE launched the ECE Help Desk to provide individualized support and address specific questions from early childhood educators about meeting the new education requirements. OSSE is pleased to have a native Washingtonian and former center director with extensive experience and education in early childhood education responding to our Help Desk calls. The staff person has an associate's degree in early childhood education, a bachelor's of science in child and adolescent studies and some graduate work in education management. Child development staff can contact the help desk at ECEhelpdesk@dc.gov or (202) 478-5903.

Help Desk Roadshow Targeted Presentations

Started in fall 2017, OSSE began conducting targeted, in-person presentations at child development facilities throughout DC. These presentations focus on the new education requirements, local education programs and scholarship resources. Each participant is surveyed pre- and post-presentation to ascertain the impact of the presentation. As of Jan. 11, 2018, the roadshow presentation has reached 191 child development staff at 12 different child development centers in wards 2, 5, 6, 7 and 8.

ECE Resources Webpage (www.osse.dc.gov/eceresources)

Launched in July 2017, the ECE Resources webpage provides position-specific information on the new education requirements, as well as programs and resources available to help the workforce meet the new requirements.

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Continuous Service Waiver

OSSE recognizes the value of experience in the field. Facilities can apply for waivers for center directors and teachers who have demonstrated ten years of continuous service in early childhood education. Further information on the waiver application process is available on OSSE's website at <https://osse.dc.gov/page/request-waiver>.

Q22: Describe the professional development opportunities OSSE provided/offered to child development centers and early care staff in FY17 and FY18? Please indicate which opportunities were mandatory.

RESPONSE:

In FY17 through Nov. 30, 2017, OSSE provided approximately 437 face-to-face training opportunities for approximately 7,422 participants. Trainings were delivered by OSSE's Division of Early Learning (DEL), contractors, inter-governmental partners, external partners and a cohort of OSSE-certified trainers. In addition to the training below, on May 26, 2017, OSSE purchased licenses to Quorum, an online professional development platform for the early childhood education workforce. As of Dec. 2017, there were a total of 350 facilities registered, comprised of 260 centers and 90 family child care homes/extended homes. There were a total of 4,664 individual users registered in the system. Once each course is completed, educators earn a certificate. A total of 16,427 certificates have been issued as of Dec. 2017.

The chart below outlines the continuing education topics required of all staff working in a licensed child development facility, per 5-A DCMR Chapter 1. This table includes in-person course offerings, as well as courses available through the online Quorum professional development system.

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
Child abuse and neglect, prevention, detection and reporting	<ul style="list-style-type: none">Child Abuse Prevention and Mandatory Reporter TrainingStewards of Children: Child Sexual Abuse Prevention	<ul style="list-style-type: none">Understanding Child Abuse and Prevention
Emergency preparation and response planning for emergencies resulting from a natural disaster or a human-caused event	<ul style="list-style-type: none">Are You Ready? Emergency Response Training and Plan DevelopmentCommunity Emergency Response Team (CERT) TrainingEmergency Preparedness	<ul style="list-style-type: none">Keeping Our Children Safe: Planning Ahead and Being Prepared
Prevention of sudden infant death syndrome and use of safe sleep practices, as applicable	<ul style="list-style-type: none">How to Provide a Safe Sleep Environment for Infants: Workshops for Preventing Sudden Infant Death Syndrome (SIDS) and Sudden Unexpected Infant Death (SUID)Infant Safe Sleep Practices	<ul style="list-style-type: none">Safe Sleep and Sweet Dreams for Infants
Prevention of shaken baby syndrome and abusive head trauma, as applicable	<ul style="list-style-type: none">Period of Purple Crying	<ul style="list-style-type: none">Understanding Child Abuse and Prevention

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Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
First aid and CPR	<ul style="list-style-type: none"> • Adult/Pediatric First Aid and CPR 	<ul style="list-style-type: none"> • <i>Must be completed in-person</i>
Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable	<ul style="list-style-type: none"> • DC Common Core Early Learning Standards 101 • DC Common Core Early Learning Standards 201 • Developmental Milestones for 3-5 Year Olds • Developmentally Appropriate Practice (DAP) for Infants and Toddlers • Early Literacy Series Sessions 1-3 • Emergent Literacy Series Sessions 1-3 • Implementing The Creative Curriculum® for Preschool (Two-Day Session) • Implementing The Teaching Strategies GOLD® (Two-Day Session) • Infant CLASS Sessions • Introduction and Implementation to The Creative Curriculum® for Infants, Toddlers and Twos • Introduction to The Creative Curriculum® for Family Child Care • Nutrition for Early Learners • Observation and Introductory GOLD® Lab Session • Pre-K CLASS Sessions • Supporting Language and Literacy Development and Learning (Two-Day Session) • Toddler CLASS Sessions 	<ul style="list-style-type: none"> • School-Age Care • Teaching with Intention • The Developing Infant and Toddler • Power of Play • Foundations for Learning Every Day • Developmental Milestones • Learning Environment • Foundations of Curriculum • Juggling Act: Schedules, Routines and Transitions • Responsive Caregiving for Infants and Toddlers
Prevention and control of infectious diseases, including immunization	<ul style="list-style-type: none"> • How to Prevent and Control Infectious Diseases 	<ul style="list-style-type: none"> • Cut the Cooties: Communicable Disease Prevention
Administration of medication, consistent with standards for parental or guardian consent	<ul style="list-style-type: none"> • Administration of Medication (AOM) Training 	<ul style="list-style-type: none"> • Cut the Cooties: Communicable Disease Prevention
Prevention of and response to emergencies due to food and allergic reactions	<ul style="list-style-type: none"> • Food Allergy and Emergency Response Training • Food Allergy Prevention and Response in Early Care and Preschool Settings 	<ul style="list-style-type: none"> • From Food to Physical Activity

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Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water and vehicular traffic	<ul style="list-style-type: none"> • Building and Physical Premises Safety 	<ul style="list-style-type: none"> • Keeping Our Children Safe: Planning Ahead and Being Prepared
Poison prevention, including the handling and storage of hazardous materials and the appropriate disposal of bio contaminants	<ul style="list-style-type: none"> • Storage of Hazardous Materials and Fire Extinguisher Training 	<ul style="list-style-type: none"> • Keeping Our Children Safe: Planning Ahead and Being Prepared
Developmentally appropriate methods of positive behavior intervention and support	<ul style="list-style-type: none"> • Addressing Challenging Behaviors • Pre-K CLASS: Overview of Classroom Organization and Overview of Emotional and Behavioral Support • The Impact of Parental Incarceration on Children, Families, Schools and Communities 	<ul style="list-style-type: none"> • Challenging Behavior: Reveal the Meaning
Inclusion of children with special needs, including the Americans with Disabilities Act and the Individuals with Disabilities Education Act	<ul style="list-style-type: none"> • Act Early: When Children Fall Behind in Their Developmental Milestones • Overview of Special Education • Enhancing Inclusive Practices in Early Childhood Education 	<ul style="list-style-type: none"> • <i>Unavailable</i>
Communication and collaboration with parents, guardians and families	<ul style="list-style-type: none"> • Building Partnership with Parents and Raising Confident Boys • Parent, Family and Community Engagement - Measuring What Matters • Supporting Dual Language Learners 	<ul style="list-style-type: none"> • Family Engagement • Building Strong Relationships with Families
Community health and social services resources for children and families	<ul style="list-style-type: none"> • Be an Oral Health Champion • Trauma and Resilience: Building Strength in Children 	<ul style="list-style-type: none"> • Family Engagement • Building Strong Relationships with Families
Planning developmentally appropriate programs and activities for children and families	<ul style="list-style-type: none"> • Analyze That! Using Data to Enhance Everyday Classroom Practices • Coaching Teachers to Fidelity of Implementation of The Creative Curriculum® (Two-Day Course) • Data Basics: Using Data to Enhance Everyday Classroom Practices 	<ul style="list-style-type: none"> • Foundations of Curriculum

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Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	<ul style="list-style-type: none"> • Interpreting and Using GOLD[®] Data • New Directions in Curriculum: Intentional Weekly Planning • Observing and Assessing Young Children • Supporting Language and Literacy Development and Learning (Two-Day Session) 	
Enhancing self-regulation and self-esteem in children	<ul style="list-style-type: none"> • Toddler CLASS: Overview of Emotional and Behavioral Support • Trauma and Resilience: Building Strength in Children 	<ul style="list-style-type: none"> • Building Positive Relationships • Learning Every Day Through the Senses
Basic or advanced business practices	<ul style="list-style-type: none"> • Attracting, Developing and Retaining Staff • Building on Your Business Strengths Parts 1 and 2 • Child Care Development Block Grant (CCDBG): A Director's Guide to the Child Care Health and Safety Requirements • Director's Corner: Know Thyself - The Starting Point • Director's Corner: Nurturing and Mentoring - We're in This Together • Director's Corner: Successful Business Planning - Moving Forward Together • Director's Corner: The Challenge of Attracting and Recruiting Staff • Director's Corner: Using Social Media to Market Your Early Childhood Program • Foundations for Building a Vibrant Early Care and Education Business Parts 1 and 2 • Marketing Strategies for Your Early Childhood Program Parts 1 and 2 • Sustain Your Business with Strategic Planning 	<ul style="list-style-type: none"> • Administrative Leadership

PROFESSIONAL DEVELOPMENT SCHOLARSHIP

OSSE also supports the early learning workforce by providing funding to obtain higher educational credentials. There are three avenues of support: (1) Child Development Associate

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(CDA) grants; (2) Teacher Education and Compensation Helps (T.E.A.C.H.) scholarships; and
(3) First Step program:

Child Development Associate (CDA) Grants

OSSE awarded two grantees, CentroNia and Southeast Children's Fund, to administer the CDA training in English and Spanish to cohorts of professionals seeking the credential. During FY2017, the two grantees aimed to train more than 175 candidates to receive or renew their CDA. Beginning in FY18, cohorts will also be offered in Amharic.

T.E.A.C.H. Scholarships

The National Black Child Development Institute (NBCDI) administers this program on behalf of OSSE. For FY2017 and up-to-date: There are 100 active scholars in the T.E.A.C.H. program.

First Step

OSSE piloted the First Step CDA Career and Technical Education (CTE) program in FY16 which provides high school students the opportunity to graduate with their CDA credential and high school diploma at the same time. OSSE's pilot graduated seven high school students from the First Step program. Currently, there are 43 additional high school students currently enrolled. OSSE aims to expand its program to enroll an additional 65 high school students in FY18.

Q23: List all the professional development opportunities OSSE provided/offered to child development center/homes staff specifically on social emotional skills, behavior, and children with special needs in each for FY17 and FY18, including a description of each training and/or activity.

RESPONSE:

OSSE's professional development system offers 17 trainings that address issues surrounding social emotional development of young children and the behaviors, signs and symptoms that manifest in young children experiencing developmental delays and disabilities. In addition, OSSE provides ongoing opportunities to address the education of young children experiencing developmental delays and diagnosed conditions.

In FY17, OSSE provided 59 sessions on the 17 training topics described below. In FY18 to date, OSSE provided nine sessions of the trainings described below.

Social-Emotional Development Training Descriptions

1. Addressing Challenging Behaviors and Building a Solid Foundation: Social Emotional Development in Young Children

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

2. Understanding the Hidden Impact of Parental Incarceration on Children, Families, Schools and Communities

The nation's growing prison and jail population has exposed the negative effects incarceration has on America's children, families and communities. Attendees will learn classroom strategies to help children and families cope with parental separation, at home and at school.

3. Toddler Classroom Assessment Scoring System (CLASS) Overview of Emotional and Behavioral Support

Participants will learn the emotional and behavioral supports needed to promote children's interest, motivations and points of view. Participants will also learn strategies to enhance children's self-regulation and social skills.

4. Pre-K CLASS Overview of Emotional and Behavioral Support

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

5. Screen Time for Early Learners: Does the Good Outweigh the Bad?

OSSE facilitates training on best practices on the use of technology in early learning settings. Participants discuss the pros and cons of screen time activities in the classroom, as well as at home. Teachers learn about current research in regards to children and screen time, the newest games to help your children learn in any environment and the latest applications and techniques to keep them safe.

6. Pre-K CLASS Instructional Support Quality of Feedback

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

7. **Toddler CLASS: Emotional and Behavioral Support: Overview of Positive Climate, Teacher Sensitivity, Child Perspective, Behavioral Guidance**

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

8. **Stewards of Children**

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

9. **Environments for Infant/Toddler Group Care**

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

10. **Toddler CLASS: Engaged Support for Learning: Facilitation of Learning and Development**

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

11. **Building Partnership with Parents and Raising Confident, Resilient and Happy Boys**

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

12. **Creating Learning Spaces for Preschool Children**

Participants learn how to create learning environments that are safe, attractive, comfortable and well-designed in order to support goals for children.

13. **Trauma and Resilience: Building Strength in Children**

In this session, participants learn how trauma can affect a child's developing brain. We discuss how to identify signs of trauma and how to foster resilience in children so that they can develop into emotionally strong adults. We discuss how to access local early childhood mental services.

Inclusive Practices Training Descriptions

- **Act Early: When Children Fall Behind in their Developmental Milestones**

Research shows the first five years of life are the most important to a child's development and when concerns are identified, acting early can greatly improve a child's quality of life and education outcomes. DC program systems, Early Intervention Strong Start and Early Stages partner in this

training that provides professionals with guidance regarding parent engagement, lawful, inclusive practices and the provision of individualized specialized education services of IDEA Part C and Part B.

- **Ages and Stages Parent Questionnaires**

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

- **Strong Start Training**

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

- **Enhancing Inclusive Practices in Early Childhood Education**

This training defined inclusive practices such as universal design for learning and multiple intelligences to identify adaptations so all early learners can access the information that is being taught in a variety of learning environments in accordance with the District of Columbia Common Core Early Learning Standards.

Q24: Provide an update on Capital Quality, including the current timeline for full implementation.

RESPONSE:

A Quality Rating and Improvement System (QRIS) is a systematic approach to assess, improve, and communicate the level of quality of a child development facility. In April 2016, OSSE successfully launched its redesigned QRIS, Capital Quality.

To support this effort, OSSE awarded a competitive grant to Hurley and Associates (H&A) to hire quality facilitators, who have a wealth of knowledge in early childhood education, family engagement, inclusion, diversity, assessments, and curriculum. Each provider participating in Capital Quality has a quality facilitator who provides one-on-one support to the child development facility director to help them improve quality and monitor progress.

Capital Quality has three components: a summative rating, a continuous quality improvement (CQI) plan and process and a public-facing profile for child development facilities. Capital Quality consists of four tiers of quality and uses a combination of the CLASS Pre-K, the Environmental Rating Scales (ERS) for infants and toddlers, and in-seat attendance (for pre-K programs only) to rate programs. We are collecting assessment data for all subsidy providers and will use the data to establish tier cutoffs. The CQI plan includes a set of research-based quality standards that are common to programs that serve children birth to age five. Most of these standards align with the Head Start Program Performance Standards (HSPPS), the Pre-K Enhancement and Expansion Act and the National Association for the Education of Young Children's accreditation standards. The quality indicators in the CQI plan include: mission statement, attendance policies, family engagement, child progress monitoring and assessment, use of curriculum, culturally and linguistically responsive practice, inclusion practices and professional development. The public-facing profile on mychildcaredc.org will include the rating, elements of the CQI plan and additional information that will be beneficial to families, including, but not limited to, hours of operation, group size and ratios, languages spoken, qualifications of staff and mission.

The Capital Quality pilot cohort officially concluded in March 2017 and the information gathered helped inform the full implementation process.

In March 2017, OSSE welcomed group two, an additional 51 providers for a total of 75, into Capital Quality. In addition to the subsidy providers, two licensed non-subsidy providers volunteered to participate in Group Two. The programs received technical assistance (TA) on how to complete the online CQI plan and completed their first complete CQI draft plan within their first year in Capital Quality. The plans were reviewed by the Quality Facilitators and providers received feedback on the CQI plans. These plans will be reviewed and updated on an annual basis. Initial and follow-up site visits were conducted with participants, OSSE staff and the Quality Facilitators. Initial site visits were conducted to gain a better understanding of the center or home and their

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needs. Follow-up site visits were conducted to gather one-on-one feedback from providers on their experience in the program and what they would like to see stay the same and what we could do differently. The valuable feedback received from both the site visits and the community of practice sessions held at OSSE was used to improve the overall design and implementation of Capital Quality. For example, providers indicated that they preferred that meetings were held in the community, rather than the OSSE office. This is a change that is currently being implemented. Additionally, providers voiced the need for updated curriculum and training. This need was also addressed and curricula was purchased for providers that did not have up-to-date sets or if their sets were incomplete. Training on the curriculum was also provided.

Site visits for the 99 group three participants will be completed by Jan. 2018 prior to the kick-off orientation meeting. Below is a detailed timeline of the implementation plan:

Cohort	Activity	Timeframe (Subject to change)
Pilot 24 Programs	Orientation	April 2016
	Data Collection	Nov. 2015-Sept. 2016
	Data Dissemination	June-Aug. 2016 (CLASS), Jan.-Feb. 2017 (ERS)
	CQI Process Begins	May 2016-Ongoing
Group Two (Includes all Pilot programs except DCPS) Additional 51 Programs	Orientation	Jan. 2017
	Welcome	March 2017
	Data Collection	Aug.-Dec. 2017
	Data Dissemination	Jan.-Feb. 2017
	CQI Process Begins	March 2017
	Data Collection	Aug.-Dec. 2018
	Data Dissemination	Jan.-Feb. 2018
	Appeal Process	Jan.-Feb. 2018 (rolling basis)
	Rating Assigned by	Fall/Winter 2018 (based on 2017-2018 Data Collection)
Group Three Additional 95 Programs	Orientation	Jan. 2017
	Welcome	Jan. 2018
	CQI Process Begins	Feb. 2018
	Migration	Oct. 2018
	Data Collection	Aug.-Dec. 2019
	Data Dissemination	Jan.-Feb. 2019
	Appeal Process	Jan.-Feb. 2019 (rolling basis)
	Rating Assigned by	Fall/Winter 2019 based on (2018-2019 Data Collection)
Group Four (Full Implementation)	Orientation	Jan. 2017
	Welcome	Jan. 2019
	CQI Process Begins	Feb. 2019
	Migration	Oct. 2018
	Data Collection	Aug.-Dec. 2019
	Data Dissemination	Jan.-Feb. 2020
	Appeal Process	Jan.-Feb. 2020 (rolling basis)
	Rating Assigned by	Fall/Winter 2020 based on (2019-2020 Data Collection)

Q25: Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program for FY17 and FY18 to date. For each of these grants, please list each award recipient, the amount awarded, the type and amount of funds used to support the program, the number of at-risk students served, and the criteria used to select grant recipients.

RESPONSE:

In accordance with the requirements of Chapter 35 (Pre-K Enhancement and Expansion Funding) of Title 5 (Education), Subtitle A (Office of the State Superintendent of Education) of the District of Columbia Municipal Regulations (DCMR), OSSE allocates funding in an amount consistent with the Uniform per Student Funding Formula (UPSFF) rate, to eligible community based organizations (CBOs) to provide and maintain high-quality pre-K education services. The regulations define general eligibility requirements that each pre-K program must meet and maintain in order to receive funding allocation through the program including criteria related to determination of eligibility for enrolled children, required class size, program length and operating hours and participation in the Child and Adult Care Food Program (CACFP). Moreover, the regulations outlined the high-quality standards pre-K programs must meet and maintain to receive funding, which include the following:

1. Maintenance of defined adult-to-child ratios;
2. Consistent use of a comprehensive curriculum that is aligned with DC's early learning standards;
3. Accreditation by a national accrediting body approved by OSSE;
4. Utilization of assessment tools that are aligned with the program's chosen curriculum;
5. Employment and retention of teachers and teacher assistants who meet or exceed minimum educational requirements;
6. Equitable wages for educators comparable to the public school system in DC;
7. Professional development and coaching support for educators;
8. Opportunities for families to participate in and support the program's educational mission as active partners in their child's learning and development;
9. Plans to ensure inclusion of children with disabilities, in accordance with federal-stated goals;
10. Safe, secure and developmentally appropriate space for use as classrooms;
11. Daily active play for each pre-K age child;
12. Maintenance of a process for ongoing program assessment and continuous quality improvement;
13. Provision of comprehensive health and support services for all children enrolled in the program (e.g., developmental, vision, and health screenings); and
14. Compliance with program guidelines and reporting requirements.

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In addition to the requirements guiding eligibility and program quality, the regulations also broadened access to high-quality early learning programs by maximizing the utilization of multiple funding sources. As such, Pre-K Enhancement and Expansion community-based organization (CBOs) are required to use funding allocated to supplement, and not supplant, existing federal and local funding sources, such as those available through subsidized child care and the Head Start program.

FY17

Each year OSSE accepts applications from CBOs seeking high quality designation. In FY17, all applicants who applied and met the high quality standards were designated as high-quality pre-k programs. Specifically, OSSE designated three new CBOs as high-quality pre-K programs and allocated funding consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. OSSE also allocated technical assistance funds in the amount of \$1,500 per child to all programs that were designated high-quality. Beginning Jan. 2018, all Pre-K Enhancement and Expansion programs will join Capital Quality, joined DC's redesigned QRIS. Information for award recipients in FY17 including enrollment numbers is included in Table 1 below.

Table 1: FY17 Pre-K Enhancement and Expansion Grant Participants

PROGRAM NAME	Number of Classrooms	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
1. Associates for Renewal in Education, Inc.	1	1	12	13	\$233,610.00
2. Barbara Chambers	5	41	39	80	\$1,505,629.00
3. Big Mama's	1	8	4	12	\$226,564.00
4. Bright Beginnings	2	14	14	28	\$252,312.00
5. Bright Start	2	17	11	28	\$464,507.00
6. CentroNia	5	57	40	97	\$1,760,478.00
7. Dawn to Dusk	1	8	3	11	\$207,943.00
8. Easter Seals	1	11	1	12	\$218,659.00
9. Educare of Washington, DC	5	47	42	89	\$962,726.00
10. GAP Community	1	8	2	10	\$180,252.00
11. Happy Faces	3	20	13	33	\$601,410.00
12. Ideal Child Development Center	1	12	0	12	\$228,120.00
13. Jubilee JumpStart	1	11	3	14	\$218,749.00
14. Kiddies Kollege	1	10	3	13	\$232,357.00
15. Kids are Us Learning Center	1	6	6	12	\$221,252.00
16. Kuumba Learning Center	1	9	4	13	\$250,589.00
17. Matthews Memorial Child Development Center	1	9	2	11	\$190,192.00

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PROGRAM NAME	Number of Classrooms	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
18. National's Children Center	2	24	2	26	\$484,410.00
19. Rosemount Center	2	14	16	30	\$55,5008.00
20. Spanish Education Development Center	3	20	22	42	\$789,862.00
21. Sunshine Early Learning	5	24	27	51	\$872,847.00
Total	45	371	266	637	\$10,657,476.00

FY18

In FY18, all applicants who applied and met the high quality standards were designated as high-quality pre-k programs. Specifically, OSSE designated five new CBOs as high-quality pre-K programs and allocated funding consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. Additionally, in accordance with the Early Learning Equity in Funding Amendment Act, effective June 9, 2017 (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE will also provide a supplemental allocation in the amount of \$2,246 for each child identified as at-risk (homeless, foster, or TANF/SNAP) that is enrolled in a Pre-K Enhancement and Expansion classroom. The list of FY18 award recipients is provided in Table 2 below.

Table 2: FY18 Pre-K Enhancement and Expansion Grant Participants

Pre-K Enhancement and Expansion CBOs that maintained their High Quality Designation	New Programs
Associate for Renewals (ARE)	CommuniKids Preschool
Barbara Chambers Children's Center	Edward C. Mazique
Big Mama's Children Center	Home Away From Home
Bright Beginnings, Inc.	Nation's Capital Child & Family Development
Bright Start	Paramount Community Development Center
CentroNia	
Dawn to Dusk CDC	
Easter Seals	
Educare	
GAP Community Child Development Center	
Ideal CDC	
Jubilee Jumpstart	
Kiddies Kollege	
Kids are Us	
Kuumba Learning Center, Inc.	
National Children's Center	
Rosemount Center	

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Spanish Education Development (SED) Center
Sunshine Early Learning
The Bean Foundation Dba Happy Faces Learning Centers

Q26: Please provide a narrative update of OSSE's oversight of the Early Head Start program in the District. At a minimum, please include the following information: how many children are currently enrolled in the District's early head start program and where are the individual programs located in the District?

RESPONSE:

The Office of the State Superintendent of Education (OSSE) receives the Head Start State Collaboration grant from the U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Head Start (OHS). Additionally, OSSE is one of seven state-level grantees for the Early Head Start-Child Care Partnership (EHS-CCP) grant.

Head Start is a federal to local program. OSSE does not provide oversight to Head Start programs in the District. Through the Head Start State Collaboration Office (HSSCO), OSSE works to enhance state coordination and partnerships to meet the unique needs and challenges of low-income children and families in the District. OSSE plays a key role in facilitating collaboration among District agencies and stakeholders to promote better outcomes for young children, particularly for children who face multiple risk factors to their learning and development. The HSSCO supports ongoing collaboration on crucial issues, such as family and community engagement, continuity of care for children, comprehensive services and supports and ongoing professional development for early learning professionals. DC's Head Start State Collaboration strategic plan is reflective of the shared goals of the District's State Early Childhood Development Coordinating Council (SECDCC), DC Head Start Association (DCHSA) and the priorities of the Child Care and Development Block Grant (CCDBG) plan.

The Director of Quality Initiatives in the OSSE Division of Early Learning (DEL) serves as the Head Start State Collaboration Director and the liaison between ACF Region III Office, OHS, DCHSA, local Head Start (HS), and local Early Head Start (EHS) programs. The Director of Quality Initiatives represents the HSSCO office on the SECDCC. HSSCO works in collaboration with the SECDCC to address gaps in early care and education service delivery, improve the overall quality of delivery services to low income children and their families, and improve coordination of services and information exchange between various programs within the early care and education system. Developing a strong partnership with the DC Head Start Association (DCHSA) is critical to the success of our collaborative efforts. The Assistant Superintendent and HSSCO Director meet regularly with DCHSA to discuss the needs and challenges of the Head Start grantees in the District.

OSSE leveraged the EHS-CCP grant to develop a neighborhood-based Quality Improvement Network (QIN) to build capacity, increase access, and enhance the quality of care for infants and toddlers. The QIN is comprised of three hubs -- CentroNia, United Planning Organization (UPO) and Mary's Center. All services provided through this initiative are full-day and full-year. OSSE is maximizing the impact of the QIN by leveraging local and federal funding to increase the number of children birth to three

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years old receiving an EHS quality experience. The grant was first awarded in March 2015 and spans a five-year period.

The Every Student Succeeds Act (ESSA) emphasizes coordination and quality. Local educational agencies (LEAs) receiving Title I funds must develop a written Memorandum of Agreement (MOA) with Head Start programs, and other early learning programs if feasible, on records, parent communication, staff training, student needs, transition, and services (ESSA Sec. 1119). OSSE has an ESSA Working Group to coordinate and collaborate with the DCHSA and interested LEAs. The goal of the working group is to develop a citywide MOA between LEAs and Head Start programs that addresses ESSA requirements. The HSSCO Director is a member of this working group.

OSSE in its role as the HSSCO and in its role as an Early Head Start-Child Care Partnership (EHS-CCP) grantee participates in the planning and coordination of activities to strengthen the early childhood development system in the District and improve outcomes for low income children and their families. See the list of DC's Head Start and Early Head Start programs below:

HEAD START PROGRAM PARTICIPATION FOR FY17

Program	Early Head Start Home-Based*	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
DC Public Schools			5,249	5,249
Bright Beginnings, Inc.	64	104	45	213
CentroNía	60	12		72
Rosemount	77	39		116
Edward C. Mazique Parent Child Center, Inc.		180		180
United Planning Organization (UPO)				671
Educare of Washington, DC ¹		72	85	
AppleTree Early Learning Center PCS Douglas Knolls			27	
AppleTree Early Learning Center PCS Parkland			43	
AppleTree Early Learning Center PCS Oklahoma Avenue			28	
Azeeze Bates		16		
Ballou High School		16		
Christian Tabernacle		16		
C.W. Harris Elementary School		48		
Dunbar High School		8		
Edgewood		24		
Fredrick Douglass		40		
Luke C. Moore High School		8		
Roosevelt High School		16		
H.D. Woodson High School		8		
Spanish Education Development (SED) Center		36		
Anacostia High School		24		

¹ Educare of Washington, DC is a delegate of UPO

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Paradise		16		
Atlantic Gardens		16		
Healthy Babies		52		
Home-Based Program	72			
OSSE Quality Improvement Network (QIN)		200		200
Total Enrollment by Model	273	951	5,477	6,701

*The Head Start Home-Based Program Option is designed to meet the needs of children, families and communities, and allows the parent to provide care and education in the home, while receiving support from a Head Start provider who sends a home visitor once a week to plan activities and lesson plans. In addition, twice a month, parents and child meet with other children and parents.

DCPS is the largest Head Start provider in the District of Columbia serving 5,249 children in FY17 – an increase of 58 children from FY16. Through implementation of the Head Start School-Wide Model (HSSWM), DCPS combines local dollars with federal Head Start dollars to offer early learning opportunities and comprehensive services consistent with the Head Start program model to all pre-K aged children enrolled in Title I schools. DCPS Head Start programs implement one of two high-quality, research-based curricula, *Tools of the Mind* or *The Creative Curriculum*, in classrooms serving three-and four-year olds. Head Start teachers assess children three times annually using a gold-standard, developmentally appropriate assessment, *Teaching Strategies GOLD*.

In the CBO sector, the United Planning Organization (UPO) is the largest provider of both Early Head Start and Head Start services. UPO provides direct services to families with young children and partners with DCPS, AppleTree Public Charter School and other CBOs to provide Early Head Start and Head Start slots. In FY17, UPO was able to support service delivery to 671 children through home-based and center-based Early Head Start and Head Start programming. This includes an additional 16 Early Head Start slots for this fiscal year at the child care facility housed at Theodore Roosevelt Senior High School.

DC has been able to expand and align efforts of both Early Head Start and Head Start programs to better meet the needs of children from infancy through preschool age. Through this continuum of support, DC is focused on providing more young children access to high-quality early learning opportunities needed to succeed in school and beyond.

Q27: Please provide a copy of the 2017 State of Pre-K Report.

RESPONSE:

OSSE will submit the 2017 State of Pre-K Report to the Council by February 15, 2018.

Q28: Describe what OSSE has done in FY17 and FY18 to date 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). In your responses, please explain the following:

- (a) What OSSE is doing or planning to do to address the gaps in evaluation completion and participation for children in Wards 5, 7, and 8 and for children on Medicaid.**
- (b) If OSSE has experienced a decline in referrals or in number of children sent to providers for evaluation, please quantify, provide analysis of reasons, and describe what OSSE is doing to reverse that trends.**

RESPONSE:

As the lead agency for the Individuals with Disabilities Education Act (IDEA), Part C, OSSE sets high expectations, provides resources and support, and exercises accountability to ensure a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides high quality early intervention services to infants and toddlers with developmental delays and disabilities and their families. As the single point of entry for infants and toddlers with suspected developmental delays and disabilities from birth to the third birthday, OSSE's Strong Start DC Early Intervention Program (DC EIP) identifies and evaluates infants and toddlers with suspected developmental delays and provides high quality, age appropriate early intervention services for eligible children and their families.

OSSE Strong Start is committed to ensuring that all children who need early intervention services are able to access them. Strong Start's Child Find partners conduct weekly outreach, provide targeted communications, and have well-developed partnerships that ensure all families are aware of DC EIP services and supports. In FY17 and FY18 to date, Strong Start has built awareness, enhanced its feedback loops with referring partners, offered monthly screenings, and restructured playgroups to include developmental screenings.

In order to continue to build awareness, Strong Start has developed new materials targeted towards families, pediatricians, and other child and family serving agencies. Additionally, Strong Start has partnered with Child and Family Services Administration (CFSA), DC public library, Department of Health Care Finance (DHCF), Department of Health's Help Me Grow initiative and DC Child Care Connections to dissemination information about child development and developmental screenings.

Strong Start is also working with the Quality Improvement Network to establish monthly screening events for ongoing developmental screenings and referral data. Trainings on how to conduct developmental screenings are offered monthly to child development staff through OSSE's professional development system.

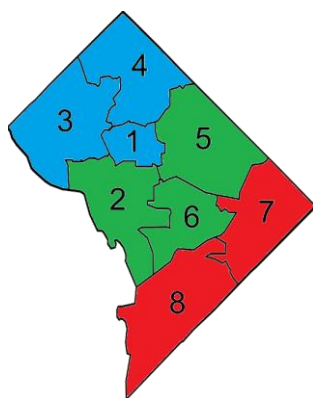
Strong Start's developmental playgroups are also a valuable and effective strategy because they provide infants and toddlers and their parents a chance to interact with other

children of the same age; explore and play in a safe and exciting environment that might not be available to them at home; practice the skills they'll need once they start preschool; and work on areas of special need, if necessary. Strong Start restructured playgroups to include developmental screenings. Child Find Specialists provide developmental screenings, capacity-building coaching strategies, and Strong Start referral information on a monthly basis at the playgroups across the city.

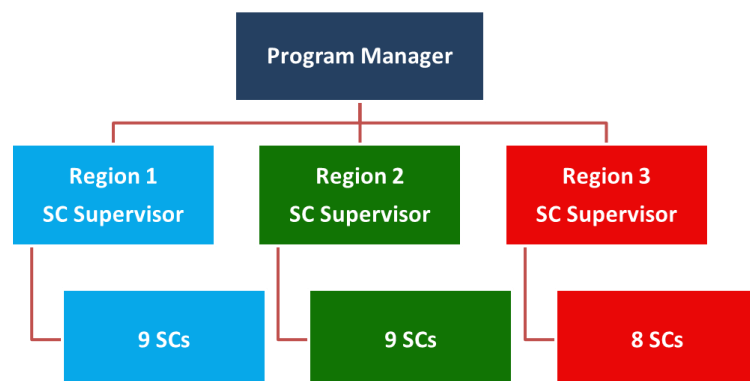
(a) **What OSSE is doing or planning to do to address the gaps in evaluation completion and participation for children in Wards 5, 7, and 8 and for children on Medicaid.**

To address the gaps in evaluation completion and participation, Strong Start transitioned the dedicated service coordinator contractors to full time Strong Start employees to allow us to provide families with one service coordinator from the time they enter the program until they exit. Prior to this change families would engage with an OSSE initial service coordinator from the time of referral until the development of their child's Individual Family Service Plan (IFSP) and then transition to a dedicated service coordinator who was responsible for ensuring all services in the IFSP were initiated within 30 days and assisted the family with all service coordination including timely transition steps and services until they exit the program. OSSE recognized that having a single service coordinator during their entire period of early intervention would enhance communication, consistency, and continuity of services for families and children.

Additionally, DC EIP created three regions across the District and assigned a service coordination supervisor and a team of service coordinators (SC) to each region. This regional approach will allow the service coordinators to focus on one region of the city and become very familiar with the community, community resources, and increase community engagement and partnerships with key organizations and agencies. Service coordinators in all eight wards will be able to provide more targeted and consistent support to families from the time they are referred to Strong Start until the exit the program.



*Service Coordinator (SC)



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Finally, OSSE engaged the Department of General Services (DGS) in FY17 to secure a DC EIP location in ward 7 or 8. According to DGS, this is a process that will take nine to twelve months. OSSE expects that having a presence in Wards 7 and 8 and connecting with other community resources will greatly enhance the ability to engage families in services and improve the evaluation completion and participation rates.

- (b) **If OSSE has experienced a decline in referrals or in number of children sent to providers for evaluation, please quantify, provide analysis of reasons, and describe what OSSE is doing to reverse that trends.**

OSSE has not experienced a decline in referrals or in the number of children sent to providers for evaluation.

Q29: Please provide the following details about the Strong Start DC Early Intervention Program (DC EIP) during FY17 and FY18 to date:

- (a) Number and percent of referrals, by source (e.g. parent, primary care physician, other medical provider, teacher, child development center, Medicaid MCO, home provider);
- (b) Number of repeat referrals of the same child by referral source(s) and ward;
- (c) Number of children found eligible as a result of the referral;
- (d) Number of children found ineligible but with at least 25% delay in one domain of development;
- (e) Number and percent of children evaluated from overall pool of children referred in total and by ward;
- (f) Number of evaluations by source of payment (Medicaid, MCO, or EIP), discipline of the evaluator(s) involved, and provider/contractor;
- (g) Number and percent of children who were not fully evaluated, the reason they were not evaluated, and by ward;
- (h) Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral;
- (i) Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan;
- (j) The number of children who received particular types of services (e.g. occupational therapy, physical therapy, specialized instruction, assistive technology, psychological services, vision, transportation, respite, and family counseling/training/home visitation); and
- (k) Number of children receiving services, by funding source (e.g. Medicaid MCO, Medicaid fee for service, no insurance)

RESPONSE:

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

The total number of referrals below includes potential referrals for one child from more than one referral source.

Referral Source	FY17		FY18 to date	
	Number	Percent	Number	Percent
CFSA	73	3.3%	11	2.1%
Child Development Centers	161	7.3%	56	10.8%
Clinics	915	41.2%	180	34.6%
Community Based Organizations	56	2.5%	24	4.6%
Hospitals	319	14.4%	88	16.9%
Medicaid Manage Care Organizations (MCO)	24	1.1%	2	0.4%
Other	95	4.3%	26	5.0%

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Other Government Agencies	12	0.5%	5	1.0%
Parent/Family	451	20.3%	107	20.6%
Physician's Offices	113	5.1%	21	4.0%
Totals	2219	100%	520	100%

(b) Number of repeat referrals of the same child by referral source(s) and ward;

For FY17, 399 of the 1,914 unduplicated referrals received were referred more than once by multiple sources. Below is the breakdown by ward.

Ward	Total # of repeat referrals
1	36
2	11
3	17
4	53
5	60
6	46
7	63
8	106
Out of District	7
Grand Total	399

One hundred forty-six (146) of the 399 referrals were referred more than once by a single referral source. Below is the breakdown by referral source.

Referral Source	Total
CFSA	8
Child Development Centers	12
Clinics	43
Community Based Organizations	6
Hospitals	9
MCO	4
Other	3
Other Government Agencies	1
Parent/Family	54
Physician's Offices	6
Grand Total	146

For FY18, 25 of the 501 unduplicated referrals received were referred more than once. Below is the breakdown by ward.

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Ward	Total # of repeat referrals
1	2
2	1
3	1
4	6
5	2
6	3
7	3
8	6
Out of District	1
Grand Total	25

Seven (7) of the 25 referrals were referred more than once by a single referral source. Below is the breakdown by referral source and ward.

Referral Source	Total
Clinic	1
Parent/Family	5
Community Based Organizations	1
Grand Total	7

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

Year	Number of Children
FY 2017	958
FY18 to date	141

(d) Number of children found ineligible but with at least 25% delay in one domain of development;

On July 1, 2017, Strong Start implemented a procedure to identify children who were not eligible under the current criteria but would be under a 25 percent delay in one domain. Based on the data received between July 1 and Dec. 31, out of the 61 children who were not eligible, 20 had a 25 percent delay in one domain. Strong Start is continuing to monitor this trend.

(e) Number and percent of children evaluated from overall pool of children referred in total and by ward;

The total number of referrals is the unduplicated count of children that were referred to Strong Start. The number of children referred is greater than the number evaluated for various reasons, including but not limited to, attempts to contact family unsuccessful, child unavailable and family deciding not to proceed with evaluation upon referral.

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	FY17			FY18 to Date		
	Number Referred	Number Evaluated	% Evaluated	Number Referred	Number Evaluated	% Evaluated
Overall	1914	1162	61%	501	155	31

**For FY18 to Date: 198 children referred are still within their 45-day timeline.*

Ward	FY17			FY18 to Date*		
	Number Referred	Number Evaluated	% Evaluated	Number Referred	Number Evaluated	% Evaluated
1	179	121	68%	55	16	29%
2	64	52	81%	13	5	38%
3	86	68	79%	17	4	24%
4	294	187	64%	83	27	33%
5	276	160	58%	89	34	38%
6	257	168	65%	49	14	29%
7	280	150	54%	83	24	29%
8	421	229	54%	102	27	26%
Out of Dist.	57	27	47%	10	4	40%

**FY18 to Date: 198 children referred are still within their 45-day evaluation timeline.*

(f) Number of evaluations by source of payment (Medicaid, MCO, or EIP), discipline of the evaluator(s) involved, and provider/contractor;

Strong Start Child and Family Data System (SSCFDS) was implemented on Oct. 1, 2016. DC EIP and MCO are the only source of payment options in the evaluation section of the database.

Source of payment \ Evaluation Agency	FY17	FY18
DCEIP	513	128
Agency not entered in SSCFDS	34	2
Behavioral & Educational Solutions	1	0
Chattering Children	1	1
Coastal Healthcare	109	47
Connections Therapy Center	28	19
Easter Seals	1	0
Epic Developmental Services	3	0
Kids In Motion	1	1
Little Feet and Hands	316	44
Milestone Therapeutic Services	15	14
National Therapy Center	4	0
MCO	467	132
Agency not entered in SSCFDS	56	1

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Chattering Children	0	1
Coastal Healthcare	91	30
Connections Therapy Center	9	3
Easter Seals	3	0
Epic Developmental Services	2	0
Kids In Motion	292	82
Little Feet and Hands	13	15
Milestone Therapeutic Services	1	0
Grand Total	980	260

(g) Number and percent of children who were not fully evaluated, the reason they were not evaluated, and by ward;

For FY17 see chart below:

Reason not evaluated	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Out of Dist.	Total
Attempts To Contact Unsuccessful	33	7	9	55	68	46	74	125	16	433
Child Unavailable - Hospitalized					1					1
Child Unavailable - Not in State	2		3	2	2		1		4	14
Developmentally Appropriate										0
Guardian Withdrawal	16	3	1	23	24	22	37	51	6	183
Inappropriate Referral	1				1	2	1	2	2	9
Moved Out of State					1	1		1	1	4
Other					3	3	2	1		9
Still open	6	2	5	27	16	15	15	12	1	99
Number of children not evaluated	58	12	18	107	116	89	130	192	30	752
% not evaluated	32%	19%	21%	36%	42%	35%	46%	46%	53%	39%

Attempts to contact unsuccessful - Service coordinators are required to make three attempts to establish contact with a family via phone at different days and times. After the third attempt, service coordinator mails a letter to the family indicating that Strong Start needs to hear from them within seven calendar days before closing the case.

Still open – A case is marked as “still open” when a service coordinator has established contact with a family and they are still in the process of evaluating and/or conducting an IFSP. It can include cases that are still within the 45 day timeline or cases past the timeline due to family delay, evaluation delay or program delay.

See chart below for FY18 to date. One hundred ninety-eight (198) children referred are still within their 45-day evaluation timeline.

Reason not evaluated	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Out of Dist.	Total
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Attempts To Contact Unsuccessful	8	1		11	8	4	14	16	4	66
Child Unavailable - Hospitalized							1			1
Child Unavailable - Not in State								1		1
Guardian Withdrawal	3			3	10	1	8	6	1	32
Inappropriate Referral								3		3
Other						1				1
Still open	28	7	13	42	37	29	36	49	1	242
Number of children not evaluated	39	8	13	56	55	35	59	75	6	346
% not evaluated	71%	62%	76%	67%	62%	71%	71%	74%	60%	69%

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

OSSE reports annually to the U.S. Department of Education on the number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral in its Annual Performance Report (APR). This is Indicator 7 in the APR which is submitted in February of each year and published on the OSSE website upon finalization in April. The data are as follows:

Year	Number of Children	Percent of Children
Federal Fiscal Year (FFY) 2015 (July 2015-June 2016)	819	96.70%

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

Indicator 1 in the APR also includes data on the number and percent of children receiving services within 30 days of a child's Individualized Family Service Plan in Indicator 1 of its Annual Performance Report.

Year	Number of Children	Percent of Children
FFY 2015 (July 2015 – June 2016)	839	78.43%

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

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

Service	Number of children receiving service	Number of children receiving service (FY18)
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	(FY17)	to date)
Speech/Language Pathology (SLP)	1158	759
Physical Therapy (PT)	562	346
Occupational Therapy (OT)	347	208
Developmental Therapy (DT)	410	187
DT – Applied Behavior Analysis (ABA)	98	52
Vision Services	23	14
Hearing Services	29	14
Parent training	13	2

**A child may receive more than one service.*

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

Payor Source/Insurance	Number of Children (FY17)	Percentages (FY17)	Number of Children (FY18 to date)
DC EIP	729	44.7%	442
Medicaid MCO	819	50.2%	530
Fee For Service Medicaid	83	5.1%	44
Total	1631	100%	1016

Please note, the data provided in OSSE's responses to the question above may not always be consistent with data points provided by OSSE in federal or other reporting requirements due to specific business rules for particular requirements.

Q30: In FY16, OSSE planned to initiate quality assurance efforts with regard to early intervention providers, including setting standards for evaluation and report standards, evaluating the efficacy of service delivery through parent surveys and interviews, and building consequences for non-compliance with timelines and deliverables into their contracts. Please provide an update on this work in FY17 and FY18 to date.

RESPONSE:

Throughout FY17, OSSE reported to the Council on four challenges that needed to be addressed prior to expanding eligibility to infants and toddlers with a 25 percent delay in one developmental area by July 1, 2018:

1. Ensure a sufficient number of qualified early intervention providers;
2. Address the need for efficient and streamlined service coordination;
3. Prepare child development facilities for a significant increase in the number of children with Individualized Family Service Plans (IFSPs); and
4. Align and leverage all available funding to address increased program costs.

In the process of addressing the four challenges, DC Early Intervention Program (DC EIP) took the opportunity to review our business processes, operating procedures and infrastructure that is in place to meet the requirements of IDEA Part C. A number of changes have been put in place to ensure DC EIP continues to meet the requirements and supports successful implementation of evidenced-based practices.

DC EIP hired a clinical manager in Sept. 2017. The manager provides overall clinical supervision of the program. The manager serves as a clinical resource and a mentor to Strong Start direct service and evaluation contractors, maintains professional practice standards, and provides skill development on implementing the Natural Learning Environment Practices (NLEP). The clinical manager has developed a training plan for providers, service coordinators and Strong Start staff to implement the principles of the NLEP approach including primary service provider, coaching, family routines and interest-based interventions.

In Dec. 2017, DC EIP transitioned the service coordination function into Strong Start. Having families served by one service coordinator during their entire period in early intervention will enhance communication, tracking of information, and provide more effective continuity of services for families in DC EIP. Additionally, having a presence in the community and connecting with other community resources will greatly enhance our ability to engage families in services which will increase our completion rate for eligibility. This change will ensure more consistent and supportive service coordination for families and to ensure DC EIP is able to meet its federally mandated timelines for Part C.

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DC EIP is recruiting a new position for a quality assurance manager whose primary role is to ensure compliance with Federal and State requirements and make certain that quality services are provided to infants and toddlers and their families. The overall focus of this position is quality improvement aligned with the agency's strategic plan. This will be met by directly addressing and monitoring organizational performance, identifying outcome measures, recording data on services provided, and examining local and national examples of best practices in the delivery of early intervention services.

OSSE has initiated a review of all DC EIP contracts to determine the changes that will need to be made to support successful implementation of NLEP and ensure continued compliance with timelines and deliverables. OSSE will issue a request for proposal (RFP) for service delivery that reflects the NLEP framework in FY18.

Q31: Please provide an update on OSSE's new Strong Start/EIP case management data system.

RESPONSE:

The new IDEA Part C case management system, Strong Start Child and Family Data System (SSCFDS), was deployed on Oct. 1, 2016. This included migrating data from the previous system into a more robust relational database with enhanced functionality. Enhancements include improved data field checks and restrictions, a transparent user and provider directory, and improved linkages to other data systems. Linked data systems include the child development facility licensing system and the DC master address repository. All active Strong Start providers have access to the system and fixes continue to be made to the system in response to user feedback and to improve its overall functionality. During FY17, OSSE worked to further build out SSCFDS's functionality related to Medicaid claiming, data reporting and service monitoring.

Q32: Regarding children who exited Part C services in FY17:

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

RESPONSE: Q32 Attachment 1 - Numerical and Programmatic Requirements Report.pdf
Q32 Attachment 2 –Supplemental Report for Plaintiff’s Subclass 4.pdf

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

Federal Fiscal Year 2015 (FFY15) data from the IDEA Annual Performance Reports

Outcomes	Number of children	Percentage	Target	Status
Outcome A – Positive social-emotional skills (including social relationships)	331	71.18%	64%	Met Target
Outcome B – Acquisition and use of knowledge and skills (including early language/communication)	259	55.70%	45%	Met target
Outcome C – Use of appropriate behaviors to meet their needs	356	76.56%	69%	Met Target

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

In FFY15, 396 children exited Part C and were referred for evaluation for Part B services. Part B special education evaluations do not occur for all children served in early intervention. Parents must give permission for a special education evaluation to occur in order for the evaluation to be conducted by the

LEA. Of the 396 children who exited Part C, parents of 51 children opted out of a referral to Part B, caused delays in having their child evaluated for Part B services before their third birthday, or the child was not found eligible for part C at least 90 days before their third birthday. An additional 85 students were found ineligible for Part B services.

There were 64 children served in early intervention who were evaluated, determined eligible for special education services, and elected to transition to Part B services. Of the 63 of the 64 children (98.4%) were evaluated, determined eligible, and had an IEP developed and finalized by age 3.

(c) Number and percent of children eligible for Part B who have a placement (also called a specific location for services) to implement their IEP by age 3;

Pursuant to *D.L. et al., v the District of Columbia*, 194 F. Supp. 3d 30 (D.D.C. February 15, 2017), OSSE filed the court mandated Numerical and Programmatic Requirements Report on August 31, followed by a supplemental report for Plaintiff's Subclass 4 filed on October 31, 2017. Responsive data and analysis regarding the percent of children eligible for Part B who have a placement and a specific location for services to implement their IEP by age 3, which is a component of a "smooth and effective transition" from Part C to Part B, as defined² by the Court's February 15, 2017 Order, is provided in the attached reports.

(d) Number and percent of children eligible for Part B who have all their IEP special education and related services commence by age 3;

Pursuant to *D.L. et al., v the District of Columbia*, 194 F. Supp. 3d 30 (D.D.C. February 15, 2017), OSSE filed the court mandated Numerical and Programmatic Requirements Report on August 31, followed by a supplemental report for Plaintiff's Subclass 4 filed on October 31, 2017. Responsive data and analysis regarding the percent of children eligible for Part B who have all their IEP special education and related services commence by age 3, which is component of a

² According to the Court's February 15, 2017 Order, a transition is considered "smooth and effective" if (1) the transition begins no less than 90 days prior to the child's third birthday; (2) the child is provided with an IEP listing the services that are to be provided and both the type of placement and a specific location for services by the child's third birthday; (3) there is no disruption in services between IDEA Part C and IDEA Part B services (that is, all special education and related services in the child's IEP must commence by the child's third birthday); and (4) IDEA Part B personnel are involved in the transition process. For the purpose of reporting to the Court, the District may report that there was no disruption in services as long as: all of the child's special education services begin on the child's third birthday or, if that is a weekend or holiday, on the first school day after the child's third birthday (which, in the case of a child whose birthday falls during the summer and qualifies for extended school year (ESY) services, will be ESY services), and all related services should begin within 14 days of the child's third birthday (unless that period is within the summer and the child does not qualify for ESY services, in which case within 14 days of the first day of school after the summer). It worth noting that this definition is distinct from the definition applied for federal reporting purposes.

“smooth and effective transition” from Part C to Part B, as defined³ by the Court’s February 15, 2017 Order, is provided in the attached reports.

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

Pursuant to *D.L. et al., v the District of Columbia*, 194 F. Supp. 3d 30 (D.D.C. February 15, 2017), OSSE filed the court mandated Numerical and Programmatic Requirements Report on August 31, followed by a supplemental report for Plaintiff’s Subclass 4 filed on October 31, 2017. Responsive data and analysis regarding the percent of children eligible for Part B who have a placement and a specific location for services to implement their IEP by age 3, which is a component of a “smooth and effective transition” from Part C to Part B, as defined⁴ by the Court’s February 15, 2017 Order, is provided in the attached reports.

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

In FY17, 496 meeting invitations were sent and 478 meetings attended for a 96.4% attendance rate.

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

Reason for Exit	FFY15 Total
Program Completion	
No Longer Eligible for Part C Prior to Reaching Age Three	181
Exit at Age Three	
Part B Eligible, Exiting Part C	67
Part B Eligible, Continuing in Part C	145
Not eligible for Part B, Exit with Referrals to other Programs	24
Not Eligible for Part B, Exit with No Referrals	43
Part B Eligibility Not Determined	10
Not Receiving Services	
Deceased	4
Moved Out of State	88
Withdrawal by Parent or Guardian	99
Attempts to Contact Unsuccessful	74
Total Number of Infants and Toddlers Exiting	735

Of the children who exited Part C and were eligible for Part B services, parents of 170 students elected the extended IFSP option and 71 had an IEP developed and

³ *Ibid.*

⁴ *Id.*

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finalized; 7 students were served by charter LEAs and 64 were served by DCPS in FFY2015.

Preschool and pre-k program attendance are not mandatory in DC. Therefore, if a parent exits early intervention services and does not move forward with school enrollment before age 5, OSSE will not have data related to that child's services in the interim unless parents provide it.

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

In FFY2015, 241 out of 487 students (49.5%) who had been found eligible for Part C were ultimately found to be part B eligible, and had the option to be served through an IEP or extended IFSP.

Please note the data provided in OSSE's responses to the question above may not always be consistent with data points provided by OSSE in federal or other reporting requirements due to specific business rules for particular requirements.

Q33: Provide an update on the work of the Early Childhood Development Coordinating Council in FY17 and to date in FY18. At a minimum, please include the following:

- (a) A list of all members of the Council, including the organization they represent and the length of time they have served on the Council;**
- (b) A list of the date and time of all meetings in FY17 and to date in FY18;**
- (c) A narrative description of any action items taken or recommendations made by the Council in FY17 and to date in FY18.**

RESPONSE:

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

Q33 Attachment – SECDCC Mayor’s Order.pdf

- (b) A list of the date and time of all meetings in FY17**

SECDCC Meetings	Date/Time
Full SECDCC Meeting	Sept. 30, 2016 11 a.m. - 1 p.m.
Full SECDCC Meeting	Dec. 5, 2016 9 - 10:30 a.m.
Full SECDCC Meeting	Feb. 27, 2017 9:30 - 11 a.m.
Full SECDCC Meeting	April 24, 2017 2 - 3:30 p.m.
Full SECDCC Meeting	June 23, 2017 9:30 - 11 a.m.
Full SECDCC Meeting	Sept. 25, 2017 9:30 - 11 a.m.
Full SECDCC Meeting	Nov. 30, 2017 9:30 - 11 a.m.
Full SECDCC Meeting	Jan. 24, 2018 2:30 – 4 p.m.

- (c) A narrative description of any action items taken or recommendations made by the Council in FY17.**

The SECDCC ensures statewide coordination and collaboration of early childhood development activities through information sharing, advocacy and committee work. In FY17 and FY18 to date, the SECDCC:

- Provided guidance and input on how the SECDCC can harness the Early Development Instrument (EDI) to create stronger systems for children and families across the city and shared insight on EDI’s website and toolkit through the [Our Children, Our Community, Our Change](#) campaign.

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- Increased awareness and understanding of the Early Childhood Innovation Network's (ECIN) emerging programs and innovations.
- Engaged the Council in the work of the SECDCC committees.
- Provided guidance and input on the Washington, DC's Early Childhood Approach to Child Health, Development, and Well-Being.
- Shared insights and guidance on the DC's State Plan for Every Student Succeeds Act.
- Provided feedback on Capital Quality, DC's enhanced Quality Rating and Improvement System (QRIS).
- Shared input on [My Child Care DC](#), a place for parents to access meaningful information about child care in DC at their fingertips.

All SECDCC meeting presentations are available on OSSE's website at <https://osse.dc.gov/service/state-early-childhood-development-coordinating-council-secdcc>.

Elementary, Secondary, & Specialized Education

Q34: Describe OSSE's efforts to monitor and provide support to LEAs with regard to the student achievement for English Language Learners in FY17 and FY18 to date.

RESPONSE:

In spring 2017, OSSE conducted on-site monitoring of LEAs receiving federal Title III, Part A grants. The monitoring reviews included a program and fiscal review of LEAs receiving federal funding for English Learners. These reviews highlighted strengths and gaps in services, and assisted in the development of targeted, meaningful technical assistance following the reviews, based on LEA needs. Monitoring was conducted through OSSE's risk-based monitoring framework to help reduce burden on LEAs and to focus OSSE's onsite monitoring efforts on the highest-risk grantees across all federal grants. Under the Coordinated Risk-Based Monitoring framework, OSSE evaluated LEAs' compliance with fiscal and programmatic requirements under Title III and LEAs were given a designation of low-risk, medium-risk, or high-risk based, and high-risk grantees received an onsite monitoring review. Participating LEAs receiving Title III funds reviewed during the FY17 monitoring cycle were DCPS, Meridian PCS, and Center City PCS. Each LEA participated in a thorough on-site monitoring review of indicators and aligned required activities that support English learners. After each visit, participating LEAs received a thorough report with ratings on their progress and compliance in each area. Each LEA was offered and/or provided tools, resources, or technical assistance based on areas of concern, if applicable. During the FY18 risk-based monitoring cycle, six Title III grantees will included in on-site monitoring, with one having already been completed in December (Hope Community PCS).

Supporting Teachers and Leaders of English Learners: Professional Development and Training

During FY17, OSSE continued to strengthen support for LEAs to improve learning conditions and increase student achievement for English learners in schools across the District. OSSE developed and executed a book-study focused on increasing mathematics achievement in ELs for teachers and instructional leaders. The eight-week book-study covered the book *English Learners in the Mathematics Classroom* by Debra Coggins. The resource linked Common Core State Standards with strategies, guidelines, and eye-opening real-life classroom scenarios that serve to foster language development while also guiding ELs toward a high level of mathematics learning. The book-study was well received by participants, and was repeated in the spring.

OSSE also provided the following trainings in FY17:

- "Transition Planning for English Learners" – to develop school leaders' abilities to assist ELs, dually-identified learners, and their families in carefully planning for college and career. The in-person training was repeated three times with a fifth and final session conducted via webinar, the recording of which is archived on OSSE's website for educators to access at their leisure.

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- “Adding English Learner Families to the Mathematics Equation” - geared towards pre-K-3 and -4 teachers in an effort to help them understand how to lay the groundwork for leveling the disparities in EL vs. non-EL achievement in math.
- “Purposeful Lesson Planning for English Language Learners” – two-day workshop facilitated by WIDA in order to share with teachers how the WIDA standards framework can be used to construct standards and plan lessons for ELs based on the standards.
- EL focused trainings at OSSE’s LEA Institute: facilitated by local educators and content experts, included ‘Push-in Services: Does Providing ESOL Services in the Classroom Work?’, ‘Supporting English Language Learners and Students with Disabilities with Writing in a Mathematics Classroom’, ‘Supporting English Learners: The Classroom & Beyond!’, ‘Intersections of Discipline, Disabilities & English Language Learners’, ‘The Newcomer Toolkit’, ‘Being Responsive to the Language and Learning Needs of English Learners’, and ‘Facilitating English Learners’ Mathematics and Language Learning’.
- “Leading English Learners: Successful Leadership for ELs”: web-based professional development with the aim of getting school leaders and EL coordinators start-of-school ready and developed out of a belief that leadership teams that respond to the needs of English Learners can yield successful outcomes for this population by creating a school environment that reflects a commitment to relationship building, a welcoming climate, clear communication, and meaningful instruction. The webinar covered the elements of a culturally responsive school leadership team.
- “English Learner Professional Learning Community: Moving Forward”: a joint presentation by OSSE and the DC Public Charter School Board (DCPCSB) during which both agencies shared highlights from the last year’s DCPCSB Professional Learning Community (PLC) launch, a vision for the future, and an invitation for participants to join Year 2 of the PLC.
- “EL Specialist Hiring, Credentialing, and Performance Evaluation: Best Practices for LEA Administrators”: participants received suggestions around hiring EL teachers in accordance with the needs of their LEA, the general requirements for ESOL credentials, and one possible system that some LEAs may use for evaluating EL teacher performance.
- “Placement for English Learners and Foreign Transcript Evaluation: DCPS Sharing Best Practices: was led by DCPS in an effort to share recommendations with other LEAs on administrative actions used to appropriately place English learners in the secondary setting. Participants learned about current procedures at DCPS to evaluate foreign transcripts for students who are seeking credit for secondary coursework completed outside the United States, DCPS grade placement recommendations, and MAFSA guidelines for foreign transcript evaluation and EL placement.
- “Language Access in Schools”: a joint presentation by OSSE and the DC Office of Human Rights that informed LEAs of best practices, systems, and

resources for creating inclusive schools and for ensuring full access for students and parents with limited English proficiency.

- “English Language Proficiency Screeners”: an interagency endeavor to outline for LEAs the procedures and processes around screeners used to identify a student’s eligibility for a Language Instruction Educational Program.

In-person and webinar professional development rounded out OSSE’s training around ELs for FY2017. OSSE launched a new series, the ‘English Learner Point of Contact Monthly Webinar’, dedicated to covering a wide array of topics pertaining to English learners, English language acquisition, English learner program administrative and instructional activities, and community-building among LEA English learner Points of Contact. In August, the webinar featured must-know information around programming and assessment events that occur at the beginning of the school. September’s webinar focused on strategies to avoid career burnout and an introduction to the resources on the WIDA website. OSSE brought WIDA back to lead their full day training, ‘Introduction to the English Language Development Framework’, to restart the discussion of how best to use the WIDA standards and framework to drive instruction and assessment.

OSSE’s professional development calendar for FY18 has been robust thus far. The monthly webinar series continued with ‘ELs and the Law’, which looked at the landmark civil rights cases that informed current federal programming regulations, ‘WIDA’s Alternate Model Performance Indicators’, a presentation that introduced participants to WIDA’s provisions for assessment and instruction for ELs with significant cognitive disabilities, and ‘An Overview of the National Academies’ Promising Futures Report’, an exploration of chapter 10 of the report, which provided a summary of practices for ELs with disabilities. OSSE also established a three-part series of half-day trainings around English Language Acquisition that walks educators through the process of language acquisition (English Language Acquisition 101: The Science of Second Language Acquisition), to turning the WIDA English Language Proficiency Standards into language-based objectives for lesson planning (English Language 102: Language Levels, Language Objectives, and Lesson Planning), and culminating in a training on developing lessons to develop language through the use of metacognition and the Cognitive Academic Language Learning Approach (English Language Acquisition 103: Strategies for Comprehensible Input).

Finally, in FY17, OSSE also revised and re-released the English Learner Guidebook (EL Guidebook), a comprehensive resource for LEAs that communicates new policies and procedures related to identifying, exiting, and supporting English learners under ESSA. The resource guide includes critical, localized information in clear steps – from identification procedures to reclassification and monitoring. The guidebook also includes instructional best practices and guidance to assist LEAs in the execution of thorough and meaningful program evaluation, in addition to communicating policies and providing resources for engaging limited English proficient parents and families, and information on supporting dual-identified learners. The EL Guidebook included critical information for required start of school activities, and as a result was highly needed and anticipated.

Q35: In FY17, OSSE awarded \$1.6 million early literacy grant to organizations that provide literacy intervention in DCPS and public charter schools targeting third grade reading success. Please provide outcomes observed by these organizations as a result of this investment.

RESPONSE:

In FY17, OSSE awarded the early literacy grant to two (2) organizations, namely The Literacy Lab and Reading Partners. Each organization worked with DC Public Schools and/or charter schools to implement interventions to increase reading outcomes for third graders across the District. These organizations were also the recipients of the awards in FY16.

The Literacy Lab

Amount awarded: \$1,155,162.80

Overview

The Literacy Lab was able to expand its programs to place 26 full time early literacy tutors at 13 sites and delivered summer literacy tutoring at 7 DCPS and charter summer school sites. This grant allowed The Literacy Lab to provide daily, evidence-based literacy intervention to 479 more children attending DCPS schools as well as three (3) new charter partners during the year and to an additional 332 children for five (5) weeks during the summer.

Outcomes

Literacy Lab has shared the following outcome data with OSSE: In total, 16 full time tutors served 291 children in grades K-3, surpassing the goal of 288. An average of 60% of participating K-3 children made enough growth to surpass the target growth rate, which is correlated with 3rd grade reading proficiency and acceptance into a 4 year college. Several sites had averages well above this: Miner ES had 85% of participants above target growth rate, Takoma had 83%, and Garrison had 79%. Students made growth in all grade levels, in many cases doubling their scores on benchmark assessments between those given in the winter and spring.

In addition, Literacy Lab has noted that their program attracts people to education who might have not otherwise considered a career in the field and then provides intensive training and coaching in evidence-based literacy instruction. The program also provides several layers of support. In the 2015-2016 cohort of Literacy Lab tutors, 85% are continuing in education. The majority of them are participating in alternative teaching programs such as Teach for America or the Capital Teaching Residency. Furthermore, 50% of tutors funded by the initiative are continuing at their placement schools either for a second year as a tutor with The Literacy Lab or as teaching residents.

Reading Partners

Amount awarded: \$444,837.20

Overview

Reading Partners' goal is to help close the achievement gap among low-income youth at a system-wide level by producing measurable improvement in students' reading skills.

During the 2016-17 school year, Reading Partners had three (3) overarching goals:

- 1) Produce measureable improvement in students' reading skills and proficiency;
- 2) Increase student academic behaviors in the classroom; and
- 3) Provide a high-quality literacy intervention program to local LEAs that supports LEA and school goals for literacy improvement.

With 606 weekly volunteer tutors served 1,035 struggling readers at 20 Title I elementary schools across four (4) local LEAs, exceeding the enrollment goal of 975. These students received 90 minutes of one-on-one literacy tutoring each week. The average student received 38 sessions throughout the 2016-17 school year and maintained an average attendance rate of 94%.

Outcomes

Reading Partners has shared the following outcome data with OSSE:

- 95% of K-2nd grade target students mastered grade-appropriate foundational literacy skills, putting them on track to read at or about grade level by third grade.
- 77% of 3rd grade target students demonstrated growth compared to a national group of peers in the same grade.
- 39% of 3rd grade target students who entered Reading Partners with reading achievement gaps of five months or less were reading at grade-level by year-end.
- 37% of 3rd grade target students who entered Reading Partners with reading achievement gaps between six and 10 months were on track to read at grade level by year-end (i.e., made gains of five months or more).

Q36: Please provide the following information with regard to homeless students in DC public schools:

- (a) How much enhanced funding did OSSE provide to each LEA in FY17 and FY18 to date to support homeless students?**
- (b) How was the enhanced funding for OSSE's homeless children and youth program used in FY17?**
- (c) Description of professional development and training OSSE made available to school liaisons in FY17 and FY18 to date?**

RESPONSE:

(a)-(b) Enhanced Funding, Separate from UPSFF Formula Funding, to Support Homeless Students: Sources, Grantees, and Uses of Funds

- Federal Funding- McKinney-Vento (MKV) Education of Homeless Children and Youth Assistance Grant:

OSSE distributed \$245,456.31 to LEAs in FY 2017 and 2018 as documented below:

LEA	FY17	FY18
Achievement Preparatory Academy PCS*	\$15,289.28*	\$15,412.01*
Center City PCS	\$24,550.00	N/A
Cesar Chavez PCS	\$20,497.00*	N/A
Democracy Preparatory PCS	\$13,950.00	N/A
Friendship PCS	\$55,200.00*	\$53,197.12*
Maya Angelou PCS	\$11,750.00	\$13,298.91*
TOTALS	\$163,548.27	\$81,908.04

* Allocations with an asterisk include carryover from previous year.

OSSE sub-granted these federal funds through a competitive process to LEAs that serve homeless students. Sub-grants must be used to supplement LEA strategies for homeless children and youth that are intended to ensure immediate enrollment, educational stability, and equal access to the same free appropriate public education (FAPE) as provided to all other students. As described above, \$163,548.27 was distributed to LEAs in FY17 for this purpose.

OSSE's Division of Systems and Supports, K-12 released a Request for Applications (RFA) on November 13, 2017 for the 2018 McKinney-Vento Homeless Education Grant Program competition for eligible LEAs in the District of Columbia. A total of at least **\$113,847** in grant funds shall be used to address the educational and related needs of homeless children and youth.

It is important to note that LEAs must ensure that homeless children and youth have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths, with or without this supplemental

funding. Authorized by Title VII-B of the McKinney-Vento Homeless Assistance Act of 1987, Section 726, as reauthorized on Dec. 10, 2015 by Title IX, Part A of the Every Student Succeeds Act (ESSA), the law's specific purposes are to facilitate the enrollment, attendance, and success in school of homeless children and youth.

Local State level Funding:

Local funding supports two (2) program specialists who work with the Homeless Education Program (HEP) coordinator to provide targeted support to District agencies serving homeless students, oversee the federal grants funding for services to homeless students, and collect valid, reliable, and comprehensive information on the problems faced by homeless children and youth, the progress of the SEA and LEAs in addressing those problems, and the success of locally implemented strategies intended to ensure that homeless children and youth enroll, attend, and succeed in school.

Accomplishments include the implementation of a student data system that provides comprehensive information on homeless students to LEA homeless liaisons responsible for coordinating services and support for homeless students in a timelier manner. In FY17 and FY18, OSSE worked to further refine systems and increase LEA access to meaningful and timely data on students experiencing homelessness. Due to the expanded number of HEP staff members, OSSE is able to provide high-level technical assistance to schools, in coordination with local liaisons, on the legal obligations of schools, rights of students, enrollment policies, transportation assistance, and the review and revision of policies that may act as enrollment barriers.

Private Funding- BB&T Corporation and OSSE Partnership: OSSE's Homeless Education Program (HEP) received a donation for a second year of \$125,000.00 from the BB&T Corporation's Homelessness Outreach Program for the purpose of removing educational barriers for students experiencing homelessness. HEP and OSSE's Postsecondary & Career Education Division used this funding, in partnership with LEAs and other community partners, to implement several key initiatives including:

- Sponsoring 15 homeless students to attend 2-week residential summer programs hosted by the University of Virginia and American University. Participants also received college care packages which provided all essential items to support them living in the dorms, attending college classroom lectures, engaging in hands-on activities, and completing group projects as part of their closing ceremony at their respective university campuses;
- Supplementing emergency/transitional housing programming (implemented by the Sasha Bruce Youthwork);
- Sponsoring 33 homeless students to participate in a Mid-Atlantic college tour developed and implemented by OSSE;
- Providing college care packages for 20 homeless students who were accepted and enrolled in secondary education for FY18. Recipients received travel luggage, a laptop, software, school supplies, a back pack, towel sets, personal hygiene products, and other items to promote their success in college;

- Providing emergency financial assistance (clothing, school supplies, etc.) for homeless, disconnected youth enrolling in schools or training programs through OSSE's DC ReEngagement Center; and
- Providing transportation assistance that allowed homeless students and parents to participate in programs and services funded or supported through this project.

(c) OSSE professional development and training for school liaisons in FY17 and FY18 to date:

In FY17, OSSE met its quarterly goals of implementing no less than two (2) technical assistance sessions to LEAs. During these trainings, OSSE presented guidance on local and federal protocols designed to assist homeless liaisons with meeting the needs of students and families experiencing homelessness at their LEA/school, funding opportunities, activities to engage students and families, and local/statewide resources. Professional development and trainings were also provided on an individual and group-wide basis to address inquiries. In FY17, OSSE offered technical assistance in collaboration with District and community agencies that serve students experiencing homelessness, on the following topics:

- Ensuring Educational Stability for Students in Foster Care, Students who are Homeless, and Students who are Neglected, Delinquent, or At-Risk
- Homeless Education Program Overview for Child Care Resource & Referral Grantees
- Homeless Education Program Overview for School Counselors
- Continuum of Care Overview and Homelessness in the District of Columbia
- McKinney-Vento Competitive Grant Program
- DC Kids Ride Free Program Overview for LEA Homeless Liaisons
- Ensuring Success for Students Experiencing Homelessness
- Actionable Data: Utilizing Homeless Student Data to Create Measurable Outcomes
- Are the Policies of Your LEA in Compliance with Federal Law?
 - Dispute Resolution Policy
 - Residency Fraud Policy
- Start of School Summit for Key LEA Points of Contact
- Preparing to Serve Special Populations
- Rights of Homeless Students and the Laws and Policies That Apply to Them
- New LEA Homeless Liaison Orientation: McKinney-Vento 101, Community Resources & QuickBase Homeless Student Referrals (7 sessions)
- Resources for Youth & Families Experiencing Housing Instability
- MKV QuickBase Application, SLED & Comprehensive Homeless Student Data Application Training for Homeless Liaisons (8 sessions)

In addition, OSSE assists in risk-based consolidated monitoring of LEAs implementing federally funded programs and provides ongoing professional development and training

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for McKinney-Vento sub-grantees regarding the application process, the reimbursement request process, closeout procedures, analysis of performance and compliance data, monitoring activities, and support with resolving findings reporting outcomes.

In November 2017, timed with National Homeless Awareness Month, OSSE launched the Homeless Student Ally program. This initiative provided additional updated training for current McKinney-Vento homeless liaisons, including how to speak confidentially with students who may be experiencing homeless and refer them to District resources. Allies can become certified by attending an OSSE training in-person or by webinar, and completing an online training with the National Council on Homeless Education. Certified Allies receive a certificate, posters, buttons, and other materials to raise awareness at their school and identify themselves as someone with whom students experiencing homelessness can confide. OSSE hopes to expand the reach of this program to additional LEAs and school staff in the 2017-18 school year.

Q37: OSSE developed a series of measurable goals against which to monitor the progress of homeless students. The first evaluation was to be completed in summer of 2016. Please provide that evaluation and a description of the goals established for FY17.

RESPONSE:

In addition to ensuring increased availability of valid and accurate homeless student data through the launch of new data systems and enhanced data sharing agreements which were established in FY15, OSSE continues to monitor progress of homeless students and develop improvement strategies aligned with the following measurable goals:

1. All preschool-aged homeless children will enroll in preschool programs.
2. All children and youths who are identified as homeless and enrolled at the time of the statewide assessments will participate in the statewide assessment (as required according to grade-level or course enrollment).
3. All homeless children and youths suspected of having qualifying disabilities under the Individuals with Disabilities Education Act (IDEA) will be evaluated in a timely manner when there is parental consent.
4. All homeless children and youths who identify a need for transportation to ensure stability in school will be provided transportation to the school of origin, the school in which they were enrolled before becoming homeless.
5. Homeless youth will graduate high school at a rate equal to the overall graduation rate of students attending public schools in the District.

In FY17, OSSE continued the work to strengthen our data infrastructure, build partnerships, and reporting capacity to allow for sustainability of this work moving forward. We conducted an analysis of available data to determine how to best measure progress against the above goals. Results of this analysis are soon to be finalized and will be used strategic planning and ensure that OSSE, LEAs, and community partners are better able to identify and provide supports to students identified as homeless in a timely manner.

Furthermore, the Every Student Succeeds Act, 20 U.S.C. § 6311(h), adds new reporting requirements for students experiencing homelessness. On the state report cards, required by ESSA, OSSE must report student achievement disaggregated by homeless status. OSSE will publish the new statewide report card in December 2018.

Q38: Describe the professional development opportunities OSSE provided/offered to teachers in behavioral health and trauma-informed care in FY17 and FY18 to date.

RESPONSE:

To address positive behavior support and effective response to behavioral crises, OSSE offered a series of in-person trainings to elementary and secondary District educators. Some of these trainings were offered in partnership with DBH and CFSA. These trainings included:

Positive Behavioral Interventions and Supports

Positive Behavior Interventions and Supports (PBIS) allow schools to take a proactive approach to support student behavior development and regulation. Schools with strong PBIS systems provide universal supports for all students, resulting in a stronger school culture.

Positive Behavioral Interventions and Supports (PBIS): The Essentials

This training is an introduction to PBIS and is available to all K-12 educators. The training covers the following objectives:

- Provide an overview of the critical elements of PBIS;
- Identify elements of effective PBIS teams;
- Identify methods to efficiently analyze data; and
- Identify rewards systems and routines to promote positive behavior.

Positive Behavioral Interventions and Supports (PBIS): Design to Implementation

This training starts by reviewing the foundations of PBIS, and then offers an in-depth look at the components of effective PBIS systems by covering the following objectives:

- Provide an overview of the critical elements of PBIS;
- Identify and organize current practices and initiatives according to tiers;
- Analyze school data and assess which critical elements of PBIS are in place; and
- Develop a team action plan with prioritized goals

Trauma Informed Care Training

Through a partnership with InSite Solutions and MedStar Georgetown University Hospital (MGUH) Division of Child & Adolescent Psychiatry, OSSE hosted eight (8) trauma informed care trainings tailored for individuals who work in schools. The training provided an overview on (1) the concept of trauma, (2) the impact of trauma on children/adolescents, (3) trauma informed care treatment models (e.g., trauma focused cognitive behavioral therapy, trauma systems therapy, cognitive behavioral Intervention for trauma in schools, and Life Improvement for Teens (LIFT) interactive intervention for adolescents exposed to trauma), and (4) concepts, such as trauma informed care and related approaches, that can be implemented in schools and in classrooms to create a trauma informed culture. Each LEA that participated in the training received an

opportunity to complete a case consultation session with the partner. The consultation sessions were designed to support sustainability in competency areas around school-focused trauma informed care.

Nonviolent Crisis Prevention

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

Objectives of the training included:

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

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

During the 2016-17 school year, OSSE hosted 13 separate nonviolent intervention trainings where over 177 District of Columbia educators and other key stakeholders were certified in applying nonviolent crisis intervention techniques.

Restorative DC Project

The objectives of the Restorative DC project include:

- Building awareness of, and expertise in, the power of restorative practices across the education sector, including OSSE, LEAs, and community organizations;
- Promoting a shift from exclusionary discipline practices to a restorative approach in DC public and charter schools;
- Identifying model schools and practices for replication throughout the District; and
- Strengthening the ability of students to positively contribute to a positive school culture.

In the 2016-2017 School Year, OSSE, SchoolTalk Inc., and DC Public Schools continued in their partnership for the third year in a row. The Restorative DC project focused on implementing whole-school, Restorative Practices in eight schools: (a) Ballou High School, (b) Kelly Miller Middle School, (c) Luke C. Moore High School, (d) Hart Middle School, (e) Columbia Heights Education Campus, (f) Neval Thomas, (g) Cesar Chavez Parkside MS, and (h) SEED Public Charter Schools. The Restorative DC initiative provides customized, on-site support in both community building and responsive circles.

This design will ensure commitment, sustainability, and impact. Please see the response to Question 39 for more details about Restorative work at these schools.

OSSE continued to host a regular state-wide Community of Practice (CoP) meetings focused on the implementation of Restorative Practices in DC schools. The Community of Practice (CoP) meeting was held monthly and was open to LEAs that were currently implementing In a practices or were interested in learning more about it. Participants had the opportunity to engage with other educators for peer support and professional development, while experiencing how circles could be used to build community and resolve issues collectively. Guided by participants' interests, topics included: (a) circle practices for community building, disciplinary diversion, and re-entry; (b) trauma awareness and resilience; (c) special education and restorative processes; and (d) implicit bias/cultural sensitivity. Please see the response to Question 39 for more details about the Restorative Practices CoP.

Training and Professional Development

During SY2016-2017, OSSE hosted trainings with the Restorative DC team that were open to all LEAs. These same trainings are offered again during SY2017-2018. Topics include:

- *Restorative Schools Overview:* This one-day experiential workshop will introduce teachers, administrators, school staff, students, and all those who support them to restorative concepts and practices. Participants will explore the continuum of restorative practices, experiencing proactive circles for strengthening relationships and social-emotional skill. More fundamentally, participants will come to see restorative approaches as a means of shifting school culture and climate, as well as addressing systems of power and oppression. Integrating these understandings and experiences of school-based restorative practices learned from the day, the training will conclude with an action planning session and a sharing of resources that exist to support them.
- *Restorative Communication:* This two-day workshop helps educators, youth workers, and youth leaders identify ways language is used during difficult or disciplinary conversations that may undermine intended outcomes, contradict our own values, and create disconnection with youth, peers, and colleagues. Aligned with the Positive Youth Development model, this training presents an empathy- and growth-mindset that fosters deeper understanding, cooperation, and working relationships.
- *Restorative Classrooms:* Participants experience circle processes while learning how Restorative Justice and restorative practices may be implemented in the classroom. Teams then engage in an action planning session to map out next steps.
- *Restorative Practices for Younger Learners:* This experiential workshop for teachers, administrators, school staff, and early education workers will translate restorative practices to the elementary school classroom by adapting proactive and responsive approaches to the developmental stages of K-8 students.
- *Basics of Circle Keeping:* This one-day skills workshop is for teachers, youth workers, youth, and other professionals who wish to incorporate peacemaking circles to build community at their school/organization/agency. Participants will

learn the underlying assumptions, primary features, and basic process of Peacemaking Circles through direct experience and reflection. Participants will then have the opportunity to practice designing and facilitating circles, receiving feedback on their skills and an informal assessment of their readiness to apply circles to their work. Participants will receive a book and other reference materials to guide in implementation. On the basis of this and the assessment, it is anticipated that most participants will be ready to facilitate basic community-building circles as an outcome of the workshop, but not more advanced responsive circles.

- *Restorative Circles Facilitation:* This two-day skills workshop is for school staff who aim to incorporate responsive peacemaking circles at their school. The training will first outline the range of formal and informal interventions available as alternatives to traditional punitive discipline, before focusing on responsive circles, and then more structured interventions for serious and complex incidents of harm. Participants will practice drills and facilitating mock circles using disciplinary scenarios drawn from the participants' real life experience and receive feedback on their skills. Participants will also learn how these restorative practices can be institutionalized and made to interface with existing regulations and their school's existing suspension policies.

During the 2017-18 school year, the Division of Teaching and Learning is continuing to partner with Restorative DC to offer a restorative practices professional development series that provides sufficient opportunities for DC school staff to get the introductory workshop (Restorative Classrooms and Restorative Schools Overview) as well as advanced trainings in a cohort model, and the Restorative Practices CoP. Please see the response to Question 39 for more details about the work of Restorative DC.

Q39: Please provide a list of all schools with restorative justice programs in SY16-17 and SY17-18 to date. For each school, provide the following:

- (a) A list of all programming or training that was implemented;**
- (b) The total number of training hours that took place;**
- (c) The total number of circles and mediations held, with outcomes;**
- (d) Any metrics used to track success of programs and data for these metrics for SY16-17 and SY17-18 to date; and**
- (e) The amount of money spent on restorative justice in SY16-17 and the amount budgeted for SY17-18.**

RESPONSE:

During the 2015-16 school year, OSSE launched Restorative DC to provide customized, on-site support to specific schools in implementing restorative practices. During the 2016-17 school year, Restorative DC grew from five to eight schools. For the 2017-18 school year, Restorative DC grew to twelve schools.

Restorative Justice Schools in SY16-17 and SY17-18

<i>SY 2016-2017</i>	<i>SY 2017-2018</i>
Ballou HS	Ballou HS
Luke C. Moore	Luke C. Moore
Columbia Heights Education Campus	Columbia Heights Education Campus
Hart MS	Hart MS
Cesar Chavez Parkside Middle School	Anacostia HS
Kelly Miller MS	Washington Metropolitan HS
Neval Thomas ES	Kingsman Academy PCS
SEED PCS	Monument Academy PCS
	Mundo Verde PCS
	SEED PCS
	Washington Leadership Academy PCS
	Kelly Miller

General Overview of SY16-17

Restorative DC conducted seven sessions for its Community of Practice, from October 2016 through May 2017, with an average of 26 attendees, representing over 30 DC schools, related agencies, and organizations. Restorative DC provided a total of 105 hours of Restorative Justice capacity-building opportunities open to all schools, agencies, and organizations that serve DC students (with priority given to DC LEAs). Training included the Restorative Schools Overview, as well as advanced topic workshops on circle keeping skills, trauma awareness and resilience, and restorative conversations. Six DCPS schools and five public charter schools were selected and supported as part of the cohort model, which included on-site professional development, technical assistance, and restorative interventions.

Training and Professional Development for SY2016-17

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In SY16-17, Restorative DC provided a total of 105 hours of Restorative Justice capacity-building opportunities open to all schools, agencies, and organizations that work with DC students with priority to DC LEAs. Training included the Restorative Schools Overview, as well as advanced topic workshops on circle keeping skills, trauma awareness and resilience, and restorative conversations. The Restorative DC team designed these trainings to be highly participatory and experiential, largely using circle process along with a combination of exercises, roleplays, presentations, videos, work groups, hand-outs, and planning discussions, as well as a follow-up email of information, resources, and reference materials. Attendees received certificates of attendance and Professional Learning Units, if requested.

Note: Restorative DC also provided onsite, school-specific professional development as part of its intensive technical support to specific schools detailed in this report (see below), as well as training for agency and community partners that is not accounted for in this report.

Trainings and PD Offered in SY 2016-2017			
Date	Description <i>% of participants who reported having a positive experience, % of participants who found the PD extremely or very useful to their professional practice</i>	No. of Hours	No. of Participants
10/7/16	Restorative Classrooms Overview 92% , 85%	7.5	23
11/15/16	Basic Circle Keeping *	7.5	19
11/16/16 + 11/18/16	Responsive Circle Keeping (two-day) *	15	12
1/12/17	Restorative Classrooms Overview 93%, 73%	7.5	34
2/10/17	Basic Circle Keeping *	7.5	21
2/23 - 2/24/17	Responsive Circle Keeping (two-day) *	15	17
3/6/17	Restorative Classrooms Overview 86%, 86%	7.5	27
3/22 - 3/23/17	Restorative Communication Training (two-day) 100%, 80%	15	6
5/5/17	Restorative Practices: Trauma Awareness and Resilience 100%, ~	7.5	25
5/23/17	Restorative Justice: Younger Learners 100%, 100%	7.5	13
5/31/17	Restorative Practices and Special Education 75%, 75%	7.5	15

NOTE: OSSE administered post-workshop online evaluation surveys to training participants as a condition of receiving professional learning units (PLUs).

* Evaluation data not available for this session

~ The question “How useful was this PD to your professional practice?” was not included in the survey for this training

Restorative DC Technical Assistance During SY2016-17

In SY2016-17, Restorative DC provided intensive onsite technical assistance to eight DC public and charter schools as detailed below. Four of these schools received technical assistance in SY2015-16 and constituted a second year cohort. The new schools were selected in partnership with DCPS and OSSE based on an open call for interested schools and a subsequent assessment and engagement process.

Restorative DC's support is based on a whole-school approach that signifies more than a checklist of interventions targeted at students. It represents an organizational culture change that is based on a restorative philosophy, and its attendant practices and touches all members of the school community. Restorative DC contemplates whole-school change occurring in phases over 3-5 years, beginning with a school's own exploration and application process and the subsequent assessment and engagement with Restorative DC. At this point, schools begin receiving initial technical assistance and move into the planning and preparation phase where future efforts and technical assistance are strategically mapped out one year at a time in an implementation plan. Schools then proceed to implementation of the plan and maintenance of the whole school change. See two items in the appendix: Restorative DC/SchoolTalk Support Model for Whole-School Implementation and Whole School Restorative Implementation Timeline. Deep inter-agency collaboration, deliberative school and core team selection, school-driven planning, and individualized implementation characterize this phased, collaborative approach.

Restorative DC provided a total of 1,938.7 hours of intensive technical assistance to eight schools: Ballou Senior High School, Cesar Chavez Parkside Middle School, Columbia Heights Education Campus, Hart Middle School, Kelly Miller Middle School, Luke C. Moore Senior High School, and Neval Thomas Elementary.

Technical assistance included leading or co-leading trainings, mediations, staff circles, parent circles, classrooms circles, responsive circles, or other restorative processes; providing demonstrations, observations, feedback, or emergency troubleshooting; offering consulting, apprenticeship, or mentorship; drafting, reviewing, or providing input to plans, policies, reference materials, or other documents; and providing in-person or remote coaching. The actual nature of this technical assistance is the result of both collaborative planning and adaptation, always undertaken in close partnership with each school and responsive to each school's particular context. As part of their technical assistance package, beneficiaries also received reference materials free of charge, which may have included:

- *Circle Forward* by Carolyn Boyd-Watson and Kay Pranis;
- *The Little Book of Circle Processes* by Kay Pranis;
- Whole School Implementation Guide and Planning Tool;
- Peacemaking Circles Overview hand-out;
- Responding to Objections and Resistance hand-out; and
- Sample circle outlines and restorative disciplinary policies.

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The pilot schools reported a shift in school culture marked by a greater sense of safety, belonging, and community.

Community of Practice Sessions, SY 2016-2017

The Community of Practice is an experiential and peer-sharing space centered on restorative practices. To provide support to more schools and educators, OSSE also hosts a state Restorative Justice Community of Practice as well as monthly trainings focused on the implementation of restorative practices in DC schools that are open to all LEAs and community stakeholders. Participants engage with other educators for peer support and professional development, while experiencing how restorative justice circles can help build community and resolve issues collectively

The SY 2016-2017 Community of Practice sessions were facilitated in circle by Restorative DC members and/or guests and hosted by different schools or agencies every month, which provided a presentation and tour of their restorative practice efforts at the end of each session.

Community of Practice Themes and Individual Attendance		
Date	Theme	Number of Participants
10/11/16	Back to School Circle	18
11/8/16	Restorative Justice for Social Justice	18
12/13/16	Developing a Whole School Restorative Justice Implementation Plan	43
1/10/17	Developing Restorative Discipline Policy and Practice	25
2/14/17	Building a Positive School Culture and Climate	32
3/14/17	Canceled due to snowstorm	
4/11/17	Moving the Minds and Hearts - Staff, Students, and Parent Engagement	31
5/10/17	Grieving and Celebration: A Year-End Circle of Sharing	18

DC Local Funding for Restorative Justice		
SY 2015-2016	SY 2016-2017	SY 2017-2018 (budgeted)
\$35,000.00	\$350,000.00	\$450,000.00

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Q40: Please supply the number of licensees/certified professionals/registered professionals broken down by status that the agency received and approved in FY13, FY14, FY15, FY16, FY17, and FY18 to date.

RESPONSE:

The following table shows the total number of educator license applications received and licenses issued by the agency during FY13, FY14, FY15, FY16, FY17, and FY18 to date:

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY13	3,368	2,847
FY14	4,079	3,351
FY15	3,761	3,438
FY16	3,526	2,530
FY17	3,510	2,755
FY18 to date	704	543

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Q41: List and describe all the alternative certification/licensure programs that are currently available in the District for FY17 and FY18 to date. How many individuals were licensed through those programs?

RESPONSE:

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

Alternative Certification Provider	Program Type	Licenses Issued FY16	Licenses Issued FY17	Alt Route License Issued to date FY18
Catholic University of America	University-based	33	20	9
Center for Inspired Teaching	Non-Profit Org	20	21 (# decreased due to correction in institution name selection)	12
Capital Teaching Residency – KIPP DC	LEA-based	59	47	28
The George Washington University	University-based	50	36	18
Teach for America	Non-Profit Org	20	36	38
Relay GSE	University-based	0	0	0
Teach-Now GSE	University-based	177	173	94
TNTP Academy	Non-Profit Org	37	48	15
Trinity Washington University	University-based	26	7	0
Urban Teachers	Non-Profit Org	79	82	33
University of the District of Columbia	University-based	14	3	0

Q42: Through Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. Please outline how the funding was awarded in FY17 and FY18 to date. For each grant, please include the LEA, amount, and description of what the funds were to be used for.

RESPONSE:

The Scholarships for Opportunity and Results (SOAR) Act funds for public charter schools for FY17/FFY16 were awarded to OSSE via a grant award from the U.S. Department of Education in May 2017.

In line with the SOAR Act's requirements, OSSE's administration of SOAR Act funding is designed to increase student achievement and academic growth of DC public charter school students by supporting the creation and expansion of high-quality public charter schools. Each year, after engaging in a public consultation process with charter schools and charter schools' support organizations' stakeholders, OSSE's Office of Public Charter School Financing and Support (OPCSFS) submits an application to US Department of Education describing how it will administer the funds.

The FY17/FFY16 SOAR Act budget was as follows:

FY17/FFY16 SOAR Budget	
Grants to Charter Schools	
Academic Quality (Formula)	\$5,799,575.17
Early Childhood (Formula)	\$740,424.83
Facilities (Competitive)	\$4,000,000.00
Grants to Charter Support Organizations	
Third Party Grants (Competitive)	\$2,000,000
Teacher Pipeline Grants (Competitive)	\$1,500,000
Other	
Administrative Costs - grant	\$710,000
MySchool DC - charter sector portion	\$250,000

This year, in July 2017, OSSE polled DC charter schools to determine whether last year's proposal should be updated and resubmitted or whether a full stakeholder feedback process should be undertaken to consider potential changes. 71% of respondents preferred for OSSE to resubmit last year's application. This approach resulted in OSSE submitting the application for FY18/FFY17 funding to the Department of Education in August 2017 and receiving this year's SOAR Grant Award Notification (GAN) in December 2017, more than five months earlier than each of the previous two years.

The total FY17/FFY16 grant award was \$15M, 94% of which was budgeted for formula grants and competitive grants to support DC charter schools and charter school students. Less than 5% of the grant (\$710,000) was set aside to ensure the appropriate

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administration of the SOAR grant by OSSE, and \$250,000 was set aside as the charter school sector contribution for the My School DC common lottery program.

Awards Made Using FY17/FFY16 Funds

Upon receipt of the FFY 2016 funds, OSSE moved forward with its FY 2017 subgranting process and created a Notice of Funding Availability (NOFA), Requests for Applications, and application packages for the funding competitions and formula awards.

On July 14, 2017, OSSE OPCSFS staff held a pre-application webinar conference for the Academic Quality and Early Childhood formula grants, which was then posted to the website. During the week of August 21 – 25, OSSE OPCSFS staff held four (4) pre-application conference webinars for all interested applicants for the competitive Facilities and Third Party grants. During the week of October 23 – 27, OSSE OPCSFS staff held two (2) pre-application conference webinars for all interested applicants for the competitive Teacher Pipeline grant. For each grant program, the corresponding number of applicants and a list of awardees can be found below.

Academic Quality Grants to Charter LEAs: This formula-based grant funding was available to all charter LEAs who were open and serving students during the 2015-16 school year. All eligible LEAs submitting applications by the deadline were funded. Funds must be used for projects designed to have a direct impact on student achievement, either school-wide or for specific subgroups of students. All projects must be research-based and tailored to meet the specific to the needs of each LEA and supported by data. The minimum award is \$50,000 with the remainder of available funds distributed on a per-pupil basis using the most recent available audited enrollment data. Funds reserved for LEAs who elect not to apply will be redistributed to other LEAs through the formula. Overall, fifty-four (54) awards, for a total amount of \$5,799,575.17 were made to public charter LEAs in this category in the following amounts:

FFY16 SOAR Academic Quality Awardees	Award Amount
Academy of Hope Public Charter School	\$ 74,975.06
Achievement Preparatory Academy Public Charter School	\$ 99,052.82
AppleTree Early Learning Public Charter School	\$ 98,828.49
Bridges Public Charter School	\$ 74,900.29
Briya Public Charter School	\$ 87,163.49
Capital City Public Charter School	\$ 123,354.91
Carlos Rosario International Public Charter School	\$ 200,373.82
Cedar Tree Academy Public Charter School	\$ 77,367.89
Center City Public Charter School	\$ 157,527.37
Cesar Chavez Public Charter School	\$ 156,181.41
Children's Guild Public Charter School	\$ 74,376.86
City Arts and Preparatory Public Charter School	\$ 84,920.23
Community College Preparatory Public Charter School	\$ 76,844.46
Creative Minds Public Charter School	\$ 67,721.83
DC Bilingual Public Charter School	\$ 80,134.58
DC International (DCI) Public Charter School	\$ 80,209.36
DC Preparatory Public Charter School	\$ 166,575.23
DC Scholars Public Charter School	\$ 83,349.94

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Democracy Preparatory Public Charter School	\$ 96,884.33
Eagle Academy Public Charter School	\$ 119,242.25
Early Childhood Academy Public Charter School	\$ 69,591.22
Elsie Whitlow Stokes Public Charter School	\$ 76,171.48
Euphemia L. Haynes Public Charter School	\$ 135,319.01
Excel Academy Public Charter School	\$ 104,661.00
Friendship Public Charter School	\$ 366,151.42
Hope Community Public Charter School	\$ 112,512.44
Howard University Middle School for Math & Science Public Charter School	\$ 69,890.32
Ideal Academy Public Charter School	\$ 72,133.59
Ingenuity Preparatory Public Charter School	\$ 76,021.92
Inspired Teaching Demonstration Public Charter School	\$ 77,517.44
Kingsman Academy Public Charter School	\$ 68,993.01
KIPP DC Public Charter School	\$ 438,608.99
Latin American Montessori Bilingual (LAMB) Public Charter School	\$ 86,116.64
LAYC Career Academy Public Charter School	\$ 64,282.15
LAYC Youthbuild Public Charter School	\$ 58,673.97
Lee Montessori Public Charter School	\$ 57,776.67
Mary McLeod Bethune Public Charter School	\$ 81,405.77
Meridian Public Charter School	\$ 104,137.57
Monument Academy Public Charter School	\$ 52,991.03
Mundo Verde Bilingual Public Charter School	\$ 90,229.30
National Collegiate Preparatory Public Charter School	\$ 70,937.18
Next Step Public Charter School	\$ 79,386.83
Paul Public Charter School	\$ 100,548.33
Perry Street Preparatory Public Charter School	\$ 74,152.53
Richard Wright Public Charter School	\$ 71,236.28
Roots Public Charter School	\$ 57,926.22
SEED Public Charter School	\$ 76,321.03
Sela Public Charter School	\$ 60,019.94
Shining Stars Montessori Academy Public Charter School	\$ 61,964.10
Thurgood Marshall Academy Public Charter School	\$ 78,938.17
Two Rivers Public Charter School	\$ 101,969.07
Washington Global Public Charter School	\$ 57,552.34
Washington Latin Public Charter School	\$ 101,071.76
Washington Math Science Technology (WMST) Public Charter School	\$ 73,180.45
Washington Yu Ying Public Charter School	\$ 91,201.38

Early Childhood Education Grants to Charter LEAs: Grants were made on a formula basis to support eligible charter schools that serve a high population of 3- and 4- year old students. The funding was allocated using the same free and reduced lunch formula used by the Elementary and Secondary Education Act Title I, Part A. Funds support plans designed to assist with implementation of supplementary activities that support school readiness, including development of literacy and mathematics skills, with emphasis on supports to increase student achievement. Plans must be research-based specific to the needs of each school. To reduce burden on LEAs, the application for this funding was combined with the application for Academic Quality funding. Overall, eight (8) awards, for a total of \$740,424.83, were made to public charter schools in this category.

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FFY16 SOAR Early Childhood Awardees	Allocation
AppleTree Early Learning Public Charter School	\$ 295,013.14
Breakthrough Academy Public Charter School	\$ 35,794.16
Bridges Public Charter School	\$ 59,487.19
Briya Public Charter School	\$ 24,247.65
Cedar Tree Academy Public Charter School	\$ 132,087.12
Eagle Academy Public Charter School	\$ 141,884.27
Sela Public Charter School	\$ 21,272.08
Shining Stars Montessori Academy Public Charter School	\$ 30,639.22

Facilities Grants to Charter LEAs (12 applications; 10 funded)

These grants funds were competitively awarded to provide public charter schools with funds to renovate former DCPS (or other District-owned) facilities that are leased from the District, or to renovate facilities that are owned by charter schools. Overall, ten (10) applications were funded in the Investing in Facilities category for a total of \$5,229,498.89.

FFY16 SOAR Facilities Awardees	Award Amount
D.C. Bilingual Public Charter School	\$ 571,701.89
Eagle Academy Public Charter School	\$ 571,701.88
E.L. Haynes Public Charter School	\$ 84,257.42
E.W. Stokes Public Charter School	\$ 571,701.88
Friendship Public Charter School	\$ 571,701.88
Inspired Teaching Demonstration Public Charter School	\$ 571,701.88
Kingsman Public Charter School	\$ 571,626.42
Maya Angelou Public Charter School	\$ 571,701.88
Monument Public Charter School	\$ 571,701.88
Two Rivers Public Charter School	\$ 571,701.88

Grants to Support Non-Profit Charter Support Organizations (14 applications; 12 funded)

Grants to non-profit charter support organizations were competitively awarded for two types of projects that are designed to impact charter school student outcomes. “Direct assistance” projects must be research-based and be designed to improve student outcomes across multiple LEAs through direct service to students or direct professional development and support for teachers and instructional leaders. “Indirect assistance” projects include projects that are designed to impact student outcomes at multiple LEAs indirectly by enhancing the organizational capacity of charter LEAs to operate as fiscally and operationally sound nonprofit organizations and schools. All organizations seeking funding under this grant must be non-profit organizations that have a demonstrated history of success working with DC charter schools on similar projects, and must submit a letter of recommendation from a DC charter school with direct experience working with the organization, as well as a complete list of all schools and districts to which the organization has provided similar services. Overall, twelve (12) awards were made non-profit charter support organizations to support charter school success. A total of \$2,368,726.02 was awarded and will have an impact on over 55 charter LEA campuses.

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FFY16 SOAR Third Party Awardees	Award Amount
EdFuel	\$ 173,519.35
Teach for America	\$ 238,678.60
New Leaders	\$ 238,678.60
PAVE	\$ 178,412.25
Flamboyant Foundation	\$ 181,278.19
Commonlit Inc.	\$ 237,497.76
One World Education	\$ 231,635.57
Education Pioneers	\$ 179,008.95
Empower K12	\$ 185,131.06
The Literacy Lab	\$ 107,345.70
FOCUS	\$ 178,861.39
DC Association of Public Chartered Schools	\$ 238,678.60

Grants to Support Teacher Pipeline Projects (7 applications; 5 funded)

Grants to teacher pipeline programs were competitively awarded for projects that are designed to: a) recruit, or partner with LEAs or other organizations to recruit, high-quality candidates new to teaching for DC charter school teacher residency or teacher roles, and b) train and/or certify these teachers. Priority points were available for initiatives that focus on partnering with schools serving high-need populations, including English language learners, a high percentage of economically-disadvantaged students, and/or students with disabilities; proposals that address hard-to-staff grade levels and subjects; and proposals seeking to reduce achievement and equity gaps between subgroups of students. Overall, 5 awards were made to non-profit charter support organizations to support charter school success. A total of \$1,500,000.00 was awarded and will result in over 250 new teachers being placed in charter LEAs.

FFY16 SOAR Teacher Pipeline Awardees	Award Amount
AppleTree Institute	\$202,500
KIPP DC	\$500,000
Relay Graduate School	\$220,800
National Center for Montessori in the Public Sector	\$150,000
Urban Teacher Center	\$426,700

- Q43: How many DC students have IEPs? Please provide a breakdown of these students by:**
- (a) Age;**
 - (b) Grade Level;**
 - (c) LEA;**
 - (d) Disability classification (for students with multiple disabilities, please identify all the underlying disability classifications), by age, and LEA;**
 - (e) Percentage of time outside of general education (less than 20%, 20-39%, 40-59%, 60-79%, 80-99%, 100%), by age, LEA, and disability classification;**
 - (f) Placement type (e.g., self-contained classroom, separate school, home and hospital instruction), by age, LEA, and disability classification;**
 - (g) Number of students attending nonpublic schools, by age, LEA, and disability classification;**
 - (h) Number of students who are English language learners attending nonpublic schools by age, LEA, and disability classification;**
 - (i) Number of students whose IEPs call for specialized instruction within the general education setting (i.e., inclusion), by age, LEA, and disability classification;**
 - (j) Number of students receiving each related service (e.g. behavioral support, physical therapy), by age, LEA, and disability classification;**
 - (k) Number of students receiving visiting instruction by age, LEA, and disability classification;**
 - (l) Number of students with dedicated aides, cross-tabulated with specialized instruction inside vs. outside of general education, by grade level, age, LEA, and disability classification; and**
 - (m) Number of students receiving Homebound/Hospital instruction by age, grade level, LEA, and disability classification.**

RESPONSE: Q43 Attachment – IEPs.xlsx

To protect student privacy, OSSE is not able to provide a response by age, LEA and disability classification part (h), “number of students who are English language learners attending nonpublic schools,” part (k), “number of students receiving visiting instruction,” and part (m), “number of students receiving Homebound/Hospital instruction.” As of the 2016-17 school year Child Count data, there were only 17 English language learners attending a non-public school and there were only 14 students receiving visiting instruction in the District. Visiting instruction is provided in the instance that the student is homebound or in the hospital for three or more weeks, thus the number of students receiving visiting instruction and the numbers of students receiving Homebound/Hospital instruction are the same. For reference, information about the number of students receiving visiting instruction can be found in the data for placement type under the placement type of “Homebound/Hospital”.

Note that subpart (g) is provided in Q91 Attachment - Nonpublic.xlsx. Responses to all other parts of this question are included in Q43 Attachment – IEPs.xlsx.

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Q44: In SY12-13, SY13-14, SY14-15, SY15-16, and SY16-17 how many DC students with IEPs graduated from high school with a diploma? With a certificate of completion? Without either a diploma or certificate? Please break down the numbers by LEA and whether the student was attending a nonpublic school. If possible, please provide the reason for each student's exit without a diploma or certificate (e.g., transferred to another state, dropped out).

RESPONSE: Q44 Attachment – SPED Graduation.xlsx

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Q45: In each of SY12-13, SY13-14, SY14-25, SY15-16, and SY16-17 how many students exited special education prior to graduation? Please break down the numbers by LEA and whether the student was attending a nonpublic school.

RESPONSE: Q45 Attachment – SPED Exit.xlsx

Q46: For each DCPS and public charter school, please provide outcomes data for students with disabilities transitioning out of school into adulthood, including the following data for SY16-17 and SY17-18 to date:

- (a) The number of students connected to a postsecondary pathway to graduation; and**
- (b) The number of students attending college within a year of high school graduation.**

RESPONSE: Q46 Attachment – SPED Transitions.xlsx

Q47: Please describe the post-secondary transition programs that are currently available or will be available for older students receiving special education services in public charter schools. Provide any reports or assessments that have been completed. For each transition program please list:

- (a) Number of students served in SY2016-2017;**
- (b) Number of students served in SY2017-2018 or to be served;**
- (c) Specific services offered by program (e.g., academic, vocational, related services);**
- (d) Percentage of students who apply to the program who are accepted into it;**
- (e) Percentage of the students who start the program that finish it;**
- (f) Number of staff, by discipline; and**
- (g) Percentage of students who achieve paid internships or employment as a result of completing the program.**

RESPONSE:

OSSE does not operate post-secondary transition programs conducted by LEAs or District's Rehabilitation Services Agency (RSA) and therefore is not able to provide the specific information requested above regarding students and staff.

OSSE partners closely with RSA in its provision of support and services regarding the secondary transition needs of students. RSA serves as the lead District agency responsible for providing vocational rehabilitation, job training, and placement programs and services pursuant to the Rehabilitation Act of 1973. In this role, RSA provides transition services to eligible students pursuant to the Individuals with Disabilities Education Act (IDEA). Transition services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

OSSE is also responsible for ensuring that LEAs serving students with disabilities who are of transition age complete required transition planning activities in accordance with the IDEA.

In order to support compliance, OSSE provides extensive LEA training and technical assistance related to secondary transition compliance and partners with RSA and other agencies to ensure awareness of requirements and best practices.

For a detailed summary of OSSE's work to support LEAs with secondary transition, see OSSE's Implementation Report to the Council regarding the Enhanced Special Education Services Act of 2014, available in full [here](#).

Special Education Enhancement Grant (SEEF) Formula Grant

As part of OSSE's implementation of the Enhanced Special Education Services Act of 2014, OSSE used \$3,771,769 in SEEF funds for a formula grant program, which helped LEAs meet the requirements of the law that all students with a disability have a

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secondary transition plan in place by their 14th birthday. In FY18, the formula grant is a one-year planning grant to help meet the requirements of the new law related to secondary transition and initial evaluation timelines. Grant awardees must submit data to OSSE and participate in technical assistance sessions around secondary transition and initial evaluation timelines. Additional information on the SEEF formula grant can be found here: <https://osse.dc.gov/page/special-education-enhancement-fund-seef-formula-grant>.

Q48: How much federal IDEA funding was received in FY17 and FY18 by the District for DC foster children enrolled in out-of-District public schools in order to receive special education services?

RESPONSE:

IDEA pass-through funding is only administered to LEAs in alignment with IDEA. OSSE ensures state-level oversight of students with IEPs through its implementation of a Memorandum of Agreement (MOA) between OSSE, DCPS, and CFSA.

The MOA was first created in September 2013. On Oct. 10, 2017, the MOA was reauthorized by all participating agencies. The MOA clarifies each participating agency's responsibility for District of Columbia wards receiving special education services while placed and attending schools in other jurisdictions. It is the intent of this agreement to ensure that school-aged children receiving special education services receive free appropriate public education (FAPE) and are monitored accordingly under federal and local laws and regulations.

Q49: For SY16-17 and SY17-18 to date, please list all LEAs which have been found to have a significant discrepancy in representation of students with disabilities in regards to discipline rates. Provide which LEAs were found to have a “significant discrepancy” and a copy of each LEA’s self-study and policies and procedures that OSSE required (6 for SY14-15). Provide details about the action steps in the continuous improvement plans of any LEA issued a finding of noncompliance by OSSE. Provide copies of each self-study, submitted policies/procedures, finding of noncompliance, and continuous improvement plan since SY14-15.

RESPONSE: Q49 Attachment - Significant Discrepancy Guide FFY 2016.pdf

In the last fiscal year, there have not been any changes to the policies and practices established to ensure that LEAs do not discriminate against any students with disabilities. OSSE continues to ensure implementation of the following policies that are designed to address this issue: 1) Policies and Procedures for Placement Review Guidance; (available at: <http://osse.dc.gov/publication/policies-and-procedures-placement-review-guidance-revised-april-2010>) and 2) Prohibitions on Discrimination Against Children with Disabilities in the Charter School Application During the Enrollment Process Guidance (available at: <http://osse.dc.gov/publication/prohibitions-discrimination-against-children-disabilities-charter-school-application>).

In addition, OSSE annually reviews data, based on an established calculation, to monitor discrepancies in discipline rates between students with disabilities and their non-disabled peers, and discrepancies in discipline rates for students with disabilities by race/ethnicity.

Under the federal Individuals with Disabilities Education Act (IDEA), an LEA may be identified as having a “significant discrepancy” based on the rates of suspension and expulsions of children with disabilities greater than ten (10) days in a school year the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, as compared to their nondisabled peers. If identified, LEAs must complete a review of policies and procedures to assess whether this rate of identification was due to policies and procedures that do not comply with regulatory requirements relating to the development and implementation of IEPs, the use of positive behavioral supports and interventions, and the appropriate implementation of procedural safeguards. OSSE then reviews the LEA’s self-assessment and underlying documentation to make a final determination regarding compliance. If the LEA is found to have noncompliance, OSSE will issue a finding and require an improvement plan.

In SY 2014-15, two (2) LEAs were flagged for significant discrepancy and were required to complete and submit a self-assessment and underlying documentation: Maya Angelou PCS and District of Columbia Public Schools (DCPS).

After careful review of the LEAs’ self-studies, policies and procedures, OSSE determined that one (1) of the two (2) LEAs, Maya Angelou PCS, had noncompliant policies, procedures and practices. OSSE issued a letter to the LEA making it aware of

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the identified noncompliance and requiring evidence of completion of a continuous improvement plan in order to correct the noncompliance.

In SY 2015-2016, the following five (5) LEAs were flagged for significant discrepancy and were required to complete and submit a self-assessment and underlying documentation: IDEA PCS, KIPP DC PCS, Somerset PCS, Kingsman Academy PCS and Cesar Chavez PCS.

After careful review of the LEAs' self-studies, policies and procedures, OSSE determined that for 4 of the 5 LEAs, their policies, procedures and practices did not contribute to the identified significant discrepancy.

One (1) LEA, Kingsman Academy, did not submit a self-assessment or underlying documentation for review. The LEA was issued a finding of noncompliance.

Please note that annual significant discrepancy reviews are based on the previous school year's discipline data and are conducted each spring. Reviews of SY 2016-2017 will be conducted this spring and reviews for SY 2017-2018 will be conducted next spring.

The attached self-study tool which the LEAs are required to complete is attached. This guidance includes a procedural overview of the process and the actions steps required.

Q50: Describe the training, support and oversight provided by OSSE during SY16-17 and SY17-18 to ensure that LEA's are appropriately serving students with disabilities in the least restrictive environment.

RESPONSE: Q50 Attachment 1 – SY2016-17 TAL PD Course Descriptions.pdf
Q50 Attachment 2 – SY2016-17 K-12 Program Calendar.pdf

In SY2016-2017, and the first half of SY2017-2018, OSSE provided a robust system of training and support to ensure that LEAs are appropriately serving students with disabilities in the least restrictive environment. In addition to foundational training made available to all LEAs, OSSE provides specialized support through communities of practice and LEA- specific training and technical assistance. Additionally, OSSE successfully completed its second year of the Master Teacher Cadre for Secondary Educators of Special Populations, and launched the third year cycle in the fall of 2018.

In addition, OSSE makes available policy guidance and practitioner toolkits in key content areas available online and announces their release through the LEA Look Forward and practitioner listservs. During SY2016-2017, OSSE's LEA training calendar was accessible to LEAs on the [OSSE website](#). This calendar was updated monthly to include new training opportunities. During SY2016-17 and SY2017-2018, all professional development training opportunities were featured prominently in the LEA Look Forward weekly newsletter, as well as on the OSSE events page (www.osse.dc.gov/events). More information on types of training and support is outlined below, and in the attached professional development calendar. Following each training, OSSE conducted outreach to all participants, requesting participation in a feedback survey.

Positive Behavior Support

To address positive behavior support and effective response to behavioral crises, OSSE offered a series of in-person trainings to elementary and secondary District educators. As described in OSSE's response to Q38, these trainings included:

- Positive Behavioral Interventions and Supports;
- Trauma Informed Care Training;
- Nonviolent Crisis Prevention; and
- Restorative DC Project.

For further information regarding these trainings, please see OSSE's response to Q38. In summary, during SY2016-2017, OSSE hosted PBIS trainings focused on effective Tier 2 interventions and simple behavior support plans for individual students. The focus of the training was to begin LEAs in discussion around best practices and implementation of positive behavior interventions and supports. See the table below for the full list of PBIS trainings offered during SY2016-2017.

For the last three school years, OSSE has hosted the May LEA Institute "It Takes a City: DC Does it Best!" as OSSE's annual professional development conference for LEA

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leaders and educators. In May of 2017, the last LEA institute included over 1600 participants, and over 80 breakout sessions, including a set of workshops on PBIS topics.

Positive Behavioral Interventions and Supports (PBIS)		
Date	Title of Training	Number of Participants
03/22/2017	PBIS Foundations	24
04/27/2017	PBIS Foundations	9
05/19/2017	PBIS: Design to Implementation	5
06/05/2017	PBIS Essentials	6
09/15/2017	PBIS Foundation	20
10/16/2017	PBIS Essentials	2

Restorative Practices

Please see the response to Question 39 for more details about the professional development, community of practice, and cohort school technical assistance conducted as part of the Restorative DC Project.

Restorative Practices Trainings Offered in SY 2016-2017			
Date	Description	Number of Hours	No. of Participants
10/7/16	Restorative Classrooms Overview	7.5	23
11/15/16	Basic Circle Keeping	7.5	19
11/16/16 11/18/16	Responsive Circle Keeping (two-day)	15	12
1/12/17	Restorative Classrooms Overview	7.5	34
2/10/17	Basic Circle Keeping	7.5	21
2/23/17 2/24/17	Responsive Circle Keeping (two-day)	15	17
3/6/17	Restorative Classrooms Overview	7.5	27
3/22/17 3/23/17	Restorative Communication Training (two-day)	15	6
5/5/17	Restorative Practices: Trauma Awareness and Resilience	7.5	25
5/23/17	Restorative Justice: Younger Learners	7.5	13
5/31/17	Restorative Practices and Special Education	7.5	15

Community of Practice Themes and Individual Attendance		
Date	Theme	Number of participants
10/11/16	Back to School Circle	18
11/8/16	Restorative Justice for Social Justice	18
12/13/16	Developing a Whole School Restorative Justice Implementation Plan	43
1/10/17	Developing Restorative Discipline Policy and Practice	25
2/14/17	Building a Positive School Culture and Climate	32
3/14/17	Canceled due to snowstorm	
4/11/17	Moving the Minds and Hearts - Staff, Students, and Parent Engagement	31
5/10/17	Grieving and Celebration: A Year-End Circle of Sharing	18

Student Support Teams Training

Student Support Teams (SST) are school-based problem-solving teams focused on meeting the needs of individual students. During the 2016-2017 school year, the SST trainings were attended by 90 educators representing 33 LEAs. In addition to the trainings, OSSE also developed Student Support Team model forms for referrals and meetings.

For the 2017-2018 school year, OSSE's Division of Teaching and Learning has revamped the SST trainings based on research, best practices, and feedback from past participants about challenges with implementation. OSSE will hold a two-part SST training series which engages participants in a deep-dive into the SST process. Currently there are eight trainings scheduled from January through July 2018, with the first offering scheduled for Jan. 17, 2018. The trainings focus on the following components of SST: (a) overview of SSTs and Response to Intervention (RtI), (b) best practices for SSTs, (c) the SST process and troubleshooting discussion, (d) selecting interventions, (e) curriculum-based monitoring, and (f) deep-dive into instructional decision-making based on RtI data.

Section 504 Training

The Section 504 regulations require an LEA to provide a "Free Appropriate Public Education"

(FAPE) to each student with a qualifying disability who is enrolled in the LEA's jurisdiction. FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs and ensure that students with disabilities are educated with their non-disabled peers to the maximum extent appropriate.

Section 504 training was offered during the 2016-2017 school year both as an in-person training and as a webinar. These Section 504 trainings were attended by representatives from 17 LEAs. Training was also offered on-site at the LEA by request. Section 504 trainings are currently scheduled for Feb. 16, 2018 and March 07, 2018, which will focus on an overview of Section 504, referral to implementation, and best practices for implementation. This training will be used as the foundation for establishing additional trainings and technical assistance.

In addition to training sessions, OSSE provides a wealth of resources for LEAs and schools on how to implement a robust Section 504 program.

<https://osse.dc.gov/service/section-504-rehabilitation-act>.

Secondary Transition

In addition, OSSE has offered extensive LEA training and technical assistance related to secondary transition compliance and partners with RSA and other agencies to ensure awareness of requirements and best practices. As described in OSSE's response to Q47, OSSE's training opportunities included:

- Student-led IEP Trainings;
- Nuts and Bolts of Secondary Transition;

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- Disability Awareness Video; and
- DC Secondary Transition Institute.

For further information regarding these trainings, please see OSSE's response to Q47.

Monthly LEA Special Education Point of Contact Trainings

During SY2016-2017, OSSE continued to provide monthly trainings for LEA Special Education POCs. Each month provided in-depth training on a particular area of focus:

Month	Main Training Topic
August 2016	Data Quality <ul style="list-style-type: none">• Data systems• Enrollment• Transfer of records• SLED & Qlik reports
September 2016	Child Count Part I
October 2016	Child Count Part II
November 2016	Secondary Transition Compliance
December 2016	LEA/Nonpublic MOAs
January 2017	Statewide Assessment Accommodations
February 2017	Extended School Year (ESY) <ul style="list-style-type: none">• Determining eligibility• Documenting in SEDS• Documenting in TOTE
March 2017	New Related Services Management Report (RSMR) in Qlik
April 2017	Child Outcomes Summary (COS) Preparing for Exit Data
May 2017	Early Access to Data for Students With Disabilities (training on new Qlik app)

Response to Intervention

During SY2016-2017, OSSE provided Response to Intervention (RtI) trainings to a total of 109 educators representing 28 LEAs. RtI is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children, in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The RtI Foundations training focused on providing educators with an understanding of the RtI process and best practices for implementation. The RtI math training focus was on research-based strategies to identify and support students struggling with mathematics

through focused interventions. The RtI: What's Next training took a deep-dive look into data-driven decision making and exiting students from RtI.

During SY2017-18, a Response to Intervention training is scheduled monthly through July 2018.

Master Teacher Cadre for Secondary Educators of Students with Disabilities

OSSE, in collaboration with the American University (AU) Institute for Innovation in Education (IIE), hosted the 2017 Master Teacher Cadre- Special Populations (MTC-S) program from January through May 2017. In the fall of 2017, OSSE launched the 2018 MTC-S application and provided orientation to the new cadre, with the professional development series set to begin in January 2018. This program builds on the inaugural summer 2015 Master Teacher Cadre for Secondary Educators of Special Populations (students with disabilities and English Learners), an initiative that OSSE and AU developed to support teacher leaders in DC public and public charter schools. The MTC-S program provides a select group of DC teachers who work with secondary special education students with the resources and supports to develop leadership skills through participation in intensive professional development (PD) aimed at supporting teachers' use of evidence-based practices (EBP), integrating the Common Core State Standards (CCSS) and Individualized Education Program goals within curricula for secondary students with disabilities. Through the course of PD sessions, one-day workshops and two institutes, the MTC-S provides support for participants to: (a) conduct an analysis of the areas of greatest need in participants' schools relative to EBP and CCSS, (b) develop a PD plan (including instructional strategies and assessments) to address the school community needs of each participant, (c) implement each PD plan at an AU-based and then LEA-sponsored institute for DC secondary special education teachers, and (d) evaluate the quality of each PD plan, its implementation, and its intended outcomes.

The culmination of the 2017 MTC-S was the professional development provided by the cadre during breakout sessions at the May 2017 LEA Institute, where hundreds of educators from LEAs were in attendance. Sessions offered by the MTC-S focused on teacher action research plans that could be used for professional development, focused on these specific topics:

- Evidence Based Inclusion Strategies
- Teaching Self-Advocacy to Improve Outcomes for Special Education Students
- Schoolwide Behavior Supports to Include All Students
- Literacy Practices to Support Students Across Content

DC Lesson Plan Generator

The DC Lesson Plan Generator is a free, standards-based, online tool designed for educators to create, analyze, organize and share instructional plans that support enhanced student outcomes and mastery of knowledge and skills. It was built by OSSE, in collaboration with LEA educators well versed in the Common Core State Standards, in 2014.

The DC Lesson Plan Generator is designed around deconstructed Common Core State Standards in English Language Arts and Math. Learning targets have been reviewed and vetted by DC educational practitioners from both public and charter schools and across a variety of disciplines in order to help educators:

- *Increase standards-based alignment:* Access analytical tools that underscore the alignment between standards and assessments (Webb's Depth of Knowledge and Bloom's Taxonomy).
- *Utilize evidence:* Users can choose from an entire menu of Universal Design for Learning (UDL) Principles that will support lesson plan design to ensure maximum accessibility for all learners.

Educators can use the DC Lesson Plan Generator to create dynamic instructional plans and enhance their productivity, including the ability to:

- Plan and save lesson plans in one place
- Access lesson plans from any Internet-enabled device
- Share lessons with other educators throughout the nation
- Upload accompanying resources like videos and documents without printing them or forgetting the attachment
- Frame lesson plans in support of student learning goals for all of your daily, weekly and quarterly activities

The Lesson Plan Generator currently has 856 users as of January 9, 2018, an increase of 182 users since the last school year.

Trauma Informed Care Training

Through a partnership with InSite Solutions and MedStar Georgetown University Hospital (MGUH) Division of Child & Adolescent Psychiatry, OSSE hosted eight (8) trauma informed care trainings tailored for individuals who work in schools. The training provided an overview on (1) the concept of trauma, (2) the impact of trauma on children/adolescents, (3) trauma informed care treatment models (e.g., trauma focused cognitive behavioral therapy, trauma systems therapy, cognitive behavioral Intervention for trauma in schools, and Life Improvement for Teens (LIFT) interactive intervention for adolescents exposed to trauma), and (4) concepts, such as trauma informed care and related approaches, that can be implemented in schools and in classrooms to create a trauma informed culture. Each LEA that participated in the training received an opportunity to complete a case consultation session with the partner. The consultation sessions were designed to support sustainability in competency areas around school-focused trauma informed care.

Nonviolent Crisis Prevention

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

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

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

During the 2016-17 school year, OSSE hosted 13 separate nonviolent intervention trainings where over 177 District of Columbia educators and other key stakeholders were certified in applying nonviolent crisis intervention techniques.

Placement Oversight Process

Through the placement oversight process, OSSE coordinates with LEAs, parents, and other District government child-serving agencies and community partners to ensure that all District students receive free appropriate public education (FAPE) in the Least Restrictive Environment (LRE). In FY17, the team marked its ninth consecutive year of implementation of the state's *Policy and Procedure for Placement Review, Revised*, a policy aimed to support LEA in understanding their roles and responsibilities when considering LRE and a change in placement to a more restrictive environment outside the LEA for a child with a disability. Since its inception, the District's state-level placement oversight process has ensured timely guidance and support to IEP teams and LEA teams in implementing/exhausting appropriate support and strategies for children with disabilities before considering placement into a more restrictive separate school setting. This has aided in preventing inappropriate placements into nonpublic settings and supporting LEAs' abilities to serve children in less restrictive public settings.

Additionally, through its training and technical assistance approach, OSSE has developed a seamless route to connect LEAs with the appropriate supports in OSSE for further technical assistance and training. For example, through the placement process, should an LEA request additional training and technical assistance on behavioral intervention models, we will share information about upcoming trainings on trauma-informed care and crisis prevention institute trainings and/or provide an onsite consultation to support program design and implementation.

Special Education Enhancement Fund (SEEF) Competitive Grant

As part of OSSE's implementation of the Enhanced Special Education Services Act of 2014, OSSE used a portion of the SEEF funds for a competitive grant program, which included a priority for applicants that proposed to improve capacity to serve students in the least restrictive environment.

As described in OSSE's Report to Council on the Enhanced Special Education Services Act of 2014, available in full [here](#), the SEEF Competitive was designed to improve

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academic outcomes, graduation rates, and postsecondary success of District of Columbia students with disabilities in public schools. OSSE announced the winners of the SEEF competitive grant on Thursday, October 5, 2017. Additional information for the six grantees awarded a SEEF competitive grant, including project summaries, are available on OSSE's website [here](#).

Q51: LEAs that do not meet targets on the Office of Special Education Programs monitoring indicators must complete self-studies and develop Continuous Improvement Plans. How many LEAs completed self-studies in each of FY17 and FY18? Detail what actions are included in the Continuous Improvement Plans.

RESPONSE:

Under the federal Individuals with Disabilities Education Act (IDEA), in addition to being potentially identified as having a “significant discrepancy” (see Q49), an LEA may also be potentially identified as having “disproportionate representation” of racial and ethnic groups in special education and related services that is the result of inappropriate identification. If identified, LEAs must complete a review of policies and procedures to assess whether this rate of representation was due to policies and procedures that do not comply with regulatory requirements. OSSE then reviews the LEA’s self-assessment and underlying documentation to make a final determination regarding compliance. If the LEA is found to have noncompliance, OSSE will issue a finding and require an improvement plan.

In SY16-17, three (3) LEAs were required to submit a Continuous Improvement Plan (CIP) as a result of noncompliance from a review of the FFY 2015 (SY15-16) data.

OSSE notified these LEAs making them aware of the identified noncompliance and requiring evidence of completion of a continuous improvement plan in order to correct the noncompliance.

Continuous improvement plans are individualized based on identified areas of deficiency. The corrective actions included in these plans may include implementation of Positive Behavior Interventions and Supports (PBIS) and early intervening services for struggling students, as well as the development of more comprehensive policies and procedures related to identifying students for special education.

Please note that annual disproportionate representation reviews are based on the previous school year’s data and are conducted each spring. Reviews of SY 2016-2017 data will be conducted this spring and reviews for SY 2017-2018 will be conducted next spring.

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Q52: Provide an update on the work of the Advisory Panel on Special Education in FY17 and FY18. At a minimum, please include the following:

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

RESPONSE:

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

Panel Member	Organization/Role	Length of Service as of FY17*
An Almquist	Parent	FY 17 appointment
Latoria Brent	Parent	FY 17 appointment
Isaacba Davies	DC juvenile and adult corrections agencies**	2 years
Megan Dho	state child welfare agency responsible for foster care**	FY 17 appointment
Julie Camerata	Parent	6 years (reappointed in FY17)
Margaret Crowley	Community advocate that prepares special education and related services personnel**	FY 17 appointment
Tracy Dove	Parent	2 years
Vivian Guerra	Parent	2 years
Rochanda Hiligh-Thomas	Parent	8 years (reappointed in FY17)
Katie Holloran	Teachers who reside in DC	FY 17 appointment
Sherin Koshy	Parent	FY 17 appointment
Nicole Lee-Mwandha	DC education officials; including officials of MKV	2 years
Matt McCall	Parent	1 year
Aaron McCormick	Parent	2 years-Vice Chairman
Luis Morales	Administrators of programs for children with disabilities	2 years
Christopher Nace	Administrators of programs for children with disabilities	FY 17 appointment
Kenneth Taylor	Administrators of programs for children with disabilities	2 years
Clifford Waddy	Parent	FY 17 appointment
Molly Whalen	Parent	8 years (reappointed in FY17)
Deon Woods Bell	Parent	2 years - Chair

***Terms are for a minimum of two years.*

- (b) A narrative description of any action items taken or recommendations made by the Panel.**

In FY17, the Panel requested assistance in addressing waning Panel participation, an ongoing challenge to the work of the committee. OSSE supported the Panel by coordinating efforts between the Panel and the Mayor's Office on Talent and Acquisition (MOTA) to ensure the Panel was complete. These efforts resulted in the appointment of several new members, re-appointment of several Panelists, and

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the selection of a Chairperson. MOTA is in the process of identifying a panelist who is a part of a higher education institution and resides in the District of Columbia in accordance with local and federal requirements. Upon completion of this final effort, the SAPSE membership will be compliant with local and federal requirements.

In addition, the Panel identified the following key areas most in need of targeted support: inclusion, professional development for teachers, graduation/transition, increased outreach and engagement, and increased collaboration in the development of policies and guidelines that impact the special needs community. In response to these recommendations, OSSE has engaged in the following activities in FY17 and FY 18 to date:

- In order to ensure that disability-related policies, regulations and guidelines are developed with input from SAPSE, OSSE continually met with an identified policy liaison on a monthly basis to discuss any upcoming policy changes in order to ensure the SAPSE has an opportunity to authentically engage in State education policy work led by OSSE. During these meetings, existing and proposed policy are discussed upon request. OSSE also encourages the SAPSE to comment publicly on any rule or regulation proposed by the State regarding the education of children with disabilities.
- On an annual basis, OSSE surveys parents of students receiving special education or related services to measure whether or not schools are facilitating parent involvement as a means of improving services and results for children with disabilities. The SAPSE Outreach subcommittee engaged in additional outreach efforts with OSSE's support, by joining OSSE's table at EdFest in FY 17 and FY 18.
- In alignment with SAPSE recommendations, OSSE hosted its Parent and Family Engagement Summit on Oct. 22, 2016 at the Walter E. Washington Convention Center. The summit provided an opportunity for OSSE to engage families as partners in education, provided resources and supported parents to have access to learn about high quality education for their children, in accordance with the parental engagement provisions of ESEA and IDEA. The SAPSE led a very well attended session. OSSE is also in the process of finalizing a parent brochure on special education and training modules developed in partnership with Advocates for Justice in Education. Lastly, OSSE partners with SBOE in its ward-based meetings on special education and is always available to present in the community upon request.
- OSSE has continued to provide a robust training series to LEAs related to compliance and instructional best practice as described in additional responses. In FY 17, OSSE continued to partner with the SAPSE to ensure that information regarding key aspects of the law reaches all wards and that information is designed to be parent friendly. In FY18,

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OSSE is implementing training series on secondary transition, child find, and initial evaluation, which are mandatory for all LEAs.

Q53: Describe the annual parent survey that OSSE sends out regarding special education. At a minimum, please include in your response how many surveys were sent out and completed in FY17; when the surveys are sent out to parents; and describe OSSE's communication and outreach to parents regarding the survey in FY17. What is OSSE doing to improve parent participation rates?

RESPONSE:

To collect data for the U.S. Department of Education's Annual Performance Review (APR) for FFY 2015, Indicator 8 (Parent Involvement), the annual parent survey was mailed to parents of students receiving special education services and was open for completion from July 5, 2016 to December 12, 2016. Parents had the option of completing the survey online or the hard copy survey that was mailed to each home. Parents were asked to complete this survey which was designed to measure whether or not schools were facilitating parent involvement as a means of improving services and results for children with disabilities.

In FY17, OSSE included optional items in the parent survey to collect additional demographic information from respondents to determine if current survey strategies are effective with all parent groups. September 29, 2017 to January 3, 2018. OSSE processed survey responses for FY17, in preparation for the FFY 2016 submission to the U.S. Department of Education, which will be finalized April 1, 2018.

Of the 13,769 parents who were given the opportunity to complete the survey for FFY 2015, 628 completed the survey. 84% of respondents indicated that overall schools were facilitating parent involvement as a means of improving service and results for students with disabilities. Key results of the analysis of parent responses include:

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

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- Services: The majority of respondents (78%) expressed that they were satisfied with the special education services their child received during the past year.

In order to continue to increase the response rate, OSSE staff members worked to create awareness of the survey and to distribute surveys at the following events: Parent Summit, Secondary Transition Community of Practice Annual Retreat, EdFest DC, State Advisory Panel on Special Education monthly meetings and quarterly DC Supporting Families Community of Practice meetings. The State Advisory Panel on Special Education partners with OSSE to disseminate relevant information and opportunities to the parent community. In addition, OSSE has revised the online survey tool to be more user-friendly. Future efforts will focus on increasing awareness and participation via social media.

Q54: The Special Education Quality Improvement Amendment Act requires all charter schools to be their own LEAs for the purpose of Part B of IDEA and section 504 of the Rehabilitation Act (29 U.S.C. § 794) by August 1, 2017, or upon funding. Please describe how implementation of this provision is going for schools that were required to switch in summer 2017.

RESPONSE:

The Special Education Quality Improvement Amendment Act, with one exception, required all charter schools to be their own LEAs for the purpose of Part B of IDEA and section 504 of the Rehabilitation Act (29 U.S.C. § 794) by August 1, 2017, or upon funding. The requirement was met by July 1, 2017 to ensure alignment with the federal fiscal year. Many charter schools opted to become independent earlier than the required date and the remaining charter schools became independent by July 1, 2017.

This was a significant change for impacted LEAs, and in FY 2016, OSSE provided a training series to provide intensive support to those LEAs. This series included an overview of staffing and budgeting considerations for independent LEAs, training in core compliance requirements and related data systems used by OSSE for tracking correction of noncompliance, training in fiscal requirements and the IDEA grant application process, and considerations related to the requirement to develop a full continuum of educational placements under IDEA. LEAs were also provided with tailored technical assistance upon request. OSSE and PCSB continued to work collaboratively to transition the remaining charter LEAs to independent status effective July 1, 2017.

The LEAs that became independent as of July 1, 2017 were also included in the FY 2016 training series. They continued to receive support through OSSE's K-12 teams, with a particular focus on supporting the LEAs through their first IDEA grant application cycle.

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Q55: How many due process hearings and state complaints did OSSE issue final orders for in FY16, FY17, FY18 to date?

RESPONSE:

Due Process Hearings that Resulted in Final Order issued	
FY16	117
FY17	118
FY18 to date (Jan 10, 2018)	43

State Complaint Letters of Decision (LODs) Issued by federal fiscal year (FFY)	
FFY 2016	14
FFY 2017	12
FFY 2018	Begins July 1, 2018

Special Education Transportation

Q56: With regard to special education transportation, please provide the following information for SY2016-2017:

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

RESPONSE:

- (a) Any actions taken over the last year or planned for the next year to improve the special education transportation system;**

DOT continued its ongoing partnerships with LEAs to increase community awareness in order to better inform children and families about student transportation services. DOT conducted over 300 school visits to assess the quality of transportation services and to remedy any issues and participated in numerous community events.

DOT implemented the communication and training program for certification deadlines. The program offered detailed training sessions to LEAs and allowed them to submit data onsite with hands-on assistance from DOT staff. The program was a success as it returned an increased percentage of students that were certified before the SY deadline, 29% of eligible students certified by the deadline in SY16 compared to the 56% certified in SY17, a 27% increase.

In collaboration with OSSE HR and DCHR, OSSE DOT launched a recruitment and retention campaign. OSSE DOT participated in five job fairs at city recreation centers, with panels present to do interviews on the spot. In addition to these campaigns, OSSE

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DOT made several improvements to the hiring process. For example, when a job opening is posted, instead of waiting for the full hiring window of 45 days to pull applicants, OSSE DOT changed to pulling applicants every 5-10 days. A hiring panel was created to then interview applicants on a rolling basis. From there, OSSE DOT also improved the tracking system for all candidates between the job offer and start date. A distinct improvement to this process included OSSE HR having the authorization to conduct criminal background checks within the agency instead of sending them to DCHR, thus reducing the amount of time between job offer and start date.

In order to improve terminal operations, OSSE DOT hired 15 new management staff to reduce the ratio of bus staff to managers at the terminals. Additionally, a safe-driving recognition program for drivers was established. Finally, safe loading zones were implemented at all schools that have multiple routes.

At the end of FY17, OSSE DOT procured and worked with an architect to begin the redesign of the W Street Terminal (1601 W. Street NE). Soil sampling was conducted to determine if the soil was contaminated at the property, which came back positive, meaning that the soil will have to be excavated. DOT is also still actively working with DGS to obtain a waiver for current zoning restrictions as well as permits needed to begin construction. OSSE DOT worked with the same architect to create plans for renovating the Fifth Street Terminal and to possibly use the W Street space as temporary swing space while the Fifth Street building is under construction. Finally, OSSE DOT installed security cameras at all four terminals as part of continuing upgrades and maintenance to facilities.

In order to better determine staffing levels and to achieve potential cost savings, OSSE DOT is working to automate its staffing, leave, and overtime tracking system. To do so, the OSSE team began working with a new time and attendance vendor, Kronos. In Q4 of FY17, Phase I was completed, which included setting up the cloud hosting site. Phase II began at the end of Q4 by gathering HR requirements and working with users to customize the user interface. Testing and development has occurred in Q1 of FY18 with full implementation of the new system projected for the second quarter.

OSSE DOT successfully installed push-to-talk phones on all buses so that drivers have an easy, direct connection to dispatchers. OSSE DOT also installed improved call routing software for the dispatch phone line. The combination of these technology upgrades makes it faster and easier to contact any driver on the road, as well as improving communication between dispatchers and other departments.

As part of the District Vision Zero Program, which aims to eliminate fatalities and serious injuries to travelers in the city by 2024, OSSE DOT launched the “Safety is in Your Hands” campaign as part of its year-long safety campaign. Additionally, a safe-driving recognition program for drivers was established. Finally, safe loading zones were implemented at all schools that have multiple routes.

For the past several years, instead of furloughing bus staff during the summer, OSSE DOT implemented an annual training program to ensure all staff have the opportunity to receive training. In addition to this annual training, OSSE DOT has begun implementing a dedicated aide training program in which aides receive individual coaching and behavior strategies for creating a more positive environment for their students. And finally, the School Bus Operations Training Program has begun creating a comprehensive year-round training program curriculum based on a needs assessment; a library of recorded trainings; and procedure for monitoring and analyzing trainings for effectiveness. These processes are being refined and finalized in FY18.

Actions Planned for FY18

OSSE DOT will implement a customer service training program for all staff that provides practical skills and tools for employees to use as standards of behavior when communicating with parents, students, LEAs, stakeholders and colleagues. For example, OSSE DOT will train operations staff in Communicate with Heart—a customer service training program developed by the Cleveland Clinic. This program empowers employees to interact with students, families and each other in a caring and compassionate way. Participants are provided with interactive activities and practical tools to establish and sustain a culture of service excellence.

OSSE DOT will partner with DDOT to develop a process for accessing District of Columbia traffic cameras to aid bus accident and incident investigations.

OSSE DOT will procure a more reliable, efficient and user- friendly Student Ridership Tracking System and GPS which will better meet the needs of operations. This new system will make reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals) traceable.

OSSE DOT will enhance work facilities by conducting terminal upgrades to include purchasing new trailers, improving work space and providing additional on-site amenities.

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

In addition to the daily school route, OSSE DOT provides transportation for eligible students to activities that are necessary for the provision of FAPE as specified in the student's IEP (e.g. secondary transition activities, education-related activities). To initiate transportation to such activities, LEAs shall submit the appropriate completed special accommodations request within five (5) business days of the IEP Team decision and at least ten (10) business days in advance of the activity. If the activity occurs after school hours, LEAs are responsible for making arrangements for transportation from the activity to the student's residence, subject to reimbursement from OSSE DOT. [Click here to view.](#)

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

On average in the 2017-2018 school year, OSSE DOT provided services to 3,184 students, which includes 22 students who received parent reimbursement or received Metro cards for the DC One Card through the agency.

(d) The number of special education students receiving transportation services from contractors;

From August through March of the school year, there was an average of 20 students per month receiving services from contractors. Due to an increase in the number of students needing contractor-provided transportation for safety reasons, as well as a shortage of bus staff, from April through July that average increased to 117 students per month. Throughout the entire school year, there were 117 unique students who received transportation services from a contractor at some point during the year.

(e) The percentage of buses that arrived at school on time, broken down by month;

The table below indicates the percentage of buses that arrived at school on time and before the bell, broken down by month. Note that the definition of “On-Time Performance” (OTP) is arriving at school no earlier than 30 minutes before the bell and no later than 10 minutes before the bell.

	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17
OTP	87.2%	87.9%	90.8%	88.0%	89.6%	--%	88.7%	88.3%	88.2%	86.4%	88.2%	80.4%
Arrival Before Bell	94.2%	97.9%	96.1%	96.1%	95.5%	--%	95.8%	93.6%	95.3%	93.5%	95.5%	94.3%

*Note: In January 2017, OSSE DOT upgraded the network for the GPS system, which took several weeks to be fully completed. During that time, a majority of the GPS units on the buses were unable to transmit accurate signals and therefore, there is no aggregate on-time performance data for that month.

(f) The percentage of bus ride times that exceeded one hour, broken down by month;

Note that ride times are determined on a case-by-case basis to take into account the individual medical needs of each student. The current ride-time standards set by OSSE DOT based on school locations are as follows:

- 75 minutes for programs in DC and within 6 miles of DC;
- 90 minutes for programs between 6 and 15 miles of DC; and
- 120 minutes for programs farther than 15 miles from DC.

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The data below is based on scheduled pick-up and drop-off times for the morning commute.

	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17
> 60 min	8.2%	12.7%	15.5%	16.3%	16.8%	17.4%	18.6%	17.7%	19.0%	19.5%	18.4%	11.7%
> 75 min	2.1%	4.6%	6.2%	6.2%	6.4%	6.9%	6.1%	5.7%	6.3%	6.4%	5.9%	4.1%

(g) The number of complaints received regarding special education transportation, broken down by month and subject matter of complaint;

Complaint Category	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Total	Percent Substantiated
Early/Late Bus	45	184	96	107	87	104	84	130	100	137	58	40	1172	77.90%
Unprofessional Conduct	17	54	66	62	49	71	64	72	48	74	32	43	652	6.13%
Student Not Picked Up AM	9	42	22	35	18	26	25	32	14	28	11	18	280	46.07%
Operations Issues	7	9	6	9	6	16	10	13	9	15	13	6	119	39.50%
Student Behavior	1	8	4	9	7	5	20	9	9	6	2	5	85	24.71%
Route Issues	11	13	2	5	3	4	8	5	3	2		6	62	54.84%
Student Accommodations	8	6	3	3	3			3	4	6	1	2	39	33.33%
Administrative Issues		1	5			2	1	9	5	4	1	3	31	6.45%
Fleet Issues	8	6	1		1		2	1	4	2	1	2	28	3.57%
Student/School Information	1							1		1	1	1	5	40.00%
Total	107	323	205	230	174	228	214	275	196	275	120	126	2473	48.60%

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

	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Total Average
Early/Late Bus	3.53	10.80	14.79	16.54	16.93	8.17	10.38	12.91	8.26	9.74	4.71	4.95	10.96
Unprofessional Conduct	2.41	8.65	7.59	14.39	14.12	8.70	10.11	11.19	8.71	9.23	5.56	6.95	9.57
Student not picked up in AM	2.22	8.26	14.64	17.74	16.11	7.58	10.08	12.47	7.36	7.96	3.55	3.28	10.26
Operations Issue	5.57	5.89	12.50	21.11	18.17	8.19	8.00	12.31	7.67	8.53	4.38	4.17	9.38
Student Behavior	17.00	8.25	10.25	16.44	14.71	10.20	10.80	9.89	8.89	4.33	5.50	6.80	10.38
Route Issues	2.00	10.08	11.00	13.40	14.33	6.75	10.50	11.20	8.33	5.00		4.50	8.29
Student Accommodations	3.50	7.33	21.33	26.33	19.67			6.67	10.25	9.67	7.00	3.00	10.41
Administrative		9.00	13.00			7.50	9.00	12.33	7.60	10.50	1.00	3.67	9.71

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Issues													
Fleet Issues	2.75	2.67	6.00		21.00		4.50	6.00	6.00	8.50	3.00	4.50	4.75
Student/School Information	3.00							14.00		15.00	5.00	2.00	7.80
Total Average	3.28	9.66	12.27	16.38	16.03	8.29	10.14	12.14	8.29	9.22	4.78	5.32	10.25

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

There are 570 school buses currently in service, with an average age of 5.9 years old.

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

There are 17 vans currently in service, with an average age of 7 years old. Four of the vans are used by the maintenance team, and the other 13 are used to transport students.

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

In addition to the 17 vans, OSSE DOT owns 645 school buses and 14 passenger vehicles. Please note that the total school buses includes 13 buses that are recently purchased and are awaiting registration, so are not yet in service, and does not include 11 buses that are retired and awaiting having their tags removed. OSSE DOT leases a total of 5 vehicles: 1 passenger vehicle and 4 mechanic's trucks.

Q57: In FY17 and FY18, how has OSSE taken steps to remedy each of the top three compliant issues received regarding special education transportation in FY17?

RESPONSE:

To address the early/late bus complaints, the first step was to ensure that parents/guardians are aware that according to the OSSE DOT transportation policy, a bus can arrive up to 15 minutes before or after the scheduled pick-up time and still be on time. While this is standard practice for the door-to-door transportation industry, not all parent/guardians may be fully aware of the policy. Therefore, from a recommendation from the Transportation Advisory Council, OSSE DOT plans to launch an education campaign for parents/guardians about all pick-up and drop-off procedures.

The next step ensured that parent/guardians are notified if a bus is going to arrive outside of the 30-minute window. OSSE DOT has run into significant issues with parent/guardian contact information being up-to-date and accurate. Therefore, OSSE DOT has begun implementing a strategy to work with OSSE data systems and LEAs to improve the accuracy of parent/guardian contact data in our parent notification system.

Finally, the greatest contributor to buses arriving outside of the 30-minute window is staff shortage and absenteeism. OSSE DOT has been testing strategies for reducing staff absenteeism, for example launching an attendance incentive for the beginning of the 2017-2018 school year. Additionally, this year OSSE DOT plans to do an education campaign among bus staff about the importance of consistency for the student population that OSSE DOT serves and the impact to those students when they do not arrive on time.

To address the missed bus complaints, OSSE DOT has been working to improve the accuracy of student data as well as to streamline the student routing process. Many missed pick-ups are due to wrong addresses or inaccurate student ridership information (for example, a student may be picked up at different locations on different days of the week). OSSE DOT has been working to improve bus staff documentation of wrong address or students not riding, and then to improve the process of updating that information with LEAs, and to expedite the time it takes to correct the information in the routing process. Additionally, OSSE DOT is working to strengthen relationships with school staff about student attendance in order to improve tracking as well.

Finally, to address unprofessional conduct complaints, OSSE DOT has continued training staff in Right Response, a curriculum that provides bus drivers and attendants additional skills on interacting with students and parents, focusing on proactive strategies to manage the environment. Additionally, OSSE DOT has begun training staff in Communicate with Heart—a customer service training program developed by the Cleveland Clinic. This program empowers employees to interact with students, families and each other in a caring and compassionate way. Participants are provided with interactive activities and practical tools to establish and sustain a culture of service excellence. OSSE DOT is also working to develop an in-depth analysis of behaviors exhibited during unprofessional

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conduct complaints so that the individual follow-up coaching and training can be better tailored to the specific issues that individual staff may have.

Q58: Please provide an update on the Transportation Advisory Council. At a minimum, please include the list of representatives serving on the Council; the number of meetings held in FY17 and FY18; priorities identified by the Council; and what changes to improve special education transportation that OSSE-DOT has undertaken as a result of the Advisory Council.

RESPONSE:

The goal of the Transportation Advisory Council (TAC) is to work with a cohort of individuals with diverse backgrounds, skill sets, and knowledge of special education services for students with disabilities. Members share ideas and make recommendations for the purpose of supporting transportation services to ensure students successfully begin and end their school day with best in class transportation service. Below is our current member list.

Name	Affiliation	Role
Yvette Rosendo	OSSE-DOT	Chair
Shaneika Webb	OSSE-DOT	Secretary
Molly Whalen	DCASE	Member
Doreen Hodges	DC Family Voices	Member
Darnell Goings	Parent	Member
Emily Daggett	Parent	Member
Catherine Decker	St Coletta of Greater Washington	Member
Charles DeSantis	Parent	Member
Shara Greer	Children's Law Center	Member
Rose Suggs Evans	Parent	Member
Amy Alvord	Ivymount	Member

During school year 2016-2017 the TAC conducted a total of four (4) meetings. The priorities the TAC identified included:

- DOT Policy Revisions
 - Communicate process for amendments to the policy to external stakeholders
- Start of School Communications
 - More clearly define and communicate pick up procedures to parents
 - Hold parent information sessions about what to expect and how to prepare for the first day of school
- Behavioral Management Training
 - Consider hosting parent/school staff facilitated trainings for bus staff for particular students
 - Train staff on identifying student triggers
 - Stressed the importance of staff consistency
- Enhance Externally Facing Communication
 - DOT participation in EdFest and Parent Engagement Summit
 - Consider holding a DOT Parent Summit in 2018
 - Possibly conduct quarterly parent survey

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OSSE DOT has begun to incorporate these recommendations and has plans for further action. For example, OSSE DOT has enhanced the training for bus attendants to include specialized training for particular students, which includes communication with school staff and parents about how to create the best possible environment on the bus for each student. Additionally, to improve external communication, OSSE DOT is currently planning improvements to start of school communications with parents and guardians for school year 2018-2019 that will include enhanced information about pick-up and drop-off policies and procedures, information about the routing process, and information about procedures for handling student behavior on the bus.

Q59: Describe any technology upgrades OSSE-DOT has taken in FY17 and FY18 to better track buses and communicate with parents and schools regarding arrivals and pick-ups.

RESPONSE:

This past year OSSE DOT has made strong progress on technology systems upgrades. First, as stated previously, OSSE DOT successfully installed push-to-talk phones on all buses so that drivers have an easy, direct connection to dispatchers. OSSE DOT also installed improved call routing software for the dispatch phone line. The combination of these technology upgrades makes it faster and easier to contact any driver on the road, which then makes communication with parents and schools more timely.

Second, OSSE DOT implemented the final phase of Blackboard Connect, allowing student-specific automatic notifications to parents about changes to scheduled pick-up or drop-off as well as real-time updates about bus arrival time or incidents that occur en-route that may delay the bus.

Third, OSSE DOT procured a vendor to set up a new Salesforce database which will replace and upgrade OSSE DOT's current compliance and contact management systems. This system will improve the integration of student, school, and routing data. This integration will allow the Parent Resource Center to provide parents with more comprehensive and up-to-date information.

Q60: Please provide an update on OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. Also provide for SY17-18, the number of drivers/aides needed and how many of each is currently employed.

RESPONSE:

There are several strategies that OSSE DOT is employing to ensure that the agency has the appropriate number of drivers and attendants to serve all of the students who need transportation.

First, OSSE DOT in collaboration with OSSE HR launched a major hiring campaign in FY17, which resulted in the hiring of 30 bus drivers and 28 attendants. As of January 2018, OSSE DOT has 90 vacancies; 12 of these vacancies have candidates selected. The remaining 78 vacancies include 49 bus drivers, 26 attendants and 3 administrative positions.

Second, in the fall of 2017, OSSE DOT launched a partnership with the Department of Employment Services (DOES) for the DC Infrastructure Academy (DCIA). The DCIA will offer access to a variety of trainings and other programs that will provide the skills necessary to begin and sustain careers in the infrastructure industry. As part of the collaboration, OSSE DOT will assist in providing training resources, provide information overview sessions for DCIA trainees, and commit to interviewing all participants who successfully pass related tests associated with twenty Motor Vehicle Operator positions.

As stated in Q61(d), due to an increasing number of students eligible for transportation and a shortage of staff, OSSE DOT has supplemented by outsourcing some routes to contractors. This necessity has continued in SY17-18, with OSSE DOT outsourcing an average of 52 routes per month to contractors. The data below does not include these 52 contractor routes, and only includes routes driven by OSSE DOT staff on OSSE DOT owned vehicles.

Month	Average # of routes	Average # of drivers needed (includes 10% bench)	Average # of Drivers employed & active	Average # of drivers present each day	Average # of attendants needed (includes 10% bench and 1:1 aides)	Average # of attendants employed & active	Average # of attendants present each day
Aug-17	468	515	548	506	563	585	524
Sep-17	517	569	547	513	617	580	532
Oct-17	521	573	547	500	622	577	516
Nov-17	526	579	545	489	627	579	506
Dec-17	523	575	564	503	623	575	499

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Data only reflects DCPS regular school days

Note: Standard business practice for a fleet business is to have a bench of 10% more drivers than routes on any given day. OSSE DOT also implemented this practice for its attendants. In addition to the 10% bench implemented for attendants, some students (average of 44) need a one-to-one aide which increases the numbers of attendants needed from the standard practice of one attendant per route. Therefore, the number of attendants needed is 10% percent greater than the number of routes plus the number of one-to-one aides.

Post-Secondary Education and Career Education

Q61: Provide the list of schools that are considered IT Academies. Please detail OSSE's efforts in FY17 to expand the number of IT Academies to increase students' digital literacy and better prepare them for college and careers. What outcomes have been observed in FY17 from this program?

RESPONSE:

The schools that offered Microsoft Imagine Academies for the 2016-17 school year include:

1. Academy of Hope Public Charter School (PCS)
2. Ballou STAY High School
3. Benjamin Banneker High School
4. The Community College Preparatory Academy
5. Coolidge Senior High School
6. Eastern Senior High School
7. Four Walls Career & Technical Education Center
8. Friendship Collegiate Academy
9. Friendship Tech Prep Academy
10. H.D. Woodson High School
11. IDEA PCS
12. Latin American Youth Center (LAYC) Career Academy
13. Luke C. Moore High School
14. McKinley High School
15. Phelps Architecture, Construction and Engineering High School
16. Roosevelt High School
17. Roosevelt STAY High School
18. Washington Math and Science PCS
19. DC Public Libraries

Expansion Efforts

OSSE staff worked with administrators at schools to ensure that the Microsoft IT course would be offered and adequately staffed for the 2017-18 school year. Personalized professional development trainings were provided to instructors based on their experience and proficiency delivering the Microsoft Imagine Academy content. In the fall of 2017, OSSE initiated monthly site visits to schools to support instructors.

Microsoft Imagine Academies Outcomes

The implementation of the Microsoft Imagine Academies in the District of Columbia in the 2016-2017 school year resulted in the following outcomes:

- 18 schools and one (1) public library actively participating;
- 2,238 exams taken, which was 99% more than the number of exams taken in the 2015-16 school year; and
- 927 Microsoft Office (MO) Certifications earned, which is 55% more than the number of certifications earned in the 2015-16 school year.

Q62: OSSE funds free SAT testing for all DC public school juniors and seniors. Please provide the Committee the following:

- (a) The cost of administering this program in FY14, FY15, FY16, FY17, and FY18;**
- (b) How many seniors and juniors took advantage of this program for each of the above years; and**
- (c) The District’s average SAT scores for FY14, FY15, FY16, FY17, and FY18.**

RESPONSE: Q62 Attachment – SAT.xlsx

In 2012, the Council of the District of Columbia passed the “Raising the Expectations for Education Outcomes Omnibus Act of 2012” (D.C. Law 19-142) which requires each student attending a public high school to take the SAT or ACT before graduating. Because the costs of both tests can be a barrier for students (e.g. the SAT is \$41.00 per exam, including the discount provided to OSSE, or \$60.00 without the discount), OSSE provides all District juniors and seniors who attend public high school in the District the ability to take the SAT free, through SAT School Day. During the fall semester, seniors take the SAT on a given day, and juniors do so during the spring semester. If an eligible student is present at school on SAT School Day, he or she is required to take the exam.

The table below summarizes the cost of administering SAT School Day and the number of students participating.

Fiscal Year	Administration Cost	Number of Students Served
FY15	\$241,290	4969*
FY16	\$287,411	5806*
FY17	\$375,744	6200*
FY18	\$351,921	8581**

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

*** The number of juniors and seniors (based on OSSE-verified data) who are registered for SAT School Day in the 2017-18 school year. Actual numbers of students tested is not yet available.*

The full implementation of the bulk registration process will have two anticipated impacts – the number of students served will increase and the cost of administration will decrease based on added efficiencies.

Also, see the Q62 Attachment for the District’s overall mean SAT score in each year.

ACT

Though OSSE provides SAT School Day for all juniors and seniors, LEAs and schools are able to obtain free or reduced price vouchers directly from ACT for students to take the ACT exam. ACT deems students eligible to receive vouchers if they are considered eligible for the Free and Reduced Meals Program (FARMS). If the student’s school does not participate in SAT School Day, schools can request that OSSE assume the costs of the ACT for non-FARMS students. To date, no schools have made this request.

Q63: In FY17, OSSE launched an SAT prep pilot program. Please provide an update on that program and outcomes observed as a result of the effort.

RESPONSE:

In 2015-16, OSSE developed the SAT Preparation Expansion Grant, a competitive grant program in which SAT preparation companies in partnership with District LEAs applied for funding for in-school SAT preparation services. Before the Request for Applications (RFA) was released, OSSE conducted outreach to determine what SAT services already existed in District public high schools and to assess the level of demand for this type of programming. The outreach was conducted via in-school interviews (during the high school needs assessment project), as well as emails and phone calls to school leaders and counselors. At the end of the 2015-16 grant period, subgrantees provided feedback regarding difficulties in aligning programming with when they received and were able to start spending the award, which happened at the beginning of the fiscal year and one (1) to two (2) months into the school year. In response to this feedback, in the second iteration of the grant, OSSE designed the program to span the end of FY16 into FY17, using FY16 and FY17 funds respectively, thus allowing schools to begin programming at the beginning of the school year.

FY17

For FY17, The SAT Preparation Expansion Grant awarded \$658,896 in local funding (fiscal year 2016 and 2017 funds) to five (5) test preparation companies partnering with ten (10) DC Local Education Agencies (LEAs), to provide in-school SAT preparation programs to meet the needs of DC public high school students. Please see summary of funding and programs below.

Test preparation providers offered one (1) (or more) of three (3) types of programs to students with this grant funding including (1) curriculum integration, (2) LEA-provided SAT Test Preparation Course, or (3) company-provided SAT Preparation Course.

Partnership & Funding Summary - Grant SY 2016-2017

Subgrantee Name	Partner LEA	School	Program Option	Award Amount
Bell Curves	DCPS	Cardozo	3	\$59,646.00 (FY16)
Bell Curves	DCPS	Duke Ellington	1, 3	
Bell Curves	DCPS	Eastern	3	
Bell Curves	Cap City	Cap City	3	\$120,711.00 (FY17)
Bell Curves	WMST	WMST	2	
Cambridge Educational	Friendship	Friendship Tech Prep	2	\$15,468.28 (FY16)
				\$5,614.72 (FY17)
Kaplan K-12	DCPS	Dunbar	2, 3	\$33,389.40 (FY16)
Kaplan K-12	Paul PCS	Paul PSC	2	
				\$19,618.00 (FY17)

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Subgrantee Name	Partner LEA	School	Program Option	Award Amount
Princeton Review	DCPS	Anacostia	3	\$128,080.00 (FY16)
Princeton Review	DCPS	Ballou	3	
Princeton Review	DCPS	Woodson	2, 3	
Princeton Review	Friendship	Friendship Collegiate	3	\$30,673.44 (FY17)
Princeton Review	Somerset	Somerset Prep	3	
Transcend Academy	DCPS	Ballou STAY	2	\$33,910.00 (FY16)
Transcend Academy	DCPS	CHEC	3	
Transcend Academy	DCPS	Coolidge	3	
Transcend Academy	DCPS	McKinley Tech	3	\$211,758.00 (FY17)
Transcend Academy	DCPS	Roosevelt	3	
Transcend Academy	DCPS	Roosevelt STAY	2	
Transcend Academy	Richard Wright	Richard Wright	2	
Transcend Academy	SEED	SEED	3	
Transcend Academy	Thurgood Marshall	Thurgood Marshall	3	
Transcend Academy	Washington Latin	Washington Latin	3	

Program Summary - Grant SY 2016-17

	Number Served
Students	3,452
LEAs	10
Schools	23
DCPS schools	13
Public charter schools	10

	Amount
FY16 funding	\$270,493.68
FY17 funding	\$388,375.16
Total funding awarded	\$658,895.84*
Cost per student (overall)	\$190.87
* Across both FYs	

FY18 to-date

For FY18, The SAT Preparation Expansion Grant awarded \$519,034.75 in local funding (fiscal year 2017 and 2018 funds) to four (4) test preparation companies partnering with fifteen (15) DC Local Education Agencies (LEAs), to provide in-school SAT preparation programs to meet the needs of DC public high school students. Test preparation providers offered the same three (3) types of programs as in the previous year: curriculum integration, LEA-provided SAT Test Preparation Course, and/or company-provided SAT Preparation Course. Please see summary of funding and programs below.

Partnership & Funding Summary – Grant SY 2017-18

Subgrantee Name	Partner LEA	School	Program Option	Award Amount
Bell Curves	Capital City	Capital City PCS	1, 3	\$47,598.00 (FY17)
Bell Curves	DCPS	Duke Ellington	1, 3	
Bell Curves	DCPS	Eastern	3	
Bell Curves	Thurgood Marshall	Thurgood Marshall	3	\$46,720.00 (FY18)
Bell Curves	WMST	WMST PCS	2	
Kaplan	Cesar Chavez	Cesar Chavez	2	\$0.00

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Subgrantee Name	Partner LEA	School	Program Option	Award Amount
Kaplan	DCPS	Banneker	3	\$83,719.30 (FY18)
Kaplan	DCPS	Dunbar	3	
Kaplan	DCPS	Phelps ACE	3	
Kaplan	DCPS	School Without Walls	2	
Kaplan	Paul PCS	Paul PCS	2	
Princeton Review	DCPS	Ballou	3	\$15,927.00 (FY17)
Princeton Review	DCPS	Ron Brown	3	
Princeton Review	DCPS	Woodson	3	
Princeton Review	Friendship PCS	Friendship Collegiate	1, 3	\$67,838.25 (FY18)
Transcend Academy	BASIS DC PCS	BASIS DC	3	\$218,757.20 (FY18)
Transcend Academy	DCPS	Anacostia	3	
Transcend Academy	DCPS	Ballou STAY	3	
Transcend Academy	DCPS	Calvin Coolidge	3	
Transcend Academy	DCPS	Cardozo	3	
Transcend Academy	DCPS	Columbia Heights EC	3	
Transcend Academy	DCPS	Roosevelt	2	
Transcend Academy	DCPS	Roosevelt STAY	2	
Transcend Academy	E.L. Haynes	E.L. Haynes	3	
Transcend Academy	IDEA PCS	IDEA PCS	3	
Transcend Academy	Maya Angelou PCS	Maya Angelou	3	
Transcend Academy	Richard Wright	Richard Wright	3	
Transcend Academy	SEED PCS	SEED School	3	
Transcend Academy	Somerset	Somerset Prep PCS	2	
Transcend Academy	Washington Latin	Washington Latin	3	

Program Summary – Grant SY 2017-18

	Number Served
Students	2,832
LEAs	15
Schools	30
DCPS schools	16
Public charter schools	14

	Amount
FY17 funding	\$102,000.00
FY18 funding	\$417,034.75
Total funding awarded	\$519,034.75*
Cost per student (overall)	\$183.27
* Across both FYs	

Outcomes

All subgrantees receiving funding through the OSSE SAT Preparation Expansion Grant must collect and submit weekly attendance templates for students receiving prep courses, pre- and post-assessments, and mid-year and final reports for the program. A primary goal of the SAT Preparation Expansion Grants is to better learn what SAT prep strategies and programs improve outcomes for students in the District of Columbia. Current grantees of the program are required to use student PSAT data (or past SAT data as applicable) as baseline student data, and SAT data (spring 2016) as comparative data, to

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measure the impact of their programs. Additionally, LEAs are required to provide OSSE with student course grades and GPAs as a reporting requirement for students who receive services, and qualitative program implementation feedback, so that OSSE can fully assess program effectiveness and explore connections between student achievement, college readiness, college access and academic success. In evaluating effectiveness of test prep programs (and by default, test prep companies), OSSE is reviewing the following: 1) growth in scores from pre-assessment to post-assessment, 2) weekly attendance and 3) growth in scores from PSAT to SAT. OSSE anticipates being able to fully evaluate outcomes from 2016-17 and 2017-18 by the end of 2018, based on the timeline for full data delivery by the College Board.

Q64: Provide an update on the OSSE Scholars Program in FY17 and FY18. At a minimum, in your response, please include:

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

RESPONSE:

The OSSE Scholars Program was created in spring of 2012 as an academic enrichment opportunity for high-achieving, low-income District of Columbia high school students with funding support from the U.S. Department of Education's College Access Challenge Grant (CACG), which ended in 2015. Through partnerships with selective postsecondary universities, this program exposes high school sophomores and juniors to university campuses, various academic disciplines and peers from a wide variety of backgrounds.

The OSSE Scholars Program is briefly described below:

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

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program for 2016, 2017, 2018:

	Summer 2016 Program CACG Funded	Summer 2017 Program Locally Funded	Summer 2018 Program Locally Funded
Number of students who applied to the OSSE Scholars Program	276	123	148
Number of students who were accepted to the OSSE Scholars Program	71 (30 DCPS, 41 public charter school)	37 (16 DCPS, 21 public charter school)	47 (17 DCPS, 30 public charter school)
Total cost of the program	\$492,500.00	\$257,077.86	\$270,000.00 ⁺
Average cost per student*	\$6,936.62	\$6,948.05	\$5,744.68 ⁺

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* Costs include tuition, travel, and educational supplies
+ Anticipated cost

Length of the program

The length of the OSSE Scholars Program varies for each university program, but all programs run between two (2) and eight (8) weeks.

Activities and opportunities students experience through the OSSE Scholars Program

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

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

Once students arrive on campus, students are exposed to:

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

OSSE's efforts in recruitment and outreach

OSSE's recruitment and outreach efforts involve working with high school counselors to share information about the program and explain the application process. Each year, OSSE provides posters and flyers to high school counselors to advertise the OSSE Scholars Programs. OSSE staff also works with high school counselors to help them better understand selection criteria and thus recommend the best candidates for the program. This year, OSSE held two (2) webinars to assist counselors with the application process. Additionally, OSSE staff visited high schools to talk directly with students about the OSSE Scholars Program.

Program Outcomes

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

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Of the 43 OSSE Scholars from the high school graduating classes of 2012, 2013, and 2014 (years selected based on available data), OSSE has postsecondary information for 38 alumni, or 88% of the total. There is no information for the other five (5) students, which means that those students either attend universities that are not reporting to the National Student Clearinghouse, or are not enrolled.

Q65: Please provide the number of D.C. students participating in dual enrollment SY2016-2017 and SY2017-2018.

RESPONSE:

Students participate in dual enrollment courses through their LEA. OSSE awards competitive grants to institutions of higher education (IHE) that establish partnership agreements with LEAs. IHEs are reimbursed per student, per course, using grant funds. OSSE also supports students participating in the UDC-CC CARE Program, which allows students from across the District, regardless of sector, to take at least one college course at UDC-CC. With OSSE's support, UDC-CC has been able to maintain the same level of slots available in the previous school year. Student participation for SY2016-17 and SY2017-18 (to-date) is provided below.

School Year	Number of students	Cost
2015-16	397	\$108,526
2016-17	360	\$199,750
2017-18 (to-date)	351	\$263,052
<i>* In 2016-17, OSSE increased the allowable per student cost to \$450 per student, per course due to rising costs at the IHEs</i>		

Students may take more than one course per school year, resulting in an average cost per student that is above the maximum allowable per course, per student amount listed.

Over the last year, OSSE has been working with LEAs and representatives from local colleges and universities to launch a Dual Enrollment Consortium in an effort to provide a larger range of options for dual enrollment open to all students in public schools in the District. OSSE anticipates launching a small pilot for the 2018-19 school year with three local universities and up to ten LEAs.

Q66: DC TAG helps D.C. residents afford college tuition by reducing the cost of tuition at public and private institutions in the DC metro area. Please provide the following for FY12, FY13, FY14, FY15, FY16, FY17, and FY18:

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

RESPONSE: Q66 Attachment – DC TAG.xlsx

Q67: Please provide an update on what OSSE is doing to increase the knowledge of higher education access and opportunities for students.

RESPONSE:

Each year, the Free Application for Federal Student Aid (FAFSA) allows students across the country to access their share of over \$150 billion in federal grants, loans, and work-study funds. The FAFSA allows many colleges and universities to determine the amount of additional need-based aid that students should receive. Several national studies have shown a strong linkage between FAFSA completion and college enrollment. OSSE is committed to increasing the rate of postsecondary participation by District high school graduates and therefore created the *FAFSA Completion Initiative*. The initiative brings together a wide array of CBOs and LEAs to increase FAFSA completion and postsecondary enrollment. The initiative is comprised of:

- A District-wide public awareness campaign to increase the awareness of FAFSA's importance and encourage FAFSA completion by all eligible students;
- Coordination of FAFSA submission events at schools and community-based organizations throughout the city, effectively leveraging resources; and
- Access to student-level FAFSA completion data for high school counselors and principals through an online platform, allowing for targeted and more strategic interventions. This platform allows school and CBO staff to see almost real-time student FAFSA and DCTAG completion statuses in order to help them target their student and family interventions. Based on OSSE data, 63% of seniors from the 2016-17 school year completed a FAFSA.

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

A second round of changes to MCFF went into effect in December 2015 and included additional details on college completion, showing if District students who transferred to and from a particular college end up completing their degrees and at what type of institution. As the site is intended for the personal use of counselors and students, individuals must register in order to use the site. The new version of MCFF can be accessed at mcff.osse.dc.gov. OSSE is also developing a suite of materials to be used in conjunction with MCFF, including lesson plans and student activities, which will ensure that OSSE's partners and District students gain the maximum benefit from using this innovative, web-based tool. OSSE will continue to promote the use of the tool during

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FY2018. In addition, OSSE is working on adding new years of data to the tool and making changes to some of the visualizations based on feedback from students and school staff.

In addition, using an array of media platforms, OSSE provides information to students regarding how to apply for the DCTAG program, as well as information regarding college enrollment, financing, persistence, transfer and graduation. In 2017, OSSE worked with an external communications firm to help increase awareness of the DCTAG website, increase the number of applications submitted, emphasize the new policy changes that expanded access, and to target outreach to families in Wards 5, 7, and 8. This campaign, which included print, digital, and radio advertisements over three months, had 7,262,673 total impressions. OSSE also continued to produce its quarterly newsletter, TAGTALK, which has been well received. Working with school counselors and college access providers through conferences, meetings, school blitzes, and other collaborations, OSSE continually seeks to ensure that students and families have the necessary resources and information to make informed college choices.

Finally, PCE, in conjunction with OSSE's McKinney-Vento Homeless Education Program, provided college readiness programming for 76 high school students experiencing homelessness. One group of the students (16) attended summer bridge programs at American University, University of Virginia, and Morgan State University. The students were provided with small stipends for activities and college dorm kits to address their needs during the two-week programs. Another group of students (40) participated in a three-day college tour, visiting universities in Pennsylvania, Delaware, and Maryland. Finally, twenty college-bound students were awarded college care packages, which included bedding, toiletries, and a laptop. These students attend 17 different colleges around the country including Old Dominion University (VA), Bethune-Cookman College (FL) and Delaware State University. Together, these experiences and supports broadened the students' college knowledge base and motivated the students to persist in high school and hopefully enroll in college.

Q68: The District established the District-wide Youth Re-Engagement Center (REC) to reconnect youth ages 16-24 to educational programs. Please provide an update on RECs activities and outcomes in FY17. Also include the RECs latest report.

RESPONSE: Q68 Attachment – REC Report.pdf

The DC ReEngagement Center (REC) is a centralized District service through which out-of-school youth between the ages of 16 and 24 can reconnect to educational options and other critical services to support their attainment of a high school diploma or equivalency. OSSE spearheads this effort with support from DOES, Raise DC's Disconnected Youth Change Network, schools, CBOs, and other key partner agencies.

In an effort to successfully reconnect youth to school, ReEngagement Center specialists complete the following steps:

- Perform an assessment of academic and non-academic needs to develop individualized reengagement plans;
- Provide assistance identifying “best fit” educational options, including District of Columbia Public Schools, public charter schools, community based organizations, and faith based organizations;
- Provide support during the re-enrollment process (collecting documents, accompanying youth on program visits, and connecting youth to resources that address reengagement barriers); and
- Provide ongoing support for at least one (1) year after enrollment occurs.

Number of Disconnected Youth Served in FY17

In FY17, the ReEngagement Center successfully reconnected 205 youth to an education program, conducted 252 full intakes (which includes a full intake interview that identifies barriers to enrollment and retention, a staff review of clients' past academic history, and student completion of the eCASAS assessment to determine literacy and numeracy levels), and conducted 371 short intakes.

From the opening of the Center on October 20, 2014 through December 31, 2017, 635 youth were successfully reconnected to an educational program, 860 full intakes were conducted (a full intake includes an interview to identify barriers to enrollment and retention, a staff review of past academic history, and student completion of the ECASAS assessment to determine literacy and numeracy levels), and 1,403 youth short intakes were conducted.

The DC ReEngagement Center continued to work with other ReEngagement Centers across the country to improve the method of tracking student persistence in academic programs. While the previous measure treated all students in a cohort as the “same” regardless of *when* they re-enrolled in school during the broad cohort period, the new measure, which the Center began using in the third quarter of FY16, relies on more focused cohorts that are constructed based on the length of time elapsed since a student

was enrolled. This captures the “impact” of the ReEngagement Center on students *over time*, at six (6) and 12 months.

This calculation of the impact of students over time, referred to as the “stick rate,” is calculated once per quarter. The calculation is averaged across quarters using a weighted average of quarterly stick rates, which controls for variation in the number of youth in each cohort. When constructing this measure, there is a distinction between clients who have remained engaged, or *active*, with the ReEngagement Center (successfully contacted by their case manager at least once per month) and those clients who are *inactive* for a variety of reasons (including but not limited to refusing services or changing contact information without notifying a case manager). Weighted “Stick Rates” for FY16Q4 through FY17Q4 are presented in the table below.

DC ReEngagement Center Weighted Stick Rates (FY16Q4 through FY17Q4)

	6 Months	12 Months
Active ⁵ and Inactive ⁶ Clients	57%	45%
Active Clients Only	62%	51%

For example, the six (6) month stick rate describes the percentage of youth who, six (6) months after enrolling for the first time since coming to the ReEngagement Center, were still enrolled or had earned a credential. Youth are included in this calculation if their 180th day since being first enrolled occurs in the quarter the calculation was computed.

Partnerships

The success of the DC ReEngagement Center is due to the many partnerships formed throughout the city. Below are some of the highlighted agencies that have contributed to the overall success of the ReEngagement Center (a full list of partnerships is in the attached report):

- Co-located intakes in Columbia Heights: The ReEngagement Center’s bilingual specialist continues to conduct intakes one day a week in Columbia Heights. This co-location addresses the need to provide service to youth who are not able or willing to come to the Northeast location.
- DC General Family Shelter: DC ReEngagement Center staff conducts co-located intakes at DC General Family Shelter. Co-location at DC General occurs on the third Monday of every month.
- Sasha Bruce Drop-in-Center: DC ReEngagement Center staff co-locate every Tuesday at the Sasha Bruce Drop-in-Center where they conduct intakes with eligible youth.
- Department of Human Services (DHS): DC ReEngagement Center staff conducts co-located intakes at Virginia Williams Family Resource Center. Co-location at

⁵ “Active clients” are those clients who have a successful check in with their assigned ReEngagement Center Specialist at least once per month.

⁶ “Inactive clients” are those clients who: have invalid contact information, have refused services, have not made successful contact with their assigned ReEngagement Center Specialist in 90 days, have moved out of state, are incarcerated, deceased, or have earned a secondary credential.

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Virginia Williams occurs on the fourth Wednesday of every month. Additionally, the ReEngagement Center participates in the bi-weekly coordinated entry youth housing meetings and is an assessment site for the youth and single adult housing assessments. Moreover, DHS staff co-locate at the ReEngagement Center to support clients' who need to access TANF, SNAP, or other DHS administered benefits. Lastly, DHS has recently gone beyond the previous unofficial referrals and has begun officially assigning TANF clients who meet the ReEngagement Center's eligibility criteria to the ReEngagement Center for the purposes of meeting their TANF requirements.

- District Department of Transportation (DDOT): ReEngagement Center Specialists have been trained and authorized to determine eligibility and provide DC OneCards for those students who qualify under the "Kids Ride Free" program to help address the transportation barrier, which is the most common barrier to re-enrollment.
- OSSE Division of Early Learning and the DC Child Care Connections Resource and Referral Center: ReEngagement Center Specialists have been trained and authorized to determine eligibility and provide child care vouchers directly to youth parents who identify child care as a barrier to re-enrollment.
- Deputy Mayor for Public Safety / US Attorney's Office / DC Office of the Attorney General / Public Defender Service: The REC (and other parties listed above) developed and implemented a diversion program for offenders who are facing prosecution or sentencing by the US Attorney's Office or the Office of the Attorney General. Eligible clients can participate in the services offered by the ReEngagement Center while their prosecution or sentence is deferred (if they have already been charged and have pled guilty). Upon successful completion of the various steps (including intake, testing, and enrollment in school), clients' charges are dropped, sentences are disposed, and related criminal records are expunged.
- DOES: The Department of Employment Services makes referrals, assists eligible ReEngagement Center clients in participating in the Career Connections employment program, provided multiple interns under the Project Empowerment program, and provided employment and job readiness services through the American Job Center.

Automation of Monthly and Quarterly Data Reporting

In FY17, the ReEngagement Center worked with other divisions of OSSE to automate much of its data analysis and reporting, which enables the Center to expand its use of real-time data analysis for continuous quality improvement.

Marketing and Canvassing

The ReEngagement Center continues to utilize paid marketing strategies to reach various audiences, including youth eligible for services as well as friends and family who might make referrals. Additionally, the Center engaged a vendor to conduct door-to-door outreach to 4,000 households across the District. This outreach resulted in literature being left at 3,497 households, 78 intakes completed, and 40 appointments made at the Center. Canvassers engaged residents about the eligibility criteria and services provided by the

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ReEngagement Center and how to access those services. They collected demographic and contact information from residents who were eligible for services from the ReEngagement Center, and they shared information with residents about the BackonTrackDC.org website.

Expansion and Growth of the ReEngagement Center

For fiscal year 2018, the ReEngagement Center plans to continue to expand and improve its partnerships and practices and connect at least 250 youth to high school or GED credentialing programs. Through marketing and training, the DC REC will continue to leverage BackonTrackDC.org to engage and empower youth and adult residents who have taken a non-traditional path to earning a high school credential as well as the organizations around the city that provide services to these residents. The DC ReEngagement Center will continue to seek new relationships with community-based organizations and government agencies in order to bolster the services it is able to provide to clients, especially in the areas of mental health and housing.

Q69: What programs were offered by OSSE in FY17 to assist District residents in achieving their high school equivalency? Please provide and update on the new Adult and Family Education (AFE) grant.

RESPONSE:

OSSE funds programs that help District residents achieve high school equivalency at the secondary level through LEAs and CBOs. These programs include access to GED and NEDP, as well as basic education to prepare for these equivalencies. Also, OSSE Adult and Family Education (AFE), in collaboration with the DC Workforce Investment Council (WIC), held the Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways grant competition in spring 2017.

I. Secondary School Credentials and Equivalencies:

In FY17, OSSE AFE offered and supported the following programs in FY17 to assist District residents in achieving their high school equivalency:

- **General Educational Development (GED):** In FY 2017, OSSE's GED Program Office in collaboration with GED Testing Services continued to inform adult educators and learners about the 2014 GED requirements and provided professional development, technical assistance, and resources to GED instructional programs to support students' success in GED programs. The District awarded 277 State High School diplomas to residents who passed the GED between October 1, 2016 and September 30, 2017 (FY17). Based on GED Testing Services' methodology, this represented a pass rate of 60%.
- **National External Diploma Program (NEDP):** The NEDP is an adult high school diploma program that awards a traditional high school diploma to adults who successfully demonstrate academic and life-skill competencies that have been determined to be what every high school student should know or be able to do. In FY 2017, OSSE AFE continued its support of the NEDP in the District of Columbia. OSSE AFE has been working continuously with CASAS NEDP National Office, DC Public Schools (DCPS) and the DC Public Charter Schools to expand the NEDP option in the District of Columbia. In FY 2017, the seven DC NEDP agencies had 292 students enrolled and 74 of the 292 students enrolled earned a high school diploma.
- **Accelerated Learning - General Educational Development (GED), National External Diploma Program (NEDP) and Pathways to Work and/or Postsecondary Education Initiative:** This initiative is designed to improve the educational levels of the District workforce and lower unemployment. OSSE AFE awarded funding to 12 adult education providers to offer accelerated learning to 140 District residents reading at the adult intermediate education level (grade level equivalency of 6-8) and the adult secondary education level (grade level equivalency of 9-12). The

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actual number of DC residents served under this initiative was 257. Of the 257 students served, the following outcomes were achieved.

	Projected # Served	Actual # Served	Expected Outcome(s) for District Residents	# (% of actual) Achieving the Outcome
The following organizations received Accelerated Learning funding to offer Pathways to Work services only: 1) Academy of Hope, 2) Anacostia Community Outreach Center, 3) Congress Heights Training Center, 4) Ethiopian Community Center, 5) Family Place, 6) Four Walls, 7) Mary's Center, 8) Opportunities Industrialization Center, 9) So Others Might Eat, 10) Washington English Center, 11) YWCA-National Capital Area				
Pathways to Work	130	237	Increased Readiness for Work	237 (100%)
	130	237	Earned an Industry Certification*	107 (45%)
*Certification offerings/earned included Child Development Associate (CDA), Home Health Aid (HHA), Certified Medical Administrative Assistant (CMAA), Chlorine Fluorine Carbon (CFC), and others. Additionally, three of the Pathways to Work sub-grantees (Academy of Hope, Four Walls and Mary's Center) also offer the NEDP and had 64 students enrolled and 20 of the 64 earned a high school diploma.				
12) Southern Baptist Church				
NEDP	10	20	Earned a High School Diploma via completion of the NEDP	12 (60%)

- CSOSA Partnership – Earn and Learn Pilot Initiative:** AFE used local funding to support an “Earn as You Learn” program for 20 youth who are returning citizens (actual number of DC residents served was 24). The program was offered by Wheeler Creek Community Development Corporation (CDC) in partnership with CSOSA. The program provided instruction and small financial incentives for participating youth.

	Projected # Served	Actual # Served	Expected Outcome(s) for District Residents	# (% of actual) Achieving the Outcome
Wheeler Creek CDC				
Earn as You Learn	20	24	Increased engagement in educational services	24 (100%)
	20	24	Increased readiness for work	24 (100%)
	20	24	Made educational gains in reading and/or math	8 (33%)
	6	6	Passed one or more sections of the GED	6 (100%)
	4	3	Earned a GED	3 (100%)
	20	24	Transitioned to Postsecondary education, training, or employment.	13 (54%)

II. Adult and Family Education FY17 Outcomes

OSSE's Adult and Family Education unit (OSSE AFE) supports eligible providers (community-based organizations and local education agencies) through grants, from both federal and local funds, to support adult learners.

In the beginning of FY17, OSSE AFE made the last round of continuation awards to 17 sub-grantees to implement the service models introduced in the FY10 grant competition. These awards offer adult education services with ancillary, workforce development and/or post-secondary education transition services. The service models were designed to encourage providers to innovate and develop seamless programming for adult education. These models aim to assist adults in increasing their educational functioning levels, so they could obtain a GED or secondary school diploma, enter employment, retain employment, and/or enter postsecondary education or training.

Then, in the spring of 2017, OSSE AFE, in collaboration with the DC Workforce Investment Council (WIC) announced a new grant competition that aligned with the District's Workforce Innovation and Opportunity Act (WIOA) Unified State Plan and the Career Pathways Taskforce Recommendations. This new grant provides eligible providers with funding to offer Integrated Education and Training (IE&T) programs, a nationally recognized adult educational and workforce development program model that provides simultaneous instruction in basic skills as well as occupational or industry-specific training. IE&T programs reduce the amount of time it takes for adult learners to become prepared for gainful employment along a career pathway. The IE&T model has been successful in other states, and OSSE's AFE has been moving in this direction for several years.

The IE& T model is more expensive to implement per adult learner than previous programs. As a result, fewer grantees received funding, and fewer adult learners are served. However, OSSE believes the more intensive support that the IE&T model provides will help adult learners advance along a career pathway more effectively.

The new grant awards were announced on June 30, 2017, and the following ten providers were selected to provide IE&T services to District residents, based on performance and population:

- Academy of Hope Public Charter School
- Briya Public Charter School
- Catholic Charities
- Congress Heights Community Training and Development Corporation
- Four Walls Career and Technical Education Center
- Latin American Youth Center
- Opportunities Industrialization Center – DC
- So Others Might Eat (SOME)
- YouthBuild Public Charter School

- YWCA – NCA

These 10 grantees will support adult learners across the educational continuum. Many subgrantees will deliver services through the development of partnerships and consortia. These partnerships include adult education programs, industry-specific training programs, employers, postsecondary institutions and social service organizations that provide non-academic support services. These collaborations will ensure that District residents can enter a funded program and advance along a clearly articulated career pathway with seamless transitions between partnering programs. For example, the partnerships between adult literacy providers and employers are designed to enhance the job-preparation experiences of the learners, to ensure that program offerings are relevant and responsive to the needs of industry, and that learners are job-ready upon completion.

MySchool DC

Q70: For FY18, the budget and operations for MySchool DC was shifted from the Office for the Deputy Mayor for Education to OSSE. Please provide a narrative description for that transition.

RESPONSE:

Deputy Mayor Niles and My School DC began planning the transition to OSSE in FY17 in the interest of better collaboration across programs. The operations and governance of the common lottery program are the same and the team worked to transition in a way that was imperceptible to families and schools. The team relocated over the summer to space in OSSE headquarters, which was a convenient operational point when the lottery application was not open. They were able to transition without any breaks in service. The Budget Support Act for FY18 included provisions to shift the program and the supporting funds.

- Q71: Provide the Committee with the following data for each My School DC lotteries operated for SY16-17 and SY17-18 to date:**
- (a) The number of participating schools;**
 - (b) The total seats are available broken down by school/campus and grade level at the beginning of the lottery period;**
 - (c) The number of applications were submitted by the first deadline;**
 - (d) The match rate for applications submitted in the first round (i.e., how many families got their first choice, second choice, third choice, and so on);**
 - (e) The percent of families that accepted their match;**
 - (f) The average number of schools parents/guardians select (12 being the most);**
 - (g) The number of seats that were still available at the end of the lottery period broken down by school/campus and grade level; and**
 - (h) A response to if the system is more streamlined and transparent with only one round (versus two in previous years).**

RESPONSE: Q71 Attachment – MSDC (a-d, f and g).xlsx

- (e) The percent of families that accepted their match;**

My School DC tracks the percentage of applicants that enroll at schools where they were matched or made a waitlist offer through the common lottery system. For the 2016-17 school year, that percentage was 60.9% of enrollments from a school selected in the initial round of the lottery. Note that more applicants apply to schools in the post-lottery period and accept an offer by enrolling at a rate of 49.7%. This data is not yet available for the 2017-18 school year.

- (h) A response to if the system is more streamlined and transparent with only one round (versus two in previous years).**

In FY15, the My School DC team recommended and the Common Lottery Board voted to eliminate Round 2 in favor of a ranked post-lottery application. This change has expedited results for families and schools after the main lottery, and families have applied earlier (i.e. a higher percentage of applications in before the deadline). The family can see their results and waitlist position in real-time after the initial lottery round, increasing and expediting transparency. In order to maintain the “waitlist cleaning” function that Round 2 formerly served for schools, we implemented a ranking feature in the post-lottery period. Schools can advertise and fill open seats more quickly with this round structure. My School DC has not received any negative feedback since the implementation of this change several years ago.

Q72: Describe My School DC's efforts to provide training and outreach to D.C. Public Libraries or other agencies to be able to assist patrons attempting to use My School DC during FY17 and FY18 to date. Please describe the nature of those training or outreach sessions.

RESPONSE:

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

- In FY17, we presented on the lottery application process to DCPL librarians to ensure they' are apprised of the deadlines, where families can access the application, and how the lottery works;
- Copies of the school directory are made available at each branch;
- My School DC participates in DCPL's annual STAR Festival and DCPL participates in EdFEST – the annual citywide school fair;
- DCPL also informs its patrons of the lottery application deadlines through its monthly e-newsletter and its Books from Birth email alerts My School DC also partners with or supports other government agencies to ensure DC families are apprised of the lottery application period. These agencies include DHS, DOH, DPR, OLA, OAPIA, OAA, CFSA, OSSE, DYRS, OCTO, DCHA, and the DC Council.

Lastly, My School DC partners with the 200+ participating schools (both DCPS and charter) to ensure families are fully supported throughout the application period. We have created an open house toolkit for schools, provided school counselor trainings to 8th grade counselors, and provided direct support at school open houses, fairs, and student workshops.

Q73: Provide the languages in which My School DC offers website information and other information regarding language access provided to families.

RESPONSE:

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

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

Q74: Provide the organization of the Common Lottery Board including a full list members of the Board and the leadership and voting structure, meeting dates, and decisions made in FY17 and FY18 to date. Please include any steps the Board is taking or considering to address preferences, more data being publicly being released, and any other initiatives. Include any bylaws or other official guiding documents.

RESPONSE: Q74 Attachment- Common Lottery Board By-Laws.pdf

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

Common Lottery Board Members as of January 2018

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

The Common Lottery Board considers changes to the policy and procedures of My School DC and each is documented in meeting minutes. Actions of note include the removal of the second round of the lottery and approving the move of the program from DME to OSSE.

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

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

Past Meeting Minutes

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- [April 10, 2015](#)
- [July 17, 2015](#)
- [September 14, 2015](#)
- [February 4, 2016](#)
- [March 4, 2016](#)
- [November 18, 2016](#)
- [January 26, 2017](#)
- [May 4, 2017](#)
- [August 3, 2017](#)
- [October 26, 2017](#)
- January 25, 2018

Upcoming meetings:

- April 26, 2018
- July 26, 2018

Wellness & Nutrition Services

Q75: Provide an update on OSSE's collaboration with the Department of Behavioral Health and the Department of Health on the implementation of programs to identify and assist children with behavioral health or developmental problems at DCPS and at charter schools. What new work was completed in FY17? Please also describe the training made available to LEAs on crisis response and intervention and which LEAs participated.

RESPONSE:

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

In FY 17, OSSE continued to collaborate with the Department of Behavioral Health and the Department of Health on the implementation of programs to identify and assist children with behavioral health or developmental challenges at DCPS and at charter schools. With the District's adoption of the Whole School, Whole Community, Whole Child Model, OSSE has continued to leverage its partnerships with DOH, DBH, and the other human service agencies to further the District's holistic approach towards supporting student health. These efforts include collaborating with DOH on developing a school based health report to better inform schools and LEAs of student needs, streamlining sexual health education effort and the Center for Disease Control and Prevention's 1308 grant funds while focusing on sustainability of programming, and continuing collaboration with DOH on streamlining Administration of Medication trainings and supporting DBH in its efforts towards improving their online mental health training.

Of note, OSSE is participating in the Taskforce on School Mental Health to ensure there is a robust student mental health program. To address positive behavior support and effective response to behavioral crises, OSSE also offers a series of in-person trainings to elementary and secondary District educators. Some of these trainings were offered in partnership with DBH and Child and Family Services Administration (CFSA). These trainings included:

- Positive Behavioral Interventions and Supports;
- Trauma Informed Care Training;
- Youth Mental Health First Aid Training;
- Nonviolent Crisis Prevention; and
- Restorative DC Project.

For further information regarding these trainings, please see OSSE's response to Q38.

Q76: Provide the key findings of the most recent Youth Risk Behavior Survey and include how many students participated in the survey. Please also discuss OSSE’s efforts to provide any technical assistance or support to schools with regard to social, emotional, and mental health based on the results from this survey.

RESPONSE:

The Youth Risk Behavior Survey (YRBS) was administered in both District public and public charter middle and high schools in the spring of 2017 (February to June 2017). The 2017 report is being prepared for public release and is anticipated to be complete by March 2018.

The table below outlines the overall response rate. OSSE’s Division of Health and Wellness is dedicated to making sure all schools have the tools and resources to support the emotional, social and mental well-being of all students in the District of Columbia. This is done through increasing linkages between schools and community-based organizations that focus on healthy youth development. The purpose of these partnerships is to address the range of emotional, social and mental health concerns (i.e. violence, suicide attempts, substance use, etc.). Additionally, these partnerships were developed for early prevention and promotion of positive emotional, social and mental health.

2017 Youth Risk Behavior Survey Response Rate

LEAs Combined - All Schools									
	# Eligible Schools	# Schools Participating	# School Refusals	School Participation Rate	# Admins Completed	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Overall Response Rate*
	104	91	13	87.5%	91	23,782	18,418	77.4%	67.8%
LEAs Combined - By School Type – High School									
	# Eligible High Sch	# Schools Participating	# School Refusals	School Participation Rate	# Admins Completed	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Overall Response Rate
	37	34	3	91.9%	34	12928	9246	71.5%	65.7%
LEAs Combined - By School Type – Middle School									
	# Eligible Middle Sch	# Schools Participating	# School Refusals	School Participation Rate	# Admins Completed	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Overall Response Rate
	67	57	10	85.1%	57	10854	9172	84.5%	71.9%

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

In addition to distributing LEA-level results from the 2017 administration in February 2018, OSSE will release a series of YRBS fact sheets, which provide additional subgroup

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analysis. OSSE plans to utilize these results to drive technical assistance priorities at the District level in addition to targeting needs across particular LEAs.

Q77: Please provide the percentage and number of students eligible for free and reduced meals by LEA, individual school level, and grade at each school for SY2013-2014, SY2014-2015, SY2015-2016, SY2016-2017, and SY2017-2018. Please also include the number of schools that are participating in the community eligibility provision (CEP) program.

RESPONSE: Q77 Attachment – FRP SY16-17.xlsx

In the 2017-18 school year, 40 LEAs have at least one school participating in the Community Eligibility Provision (CEP). This is an increase of one LEA from the previous school year. In the 2017-18 school year, 165 schools are participating in the CEP, an increase of four schools from the previous school year.

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Q78: Please provide the information below for each of the following programs Child and Adult Care Food Program, the After School Snack and Supper Programs, and the Free Summer Meals Program:

- (a) The amount of funding in FY17 and in FY18;**
- (b) The name of the employee responsible for administering the program;**
- (c) The number of youth that were served by the program in FY14, FY15, FY16, FY17, and FY18; and**
- (d) Detail any technical assistance OSSE provides to organizations implementing these programs.**

RESPONSE:

(a) The amount of total funding in FY16 and to date in FY17 is:

	Total Funding in FY17	Total Funding in FY18*
National School Lunch Program (NSLP)	\$28,628,297	\$27,000,000
School Breakfast Program (SBP)	\$11,473,42	\$11,000,000
Fresh Fruit and Vegetable Program (FFVP)	\$1,817,148	\$1,923,221
Special Milk Program (SMP)	\$9,088	\$15,000
Child and Adult Care Food Program (CACFP)	\$9,843,091	\$7,500,000
Summer Food Service Program (SFSP)	\$2,060,059	\$4,000,000

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

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

Lindsey Palmer, Director of Nutrition Programs, oversees all USDA meal programs as the State Director.

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

- Elizabeth Leach, Manager, NSLP, SBP, SMP, FFVP and TEFAP
- Erica Walther, Manager, NSLP, SBP, SMP, FFVP
- Barbara Adams, Program Specialist, NSLP & SBP
- Rita Akers, Program Specialist, NSLP & SBP
- Lazette Wells, Program Specialist, NSLP & SBP
- Autumn Morgan, Management Analyst, NSLP, SBP, FFVP, SMP, CACFP, SFSP
- Andrea Belloli, Program Specialist, NSLP & SBP and FFVP
- Tyler Baer, Program Specialist, Food Distribution
- Elysia DiCamillo, Program Specialist, TEFAP
- Dario Muralles, Management Analyst, NSLP, SBP, FFVP & SMP

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

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- Suzanne Henley, Manger, CACFP, SFSP and At Risk Programs
- Katrina Florek, Program Specialist, CACFP and At Risk Programs
- Kristal Dail, Program Specialist, CACFP and At Risk Programs
- Erica Nelson, Program Specialist, CACFP and At Risk Programs
- Elisabeth Sweeting, Program Specialist, SFSP
- Karen Kennedy, Program Specialist, SFSP
- Deborah Taylor, Claims Specialist, CACFP, SFSP and At Risk Programs

(c) The number of youth that were served by the program in FY14, FY15, FY16, FY17, and FY18 to date:**

	Total Meals Served in FY14*	Total Meals Served in FY15*	Total Meals Served in FY16*	Total Meals Served in FY17*
National School Lunch Program (NSLP)	8,637,147	8,970,874	9,166,060	9,356,452
School Breakfast Program (SBP)	5,950,030	5,972,819	6,122,938	6,246,495
Child and Adult Care Food Program (CACFP)	4,200,686	4,560,052	4,597,590	5,055,149
Summer Food Service Program (SFSP)	1,050,788	947,736	801,915	740,876

*Federal nutrition program data is tracked in meals served, rather than students served, because reimbursements are made on a per-meal basis.

**Meal data for FY18 is not available at this time.

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

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

Similar technical assistance is given to all SFSP sponsors and all CACFP participants and sponsors as well as SFSP sponsors. Coordinated training is performed happens monthly with OSSE's Division of Early Learning. This allows for a broader reach to program participants. In FY17, OSSE continues to administer DC Healthy Tots Act and additional non-participating child development facilities were provided assistance to help them start CACFP in their organization, which has continued in FY18.

Q79: Provide a list of all the school gardens (school, location, grant funding received) for FY14, FY15, FY16, FY17, and FY18. Please also include the name of the individual responsible for maintaining the garden, any programming as a result, and data on the use of the school gardens.

RESPONSE: Q79 Attachment – School Gardens.xlsx

OSSE collects data on school gardens through the School Health Profiles, a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (D.C. Official Code § 38–826.02). The data collected in the School Health Profiles serve as a comprehensive means for monitoring and evaluating schools pursuant to the requirements under the Healthy Schools Act. The School Health Profile data, along with other data sources such as the School Garden Assessment Tool (45 responses), School Garden Snapshot (74 responses), site visit reports, and data sharing from partner organizations, provide OSSE with a broad picture of the school garden program activities across the District.

As a result of data collection methods, OSSE has determined there were 128 campuses with active school gardens during the 2016-2017 school year, with 21 campuses establishing new school gardens and 20 campuses no longer having active school garden program. The 20 campuses that discontinued gardens in SY2016-2017 were largely due to school staff turnover and a lack of staffing or community partnerships. OSSE will continue to provide targeted support to these campuses to re-establish their school garden programs. The total number of campuses with active school gardens in school year 2016-2017 was the highest number since OSSE began tracking this data in school year 2011-2012.

Q80: According to the data collected and available to OSSE, what is the current compliance rate among LEAs for completing physical activity and physical education requirements in the District?

RESPONSE:

According to the data collected from the 2016-17 Healthy Schools Act Annual School Health Profile:

Grade Level	Physical Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	150 minutes	27	17%
6-8	225 minutes	23	27%

All data in the School Health Profile are self-reported by each school. It is important to note that some schools report physical activity time such as recess as physical education time, which may skew the data. Conversations with school leaders and site visits suggest that the number of schools meeting the minutes is lower than what is reflected in the School Health Profile data.

Ninety-seven percent (97%) of applicable schools (excluding adult education schools and schools that did not participate in the National School Lunch Program) completed the School Health Profile in 2017.

Q81: What was the average amount of time LEAs dedicated to physical education and health education during SY2013-2014, SY2014-2015, SY2015-2016, and SY2016-2017?

RESPONSE:

According to the School Health Profile (SHP) data, LEAs dedicated the time outlined below to physical education and health education during SY2013-2014, SY2014-2015, SY2015-2016, and SY2016-2017.

Average Minutes per Week of *Physical* Education in Grades K-5 and 6-8, SY2013-2014 through SY2016-2017

	K-5	6-8
SY2013-2014	59	89
SY2014-2015	73	140
SY2015-2016	81	133
SY2016-2017	84	136

Average Minutes per Week of *Health* Education in Grades K-5 and 6-8, SY2013-2014 through SY2016-2017

	K-5	6-8
SY2013-2014	31	48
SY2014-2015	35	44
SY2015-2016	42	57
SY2016-2017	40	67

Q82: Describe OSSE's efforts in FY17 and FY18 to increase the quality of the food served and the number of children participating in child nutrition programs, including the Child and Adult Care Food Program, the After School Snack and Supper Programs, the Free Summer Meals Program, and the DC Healthy Schools and the Healthy Tots programs.

RESPONSE:

The efforts of the Division of Health and Wellness to increase the quality of food served to all students and the number of children participating in nutrition programs, include:

- Shifting to more effective trainings--from large annual trainings to participant-driven, smaller group trainings to cover a variety of topics;
- Providing trainings for Vendor and Food Service Management Contractors and self-prep schools;
- Working with USDA and other states in the region to complete nationwide initiatives to mentor schools, such as *Team Up for Success*;
- Providing training for program participants to assist in procuring vended meal contracts or Food Service Management Company contracts, which allow participants to add additional quality assurances to contracts;
- Offer technical assistance to all participants, including in-person consultations and site visits;
- Ensuring all participants can serve as many students/children as possible through a variety of programs, such as afterschool snack and Community Eligibility Provision;
- Encouraging participants to utilize taste tests, nutrition education and parent engagement;
- Providing participants with training and technical assistance to increase the amount of local food items purchased for meal programs;
- Enforcing the USDA Professional Standards rule for schools; and
- Providing federal and local funds, through a grant process, to schools for kitchen equipment upgrades. Equipment schools purchased included steamers, walk in refrigerators, milk coolers for classrooms and convection ovens.

Q83: Provide an update on the implementation of OSSE's new Health Education Standards. Please also include a copy of the standards.

RESPONSE:

OSSE began implementing the [2016 Health Education Standards](#) in the 2016-17 school year by offering training and resources to teachers. OSSE continued and expanded this work through a multitude of programs, initiatives, webinars, resources and technical assistance offerings, including providing training on the Health Education Standards at its annual Health Symposium in August and offering the Curriculum Purchase Program. A sample of additional implementation supports include:

- [Growing Healthy Schools Month](#)
- [Curriculum Review Guidance Documents, including Sexual Health Curriculum Review and a Nutrition Education Curriculum Review](#)
- [Health and Physical Education Unit/Lesson Planning Worksheet](#)
- [Nutrition Education and Physical Activity Grant](#)
- [DC Healthy Schools book list \(K-5\)](#)
- [Health and Physical Education Booklist \(K-12\)](#)
- [Health and Wellness Menu of Professional Development, Services, and Technical Assistance](#)
- [Health and Physical Education Curricula and Resource Library Request Portal](#)

Q84: The following questions are in reference to the Youth Suicide Prevention and School Climate Survey Amendment Act of 2016.

- (a) Section 3 requires OSSE to do several things. One is to develop and publish online written guidance to assist LEAs in developing and adopting policies and procedures for handling aspects of student mental and behavioral health. Provide a copy of the guidance, and the date that it was published.**
- (b) Section 3 also requires the implementation of a pilot program for collecting school climate data through surveys. Provide the number of schools that participated in the pilot program, by sector, for SY2016-2017, and the expected number of schools to participate, by sector, in SY 2017-2018.**
- (c) Will OSSE be prepared to scale-up the school climate survey program District-wide after the conclusion of the pilot program in School Year 2019-2020? If not, please describe any challenges preventing a District-wide implementation at the conclusion of the pilot.**
- (d) Does OSSE have sufficient resources to implement all aspects of this law?**

RESPONSE:

- (a) Section 3 requires OSSE to do several things. One is to develop and publish online written guidance to assist LEAs in developing and adopting policies and procedures for handling aspects of student mental and behavioral health. Provide a copy of the guidance, and the date that it was published.**

The development of the behavioral health guidance, a joint effort of several key internal and external stakeholders through the convening of a mental health guidelines collaborative, is nearing its conclusion. The guidelines are slated for release in Q2 of FY18, and will provide schools and LEAs with an online resource to assist them in developing and adopting policies and procedures for handling aspects of student mental and behavioral health. The guidance will include model policies from various jurisdictions as well as local LEAs, referral information to local behavioral health providers, and model policies for suicide prevention, intervention, and postvention (defined by D.C. Code § 7-1131.17 as “planned support and interventions schools can implement after a suicide attempt or suicide death of a member of the school community that are designed to: reduce the risk of suicide contagion; provide support for affected students and school-based personnel; address the social stigma associated with suicide; and disseminate factual information about suicide.”), with a focus on at-risk youth sub-groups.

- (b) Section 3 also requires the implementation of a pilot program for collecting school climate data through surveys. Provide the number of schools that participated in the pilot program, by sector, for SY2016-2017, and the expected number of schools to participate, by sector, in SY 2017-2018.**

OSSE is in its second data collection and grant funding cycle for the school climate pilot. In SY2016-2017, 26 schools participated in the school climate pilot survey (17 DCPS, 9 Public Charter) and in SY2017-2018, 18 schools will participate in the school climate

survey (11 DCPS, 7 Public Charter). Soon, data collection activities for SY2017-2018 will be complete for all participating schools and each school will receive a comprehensive school report that analyzes the data in a format that allows school leaders to consider research-based best practices for school climate improvements. Additionally, the SY 2016-17 [school climate report](#), released Dec. 1, 2017, for the previous survey administration results. The report includes an introduction of the relevant statute, an overview of school climate policy and programs undertaken by OSSE, a brief analysis of the administration of the survey, notable findings of the survey, and recommendations on next steps. The appendix of the report includes the methodology for presenting the survey's findings.

- (c) Will OSSE be prepared to scale-up the school climate survey program District-wide after the conclusion of the pilot program in School Year 2019-2020? If not, please describe any challenges preventing a District-wide implementation at the conclusion of the pilot.**

OSSE is on target to meet the Dec. 1, 2019 deadline to submit to the Council a plan to expand school climate surveys to all District of Columbia public schools and public charter schools serving any grade 6-12, beginning in school year 2020-2021.

Additionally, OSSE conducted extensive public engagement on the ESSA state plan in the winter of 2017. The state plan includes the state's new accountability system (STAR). There was public interest in including school climate surveys in the STAR accountability system, and OSSE is exploring options around the possible future use of these in the accountability system

- (d) Does OSSE have sufficient resources to implement all aspects of this law?**

The ongoing pilot, along with other OSSE programs and initiatives, are providing valuable insight and essential takeaways that will inform the District's 2019 plan to Council, including the resources and funding necessary for expansion.

Q85: Please provide an update on OSSE's implementation of an environmental literacy program.

RESPONSE:

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

- **Environmental Literacy Leadership Cadre**

OSSE continued working with its first Environmental Literacy Leadership Cadre (ELLC), a group of individuals from elementary schools across the District who will be responsible for: 1) developing a plan to implement the Environmental Literacy Framework at their schools; and 2) coordinating its implementation. The ELLC met monthly to discuss environmental education best practices, how the Environmental Literacy Framework supports teaching the Next Generation Science Standards, implementation of school garden and recycling/composting projects, and additional resources available to support schools. Fifteen of the 16 original schools returned for a second year of collaboration, and Cadre members created Environmental Literacy Guides for Educators or Pre-Kindergarten to Grade 5 students. These guides include correlations with Next Generation Science Standards (NGSS) and the College, Career, and Civics (C3) Framework for social studies state standards, and provide example activities that can take place in the classroom, on school grounds, nearby, or in the field. Cadre members presented their final work at the 2017 Environmental Literacy Showcase. Incorporating lessons learned from the pilot cohort, OSSE restructured the cadre to be a commitment that spans two full school years. In March 2017, OSSE successfully recruited 16 new elementary school for Cohort 2, which allowed the new cadre members to attend the Environmental Literacy Showcase to meet with out-going teachers, as well as plan for Cadre work to begin in September, as new school year activities are being established. In FY18, schools in the original cohort have transitioned into alumni schools, and still receive limited support from OSSE to continue their school's environmental literacy initiatives. Guaranteed continuity for the program has increased confidence in the sustainability of programs within the schools, even after the initial two-year commitment.

- **Environmental Literacy Advancement Grants**

To support environmental programming efforts at the Cadre schools, OSSE created a grant opportunity for nonprofit organizations to provide environmental education programs in the areas of air quality/climate change, water, land, resource conservation, or health. OSSE awarded \$326,154.16 in grants to five nonprofit organizations, who partnered with five additional organizations, to support the following: garden-based field experiences, eco-school audits, watershed explorations and American shad (DC's state fish) restoration activities, and school-based studies of

air pollution and tree canopy. Grantees provided programs to the entire grade level at the cadre schools.

- **Environmental Literacy Summer Institute**

To create environmental literacy resources for high school teachers, OSSE provided a grant to the Anacostia Watershed Society, who worked with the DC Environmental Education Consortium to host three-week summer institute. Six high school teachers and two mentors collaborated to create eleven high-quality, locally-relevant instructional sequences that are anchored in the DCPS high school environmental science scope and sequence documents.

- **Bus Transportation Assistance for Environmental Field Experiences**

In FY17, OSSE piloted a new program to provide bus transportation assistance to help schools meet the costs of environmental field experiences. Twenty schools brought students to locations in and around the District, such as the Washington Youth Garden, Montgomery County Recycling Center, Smithsonian Environmental Research Center, and Kenilworth Aquatic Gardens, among others. OSSE plans to offer this program again in FY18.

In FY17, OSSE coordinated the effort to update the District's Environmental Literacy Plan, as required by the Sustainable DC Omnibus Amendment Act of 2014. In July 2016, OSSE launched the coordinated effort to update the ELP. From July through November 2016, OSSE hosted monthly meetings for District agency representatives from DCPS, DC Public Charter School Board, State Board of Education, Department of General Services, Department of Parks and Recreation, Department of Employment Services, and the University of the District of Columbia, in addition to community stakeholders, to provide suggestions and feedback on the plan's goals and objectives. The draft ELP was initially reviewed by the Environmental Literacy Advisory Committee. The final plan was reviewed and approved by District agency representatives prior to OSSE's submission of the plan to the Mayor's office and posted online.

OSSE posted the Environmental Education Update to Council on the state of environmental education in the District, plans for expansion, and recommendations for improving the program in July 2017:

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017%20Health%20Schools%20Act%20Report.pdf>.

Grants Management

Q86: Provide the following information for all grants awarded to OSSE during FY17 and to date in FY18:

- (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.**

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q86 Attachment – FY17 Grants to OSSE.xlsx

Responses to FY2017 Performance Oversight Questions
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Q87: Provide a complete accounting of all grant lapses in FY17, 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 FY18.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q87 Attachment – FY17 Lapsed Fund Detail.xlsx

Q88: Provide the following information for all grants/subgrants awarded by OSSE during FY17 and in FY18:

- (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.**

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q88 Attachment – FY17 Grants from OSSE.xlsx

Responses to FY2017 Performance Oversight Questions
Office of the State Superintendent of Education

Q89: Provide a chart of all Title I, Title II, and Title III funding. In the chart, please include the allocation, actual spent, amount unspent, use of funds, and status of unspent funding for each LEA. Please provide this information for FY12, FY13, FY14, FY15, FY16, and FY17.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q89 Attachment – Titles I, II, III.xlsx

Non-Public Tuition

Q90: Provide a narrative description on how the budget for Non-Public Tuition is formulated for each Fiscal Year. Which services are funded using this money for each student (i.e. tuition, transportation, etc.)? Who is eligible for funding under non-public tuition? How are students identified and evaluated for use of this funding?

RESPONSE:

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

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

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

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

Q91: Please provide the following information for FY17 and to date in FY18.

- (a) A list of any nonpublic schools that have applied for a Certificate of Approval (COA) in the last year, but did not received it, along with the reasons the certificate was denied;**
- (b) A list of any nonpublic schools with provisional Certificates of Approval and any provisions they must meet to obtain full COAs;**
- (c) A list of all institutions that receive funding from non-public tuition including:
 - The address and contact information for the institution;
 - The date of OSSE’s most recent monitoring visit;
 - The date of expiration for the institution’s Certificate of Approval;**
- (d) The number of students served in FY17 by these nonpublic schools, broken down by nonpublic school, sending LEA, age, and disability category;**
- (e) Which disability classifications (e.g., emotional disturbance, learning disability) that the school is designed to serve;**
- (f) Whether the teachers at each school have full or provisional special education certification;**
- (g) The maximum number of students the school can accommodate, and the age and/or grade levels they are designed to accommodate;**
- (h) The specialized personnel and physical resources available at the school (e.g., school psychologist, sensory room, adaptive PE equipment); and**
- (i) For those that have a provisional COA, provide the provisions they must meet.**

RESPONSE: Q91 Attachment – (b) -(i) FY17 Nonpublic.xlsx
Q91 Attachment – (d) FY17 Students Served by Nonpublic.xlsx

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

In FY17 and to date in FY18, the following schools were denied a certificate of approval:

Nonpublic School/Program	Reason certificate denied
Detroit Behavioral Institute, Inc.	Incomplete application
Acadia Montana	Use of noncompliant seclusion room locking mechanisms
VisionQuest National, Ltd.	Over-reliance on distance learning and the remote provision of related services
Gulf Coast Youth Services	Over- reliance on distance learning and the remote provision of related services

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D.C. State Athletics Association

Q92: Provide a list of the current membership of the Commission. Please include each person's name, affiliated organization, appointing organization, start and end of appointment, and ward of residence. List any current vacancies on the Commission.

RESPONSE:

Name	Affiliated Organization	Appointing Organization	Start of Appt	End of Appt	Ward of Residence
Karen Curry	Parent of student enrolled in a member private/parochial school	Mayoral Appointee, Public Member	8/6/2017	11/16/2020	7
Dwight Franklin	Parent of student enrolled in a member DC public charter school	Mayoral Appointee, Public Member	8/6/2017	11/16/2021	4
Michael Hunter	Public Charter School Interscholastic Athletic Association	Mayoral Appointee, Public Member	8/6/2017	11/16/2019	5
John Koczela	Public	Mayoral Appointee, Public Member	8/6/2017	11/16/2018	3
Terrence Lynch	Public	Mayoral Appointee, Public Member	8/6/2017	11/16/2019	1
Rosalyn Overstreet Gonzalez	Public	Mayoral Appointee, Public Member	8/6/2017	11/16/2021	1
Diana Parente	District of Columbia Interscholastic Athletic Association	Mayoral Appointee, Public Member	8/6/2017	11/16/2018	6
Benjamin Watkins	Public	Mayoral Appointee, Public Member	8/6/2017	11/16/2021	4
Kevin Wills	Parent of student enrolled in a DCPS school	Mayoral Appointee, Public Member	8/6/2017	11/16/2020	1
Jerome Fletcher	DGS	Mayoral Appointee, DGS Designee	8/8/2017	1/2/2019	VA resident
Wanda Legrand	DCPS	Mayoral Appointee, DCPS Designee	11/1/2017	1/2/2019	5
Mziwandle Masimini	DPR	Mayoral Appointee, DPR Designee	8/6/2017	1/2/2019	7
Shayne Wells	DME	Mayoral Appointee, DME Designee	8/8/2017	1/2/2019	4

Responses to FY2017 Performance Oversight Questions
Office of the State Superintendent of Education

Healthy Youth and Schools Commission

Q93: Provide a list of the current membership of the Commission. Please include each person's name, affiliated organization, appointing organization, start and end of appointment, and ward of residence. List any current vacancies on the Commission.

RESPONSE:

Name	Appointing Organization	Affiliated Organizations	Starts/End Date of Appointment	Ward of Residence
Jeff Travers	Chairperson, Mayoral Appointee	Cancer Support Community	October 2017 – October 2020	Ward 3
VACANT	Appointed by the Chairman of the Council			
VACANT	Appointed by the Chairperson of the Council Committee with oversight of education			
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	October 2017 – October 2020	Burtonsville, MD
Heidi Schumacher	Designee Representative of OSSE, Mayoral Appointee	OSSE	October 2017 – October 2020	Ward 6
Diana Bruce	Designee Representative of DCPS, Mayoral Appointee	DC Public Schools	October 2017 – October 2020	Ward 6
Charneta Scott	Designee Representative of DBH, Mayoral Appointee	Dept. of Behavioral Health	December 2017 – December 2020	Ward 4
Robin Diggs	Designee Representative of DOH, Mayoral Appointee	Dept. of Health	October 2017 – October 2020	Odenton, MD
William Dietz	General Member, Mayoral Appointee	George Washington University	May 2015 – May 2018	Ward 6
Beverly Wheeler	General Member, Mayoral Appointee	DC Hunger Solutions	May 2015 – May 2018	Ward 1
Taryn Morrissey	General Member, Mayoral Appointee	American University, School of Public Affairs	October 2017 – October 2020	Ward 4
Danielle Dooley	General Member, Mayoral Appointee	Children's National Health System	October 2017 – October 2020	Ward 2
Lauren Polite	Student Member, Mayoral Appointee	Friendship Public Charter School	October 2017 – October 2018	Ward 7

Q94: Provide an update on the work plan of the Commission in FY17 and in FY18. In your response, describe each of the Commission's actions to the following charges from the Healthy Schools Act:

- (a) Advising on the operations of all District health, wellness, and nutrition programs;**
- (b) Reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States;**
- (c) Recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District;**
- (d) Advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition;**
- (e) Making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition;**
- (f) Identifying gaps in funding and services, or methods of expanding services to District residents; and,**
- (g) Engaging students in improving health, wellness, and nutrition in schools.**

RESPONSE:

The goal of the Healthy Youth and Schools Commission (HYSC) is to advise the Mayor and the Council on health, wellness, and nutritional issues concerning youth and schools in the District, including school meals; farm-to-school programs; physical activity and physical education; health education; environmental programs; school gardens; sexual health programming; chronic disease prevention; emotional, social, and mental health services; substance abuse; and violence prevention. In this advisory role, the HYSC is charged with advising on the operations of all District health, wellness, and nutrition programs; reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States; advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition; and identifying gaps in funding and services, or methods of expanding services to District residents.

In FY17, the HYSC prioritized making recommendations for amendments to the Healthy Schools Act (HSA), strengthening the Healthy Schools Fund grants process, reviewing mental and behavioral health services in schools, and improving student health data collection. In FY17, the HYSC deliberated on several recommendations for amendments to the HSA, including engaging with District residents, policy makers, OSSE staff, subject matter experts, schools, and DC Council staff. The HYSC closely reviewed physical education requirements, meal nutrition requirements, alternative breakfast models, and data collection with School Health Profiles. The HYSC's Physical Activity Subcommittee also held several meetings around physical education and activity standards and offered concrete recommendations for improving these requirements in the HSA. Further, the HYSC held a public meeting devoted exclusively to mental and behavioral health school services in an effort to better understand current practices and

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offer recommendations to District agencies represented at the meeting. The HYSC was also pleased that the FY18 Budget Support Act of 2017 amended the HSA to allow for both competitive and formula grants as a way to strengthen the grant process and reach more District schools that are in need of service and funds. OSSE has supported the HYSC in gathering raw data, conducting analytics, and convening meetings for commissioners.

In addition, in FY17, the HYSC also:

- Reviewed historical grants awarded from the Healthy Schools fund and initiated discussions around a longer term grant making strategy to ensure equity across the district;
- Reviewed how lead in water at schools is measured and whether this needs to be strengthened through legislation;
- Discussed how school construction might include rooftop access for gardens and physical activity;
- Discussed the potential impact and cost of the Universal Free Lunch for All Amendment Act of 2017; and
- Reviewed how Children's National Health System conducts well child visits.

Higher Education Licensure Commission

Q95: Provide a narrative on the purpose and goals of the Higher Education Licensure Commission. In addition, please include:

- (a) A list of all professions regulated by the commission, noting which professions are licensed, which are certified and which are registered;**
- (b) A list of commissioners, including their name, a brief bio, when their term began, the length of their term, and when their term expires; and**
- (c) A list of any/all vacancies on the Commission**

RESPONSE: Q95 Attachment – HELC Commissioner Bios.pdf

Purpose and Goals of the Commission

The Higher Education Licensure Commission (HELC or the Commission) is a five-member Mayoral appointed, regulatory consumer protection authority responsible for public protection with regard to legitimate quality postsecondary education in the District of Columbia. The Commission establishes standards for postsecondary educational operations, authorizes operations, approves programs, issues or denies licenses and oversees all private postsecondary educational institutions in the District of Columbia.

The Commission is the Mayor's only entity authorized to issue postsecondary educational licenses and is charged with advising the Mayor and City Council with respect to postsecondary educational needs of the District. The Commission is responsible for ensuring that institutions under its jurisdiction meet and comply with the standards and other requirements established by laws and regulations. The Commission's granting or denial of a license assures students who are enrolled in postsecondary institution that the courses offered and degrees conferred meet licensure standards and that the institutions are presenting themselves in an honest and forthright manner.

The Commission has additional functions which include, but are not limited to, regulating and enforcing postsecondary laws and regulations, maintaining the student records of institutions that close and have no other repository, issuing certified student transcripts, and investigating student and faculty complaints against educational institutions under its jurisdiction.

The HELC does not regulate professions. The HELC regulates institutions that offer postsecondary education in the District.

Current HELC Commissioners

Commissioners are able to serve two, consecutive, three-year terms. Some service time exceeds six years when the appointee was selected to complete the term of someone else. Completing a term does not count against the two consecutive terms limits. Presently, all positions are filled. Brief biographies are attached.

Dr. Mary E. Dilworth, Chair (Ward 7)
First Term: 10/12/2014 - 8/15/2016

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Second Term: 8/15/2016- 8/15/2019
Eligible for reappointment

Mr. John Cross, Vice Chair (Ward 6)
First Term: 7/30/2015- 8/15/2017
Second Term: 8/15/2017- 8/15/2020
Eligible for reappointment

Dr. Joanne D. Joyner (Secretary) (Ward 4)
First Term: 8/15/2014- 8/15/2017
Second Term: 8/15/2017-8/15/2020

Dr. Janette Hoston Harris (Ward 4)
First Term: 10/1/2016-8/15/2019
Eligible for reappointment

Mrs. Cheryl Steplight, Esq. (Ward 7)
First Term: 9/2/2016- 8/15/2019 (resigned 9/1/17)

Ms. Anita Shelton (Ward 1)
First Term: 10/25/2016-8/15/2019 (completing term of C. Steplight)
Eligible for reappointment

Q96: What were the major accomplishments of the Commission in FY17 and in FY18?

RESPONSE: Q96 Attachment – FY17 HELC Quarterly Reports.pdf

Major accomplishments of the Higher Education Licensure Commission (HELC) in FY17 are discussed below. For information regarding the approval and denial of applications, please see the Commission's quarterly reports.

Engagement with Regulatory Community

- In FY17, the HELC successfully completed its first year as the District of Columbia's State Approving Agency for Veterans education benefits under contract with the U.S. Department of Veterans Affairs, in every performance area exceeding the requirements of the business plan.
- The HELC Director worked successfully with the Mayor's Office of Talent and Appointment to onboard three new Commissioners (Harris, Steplight and Shelton) and facilitate the re-appointments of two commissioners (Cross and Joyner). Commissioners Gailda Davis and Johnetta Davis, both had terms ended at the beginning of FY17.
- The HELC staff responds to hundreds of phone calls and emails monthly from institutions seeking approval, students seeking assistance with locating their academic records, and our regulatory counterparts seeking input on best practice recommendations. As a standard operating practice staff responds promptly and with accuracy. This practice contributes to staff's credibility with the community.
- The HELC has maintained working relationships with team members at other DC government agencies (Employment Services, Consumer and Regulatory Affairs, Office of the Attorney General, Board of Ethics and Government Accountability), as well as the US Department of Education and the U.S. Department of Veterans Affairs, to ensure consistency in practice and compliance with local and federal laws.
- HELC staff participated in several national regulatory conferences/trainings this year in order to meet and learn from our counterparts in other jurisdictions, including: Council on Licensure Enforcement and Regulation (CLEAR), the Federation of Associations of Regulatory Boards (FARB), the National Association of State Approving Agencies for Veterans benefits (NASAA), the National Association of State Administrators and Supervisors of Private Schools (NASASPS), and National Association of State Education Attorney (NCOSEA). Additionally, the Executive Director serves on the Southern Regional Education Board– National Council of State Authorization Reciprocity Agreements (SREB - NC SARA) steering committee and as a panelist during the NASASPS annual conference. Staff serve on committees as members of NASAA and CLEAR.
- HELC staff members are subscribed to National Association of State Administrators and Supervisors of Private Schools (NASASPS) Yahoo-groups and NASAA listserv, which provide immediate access to receive and share valuable information with counterparts nationwide. The HELC also hosts New Applicant Workshops every other month and provides technical assistance to potential licensees. Additionally, HELC staff members continue to liaise with

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other regulatory bodies in the District to ensure congruence (e.g. DC Board of Nursing, Health Emergency Preparedness and Response Administration (HEPRA), and the DC Board of Barbering and Cosmetology). HELC hosted information sessions with representatives from the Business Licensing and Occupational and Professional Licensing units of the DC Department of Consumer and Regulatory Affairs as well as the DC Board of Nursing to inform about our respective roles in the regulatory arena. HELC staff served as session presenters during the Annual DC Board of Barber and Cosmetology Forum.

Licensure Process

In FY 2017, the HELC successfully implemented the second phase of the e-licensing platform. Working in conjunction with the OSSE Office of the Chief Information Technology Officer, the HELC automated the registration process for the New Applicant Workshop, enabling potential licensees to register online and pay their registration fees electronically. Additionally, the HELC successfully launched an automated transcript request process enabling students to submit request for student records online. Students are able to pay for their transcripts using credit cards accepted by the District government. In a related but separate initiative to continue improving our efficiency, the HELC relocated all of the student records previously housed in FileNet and maintained by DCRA to OSSE-maintained and-supported servers. The files were converted to a printer friendly format and indexed using matching naming conventions for faster searching and file organization. This effort has generated significant improvement in staff time associated with processing student record requests and reduced reliance on and delays associated with an external organization having to troubleshoot system challenges.

Additional strides towards ensuring greater transparency and ease of access in the work of the HELC were implemented as follows: significant website revisions to provide more direct guidance for where assistance may be sought from specific team leads, all major forms were overhauled to more clearly delineate Commission expectations in accordance with the licensure laws and regulations, including the site visit checklist, and a reduction in the number of paper copies required with application submission

Provided training to the Commissioners on the requirements of the Naming Protocol and the District's Language Access policies.

Commission staff worked with OSSE's language access coordinator to have the Complaint Form translated into the four most common languages spoken by residents of the District of Columbia, to better aide students in notifying the Commission of any suspected violations of law or misconduct by institutions.

Misconduct Process

As the need arises, staff confront institutions suspected of non-compliance and work to facilitate to establishing compliance. In FY17 the Commission began publishing disciplinary actions on the website. Two administrative hearings were held in FY17. The deliberation of complaints was added to the public session agenda. In addition to denying licensure and applications seeking approval to operate, the Commission has imposed

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finer to institutions deemed non-compliant as well as instituted enrollment freezes and reduced licensure approval timeframes.

Regulatory Changes

In FY18, HELC, through OSSE, will promulgate the Commission's regulations governing non-degree and degree granting institutions to reflect postsecondary industry best practices. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the Commission's procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity.

Q97: Please provide the following budget information for FY17 and FY18 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: Q97 Attachment – HELC FY16 Budget.xlsx

Q98: Provide the performance plan for the Commission and the office of education licensure for FY17. 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:

The Higher Education Licensure Commission's (HELC) performance plan is a part of OSSE's overall performance plan, which is provided as a response to Q103. The HELC FY17 initiatives and the status of the initiatives, as of September 30, 2017 are provided below:

INITIATIVE 4.3: Streamline the licensure application process for postsecondary institutions. OSSE will continue to work on the development of an automated application system to better serve institutional applicants and the Higher Education Licensure Commission (HELC) commissioners and staff. The system will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the HELC.

Partially Achieved:

The process to automate all of the HELC's application system is a multi-year initiative due in large part to the availability of fiscal resources to manage the effort. In FY2017, the HELC implemented improvements based on lessons learned from the FY2016 pilot release of the automated Annual Data Survey instrument. The purpose of the annual data survey is to gather statistical data about the institutions approved to operate by the Commission. The FY17 response rate improved from the improvement noticed in FY16. In FY17, the New Applicant Workshop registration and the student record (academic transcript) request processes were automated enabling both registration and payment online.

INITIATIVE 6.1: Update the Higher Education Licensure Commission's (HELC) regulations to reflect postsecondary industry best practices to improve quality assurance, and to expand its jurisdiction to include distance learning. In FY14 and FY 15, the Mayor, on behalf of the HELC introduced legislation related to the regulation of distance learning programs. In FY16, the HELC will finalize updates to regulations for degree and non-degree granting institutions, as well as distance learning programs, and codify HELC operating procedures. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the Commission's procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity in the Commission's work.

Achieved:

As of September 30, 2016, the HELC completed a full first draft of an overhaul to the municipal regulations governing degree granting and non-degree granting institutions.

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Efforts in FY17 focused on seeking input from relevant stakeholders and moving towards formal promulgation of the rulemaking. Staff presented to and received approval of the revised regulations from the Commissioners, which we are currently working to finalize within OSSE.

Public Charter School Credit Enhancement Fund Committee

Q99: Please provide a narrative description of the purpose and goals of the Public Charter School Credit Enhancement Fund Committee. In your response, please include:

- (a) A list of all members of the Committee, including the organization they represent and the length of time they have served on the Committee;**
- (b) A list of the date and time of all meetings in FY17 and in FY18;**
- (c) A narrative description of any action items taken or recommendations made by the Committee in FY17 and in FY18.**

RESPONSE:

The District of Columbia Public Charter School Credit Enhancement Committee (“Committee”) is a committee established by the Mayor and is responsible for approving any financial transactions funded from the District of Columbia Public Charter School Credit Enhancement Fund, Direct Loan Fund, or any other Fund supporting a public charter school financing program as established by the Mayor and Council of the District of Columbia, or the Congress. The funds may be provided directly to public charter schools, limited liability companies participating in the District’s New Markets Tax Credit program or to non-profit entities that develop and finance facilities intending to be occupied by a public charter school, in order to promote innovative credit enhancement and loan initiatives for public charter schools.

- (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;**

The Committee is comprised of five members; three members are appointed by the Mayor of the District of Columbia, and two are appointed by the DC Public Charter School Board.

Name	Company	Appointment
Geoffrey Tate, Sr.	Certified Professional Housing Counselor, Creloba Counseling Services	9/21/2009 (resigned effective 12/31/17)
Cedric Bobo	Self-Employed	5/5/2010
Michael Musante	President, Musante Strategies, LLC Senior Director of Government Relations, Friends of Choice in Urban Schools (FOCUS)	12/3/2009
Frank Williams	Senior VP, Bank of America Merrill Lynch	9/27/2013
James Henderson	Managing Principal, EdOps	10/28/2013

- (b) A list of the date and time of all meetings in FY17 and in FY18;**
- (c) A narrative description of any action items taken or recommendations made by the Commission in FY17 and in FY18.**

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
October 20, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$1 million credit enhancement for Ingenuity Prep PCS.

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Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
November 17, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	Approved Paul PCS' request to use its debt service reserve for principal payments. Approved changes to a \$949,231 direct loan and a \$500,000 credit enhancement for District of Columbia International PCS originally approved May 19, 2016
December 15, 2016	Canceled	No new transactions to consider.
January 19, 2017	Canceled	No new transactions to consider.
February 16, 2017	Canceled	No new transactions to consider.
March 16, 2017	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$1 million credit enhancement for Paul PCS. Approved an additional \$330,000 in credit enhancement for District of Columbia International PCS.
April 20, 2017	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$2 million direct loan for Eagle Academy PCS.
May 18, 2017	Canceled	No new transactions to consider.
June 22, 2017	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$375,000 direct loan for Breakthrough Montessori PCS. Approved a \$1 million credit enhancement for Ingenuity Prep PCS. Note, while we approved this transaction, the closing date is intended for FY19 or FY20 depending on when the school is completed and the school starts making payments to the senior lender.
July 20, 2017	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$1,467,936 direct loan for St. Paul on Fourth St., Inc. Approved a \$1,053,385 direct loan for the Charter School Incubator Initiative – MC Terrell School.
August 17, 2017	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of additional senior debt for phase three renovations for the Charter School Incubator Initiative – Gibbs School. Tabled the consideration of a \$900,000 credit enhancement for Washington Global PCS until additional information could be analyzed.
September 15, 2017	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of additional senior debt for phase three renovations for the Washington Global PCS. Approved changes to a \$949,231 direct loan and a \$830,000 credit enhancement for District of Columbia International PCS originally approved May 19, 2016 with a second revision approved on Nov. 16, 2016.
October 19, 2017	Canceled	No new transactions to consider.
November 16, 2017	Canceled	No new transactions to consider.
December 21, 2017	Canceled.	No new transactions to consider.
January 18, 2018	Canceled.	No new transactions to consider.
<i>Meeting schedule for the remainder of FY2018: February 15, 2018, March 15, 2018, April 19, 2018, May 17, 2018, June 21, 2018, July 19, 2018, August 16, 2018, September 20, 2018,</i>		

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Q100: 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:

Account Type	Current Fund Balance as of Dec. 18, 2017	Amount Loaned Out	Transfers from specific account to other programs or initiatives
Direct Loan	\$26,101,211	\$17,292,132 (1)	No transfers to other programs or initiatives.
Credit Enhancement	\$29,331,068*	\$ 8,079,060 (2)	No transfers to other programs or initiatives.

DIRECT LOANS ACCOUNT <i>as of Dec. 18 2017</i>	
Amount	Public Charter School
\$1,226,150	Two Rivers PCS
\$ 691,218	Carlos Rosario PCS
\$1,998,000	Eagle Academy PCS
\$1,341,457	Ideal Academy PCS
\$1,920,950	Creative Minds PCS
\$1,990,538	Mundo Verde PCS
\$ 800,713	Kingsman Academy PCS
\$ 949,231	DC International PCS
\$2,000,000	Charter School Incubator Initiative
\$1,501,350	DC Scholars
\$1,053,385	Charter School Incubator Initiative
\$1,467,936	St. Paul on Fourth St., Inc.
\$351,204	Breakthrough Montessori PCS

CREDIT ENHANCEMENTS ACCOUNT <i>as of Dec. 18, 2017</i>	
Amount - Funded	Public Charter School
\$729,060	William E. Doar PCS
\$3,000,000	Friendship PCS
\$350,000	Charter School Incubator Initiative
Amount - Unfunded	Public Charter School
\$1,000,000	Mundo Verde
\$ 1,000,000	Paul PCS
\$1,000,000	Charter School Incubator Initiative
\$1,000,000	Two Rivers PCS

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Q101: What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in FY17 and in FY18? How much of this allotment has been spent?

RESPONSE:

Public Charter School	Total Allocation in FY17	Total Allocation in FY18 as of Dec. 18, 2017	Total Obligations to Date as of Dec. 18, 2017
Charter School Incubator Initiative	\$1,000,000	\$0	\$1,000,000*

*Note: as of Dec. 18, 2017, none of this amount has been spent.

General Questions

Q102: Provide a current organization chart for OSSE and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY17 or to date in FY18.

RESPONSE: Q102 Attachment – Organizational Chart.pdf

In October 2017, OSSE launched two new divisions from what was previously the Division of Elementary, Secondary & Specialized Education: K-12 Systems & Supports Division and the Division of Teaching & Learning. The K-12 Systems & Supports Division will focus on applying the powerful levers of funding, risk-based monitoring, policy, and student supports to help LEAs create effective conditions and supports for student learning. Amy Maisterra will continue to serve as assistant superintendent over this critical work. The Teaching & Learning Division will provide an expanded, strategic suite of instructional and human capital supports to LEAs, schools and educators. La' Shawndra Scroggins will serve as interim assistant superintendent of this division.

The decision to create two, more specialized divisions reflects our belief that both of these areas are critical to our goals of closing the achievement gap and improving outcomes for all students. By elevating each set of key levers to have the focus, visibility and leadership of its own division, we believe that we can move both further and faster.

Q103: Provide the agency's performance plan for FY17. Did OSSE meet the objectives set forth in the FY17 performance plan? Please provide a narrative description of what actions the agency undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

RESPONSE: Q103 Attachment 1 – FY17 OSSE Performance Accountability Report.pdf
Q103 Attachment 2 – FY17 DOT Performance Accountability Report.pdf

OSSE made significant progress toward meeting the overall strategic objectives laid out in the agency's FY17 performance plan:

- High quality and actionable data: OSSE will provide high-quality data and analysis that will empower LEAs, CBOs, and providers to meet the needs of all learners and allow education partners to make informed policy decisions
- Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need.
- Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students.
- Top notch talent: OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education.

The following initiatives enabled OSSE to advance our strategic objectives and key performance indicators (KPIs):

- Expand quality early childhood education programs to reach more students at a younger age across the District to ensure that all children are prepared to succeed in K-12 education and beyond: In December 2016, OSSE updated regulations governing the licensure of child development facilities throughout the District of Columbia to ensure that care provided in the District's licensed child development facilities is not only safe, but also supports children's healthy development, future academic achievement, and success. The new regulations seek to improve the quality of early childhood programs by ensuring that the early childhood workforce meets new minimum education requirements. In September 2017, OSSE launched My Child Card DC, a one-stop online resource that helps families find and compare childcare options in Washington DC, covering 467 child development centers and home-based providers. This website will help parents make more informed choices about childcare.
- Improve and expand career and technical education opportunities that are aligned with workforce options and expectations in the region: In partnership with the District's Workforce Investment Council, OSSE awarded 10 new sub-grantees \$4.3 million in Adult Education and Family Literacy Act grant funds and workforce training funds, combining these federal and local funds in an effort to strategically coordinate efforts and fund eligible providers to offer Integrated Education and

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- Training (IE&T) programs. IE&T programs are based on a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Develop a new unified accountability system and school report card to drive improvement and informed decision-making: We established a common accountability system across all public schools, both DCPS and public charter schools, which will propel the next phase of school improvement and reform in DC. The accountability system was approved by the U.S. Department of Education in August 2017. We are now in the process of building one school report tool for all public schools, so that parents can make informed decisions about their school options and engage in their current school communities. We have launched a city-wide public engagement effort to hear from families and the community about what they would want to know about schools. We have already heard from more than 1900 constituents in person and online, and partnered with more than 20 community organizations to use our toolkit to gather feedback from their parent networks. Our collective efforts engaged a diverse cross-section of the city's population including parents, teachers and administrators, and representatives from community-based organizations. Respondents reside in all of the city's eight wards and reflect the racial and ethnic diversity of the District of Columbia.
 - Transform the start of school experience for local education agencies through streamlined communications, better tools, and more responsive service: As a result of this initiative, LEAs received information about newly enrolled special education students earlier than ever before and were able to plan more effectively for these new students. LEAs also had their student information system connected to OSSE's data systems sooner, enabling them to access more detailed information about their special education students as well as historical test scores and begin preparing for the audit, earlier. Lastly, LEAs received more streamlined and prioritized information about expectations and tasks needed for the start of school, enabling them to focus more of their time on direct preparations for their students.

We fell short of meeting the following critical KPIs:

- Variable Cost per Route: DOT's pain point for this KPI is overtime costs. When staff do not come to work, available staff must be paid overtime to ensure that all routes are covered. DOT has also re-evaluated its target based on current spending and has increased the target in FY18 to better align with operational costs.
- Percent of user requests via the services portal solved and closed within five days of receipt: With the increased functionality of the OSSE Help Desk, we began tracking new issue types including non-technical program specific questions, automatic data transfer (ADT) feed failures (pre-start of school), new user requests that required program authorization and others. These new additions, which were not taken into account when we set our target, have skewed the numbers to reflect a much lower 5 day resolution rate. If we took those specific requests out and compared them to last year's ticket types that numbers are much more in line with our targets. We are looking at ways to either report on these separately or remove them all together.

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- Average number of days taken to complete reviews of educator licensure applications: OSSE experienced a staff shortage on this team for part of the year, which increased our response time in addition to a number of technical challenges with the new online application. OSSE worked quickly to resolve all technical issues with the online system, but these challenges did impact timelines when they occurred. OSSE is pleased to share that it is in the process of transitioning to a more comprehensive and reliable online application system during FY18, which is expected to alleviate future problems.

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Q104: Provide the agency's performance plan for FY18.

RESPONSE: Q104 Attachment 1 – FY18 OSSE Performance Plan.pdf
Q104 Attachment 2 – FY18 DOT Performance Plan.pdf

Q105: Explain the impact on your agency of any legislation passed at the federal level during FY17 or FY18, to date. Please include comment on the recent reauthorization of the Elementary and Secondary Education Act.

RESPONSE:

Federal Legislation passed in FY17 and FY18 to date Impacting OSSE

H.J. Res 58, Providing Congressional Disapproval under chapter 8 of title 5, United States Code, of the rule submitted by the Department of Education relating to teacher preparation issues.

The Obama Administration promulgated rules that required States to annually report the performance and quality of teacher preparation programs. These metrics would be used to determine eligibility for the Teacher Education Assistance for College and Higher Education (TEACH) grant programs. Congress disapproved those regulations in March 2017. The US Department of Education has not issued updated rules or guidance governing participation in the TEACH grant program.

H.R. 3218, Harry W. Colmery Veterans Educational Assistance Act of 2017

This bill became law in August 2017. The bill provides enhancements and improvements to the GI Bill which includes benefits for Purple Heart recipients and transferability of benefits for survivors. Further, the bill removes the requirement that GI benefits be used within 15 years. For SAAs, like the Higher Education Licensure Commission, the bill includes additional funding (\$2 million more in 2018, and then \$4 million in 2019, with a COLA thereafter for the increases in our mandatory funding. Beginning in 2019, the VA is authorized to pay us an additional \$3 million dollars that year and in the following years. There is also language mandating a GAO study of SAAs and a provision focusing SAAs on doing Risk Based Surveys at institutions.

Appropriations

Congress continues to rely on continuing resolutions to fund the government and prevent government shutdowns. This causes significant uncertainty for OSSE and the education federal grants that it allocates to LEAs and schools. Of the various continuing resolutions passed in FY17, H.R. 244 Consolidated Appropriations Act of 2017, which became law on May 5, 2017 and funded the federal government for the remainder of FY 17, is noteworthy. Under this law, US Department of Education received \$68.2 billion in FY17. Some notable changes to funding include increases to ESEA Title I, Title IV, Part A, Head Start, Child Care and Development Block Grant, Special Education, Impact Aid, 21st Century Community Learning Centers, Charter schools, Education for Homeless Children and Youth, TRIO programs and Pell Grant. Also, there was a decrease to ESEA Title II, Part A. Further, Scholarships for Opportunity and Results Act, which authorizes funding for the District of Columbia, including private school vouchers, public schools, and public charter schools, was amended and reauthorized through FY 2019.

OSSE's Implementation of the Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. The new legislation, which replaces the No Child Left Behind Act of 2001 and

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reauthorizes the Elementary and Secondary Education Act (ESEA) of 1961, builds on key areas of educational progress achieved in recent years with the intention of ensuring all students have equitable access to a high-quality education. ESSA offers new flexibilities to states and opportunities for the District to rethink existing structures accountability, school improvement, and teacher support and evaluation. In addition to carrying forward standards, annual assessments, and subgroup disaggregation, ESSA emphasizes transparency through increased public reporting.

Consistent with ESSA, OSSE must develop and submit a Consolidated State Plan to the US Department of Education for approval. The state plan outlines the steps that OSSE will take to implement the various programs authorized by ESSA. OSSE facilitated a thorough and transparent process while designing the plan and engaged a diverse group of education stakeholders. Between December 2015 and March 2017, OSSE facilitated over 70 meetings and gatherings to solicit stakeholder feedback and public comment on the plan. OSSE received feedback from more than 110 LEAs, government agencies, consortia, and other organizations in the District of Columbia. OSSE and the State Board of Education hosted a series of community-based meetings in each ward in February 2017. In addition, OSSE held a public comment period on the ESSA State Plan that lasted from January 30 to March 3, 2017. At that time, the public could review the state plan in its entirety on both the State Board of Education (SBOE) and OSSE websites. The public could also participate in a survey that gauged public reactions to the plan and submit their own comments. At the end of the public comment period, OSSE received more than 250 written comments. OSSE developed a document entitled, “Summary & Responses to Public Engagement Feedback on the ESSA Consolidated Plan” that aggregated the public’s feedback and outlined the revisions made to the final state plan in response to the public’s feedback.

During this time period when OSSE was gathering feedback from the public on its state plan and seeking approval of the plan from the SBOE, the Congress passed H.J. Res 57, Providing for Congressional Disapproval under chapter 8 of title 5, United States Code, of the rule submitted by the Department of Education relating to accountability and State plans under the Elementary and Secondary Education Act of 1965. H.J. Res 57 disapproved the regulations put in place by the Obama Administration pertaining to state accountability plans in ESSA. The US Department of Education did not issue updated rules or guidance governing state accountability plans, but issued a new state plan template and informal guidance in 2017. This created disruption and uncertainty since OSSE needed to update its ESSA state plan to meet the new template, after OSSE already had drafted the plan and gathered feedback under the original state plan template. However, consistent with D.C. Code §38-2652 (7), the State Board of Education approved the portions of the state plan that dealt with school accountability, the STAR Framework. The US Department of Education approved the District of Columbia’s Consolidated State Plan on August 30, 2017.

OSSE is well on its way to implementing the state’s approved state plan. OSSE continues to engage the State Board of Education and its ESSA task force on various topics pertaining to implementation. OSSE has met extensively with LEA staff to discuss the

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methodology for implementing the school accountability system. OSSE has conducted extensive public engagement, alongside the State Board of Education, its ESSA taskforce, and community based organizations on the data content that will be included on the state's school report card in December 2018. Those efforts resulted in over 1900 pieces of public feedback on the content on the report card. OSSE anticipates that the State Board of Education will vote to approve the content and format of the state report card, consistent with D.C. Code § 38-2652(12), in February 2018. OSSE will continue to work with its partners to obtain feedback on the design of the report card in order to ensure that it is understandable and user friendly for its core audience- parents. OSSE aims to publish its first school accountability ratings using the STAR framework in December 2018. OSSE also aims to publish its new school report card in December 2018, as well.

Resources related to ESSA, including materials from engagements to date are all available on OSSE's ESSA homepage: www.osse.dc.gov/essa.

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Q106: Please also identify all new policies that have been finalized in FY17 or that are expected to be promulgated in FY18. How does OSSE inform LEAs and the public of new or advised regulations or policies?

RESPONSE:

In FY17 and to date in FY18, OSSE published Notice of Final Rulemaking or Notice of Emergency Rulemaking for the following regulations:

Title & Chapter	Chapter Heading	Description of Rulemaking	Volume and Date of Proposed and/or Emergency Rulemaking	Volume and Date of Final Rulemaking
5-A DCMR Chap 1	Child Development Facilities: Licensing	Amending regulations to extend the deadline for early childhood educators to comply with specific credential requirements	11/17/2017 64 DCR 46	TBD
5-A DCMR Chap 2	District's Subsidized Child Care Services.	Amending the District of Columbia's child care subsidy rates to increase rates in FY18, update the sliding fee scale to align with the 2017 Federal Poverty Guidelines, and align eligibility factors with current law	8/11/2017 64 DCR 32	9/29/2017 64 DCR 39
5-A DCMR Chap 11	Access to Emergency Epinephrine	Updating Chapter 11 to Title 5-A to implement the Access to Emergency Epinephrine in Schools Amendment Act of 2015 and the Temporary Amendment Act of 2016.	Second Emergency and Proposed Rulemaking published on 12/9/2016 63 DCR 51	2/24/2017 64 DCR 8
5-A DCMR Chap 35	Pre-K Enhancement and Expansion Funding -- Waiver	Amending Section 3501 to add Subsections 3501.3 to 3501.6 to provide OSSE with the authority to grant temporary waivers to pre-K CBOs seeking a high quality designation	Emergency and Proposed Rulemaking: 8/12/2016 63 DCR 34	7/21/2017 64 DCR 29
5-A DCMR Chap 50	Student Residency Verification and Investigations	Amending the regulations to clarify policies and procedures required to ensure District residents have access to available space at local schools, and that when extra space is available, non-resident students enrolled in a D.C. public school pay non-resident tuition	1/13/2017 64 DCR 2	3/31/2017 64 DCR 13
5-A DCMR Chap 84	General Education Development (GED) Testing	Amending regulations to alleviate undue barriers for test applicants in establishing their eligibility to take the GED	8/11/2017 64 DCR 32	10/27/2017 64 DCR 43

The following policies were finalized during FY17 and FY18 to date:

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Policy Title	Date Issued
GED Data Sharing Policy	December 2016
DC Tuition Assistance Grant Policy Changes	January 2017
Eligibility Determinations for Subsidized Child Care Policy Manual	January 2017
Districtwide Assessments Participation and Performance Policy	January 2018

The following regulations are expected to be promulgated in FY18:

Title	Chapter Number	Chapter Heading	Description of Rulemaking
5-A	Chapter 1	Child Development Facilities: Licensing	Updating regulations based on review of the first year of implementation
5-A	Chapter 1	Child Development Facilities: Licensing	Final Rulemaking to extend the deadline for staff members to comply with specific credential requirements
5-A	Chapter 30	Special Education	Amending regulations to conform with and implement current federal regulations and recent federal and local legislation.
5-A	Chapter 31	Early Intervention	Amending regulations to conform with the Enhanced Special Education Services Amendment Act of 2014.
5-A	Chapter 32	English Language Learners	Establishing local compliance requirements in accordance with both applicable federal and local laws.
5-A	Chapter 27	Athletics	Updating interscholastic athletics governance framework and make substantive amendments to eligibility provisions to align with the District of Columbia State Athletics Consolidation Act of 2016, in collaboration with the newly established State Athletics Commission
5-A	Chapter 34	Dual Enrollment	Updating to clarify guidelines of dual enrollment programs
5-A	Chapter 80-83	Higher Education Licensure Commission	Amending regulations to merge chapters in order to eliminate redundancy, codify existing procedures and practices, update and clarify standards and procedures for licensure, the application process, hearing procedures, and the operation of the Commission

The following policies are expected to be finalized during FY18:

Policy Title	Timing
DOT Student Transportation Policy – Update	TBD
Adult and Family Education (AFE) – DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA) Providers and Core Partners	TBD – Policy pending approval by the U.S. Department of Education
GED Data Sharing Policy	TBD
DC ReEngagement Center Data Privacy Policy	TBD
GED Registration Process Policy	TBD

How does OSSE inform LEAs and the public of new or advised regulations or policies?

OSSE informs the LEAs and the public of new or advised regulations through various engagements with major stakeholder groups including working groups, public hearings and meetings. In addition, OSSE informs LEAs and the public of new or altered regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE’s weekly newsletter, the LEA Look Forward. OSSE publishes all

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proposed rulemakings in the DC Register and generally provides a thirty-day public comment period for proposed regulations.

Q107: Please provide the following budget information for OSSE and all programs under its purview, including the approved budget, revised budget, and expenditures, for FY17 and to date in FY18:

- (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.**

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

RESPONSE: Q107 Attachment – Budget and Expenditures.xlsx

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Q108: Provide a complete accounting of all intra-district transfers received by or transferred from OSSE during FY17 and to date in FY18. 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: Q108 Attachment – Intra-District Transfers.xlsx

Q109: Provide a complete accounting of all reprogrammings received by or transferred from the OSSE during FY17 and to date in FY18. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

RESPONSE: Q109 Attachment – Reprogrammings.xlsx

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Q110: Provide a complete accounting of all of OSSE's Special Purpose Revenue Funds for FY17 and FY18. Please include the revenue source name and code, total amount generated and expended, and the purpose of the funds.

RESPONSE: Q110 Attachment – Special Purpose Revenue.xlsx

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Q111: Provide a list of all OSSE's fixed costs budget and actual dollars spent for FY17 and to date in FY18. 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: Q111 Attachment – Fixed Costs.xlsx

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Q112: Provide the capital budget for OSSE and all programs under its purview during FY17, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY17.

RESPONSE: Q112 Attachment – Capital Budget.xlsx

Q113: Provide a current list of all properties supported by the OSSE budget. Please indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).

RESPONSE: Q113 Attachment – OSSE Lease Information.xlsx

Q114: Describe any spending pressures that existed in FY17. 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:

For FY 2017, OSSE did not have any spending pressures.

Q115: Identify potential areas where spending pressures may exist in FY18? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY18 budget.

RESPONSE:

For FY 2018, OSSE does not anticipate that it will have any spending pressures.

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Q116: Provide a list of all FY17 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: Q116 Attachment – Full Time Equivalent Positions.xlsx

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Q117: How many vacancies were posted for OSSE during FY17? To date in FY18? 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: Q117 Attachment – OSSE Vacancies FY17 and FY18 to Date.xlsx

Q118: How many employee performance evaluations were completed in FY17 and how was performance measured against position descriptions? To date in FY18? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

RESPONSE:

OSSE managers set measurable goals based on the individual job requirements and the general outlines of the position description. If a manager determines that an employee is not performing at the level in which he or she should, that manager will work with the employee to resolve the deficiencies prior to the evaluation stage of the performance cycle.

We have worked diligently to ensure that employees receive evaluations and have performance plans—and offered multiple performance management trainings for both employees and managers, designated a half-time project manager to oversee the performance management process, and engaged all members of the agency leadership team.

FY17		FY18	
OSSE General		OSSE General	
# of Plans/Staff	312	# of Plans/Staff	378
# Completed Evaluations	268	# Draft Plans Completed	364
# NOT Completed	44	# Draft Plans NOT Completed	14
OSSE DOT		OSSE DOT	
# of Plans/Staff	158	# of Plans/Staff	180
# of Completed Evaluations	112	# Draft Plans Completed	140
# NOT Completed	46	# Draft Plans NOT Completed	40

Note that this performance cycle, bus drivers, attendants, and attorneys were excluded from the standard citywide performance process.

If the matter requires placing the employee on a Performance Improvement Plan (PIP), the manager may elect to do so within a specified timeframe. The employee may be placed on the PIP for 30, 60, or 90 days to allow them ample time for improvement. If the employee fails to improve their performance during the PIP process, the manager then has the right to reassign, demote, or terminate the employee from their position.

Q119: Has OSSE adhered to all non-discrimination policies in regards to hiring and employment?

RESPONSE:

Yes. OSSE has followed the recruitment guidelines and strategies set forth by the DC Department of Human Resources (DCHR), which allows the agency to stay in compliance and adhere to all non-discriminatory policies.

Q120: Have there been any accusations by employees or potential employees that OSSE has violated hiring and employment non-discrimination policies in FY17 or to date in FY18? If so, what steps were taken to remedy the situation(s)?

RESPONSE:

Yes. There have been unsubstantiated claims of violations of hiring and employment non-discrimination policies in FY17 or FY18 to date. None of the claims resulted in official findings against the agency, and, in each case, OSSE works cooperatively with all parties and other agencies, as appropriate. To ensure OSSE's continued adherence to non-discrimination policies, we have counseled and trained managers on related issues and incorporated Equal Employment Opportunity (EEO) training into our onboarding process for all new employees. In the coming year, we are looking to facilitate expanded training for EEO counselors and increase outreach to employees about their rights, responsibilities, and EEO processes.

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Q121: Please list all settlements entered into by the agency or by the District on behalf of the agency in FY17 or FY18, to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).

RESPONSE:

Date of Settlement Agreement	Party Names	Amount of Settlement	Litigation Description or Reason for Settlement
5/11/2017	Confidential	\$18,798	Non-Resident Tuition
11/10/2016	Confidential	\$34,325	Non-Resident Tuition
3/8/2017	Confidential	\$12,500	Non-Resident Tuition
6/27/2017	Confidential	\$10,000	Non-Resident Tuition
6/22/2017	Confidential	Costs of private transportation	ODR – Special Education Transportation
5/24/2017	Confidential	\$1950	ODR – Special Education Transportation

In FY17, OSSE entered into 13 settlement agreements with former employees. In FY18 to date, OSSE entered into three (3) settlement agreements with former employees. Due to the confidentiality of personnel matters, the table above does not include any detailed information regarding any settlement agreements entered into by OSSE with any former employees.

Q122: Please describe the agency's procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY17 and FY18, to date, whether or not those allegations were resolved.

RESPONSE: Q122 Attachment - Mayors Order 2017-313.pdf

OSSE takes claims of sexual harassment or misconduct very seriously. OSSE's procedures for investigating allegations of sexual harassment, or misconduct committed by or against its employees, are consistent with the procedures set forth in Mayor's Order 2017-313, dated December 18, 2017. In cases where claims are substantiated in part or in whole, OSSE will issue and implement a formal plan of action, which could result in disciplinary action up to and including adverse action and/or removal.

In FY17, OSSE received one (1) complaint alleging sexual harassment and zero (0) were substantiated. In FY18 to date, OSSE received zero (0) complaints alleging sexual harassment and zero (0) were substantiated.

Complaints to EEO Counselors

In FY17, zero (0) complaints alleging discrimination on the basis of sex (which includes sexual harassment & right to breastfeed), gender identity/expression and sexual orientation were received by OSSE's EEO counselors. It is worth noting that for allegations of sexual harassment, complainants are able to bypass EEO counseling and file a formal complaint directly with the Office of Human Rights. Additionally, complainants are able to seek EEO counseling, for any of the protected traits, outside of their own agency.

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Q123: Provide the Committee with the following:

- (a) A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY17 and to date in FY18, and the amount; and,**
- (b) A list of travel expenses for FY17 and to date in FY18, arranged by employee.**

RESPONSE:

Q123 Attachment 1 – OSSE Performance Allowance.xlsx

Q123 Attachment 2 – DOT Absence Incentive Payments.pdf

Q123 Attachment 3 – DOT Drivers without Accidents Incentive Payments.pdf

Q123 Attachment 4 – DOT Back to School Incentive Payments.pdf

Q123 Attachment 5 - OSSE Travel Expense Chart FY17.pdf

Q123 Attachment 6 - OSSE Travel Expense Chart FY18 to date.pdf

Q124: Provide the following information for all contracts awarded by OSSE during FY17 and to date in FY18:

- (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: Q124 Attachment – FY17-18 Contracts.xlsx

Q125: Provide the following information for all contract modifications made by OSSE during FY17 and to date in FY18, broken down by OSSE program and activity:

- (a) Name of the vendor;**
- (b) Purpose and reason of the contract modification;**
- (c) Employee/s responsible for overseeing the contract;**
- (d) Modification cost, including budgeted amount and actual spent; and**
- (e) Funding source.**

RESPONSE: Q125 Attachment - FY17-18 Contract Modifications.xlsx

Q126: Provide the following information for all purchase card transactions during FY17 and to date in FY18:

- (a) Employee that made the transaction;**
- (b) Transaction amount; and,**
- (c) Transaction purpose.**

RESPONSE: Q126 Attachment 1 – FY17 Purchase Card Transactions.pdf
 Q126 Attachment 2 – FY18 to date - Purchase Card
 Transactions.pdf

Q127: Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within OSSE during FY17 and to date in FY18. This includes any reports by federal agencies, the DC Auditor, or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

RESPONSE: Q127 Attachment 1 – OSSE A133 Findings FY16 and FY17.pdf
Q127 Attachment 2 – Medicaid Report Year Ending 2014.pdf
Q127 Attachment 3 – Medicaid Report Year Ending 2015.pdf
Q127 Attachment 4 – Child and Adult Care Food Program ME Closure Letter.pdf
Q127 Attachment 5 – USDA Emergency Food Assistance Program ME Closure Letter.pdf
Q127 Attachment 6 – USDA Summer Food Service Program Closure Letter.pdf
Q127 Attachment 7 – CTE Monitoring Site Visit Report.pdf
Q127 Attachment 8 – OIG Student Residency Verification Audit Letter.pdf

The following completed reports or program/fiscal audits that were completed during this timeframe can be found at their corresponding attachment:

- **A-133 Audit:** OSSE's FY17 Single Audit progress report are attached with relevant findings.
- **Medicaid Audit:** Bert Smith & Co. audited OSSE DOT's compliance with the Medicaid laws and regulations reflected in the Provider Reimbursement Manual (PRM Pub. 15) and the District of Columbia (D.C.) State Plan applicable to the accompanying Schedule of Medicaid Costs (cost report) for the years ended September 30, 2014 and September 30, 2015. The auditor provided the reports on April 6, 2017.
- **Medicaid Audit:** The Department of Health Care Finance (DHCF) has not yet concluded an audit of OSSE's compliance with the Medicaid laws and regulations reflected in the PRM Pub. 15 and the District of Columbia (D.C.) State Plan applicable to the accompanying Schedule of Medicaid Costs (cost report) for the years ending September 30, 2016 and September 30, 2017. The audits are not yet available.
- **US Department of Agriculture (USDA) Management Evaluations (ME):** Management Evaluations are standard practice of USDA for each program, every 3-5 years, to ensure program compliance. MEs can remain open for months, even years, depending on the findings. Many of the findings were around creating and updating standard operating procedures, which has been the main focus of the team over the last 2 years. The Nutrition Programs Team continues to develop standard operating procedures for all USDA programs to help minimize findings for future MEs. None of the USDA MEs below resulted in fiscal action or questionable costs against OSSE:
 - Summer Food Service Program ME – April 2015 (Closed)
 - Child and Adult Care Food Program ME – July 2016 (Closed)

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- The Emergency Food Assistance Program (TEFAP) (Closed)
- **U.S. Department of Education CTE Monitoring Visit:** The U.S. Department of Education's Office of Career, Technical and Adult Education conducted an on-site monitoring visit for the Career and Technical Education, Carl D. Perkins IV grant in the summer of 2016. The Career and Technical Education unit has developed work plans that delineate state and LEA-level action steps to address the need to develop a complete program of study that spans secondary and postsecondary education options, based on the visit's findings.
 - **Results of this monitoring visit were delivered to the State Office of Career and Technical Education in the winter of 2017.** Four areas of deficiency were identified. As of December 2017 all areas of deficiency had been resolved with evidence provided to the Department of Education.
- **OIG Student Residency Verification Audit** – This audit is a part of OIG's Fiscal Year 2017 Audit and Inspection Plan. Per OIG, the objectives of this audit are to assess DCPS' and PCS': (1) enrollment processes for non-resident students; and (2) revenue collection processes for recording and reporting non-resident tuition and fines. OIG has not yet issued a final report.