

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the State School Superintendent of Education (OSSE)



Responses to Fiscal Year 2019 Performance Oversight Questions

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State Superintendent of Education

Submission to

Committee on Education
The Honorable David Grosso, Chairperson
Council of the District of Columbia
&
Committee of the Whole
The Honorable Phil Mendelson, Chairman
Council of the District of Columbia

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Committee on Education
John A. Wilson Building
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Data Management, Research, and Assessment

Q1: Please list for each public school the number and percentage of students by Ward in which they reside for SY14-15, SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20.

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

RESPONSE: Q1 Attachment – Student Enrollment by Ward SY13-14 to SY19-20.xlsx

Q2: How many students are homeschooled in D.C. in SY14-15, SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20 to date?

RESPONSE:

Fiscal Year	Count of Reported Homeschooled Students in DC
FY13	293
FY14	325
FY15	390
FY16	425
FY17	409
FY18	469
FY19	510

Q3: How many students are enrolled in private and parochial schools in D.C. in SY16-17, SY17-18, SY18-19, and SY 19-20?

RESPONSE: Q3 Attachment – Private School Enrollment.xlsx

Q4: For SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20 to date, please provide the number of students who are English Language Learners, by LEA, age, grade level, special education status, and ELL classification.

RESPONSE: Q4 Attachment – ELL Students.xlsx

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 SY15-16, SY16-17, SY17-18, SY18-19?

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 FY18 and in FY19 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 ways 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 Student Succeeds Act ("ESSA") on Dec. 10, 2015, OSSE partnered with CFSA to

create practical, comprehensive guidance to facilitate an 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 also published a 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 currently collects the following metrics: CFSA ID, date of birth, USI, grade level, gender, race/ethnicity, social worker information (name, agency, supervisor, and program manager name), student care start date, student care end date, end of care reason, and the state of the foster parent.

- (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 FY19 and FY20 to date on special education transportation for children in foster care.**

Date	Amount Spent to Transport Students in Foster Care
FY19	\$5,870,457.00
FY20 to date	\$2,252,196.00

- (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 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 ways 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 funding to further support their portion of costs.

Q7: Provide student mobility rates at the state, LEA, and school levels for all students:

- A. Entries by month**
- B. Exits by month**

RESPONSE: Q7 Attachment – Mid-year Student Mobility SY18-19.xlsx

The mobility metric on the DC School Report Card captures each individual entry and exit for all students enrolled at any point during the 2018-19 school year and uses the count of students enrolled on the Enrollment Audit Count Day as the starting reference point to understand student movement throughout the year.

- Q8: The following questions are regarding nonresidency:**
- (a) How many nonresidency tips did OSSE receive in FY19 and FY20?**
 - (b) How many nonresidency tips did OSSE investigate in FY19 and FY20 by sector?**
 - (c) How many cases were substantiated in FY18 by sector and what were the actions to remediate the situation?**
 - (d) Describe OSSE’s efforts to strengthen its nonresidency program in FY19 and FY20?**
 - (e) How is OSSE ensuring each family receives adequate due process and notice?**

RESPONSE:

- (a) How many residency fraud tips did OSSE receive in FY19 and FY20?**

Investigations of non-residency allegations can be initiated by any person submitting a tip through the OSSE tip hotline, both online and via telephone, through partner agencies investigating individuals for other fraud matters (e.g., Medicaid fraud), by sharing complaints received from the public relating to student residency, and by other mediums 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 investigated by OSSE. This is primarily due to duplicate tips (e.g. a tip for the same family submitted multiple times) or tips submitted without sufficient information for OSSE to investigate. Please note that OSSE tracks cases on a school year (SY) rather than fiscal year (FY) basis and the table below reflects that practice.

School Year	Tips Received
SY18-19 7/1/2018 – 6/30/2019	357
SY19-20 to date 7/1/2019 – 12/30/2019	120

- (b) How many residency fraud cases did OSSE investigate in FY19 and FY20 by sector?**

Upon receiving a tip, OSSE merges duplicate tips or sibling tips and then reviews for sufficiency of information provided. For example, some tips come in without sufficient information to begin an investigation (e.g., providing a first name but no last name). If a tip has sufficient information to move forward, the tip will become a case and be assigned a case number.

In addition, investigation referrals can also come from the Enrollment Audit. Instances where a student’s residency was not verified through the full audit process is examined by investigators within OSSE’s Office of Enrollment and Residency. OSSE will seek to verify the student’s residency through its established interagency data feeds. If OSSE was not able to verify the student’s residency status, the Audit referral will become a case and assigned a case number.

The table below provides the number of cases OSSE is currently investigating or has investigated to date. A single case involving related students can be counted as both a DC Public Schools case and a Public Charter Schools case if the students are attending schools in both sectors. This crossover is why a total case count is not always the sum of cases in both sectors.

School Year	DC Public Schools Cases	Public Charter Schools Cases
SY18-19 7/1/2018 – 6/30/2019	219	140
SY19-20 to date 7/1/2019 – 12/30/2019	72	51

(c) How many residency fraud cases were substantiated in FY19 by sector and what were the actions to remediate the situation?

OSSE’s non-residency investigations typically begin with a submitted tip or finding from the annual enrollment audit. Referrals from the annual enrollment audit and tips with sufficient information to identify the student are turned into cases and assigned an investigator. These cases are considered ‘open’ until a determination of resident has been made, or, in the case of a potential non-resident, substantiated after all notifications and administrative proceedings have concluded. For cases where a student is initially determined to be a non-resident, OSSE will issue a Finding of Non-residency to the family. The family can either contest or accept the finding. If the family accepts, the finding becomes final and substantiated and the parties enter into an agreement for tuition. OSSE will notify the LEA that the student is a non-resident and ineligible to remain enrolled if the original enrollment was not in compliance. Continued enrollment at the LEA may require re-application, payment of owed tuition, and completion of a valid tuition agreement.

If the family contests the Finding of Non-residency, OSSE will file the request for an appeal at the Office of Administrative Hearings (OAH) and proceed with a mediation and continue with a hearing if the mediation is unsuccessful. The outcome at OAH will either be a concession from the family substantiating the finding of non-residency, a reversal of OSSE’s initial finding of non-residency and a closing of the case, or a substantiation of its finding of non-residency through an OAH judgement.

All findings of non-residency are referred to the appropriate authorities, which may be the Office of the Attorney General, the Inspector General, and where a DC government employee is involved, the Board of Ethics and Government Accountability (BEGA). The prosecution of fraud, the pursuit of a False Claims Act case, or other civil remedies lies with the Office of the Attorney General or the United States Attorney.

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		SY18-19			SY19-20 to date		
		DCPS	PCS	Total ⁷	DCPS	PCS	Total ⁷
Total Cases (Investigation Initiated)		219	140	357	67	48	112
Open	<i>OSSE in process</i> ¹	127	88	213			
	<i>OAH</i> ²		2	2			
Closed	<i>Residency verified during investigation</i> ³	90	34	124	5	3	8
	<i>Residency determined through Administrative Review</i> ⁴						
Substantiated (Final Agency Decision)	<i>Concede</i> ⁵						
	<i>Uncontested</i> ⁶	1	9	10			
	<i>OAH decision</i> ⁷						
Withdrawn ⁸		1	7	8			

¹**Open – OSSE in process.** These cases are cases that OSSE is currently still investigating.

²**Open – OAH:** These cases are where OSSE issued a Notice of Finding and the family appealed the finding. When appealed, these cases are referred to OAH. These cases will continue through the administrative process with the OAH for formal mediation and hearing.

³**Closed – Residency verified during investigation:** These cases were investigated and student determined to be eligible to attend as a resident.

⁴**Closed – Residency determined through Administrative Review:** these cases were initially determined to be non-residents but the determination was changed through the OAH mediation and hearing process.

⁵**Substantiated – Concede:** These cases are where OSSE issued a Notice of Finding of Non-Residency and the family conceded they were non-residents.

⁶**Substantiated – Uncontested:** These cases are where OSSE issued a Notice of Finding of Non-Residency and the family failed to contest the finding within the provided timeframe. Because they did not contest the finding in the notice, OSSE’s initial determination became the final decision and these families are non-residents. If the students were still enrolled, these students were subsequently unenrolled from school. They were also issued tuition payment agreements for the relevant school year(s).

⁷**Substantiated – OAH Decision:** These cases are where OSSE issued a Notice of Finding and the family appealed the finding. Neither OSSE nor the family came to an agreement during the mediation process and the case was decided through a formal hearing.

⁸**Withdrawn:** These cases involve students enrolled for very short periods of time and withdrew before an investigation could be conducted.

*A single case involving related students can be counted as both a DC Public Schools case and a Public Charter Schools case if the students are attending schools in both sectors. This crossover is why a total case count is not always the sum of cases in both sectors.

(d) Describe OSSE’s efforts to strengthen its residency fraud program in FY19 and FY20?

OSSE is committed to ensuring District schools remain accessible first and foremost to Washington, DC residents. This requires a robust system of compliance and enforcement to ensure that public schools in the District, including DC Public Schools (DCPS) and public charter schools, are available, first and foremost, to bona fide residents of the District.

In FY19, OSSE published its first Office of Enrollment and Residency Handbook and began a monitoring program to ensure LEA compliance with records retention policies. The handbook, compiled all relevant policies and guidance into a single location for use by LEAs and other District agencies. This document, to be updated regularly, provides additional transparency to the policies guiding enrollment and residency. The monitoring program, separate from the yearly enrollment audit, focuses on LEAs that have had issues with residency document retention in the

past. OSSE staff visit LEAs, review LEA record retention protocols and provide corrective action plans when necessary.

For tuition collection, OSSE mandated electronic agreements for all tuition-paying non-resident students. This new process allowed for quicker processing of agreements and ensured that all payments and agreements were made prior to the start of school. OSSE also established a partnership with the Office of the Chief Financial Officer to ensure clear enforcement of significantly delinquent payments through referral to their Central Collections Unit.

Finally, OSSE continued its public information campaign to assist District residents with understanding the enrollment and residency process by providing materials at EdFEST, updating the DC residency verification form, and continuing an outreach campaign that notifies the general public on how to report potential non-residents. OSSE expanded its outreach campaign to include digital ads that not only targeted District residents, but also residents in surrounding counties.

The enrollment and residency process must balance ease for families and LEAs and support for our most vulnerable families, with enforcing District laws and regulations that ensure residents have access to a free, public education. OSSE remains committed to ensuring District schools remain accessible first and foremost to Washington, DC residents. We will continue to take steps to improve our practice, and look forward to working with schools, families, and the community to further improve our residency efforts.

(f) How is OSSE ensuring each family receives adequate due process and notice?

When OSSE conducts a residency investigation, if it is not clear from the initial review of records that the student is a DC resident, and prior to issuing a determination of non-residency, OSSE contacts the family to gather additional information. An OSSE investigator will set up a time either over the phone or in-person to talk with the enrolling person about any questions OSSE has regarding the persons residency claim. This also allows the family to help the investigation understand complex and unique circumstances that some of our District resident's experience.

In some cases, the additional information and context provided by a family does not verify District residency, and in those cases, OSSE will make a determination that the student is not a resident of the District. When a determination of non-residency is made, a detailed notice letter is sent to the parent, guardian, other primary caregiver or adult student by mail and email, if known. The detailed notice letter helps families understand why OSSE's investigation led to a finding of non-residency and explains the next steps and timeline for the administrative review process.

Specifically, the detailed notice letter includes the following information:

- The basis of the non-resident finding;
- An option to request an administrative review within 10 business days;

- An explanation that the student may remain enrolled until a final administrative decision is made;
- An explanation that if a request for administrative review is not received within 10 business days, then the non-resident finding will be the final administrative decision; and
- An explanation of the tuition owed in the event of a final administrative decision of non-residency and that the tuition is prorated on the time the student spent enrolled in a DC public school as a non-resident

If an administrative review is requested, OSSE will refer the request for review to the Office of Administrative Hearings. The purpose of administrative review is provide families with an additional opportunity to tell their story and present evidence that proves they are a resident. First, OAH will schedule a mediation session between the two parties. In mediation, a specially-trained neutral mediator meets with the parties (the family and OSSE) and assists them to state their positions and to explore options to resolve the case without going to an actual evidentiary hearing. The mediator helps the parties to reach a mutually acceptable settlement of the case. All judges are qualified to mediate any case before the Office of Administrative Hearings.

If, during mediation, OSSE agrees that the documents and information presented in mediation are sufficient to establish a student's status as a District resident, OSSE will withdraw the finding of non-residency and take no further action. If a family concedes that a student is not a resident, the non-residency finding becomes final and the parties will enter into a settlement agreement for tuition. If mediation is not successful, the matter will proceed to a full evidentiary hearing where the Administrative Law Judge will issue a final decision, which will be the final administrative decision of OSSE. The final decision that is provided by the judge will also include the statement of appeal rights. As stated in the appeal rights, if a party wishes to contest the decision of the judge, they have 30 calendar days from the date the decision was issued to file an appeal to the DC Superior Court.

- Q9: Provide the following data for the SY18-19 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: Q9 Attachment 1 – Discipline Data - all.xlsx
Q9 Attachment 2 – Discipline Data – student groups.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 third year of implementation, the school discipline report is based on data submitted by LEAs and Pre-K Enhancement community-based organizations (CBOs) from the preceding school year. This will be published on OSSE’s website in winter 2020.

The DC School Report Card reports information about discipline and school safety at public schools in DC, in accordance with the U.S. Department of Education’s Civil Rights Data collection. This information includes suspensions, expulsions, school related arrests, reported incidents of violence, bullying and harassment. The data is also disaggregated by student group. OSSE released the second DC School Report Card on in November and the discipline data for SY 18-19 was made available to the public at that time. School report card pages allow the user to compare school data with the DC average as well as to explore data across multiple years; users can also view for different student groups in the 2017-18 and 2018-19 school years.

The DC Council passed the Student Fair Access to School Amendment Act of 2018 (D.C. Law 22-157; D.C Code §38-236, *et. seq.*) (the “Act”). In the 2018-19 school year, there were newly required data elements included in the discipline collection template. The newly required data elements and reporting requirements went into effect on October 1, 2018. Guidance and documentation were released for the 2019-20 school year in September 2019.

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

- (a) The 4-year and 5-year adjusted cohort graduation rate for each public high school in the District including subgroup information such as gender, race/ethnicity, economically disadvantage, English language learners, and special education for SY15-16, SY16-17, SY17-18, and SY18-19;**
- (b) The number and percentage of students in the graduating class of 2016, 2017, 2018, and 2019 that dropped out for each public high school;**
- (c) The total number and percentage of public high school students in the graduating class of 2016, 2017, 2018, and 2019 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 classes of 2016, 2017, 2018, and 2019.**

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

RESPONSE: Q10 Attachment 1 – ACGR.xlsx
Q10 Attachment 2 – Outcomes.xlsx

Q11: Describe all studies, research papers, and analyses OSSE conducted or contracted for in FY19 and FY20, 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 published in FY19 and FY20 to date:

- [OSSE District of Columbia Healthy Schools Act 2018 Report \(October 31, 2018\)](#)
- [District of Columbia Public Schools \(DCPS\) Graduation Documentation Review \(Nov. 2018\)](#)
- [Interim Update on Duke Ellington Investigation \(November 9, 2018\)](#)
- [2018 STAR Framework Brief \(December 7, 2018\)](#)
- [2017-18 School Year Attendance Report \(December 14, 2018\)](#)
- [2018 STAR Analysis: Exploring Distributions and Correlations \(December 18, 2018\)](#)
- [Youth Suicide Prevention and School Climate Amendment Act of 2016, 2018 Report \(January 3, 2019\)](#)
- [Non-Traditional Childcare \(Jan. 22, 2019\)](#)
- [OSSE Report on the Uniform Per Student Funding Formula, January 2019 \(February 1, 2019\)](#)
- [Fiscal Year 2018 Pre-K Report \(March 15, 2019\)](#)
- [Youth Suicide Prevention and School Climate Amendment Act of 2016, 2019 Report \(October 15, 2019\)](#)
- [State of Discipline: 2017-18 School Year \(March 8, 2019\)](#)
- [OSSE Promoting the Special Supplemental Nutrition Program for Women, Infants and Children \(WIC\) at Child Development Facilities \(FY18\), \(June 20, 2019\)](#)
- [Non-Resident Student Review & Findings, School Year 2018-19 \(September 17, 2019\)](#)
- [District of Columbia Office of the State Superintendent of Education 2019 Child and Adult Care Food Program Report \(September 26, 2019\)](#)
- [DC Teacher Workforce Report \(October 9, 2019\)](#)
- [2018-19 School Year Attendance Report \(December 2, 2019\)](#)
- [2019 STAR Framework Brief \(December 18, 2019\)](#)
- [OSSE Report on the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act Under Council Review, \(December 20, 2019\)](#)
- [OSSE Audit and Verification of Student Enrollment for the 2018-19 School Year, \(March 7, 2019\)](#)
- [Plan to Expand the Use of School Climate Surveys in District of Columbia Public and Public Charter Middle and High Schools \(February 7, 2020\)](#)
- DC Free Summer Meals Report, (Forthcoming)
- Fiscal Year 2019 Pre-K Report (Forthcoming)
- State of Discipline: 2018-19 School Year (Forthcoming)

OSSE is committed to ensuring the privacy and protection of student information in compliance with all applicable federal and local laws and recommended best practices. At the same time, OSSE is committed to facilitating access to and use of education data so education stakeholders have high-quality information for decision making, as described in OSSE's [strategic plan](#). External organizations and government agencies may request data from OSSE using its online data request portal.

The Family Educational Rights and Privacy Act (FERPA) is a federal law about the privacy of, and access to, student education records. FERPA and its implementing regulations apply to educational agencies and institutions, which includes any elementary, secondary, or postsecondary institution that receives U.S. Department of Education (USED) funding or any entity authorized to direct and control elementary, secondary, or postsecondary institutions. FERPA applies to state education agencies (SEAs) such as OSSE, in their role as custodians of education records from other institutions.

Under FERPA, education records may not be disclosed to a third party without the prior written consent of the parent or adult student, unless the particular disclosure is authorized under an exception to FERPA's parental consent requirement.

OSSE, as the SEA, generally does not generate or create student-level data. Instead, OSSE collects and stores data from schools and LEAs. As a result, OSSE is subject to the "re-disclosure" provisions of FERPA. FERPA allows OSSE to re-disclose student-level data to third parties without parental consent under several exceptions. Most frequently, OSSE shares FERPA data under the exceptions for:

- Audit/evaluation (including enforcement/compliance) (also commonly referred to as "authorized representative"); and
- Research studies

FERPA does not apply to all data OSSE collects, receives, holds and shares. It is OSSE's policy and a best practice to have a written agreement whenever sharing personally identifiable information, even if FERPA does not apply.

The table below describes OSSE's current research data agreements with governmental and non-governmental entities. The table indicates where OSSE is sharing data under:

- FERPA's audit/evaluation exception to parental consent
- FERPA's research studies exception to parental consent
- Parental consent (other agreement)
- Non-FERPA agreement (not FERPA data)

For more information on OSSE and federal privacy laws, please see the [OSSE website](#). All submitted requests for data go through an internal review process to be considered for fulfillment. OSSE's data request policy may be found on the [OSSE website](#).

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Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
Research Organization	FERPA (Research Studies)	American Institutes for Research	1/31/2023	10/24/2018	Evaluate AppleTree PCS's Every Child Ready curriculum
University	FERPA (Research Studies)	American University	1/17/2020	12/16/2014	Youth Risk Behavior Survey research
University	FERPA (Audit / Evaluation)	Arizona State University and American University	8/31/2023	8/9/2018	Early learning workforce reporting and analysis
OSSE contractor	FERPA (Audit / Evaluation)	Caveon	2/28/2020	3/30/2016	Test integrity monitoring, investigations, and reporting for statewide assessments on behalf of OSSE
Research Organization	FERPA (Research Studies)	Center for Research on Education Outcomes (CREDO)	4/30/2024	5/3/2019	Public charter school analysis
OSSE contractor	FERPA (Audit / Evaluation)	Child Trends	12/31/2020	5/19/2016	Healthy Schools Act evaluation, HPEA and school climate work
CBO	FERPA (Audit / Evaluation)	Community Foundation for the National Capital Region - Raise DC	12/31/2021	11/21/2016	Early Development Instrument data partnership
DC agency	FERPA (Audit / Evaluation)	Criminal Justice Coordinating Council	10/24/2025	10/25/2018	Analysis of the root causes of, model the impact of, and evaluate the educational factors related to juvenile justice system involvement
DC agency	FERPA (Audit / Evaluation)	Department of Behavioral Health	3/22/2024	3/22/2019	Rank schools by mental health services needs
DC agency	Non-FERPA agreement (not FERPA data)	Department of Health	5/15/2023	6/29/2018	Youth Risk Behavior Survey research
DC agency	Non-FERPA agreement (not FERPA data)	Department of Human Services	11/30/2020	3/5/2018	Analyze TANF family participation in subsidized child care program

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Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
DC agency	Parental consent (other agreement)	DME (Out-of-School Time Program)	6/30/2023	4/30/2019	Evaluate and benchmark performance of out-of-school-time program grantees
DC agency	FERPA (Audit / Evaluation)	DME and AECOM Services of DC	3/31/2019	4/13/2018	Support development of DCPS Master Facilities Plan
DC agency	FERPA (Audit / Evaluation)	DME and OCTO	9/30/2022	12/6/2017	School boundary work
OSSE contractor	FERPA (Audit / Evaluation)	Education Northwest	3/31/2020	7/23/2019	CTE reporting and other analysis
University	FERPA (Research Studies)	Georgetown University	9/16/2020	10/27/2014	Youth Risk Behavior Survey research
OSSE contractor	FERPA (Audit / Evaluation)	Hoonuit (formerly TEMBO Consulting)	1/22/2021	9/13/2013	Data analysis support for accountability and assessment reporting suite
Research Organization	FERPA (Audit / Evaluation)	Mathematica Policy Research	1/29/2021	12/20/2017	Generate, update and validate a predictive model for school opening decisions
Research Organization	Non-FERPA agreement (not FERPA data)	Mathematica Policy Research	1/31/2025	12/3/2019	DC School Report Card site study
University	FERPA (Research Studies)	MedStar Georgetown University Hospital	1/15/2020	10/22/2018	Describe where families with children aged zero to five living in Ward 8 receive early education services and child care
Research Organization	FERPA (Research Studies)	Merit Research, Policy and Evaluation, LLC	2/1/2021	4/29/2019	Examine longitudinal outcomes of preschool graduates from Briya PCS
Research Organization	FERPA (Research Studies)	National Center for Special Education in Charter Schools	6/1/2020	8/7/2019	Research to inform policy decisions about special education services and support delivery and instruction
Other	Non-FERPA agreement (not FERPA data)	National League of Cities	3/1/2023	3/6/2018	Support NLC Census + ad hoc projects for OSSE REC

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Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
DC agency	FERPA (Audit / Evaluation)	Office of Planning State Data Center (OP/SDC)	none	2/2/2016	State Data Center and enrollment / population projections
Federal agency	FERPA (Audit / Evaluation)	Office of the City Administrator	8/31/2020	4/19/2017	Analysis to model the impact of (1) LEA Payment Initiative, (2) centralization of the enrollment process midyear, as recommended by the Cross Sector Collaboration Task Force, and (3) District-wide truancy reduction and attendance support programs
DC agency	FERPA (Audit / Evaluation)	Office of the DC Auditor	4/15/2020	2/2/2018	Review enrollment projections process
DC agency	FERPA (Audit / Evaluation)	Office of the DC Auditor (and Data Ethics, DCPS, PCSB, and DME)	3/30/2020	6/14/2019	Data audit
DC agency	FERPA (Audit / Evaluation)	Office of the Inspector General	9/30/2023	5/7/2019	Evaluate enrollment procedures, residency verification requirements and tuition agreement and non-resident tuition payment process at Duke Ellington School of the Arts
Research Organization	FERPA (Research Studies)	RTI International	9/30/2019	6/17/2015	Youth Risk Behavior Survey research on behalf of DBH
Other	FERPA (Audit / Evaluation)	SAS Institute	9/30/2020	6/26/2017	Provide PARCC scores to DCPS value-added vendor
OSSE contractor	FERPA (Audit / Evaluation)	The Aquiline Group, LLC	9/30/2019	5/31/2019	APR 8 parent survey
OSSE contractor	FERPA (Audit / Evaluation)	UCLA	9/30/2022	2/4/2016	Early Development Instrument
University	FERPA (Audit / Evaluation)	University of Maryland Center for Early Childhood Education and Intervention	12/31/2025	5/16/2017	QIN implementation and impact evaluation

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Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
University	FERPA (Research Studies)	University of Virginia	6/1/2020	7/10/2014	Effects of DCPS reforms and to improve IMPACT
Research Organization	FERPA (Research Studies)	Urban Institute	2/28/2023	5/21/2019	Evaluate the effectiveness of DC's PK program
Federal agency	FERPA (Audit / Evaluation)	US Department of Education	none	4/20/2012	Evaluation of the Opportunity Scholarship Program
Research Organization	Non-FERPA agreement (not FERPA data)	Westat	9/30/2020	2/7/2019	APEC III study for USDA
Research Organization	FERPA (Research Studies)	WestEd	11/22/2019	9/10/2018	Evaluate Perry Street Prep PCS's turnaround model
University	FERPA (Research Studies)	Yale School of Medicine and DHS	8/1/2027	10/4/2019	Evaluate the DC MOMS Partnership (DHS 2-generation program)

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

RESPONSE:

OSSE’s policies and procedures to protect student data

OSSE is committed to protecting student privacy and takes its responsibilities as the state education agency 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.

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 a data governance and privacy team within the Division of Data, Assessment, and Research that is charged with overseeing policies, procedures, and structures that govern and protect student data. To meet this charge, the data governance and privacy team collaborates with OSSE’s Office of General Counsel to develop policies and ensure compliance.

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 federal 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 in accordance with FERPA. OSSE requires all third parties that receive personal identifiable information (PII) to complete a data destruction form that describes how the data received from OSSE has been destroyed, and third parties are required to certify that the destruction occurred after the data sharing agreement has ended.

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 with consultation with the Assistant Superintendent for Data and Research and the Deputy Superintendent, the applications must then be approved by the agency's Chief Information Officer.

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 has expanded this process to include other core student data systems and applications that provide access to student-level data.

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. 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.
 - OSSE's human resources team 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. In 2018, OSSE released an online data privacy training module that

included real life examples of data incidents and required all staff to complete a data privacy quiz upon completion.

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 OSSE's Division of Data, Assessment and Research (DAR), where analysts review data pulled together by other analysts and ensure it meets the relevant standards, requirements, and limitations;
- Review and approval from DAR's Director of Data Governance and Assistant Superintendent, where data are checked for proper suppression and alignment with data sharing agreement(s); and
- Final approval from the Superintendent.

Data is always transferred in the most secure means possible, primarily using a secure file transfer site. In 2018, OSSE transitioned from use of a secure file transfer server to the use of Box.com for data transfers. Box.com provides the same securities that the previous secure file transfer server provided, but includes additional access roles and automatic data file removal after a preset number of days. OSSE continue to use Box.com for secure data transfers.

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 that 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. Entities must agree to written data sharing agreements and demonstrate compliance with these agreements. If they do not, an entity may be subject to compliance monitoring and required corrective actions. Data sharing under FERPA is permissive, not mandatory; FERPA provides discretion to the state education agency with regard whether to prohibit non-compliant entities from receiving data. The US Department of Education has enforcement authority and may also unilaterally impose 5-year ban on data sharing with non-compliant entities. *See* 20 U.S. Code § 1232g(b)(4)(B) and 34 CFR 99.67.

Freedom of Information Act (FOIA) requests

OSSE's Office of the General Counsel ensures compliance with the District of Columbia Freedom of Information Act (FOIA) (D.C. Code §§ 2-531-540) statute 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 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.

Q13: 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 2018.

RESPONSE: Q13 Attachment - PARCC and MSAA Achievement Results.xlsx

Q14: Provide the findings from the testing integrity investigations for SY17-18 and the status of the investigation reports for SY18-19.

RESPONSE:

Documentation on OSSE's test security and integrity processes, requirements, and templates as well as the test security investigations process can be found on OSSE's website at: <https://osse.dc.gov/service/test-security-and-incident-forms>. Following the test integrity investigations of SY17-18, there were no substantiated findings that resulted in official OSSE sanctions.

OSSE is currently in the process of completing the test integrity investigations for SY18-19. OSSE is charged with analyzing statewide assessment administration to ensure the validity and reliability of assessment results. As part of the annual review of state assessment results, OSSE reviewed data forensics analysis, incident reports, monitoring reports, anonymous tips, and administrative practices. OSSE investigated schools with test integrity flags that could indicate the possibility that irregularities or security incidents occurred in the administration of state assessments. Final determinations will be sent to LEAs, after which LEAs may participate in any relevant appeals or requests for reconsideration. OSSE will post these results at the conclusion of that process.

Early Learning

Q15: Please describe how OSSE is utilizing the Preschool Development Grant Birth through Five (PDG B-5).

RESPONSE:

OSSE received \$10.6 million under the federal Preschool Development Grant, Birth to Five on August 23, 2018. This funding, administered by the Office of the State Superintendent of Education (OSSE) on behalf of the District, is being used to strengthen the District's early care and education mixed delivery system for children birth through age five (B-5) and their families. The aim of the investment is to strengthen our existing infrastructure of programs with a targeted focus on children experiencing homelessness, children with special needs, children in foster care and/or children in families with very low incomes who are especially vulnerable.

The PDG funded work has centered around five areas of work and an evaluation: the District-wide needs assessment, District-wide strategic plan, maximizing parental choice and knowledge, sharing best practices and improving quality. Collectively, these efforts will improve the quality of early learning environments by strengthening and aligning evidence-based practices used within the B-5 cross-sector early childhood mixed delivery system. As a result, it is aimed that the early care and education workforce can be supported in implementing best practices and trauma-informed approaches through systemic professional development.

Needs Assessment

OSSE has strategically used PDG funding to better understand parents' awareness, access and utilization of early care and education benefits, programs and services throughout the mixed delivery system by conducting a comprehensive needs assessment. The needs assessment report included qualitative and quantitative data from:

- Thirty-two family listening sessions;
- Twenty-one key informant interviews;
- Twenty-three professional focus groups;
- Analysis of administrative data;
- An online and print family survey with 2,099 respondents; and
- An inventory of existing pilot and demonstration projects in the District.

Strategic Plan

The strategic plan, outlining systematic goals, objectives and actions for the District's early childhood system, is grounded in the needs assessment research and was additionally developed through consultation with key external stakeholders (e.g., State Early Child Development Coordinating Council (SECDCC), PDG core team made up representatives from multiple DC government agencies, philanthropy partners, public and private sector early care and education professionals, families). The strategic plan's mission was to build and sustain an integrated, comprehensive, and equitable early childhood system of high-quality, family-driven programs and services that promote positive outcomes for all families and young children.

Maximizing Parental Choice and Knowledge

OSSE has strengthened supports to maximize parental choice and involvement in their children's education by improving messaging and communication to parents:

- Enhancing the My Child Care DC website to include Capital Quality designations and family profiles.
- Enhancing the Thrive by Five DC website to ensure families have easy access to information about all programs and services in the early childhood system
- Developing increased communication resources in the District's seven most spoken languages to help families navigate the services offered in the District
- Expanding peer support networks and parent cafés
- Expanding Strong Start playgroups and outreach communications
- Beginning foundational technical work to develop the Childhood Integrated Data System (ECIDS) to house and integrate data from educational programs and agencies across the District that can assist in programmatic and enrichment activities for children B-5. Creating a My School DC Toolkit to prepare providers to support families through the school transition process when navigating the lottery process

Sharing Best Practices

OSSE has improved families' access to quality early care and education programs and promoted opportunities for sharing best practices among early care and education professionals by providing comprehensive and systemic professional development (PD) that emphasizes equity, inclusiveness as well as cultural and linguistic responsiveness through:

- Hosting the Early Childhood Summit for over 2,700 early childhood professionals
- Expanding access to the Quorum online PD platform for 1,633 early childhood professionals
- Providing ongoing professional development, technical assistance (TA) and coaching for early childhood educators on trauma-informed approaches
- Expanding Healthy Futures to provide mental health consultation services to 40 additional early childhood providers

Improving Quality

OSSE made the investments in quality improvement to enhance the overall quality of early childhood care and education programs and providers within the District early childhood mixed deliver system using evidence-based practices through:

- Implementing and strengthening family's access to trauma-informed practices through expanding access to trauma informed care through Comprehensive Trauma-Informed Early Childhood Mental Health Consultation
- Providing grants to programs to purchase furniture, books, materials and equipment for classrooms that are licensed facilities participating in Capital Quality
- Purchasing research-based assessments, curricula and training for licensed facilities participating in Capital Quality

Q16: Provide data on the capacity, subsidy enrollment, and subsidy utilization of all infant, toddler, and preschool age and school age licensed capacity child care programs in the District for, FY17, FY18, and FY19 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: Q16 Attachment - Capacity, Enrollment, Utilization FY17-19.xlsx

- Q17: 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 FY19 and FY20 to date;**
 - (c) The corresponding licensed capacity, subsidy enrollment, and subsidy utilization for each facility;**
 - (d) The corresponding Capital Quality Rating Improvement System (QRIS) tier for each facility;**
 - (e) The amount paid to child development care providers who provide subsidized care in FY19 and in FY to date.**
 - (f) A list of all new FY19 and FY20 licensed facilities**

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

RESPONSE: Q17 Attachment – Child Development Facilities – Capacity, Rating.xlsx

- (b) The number and percentage of facilities that have closed in FY18 and FY19 to date;**

In FY19, out of the 470 licensed facilities, 26 (five percent) facilities voluntarily closed permanently (in other words, closure was not a result of OSSE revoking the license). Also, 24 facilities surrendered their license and closed but received a new and different license because they either relocated, changed ownership (23) or converted from a home to an expanded home to serve more children (1). In FY20 to date, OSSE has not issued any enforcement actions resulting in the revocation of the license.

- (e) The amount paid to child development care providers who provide subsidized care in FY19 and FY20 to date.**

FY19 Subsidy Payment	FY20 Subsidy Payment
\$111,500,977	\$28,580,386.14

- (f) A list of all new FY19 and FY20 to date licensed facilities**

Facility Name	Ward	Total Licensed Capacity	Full License Action
KD's Klubhouse	8	56	Initial
Wonders Extended Day at Horace Mann	3	76	Initial
Apple Tree Early Public Charter School @ Parkland	8	80	Initial
Wonders Extended Day at Milton	4	46	Initial
JAG Child Care, LLC	8	6	Initial
CommuniKids Preschool, LLC IV	3	52	Initial
Martha's Table Maycroft Early Learning Center	1	40	Initial
UPO @ Marie Reed Elementary School	1	16	Initial

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Facility Name	Ward	Total Licensed Capacity	Full License Action
Nicole J. Jasper	7	9	Initial
Bright Horizons at Alexander Court	2	24	Initial
Skadkids By Bright Horizons	2	16	Initial
AppleTree Early Learning Public Charter School - Lincoln Park	6	47	Initial
Prep Enrichment Center	4	34	Initial
LaLeLo Beautiful Beginnings Child Development Center	5	8	Initial
UPO @ Ketcham Elementary School	8	32	Amended
Department of Labor CDC / KinderCare Education, LLC	2	124	Initial
David's Stars Child Development Center Brains in Development	4	48	Amended
Creative Minds Child Care	1	25	Initial
Deborah M. Berhane/Titi's Happy Hearts	4	6	Amended
Erin Roxborough/Ms. Rox's Child Care, LLC	7	6	Initial
KinderCare Champions @ Amidon - Bowen	6	108	Amended
The Montessori School of Washington	3	32	Initial
Cassandra Leigh Corrales/CUCO KIDS LLC	5	6	Amended
KinderCare Champions @ Benning Elementary Campus	7	108	Amended
US Kids Child Development Center	2	67	Initial
Communikids Preschool LLC V	3	32	Initial
Bambini Play and Learn @ Golden Triangle, LLC	2	102	Initial
KinderCare Champions @ Anacostia Elementary Campus	8	114	Amended
Taylor Education, LLC /DBA The Goddard School	6	60	Amended
UPO @ C. W. Harris Elementary School	7	16	Initial
Isatou Jabang / Curious Explorers Home Day Care	4	9	Initial
Floriceida M. Avila De Alvarez	1	9	Initial
Palisades Montessori Infant and Toddler Center	3	24	Amended
AlphaBEST Education @ KIPP DC Shaw Campus	6	213	Amended
AlphaBEST Education @ KIPP DC Smilow Campus	7	147	Amended
AlphaBEST Education @ KIPP DC Douglass Campus	8	190	Amended
Kidz Care Unlimited Child Development Center	6	100	Amended
AlphaBEST Education @ KIPP DC Webb Campus	5	213	Amended
Two Birds Tenleytown	3	54	Amended
Broadcasters' Child Development Center, Inc.	3	116	Amended

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Facility Name	Ward	Total Licensed Capacity	Full License Action
KinderCare Champions @ Edgewood Elementary Campus	5	165	Amended
Diplotots	2	104	Amended
KinderCare Champions @ Excel Academy	8	94	Amended

Q18: Please describe how OSSE is supporting the early childcare education workforce in meeting the enhanced educational requirements.

RESPONSE:

OSSE’s recent child care licensing regulations (effective as of Dec. 2, 2016) seek to improve the quality of the early care and education workforce by ensuring that staff have the necessary qualifications and credentials to educate and care for young children. In June 2018, OSSE extended the deadline for meeting the qualifications for various child development facility positions.

Position	Minimum Education Credential Required	Compliance Date
Center Director	Bachelor’s degree (BA) in early childhood education (including early childhood development, early childhood education, elementary education, or early special education) or a bachelor’s degree in any subject area with at least 15 semester credit hours in early childhood education	Dec. 2, 2022
Teacher	Associate degree (AA) in early childhood education (or early childhood development, child and family studies, or a closely related field) or an associate degree (or higher) in any subject area with at least 24 semester credit hours in early childhood.	Dec. 2, 2023
Assistant Teacher	Child Development Associate (CDA) or an associate degree (or higher) in any subject area	Dec. 2, 2020
Expanded Home Caregiver	Associate degree in early childhood education (or early childhood development, child and family studies or a closely related field) or an associate degree (or higher) in any subject area with at least 24 semester credit hours in early childhood.	Dec. 2, 2023
Home Caregiver and Associate Home Caregiver	Child Development Associate (CDA)	Dec. 2, 2020

OSSE has taken numerous steps to ensure that the early care and education workforce meets the enhanced educational requirements. The list below summarizes those efforts.

CDA Requirement, Emergency & Proposed Rulemaking

Effective December 2, 2019, OSSE promulgated emergency and proposed rulemaking that clarifies specific language in the regulations regarding which staff members must be assigned to and supervising each group of children. This rulemaking updates Section 121 to clarify staff required for proper supervision, and adds definitions for the terms “aide” and “substitute.” In order to provide adequate time for providers to comply with the clarification in this new rulemaking, OSSE has determined that some staff in child development facilities will need more time to reach the minimum education requirements deadline. Therefore, through this proposed rulemaking,

OSSE extended the deadline to meet the CDA credential requirement for assistant teachers and home caregivers to December 2, 2020.

ECE Resources Webpage

Launched in July 2017, the ECE resources webpage (www.osse.dc.gov/eceresources) provides position-specific information on the new education requirements, as well as programs and resources available to help the workforce meet the new requirements.

Early Childhood Education (ECE) Help Desk

In Fall 2017, OSSE launched the ECE Help Desk to provide individualized support and address specific questions about the new education requirements. Child care professionals can contact the help desk at ECEhelpdesk@dc.gov or (202) 478-5903 and will receive a response immediately or within 24 hours.

Help Desk on the Road Targeted Presentations

Starting in November 2017, OSSE began conducting targeted presentations at child development facilities throughout DC. These presentations focus on the new education requirements, local education programs and scholarship resources. Initial participating facilities were chosen based on the highest need of the new minimum education credentials of staff. OSSE currently delivers this presentation upon request by the center director or as needed.

College Fairs

OSSE's Division of Early Learning, in partnership with OSSE's Division of Postsecondary and Career Education, facilitates the Adult College Completion Fairs: Early Childhood Educators Edition. This initiative provides focused support to DC's early childhood education workforce in learning about programs and resources to help gain their respective education credential.

Quorum Online Learning

In May 2017, OSSE introduced an online training platform through Quorum. The platform allows child development staff unlimited, 24/7 access to a catalogue of engaging and interactive training courses, including those required for obtaining a Child Development Associate (CDA) credential. All of these courses are available at no cost to the educator. In partnership with Quorum and The Council for Professional Recognition, OSSE developed a CDA guidebook which provides step-by-step guidance on how to obtain CDA instructional hours using Quorum as a resource. Quorum course completion certificates will automatically be inserted into PDIS for each workforce member.

Professional Development Scholarships

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 (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 funds two grantees, CentroNia and Southeast Children’s Fund, to provide scholarships and supports through their CDA programs, which are offered in English, Spanish, and Amharic. The grantees also provide scholarship funding to cover the CDA application fee for those who obtain the required instructional hours outside of the grantees’ programs, including via Quorum.

T.E.A.C.H. Scholarships

The National Black Child Development Institute (NBCDI) administers this program on behalf of OSSE. In FY2019, there were 140 active scholars (i.e. teachers, directors or expanded home caregivers) in the T.E.A.C.H. program working on either an associate or bachelor’s degree.

First Step

OSSE piloted the First Step CDA Career and Technical Education (CTE) program in FY17, 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. For the 2018-19 school year, there are currently 116 students in the First Step CDA Program across four DC Public Schools and two DC Public Charter School high school sites. Currently enrolled in the program for the 2019-20 school year, there are 120 students participating, which includes students from the previous school year who are in their second year of the program.

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>.

Q19: Describe the professional development opportunities OSSE provided/offered to child development centers and early care staff in FY19 and FY20 to date including the formats in which they were offered (e.g. face-to-face or online)?

RESPONSE:

In FY19, OSSE provided approximately 926 face-to-face training opportunities for approximately 23,778 participants. Please note that this number is not unique individuals, but the total number of 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. 2019, there were a total of 424 facilities registered, comprised of 321 centers and 103 child development homes/expanded homes. There were a total of 7,857 individual users registered in the online e-learning system. Once each course is completed, educators earn a certificate. A total of 71,694 courses have been completed from May 2017 to Nov. 30, 2019.

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"> • Training for Mandated Reporters • Stewards 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"> • Emergency 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"> • 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
First aid and CPR	<ul style="list-style-type: none"> • Adult/Pediatric First Aid/CPR/AED 	<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 	<ul style="list-style-type: none"> • School-Age Care • Teaching with Intention

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Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	<ul style="list-style-type: none"> • Developmental Milestones for 3-5 Year Olds • Developmentally Appropriate Practice (DAP) for Infants and Toddlers • Early Literacy Series Sessions • Emergent Literacy Series Communities of Practice • Implementing The Creative Curriculum® for Infants, Toddlers and Twos (Two-Day Session) • Implementing The Creative Curriculum® for Preschool (Two-Day Session) • Infant CLASS Sessions • Implementing The Creative Curriculum® for Family Child Care • Nutrition for Early Learners • Pre-K CLASS Sessions • Toddler CLASS Sessions • The Creative Curriculum: Supporting Dual Language Learners • Building Literacy Skills through Literature • Deepening Reading Comprehension through STEM • How to Administer the Ages and Stages Questionnaires, Third Edition (ASQ-3) • Starting Strong: Nutrition for Infants and Toddlers 	<ul style="list-style-type: none"> • <u>The Developing Infant and Toddler</u> • <u>Power of Play</u> • <u>Foundations for Learning Every Day</u> • <u>Developmental Milestones</u> • <u>Learning Environment</u> • <u>Foundations of Curriculum</u> • <u>Juggling Act: Schedules, Routines and Transitions</u> • <u>Responsive Caregiving for Infants and Toddlers</u> • <u>Growing Language for Infants and Toddlers</u> • <u>Dual Language Learners</u> • <u>Exploring the Piramide Approach</u> • <u>Growing Language for Infants and Toddlers</u> • <u>Inspiring Creativity</u> • <u>Learning Every Day Through the Senses</u> • <u>Phonological Awareness</u> • <u>Piramide: Interactive Storytelling</u> • <u>STEM in the Preschool Classroom</u> • <u>Teaching with Intention</u> • <u>School-Age Care: Learning by Design</u> • <u>Child Assessment: The Essentials of Individualizing</u>

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Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
		<ul style="list-style-type: none"> • Child Language Development and Signs of Delay • From Food to Physical Activity
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 Prevention and Response in Early Care and Preschool Settings • Food Handler’s Certification 	<ul style="list-style-type: none"> • From Food to Physical Activity
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 • Safe Spaces and Places to Grow and Learn
Poison prevention, including the handling and storage of hazardous materials and the appropriate disposal of bio contaminants	<ul style="list-style-type: none"> • Children and Fires, Fire Extinguisher Training and Storage of Hazardous Materials 	<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 • Toddler CLASS: Overview of Emotional and Behavioral Support and Engaged Support for Learning (Basic) • Toddler CLASS: Emotional and Behavioral Support and Engaged Support for Learning (Intermediate) • Pre-K CLASS: Overview of Emotional Support, Classroom Organization and Instructional Support (Basic) • Pre-K Classroom Assessment Scoring System (CLASS): Emotional Support, Classroom Organization and Instructional Support (Intermediate) • Building a Solid Foundation: Social-Emotional Development in Young Children 	<ul style="list-style-type: none"> • Challenging Behavior: Reveal the Meaning • Building Positive Relationships • Building Resilience After Natural Disaster • Learning Environment: How Classroom Arrangement Impacts Behavior • Responsive Caregiving: Nurturing Relationships with Infants and Toddlers

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Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	<ul style="list-style-type: none"> • Preventing the Preschool-to-Prison Pipeline with Arts Integration • Understanding the Signs of Perinatal Mood and Anxiety Disorder 	
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"> • Overview of Special Education • Enhancing Inclusive Practices in Early Childhood Education 	<ul style="list-style-type: none"> • Child Assessment: The Essentials of Individualizing • Child Language Development and Signs of Delay • Developmental Milestones
Communication and collaboration with parents, guardians and families	<ul style="list-style-type: none"> • Supporting Dual Language Learners • Promoting Nurturing Relationships through Family Engagement and Cultural Inclusion 	<ul style="list-style-type: none"> • Family Engagement • Building Strong Relationships with Families • Honoring All Families
Community health and social services resources for children and families	<ul style="list-style-type: none"> • Trauma and Resilience: Building Strength in Children 	<ul style="list-style-type: none"> • Family Engagement • Building Strong Relationships with Families • Honoring All Families
Planning developmentally appropriate programs and activities for children and families	<ul style="list-style-type: none"> • The Creative Curriculum for Preschool: Coaching Teachers to Fidelity of Implementation • Data Basics: Using Data to Enhance Everyday Classroom Practices • Data Basics: Using Data to Enhance Everyday Classroom Practices (Advanced - A Deeper Dive) • 	<ul style="list-style-type: none"> • Foundations of Curriculum
Enhancing self-regulation and self-esteem in children	<ul style="list-style-type: none"> • Toddler CLASS: Overview of Emotional and Behavioral Support and Engaged Support for Learning (Basic) • Toddler CLASS: Emotional and Behavioral Support and Engaged Support for Learning (Intermediate) 	<ul style="list-style-type: none"> • Building Positive Relationships • Learning Every Day Through the Senses

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Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	<ul style="list-style-type: none"> • Pre-K CLASS: Overview of Emotional Support, Classroom Organization and Instructional Support (Basic) • Pre-K Classroom Assessment Scoring System (CLASS): Emotional Support, Classroom Organization and Instructional Support (Intermediate) • Trauma and Resilience: Building Strength in Children • Building a Solid Foundation: Social-Emotional Development in Young Children 	
Basic or advanced business practices	<ul style="list-style-type: none"> • 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: National Association for the Education of Young Children (NAEYC) Streamlined Accreditation Model of Early Learning Programs • Director's Corner: Using NAEYC Code of Ethical Conduct to Address Ethical Issues • Data Basics: Using Data to Enhance Everyday Classroom Practices • Data Basics: Using Data to Enhance Everyday Classroom Practices (Advanced - A Deeper Dive) • Embedded Professional Development 	<ul style="list-style-type: none"> • Administrative Leadership • Essentials of Leadership in Early Childhood Education • Foundations of Quality Teams • Implementing Quality Teams • Program and Classroom Assessment • Teacher Leadership

Q20: 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 FY19 and FY20, 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 FY19, OSSE provided 53 sessions on the 17 training topics described below. In FY20 to date, OSSE provided 12 sessions of the trainings described below.

Social-Emotional Development Training Descriptions

- **Addressing Challenging Behaviors**
 - This workshop uses information and materials from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) to help teachers and child care professionals understand why children behave the way they do. It helps teachers and other child care professionals develop universal strategies to address behavior, as well as target intervention strategies.
- **Building a Solid Foundation: Strategies for Promoting Social-Emotional Development in Young Children**
 - This course gleans content from the CSEFEL infant and toddler training modules. Participants engage in hands-on activities that illustrate the importance of positive social-emotional climates for children from birth through age three.
- **FLIP IT: A Strategy for Challenging Behavior**
 - During this training, participants learn the four supportive steps of FLIP-IT, developed by Devereux. These steps are designed to help young children learn about their feelings, gain self-control and reduce challenging behavior. The four steps are embodied in the FLIP-IT mnemonic, which stands for F-Feelings, L-Limits, I-Inquires, P-Prompts.
- **Infant Classroom Assessment Scoring System (CLASS): Overview of Responsive Caregiving (Basic)**
 - In this basic-level training, participants learn about the Infant CLASS domain of Responsive Caregiving and the corresponding dimensions: relational climate, teacher sensitivity, facilitated exploration and early language support. The training demonstrates how to create a more trusting and supportive environment for infants as they learn to explore the world around them.
- **Music and Movement for Infants and Toddlers Parts I and II**
 - The time from birth to 2-years-old is a crucial period to establish foundations that will shape children for the rest of their lives. This two-part professional development series, is an innovative, unique, research-based program that weaves

the arts, brain science and human connection to produce positive developmental outcomes for infants and toddlers. In this interactive workshop, participants learn how sound, movement and rhythm nurture infants' optimal brain development and provide the basis for lifelong learning by building a foundation for bonding, cooperation and empathy. In part I, participants learn about the importance of and the brain science behind integrating sound, rhythm and movement into your infant classrooms. Participants practice music and movement-based strategies they can try in your classroom the next day. In part II, after trying the technique in the classroom, participants come back for further coaching, problem-solving and practice.

- **One Love: Promoting Social-Emotional Learning through African Songs, Dance and Drumming**
 - Through Inner City-Inner Child, the education program of Dumbarton Concerts, participants discover new ways to encourage love, peace and harmony in the early childhood classroom. Singing, dancing, creating and collaborating encourage the social-emotional development necessary for effective learning throughout our lives. In this workshop, early childhood educators learn ways to use movement, music and rhythm to teach social-emotional skills. Multicultural books provide the springboard for arts-infused activities that promote communication, perspective taking, empathy and understanding. Participants use their newly acquired knowledge to create activities they can immediately implement in their classrooms.
- **Pre-K Classroom Assessment Scoring System (CLASS): Overview of Emotional Support, Classroom Organization and Instructional Support (Basic)**
 - In this basic-level training, participants focus on the Pre-K CLASS domains of Emotional Support, Classroom Organization and Instructional Support. The training demonstrates how to create a positive classroom climate and an engaging and language-rich learning environment.
- **Pre-K Classroom Assessment Scoring System (CLASS): Emotional Support, Classroom Organization and Instructional Support (Intermediate)**
 - In this intermediate-level training, participants gain a deeper understanding of the Pre-K CLASS domains of Emotional Support, Classroom Organization and Instructional Support. More specifically, participants distinguish between the characteristics of the three domains and the 10 dimensions that make up the Pre-K CLASS. Participants also examine short videos to compare and contrast levels of classroom quality.
- **Preventing the Preschool-to-Prison Pipeline with Arts Integration**
 - In this interactive session, participants reflect upon and discuss the causes for the preschool-to-prison pipeline and analyze the role arts integration plays in the early childhood curriculum to counter the achievement gap among children of color. Trainers discuss how arts can help promote social-emotional development and academic achievement for children living in poverty.
- **Promoting Nurturing Relationships through Family Engagement and Cultural Inclusion**

- This training builds on the principles of the Nurturing and Responsive Relationships tier of the Teaching Pyramid. It focuses on helping early childhood educators understand the importance of family engagement and cultural inclusion in a child's social-emotional development. It illustrates how practical strategies might be used in early childhood settings to increase the engagement of parents/guardians in the education of their children and how meaningful family engagement and cultural inclusion contribute to a child's school readiness and healthy social-emotional development.
- **Social and Emotional Learning for Kindergarten through Grade 3**
 - In this session, participants learn how and when different social-emotional competencies develop in young children. Participants practice proven methods that teach children prosocial behaviors and reduce or eliminate maladaptive behaviors. This training is open to educators serving students in pre-K4 through grade 3 in public schools, public charter schools and Head Start agencies in the District of Columbia, with an aim toward increasing coordination between local education agencies (LEAs) and Head Start agencies through joint professional development.
- **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.
- **Toddler Classroom Assessment Scoring System (CLASS): Overview of Emotional and Behavioral Support and Engaged Support for Learning (Basic)**
 - In this basic-level training, participants learn about the Toddler CLASS domains of Emotional and Behavioral Support and Engaged Support for Learning. The training demonstrates how to provide a supportive and inviting learning environment to facilitate independence, self-regulation, exploration and learning.
- **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

- **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.
- **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.

- **Overview of Special Education**

This workshop covers the basics of special education, including special education laws, the process of eligibility and services delivery and the rights of the parent or guardian.

Q21: Provide an update on the full implementation of Capital Quality.

RESPONSE:

Capital Quality is the District's Quality Rating and Improvement System (QRIS). Capital Quality is a systematic approach to assess, improve and communicate the level of quality of a child development facility. Capital Quality has three components: an annual rating, a continuous quality improvement (CQI) plan and process, and a public-facing online profile to convey the quality designation of each child development facility.

Methodology

Capital Quality measures program quality using research-based measures (the Infant-Toddler Rating Scales-Revised (ITERS-R), the Family Child Care Rating Scales-Revised (FCCERS-R) and/or CLASS Pre-K) to evaluate the quality of each program. OSSE has collected observation data for all licensed subsidy facilities and for non-subsidy licensed facilities that voluntarily participate in Capital Quality. The data is used to inform each facility's Capital Quality designation: Developing, Progressing, Quality and High-Quality. 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 10 quality indicators in the Capital Quality Continuous Quality Improvement Plans (CQIPs) look at the following:

- Curriculum is aligned to DC Early Learning Standards
- Formal and informal assessments are aligned to curriculum
- Formal and informal assessments are implemented
- Data is used to inform instructional and professional practices
- Using the results of the CLASS™ Pre-K and/or ITERS-R and/or FCCERS-R
- Culturally and linguistically responsive practices are implemented
- Inclusion practices are implemented
- Developmental screenings are implemented
- Early care and education professionals meaningfully engage in professional development
- Family engagement promotes positive and goal-oriented relationships
- Mission statements are reflective of both the program and the families served

Reporting

The public-facing quality profile on mychildcaredc.org will include the facility's designation and additional information that will be beneficial to families including, but not limited to, group size and ratios, curriculum used and the mission of each facility, as appropriate.

Support

To support this effort, each facility participating in Capital Quality has a quality facilitator (provided by a third party grantee of OSSE) who provides one-on-one support to the child development facility director to help them improve quality and monitor progress.

New Capital Quality participants received an initial site visit from a facilitator and OSSE representatives. These visits were conducted to gain a better understanding of the child development facility and their specific needs. 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 then be reviewed and updated on an annual basis. Initial and follow-up site visits were conducted with participants, OSSE staff and the quality facilitators. Follow-up site visits were then conducted to gather one-on-one feedback from providers about their experiences in the program (e.g., areas of strength, how OSSE could provide better supports). The valuable feedback received from both the site visits and the community of practice sessions 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, which has since been implemented. Additionally, providers voiced the need for updated curriculum and training, and this need was also addressed.

Progress to Date

In April 2016, OSSE successfully launched the pilot of its redesigned QRIS, Capital Quality. Between March 2017 and January 2019, OSSE welcomed three cohorts of child development facilities in Group Two, Group Three and Group Four.

There were 238 total active facilities in Capital Quality as of December 2019. Facilities that have entered into and maintain an agreement for subsidized child care services with OSSE are required to participate in Capital Quality. Licensed non-subsidy facilities may voluntarily elect to participate in Capital Quality. The following table shows the active facility types as of December 2019.

Facility Type	Subsidy	Non-subsidy	Total
Child Development Centers	165	16	181
Child Development Homes	34	4	38
Expanded Child Development Homes	14	5	19
Total	213	25	238

Beginning Oct. 1, 2018, OSSE transitioned all subsidized child care facilities from their Going for the Gold rating to one of four Capital Quality Designations: (1) High Quality, (2) Quality (3) Progressing, or (4) Developing and all subsidized child care facilities will be reimbursed based on their Capital Quality designation. OSSE implemented a “hold harmless” policy to ensure that the tiered reimbursement for each of the four Capital Quality implementation groups will not be lowered upon initially participating in Capital Quality. If the program’s designation lowers during the designated time-frame (which varies for each Capital Quality group), then the tiered reimbursement will remain the same for a period of time (i.e., the program will not receive a lower reimbursement that would be associated with that lower designation). However, if a program earns a higher designation, then the program will receive a higher reimbursement that

aligns with the higher designation. The hold harmless policy is summarized in the following table.

Action	Pilot and Group Two	Group Three	Group Four
Capital Quality designation determined	Fall 2019		
Tiered reimbursement changes only if facility designation is higher	Fall 2019		
Hold Harmless policy ends; tiered reimbursement aligns to facility designation whether higher or lower	Fall 2020	Fall 2021	Fall 2022

OSSE completed the Capital Quality rating and designation process for facilities participating in the Pilot, Group Two, Group Three and Group Four in Fall 2019. Subsidy facilities that received a higher designation in Fall 2019 began receiving the higher tiered reimbursement effective Oct. 1, 2019.

Facilities that enter into a new subsidy agreement after Oct. 1, 2018 are designated Preliminary until a Capital Quality rating and designation is determined based on observation data.

In September 2019, the authorized representative from each child development facility that participates in Capital Quality had an opportunity to review the accuracy of their facility’s Capital Quality rating, designation and review the calculations. This review process is referred to as validation. Each year, child development facility owners, center directors and home providers (“providers”) will have an opportunity to review the scores used to calculate their facilities’ Capital Quality rating and designation. Providers will also have the opportunity to review for accuracy other information that will be included in their facilities’ Capital Quality profile, which will be accessed through My Child Care DC. Validation is a passive process, meaning if a provider does not submit any concerns during the validation time period, OSSE considers the Capital Quality rating, designation and all other information to be final.

In November 2019, all Capital Quality participants received their official Capital Quality designation notification letter and certificate based on the Hold Harmless policy. These designations are in effect for each facility for FY 2020 and the observation-based designations are valid for up to three years.

Q22: Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program for FY19 and FY20 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 the Pre-K Act and 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:

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

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.

FY19

In FY19, 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. Additionally, in accordance with the Early Learning Equity in Funding Amendment Act, (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE will also provide a supplemental allocation in the amount of \$2,334 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 FY19 award recipients is provided in Table 2 below.

Table 1: FY19 Pre-K Enhancement and Expansion Grant Participants

PROGRAM NAME	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
Associate for Renewals in Education (ARE)	3	5	8	\$146,498.00
Barbara Chambers Children's Center	64	48	112	\$2,137,478.00
Big Mama's Children Center	7	8	15	\$286,491.00
Bright Beginnings	13	10	23	\$152,293.00
Bright Start Childcare and Preschool	10	16	26	\$442,564.00
CentroNia	62	42	104	\$1,850,315.00
Children's Hut	20	12	32	\$624,023.00
Christian Tabernacle Child Development Center	12	3	15	\$309,633.00
CommuniKids Preschool	44	35	79	\$1,122,643.00
Dawn to Dusk Child Development Center	13	3	16	\$326,302.00
Easter Seals Child Development Center	16	0	16	\$297,266.00
Educare of Washington DC	38	50	88	\$1,079,910.00
Edward C. Mazique Parent Child Center, Inc.	9	6	15	\$296,417.00
GAP Community Child Development Center	9	5	14	\$246,274.00
Happy Faces Early Learning Academy	27	15	42	\$807,100.00
Home Away From Home Child Development Center, Inc.	5	3	8	\$161,198.00
Ideal Child Development Center	8	5	13	\$233,903.00
Jubilee Jumpstart	13	2	15	\$252,765.00
Kids are Us Learning Center	9	2	11	\$230,014.00
Kuumba Learning Center, Inc.	13	6	19	\$383,862.00
Nation's Capital Child and Family Development	7	5	12	\$242,777.00

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PROGRAM NAME	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
National Children's Center	25	12	37	\$746,281.00
Paramount Child Development Center	20	8	28	\$530,880.00
Rosemount Center	33	15	48	\$829,771.00
Spanish Education Development (SED) Center	39	13	52	\$1,023,588.00
Sunshine Early Learning	38	29	67	\$1,288,988.00
Total	557	358	915	\$16,049,234.00

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation	New Programs
Associates for Renewal in Education, Inc.	Children's Hut
Barbara Chambers Children's Center	Christian Tabernacle Child Development Center
Big Mama's Children Center	Emergent Preparatory Academy
Bright Beginnings	
Bright Start Childcare and Preschool	
CentroNía	
CommuniKids Preschool and Children's Language Center	
Dawn to Dusk Child Development Center	
Educare of Washington DC	
Edward C. Mazique Parent Child Center, Inc.	
GAP Community Child Development Center	
Happy Faces Early Learning Academy	
Home Away From Home Child Development Center, Inc.	
Ideal Child Development Center	
Jubilee JumpStart	
Kids Are Us Learning Center	
Kuumba Learning Center, Inc.	
Nation's Capital Child and Family Development	
National Children's Center	
Paramount Child Development Center	
Rosemount Center	
Spanish Education Development (SED) Center	
Sunshine Early Learning	

FY20

In FY20, all applicants who applied and met the high-quality standards were designated as high-quality pre-K programs. Specifically, OSSE designated two 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, (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE will also provide a supplemental allocation in the amount of \$2471 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 FY20 award recipients is provided in Table 1 below.

Table 1: FY20 Pre-K Enhancement and Expansion Grant Participants

Program Name	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
Associate for Renewals in Education (ARE)	11	5	16	\$345,325
Barbara Chambers Children's Center	48	64	112	\$2,234,045
Big Mama's Children Center	10	6	16	\$305,350
Bright Beginnings	16	16	32	\$223,713
Bright Start Childcare and Preschool	22	10	32	\$540,220
CentroNia	56	48	104	\$1,885,463
Children's Hut	26	6	32	\$655,341
Christian Tabernacle Child Development Center	11	5	16	\$335,441
CommuniKids Preschool	90	45	135	\$1,980,514
Dawn to Dusk Child Development Center	24	8	32	\$691,528
Easter Seals Child Development Center	9	7	16	\$344,447
Educare of Washington DC	41	47	88	\$1,584,043
Edward C. Mazique Parent Child Center, Inc.	14	2	16	\$324,403
GAP Community Child Development Center	8	8	16	\$324,240
Happy Faces Early Learning Academy	16	16	32	\$669,060
Home Away From Home Child Development Center, Inc.	13	2	15	\$302,683
Ideal Child Development Center	12	4	16	\$313,200
Jubilee Jumpstart	7	9	16	\$286,701
Kids Are People Too	16	0	16	\$307,984
Kids are Us Learning Center	8	8	16	\$339,066
Kuumba Learning Center, Inc.	10	6	16	\$344,886
Nation's Capital Child and Family Development	9	7	16	\$334,563
National Children's Center	23	9	32	\$691,089

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Program Name	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
Paramount Child Development Center	18	12	30	\$590,682
Rosemount Center	33	15	48	\$882,703
Spanish Education Development (SED) Center	32	38	70	\$1,404,878
Sunshine Early Learning	64	16	80	\$1,660,100
St. Philips Child Development Center	16	0	16	\$307,984
Total	663	419	1082	\$20,209,652

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation	FY20 New Programs
Associates for Renewal in Education, Inc.	Kids Are People Too
Barbara Chambers Children's Center	St. Philips Child Development Center
Big Mama's Children Center	
Bright Beginnings	
Bright Start Childcare and Preschool	
CentroNía	
Children's Hut	
Christian Tabernacle Child Development Center	
CommuniKids Preschool and Children's Language Center	
Dawn to Dusk Child Development Center	
Educare of Washington DC	
Edward C. Mazique Parent Child Center, Inc.	
Emergent Preparatory Academy	
GAP Community Child Development Center	
Happy Faces Early Learning Academy	
Home Away From Home Child Development Center, Inc.	
Ideal Child Development Center	
Jubilee JumpStart	
Kids Are Us Learning Center	
Kuumba Learning Center, Inc.	
Nation's Capital Child and Family Development	
National Children's Center	
Paramount Child Development Center	
Rosemount Center	
Spanish Education Development (SED) Center	

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Sunshine Early Learning	
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Q23: 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 federal U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Head Start (OHS) provides grants to local public and private non-profit and for-profit agencies to provide Head Start and Early Head Start services in the District. The table below provides the number of children enrolled in Head Start and Early Head Start programs.

HEAD START PROGRAM PARTICIPATION FOR FY19

Program	Early Head Start Home-Based ¹	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
DCPS			5,182	5,182
Bright Beginnings, Inc.	64	104	45	213
CentroNia	48	24		72
Rosemount	77	39		116
Martha’s Table	2	27	4	33
Edward C. Mazique Parent Child Center, Inc.		156		156
United Planning Organization (UPO)				384
Educare of Washington, DC ²		72		
Atlantic Gardens		16		
Azeze Bates		16		
Ballou High School		16		
Christian Tabernacle		24		
C.W. Harris Elementary School		16		
Dunbar High School		8		
Edgewood		16		
Fredrick Douglass		24		
Ketcham Elementary School		16		
Luke C. Moore High School		8		
Marie Reed		8		
Roosevelt High School High School		16		
Woodson High School		8		
Spanish Education Development (SED) Center		36		
Anacostia High School		16		
Paradise		16		
Healthy Babies (pregnant moms)		52		

¹ 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.

² Educare of Washington, DC is a delegate of UPO.

Program	Early Head Start Home-Based¹	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
Home-Based Program	84			84
OSSE Quality Improvement Network (QIN)		366		366
Total Enrollment by Model	275	1,100	5,231	6,606

OSSE does not provide direct oversight to Head Start programs in the District. OSSE’s role in Head Start programs include the following:

- (1) Leading the District’s Head Start State Collaboration Office (HSSCO);
- (2) Administering the Early Head Start-Child Care Partnership (EHS-CCP); and
- (3) Coordinating with Local Education Agencies.

Head Start State Collaboration Office (HSSCO)

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) and leads the Head Start State Collaboration Office (HSSCO) which works to enhance state coordination and partnerships to meet the unique needs and challenges of low-income children and families in the District. 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.

Additionally, the HSSCO works in collaboration with the District’s State Early Childhood Development Coordinating Council (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.

Administering the Early Head Start-Child Care Partnership

In 2015, OSSE was awarded the Early Head Start-Child Care Partnership (EHS-CCP) grant and used the funds 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 two hubs - United Planning Organization (UPO) and Mary’s Center. Mary’s Center was replaced by Easterseals DC MD VA in 2019 when the QIN grant was re-competed. All services provided through this initiative are full-day and full-year. All facilities that participate in the QIN are required to meet EHS standards. In addition, OSSE received a federal expansion grant to support an additional 166 EHS-eligible children in March 2019. Accordingly, OSSE is maximizing the impact of the QIN by leveraging local, and federal funding to increase the number of children birth to three years old receiving an EHS quality experience.

Coordinating with Local Education Agencies:

The Every Student Succeeds Act (ESSA) emphasizes coordination and quality of Head Start programs. 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 had an ESSA Working Group to coordinate and

collaborate with the DCHSA and interested LEAs. The goal of the working group was to draft a model citywide MOA that outlines how LEAs will work with Head Start and other early childhood programs.³ LEAs applying for Title I funds and serving pre-K or kindergarten signed an MOA with HSAs as part of their Elementary and Secondary Education Act (ESEA) annual application to OSSE for federal funds. The working group provided a model, citywide MOA to ease the challenges of coordinating with the Head Start providers. LEAs had the option to sign the citywide MOA or sign individual MOAs with all District Head Start agencies sending students to their LEA. The final citywide MOA and supporting documents are posted [here](#). The District of Columbia has expanded and aligned 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, the District is focused on providing more young children access to high-quality early learning opportunities needed to succeed in school and beyond.

³ The National Head Start Association and Council of Chief State School Officers provided a comprehensive toolkit and sample MOAs to help guide the work. These resources are available at <https://www.nhsa.org/our-work/initiative/essa-toolkit>.

Q24: Please provide a copy of the 2019 State of Pre-K Report.

RESPONSE:

The 2019 State of Pre-K Report to the Council has been completed and is currently in EOM's internal clearance process per EOM protocols, and will be submitted to Council shortly.

Q25: Describe to the impact of the expansion of infant and toddlers eligible to receive Early Intervention services.

RESPONSE:

OSSE provides early intervention services to infants and toddlers experiencing developmental delays through the Strong Start Program.

As of July 1, 2018, the eligibility criteria for services was expanded to 25% delay in one area of development. For FY19, out of the 1311 children found eligible, 325 children were identified with a 25% delay in one area and provided with early intervention services that they otherwise would not have received under the previous eligibility criteria.

The change in eligibility has also contributed to the increase of the number of referrals made to the program. There was an increase of unduplicated referrals from FY18 to FY19 of 10.6% compared to an increase of 5.9% from FY17 to FY18.

To prepare for the expansion of services, OSSE made changes in service coordination and provider availability. OSSE needed to address the need for efficient and streamlined service coordination. OSSE transitioned the service coordination function into Strong Start and also developed three regions, each one with a team of service coordinators and a supervisor. Families are now served by one service coordinator during their entire period in early intervention allowing enhanced communication, ability to provide consistent and effective services for families in DC EIP, and an efficient distribution of cases to be able to continue to meet all federally mandated timelines for the Individuals with Disabilities Act (IDEA)- Part C.

Strong Start has worked with all vendor agencies and Managed Care Organization (MCOs) to maintain a sufficient amount of early interventionists who provide early intervention services. Through the implementation of the Natural Learning Environment Practices approach OSSE has continued to build on the capacity of providers and service coordinators to address the developmental needs of all eligible children. Despite the increase in referrals, to this date Strong Start has been able to deliver early intervention services with no gaps or shortages in services. For more on OSSE's work to implement the Natural Learning Environment Practices approach, please see Q27.

Strong Start has continued to provide quality services and attained meet requirements status with the U.S Department of Education's Office of Special Education Programs (OSEP) on all federal indicators even as the program services more children over time.

Q26: Please provide the following details about the Strong Start DC Early Intervention Program (DC EIP) during FY18 and FY19:

- (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); and
- (l) Any budgetary reforms made during FY19.

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	FY19		FY20 to date	
	Number	Percent	Number	Percent
CFSA	57	2.34%	9	1.44%
Child Development Centers	205	8.40%	63	10.10%
Clinics	904	37.03%	245	39.26%
Community-Based Organizations	93	3.81%	27	4.33%
Hospitals	221	9.05%	61	9.78%

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	FY19		FY20 to date	
Medicaid Manage Care Organizations (MCO)	19	0.78%	1	0.16%
Other	57	2.34%	10	1.60%
Other Government Agencies	34	1.39%	7	1.12%
Parent/Family	474	19.42%	105	16.83%
Physician's Offices	377	15.44%	96	15.38%
Totals	2441	100%	624	100%

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

For FY19, 285 of the 2,240 unduplicated referrals received were referred more than once by multiple sources. Below is the breakdown by ward.

Ward	Total # of repeat referrals
1	26
2	8
3	10
4	37
5	36
6	31
7	59
8	78
Out of District	0
Grand Total	285

One hundred nineteen (119) of the 285 referrals were referred more than once by a single referral source. Below is the breakdown by referral source.

Referral Source	Total
CFSA	7
Child Development Centers	10
Clinics	51
Community-Based Organizations	2
Hospitals	12
MCO	2
Other	1
Other Government Agencies	0
Parent/Family	22
Physician's Offices	12
Grand Total	119

For FY20 to date, 17 of the 613 unduplicated referrals received were referred more than once. Below is the breakdown by ward.

Ward	Total # of repeat referrals
1	4
2	1
3	0
4	2
5	3
6	2
7	1
8	4
Out of District	0
Grand Total	17

Six (6) of the 17 referrals were referred more than once by a single referral source. Below is the breakdown by referral source.

Referral Source	Total
CFSA	1
Child Development Center	2
Clinics	3
Grand Total	6

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

Year	Number of Children
FY 2019	1311
FY20 to date	175

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

This is no longer applicable. As of July 1, 2018, the eligibility criteria was expanded to 25% delay in one area of development.

For FY19, out of the 1311 children found eligible, 325 children were identified with a 25% delay in one area and provided with early intervention services that otherwise they would not have received under the old eligibility criteria.

(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.

	FY19			FY20 to Date*		
	Number Referred	Number Evaluated	% Evaluated	Number Referred	Number Evaluated	% Evaluated
Overall	2240	1533	68%	613	196	32%

**For FY20 to Date: 129 children referred are still within their 45-day timeline.*

Ward	FY19			FY20 to Date*		
	Number Referred	Number Evaluated	% Evaluated	Number Referred	Number Evaluated	% Evaluated
1	242	163	67%	65	23	35%
2	79	61	77%	21	10	48%
3	103	88	85%	25	13	52%
4	345	251	73%	83	28	34%
5	324	237	73%	98	31	32%
6	309	238	77%	89	31	35%
7	383	238	62%	100	26	26%
8	451	255	57%	129	34	26%
Out of Dist.	4	2	50%	3	0	0%

**FY20 to Date: 145 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;

DC EIP and MCO are the only source of payment options allowed by the program, below is the breakdown:

Source of payment \ Evaluation Agency	FY19	FY20 to date
DCEIP	689	171
Coastal Healthcare	545	105
Connections Therapy Center – DC Location	21	0
Epic Development Services	6	0
Kids In Motion	1	0
Little Feet and Hands	11	0

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Source of payment \ Evaluation Agency	FY19	FY20 to date
Milestone Therapeutic Services, LLC	87	19
National Speech/Language Therapy Center, Inc.	8	1
National Children's Center	10	0
Strong Start	0	46
	3	2
MCO	692	196
Coastal Healthcare	191	39
Epic Development Services	2	0
Kids In Motion	475	147
Little Feet and Hands	0	1
Milestone Therapeutic Services, LLC.	21	9
National Speech/Language Therapy Center, Inc.	2	0
National Children's Center	1	0
Grand Total	1381	367

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

For FY19 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	10	1	1	14	15	6	24	30	1	102
Child Unavailable - Hospitalized								1		1
Child Unavailable - Not in State					5			1		6
Guardian Withdrawal	5			10	9	9	16	13		62
Inappropriate Referral	1			1		1			1	4
Moved Out of State					1	1				2
Other			1	1						2
Still open	27	10	10	29	37	41	34	49	1	238
Number of children not evaluated	43	11	12	55	67	58	74	94	3	417
% not evaluated	65%	52%	48%	66%	68%	65%	74%	73%	100%	68%

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, the service coordinator mails a letter to the family indicating that Strong Start needs to hear from them within seven calendar days in order to keep the case open.

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.

(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) 2017 (April 2018 - June 2018 - 4 th Qtr.)	318	94.97%

(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.

Year	Number of Children	Percent of Children
Federal Fiscal Year (FFY) 2017 (April 2018-June 2018 - 4 th Qtr.)	430	87.44%

(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 (FY19)	Number of children receiving service (FY20 to date)
Speech/Language Pathology (SLP)	1724	1001
Physical Therapy (PT)	662	411
Occupational Therapy (OT)	485	276
Developmental Therapy (DT)	288	158
DT – Applied Behavior Analysis (ABA)	134	71
Vision Services	21	7

Hearing Services	15	9
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*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 (FY19)	Percentages (FY19)	Number of Children (FY20 to date)
DC EIP	881	39.5%	549
Medicaid MCO	1271	56.9%	752
Fee For Service Medicaid	80	3.6%	54
Total	2232	100%	1355

(l) Any budgetary reforms made during FY19.

No budgetary reforms were made during FY19.

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.

Q27: What progress has early intervention made in implementing the Natural Learning Environment Practices (NLEP) and what changes has OSSE seen as a result?

RESPONSE:

The District of Columbia Early Intervention Program, Strong Start, supports and complies with the federal law and regulations that require early intervention services to be family centered, community-based, and provided in the natural environment, to the maximum extent appropriate.

Natural environments are more than places. The critical component of early intervention practice is to embed services and supports into naturally occurring learning opportunities. Natural environments are settings where the child, family, and care providers participate in everyday routines and activities that are important to them and serve as important learning opportunities. Early intervention providers support families to promote functional participation in these activities. A provider coaching a mother to use techniques to help her son pick up and hold a spoon, fill it with yogurt and get it to his mouth during breakfast in the kitchen at their home so that he can learn to feed himself and enjoy a meal with his family is an example of providing interventions in a natural environment. Interventions within the context of a naturally occurring learning activity create opportunities for children to learn and practice skills that promote participation, build relationships; and get their needs and wants met.

Progress to implement NLEP

In January of 2018, Strong Start held the Natural Learning Environment Practices (NLEP) Learning Initiative Kick-Start meeting, where 108 early intervention providers and service coordinators attended. At this meeting we introduced providers to Strong Start’s plan to roll out a series of NLEP trainings over time, including the NLEP training series and the “Coaching in Action” book club series. Between March and September 2018 trainings and presentations for early interventionists, service coordinators and sister agencies were conducted in which topics included NLEP framework overview, evidence-based practices, interest-based learning and family routines, coaching interaction style, and teaming and primary service provider approach. Based on evaluation forms, 94% of the participants reported overall satisfaction with the trainings and on average 92% reported that the training increased their knowledge.

To date, Strong Start has been able to fully implement all of the principles of NLEP with the exception of the primary service provider (PSP) and teaming approach. Strong Start plans to fully implement this last principle in the summer of 2020 by requiring agencies that deliver services implement all principles of NLEP and specifically the PSP approach that requires one primary service provider to work in partnership with the family to address the outcomes listed in the Individual Family Service Plan (IFSP). The primary provider will be joined by other members of the intervention team, which includes a service coordinator and potentially other trained professionals depending on the child’s needs. These professionals may include occupational therapists, speech therapists, physical therapists, and developmental therapists.

While the PSP and teaming approach are still in progress, Strong Start began incorporating teaming meetings for service coordinators during regional meetings in 2019 and in June 2019 supporting and attending meetings hosted by provider agencies. During teaming meetings service coordinators had the opportunity to use real scenarios and case studies, present them to their

peers, and receive feedback using a teaming approach. This again built the capacity of our service coordinators to better serve our families using natural learning environment practices. For provider agencies, the Strong Start clinical manager attended four meetings with agencies that have multiple disciplines, with therapists that have been trained in NLEP and are actively coaching in the community. The clinical manager served as an observer and helped to facilitate when necessary. The agencies have reported back to Strong Start that they are starting to meet with their team more regularly, using a teaming approach, and that this method has resulted in therapists feeling more comfortable in their skillset, more comfortable seeking support from other therapists and overall more acclimated to using a coaching interaction style in their work. Strong Start also implemented the *Coaching Handbook Book* study workgroup, and to date two cohorts have been completed with 16 early interventionists and 6 service coordinators. The focus of the book study was to provide early interventionists an opportunity to discuss and effectively team around aspects of the NLEP framework in a more in-depth and guided setting. In March 2019, Strong Start initiated monthly NLEP coaching reflection groups. Early interventionists, early childhood educators, and service coordinators were all invited to participate in teaming opportunities around current topics in the field of early intervention. The providers gave support and helped to build colleague capacity by way of using reflective questions. Over 50 individual early interventionists and service coordinators participated in the reflection groups in FY19 and the groups have continued for FY20 on a monthly basis.

Lastly, in FY19, the Strong Start clinical team updated and enhanced the pre-service requirements for all new early interventionists coming into DC EIP. Specifically, the new provider foundations training now include all aspects of the Strong Start system focusing on the major components of the NLEP framework, with a cursory introduction to coaching and how services are rendered using this approach.

Strong Start Evaluation Team

In FY2019, Strong Start brought evaluation services in-house after previously being comprised of external contractors. This team of a speech-language pathologist, physical therapist, occupational therapist, and special educator completes initial eligibility evaluations and assessments, and IFSP's for children whose payer is DC Early Intervention Program. Additionally, the evaluation team will assist the program in providing training and support to early interventionists and agencies, as the program moves towards fidelity with the NLEP framework.

Outcomes

Several positive outcomes have occurred as a result of these implementation steps. First, OSSE has ensured that early intervention in DC is provided in a manner with consistent implementation that is based upon current evidence-based practice research. Second, OSSE has created shared understanding and expectations for all early intervention providers in the District of Columbia. Third, as a result of the feedback received during the NLEP trainings, Strong Start revised the New Hire Foundations Training content to reflect all aspects of the NLEP Framework and to set a foundation for providers who are new to DC Early Intervention. Fourth, NLEP supports parents and caretakers in understanding the critical role of everyday activity settings and child interests as the foundation for children's learning opportunities. We expect to be able

to develop stronger participatory goals for families that are embedded within their normal routines which results in more practice on a particular skill.

Q28: Regarding children who exited Part C services in FY19:

- (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: Q28 Attachment - August 2019 DL Court Report.pdf

Please find attached the August 30, 2019 DL Court report. Numerical reporting included in this report reflects court-established metrics.

Please note the data provided in OSSE’s responses to the question below 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.

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

Federal Fiscal Year 2017 (FFY17) data from the IDEA Annual Performance Reports

Outcomes	Number of children	Percentage	Target	Status
Outcome A – Positive social-emotional skills (including social relationships)	387	77.56%	68%	Met Target
Outcome B – Acquisition and use of knowledge and skills (including early language/communication)	319	63.93%	49%	Met target
Outcome C – Use of appropriate behaviors to meet their needs	402	80.56%	73%	Met Target

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

Reporting Year	Students with timely IEP ¹	Students transitioning from Part C to Part B ²	Percentage of students with timely IEP
FFY2017	98	100	98.0%
FFY2018	131	132	99.2%

¹Number of students with an IEP finalized by their third birthday

²Number of students who were in the reporting universe for IEPs

- (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;**

Reporting Year	Students with timely placement ¹	Students transitioning from Part C to Part B ²	Percentage of students with timely placement ³
FFY2017	100	100	100.0%
FFY2018	132	132	100.0%

¹Number of students who had a location of services provided by their third birthday

²Number of students who were in the reporting universe for IEPs

³Percentage of students who had a location of services provided by their third birthday

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

Reporting Year	Students with timely implementation of services ¹	Students transitioning from Part C to Part B ²	Percentage of students with timely implementation of services
FFY2017	78	100	78.0%
FFY2018	119	132	90.2%

¹Number of students whose related services were attempted within 14 days of their third birthday or date of first school enrollment; also includes students who did not have related services prescribed

²Number of students who were in the reporting universe for IEPs

- (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, 2019. 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 FY19, 705 meeting invitations were sent and 702 meetings were attended, for a 99.52 percent 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,

Reporting Year	Students served by DCPS	Students served by Charter LEAs	Extended IFSP ¹	Total Students who received services after transitioning from Part C
FFY2017	87	13	191	291
FFY2018	119	13	221	353

¹Number of students who were on Extended IFSPs as of their third birthday

²Total number of students who transitioned from Part C to Part B or who continued to received Part C services

Students who exited Part C and were not part of the cohort of students who transitioned from Part C to Part B are not included in the table above. 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.

⁴ 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.

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

Reporting Year	Students deemed eligible for Part B¹	Students served by Part C and referred to Part B²	Percentage of students deemed eligible for Part B³
FFY2017*	374	538	69.5%
FFY2018*	470	720	65.3%

* includes all students who were referred from Part C to Part B and had a Part B eligibility as of July 6, 2018 (FFY2017) or July 22, 2019 (FFY2018).

¹Number of students who were referred from Part C to Part B and were deemed eligible for Part B services

²Number of students who were referred from Part C to Part B

³Percentage of students who were referred from Part C to Part B and were deemed eligible for Part B services

Q29: Provide an update on the work of the Early Childhood Development Coordinating Council in FY18 and to date in FY19 to date. 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 FY18 and to date in FY19;**
- (c) A narrative description of any action items taken or recommendations made by the Council in FY18 and to date in FY19.**

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;**

First Name	Last Name	Affiliation	Appointment Date
Maria	Gomez	Mary's Center	06-30-2011
LaToya	Smith	Parent	06-03-2015
Sean	Compagnucci	Early Stages, District of Columbia Public Schools (DCPS)	05-09-2014
Stacey	Collins	PNC Bank	05-09-2014
Jennifer	Lockwood-Shabat	Washington Area Women's Foundation	05-09-2014
Jack	McCarthy	AppleTree Institute for Education Innovation and AppleTree Early Learning Public Charter School	04-24-2015
LaQuandra	Nesbitt	DC Health	06-03-2015
Carrie	Thornhill	DC Early Learning Collaborative	05-09-2014
Hanseul	Kang	Office of the State Superintendent of Education (OSSE)	06-03-2015
Cynthia	Davis	Kings and Queens Childcare	04-24-2015
Judy	Berman	Parent	06-03-2015
Laura	Zeilinger	Department of Human Services (DHS)	06-03-2015
Linda	Moore	Elsie Whitlow Stokes Community Freedom Public Charter School	06-02-2017
Cheryl	Ohlson	DCPS	02-21-2019
Daniela	Anello	Parent	11-02-2017
Brenda	Harris	Kids Comprehensive Services, LLC DC Child Care Connections	05-17-2017

First Name	Last Name	Affiliation	Appointment Date
Margareth	Legaspi	OSSE	05-19-2017
Johnathan	Pannell	Connecting Communities, Inc	12-04-2018
Akeem	Anderson	Chairman of the Council of the District of Columbia designee	11-25-2019
Marica	Cox Mitchell	Bainum Family Foundation	11-25-2019
Andrea	Thomas	United Planning Organization	11-25-2019
Cara	Biddle	Children’s National Hospital	11-25-2019
Nicole	Cole	Public Charter School Board	11-26-2019

(b) A list of the date and time of all meetings in FY19

SECDCC Meetings	Date/Time
Full SECDCC Meeting	Nov. 29, 2018 10-11:30 a.m.
Full SECDCC Meeting	Jan. 10, 2019 2-3:30 p.m.
Full SECDCC Meeting	March 14, 2019 2-3:30 p.m.
Full SECDCC Meeting	May 16, 2019 2-3:30 p.m.
Full SECDCC Meeting	July 18, 2019 2-3:30 p.m.
Full SECDCC Meeting	Oct. 21, 2019 2-3:30 p.m.
Full SECDCC Meeting	Dec. 16, 2019 3-4:30 p.m.

(c) A narrative description of any action items taken or recommendations made by the Council in FY19.

The SECDCC ensures statewide coordination and collaboration of early childhood development activities through information sharing, advocacy and committee work. In FY19 and FY20 to date, the SECDCC:

- Provided guidance and input on the District’s application for the PDG B-5 renewal application.
- Informed the development of the needs assessment for children birth to age 5 in the District, as part of the Preschool Development Grant, Birth through Five (PDG B-5), and discussed implications of the needs assessment’s findings.
- Informed development and discussed implications of the District’s five-year strategic plan for children birth to age 5 in the District, as part of the PDG B-5.

- Discussed implications of the Urban Institute’s Nontraditional-Hour Child Care in the District of Columbia study.
- Assessed the District’s implementation of the Temporary Assistance for Needy Families (TANF) redesign.
- Assessed implications of the Early Learning Supply and Demand in the District of Columbia: Using Data to Identify Critical Gaps study.
- Assessed implications of the Early Development Instrument (EDI) and the Neighborhood Risk Index and provided guidance and input on how the data can be used to create stronger systems for children and families across the city.
- Provided input on how to use OSSE’s Modeling the Cost of Child Care in the District of Columbia 2018 report to further improve and strengthen the District’s early child care system.
- Considered the impact of legislative updates from the Council of the District of Columbia.
- Examined the emergency rulemaking for the new (redesigned) Quality Rating and Improvement System (QRIS), Capital Quality and the Fiscal Year (FY) 2019 increased reimbursement rates.
- Discussed the benefits of applying for the Pritzker Children’s Initiative, Prenatal to Three State Grant.
- Reviewed updates from SECDCC committees.
- Explored the connections between Thrive by Five DC and the SECDCC.

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

Q30: Describe OSSE’s efforts to monitor and provide support to LEAs with regard to the student achievement for English Language Learners in FY18 and FY19.

RESPONSE:

OSSE provides school leaders and teachers guidance around maintaining a language instruction educational program for English learners that is rooted in federal and local regulations. OSSE does this through guidance, professional development, in-personal technical assistance, and program supports.

Title III, Part A Monitoring

In winter 2018 and spring 2019, OSSE conducted on-site monitoring of LEAs receiving federal funding for English Learners under Title III, Part A grants, including a program and fiscal review. 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 one of three designations: low-risk, medium-risk, or high-risk based. High-risk grantees received an onsite monitoring review. Each LEA participated in an on-site monitoring review of indicators and alignment of required activities that support English learners. After each visit, participating LEAs received findings of non-compliance in each applicable area.

Supporting Teachers and Leaders of English Learners: Policy and Professional Development Supports

During FY19, OSSE’s division of Teaching and Learning provided supports for English learner (EL) students’ achievement that encompassed two overarching areas: (1) EL policy and guidance and (2) professional development.

EL Policy and Guidance

EL policy and guidance supports in FY 2019 included the following:

- OSSE made updates to the [OSSE EL policies and procedures document](#), which is the main policy and guidance document OSSE maintains to guide LEAs in serving ELs. Updates include:
 - For the first time this guidance document is now translated in the top five languages spoken in DC, for easy access by families.
 - Increased guidance around EL identification procedures for students with previous enrollment in other DC schools.

- New information about EL status for adult students transferring across programs, including guidance for scenarios in which students with EL status transfers between adult-serving programs and traditional pathways.
 - Streamlined procedures for re-identifying a student in ‘EL Monitored’ status.
- OSSE provided LEAs with a new resource to improve practices in informing parents/guardians of eligibility for EL services in a manner that meets federal requirements. OSSE released sample templates for the parent notification letter of EL status, which LEAs are required to provide to families within 30 days of EL screening (or within two weeks of placement if not identified at the beginning of school).
- In response to LEAs’ need for clarity on features of different program models for EL language instruction, OSSE provided written guidance on features of the five different EL program models used in DC in order to improve awareness and understanding of how EL program models are defined.
- OSSE conducted a series of training initiatives to increase LEAs’ data literacy and usage of EL-data to improve their programming for EL students. Specifically, the OSSE Early Access to EL Data Qlik application provides historical and current data on EL students, including incoming transfer students. Key data available in this application include: current EL status, historic EL status, English language proficiency test (ACCESS) scores, ACCESS growth targets, and languages spoken. To further the use of the application, enhancements for 2018-19 included (1) adding data on re-identification of a student as EL and if the students was ever EL and (2) expanding access to school principals (in addition to LEA data managers, heads of school, ACCESS coordinators and EL coordinators). LEA staff were trained in-person and via webinar on:
 - How to navigate the application
 - How to use the application to prepare for incoming transfer EL students and to smooth their transition to a new school
 - How to use data in the application to plan staffing and schedules
 - How to use data in the application to understand EL students’ trajectory in acquiring English and set English language development goals
- OSSE convened the State Title III Advisory Committee (six meetings per year) to provide input on key policy and guidance considerations, including EL exit criteria review, updating the home language survey, EL progress monitoring, and monitoring for exited ELs.
- OSSE revamped the [webpage on OSSE EL policy](#) and created a toolkit of policy and instructional resources.
- OSSE conducted state-level and LEA-level analysis of ELs students’ academic and English language growth to create a landscape analysis for understanding the state of EL students in DC. State-level data were presented to internal and external stakeholders. The landscape analysis will serve as a foundation for creating an annual fact-base report on the state of English learners in DC.
- OSSE created LEA-level technical assistance for LEAs to use data to improve EL programs. Technical assistance sessions are being provided to LEAs in FY20. OSSE provides visualizations of state and local education agency-level EL data and tools to identify trends in data related to EL achievement. Participants gain skills in analyzing

- ACCESS and PARCC data to identify strengths and areas for growth in serving EL students; and how to guide data interpretation discussions with school-based staff.
- OSSE provided six EL policy and EL program webinars to build LEA capacity in the in the following areas:
 - Purpose and requirements for OSSE home language survey administration
 - Policy and procedures for conducting EL screening and program placement
 - Guidance on program models for serving EL students
 - ELs & legal precedents for ELs' rights under federal civil rights and education law
 - Hiring and staffing guidance for building effective EL programs
 - Self-reflection tool for LEAs to assess their readiness in serving EL students
 - OSSE revised the OSSE Home Language Survey, which is the first part of the two-step EL identification process, and released the new form for use on Dec. 19, 2019. The Home Language Survey is used to determine if the student is eligible to take an English language proficiency screener. The screener score determines if the student is identified as an English learner or not an English learner. Students who are identified as English learners have the right to participate in the English language instructional program at school. Federal law requires schools to offer eligible students an English language instructional program so they may attain English language proficiency and achieve academic success. ESSA sec. 1112 requires local education agencies using Title I or Title III funds to provide a language instruction educational program and not later than 30 days into the school year, inform parents of an English learner identified for participation or participating in such a program. Activities included:
 - Obtaining input from the State Title III Advisory Committee, families and school staff on misconceptions and areas of confusion surrounding the content and implementation of the former Home Language Survey
 - Researching options for new survey questions and gathering stakeholder input
 - Revising the layout, instruction, and questions themselves to align with federal recommendations and stakeholder input
 - Obtaining translations into the top languages in DC

EL Professional development

EL-focused professional development consisted of (1) in-person training workshops (2) a 2-day city-wide conference, (3) webinars, and (4) Start of School Summit trainings designed for educators and school leaders to address specific strategies for supporting EL student achievement. For this first time, EL supports expanded to include new professional development geared specifically to dual language teachers and school leaders.

- (1) Twelve in-person professional learning opportunities, including several multi-day workshop series and a cohort series were conducted. Dual language-focused offerings are marked with an asterisk.
 - English Language Acquisition 101, 102, 103 series, offered twice
 - Sheltered Instruction Observation Protocol (SIOP) 3-day intensive summer training

- What Teachers Need To Know About Teaching ELs 4-day cohort series for teachers who are new to teaching EL students
 - Supporting Students with Interrupted Formal Education
 - Math: Skills and Strategies to Adapt for English Learners
 - Science: Skills and Strategies to Adapt for English Learners
 - Scaffolding Learning Through Language
 - The Language-Rich Classroom
 - New Dual Language Teacher 5-day Summer Bootcamp*
 - Spanish Literacy Institute*
 - Leadership Institute for Dual Language School Leaders*
 - Dual Language Principles and Strategies Workshop*
- (2) The OSSE Multilingual Learner conference, a city-wide convening dedicated to supporting ELs in English language and dual language programs, was held. Over two days, more than 300 participants participated in a total of 40 workshop sessions were led by DC educators, as well as nationally and internationally- recognized researchers and educational leaders.
- (3) Nine webinars on special topics in EL programming and instruction were conducted, addressing the following topics:
- ELs in STEM
 - Strategies to Support and Assess Listening
 - Strategies to Support and Assess Speaking
 - Strategies to Support and Assess Reading
 - Strategies to Support and Assess Writing
 - Family Engagement
 - Serving ELs in Pre-kindergarten
- (4) In conjunction with the OSSE Start of School Summit, two in-person workshops and two webinar-based workshops were provided to all LEAs on using EL data to improve programming for EL students:
- How to use the Early Access to EL Data Qlik application and its data to ensure a smooth start of school for EL students
 - ACCESS Growth Scores and How to Use Them

Q31: In FY18, OSSE awarded \$1.6 million in early literacy grants 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 FY18, OSSE awarded the early literacy grant as a two-year competitive grant to two (2) organizations: The Literacy Lab and Reading Partners. Each organization worked with DC Public Schools and/or public charter schools to implement interventions to increase reading outcomes for students in pre-Kindergarten through third grade across the District. The full amount was awarded at the beginning of FY18, and then awarded again at the beginning of FY19 for year 2 of the grant award.

The Literacy Lab

Amount awarded: \$1,200,000.00 in both FY 18 and FY 19.

Overview

The Literacy Lab was able to expand its programs to place 52 full-time tutors in 15 schools. The program tutors are prepared through summer literacy training, and consisted of fulltime Americorps tutors and the Leading Men fellowship. This grant allowed The Literacy Lab to provide direct, evidence-based literacy interventions daily to achieve the goal of tutoring 1,117 students in early literacy skills.

Literacy Lab shared the following outcome data with OSSE:

FY18 Outcomes

In total, 52 full-time tutors supported 1,117 students. An average of 52 percent of participating K-3 children made enough growth to surpass the target growth rate, which is correlated with grade reading proficiency and acceptance into a 4 year college. One in six students achieved grade level proficiency, including 42 percent of Kindergartners.

In addition, Literacy Lab has noted that their program attracts people to education who might have not otherwise considered a career in the field. They provide intensive training and coaching in evidence-based literacy instruction. Furthermore, 50 percent 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.

FY19 Outcomes

During the 2018-19 school year, The Literacy Lab placed 18 full time tutors in Pre-K, 32 tutors in grades K-3, and 12 Leading Men Fellows. The tutors participated in literacy training over the summer and received ongoing coaching. This grant allowed The Literacy Lab to provide direct,

evidence-based literacy interventions daily to achieve the goal of tutoring 1,125 students in early literacy skills.

At the beginning of the 2018-19 school year, 75% of pre-K students in classrooms served were "far from target" for Kindergarten readiness, according to the Preschool Early Literacy Indicators assessment. By the end of the year, that number had dropped to only 21%. At the same time, the percent of pre-K students in Literacy Lab tutors' classrooms who were "on target" for Kindergarten readiness quadrupled from fall to spring, growing from 15% to 60% as a result of tutors' daily literacy intervention.

Leading Men Fellows focus on comprehension through a daily repeated read aloud intervention with their pre-K students. The impact of this intervention can be seen in growth in their students' reading comprehension from fall to spring, based on scores from the Preschool Early Literacy Indicators assessment. In the fall, less than 10% of students served by Leading Men were "on target" for Kindergarten readiness in comprehension. By the end of the year, this number had grown to 44% of students "on target". At the same time, the percent of students "far from target" dropped from 79% to only 36%.

In addition, Literacy Lab has noted that their program attracts people to education who might have not otherwise considered a career in the field. They provide intensive training and coaching in evidence-based literacy instruction.

Reading Partners

Amount awarded: \$400,000.00 in both FY18 and FY19.

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 2017-18 and 2018-19 school years, Reading Partners had three (3) overarching goals:

- (1) Produce measurable 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.

Reading Partners shared the following outcomes data with OSSE:

FY18 Outcomes

During the 2017-18 school year, Reading Partners engaged 19 schools to serve 962 students across DC, exceeding the enrollment goal of 925. These students received 90 minutes of one-on-one literacy tutoring each week. On average, students received 39 sessions (29.25 hours of tutoring) throughout the school year and maintained an average attendance rate of 92 percent.

- 95 percent of grade K-2 target students mastered grade-appropriate foundational literacy skills, putting them on track to read at or about grade level by third grade.

- 75 percent of grade 3 target students demonstrated growth compared to a national group of peers in the same grade.

FY19 Outcomes

During the 2018-19 school year, Reading Partners engaged 19 schools to serve 958 students across DC, exceeding the enrollment goal of 925. These students received 90 minutes of one-on-one literacy tutoring each week. Throughout the school year students maintained an average attendance rate of 89 percent. Outcomes data includes:

- 95 percent 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.
- 75 percent of 3rd grade target students demonstrated growth compared to a national group of peers in the same grade.
- Average number of sessions was 25.

Updates for FY20

In the fall of 2019, the FY20 Early Literacy Grant went through a new competition cycle. Beginning in October 2019, Literacy Lab was awarded \$1,445,000.00 and Reading Partners was awarded \$755,000.00. The FY20 grant will be a two-year grant cycle, similar to the previous cycle.

Q32: Please provide the following information with regard to homeless students in DC public schools:

- a. How much funding, separate from UPSFF, did OSSE provide to each LEA in FY19 and FY20 to date to support homeless students and how was it used? Please provide a description of professional development and training OSSE made available to school liaisons in FY19 and FY20 to date?**

RESPONSE:

Federal Funding- McKinney-Vento Homeless Assistance Grant (MKV) Program:

OSSE distributed \$199,640.00 to LEAs in FY19 and \$195,933.94 in FY20 as documented below:

LEA	FY19	FY20
City Arts & Prep PCS	\$17,000.00	\$.00
DC Prep PCS	\$30,000.00	\$31,706.33
DC Public Schools	\$98,440.00	\$98,440.00
KIPP-DC PCS	\$43,700.00	\$.00
Youthbuild PCS	\$10,500.00	\$11,659.74
Friendship PCS	\$.00	\$69,833.94
TOTALS	\$199,640.00	\$211,640.01

Note the FY19 and FY20 amounts include continuation awards as part of multi-year grants.

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 children and youth experiencing homelessness 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, \$199,640.00 was distributed to LEAs in FY19 for this purpose. Two LEAs, City Arts and Prep, and KIPP DC, exited the MKV grant program early in FY19 due to school closings and capacity issues. One new sub-grant was funded for FY20 using the same competitive process as described above. The one new sub-grant was awarded to Friendship PCS as a result of the FY20 MKV competition that was held in June 2019. Only one sub-grant was awarded for FY20 due to limited available funds. MKV sub-grants for FY20 in the amount of \$211,640.01 (which includes carryover funds for FY20 continuing subgrants) was distributed to three continuing and one new LEA to provide supports to families experiencing homelessness as described above.

A new Request for Applications (RFA) will be released in spring 2020 for the 2021 McKinney-Vento Homeless Education Grant Program competition to sub-grant available FY2021 funds.

It is important to note that even if LEAs do not win a competitive grant, LEAs must ensure that children and youth experiencing homelessness 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 children and youth experiencing homelessness.

Local State level Funding:

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

OSSE's Homeless Education Program (HEP) and Postsecondary & Career Education Division (PCE) partnered for a fourth year to provide the following postsecondary educational opportunities for students experiencing homelessness:

- Sponsored 23 students experiencing homelessness to attend a two-week residential summer program at American University. Participants also received college care packages, which provided all essential items to support their living in dorm rooms, attending college classroom lectures, engaging in hands-on activities, and completing group projects as part of their closing ceremony on the final day of AU programming. Additionally, 2019 was the first year that HEP and PCE provided seniors who successfully completed the AU program with a new laptop and software to support improving access to postsecondary opportunities.
- Purchased items to create college care packages for 24 students experiencing homelessness who were accepted and enrolled in colleges and universities for FY20. Recipients received travel luggage, a laptop, software, school supplies, a backpack, towel sets, personal hygiene products, and other items to promote their success in college. OSSE also hosted a send-off workshop and reception on July 31, 2019, in which the students received their college care packages, words of encouragement from OSSE managers and staff, information regarding financial aid and scholarship opportunities, essential contacts for on-campus supports for students experiencing homelessness, health and wellness information, and techniques for self-advocacy to support their educational success. The selected students are currently attending higher educational institutions such as Bowie State University, Lincoln University, Towson University and Montgomery College.
- Provided transportation assistance that allowed students experiencing homelessness and parents to participate in programs and services funded or supported through this project.

In FY19 and FY20, OSSE worked to further refine systems and increase LEA access to meaningful and timely data on students experiencing homelessness. OSSE has also provided 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.

In FY19 and FY20 (Oct. – Dec. 2019), OSSE offered professional development and technical assistance in collaboration with District and community agencies that serve students experiencing homelessness, on the following topics:

- Identifying and Providing Missing NRS Values for the 2018-2019 School Year
- Data Quality and Fidelity
- Best Practices for Utilizing OSSE’s MKV QuickBase Application
- Improving Access to Child Care for Children and Families Experiencing Homelessness
- Ensuring Quality Homeless Student Data
- Budgeting, Saving and Understanding Credit – Financial Literacy Workshop
- Assisting Unaccompanied Homeless Youth Applying for DCTAG & FAFSA
- Transportation Resources for Students and Families Experiencing Homelessness
- Homeless Education Program Overview for Virginia Williams Family Resource Center Staff
- Homeless Education Program Overview for High School Counselors
- Resources for Youth and Families Experiencing Housing Instability
- HEP Ally Partner Program
- Postsecondary and Career Education Resources for Prospective Students
- McKinney-Vento Competitive Grant Program
- Homeless Education Program: 2018-19 End-of-Year MKV Webinar
- 2019 Youth Count DC
- Dispute Resolution Policy
- Capturing Homeless Student Data: LEA Data Manager Training
- New LEA Homeless Liaison Orientation: McKinney-Vento 101, Community Resources & QuickBase Homeless Student Referrals
- MKV QuickBase Application, SLED & Comprehensive Homeless Student Data Application Training for Homeless Liaisons
- Introduction to Trauma In Schools
- My School DC Enrollment Process
- MKV Advocacy with DC Alliance of Youth Advocates
- Volunteer Support for the 2019 National Association for the Education of Homeless Children and Youth (NAEHCY) Conference in Washington, DC
- Building Trauma Informed Schools
- Color Me Community Workshops for LEA & School-based Homeless Liaisons

OSSE also served as the 2019 host state agency for the National Association for the Education of Homeless Children and Youth (NAEHCY) Conference in Washington, DC. The conference was held November 2-5, 2019, and 1600 participants attended the conference. NAEHCY connects educators, parents, advocates, researchers, and service providers to ensure school enrollment, attendance, and overall success for children and youth whose lives have been disrupted by the

lack of safe, permanent, and adequate housing. The annual conference provides an opportunity for attendees to obtain information on the latest evidence-based practices, resources and programs focusing on the education of children and youth experiencing homelessness. OSSE's Homeless Education program (HEP) served as local organizers for the event. OSSE staff served as exhibitors to share pertinent information regarding families experiencing homelessness, self-care, and opportunities to promote entrepreneurship.

Q33: Describe the professional development opportunities OSSE provided/offered to teachers in behavioral health and trauma-informed care in FY19 and FY20 to date.

RESPONSE:

During the 2018-19 school year, and continuing into the 2019-20 school year, OSSE offered a series of in-person trainings to elementary and secondary District educators that focused on Tier 1 interventions and supports for students. Tier 1 interventions and supports are evidence-based strategies that are implemented across all classrooms and student populations, and they establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Additional trainings focused on Tier 2 and Tier 3 interventions for students. Professional development opportunities included a wide variety of strategies from the individual teacher and classroom level, all the way to school-wide implementation systems. These training opportunities were either provided by OSSE staff who were subject matter experts, or were provided by contracted vendors who were subject matter experts, using funds from the Student Fair Access to School Act.

In addition to the series of professional development trainings, during the 2018-19 school year, OSSE hosted its first School Climate Conference, and during the 2019-20 school year, OSSE hosted its second School Climate Conference. These conferences provided robust opportunities for professional development for educators. More details are described below.

The professional development trainings held throughout the year included:

MTSS for Behavior: Improving Schools by Improving Systems

Student behavioral challenges continue to be one of the biggest sources of stress within a school community. In this training, participants learned how to align strategies and improve student behavior and relationships by using a Multi-Tiered Systems of Support (MTSS) approach with a focus on prevention and responding effectively. MTSS is a data driven decision-making framework for establishing the social, culture, academic, and behavioral supports needed for a school to be an effective learning environment for all.

OSSE invited school teams who were representative of the school (all grades/departments, including an administrator) to join the cohort of early adopters: “MTSS Champions: Improving Schools by Improving Systems.” As a member of the cohort of early adopters, teams were able to participate in:

- Administrative pre-training webinars with a focus on organizing resources to implement MTSS and aligning multiple initiatives within a multi-tiered framework
- Two days of team professional learning and facilitated action planning
- On-going coaching support
- Learning walks and observations from external coaches who provided support and feedback to strengthen implementation fidelity and guide action planning.

All support was anchored to a valid and reliable measure of fidelity, the Tiered Fidelity Inventory.

The Science of Behavior

Participants in this training learned how to invest in proactive supports at the beginning of the school year to reduce additional challenges and costs later. The philosophy of this training is that behavior is not only about students exhibiting challenges; it involves everyone in the school environment. This training took a scientific approach in examining the relationship between individuals' behavior and the elements of the environment, as once understood and put into practice, solutions are greater than problems and learning takes precedence over behavior.

Conducting Functional Behavior Assessments and Writing Function-based Positive Behavior Support Plans – Two-Day Workshop

After understanding the science of behavior, and implementing Tier 1 proactive strategies, educators are still often faced with students who require more intervention. This two-day Advanced Behavior Analysis professional development training examined the science of behavior more in depth, and also covered the federal requirements for these type of interventions. Participants examined and put into practice the steps for determining the function of behavior; documenting the process; and writing and implementing effective behavior intervention plans. This training targeted school-based staff who were responsible for conducting Functional Behavior Assessments and writing function-based behavior plans. School-based teams were encouraged to attend together.

Classroom Engagement Series: Strategies and Skills to Improve Student Behavior and Classroom Communities

OSSE hosted a Tier 1 classroom strategies training for teachers and school teams. In the workshop, participants learned how to implement basic Tier 1 classroom management strategies by focusing on bolstering systems and procedures in their classrooms. The training reviewed: a) Tier 1 classroom checklists and key skills and abilities for classroom engagement, b) easily implementable restorative strategies to increase classroom culture, and c) discussion skills to include in classroom to increase student talk and collaboration. This workshop was open to all educators serving students Kindergarten through grade 12 in public and public charter schools in the District, and was found to be especially valuable for classroom teachers looking to increase classroom engagement.

Starting with the Root: Strategies and Tools to Design Behavioral Interventions

OSSE hosted a training for educators on how to use student behavioral data to design intervention plans. The training started with an overview of the Response to Intervention framework, and then dove into the step-by-step process of supporting students who need Tier 2 and Tier 3 behavior interventions. Using a functional behavior approach, the training focused on:

- An understanding of the ABC's of behavior;
- Working knowledge of how to identify the function of student behavior;

- Practice building a behavioral plan for specific students; and
- Resources and tools to help bolster intervention plans on the school campus.

The workshop was intended for teachers, school deans, and behavior technicians serving in public and public charter schools in the District.

The No-Nonsense Nurturer Workshop: Improving Classroom Management and Restorative Practices

OSSE, in collaboration with CT3, hosted multiple No-Nonsense Nurturer Workshops for educators that focused on learning the theory and practices of classroom management and engagement. Participants reflected on relational approaches to classroom culture and managing student learning. The workshop included thought-provoking classroom video investigations, lively discussions, opportunities for self-reflection and analysis, and role-plays and rehearsal to increase teachers' skills and confidence as effective No-Nonsense Nurturers.

Leadership Workshop: No-Nonsense Nurturer Approach to School Wide Discipline Policies

OSSE, in collaboration with CT3, hosted a two-day workshop for school leaders and their teams to develop schoolwide discipline policies that are aligned with the No-Nonsense Nurturer approach. In this workshop, leadership teams:

- Reviewed existing school discipline documents, policies, and resources;
- Disaggregated and reviewed discipline data;
- Explored supports for classroom management and positive behavior systems;
- Learned how to conduct disciplinary procedures using a culturally relevant and No-Nonsense Nurturing approach;
- Developed family engagement plans to support students struggling in classrooms;
- Built systems and procedures to set up focus rooms to replace in-school suspension; and
- Planned for implementation of behavior support systems through staff training.

This workshop was intended for leadership teams (e.g., administrators, deans, counselors, team leads, etc.) serving in public and public charter schools in DC.

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PBIS Trainings and Professional Development Offered in FY19				
Date	Title	No. of participants	No. of LEAs	% of respondents answering "agree, or strongly agree" for learning new knowledge or skills.
10/11/18	School-wide Positive Behavioral Interventions and Supports (PBIS): Core Features	19	7	*
1/11/19		4	2	*
7/16-7/17/19	MTSS: Improving Schools by Improving School Systems	27	8	93%
8/5/19	The Science of Behavior	22	15	60%
8/8/19	Conducting FBAs and Writing Positive Behavior Support Plans	31	16	90%
5/29/19	Classroom Engagement Series: Strategies and Skills to Improve Student Behavior and Classroom Communities	23	11	95%
9/10/19		9	5	100%
7/9/19	Getting to the Root: Building Effective Behavioral Intervention Plans	23	10	89%
7/26/19	No Nonsense Nurturer	53	9	94%
8/8/19		23	4	92%
8/15/19		54	6	91%
8/16/19		41	2	96%
8/21/19		17	5	100%
8/23/19		20	2	100%
7/24-7/25/19	No Nonsense Nurturer - Leadership Academy	23	6	92%

Trauma Informed Care Trainings in FY19

In FY19, 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. 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. During the 2018-19 school year, over 100 District of

Columbia educators and other key stakeholders were trained in trauma informed care techniques. The types of trainings included:

Introduction to Trauma Informed Care

The trauma-informed care trainings were tailored to school-based educators and staff. Participants took part in a session that introduced neurobiological foundations of trauma and were provided concrete skills for building trauma-informed classrooms which included an overview of (1) the concept of trauma, (2) a review of the impact of trauma on children/adolescents, (3) an overview of trauma informed care treatment models (e.g., trauma focused cognitive behavioral therapy, trauma systems therapy, cognitive behavioral intervention for trauma in schools); 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.

Training Date	Number of LEA's	Number of Participants
April 4, 2019	4	7
April 8, 2019	4	8
May 15, 2019	7	18
May 21, 2019	6	20
Aug. 21, 2019	8	17
Sept. 5, 2019	9	20

Advanced Trauma Cohort

A two-day trauma-informed care training cohort was offered specifically for school teams consisting of three to five staff members (administrators, teachers, support providers, deans). This training allowed teams to take a closer look at adverse childhood experiences (ACES) and their neurological outcomes and how to create trauma-informed communities, schools, and classrooms.

Training Date	Number of LEA's	Number of Participants
May 6-8, 2019	5	18

Nonviolent Crisis Prevention

In FY19, OSSE staff, who were certified trainers, continued to train LEA school-based staff 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 their CPI certification.

During the 2018-19 school year, OSSE hosted 7 separate nonviolent intervention trainings where over 130 District of Columbia educators and other key stakeholders were certified in applying nonviolent crisis intervention techniques. These trainings were hosted by OSSE staff from the Division of Systems and Supports, K-12 and the Division of Teaching and Learning. At the end of the 2018-19 school year, the trainer certification expired for most of these OSSE trainers. At this time, the work shifted to the Division of Health and Wellness, where OSSE invested in train-the-trainer certification for staff members in non-violent crisis prevention and intervention (through the CPI vendor), and, in partnership with the Mayor's Office, Mental Health First Aid (MHFA). These investments allow OSSE to offer CPI and MHFA certifications to school leaders, educators, and out of school time providers. OSSE's Division of Health and Wellness has scheduled bi-monthly CPI and quarterly MHFA training sessions for the 2019-2020 school year.

Additionally, OSSE collaborated with DBH to develop a series of webinars for principals. The webinars focused on crisis prevention and intervention, multi-tiered intervention framework, and strategies for multi-disciplinary student support teaming practices. Lastly, OSSE and DBH maintain their collaborative efforts on the Kognito initiative which is the required mental health training course that District teachers and principals complete every two years pursuant to D.C. Code §7-1131. The program is informed by the experiences of teachers and school administrators. OSSE and DBH are continuing to collaborate with Kognito on communication and compliance strategies related to this behavioral training requirement for FY 20.

OSSE School Climate Conferences: May 2019 and December 2019 Conferences

In May and December of 2019, the Office of the State Superintendent of Education (OSSE) hosted its conferences on school climate. Both conferences convened educators and stakeholders from DC Public Schools, public charter schools and partner agencies to attend and lead skill-building workshops, provide opportunities to network, and learn about best practices happening across the city.

This conference featured various workshops on how to create school climates that are safe, promote effective teaching and learning, and foster strong interpersonal relationships using a lens of equity and cultural competence. The workshops touched on one or more of the following content areas:

- Positive Behavioral Interventions and Supports (PBIS)
- Restorative Justice
- Trauma Informed Practices
- Mental Health Supports
- Social-Emotional Learning (SEL)
- Equity and Cultural Competence

For the May 2019 conference, a total of 273 people participated in this event, representing 30 LEAs, 12 DC Government agencies, and other Community Based Organizations. For the

December 2019 conference, a total of 309 people participated in this event, representing 34 LEAs, 9 DC Government agencies, and other Community Based Organizations. For further information on OSSE's mental and behavior health work, including OSSE's collaboration with the Department of Behavioral Health on suicide prevention and post-vention trainings for educators, as well as the continued provision of Nonviolent Crisis Intervention trainings, please see OSSE's response to Q73 on behavior health collaboration. For more on Restorative Justice, see Q34 response.

- Q34: Please provide a list of all schools with restorative justice programs in SY18-19 and SY19-20 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 SY18-19 and SY19-20; and**
 - (e) The amount of money spent on restorative justice FY19 and the amount budgeted for FY20.**

RESPONSE: Q34 Attachment- Restorative DC Whole School Implementation School Profiles SY2018-19

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.
- OSSE provides an array of differentiated programming as part of its restorative justice initiative.

OSSE offers an array of programs and supports. The descriptions below follow with information on program participation, including the number of training hours and any metrics used to quantify program outcomes.

Restorative DC- Whole School Program- The most intensive programming is the Restorative DC whole school program. This program contemplates a whole-school change that occurs in phases over three to five years. The experience begins with a school’s own exploration and application process and consultation with Restorative DC where they then receive initial technical assistance. Schools then move into a planning and preparation phase where future efforts and technical assistance are strategically mapped one year at a time in an implementation plan. Schools then proceed to implementation of the plan and maintenance of the whole school change. In SY2018-19, Restorative DC provided whole school technical assistance to 16 Schools in 8 LEAs. See attachment for complete school profiles. Currently, in SY2019-20, 13 schools are participating in whole school implementation.

The table below provides a list of all participating schools in the whole school restorative justice program from SY2015-16 to SY2018-19.

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Restorative Justice Schools in SY 15-16 to SY 19-20

<i>SY 2015-2016</i>	<i>SY 2016-2017</i>	<i>SY 2017-2018</i>	<i>SY 2018-2019</i>	<i>SY 2019-2020</i>
Ballou HS	Ballou HS	Ballou HS		
Luke C. Moore	Luke C. Moore	Luke C. Moore		
Columbia Heights Education Campus				
Hart MS				
Maya Angelou PCS				
	Kelly Miller MS	Kelly Miller MS	Kelly Miller MS	
	Neval Thomas ES		Neval Thomas ES	Neval Thomas ES
	SEED PCS	SEED PCS	SEED PCS	SEED PCS
	Cesar Chavez Parkside MS PCS			
		Washington Metropolitan HS	Washington Metropolitan HS	
		Kingsman Academy PCS	Kingsman Academy PCS	Kingsman Academy PCS
		Monument Academy PCS	Monument Academy PCS	
		Mundo Verde PCS	Mundo Verde PCS	
		Washington Leadership Academy PCS	Washington Leadership Academy PCS	Washington Leadership Academy PCS
		Anacostia HS		
			Excel Academy	Excel Academy
			Miner ES	Miner ES
			Wheatley EC	Wheatley EC
			Paul International HS PCS	Paul International HS PCS
			DC Scholars ES PCS	DC Scholars ES PCS
			Stuart Hobson MS	Stuart Hobson MS
				E.L. Haynes HS PCS

The table below shows how many hours of intensive technical assistance Restorative DC provided to participating Restorative Justice whole school implementation schools.

Intensive Technical Assistance (TA) Hours in Whole Schools SY 15-16 to SY 18-19

Years	Intensive Technical Assistance (TA) Hours
<i>SY 15-16</i>	1898 Intensive TA Hours
<i>SY 16-17</i>	1,938.7 Intensive TA Hours
<i>SY 17-18</i>	2842 Intensive TA Hours
<i>SY 18-19</i>	3054 Intensive TA Hours

Restorative Justice Supplemental Technical Assistance (TA) - Schools may also receive Restorative Justice Supplemental Technical Assistance (TA). OSSE provided additional funding for a select number of supplemental TA packages to prepare schools for future whole school efforts. In SY18-19, schools selected from a menu of five options to address their specific needs: (a) exploration and planning; (b) strengthening school community-proactive processes; (c) restorative discipline; (d) sustainability and maintenance; or (e) build your own. In SY 18-19, Restorative DC provided Supplemental Technical Assistance to 24 Schools representing 10 LEAs.

The table below shows school participation in Restorative Justice Supplemental Technical Assistance (TA).

Restorative Justice Supplemental TA Schools in SY2017-18 and SY2018-19

<i>SY 2017-18</i>	<i>SY2018-19</i>
Ballou High School	Option 1: Exploration and Planning
Washington Metropolitan Leadership Academy	Achievement Prep PCS, K-8
	Burroughs, PK3-5
	Burrville, PK3-5
	Cesar Chavez PCS-Capitol Hill, 9-12 th
	Truesdell, PK3-8
	Center City PCS-Trinidad, PK3-8
	Walker Jones, PK-5
	Option 2: Strengthening School Community-Proactive Processes
	Boone ES, PK3-5
	Center City PCS-Brightwood, K-8
	CW Harris, PK3-5
	Miner ES, PK3-5
	Paul International PCS, 9-12
	Raymond ES, PK3-5
	Smothers ES, PK3-5
	Option 3: Restorative Discipline
	Center City PCS-Petworth, PK3-8
	Center City PCS – Shaw, PK3-8
	Center City PCS – Capitol Hill, PK3-8
	DC Scholars PCS, 5-8
	Eagle Academy PCS, PK3-3
	HD Cooke ES, PK3-5
	Imagine Hope PCS, PK3-5

<i>SY 2017-18</i>	<i>SY2018-19</i>
	KIPP The Learning Center PCS, PK4-8
	Option 4: Sustainability and Maintenance
	EL Haynes PCS, K-12

The table below shows how many hours of Restorative Justice Supplemental Technical Assistance that Restorative DC provided to participating schools. Hours represent the aggregate total across all schools who participated.

Total Supplemental Technical Assistance (TA) Hours in schools SY 15-16 to SY 18-19

Year	Supplemental TA Assistance Hours
<i>SY 15-16</i>	N/A
<i>SY 16-17</i>	N/A
<i>SY 17-18</i>	134 Supplemental TA Hours
<i>SY 18-19</i>	664.5 Supplemental TA Hours

Community of Practice-The Community of Practice (CoP) is an experiential and peer-sharing space centered on Restorative Justice practices. To provide support to more schools and educators, OSSE hosts this statewide Restorative Justice CoP as well as monthly professional development trainings focused on the implementation of Restorative Justice practices in DC schools that are open to all LEAs and community stakeholders. During the RJ CoP, 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 2018-19 CoP sessions were facilitated 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 Justice practice efforts at the end of each session.

Community of Practice Themes and Individual Attendance SY2018-19 and SY2019-20

Date	Theme	Number of Participants
9/11/18	Community Building	11
10/16/18	Meeting the Social, Cultural, and Linguistic Needs of Our School	15
11/13/18	Restorative Communication for School Staff	31
12/11/18	Creating a Positive School Culture	21
1/9/19	Building Support with Parents and Staff	23
2/12/19	Trauma Awareness, Mindfulness, and Self-Care	12
3/12/19	Promoting Youth Leadership	8
4/09/19	Special Education and Restorative Practices	13
9/17/19	Building Community	14
10/8/19	Bullying Awareness through Restorative Practices	20
11/12/19	Social Emotional Learning and Restorative Practices	16
12/10/19	Responsive Discipline and Restorative Practices	12
2/11/20	Youth Leadership	TBD
3/10/20	Self-Care in the Testing Season	TBD
4/14/20	Family Engagement	TBD

General Training and Professional Development - Restorative DC provides capacity-building opportunities open to all schools, agencies, and organizations that work with DC students with priority to DC LEAs. Training includes 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.

In SY2018-2019, and continuing into SY2019-20, OSSE provided professional development on the following topics in conjunction with the Restorative DC team:

Restorative Schools Overview: This one-day experiential workshop introduced teachers, administrators, school staff, students, and all those who support them to restorative concepts and practices. Participants explored the continuum of restorative practices, experienced proactive circles for strengthening relationships and social-emotional skills. More fundamentally, participants came 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 concluded with an action planning session and a sharing of resources that exist to support those action plans.

Restorative Communication: This two-day workshop was designed for educators, youth workers, and youth leaders, and it helped them to 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 presented an empathy- and growth-mindset that fosters deeper understanding, cooperation, and working relationships.

Restorative Practices for Younger Learners: This experiential workshop for teachers, administrators, school staff, and early education workers translated restorative practices to the elementary school classroom by adapting proactive and responsive approaches to the developmental stages of K-8 students.

Responsive Circle Keeping: This two-day skills workshop was designed for school staff who aim to incorporate responsive peacemaking circles into their school. The training began by outlining the range of formal and informal interventions available as alternatives to traditional punitive discipline, and focused on responsive circles, and then moved on to review more structured interventions for serious and complex incidents of harm. Participants learned that the keeper's role is to initiate a space that is respectful and safe, and to engage participants in sharing responsibility for the space and for their collective work. Participants practiced keeping mock circles using disciplinary scenarios drawn from the participants' real life experience and received feedback on their skills. Participants also learned how these restorative practices can be institutionalized and made to interface with DCPS Chapter 25 and their school's existing suspension policies. Following the two-day workshop, participants were asked to convene and

keep live responsive circles in coordination with a designated coach who then assessed their skills and offered feedback. Participants also took part in a regular, monthly one-hour peer support conference calls, following the training, for sharing, learning, and accountability.

Restorative Practices and Special Education: During this training, participants learned how Restorative Justice is a philosophy and approach to building community and responding to harm with roots in indigenous traditions. They also discussed how it is increasingly applied in schools all around the country to manage classrooms and create inclusive, socially connected, and supportive learning environments. Students with special needs and trauma make a significant part of school populations and are disproportionately represented in school discipline cases. Even where there is no formal diagnosis, students have different capacities for sustained attention, social awareness, intellectual cognition, emotional regulation, memory, and expressive and receptive language. This one-day experiential workshop helped teachers, administrators, and special education staff identify and accommodate these differences as an essential part of preparing for, keeping, and following up on responsive interventions such as responsive circles.

Trauma Awareness & Resilience: This training focused on harnessing brain science to implement trauma-informed and healing-centered restorative approaches. The natural functioning of our automatic and subconscious nervous system plays a significant role in much of the disruptive behaviors and conflicts that arise in schools, neighborhoods, and homes. In many of our individual bodies and communities, these nervous systems' reactions are amplified by layers of trauma, including individual, familial, collective, transgenerational, and/or systemic. This fundamentally affects the way students - and educators - are behaving and are able to learn, yet this remains largely unseen and misunderstood. This one-day interactive and self-reflective workshop offered educators, youth, and youth workers a space to share and integrate their experiences, as well as a new brain-informed lens for understanding the nervous system, trauma, and resilience in order to make their schools more emotionally safe, supportive and healing. As a result of the workshop, participants came away with greater understanding of behaviors and conflicts from a nervous system perspective and used restorative and brain-informed steps to support (self)-reconnection and resilience growth. The training also shared a few trauma-sensitive techniques for de-escalation and stress release, but note that participants are not yet prepared to address severe trauma responses absent further training and more inner practices and integration of healing techniques. Many additional resources for further trainings were shared following the workshop.

Support Circle Keeping: In this training, participants learned that support circles are a structured process for engaging students who are struggling, have complex needs, or are returning to the school community after a long absence. Support circles bring together the student, family members, relevant school staff, social service providers, and others to provide a web of support to build relationships, identify needs, map resources, make a plan, check in with each other, share accountability, and celebrate successes in transition to stability. This workshop was designed for intermediate or advanced restorative justice practitioners who had an understanding of restorative justice philosophy as well as experience as a circle keeper. Participants learned how to prepare and provide follow-up, as well, as understand the structure and skills needed to implement an effective support circle.

Academic/Content Circle Keeping: This workshop was designed for teachers, youth workers, youth, and other professionals who wished to utilize restoration circles to build community and cover academic content at their school/organization/agency. Participants learned that the keeper's role is to initiate a space that is respectful and safe, as well as to engage participants in a shared responsibility for the space and for their collective work. Participants learned the underlying assumptions, primary features, and basic processes of community building and academic content circles through direct experience and reflection. Participants then had the opportunity to practice designing and keeping circles, receive feedback on their skills and were given an informal assessment of their readiness to apply circles to their work. Participants received reference materials to guide implementation. After completing the training and assessment, participants were ready to serve as keepers for basic community building circles, but not more advanced responsive circles.

Restorative Justice: Trainings & PD Offered in SY 2018-19

Date	Description Data is pulled from participant evaluations, collected by OSSE	No. of hours	No. of participants
10/4/18	Restorative School Overview 69% of participants found the PD extremely or very useful to their professional practice	7.5	25
11/7/18	Why Restorative? Webinar	1	*
11/16/18	Academic/Content Circle Keeping 87% of participants found the PD extremely or very useful to their professional practice	7.5	14
12/7/18	Intro to Restorative Discipline 56% of participants found the PD extremely or very useful to their professional practice	7.5	18
1/16/19	Restorative Practices for Younger Learners- ½ Day 90% of participants found the PD extremely or very useful to their professional practice	4	31
1/16/19	Drama Games for Social Emotional Learning- ½ Day 100% of participants found the PD extremely or very useful to their professional practice	4	27
1/30/19	Support Circle Keeping 100% of participants found the PD extremely or very useful to their professional practice	7.5	14
2/5/19	Webinar: RJ for School Leaders	1	*
2/28/19	Trauma Awareness and Resilience 90% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work	7.5	32
3/4 – 3/5/19	Restorative Communication (two-day) 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work	15	19
4/26/19	Restorative Practices for Young Learners 92% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work	7.5	32
5/3/19	Restorative Practices and Special Education 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	13
7/24/19	Restorative Communication 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	20
7/30- 7/31/19	Restorative Discipline 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	15	30/27
8/1/19	Restorative Practices and Special Education 78% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	25
8/6/19	Restorative Practices for Young Learners 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	17
8/8/19	Trauma Awareness and Resilience 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	22

Date	Description	No. of hours	No. of participants
8/13-8/14/19	Data is pulled from participant evaluations, collected by OSSE Proactive & Active Circle Keeping 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	15

**Data not available*

Summer 2018 Training- The Summer of 2018 saw a further increase in capacity to hold intensive trainings. Restorative DC facilitated a series of professional development workshops totaling 60 hours and was attended by over 114 educators, administrations, and school leaders.

Summer 2019 Intensive Training- The 2019 Summer Intensive Trainings consisted of four sessions of a 4-day training program to build a foundation of understanding and provide tools to implement Restorative Justice (RJ) in schools receiving technical assistance. In attendance were school leadership, teachers, restorative school coordinators, and restorative school implementation team members from each school in the SY 19-20 cohort. Teams from 47 schools participated in the 2019 Summer Intensive Program. Teams were grouped together to meet grade-level specific needs, develop citywide network among educators, and provide critical planning time for school teams prior to pre-service week. All activities were funded by OSSE. **See attached report** for detailed breakdown of participants and what schools attended.

Restorative Coaching Program

Restorative DC, with support from OSSE, led a seven-month Restorative Coaching Program that was hosted by The SEED School of Washington. The program consisted of one three-hour training per month, and one-on-one mentoring/coaching sessions one hour each week. For SY 18-19, the Coaching Program was attended by 37 educators from across the District. Stories of how participants were affected are attached.

The table below shows DC Local Funding for Restorative Justice from SY 2015-16 to SY 2019-20. In SY2017-18, OSSE was directed by the Council to use \$450,000 of local funds for the work of Restorative DC. In SY2018-19, OSSE was directed again by Council to use \$450,000 of local funds for this work. In addition, in SY2018-19, the new Student Fair Access to School Amendment provided an additional amount of local funds, bringing the total SY2018-19 amount to \$810,000. In SY2019-20, the Student Fair Access to School Amendment provided the full \$900,000 for OSSE’s work through Restorative DC.

The table below shows DC Local Funding for Restorative Justice from SY 2015-16 to SY 2019-20.

DC Local Funding for Restorative Justice

Year	Local Funding
SY 2015-2016	\$35,000.00
SY 2016-2017	\$350,000.00
SY 2017-2018	\$450,000.00
SY 2018-2019	\$810,000.00
SY 2019-2020 (Budgeted)	\$900,000.00

This increase in funding allowed OSSE to expand its work and its impact through Restorative DC. In particular, OSSE has been able to:

- Dramatically increase the provision of supplemental technical assistance, both in the number of hours and in the number of schools participating.
- Double the amount and type of professional development workshops open to educators from all DC schools on topics related to Restorative Justice practices, positive behavioral interventions, implicit bias, trauma-informed practices, and other related subject areas.
- Include several additional schools in the Restorative Justice whole school implementation cohort, where each school receives hundreds of hours of on-site coaching and technical assistance throughout the year.
- Host its inaugural School Climate Conference, in May 2019, and its second School Climate Conference in December 2019 where leaders, educators and practitioners joined together to learn from experts about promising practices that are an alternative to exclusionary discipline.
- Create a professional development video module series on Restorative Justice practices, using local DC practitioners and schools as featured experts.

Q35: Please supply the number of licensees/certified professionals/registered professionals broken down by status that the agency received and approved in FY16, FY17, FY18, FY19, and FY20 to date.

RESPONSE:

The following table shows the total number of educator license applications received and licenses issued by the agency during FY15, FY16, FY17, FY18, FY19, and FY20 to date:

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY15	3,761	3,438
FY16	3,526	2,530
FY17	3,510	2,755
FY18	4,235	3,004
FY19	4,187	3,737
FY20 to date*	545	459

**as of Dec. 24, 2019*

Q36: List and describe all the alternative certification/licensure programs that are currently available in the District for FY19 and FY20 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 (a) an institution of higher education, such as The George Washington University; (b) a non-profit organization, such as Teach for America; or (c) 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 granted an alternative license through each.

Licenses Issued by District of Columbia Alternative Certification Providers

Alternative Certification Provider	Program Type	Alt Route Licenses FY 18	Alt Route Licenses FY 19	Alt Route Licenses to date FY 20
American University	University-based	0	2	0
Catholic University of America	University-based	0	0	0
Center for Inspired Teaching	Non-Profit Org	16	8	0
Capital Teaching Residency – KIPP DC	LEA-based	1	0	0
Gallaudet University	University-based	0	0	0
Georgetown University		0	0	0
Relay Graduate School of Education	University-based	4	11	3
The George Washington University	University-based	1	3	0
Teach for America	Non-Profit Org	17	33	3
Teach-Now	Non-Profit Org	2	8	1
Trinity Washington University	University-based	2	1	0
Urban Teachers	Non-Profit Org	127	111	29
University of the District of Columbia	University-based	2	3	1

Q37: 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 FY19 and FY20 to date. For each grant, please include the LEA, amount, and description of what the funds were to be used for.

RESPONSE:

In line with the federal 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 improvement 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 the US Department of Education describing how it will administer the funds.

OSSE received its federal fiscal year 2018 (FFY18) award of \$15 million in May 2019. The majority of SOAR funds are allocated to grants to charter schools and charter organizations.

The table below shows the SOAR awards broken down by grant type for FFY18/FY19.

<u>FFY18/FY19 SOAR Funding Awarded*</u>	
Grants to Charter Schools	
Academic Quality (Formula)	\$7,145,384.41
Early Childhood (Formula)	\$582,602.51
Facilities (Competitive)	\$5,158,195.00
Grants to Charter Support Organizations	
Third Party Grants (Competitive)	\$2,097,162.36
Grants to Charter Support Organizations or Charter Schools	
Teacher Pipeline Grants (Competitive)	\$2,326,702.00
Other	
State Administrative Costs	\$710,000.00
MySchool DC	\$250,000.00
TOTAL	

	\$17,406,046.28
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**Amounts awarded are higher than amounts budgeted due to rollover of returned, unspent and awarded funds from prior years.*

There are five types of SOAR grants OSSE administers. More information on eligible applicants, funding purpose and award amounts are provided below.

Awards Made Using FY19/FFY18 Funds

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 2017-18 school year⁵. 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 after the application due date. Additional funding was available from prior year funds lapsed by LEAs. Overall, OSSE made 51 awards, for a total amount of \$7,145,384.41 to public charter LEAs in this category in the following amounts:

FFY18/FY19 SOAR Academic Quality Awardees	Allocation
Academy of Hope Public Charter School	\$100,590.46
Achievement Preparatory Academy Public Charter School	\$176,476.08
AppleTree Early Learning Public Charter School	\$135,273.56
Breakthrough Academy Public Charter School	\$67,602.34
Bridges Public Charter School	\$102,155.08
Briya Public Charter School	\$56,258.61
Capital City Public Charter School	\$180,126.93
Cedar Tree Academy Public Charter School	\$99,677.72
Center City Public Charter School	\$242,452.26
Cesar Chavez Public Charter School	\$204,900.60
Community College Preparatory Public Charter School	\$128,232.63
Creative Minds Public Charter School	\$107,892.14
DC Bilingual Public Charter School	\$107,500.98
DC Preparatory Public Charter School	\$295,780.83
DC Scholars Public Charter School	\$117,410.45
DC International (DCI) Public Charter School	\$155,353.27

⁵ Awards were based on verified enrollment data at the point of the submission of the application to USED (Nov. 8, 2018)

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FFY18/FY19 SOAR Academic Quality Awardees	Allocation
Euphemia L. Haynes Public Charter School	\$199,033.15
Eagle Academy Public Charter School	\$172,042.90
Early Childhood Academy Public Charter School	\$82,075.38
Elsie Whitlow Stokes Public Charter School	\$95,766.09
Friendship Public Charter School	\$597,758.76
Harmony Public Charter School	\$62,256.44
Hope Community Public Charter School	\$149,355.43
Howard University Middle School for Math & Science Public Charter School	\$86,247.78
Integrated Design Electronics Academy (IDEA) Public Charter School	\$91,072.13
Ingenuity Preparatory Public Charter School	\$114,802.69
Inspired Teaching Demonstration Public Charter School	\$108,413.69
Kingsman Academy Public Charter School	\$83,640.03
KIPP DC Public Charter School	\$848,755.10
Latin American Montessori Bilingual (LAMB) Public Charter School	\$110,239.12
LAYC Career Academy Public Charter School	\$67,863.12
LAYC Youthbuild Public Charter School	\$65,516.14
Lee Montessori Public Charter School	\$73,078.62
Mary McLeod Bethune Public Charter School	\$104,241.29
Maya Angelou Public Charter School	\$86,899.72
Meridian Public Charter School	\$133,317.75
Monument Public Charter School	\$65,516.14
Mundo Verde Bilingual Public Charter School	\$125,494.48
National Collegiate Preparatory Public Charter School	\$86,769.33
Paul Public Charter School	\$142,575.27
Perry Street Preparatory Public Charter School	\$96,548.41
Richard Wright Public Charter School	\$86,769.33
Roots Public Charter School	\$65,385.75
Shining Stars Montessori Academy Public Charter School	\$85,595.84
The Children's Guild Public Charter School	\$99,286.55
The Next Step Public Charter School	\$104,502.06
Two Rivers Public Charter School	\$157,700.25
Washington Global Public Charter School	\$75,555.99
Washington Latin Public Charter School	\$141,401.78
Washington Leadership Academy Public Charter School	\$76,599.09
Washington Yu Ying Public Charter School	\$125,624.87
TOTAL	\$7,145,384.41

Early Childhood Education Grants to Charter LEAs: OSSE made grants on a formula basis to support eligible charter schools that serve a high population of 3- and 4- year old students. OSSE allocated the funding using the same formula used to determine allocations 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.

FFY18/FY19 SOAR Early Childhood Awardees	Allocation
AppleTree Early Learning Public Charter School	\$363,937.11
Briya Public Charter School	\$30,927.46
Cedar Tree Academy Public Charter School	\$187,737.94
TOTAL	\$582,602.51

Facilities Grants to Charter LEAs: OSSE competitively awarded these grant funds to provide public charter schools with funds to renovate facilities that are occupied by charter schools. Additional funding was available from prior year funds unspent by LEAs, returned funds, and less applications being submitted in the prior year. Overall, 11 applications were funded in the Investing in Facilities category for a total of \$5,158,195.

FFY18/FY19 SOAR Facilities Awardees	Award Amount
Lee Montessori Public Charter School	\$506,558.26
Academy of Hope Adult Public Charter School	\$507,683.28
Perry Street Prep Public Charter School	\$507,683.28
KIPP DC Public Charter School	\$507,683.28
Washington Yu Ying Public Charter School	\$507,683.28
E.L. Haynes Public Charter School	\$184,023.87
Two Rivers Public Charter School	\$507,683.28
Creative Minds Public Charter School	\$507,683.28
DC Bilingual Public Charter School	\$507,683.28
Friendship Public Charter School	\$507,683.28
DC Preparatory Public Charter School	\$406,146.63
TOTAL	\$5,158,195.00

Grants to Support Non-Profit Charter Support Organizations: OSSE competitively awarded grants to non-profit charter support organizations 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 those 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, OSSE made eight awards to non-profit charter support organizations to support charter school success in 55 charter LEA campuses for a total of \$2,097,162.36. Additional funding was available from prior year funds not spent by subgrantees.

FFY18/FY19 SOAR Third Party Awardees	Award Amount
Relay Graduate School of Education	\$146,176.48
One World Education	\$288,589.79
DC Public Charter School Cooperative	\$290,369.03
The Literacy Lab	\$254,094.68
School Leader Lab	\$248,401.99
EmpowerK12	\$290,244.17
New Leaders	\$290,369.03
PAVE	\$288,917.19
TOTAL	\$2,097,162.36

Grants to Support Teacher Pipeline Programs: OSSE competitively awarded grants to non-profit charter support organizations and charter schools 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. Overall, OSSE made eight awards to non-profit charter support organizations and charter schools for a total of \$2,326,702.00. Additional funding was available from prior year funds not awarded.

FFY18/FY19 SOAR Teacher Pipeline Awardees	Award Amount
National Center for Montessori in the Public Sector	\$112,500.00
Urban Teacher Center	\$482,190.00
KIPP Public Charter School	\$500,000.00
Center City Public Charter School	\$100,000.00
Relay Graduate School	\$280,939.00
Friendship Public Charter School	\$67,500.00
Mundo Verde Public Charter School	\$500,000.00
AppleTree Institute	\$283,573.00
TOTAL	\$2,326,702.00

- Q38: 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: Q38 Attachment – IEPs.xlsx

To protect student privacy, OSSE is not able to provide a response by age, LEA and disability classification for 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.”

For part (k), 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. Please refer to the tab for part (m) in the attached file.

Note that subpart (g) is provided in Q88 Attachment 2. Responses to all other parts of this question are included in Q38 Attachment – IEPs.xlsx.

Q39: In SY15-16, SY16-17, SY17-18, and SY18-19 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: Q39 Attachment – SPED Graduation.xlsx
Please note that the responsive data for prior school years can be found [here](#).

Q40: In each of SY15-16, SY16-17, SY17-18, and SY18-19, 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: Q40 Attachment – SPED Exit.xlsx
Please note that the responsive data for prior school years can be found [here](#).

- Q41: 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 SY17-18 and SY18-19 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: Q41 Attachment – SPED Transitions.xlsx
Please note that the responsive data for prior school years can be found [here](#).

Q42: 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 directly, as these are conducted by LEAs or District's Rehabilitation Services Agency (RSA); therefore, OSSE 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.

In order to support LEAs with their responsibility to complete required transition planning activities under IDEA for students with disabilities who are of transition age, 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.

Q43: How much federal IDEA funding was received in FY18 and FY19 by the District for DC foster children enrolled in out-of-District public schools in order to receive special education services?

RESPONSE:

As all other states, OSSE receives federal IDEA funding through a formula that is largely based on each state's relative *total* number of children in the general population who are of the same age as children with disabilities for whom each state ensures the availability of a free and appropriate education (FAPE) under IDEA. In the District, we ensure FAPE for children aged 3 through 21; therefore, DC's IDEA funding is based on the total number of all children aged 3 through 21 relative to other states. OSSE allocates IDEA funds according to the [OSSE IDEA State Allocation Policy](#) (June 26, 2017).

See response to Q6 for the total amount OSSE pays tuition to surrounding county public schools for all DC foster children, *including* students with disabilities. 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.

Q44: For SY17-18, SY18-19, and SY19-20 to date, please list all LEAs which have been found to have a significant discrepancy in representation of students with disabilities in regard 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. 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 SY15-16.

RESPONSE: Q44 Attachment - Significant Discrepancy Guide FFY 2018.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](#); and 2) [Prohibitions on Discrimination Against Children with Disabilities in the Charter School Application During the Enrollment Process Guidance](#).

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, 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-study 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 a continuous improvement plan.

In SY 2018-2019, based on data from SY 2017-2018, the following three (3) LEAs were flagged for significant discrepancy: Friendship, Maya Angelou and KIPP. After careful review of the LEAs’ self-studies, policies and procedures, OSSE determined that two (2) LEAs, KIPP and Maya Angelou had policies, procedures and practices that contributed to the identified significant discrepancy. Both LEAs submitted plans to address systemic noncompliance in the area of significant discrepancy.

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 2018-2019 will be conducted in spring 2020 and reviews for SY 2019-2020 will be conducted in spring 2021.

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

Q45: Describe the training, support and oversight provided by OSSE during SY18-19 and SY19-20 to ensure that LEA's are appropriately serving students with disabilities in the least restrictive environment.

RESPONSE:

In SY2018-2019, and the first half of SY2019-2020, OSSE provided a robust system of training and support to ensure that LEAs are appropriately serving students with disabilities in the least restrictive environment. This was accomplished through a) foundational professional development trainings made available to all LEAs which focus on evidence-based practices for instruction and behavior support, b) specialized support through communities of practice and LEA- specific training and technical assistance, c) the Leadership Institute for Secondary Special Education (LISSE) through American University, d) the Special Education Enhancement Fund (SEEF) grant opportunity, e) a robust nonpublic placement oversight process, and f) a comprehensive system of support, resources, trainings, and convening to support secondary transition for students with disabilities.

Professional Development Training Opportunities

During SY2018-2019, the OSSE Division of Teaching and Learning (TAL) provided a robust calendar of professional development trainings which focused on evidence-based instructional practices and behavior support strategies to support all students, especially students with disabilities. The target audience for these trainings included not just special educators, but also school leaders and general educators, as most of our students with disabilities in the District spend the majority of their school day in general education settings. The TAL professional development training calendar was accessible to LEAs on the [OSSE Events Calendar](#), in the weekly LEA Look Forward Newsletter, and on the [TAL landing page](#) on the [OSSE website](#). More information on the types of training and support is outlined below. Following each training, OSSE conducted outreach to all participants, requesting participation in a feedback survey.

Student Support Teams Training

Student Support Teams (SST) are school-based problem-solving teams focused on meeting the needs of individual students. During the 2018-19 school year, the SST trainings were attended by 42 educators representing 15 LEAs. In addition to the trainings, OSSE also developed SST model forms for referrals and meetings.

For the current 2019-20 school year, there has been one training in October 2019. Currently, one additional training is scheduled for February 2020. 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 2018-19 school year both as an in-person training and as a webinar. These Section 504 trainings were attended by representatives from 15 LEAs. Training was also offered on-site at the LEA by request.

In addition to training sessions, OSSE provides a wealth of resources for LEAs and schools on how to implement a robust Section 504 program. These resources can be found on the [OSSE website](#), where OSSE has expanded and revamped documents that give more guidance on best practices in the areas of Section 504 evaluation and eligibility determination.

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. Trainings on positive behavioral interventions and supports, trauma informed care, and non-violent crisis prevention support effective instructional practices that allow students to remain in the least restrictive environment, which often includes the general education classroom. Please refer to the Q33 response for more information on these programs. In addition, Restorative Justice practices support more constructive disciplinary responses in schools which in turn allows students to remain in the least restrictive environment. Please refer to the Q34 response for more information on Restorative Justice training and technical assistance initiatives. Please also refer to the Q73 response to learn more about OSSE's partnership with other DC Government agencies to support behavioral health training for educators.

Monthly LEA Special Education Point of Contact Trainings

During SY 18-19 and thus far in SY 19-20, OSSE continued to provide monthly trainings for LEA Special Education POCs. Each month provided training on particular areas of focus. The table below presents the training topics for each month.

LEA Special Education Point of Contact Trainings	
Month	Training Topics
August 2018	<ul style="list-style-type: none"> • Student Transportation Updates & Reminders • SEDS Administrative Tasks for New School Year • Changes to Monitoring Process for Initial Evaluation, Reevaluation, and C to B Transition • DC Municipal Regulations Chapter 30 Updates and Reminders
September 2018	<ul style="list-style-type: none"> • Preparing for the 2018-19 Child Count • Policy, Monitoring, and Compliance Updates • Student Transportation Updates & Announcements
October 2018	<ul style="list-style-type: none"> • Special Education Law, Policy, and Compliance Updates

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Month	Training Topics
	<ul style="list-style-type: none"> • SEDS Administrative Reminders • Child Count Updates and Reminders • Reviewing Sped Errors Related to Child Count • Completing IEP Amendments for Child Count • Transportation Updates
November 2018	<ul style="list-style-type: none"> • Initial Evaluation Deep Dive • Strategies to Improve Initial Evaluation Timeliness • SEDS Initial Evaluation Compliance Symbols • LEA Performance & Planning Report
December 2018	<p><i>Webinar cancelled</i>; Email updates included:</p> <ul style="list-style-type: none"> • IDEA Monitoring and Compliance • Professional Development Opportunities • Alternate Assessment Eligibility Process
January 2019	<ul style="list-style-type: none"> • Establishing Assessment Accommodations • Transfer Student Policy <p>Comparable Services Requirements and Documentation</p>
February 2019	<ul style="list-style-type: none"> • LEA Planning & Performance Report • PARCC Assessment Accommodations • Extended School Year (ESY): Eligibility and Documentation in SEDS, Certification Process, Documentation in the Transportation Online Tool for Education (TOTE)
March 2019	<ul style="list-style-type: none"> • LEA Responsibilities for Students in Nonpublic Placements
April 2019	<ul style="list-style-type: none"> • Significant Disproportionality • Updates in SEDS • End of Year Systems Close Out
May 2019	<ul style="list-style-type: none"> • 2019 Start of School Campaign • LEA Determinations QuickBase Application • End of Year Service Logging
August 2019	<ul style="list-style-type: none"> • New School Year Updates and Reminders • SEDS Administrative Tasks
September 2019	<ul style="list-style-type: none"> • Preparing for Child Count • Unified Data Errors (UDE) Qlik Application • Reevaluation Process and Specific Conditions • Reevaluation in SEDS
October 2019	<ul style="list-style-type: none"> • LEA Child Count Responsibilities • LEA Responsibilities for Students in Nonpublic Placements
November 2019	<ul style="list-style-type: none"> • Proposed Special Education Regulations Overview
December 2019	<p>Webinar cancelled; Email updates included:</p> <ul style="list-style-type: none"> • Proposed Special Education Regulations Public Comment Reminder • Alternate Assessment Eligibility QuickBase Application • New Special Education Data System Focus Group Opportunity

Month	Training Topics
	<ul style="list-style-type: none">• Upcoming Trainings and Professional Development Opportunities

Response to Intervention

During SY2018-19, OSSE provided Response to Intervention (RtI) trainings to a total of 125 educators on foundational concepts and developing effective RtI systems. 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 Response to Intervention for General Education Teachers training and Response to Intervention for Middle and High Schools training both focus on contextual factors relevant to educators in those specific positions. Developing an Effective Response to Intervention System training provided school leaders with steps to create a system and research based tools and strategies for implementation.

During SY2019-20, Response to Intervention trainings are scheduled once every other month through July 2020.

Leadership Institute for Secondary Special Education (LISSE)

OSSE, in collaboration with the American University (AU) Institute for Innovation in Education (IIE), hosted the 2019 Leadership Institute in Secondary Special Education (LISSE), formerly called the Master Teacher Cadre- Special Populations (MTC-S) program. The purpose of changing its name was to clearly separate this initiative from a closely named position in DCPS (Master Educator). The program ran from January through May 2019, with an orientation that took place in December 2018. In the fall of 2018, OSSE launched the 2019 LISSE application and provided orientation to the new cadre, with the professional development series beginning in January 2019. 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 LISSE 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 a full-day institute, the LISSE provided support for participants to: (a) conduct an analysis of the areas of greatest need

in participants' schools relative to evidence-based practices and the Common Core State Standards (CCSS); (b) develop a professional development (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 event and then an 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 2019 LISSE was the professional development provided by the cadre at American University in May 2019, where educators from different LEAs were in attendance. Presentations by participants of the LISSE focused on teacher action research plans that could be used for professional development, and included these specific topics:

- Evidence Based Instructional Strategies
- Teaching Self-Advocacy to Improve Outcomes for Special Education Students
- Literacy Practices to Support Students Across Content

Beginning in September 2019, OSSE began recruitment for the 2020 LISSE cohort. Fifteen new participants were recruited from DCPS and charters and the orientation session was held on Dec. 7, 2019. There will be four full-day sessions and a culminating professional development presentation during January through May 2020.

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 FY18, the team marked its tenth 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, OSSE 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.

The SEEF Competitive Grant was designed to improve academic outcomes, graduation rates, and postsecondary success of District of Columbia students with disabilities in public schools. OSSE announced the winners of the first round of the SEEF competitive grant in October 2017. Additional information for the six grantees awarded a SEEF competitive grant in Cohort 1, including project summaries, are available on OSSE's website [here](#). In FY19 and FY20, OSSE provided continuation funding for Cohort 1 competitive grantees, in what will be a three-year grant period ending on Sept. 30, 2020.

In September 2018, OSSE also provided a second round of competitive grant funding to Cohort 2 of the SEEF competitive grant. Additional information for the six additional grantees in the second round can be found [here](#). In FY20 and FY21, OSSE will provide continuation funding for Cohort 2 competitive grantees, in what we expect will be a three-year grant period ending on Sept. 30, 2021.

On December 13, 2019, OSSE released a request for applications for cohort 3 of the SEEF Competitive Grant FY 20. Applications were due on January 28, 2020.

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. Q54 describes OSSE's training opportunities to support secondary transition; these opportunities include:

- Student-led IEP Trainings;
- Nuts and Bolts of Secondary Transition;
- Developing High-quality Transition Plans for Middle School Learners;
- Planning for Student Success: Secondary Transition Requirements and Best Practices;
- Secondary Transition Community of Practice; and
- DC Secondary Transition Institute.

Developing High-quality Transition Plans for Middle School Learners

Each month, OSSE's Division of Teaching and Learning offers Developing High-Quality Transition Plans for Middle School Learners, a professional development opportunity developed to support implementation of 2016 District regulations requiring that the first IEP in effect after a child with a disability reaches 14 years of age includes transition assessments and services. The introductory training will prepares special education teachers and leaders serving middle school students to develop high-quality, age-appropriate transition plans that meet these requirements.

The training develops participants' ability to:

- Understand the legal requirements and evidence-based practices for developing transition plans for middle school students
- Write age-appropriate, individualized postsecondary goals for middle school students

- Develop annual transition goals that are aligned with postsecondary goals
- Identify age-appropriate transition services that align with postsecondary goals
- Design a multi-year course of study that is appropriate for middle school students and aligns with postsecondary goals

Secondary Transition Community of Practice (CoP)

The DC Secondary Transition CoP is a space for collaborative, cross-functional work that supports DC youth with disabilities as they transition into a self-directed life. The CoP is a city-wide, cross section of stakeholders who come together monthly to strengthen our individual and collective ability for action. OSSE hosts the Secondary Transition CoP, which is open to all LEAs and community stakeholders.

Community of Practice Themes and Individual Attendance		
Date	Topics	Number of participants
9/21/18	DC NTACTION State Plan Update and Work Groups	12
10/19/18	Annual Retreat: Updated CoP Structures & Norms	27
11/16/18	College Steps; Customized Employment & Benefits Counseling	18
12/14/18	Work-based Learning; Outcome Tracking; Youth, Family & Direct Service Provider Engagement	21
1/18/19	Healthcare Transitions	16
2/15/19	Health Care Transition Policy Initiative; Voices of Change Conference	14
3/15/19	Secondary Transition Library Resources & Services	24
4/19/19	Data Sharing & Requests– DC Government Agencies	12
6/21/19	SY 2019-20 State Plan Review; College Enrollment, Persistence & Completion Data	9
9/20/19	Annual Community of Practice Retreat: CoP Charter Review	28

Secondary Transition Institute

The purpose of the annual DC Secondary Transition Institute is to share resources and information that will assist schools and districts in strengthening their capacity at the local level to implement evidence-based education and services, increase compliance with IDEA secondary transition requirements, and improve postsecondary outcomes for all our students with disabilities. Participants in the DC Secondary Transition Institute will:

- Increase their knowledge of student-focused planning practices and receive tools and resources to support increased student involvement in the transition planning process;
- Increase their knowledge of how to foster interagency collaboration throughout the transition planning process; and
- Review and revise the LEA three-year strategic plan for improving secondary transition compliance and program quality that incorporates evidence-based practices and evaluation

At the 2019 DC Secondary Transition Institute, held on Oct. 18, 2019, there were 104 participants representing 16 LEAs, 12 DCPS campuses, and 9 nonpublic schools. The content was provided by 23 contributors from 10 DC agencies, nonprofits, and service organizations.

10th Annual Voices of Change Conference

For 10 years, OSSE has collaborated with DDS, the Kennedy Center, and other stakeholders to host the Voices of Change Conference. The event is organized by and for youth with disabilities. These students experience opportunities to learn, lead, and act through interactive performances, workshops, and activities. The conference features professional and youth artists, event planners and youth leaders, and it highlights a variety of careers in these industries. The youth who organize and participate in the conference:

- Interact with professionals from a wide range of career fields to increase their understanding of the universe of potential postsecondary options
- Serve as or learn from youth leaders with disabilities

The 10th annual conference was held on March 29, 2019. It was attended by:

- 407 students
- 116 educators
- 50 exhibitors
- 50 family members of SWDs
- 71 volunteers
- 8 speakers, sponsors, and facilitators

Students with Disabilities in the District of Columbia Landscape Analysis

As part of the commitment we made in our strategic plan to help accelerate academic outcomes for students with disabilities, OSSE developed a comprehensive landscape analysis to help establish a shared understanding of the current state of students with disabilities in the District. Drawing from in-depth data analysis, focus groups and interviews as well as online research, we have examined who these students are, where they live and attend school, their current outcomes, their rates of identification and exit, key barriers hindering their progress, lessons learned from other states, and initial recommendations for what we as the state education agency can do to address these barriers. We have included national benchmarks and comparisons to other states and urban districts where possible. We believe that sharing this comprehensive fact base is an important first step toward developing a shared, citywide agenda to accelerate academic outcomes for students with disabilities. The landscape analysis can be found on the [OSSE website](#).

Q46: 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 FY19 and FY20 to date? Detail what actions are included in the Continuous Improvement Plans.

RESPONSE: Attachment Q46: Disproportionate Representation Review Guide, FFY2018

Under the federal Individuals with Disabilities Education Act (IDEA), in addition to being potentially identified as having a “significant discrepancy” (see Q44), 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 SY 18-19, there were 25 LEAs flagged for Disproportionate Representation reviews. Each LEA submitted its self-assessment for OSSE to review. Upon completion of the review, OSSE determined that all 25 LEAs had compliant policies, procedures, and practices, which did not result in inappropriate identification. As a result, the 25 LEAs were not required to submit a Continuous Improvement Plans (CIPs).

Q47: Provide an update on the work of the Advisory Panel on Special Education in FY19 and FY20 to date. 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

First Name	Last Name	Organization/Seat Designation	Length of Service
Michael	Blank	Parent	Appointed Nov. 2019
Latoria	Brent	Parent-Vice Chair of SAPSE	4 years
Julie	Camerata	Parent- Chair of SAPSE	8 years
Issacba	Davies	Department of Youth Rehabilitation Services	4 years
Jessica	DenHouter	University of Legal Services	Appointed Nov. 2019
Megan	Dho	Child Family Service Administration	2 years
Tracy	Dove	Parent	4 years
Joshua	Gillerman	Parent	Appointed Nov. 2019
Rochanda	Hiligh-Thomas	Parent	8 years
Sherin	Koshy	Community member representing a disability	Appointed Nov. 2019
Nicole	Lee-Mwandha	Office of the State Superintendent of Education	4 years
Matt	McCall	Parent	4 years
Aaron	McCormick	Parent	4 years
Luis	Morales	Department of Behavioral Health	4 years
Sylvia	Morrison	University of District of Columbia	Appointed Nov. 2019
Angela	Spinella	Department of Disability Services	Appointed Nov. 2019
Clifford	Waddy	Parent	4 years
Molly	Whalen	Parent	8 years
Roxanne	Williams	Parent	Appointed Nov. 2019
Deon	Woods- Bell	Parent	4 years
Margie	Yeager	Administrator	Appointed Nov. 2019

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

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

The panel identified two areas in their annual report for additional attention –parental procedural safeguards and parent survey. In response to these recommendations, OSSE and the State Advisory Panel on Special Education (SAPSE) have engaged in the following activities in FY19 to FY20 to date.

Parental Procedural Safeguards-

SAPSE Recommendation 1-

SAPSE recommends that OSSE improve its ability to partner with educational organizations and agencies (e.g. Advocates for Justice and Education, Office of the Student Advocate, DC Office of the Ombudsman for Public Education, DC Special Education Cooperative, Children’s Law Center, all DC agencies serving kids with special needs, etc.) in the District of Columbia who currently serve families and inform them when new educational tools, documents, etc. are developed and released.

OSSE Action-

OSSE agrees that meaningful, productive partnerships with educational organizations and agencies that support the interest of students with disabilities is important. OSSE will continue to look at new and robust ways to engage with these stakeholders. Towards that aim, the SAPSE, along with the Student Advocate Office, cohosted a Town Hall on Special Education where families and community members learned about the Individual with Disability Education Act (IDEA), Parental Procedural Safeguards and additional community resources that can aid in the betterment of services provided to students with IEP's in June 2019. Further, OSSE committed in its updated strategic plan to more deeply focus on academic outcomes for students with disabilities. OSSE developed a comprehensive landscape analysis to help establish a shared understanding of the current state of students with disabilities in the District. We believe that sharing this comprehensive fact base with these partners is an important first step toward developing a shared, citywide agenda to accelerate academic outcomes for students with disabilities.

SAPSE Recommendation 2-

SAPSE recommends that OSSE improve the ways in which it communicates with parents of students with disabilities. Specifically, OSSE should: a) Create a stand-alone website for parents of students with disabilities. This site should include resources, videos, and information on topics ranging from early intervention through secondary transition and should use multiple modalities to share information, such as video modules blogs and social media (in multiple languages) that are parent friendly; b) Ensure that all materials generated for parents are accessible and parent-friendly. Specifically, SAPSE would like for OSSE to prioritize two documents in this work- The “Procedural Safeguards” and the “Special Education Parent Information Brochure.” SAPSE recommends that OSSE take the Procedural Safeguards document and create 2-3 versions taking into account length and readability; c) Revise the Special Education Parent Information Brochure to include more in-depth information.

OSSE Action-

Consistent and clear communication with families is vital to increasing student achievement for students with disabilities. To support compliance with the Individuals with Disabilities Education Act (IDEA) and ensure that the rights of students with disabilities are protected, OSSE publishes a notice entitled “[Rights of Parents of Students with Disabilities: IDEA Part B Notice of Procedural Safeguards](#).” This notice aids parents in understanding specific rights available to them and their child through IDEA and District of Columbia laws regarding special education. It is also translated into multiple languages in accordance with the DC Language Access Act. OSSE also provides additional resources such as the [Special Education Brochure](#) which is an easy guide to allow stakeholders to further explore IDEA and additional parent friendly content. In September 2019, OSSE hosted its annual DC Parent and Family Engagement Summit which focused deeply on students with disability. OSSE also provided services geared towards parents at EdFest in December 2019. Additionally, to support continuous improvement of our programs and offerings, OSSE has established an internal agency working group for special education. The team is comprised of agency leads with varying areas of expertise, allowing all special education items to be brought to the forefront of the agency.

Parent Survey

SAPSE Recommendation 3-

SAPSE has the following 5 tier approach to managing the Parent Survey as well as outreach efforts they would like for OSSE to consider. They are identified as follows:

1. Utilize best practices to increase participation and access to the survey; e.g. modeling other states with a higher return rate, utilizing social media, etc.
2. OSSE should make it more transparent that individual responses will be kept confidential and add language to ensure confidentiality for parents - especially that their answers will NOT be shared with their schools;
3. OSSE should explain to parents how the responses will be used and what outcomes the survey responses yielded (e.g., how are they using the responses to measure satisfaction with the program, what are their outcomes, etc.);
4. OSSE should share the survey results with the public and use them to recommend “tangible” changes in services/systems;
5. OSSE should provide parents with the opportunity to contribute to the development of the survey questions, and ensure that all the questions utilize parent-friendly language, and parents are permitted to provide further comments on their responses

OSSE Action-

The Parent Survey helps inform the training and resources OSSE provides for families regarding special education. Survey results can be found on [District of Columbia IDEA Part B Local education Agency Report for Federal Fiscal Year 2017 \(July 1, 2017 – June 30, 2018\)](#). Survey responses can also be found on the [DC Part B, FFY 2017 State Performance Plan/Annual Performance Report](#).

Although OSSE has met established targets reported to the Department of Education for the APR, and has also remained steadfast in our ability to produce a compliant survey without a decrease in response rates, response rates for the Parent Survey have remained relatively low. OSSE continues to meet established goals around satisfaction rates reported to the Department of

Education for the APR. OSSE continues to explore ways to maximize outreach efforts, within the confines of FERPA and data privacy requirements, including broader online survey dissemination and distribution of 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. See Q48 for more information.

SAPSE/ OSSE Liaison Meetings- 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.

Q48: 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 FY19; when the surveys are sent out to parents; and describe OSSE's communication and outreach to parents regarding the survey in FY19. What is OSSE doing to improve parent participation rates?

RESPONSE:

Annually OSSE collects data for the U.S. Department of Education's Annual Performance Report (APR), Indicator 8 (Parent Involvement) through a parent survey. This survey gathers input on the extent to which schools are facilitating parent involvement as a means of improving services and results for children with disabilities.

OSSE is in the process of analyzing the most recent parent survey that was sent in July 2019 (fiscal year 2019/ federal fiscal year 2019), and expects it to be finalized by May 2020. The most recent survey administration with completed analysis is from the fiscal year 2018/ federal fiscal year 2018 administration. Parent surveys were mailed to all guardians with students receiving special education services, on July 5, 2018. This survey was distributed in both English and Spanish. The survey was open for completion from July 5, 2018 through December 12, 2018. Parents had the option of completing the survey online or returning the hard copy survey that was mailed to each home. Online, OSSE offers the parent survey in all languages required in the DC Language Access Act: Amharic, Chinese, French, Korean, Spanish, and Vietnamese.

A total of 13,315 parents were invited to participate in the survey and 611 completed the survey. Of the respondents, 88.9 percent indicated that overall, schools were facilitating parent involvement as a means of improving services and results for students with disabilities. OSSE continues to meet established goals around satisfaction rates reported to the Department of Education for the APR. OSSE continues to explore ways to maximize outreach efforts, within the confines of FERPA and data privacy requirements, including broader online survey dissemination and distribution of 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.

To learn more about the extent to which survey strategies are effective with all parent groups, OSSE also included optional items in the parent survey to collect extra demographic information from respondents. In addition, OSSE has revised the online survey tool to be more user-friendly and plans to further utilize social media to boost awareness and participation.

Q49: How many due process hearings and state complaints did OSSE issue final orders for in FY18, FY19, FY20 to date?

RESPONSE:

Due Process Hearings That Resulted In Final Order issued	
FY18	130
FY19	87
FY20 to date (Jan 16, 2019)	30

State Complaint Letters of Decision (LODs) Issued By Federal Fiscal Year (FFY)	
FFY 2017 (July 1, 2017-June 30, 2018)	19
FFY 2018 (July 1, 2018 – June 30, 2019)	23
FFY 2019 through the last date of DC FY19 (July 1, 2019 – Sept. 30, 2019)	9
**Note: Closed FFY totals may increase due to post-reporting issuance of LODs for complaints that are filed in one fiscal year and reach the 60-day decision due date in the subsequent fiscal year.	

Q50: OSSE published the DC School Report Card. Describe the public usage of the DC School Report Card since its release.

RESPONSE:

OSSE released the [DC School Report Card](#) for the first time on December 7, 2018. OSSE released year two of the report card on November 26, 2019.

During the first year of the report card, the DC School Report Card had 62,682 unique users. Those users logged almost 104,000 sessions and viewed over 439,000 pages. The average user viewed just over four pages per session and spent about three and a quarter minutes on the site per session. There were multiple spikes in usage where the average pages viewed per session grew to approximately seven pages per session in February, March, August, and the end of October/beginning of November.

Since the launch of the second year of the report card the site has had 12,133 unique users. Those users have already logged over 19,000 sessions and viewed nearly 94,000 pages. The average number of pages viewed per session is nearly five pages and the time on the site has increased to almost four minutes per session. We are seeing more users using the site, exploring more pages, and taking more time to review and understand the data and information provided.

Since first publication of the DC School Report Card, it has had over 73,000 unique users engage in over 122,000 sessions, and view over 530,000 pages.

The public has also utilized the resources provided on the website. There are links provided on the report card for [resources tailored to parents and families](#), to [educators](#), and a link for [data and technical resources](#). On those pages there are links to [informational videos](#) about the report card and the STAR framework. These are also available directly on the report card site as well. The Report Card overview video has received nearly 150,000 views and the STAR Framework overview video has received over 145,000 views to date. These videos are also posted in Spanish and have received 114,000 and 88,000 views respectively. This year, four new videos have been released to assist users in better understanding the information available on different sections of the report card. Those videos are about Student Achievement, Graduation and College Enrollment rates, College & Career Readiness, and Attendance.

Q51: OSSE has also published its STAR rating system on the DC School Report Card. What analysis has OSSE conducted to date on the STAR rating system and how ratings are distributed across schools?

RESPONSE:

Each year in conjunction with the publication of the DC School Report Card, OSSE has released a statistical brief on the STAR Framework which includes a series of analyses, distributions, and correlations reviewing the results, as well as the interactions between student groups and metrics. Those are posted on the [Data and Technical Resources tab](#) of the DC School Report Card. The STAR Brief includes multiple distributions of the STAR Ratings as well as distributions of metric performance within the frameworks, reviews of the relationships between a school's student composition and the STAR score, analysis of growth metrics and STAR ratings, and a review of the chronic absenteeism metrics in the STAR Framework.

STAR Framework Reports and Analyses

- **2019 STAR Framework Brief and Appendices**: shares the citywide performance trends for frameworks, student groups, and metrics. The appendices share additional views and analyses of distributions and correlations including a review of distributions and correlations between frameworks, student group performance, sectors, and metrics.
- **2018 STAR Framework Report and Appendices**: this report shares the citywide performance trends for frameworks, student groups, and metrics.
- **2018 STAR Analysis Exploring Distributions and Correlations**: this report provides additional views and analyses of distributions and correlations including a review of distributions and correlations between frameworks, student group performance, sectors, and metrics.

Additionally, OSSE publishes a cross tabulated data file each year that allows the user to download all of the data available on the report card and in the STAR Framework and disaggregate it at the school, LEA, and state level for cross-tabulated student groups.

Q52: Provide an update of how OSSE is providing support to schools in the bottom 5% of schools in the STAR Framework.

RESPONSE:

The Every Student Succeeds Act (ESSA) requires OSSE to identify schools that perform at the bottom five percent of its statewide accountability system for Comprehensive Support (CS), type 1. OSSE identified these schools in 2018 and is in the process of investing \$11 million in federal funding into those schools between SY18-19 and SY20-21 through the Investment in Schools grant. In year one of the grant (SY18-19), 10 CS1 schools received funding to conduct a needs assessment, engage stakeholders in creating school improvement plan and school improvement implementation.

All schools identified as CS schools (Type I and Type 2) in Dec. 2018 were required to take the following actions:

1. Conduct a school level needs assessment with input from stakeholders
2. Complete a resource equity analysis at the LEA level to analyze resource distribution at all schools, if applicable⁶;
3. Develop a School Improvement Plan with input from stakeholders;
4. Have the plan approved by the LEA and OSSE (and the Public Charter School Board (PCSB), if a charter);
5. Participate in periodic monitoring of the plan by OSSE (and PCSB if a charter); and
6. Participate in state-level intervention if the plan is not successful after three years, or with an extension, after four years.

All of the school improvement plans are publicly available on [OSSE's website](#).

CS1 schools are in their second year of Investment in Schools grant funding which involves schools' implementing per their approved school improvement plans. Of the 10 CS1 schools identified in Dec. 2018, two have closed. Therefore, eight CS schools are being funded in SY2019-20.

⁶ The Resource Equity Analysis is designed for an LEA to analyze how resources are allocated to CS school(s) as compared to the other schools in the LEA. Therefore, if an LEA with a CS school is a single-site LEA, this requirement is not applicable

Special Education Transportation

- Q53: With regard to special education transportation, please provide the following information for SY2018-2019:**
- (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;**

FY19 Actions Completed

In January 2019, OSSE DOT converted 200 frontline staff from part time to full time employees. This conversion afforded 200 additional employees with full benefits, yearly incentives, a higher hourly wage while addressing the need for the increasing number of staff to support students attending schools whose calendars span either 11 months or 12 months. In addition to the conversion, all school bus drivers and school bus attendants received a salary increase designed to create pay parity among similarly placed positions in DC government.

DOT offered 190 professional development opportunities covering over 20 topics for front line staff in FY19. To supplement onsite training, DOT also utilized virtual trainings that are displayed at the terminals as refresher and best practice reminders.

DOT implemented 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. 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. DOT has trained over 64% of its entire workforce in Communicate with Heart (CWH) to date to include executive team members, frontline managers, central office staff, bus drivers and bus attendants using a train the trainer model to support peer to peer training. Remaining staff will be trained in FY20. To supplement this training, DOT also launched the CWH Recognition Program which acknowledges employees from each terminal and headquarters that display CWH techniques with internal and external stakeholders.

OSSE DOT prepared a solicitation to procure 144 new buses equipped with cameras to monitor safety on the bus and to aid in the investigation of school bus incidents and accidents. DOT also awarded a contract and production began for 25 new vans equipped with cameras for student transportation.

OSSE 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 approximately 200 school visits to assess the quality of transportation services and to remedy any issues and participated in numerous community events.

In FY19, OSSE DOT and the Department of General Services (DGS) finalized its architectural plans for the W Street Terminal (1601 W. Street NE). The project timeline was updated by DGS with a new completion date of 2022 for the terminal to be fully operational. In the interim, the terminal is being used as training space for staff and will later be used as swing space while the 5th Street Terminal is being renovated.

Actions Planned for FY20

OSSE DOT will pilot and fully launch the Parent Portal which will allow stakeholders to submit complaints utilizing an online submission process. The system is intended to streamline the complaint intake process.

OSSE DOT also plans to procure and pilot a more reliable, efficient and user- friendly Student Ridership Tracking System and GPS. This new system will enhance routing and reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals), while easing the existing burden of utilizing multiple systems.

(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. OSSE-DOT publishes its Special Education Transportation Policy on the [OSSE website](#).

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

On average in the 2018-2019 school year, OSSE DOT provided services to 3,233 students, which includes 60 students who received parent reimbursement or received Metro cards for the DC One Card through the agency. This is a two percent decrease than the average number of students served last school year.

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

OSSE DOT contracts with an external transportation company to support operational needs in providing transportation to eligible students in the District. OSSE DOT does this in instances where a student may need an individualized route due to unusual circumstances.

	Aug-18	Sept-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19-ESY
Students Transported by Contractor	7	8	21	43	43	43	40	47	40	39	38	9

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

OSSE strives to transport students with disabilities to school safely, reliably, and on time. The table below indicates the percentage of buses that arrived at school on time and before the bell, broken down by month. OSSE-DOT sets goals for on-time performance. 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-18	Sept-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19
OTP	78.8%	82.6%	85.9%	87.9%	89.0%	87.8%	88.3%	92.8%	91.6%	91.4%	90.7%	89.2%
Arrival Before Bell	90.0%	90.2%	92.9%	94.5%	94.8%	94.4%	94.6%	96.7%	96.2%	96.2%	95.4%	95.7%

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

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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.

Based on the current ride time standards set by OSSE DOT by school locations, the average percent of students within their scheduled ride times for SY18-19 are as follows:

- 75 minutes: 99.7%
- 90 minutes: 94.4%
- 120 minutes: 99.3%

The data below is the percentage of ride times that exceeded one hour, by month, based on scheduled pick-up and drop-off times for the morning commute:

	Aug-18	Sept-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19
>60 min	16.7%	20.9%	21.3%	21.3%	21.2%	21.3%	22.2%	23.2%	23.1%	23.6%	23.1%	12.9%

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

Complaint Category	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Total	Percent Substantiated
Early/Late Bus	40	122	112	99	85	79	54	83	52	93	26	23	868	65.7%
Unprofessional Conduct	39	67	89	74	55	50	55	67	55	82	38	25	696	6.5%
Student Not Picked Up AM	5	8	14	22	21	22	13	10	9	14	3	10	151	43.7%
Student Behavior	6	8	10	8	14	13	10	12	12	15	4	3	115	34.8%
Operations Issues	6	9	14	16	7	7	9	9	8	9	3	7	104	45.2%
Route Issues	6	10	11	5	9	4	12	6	4	3		6	76	53.9%
Student Accommodations	1	4	4	3	4	2	2	4		4	1		29	55.2%
Administrative Issues	1	2	2	1	5	2	2	2	5	3	2		27	37%
Fleet Issues	6	6	1							7	1		21	4.8%
Student/School Information	3	1	1							1			6	66.7%
Against Parent		1											1	0%
Total	113	238	258	228	200	179	157	193	145	231	78	74	2,094	40.1%

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

Complaint Category	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Total Avg
Early/Late Bus	8.4	16.6	21.2	10.6	14.2	10.1	6.2	5.2	6.2	4.9	4.7	6.8	11.1
Unprofessional Conduct	10.3	15.1	22.8	14.3	19.0	11.5	9.5	7.5	9.8	11.3	9.4	9.5	13.2
Student not picked up in AM	11.0	20.0	22.6	8.2	10.1	9.3	4.3	4.4	6.9	2.9	3.7	2.4	9.0
Student Behavior	8.7	7.1	21.9	21.6	12.9	11.2	6.3	8.8	8.7	13.2	26.3	7.3	12.4
Operations Issue	9.3	13.4	17.9	9.8	26.4	8.1	7.2	3.0	9.4	4.4	2.3	5.4	10.4
Route Issues	6.8	14.9	22.8	9.2	15.4	14.5	6.0	4.8	4.0	8.7		4.0	11.2
Student Accommodations	10.0	16.0	21.0	17.7	11.3	13.0	2.5	4.0	4.5	7.0	10.0		11.3
Administrative Issues	3.0	10.0	24.0	6.0	14.2	11.5	9.0	2.5	7.4	1.3	2.5		8.9
Fleet Issues	3.8	7.0	19.0							4.3	2.0		5.5
Student/School Information	4.3	9.0	34.0							5.0			10.2
Against Parent		10											10
Total Average	8.8	15.4	21.8	12.0	15.4	10.5	7.3	6.0	8.0	7.6	7.9	6.8	11.6

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

There are 585 school buses currently in service, with an average age of less than seven years.

(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. Of the 17 vans, 9 are used to transport students, the remaining 8 are used by the fleet maintenance team.

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

DOT owns 622 school buses, 17 vans and 14 passenger vehicles which include pick-up trucks, mini vans and compact cars. OSSE DOT leases four mechanic trucks, one for each terminal. DOT has submitted a requisition to procure 144 school buses and 25 vans in the 2018-2019

school year. DOT anticipates placing the 25 vans in service for student transportation in the 2019-20 school year.

Q54: In FY19 and FY20 to date, how has OSSE taken steps to remedy each of the top three complaint issues received regarding special education transportation in FY19?

RESPONSE:

The top three complaints are (1) early/late bus; (2) unprofessional conduct; and (3) student not picked up.

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. DOT has continued to communicate to LEAs, schools and parents the importance of providing accurate contact information and emphasize procedures regarding pick up and drop offs. Specifically, at the start of the 2019-20 school year, OSSE communicated directly to parents for the first time to notify if we had previously transported their child but had not yet received a student's transportation request form (TRF). This would allow parents to work with the school proactively instead of waiting until a student was not picked up. DOT educates stakeholders through system trainings, webinars, OSSE's annual Start of School Summit, the Parent and Family Engagement Summit as well as through verification calls at the start of the school year.

The greatest contributor to buses arriving outside of the 30-minute window is staff shortage and absenteeism which typically results in OSSE drivers and attendants being required to cover more than one route or "doubling up" routes, which impacts timeliness .. OSSE DOT has continued to aggressively recruit bus drivers and attendants in order to decrease service delay. During the 2018-2019 start of school, DOT implemented an attendance incentive, Back to School Bucks, to encourage staff to come to work daily and on-time without any stakeholder complaints. This incentive was awarded to 841 staff, which is 600 more staff that were qualified to receive this award than the previous school year. OSSE DOT will continue its 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, as described above, 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 increased communication regarding the need for accurate information to LEAs and school officials through the Start of School Summit and other Start of School communications such as the agency newsletter and during TOTE training. OSSE DOT has been working to improve bus staff documentation of wrong addresses or students not riding in order 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.

To address unprofessional conduct complaints, OSSE DOT hired a lead Compliance Specialist dedicated to tracking unprofessional complaints. OSSE DOT has begun to develop a systematic way to track repeat concerns which include unprofessional complaints in order to conduct follow up training with staff and provide additional supports as needed. Additionally, DOT continued to train its 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. DOT also 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.

Q55: 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 FY19 and FY20 to date; 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
Emily Daggett	Parent	Member
Catherine Decker	St Coletta of Greater Washington	Member
Charles DeSantis	Parent	Member
Shara Greer	Children’s Law Center	Member
Amy Alvord	Ivymount	Member

During school year 2018-2019 the TAC conducted a total of three (3) meetings. The TAC focused on the following priorities:

- Parent communication and route status information
 - Bridging the gap on communication with parents and terminal staff.
- Parent outreach and inclement weather information
 - Improved dissemination of pertinent information to parents such as route status and inclement weather information. Provided an update on the Parent Handbook process and when the document will be finalized and made available.
- LEA training and resources/ new system
 - Developing a parent portal and other interactive ways for parents/ guardians to receive information pertaining to their child and his/her transportation.
 - Coordinated the feedback process for new LEA system.

OSSE DOT has begun to incorporate these recommendations and has plans for further action. For example, OSSE DOT has implemented techniques to communicate with parents such as posting transportation information at schools and community events. Based on TAC feedback, DOT has also implemented a test group of parents to test all new external facing processes and systems.

Q56: Describe any technology upgrades OSSE-DOT has taken in FY19 and FY20 to date to better track buses and communicate with parents and schools regarding arrivals and pick-ups.

RESPONSE:

The past year OSSE DOT has made strong progress on technology systems by improving IT processes and procedures. OSSE DOT continued its quarterly auditing process to monitor the functionality of installed push-to-talk phones on all buses so that drivers have an easy, direct connection to dispatchers. Based on this quarterly audit, DOT's Data and Technology team are able to identify which units are working properly, which buses do not have units installed and which units are not working based on equipment failure or user error in order to make improvements.

OSSE DOT completed the transition to the Salesforce database, compliance and contact management systems and LEA/ schools portal. The initial transition to Salesforce began in October 2018 and the LEA/school portal launched in March 2019. Since then the system has improved the integration of student, school and routing data. OSSE DOT's Data and Technology team completed the upgrade of the Trapeze, Routing and Scheduling system. The upgraded system has been fully integrated with the Salesforce database. This integration and system enhancement allows the Parent Resource Center to provide parents with more comprehensive and up-to-date information. In addition, LEAs have the ability to see their student's transportation profile at a glance.

OSSE DOT also implemented a centralized ticketing system where all staff can submit and track technology issues in a timely manner.

Lastly, with the implementation of the Kronos application, all drivers and attendants are able to independently report their time and attendance. Staff are now able to check their time and related matters on their phone. This has improved payroll reconciliation and processing time.

Q57: Please provide an update on OSSE-DOT’s efforts to reduce the number of vacancies with regard to drivers and aides. Also provide for SY19-20, 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 eligible students who require transportation. OSSE DOT In collaboration with OSSE HR, continued its hiring campaign in FY19. This recruitment effort resulted in the hiring of 61 bus drivers and 37 bus attendants during FY19 ending the fiscal year with a 5.54% vacancy rate. In September 2018, the driver bench was ten percent, by the end of the school year it increased by eight percent to a total of 18 percent, exceeding the target. This was also an eight percent increase from the end of last school year. The attendant bench was six percent in September 2018, which is a three percent increase from the same time last year. However, due to the growing increased need for 1:1 aide accommodations, the attendant bench was -2% by the end of the school year. Driver and attendant benches refer to the number of staff available for support in the event the permanently assigned staff are unavailable. It is important to note, driver and attendant benches can easily shift due to absence, extended leave, turnover and fluctuating route counts based on student enrollment. DOT continues to actively recruit bus drivers and attendants and put forth aggressive efforts to onboard staff as quickly as possible.

As of December 19, 2019, OSSE DOT had 62 vacancies; 36 of these vacancies have candidates selected. The remaining 26 vacancies include 6 bus drivers, 11 attendants and 9 administrative positions.

Although OSSE DOT continues to actively recruit bus drivers and attendants, maintaining staffing levels to support the increased numbers of students despite turnover and retention continues to be a challenge. To provide additional support, OSSE DOT outsourced some routes to contractors. This necessity has continued in SY19-20, with OSSE DOT outsourcing an average of 17 routes per month to contractors, which is a 56 percent increase then the 11 external contractors needed the same time last school year. The data below does not include the number of 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-19	453	498	582	547	592	570	519
Sep-19	523	575	583	527	667	570	505
Oct-19	524	576	586	531	672	573	513

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Nov-19	524	576	580	517	674	577	509
Dec-18	528	581	584	511	679	573	500

Data only reflects DCPS regular school days

Note: Standard business practice for a fleet business is to have a bench of 10 percent more drivers than routes on any given day. OSSE DOT also implemented this practice for its bus attendants. In addition to the 10 percent bench implemented for bus attendants, some students (average of 87) 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

Q58: Provide the list of schools that are considered Microsoft Imagine Academies. Please detail OSSE’s efforts in FY19 to expand the number of Microsoft Imagine Academies to increase students’ digital literacy and better prepare them for college and careers. What outcomes have been observed in FY19 from this program?

RESPONSE:

Participating Schools and Educational Centers (2018-19)

1. Academy of Hope Public Charter School (PCS)
2. Benjamin Banneker High School
3. The Community College Preparatory Academy
4. Friendship Collegiate Academy
5. Friendship Tech Prep Academy
6. Latin American Youth Center (LAYC) Career Academy
7. Luke C. Moore High School
8. McKinley Technology High School
9. Ron Brown College Preparatory High School
10. MLK Public Library

Programmatic Outcomes

The implementation of the Microsoft Imagine Academies in the District of Columbia in the 2018-19 school year resulted in the following outcomes:

- Total Exams Taken: 1,357
- Total Exams Passed: 719
- Passing Rate: 53%

- Q59: 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 FY17, FY18, FY19, and FY20 to date;**
 - (b) How many students in grade 11 and grade 12 took advantage of this program for each of the above years; and**
 - (c) The District’s average SAT scores for FY17, FY18, FY19, and FY20 to date.**
 - (d) What steps does OSSE take to support students’ preparations for college admission exams?**

RESPONSE:

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 (over \$40 per student) can be a barrier for students, OSSE provides all juniors and seniors who attend public high school in the District the opportunity to take the SAT without costs, 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
FY17	\$375,744	6200*
FY18	\$351,921	6140
FY19	\$382,091	6011
FY20	**	**

** 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) participating on SAT School Day dates in the 2019-20 school year are not yet available.*

Some students took the SAT on more than one test administration in a fiscal year. Therefore the number of SAT tests taken exceeds the number of SAT participants. The average test scores reported here represent the average of all scores even when a student participated in testing on more than one day.

The table includes two test groups – All Test Takers and SAT School Day participants. Both represent public and public charter school students enrolled in grades 11 and 12 during the fiscal year reported. SAT School Day participants are test takers who participate in SAT School Day test dates. All test takers includes students in grades 11 and 12 that take the SAT on any date in the reported fiscal year.

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Fiscal Year	Test Group	Participants	Tests Taken	Math (out of 800)	Reading/Writing (out of 800)	Total (out of 1600)
FY2017	All test takers	6561	6958	436	448	884
FY2018	All test takers	6359	7180	441	459	900
FY2019	All test takers	6243	7381	446	462	908

Fiscal Year	Test Group	Participants	Test Taken	Math (out of 800)	Reading/Writing (out of 800)	Total (out of 1600)
FY2017	SAT School Day	6200	6245	431	441	872
FY2018	SAT School Day	6140	6288	433	451	883
FY2019	SAT School Day	6011	6296	435	452	887

In FY 2019 and FY 2020, OSSE provided funding for SAT preparation experiences through a grant to test preparation companies that apply in partnership with LEAs. In FY 2019, based on limited outcomes and changing best practices OSSE began exploring other avenues of supporting students' preparations for college admission exams. OSSE continued to: (1) provide the opportunity to take the SAT twice by funding SAT School Day for juniors and seniors, (2) support advanced coursework opportunities by funding dual enrollment and advanced placement examination fees, and (3) support summer bridge programs for sophomores and juniors.

High-quality secondary education prepares students for college entrance exams and postsecondary coursework, and OSSE contributes to this preparation by supporting DC's LEAs and schools in adopting rigorous standards and coursework, and by supporting their work to measure student achievement and growth using PARCC and DC Science assessments in high school. Scoring a 3+ on PARCC assessments is an indicator that students are approaching college-ready, and scoring a 4 or 5 indicates college readiness. Schools and LEAs can use this data to better understand students and groups that require additional support to be adequately prepared for their postsecondary choices.

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, two schools have made this request (Goodwill PCS and Kingsman Academy).

Q60: Provide an update on the OSSE Scholars Program in FY19 and FY20 to date. At a minimum, in your response, please include:

- (a) The number of students who applied to the OSSE Scholars Program;**
- (b) The number of students who were accepted to the OSSE Scholars Program;**
- (c) The cost of the program per student;**
- (d) A description of how long students attend each program option; Activities and opportunities students experience through the OSSE Scholars Program;**
- (e) A description of OSSE’s efforts in terms of student recruitment and outreach; and**
- (f) 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 has continued and 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 an essay, income verification, and transcript), and complete an interview. OSSE staff conducts interviews with all eligible applicants and makes final selections.
- Once students have been accepted as OSSE Scholars, they apply directly to university programs. Students may only attend one university program within a given summer. OSSE Scholars is a need-based program and as such OSSE funds all program costs, as well as travel to and from each student’s selected program.
- Accepted students and their parents attend at least one informational session prior to attending their program.
- Scholars also receive essay writing assistance and college and career counseling assistance.

(a-c)

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program in 2018, 2019, and 2020:

	Summer 2018	Summer 2019	Summer 2020
Number of students who applied to the OSSE Scholars Program	148	117	240
Number of students who were accepted to the OSSE Scholars Program	47 (17 DCPS, 30 public charter school)	44 (20 DCPS, 24 public charter school)	38 (15 DCPS, 23 public charter school)
Total cost of the program	\$267,033.35	\$ 245,996.09	\$224,618
Average cost per student*	\$ 5,681.56	\$ 6,307.59 +	\$ 5911

	Summer 2018	Summer 2019	Summer 2020
* Costs include tuition, travel, and educational supplies. The summer 2020 calculation is an estimate based on the agreements currently available with postsecondary institutions, and will change once invoices are available following program completion.			
+ In summer 2019, 39 students were able to attend, which is the number used to calculate average cost per student.			

(d) Length of the program

In summer 2019, students attended programs at 13 postsecondary institutions including: Barnard College, Brown University, Columbia University, Cornell University, Duke University, Emory University, Harvard University, Northwestern University, Smith College, Stanford University, Syracuse University, University of Chicago, and University of Pennsylvania. Students apply to different programs at each institution, and the length varies for each program and scholar. In summer 2019, there were 20 program date ranges between June and August among the 39 scholars’ program selections, 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. 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.
- Travel Orientation – OSSE Staff members meets with students and parents about the intricacies of travel. Many of the Scholars have never traveled on an airplane before).
- Peer Orientation – Scholars alumni meet and discuss their experience with new Scholars.
- On-going and frequent 1:1 meetings with Scholars for essay writing and application assistance.

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.

(e) OSSE’s efforts in recruitment and outreach

OSSE’s recruitment and outreach efforts involve working with high school counselors and LEA staff to share information about the program and explain the application process. OSSE staff also works with high school counselors to help them better understand selection criteria and thus recommend the best candidates for the program. OSSE staff also visits high schools to hold informational sessions with interested or eligible students.

(f) Program Outcomes

Every year OSSE administers surveys in order to measure student feelings and expectations around postsecondary education related to their experience as an OSSE Scholar. Overall, participants indicate that this experience increases their awareness and challenges their assumptions about college. 2019 OSSE Scholars gave the following feedback:

- “My experience as an OSSE Scholar has positively influenced my approach to making a smart college choice.” – 79 percent Strongly Agree, 15.2 percent Agree
- “After participating in OSSE Scholars, I have a better understanding of what will be expected of me in college.” – 78 percent Strongly Agree, 25 percent Agree
- “After participating in OSSE Scholars, I feel more confident in my ability to apply to selective and highly selective universities.” – 59 percent Strongly Agree, 25 percent Agree
- “After attending their summer program, I am interested in attending this college after high school.” – 47 percent Strongly Agree, 19 percent Agree

Q61: Please provide the number of dual enrollment seats and individual student enrollments OSSE funded in SY18-19 and SY19-20 to date.

RESPONSE:

Students participate in dual enrollment courses through their LEA. OSSE currently funds dual enrollment in two ways. In the first, OSSE awards competitive grants to fund dual enrollment programs with institutions of higher education (IHEs) that establish partnership agreements with LEAs through the Dual Enrollment Scholarship. IHEs are then reimbursed per student, per course, using these grant funds. The second, called the DC Dual Enrollment Consortium, began in the 2019-20 school year. The Consortium is designed to provide additional dual enrollment opportunities for all students, but particularly students attending small LEAs that may otherwise not be able to establish strong partnerships with multiple IHEs.

The following numbers detail student participation in OSSE-funded dual enrollment programs for SY2018-19, and SY2019-20 (to-date). The 2019-20 school year is the first year of enrollment through the Dual Enrollment Consortium. This means beginning the 2019-20 school year, students may be enrolled in programming provided by the Dual Enrollment Scholarship and the Dual Enrollment Consortium.

School Year	Number of students	Number of courses
2018-19	307	640
2019-20 (to-date)	160	342

2019-2020 Local University Partners	
Local University Partner	Grade Level Served
Catholic University of America –Undergraduate Admissions	12
Catholic University of America – Metropolitan School of Professional Studies	Adult GED Seeking Students
Marymount University	11 and 12
Montgomery College	10, 11, and 12
Trinity Washington University	11 and 12
University of the District of Columbia – Flagship Campus	10, 11, 12 and GED Seeking Students

2018-2019 LEA Partners
Capital City PCS
Carlos Rosario PCS
Cesar Chavez PCS
DCPS
Friendship PCS
EL Haynes PCS
LAYCCA PCS
Maya Angelou PCS
National Collegiate Preparatory PCHS
Paul PCS
Richard Wright PCS
SEED PCS
Thurgood Marshall PCS
Washington Leadership PCS
Washington Latin PCS

Q62: 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 FY15, FY16, FY17, FY18 and FY19:

- (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 institutions DC TAG students attend and the number of students at each institution; and**
- (f) DC TAG awards by annual household income.**

RESPONSE: Q62 Attachment – DCTAG.xlsx

Q63: OSSE set a postsecondary enrollment goal in its most recent strategic plan. Describe the steps OSSE is taking in achieving that goal.

RESPONSE:

In its 2019-2023 strategic plan, OSSE set the ambitious goal that 1,100 additional students would enroll in postsecondary institutions by 2023 on a path to completing a two or four year degree. OSSE set this goal recognizing that in the DC region, the strong majority of jobs require some level of postsecondary education. Annually measuring progress will motivate continual improvement and maintain a sense of urgency as DC supports more students along the pathway to meaningful work and family-sustaining wages. The District administers PARCC annually to measure progress towards college and career ready expectations. Although the District has made steady gains over the past four years on PARCC, more progress is needed across all grades and subgroups of students to ensure more students are ready to succeed in college.

In FY19, the agency took multiple steps that support achieving this goal.

First, the agency began sharing actionable postsecondary enrollment data by adding 6- and 12-month postsecondary enrollment rates to the DC School Report Card, in addition to the existing college and career readiness indicators. This allows community and education partners to use this information at the school, LEA, and state-level to ask questions, make decisions about programming and supports, and identify any gaps among students accessing postsecondary education. This data will be available annually, including metrics displaying postsecondary enrollment rates for previous graduates from the prior two years. The metrics show the six-month and twelve-month postsecondary enrollment rates aggregated by state, LEA, and school levels for all students as well as by student groups.

There are many facets to postsecondary enrollment, and cost can be a key barrier for students and families. So, OSSE continued its work building the education ecosystem's capacity to address this barrier. Together with our partners we supported FAFSA completion work across all LEA's and schools, conducted outreach around the DC Tuition Assistance Grant (DCTAG) and other financial aid options, and maintained postsecondary access supports for students in particular groups – such as students experiencing homelessness.

Specifically, OSSE's Postsecondary and Career Education (PCE) division provided three workshops on college selection, financial aid and FAFSA completion. In addition, PCE continued to produce the DCTAG quarterly e-newsletter, TAGTALK. DCTAG, and also gave 96 presentations at college fairs, high schools, college access organizations, and other events that reached over 6,900 attendees (including both students and parents).

Second, OSSE promotes college access in various ways that include funding and direct program coordination. OSSE funds programs that expose low-income students to college-based and academically rigorous programs such as Dual Enrollment, Advanced Placement and International Baccalaureate (IB) exams, and by providing funding for SAT and ACT exams.

Further, the agency coordinates programs such as the OSSE Scholars program, which provides high-achieving, academically-motivated students who exhibit financial need with the opportunity to attend selective summer college programs, the College Conversations program, and the Adult College Completion (ACC) Initiative. College Conversations is an invite-only non-traditional college fair created to address the issue of student “undermatching” at the postsecondary level. This opportunity exposes invited students to more selective colleges and universities that students may not be familiar with but may be a better fit for their abilities and offer greater financial aid. Students gain exposure to the more nuanced admissions processes of selective colleges and universities. The ACC Initiative seeks to encourage first-time adult college students and adult learners who attended college and left without obtaining a degree to earn postsecondary credentials. It includes periodic college fairs and partnerships with programs such as Southern New Hampshire University’s College for America Programs.

OSSE focuses on increasing college persistence and completion rates for students attending public schools in DC by implementing programs that promote FAFSA and college application completion, information sharing for students and educators around making smart college choices, and supporting summer bridge programs with a local university to help ensure students are academically ready to be successful in a postsecondary setting.

Last, the agency is investing in setting high expectations by working with stakeholders to create high-quality programs of study through its career and technical education programs. These programs ensure that each student in participating LEAs may choose from multiple postsecondary pathways that lead to high-demand, high-wage careers for this region. Further, they offer multiple on-ramps to postsecondary education, including certificate, apprenticeship, and work-based learning programs, while acknowledging that not all careers require a traditional two- or four-year degree.

The agency’s postsecondary enrollment goal is one of three goals in the strategic plan that aim to reduce the achievement gap among students in DC; it is also a leading indicator for postsecondary completion. In the next few years, the agency and its partners will focus on the students most proximate to postsecondary enrollment (high school students), but in the future, successes related to the other goals of expanding access to high-quality early childhood programs and academic growth at the elementary and secondary level will ultimately ensure more DC students are prepared for the postsecondary pathways of their choice.

Q64: The District established the DC Re-Engagement Center (REC) to reconnect youth ages 16-24 to educational programs. Please provide an update on RECs activities and outcomes in FY19. Also include the RECs latest report.

RESPONSE: Q64 Attachment – DC ReEngagement Center FY19 Annual 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 fall of 2018, the ReEngagement Center moved into the Office of Neighborhood and Safety Engagement building at 100 42nd Street, NE.

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 year after enrollment occurs.

Number of Disconnected Youth Served in FY19

In FY19, the ReEngagement Center conducted 284 short intakes, conducted 249 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 successfully reconnected 191 youth to an education program.

The “stick rate,” is another one of the REC’s core outcomes which measures a student’s six and 12 month persistence at the program they were enrolled in through the REC. The calculation is run once per quarter and is averaged across quarters using a weighted average of quarterly stick rates, which controls for variation in the number of youth in each cohort based on their date of enrollment. 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 FY18 Q4 through FY19Q4 are presented in the table below.

DC ReEngagement Center Weighted Stick Rates (FY18Q4 through FY19Q4)

	6 Months	12 Months
Active ⁷ and Inactive ⁸ Clients	66.67%	47.95%
Active Clients Only	73.68%	57.31%

The six month stick rate describes the percentage of youth who, six 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.

The ReEngagement Center did not meet its targets for both enrollments and stick rate in FY19. We believe that this is due to staff transitions and a strong labor market for clients. It is also important to note that while the targets were missed, the stick rate increased significantly from last year (each category increased between ten and 20 percentage points), and is moving toward the target. For example, the DC ReEngagement Center’s twelve month, weighted stick rate for active clients increased from 35.66 percent in the FY 2018 annual report to 57.31 percent in the FY 2019 annual report. This increase is related to deliberate steps taken to increase focus on the stick rates at the staff-level, as well as the ongoing development of additional tools that will support future increases.

Partnerships

The success of the DC ReEngagement Center is due to the many partnerships formed throughout the District. 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 as needed 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.
- Department of Human Services (DHS): 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. DHS staff co-locate at the ReEngagement Center to support clients’ who need to access TANF, SNAP, Medicaid, and other DHS administered benefits. Lastly, The ReEngagement Center is a primary TANF vendor which means that DHS can assign TANF customers who are eligible for REC services to the REC, thereby making those clients eligible for additional financial incentives through the TANF grant for consistently engaging with the REC and/or their relevant educational placement.

⁷ “Active clients” are those clients who have a successful check in with their assigned ReEngagement Center Specialist at least once per month.

⁸ “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.

- Office of Neighborhood Safety and Engagement's (ONSE) Pathways Program: This initiative aims to decrease criminal justice involvement and improve the outcomes of those most likely to be the victim or perpetrator of a violent crime. The ReEngagement Center partners with the Pathways Program to provide educational assessments, planning, and referrals; as well as barrier identification and remediation for all Pathways participants.
- OSSE's Division of Early Learning and the Department of Human Services: ReEngagement Center Specialists have been trained to complete the full application process needed to issue child-care vouchers at the REC to youth parents who identify child-care as a barrier to re-enrollment.
- Department of Employment Services (DOES): DOES makes referrals to the REC, assists eligible ReEngagement Center clients in participating in the Career Connections employment program and the Marion Barry Summer Youth Employment Program (MBSYEP), provided multiple interns under the Project Empowerment program and the MBSYEP, and provided employment and job readiness services for REC clients through the American Job Center.
- Department of Youth and Rehabilitation Services (DYRS): DYRS refers clients in need of educational support to the ReEngagement Center and REC staff provide onsite intakes at DYRS's Achievement Centers twice a month.

Marketing and Canvassing

In FY 2019 the ReEngagement Center focused its marketing and outreach efforts on a summer-long grassroots campaign to reach various audiences, including youth eligible for services as well as friends and family who might make referrals. This included ReEngagement Specialists and a team of current and former clients who were assigned to the REC through the MBSYEP attending dozens of community events and canvassing neighborhoods in need of services throughout the District.

Q65: What programs were offered by OSSE in FY19 to assist District residents in achieving their high school equivalency?

RESPONSE:

The District of Columbia, through OSSE, offers residents multiple pathways through secondary education, including waivers for local education agencies (LEAs) to offer competency-based education programs, as well as funding for GED, National External Diploma Program (NEDP), and basic education programs for adult learners.

Specifically, OSSE assists District residents in achieving their high school equivalency in two ways – (1) direct service at OSSE’s GED Program Office, and (2) federal and local sub-grants to programs that provide basic education and preparation for two high school equivalency assessments – the GED and the NEDP. Both options support pathways to a secondary credential, either a traditional high school diploma or a state diploma.⁹

Since the state diploma option was enacted, each adult learner who passes all sections of the GED has received a state diploma, and learners who complete an NEDP have received either a high school diploma or state diploma, depending on the entity that supported their NEDP completion (see Program Support below).

Between October 1, 2018 and September 30, 2019, OSSE awarded 297 State High School diplomas to residents who passed all sections of the GED and 32 State High School diplomas to residents who successfully completed the NEDP for a grand total of 329 State Diplomas earned.

GED Program Office

The DC GED Program Office is an official GED® testing center and serves as the single source in DC for administering the GED® Tests via computer and endorsing candidates who successfully pass the GED Tests to receive the state diploma. This office informs adult educators and learners about the GED requirements, and provides professional development, technical assistance, and resources to GED instructional programs to support students’ success in GED programs. Since FY 2016 individuals who passed the GED received state diplomas.

Program Funding and Support

OSSE’s Adult and Family Education (AFE) team supports LEAs and community-based organizations in the District that offer the NEDP. The NEDP awards a secondary credential 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. The AFE team works with Comprehensive Adult Student Assessment Systems (CASAS), NEDP National Office, DC Public Schools (DCPS), the DC Public Charter Schools, and community-based organizations to expand the NEDP option in the District of Columbia.

⁹ In FY 2016, the DC State Board of Education approved OSSE’s proposal to award a District of Columbia State Diploma for the District’s adult learners who had passed the GED exam or successfully completed the National External Diploma Program (NEDP) requirements.

It is important to note that not all residents who complete an NEDP earn a state diploma, as some NEDP programs are offered through LEAs that award a high school diploma. For this reason, NEDP completers and NEDP completers with a state diploma are different metrics.¹⁰

¹⁰ Please note, the Adult Education team is federally funded and submits a federal Annual Performance Report based on the federal fiscal year (July 1, 2018 – June 30, 2019), which cites related, but different counts for residents earning credentials.

Q66: Please provide and update on the Adult and Family Education (AFE) grant.

RESPONSE:

In FY 2019, OSSE AFE, in collaboration with the WIC, awarded Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways funding to 10 sub-grantees to implement the Integrated Education and Training (IE&T) service models introduced in the FY 2017 grant competition. These sub-grantees include:

- 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

The IE&T models implemented by the 10 providers include the provision of adult education and literacy, workforce preparation, and training services for a specific occupation or occupational cluster to 1,000 District residents for educational and career advancement. IE&T programs provide adult learners with an opportunity to enhance their literacy and numeracy skills or to earn a secondary school credential while working towards acquiring an entry level and/or industry recognized certification.

Reporting

The grant is a federal grant, and AFE reports to the National Reporting System (NRS) annually on metrics required by the Department of Education.¹¹ These learners can be broken down into the following categories (as defined by AEFLA):

- In total, 1,144 adult learners received services in OSSE AFE funded programs in FY19.
 - Of this number, 1,062 learners met the National Reporting System (NRS) guidelines of having a valid assessment and 12 or more instructional hours in the program year to be reportable to the US Department of Education.
 - The remaining 82 adult learners engaged in one to 11 instructional hours.

For FY 2019, OSSE AFE negotiated a measurable skill gains performance target of 43 percent for all ABE and ESL Educational Functioning Levels (EFLs). This target represents the proposed percentage of adult learners making a measurable skill gain (e.g. achieving an educational functioning level gain, acquiring a secondary school diploma or its equivalent, or exiting a program below the postsecondary level and enrolling in postsecondary education and training

¹¹ Office of Career, Technical, and Adult Education (OCTAE) National Reporting System as of Jul. 1, 2017- June 30, 2018.

during the program year). OSSE AFE exceeded its target of 43 percent, with 529 of 1,062 (49.8 percent) of students enrolled in an OSSE AFE funded program achieving a gain. This reflects a 3.3 percentage point, increase over the percentage of students with measurable skill gains in FY18 – (42.6 percent).

Q67: The following questions refer to the DC Data Vault:

- (a) What agencies and specific programs are utilizing the Data Vault as of Feb.1, 2020, to determine if a client previously took the CASAS test and to find the individual's score?**
- (b) What agencies and offices or programs currently utilize Data Vault to upload new information about a client (e.g. their new CASAS score)? Which, if any, programs currently use the Data Vault to upload or access information *other than* CASAS referrals or test scores? What information?**
- (c) Which agencies and specific programs currently utilize the Data Vault to make referrals to external organizations that offer the CASAS test?**
- (d) Are there plans to add additional agencies? Which agencies and what is the target date for each agency? What information will they access or upload?**
- (e) Do any *providers* currently have access to the Data Vault to obtain information about their clients? If so, which agencies and programs arrange for Data Vault access to their providers? Please specify what data the providers may access.**
- (f) In FY19, for each office or program that used the Data Vault, how many total referrals did the office or program make through the Data Vault to external organizations for the purpose of taking a CASAS test or other literacy services? How many such referrals were made in FY20?**
- (g) Were all referrals in FY19 to one of the 10 OSSE Adult and Family Education subgrantees? Please provide the number of students referred through the Data Vault to each of the following OSSE subgrantees in FY19. If referrals were also made to other groups through the Data Vault, please add rows for each of them.**

RESPONSE:

The Workforce Innovation and Opportunity Act (WIOA) requires many District agencies to work together on implementation of the DC WIOA Unified State Plan, to ensure that:

- Every DC resident is ready, able, and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security.
- Businesses are connected to the skilled DC residents they need to compete globally, are full participants in the workforce system, and are able to drive the District's economic growth.
- Residents and businesses in all eight wards are supported by a system that includes coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

The DC Data Vault was created in 2015 as a transactional data system that helps the District to focus on better serving customers by improving interagency collaboration and streamline, coordinate and integrate the provision of education, training and other related services to District residents. Since inception, 4,971 unduplicated clients have been served via the Data Vault. WIOA core partner agencies including the Office of the State Superintendent of Education, Department of Employment Services, Department on Disability Services/Rehabilitation Services Administration, and Department of Human Services are working together to use the DC Data

Vault. The DC Data Vault is managed by OSSE in collaboration with Literacy Pro Systems, Inc. (the developer of the OSSE AFE's management information system – LACES (Literacy Adult Community Education System)).

(a) What agencies and specific programs are utilizing the Data Vault as of Feb.1, 2020, to determine if a client previously took the CASAS test and to find the individual's score?

The DC Data Vault is currently being utilized to determine if a client previously took the Comprehensive Adult Student Assessment Systems (CASAS) test and find an individual's scores by:

- All ten of OSSE Adult and Family Education providers (Academy of Hope Public Charter School, Briya Public Charter School, Catholic Charities of the Archdiocese of Washington, Congress Heights Community Training and Development Corporation, Four Walls Career and Technical Education Center, Latin American Youth Center (LAYC), Opportunities Industrialization Center-DC, So Others Might Eat (SOME) Center for Employment Training, YouthBuild Public Charter School, YWCA National Capital Region);
- Staff at all four of the DOES American Job Centers;
- Rehabilitation Services Administration (RSA); and
- Department of Human Services Economic Security Administration (DHS ESA).

(b) What agencies and offices or programs currently utilize Data Vault to upload new information about a client (e.g. their new CASAS score)? Which, if any, programs currently use the Data Vault to upload or access information *other than* CASAS referrals or test scores? What information?

The DC Data Vault is currently being utilized by OSSE Adult and Family Education state staff and all ten providers as well as staff at all four the DOES American Job Centers to upload new information about a client, primarily assessment data and intake information. Other information that these groups upload and access include: customer demographic data, release of information consent forms, learning needs screening results if applicable, eligibility documents and program referral information in addition to CASAS assessment data. Additionally, Data Vault users are able to access information from and link customers the DOES' Virtual One Stop called DC Networks, DDS/RSA application and DHS ESA application for public benefits.

(c) Which agencies and specific programs currently utilize the Data Vault to make referrals to external organizations that offer the CASAS test?

The DC Data Vault is currently being utilized by OSSE Adult and Family Education state office staff, staff at all ten AFE providers, and staff at all four DOES American Job Centers for the purpose of making referrals to external organizations that offer CASAS tests. DHS and DDS/RSA staff have received CASAS, Supporting Adults with Special Needs and DC Data Vault training, as well as technical assistance in setting up CASAS eTest labs and resources.

(d) Are there plans to add additional agencies? Which agencies and what is the target date for each agency? What information will they access or upload?

Yes, there are plans to add agencies to the Data Vault. Priority organizations include: the University of the District of Columbia (Community College/Flagship), DHS ESA service providers/vendors, Department on Disability Services/RSA service providers/vendors, and WIC Eligible Training Providers/One Stop Delivery System Partners (Potomac Job Corp. and DCHA). WIOA core partner agencies continue to engage in conversations regarding DC Data Vault implementation and expansion via Data Vault Working Group meetings which are jointly facilitated by OSSE and the Workforce Investment Council. One of the key outcomes of this working group has been the creation of a multi-agency MOA, which includes plans for multi-directional data sharing and interoperability of data systems. In the future, additional programs may be added such as other programs in DOES, DHS, Department of Behavioral Health, Adult-serving Public and Charter Schools, other WIOA partner agencies, and other District government and community-based agencies.

Future users will be able to access the DC Data Vault to:

- Facilitate the referral of customers to and from agency partners for services;
- Allow staff to register customers for assessment and adult education, training and other related services;
- Provide access to customer information and notifications to key staff at each agency;
- Allow participating staff to upload and maintain customer eligibility documents so that they can be accessed by each agency;
- Link District residents to DC Networks to register in the Virtual One Stop;
- Link District residents to DDS/RSA to access, complete and upload application for services;
- Link District residents to DHS application for public benefits;
- Track customer participation, performance, progress and outcomes across partners; and
- Facilitate cross agency communication and collaboration of services for DC residents.

(e) Do any providers currently have access to the Data Vault to obtain information about their clients? If so, which agencies and programs arrange for Data Vault access to their providers? Please specify what data the providers may access.

Yes, OSSE's ten Adult and Family Education providers, DOES AJC staff, DHS ESA and DDS/RSA currently have access to obtain information about their clients. Please see response in part (d) above for a listing of the information that can be accessed.

(f) In FY19, for each office or program that used the Data Vault, how many total referrals did the office or program make through the Data Vault to external organizations for the purpose of taking a CASAS test or other literacy services? How many such referrals were made in FY20?

Three OSSE AFE providers (Four Walls Career and Technical Education Center, OIC-DC, and YWCA-NCA) serve as onsite provider partners at each of the American Job Centers. The

agencies provide assessment and learning needs screening services to District residents at the American Job Centers. DOES American Job Center staff primarily use the DC Data Vault to make referrals for CASAS assessment services or to provide information and access to District residents about available education and training options. As other agencies and programs are added to the Data Vault and increase usage, these numbers are expected to increase.

In FY19 (10/1/18 – 9/30/19):

- 1,169 referrals were made for assessment services.
- 67 referrals were made for literacy or IE&T services.
- Total: 1,236 referrals

During the first quarter in FY20 (10/1/19 – 12/31/19):

- 88 referrals were made for assessment services.
- 13 referrals were made for literacy or IE&T services.
- Total: 101 referrals.

The table below shows the number of referrals through the DC Data Vault by subgrantee or core partner agency. There were 1,236 referrals to an external organization for the purposes listed above in FY19 (Oct. 1, 2018 – Sept. 30, 2019), and 101 referrals during the first quarter in FY 20 (Oct. 1, 2019 through Dec. 31, 2019). The total referrals represent the number of referrals made through the Data Vault, including District residents who have been referred multiple times for services.

Number of Referrals Received through DC Data Vault

OSSE Subgrantee ⁺ or WIOA Core Partner Agency Name	FY19		FY 20 (as of Dec. 31, 2019)	
	Assessment Services	Literacy/IE&T Services/Classes	Assessment Services	Literacy/IE&T Services/Classes
Academy of Hope Public Charter School ⁺	0	0	0	0
Briya Public Charter School ⁺	0	0	0	0
Catholic Charities of the Archdiocese of Washington ⁺	0	0	0	0
Congress Heights Community Training and Development Corporation ⁺	0	0	0	0
Four Walls Career and Technical Education Center ^{+*}	596 (AJC HDQ)	9	44 (AJC HDQ)	1
Latin American Youth Center ⁺	0	0	0	0
Opportunities Industrialization Center- DC ^{+*}	307 (AJC SE)	16	23 (AJC SE)	0
So Others Might Eat ⁺	0	0	0	
YouthBuild Public Charter School ⁺	0	0	0	0
YWCA National Capital Region ^{+*}	265 (87 AJC NE + 178 AJC NW)	1	21 (6 AJC NE + 15 AJC NW)	0
Anacostia Community Outreach Center	0	0	0	0
Covenant House Washington	0	0	0	0
Ethiopian Community Center	0	0	0	0
Literacy Volunteers and Advocates	0	0	0	1
Perry School	0	0	0	0
Southeast Ministry	0	41	0	11
Washington English Center	0	0	0	0
Washington Literacy Council	0	0	0	0
Department on Disability Services/Rehabilitation Services Administration	1		0	0
Sub-Total, by Type of Referral	1169	67	88	13
All Referrals, by Fiscal Year	1236		101	
*Three sub-grantees (Four Walls, OIC-DC, and YWCA-NCA) serve as the OSSE AFE Onsite Provider Partner for the DOES AJCs and provide assessments services for DC residents at the AJCs. Referrals at those sites are included in the sub-grantee's count. DOES AJC staff also provide assessment services.				

(g) Were all referrals in FY19 to one of the 10 OSSE Adult and Family Education subgrantees? Please provide the number of students referred through the Data Vault to each of the following OSSE subgrantees in FY19. If referrals were also made to other groups through the Data Vault, please add rows for each of them.

Yes, the referrals were to three AFE sub-grantees and one AFE provider's IE&T partner agency. Please see the table in response (f) for this information.

My School DC

Q68: Please provide an update on the OSSE budget and operations for MySchool DC. Please include the following information:

- (a) What changes, if any, were made to MySchool DC in FY19?**
- (b) What changes, if any, will be or have been made in FY20?**

RESPONSE:

My School DC tracks the percentage of applicants that enroll (accept a seat) at schools where they were matched or made a waitlist offer through the common lottery system, yet only some students who receive an opportunity to enroll in a school from the lottery actually do so. For the 2018-19 school year, approximately 8800 out of the roughly 16,000 applicants (58 percent) matched. Also, approximately 3,300 students enrolled in a DCPS or public charter school based on a waitlist offer. Note that these students could have also received an initial match that they later declined. A remaining 9,000 students declined an opportunity to enroll, whether that enrollment offer stemmed from an initial match or a waitlist offer. These data are not yet available for the 2019-20 school year.

(a) What changes, if any, were made to MySchool DC in FY19?

In FY19, My School DC maintained the implementation of the common lottery and outreach program while enhancing the program in the following ways:

- Increased LEA participation in My School DC, adding Mary McLeod Bethune, Ida B. Wells Middle School, Bard High School Early College, Mundo Verde – Calle Ocho campus and Lee Montessori – East End campus.
- Changed application to accommodate closures and late changes to school landscape in the My School DC application such as schools closed, schools taken over to be operated by other LEAs with ensuing changes to feeder pathways, and schools with grades added or removed.
- Expanded outreach preceding EdFEST significantly boosting individual attendance for the citywide school fair.
- Changed operational strategy and technology to improve triage of the queue of callers, and increased number of calls taken on the My School DC hotline to over 18,000.
- Enhanced partnerships and outreach strategies to at-risk families encouraging recognition of the deadlines for lottery applications and increasing the proportion of at-risk applicants in before those deadlines.

(b) What changes, if any, will be or have been made in FY20?

In FY20, My School DC's will:

- Dedicate significant resources to implementing a pilot which will provide advantage in the lottery for at-risk students at one school and tracking outcomes.
- Increase participation in My School DC adding Latin American Montessori Bilingual PCS, The Social Justice School, The Sojourner Truth School, the I Dream Academy, and Girls Global Academy.

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- Implement the ability for applicants to do a live chat with staff members to resolve small errors quickly without waiting on a hotline call response.
- Prepare to implement one-to-one text messaging for applicants that receive waitlist offers in order to prevent missed opportunities.
- Prepare to enhance the matching algorithm so that it provides additional information about data errors to allow for faster resolution; accommodate new priorities for matching: allows for automatic allocation of seats for at-risk students and weightings; has a defined support owner and support procedures for operational assistance and defect resolution; and is cloud-based for increased security and reliability.
- Create second five-year strategic plan for My School DC with the Common Lottery Board.

My School DC’s operating budget comes from a variety of sources, including local, federal and intra-district contributions to support personnel and non-personnel costs. The table below compares the FY19 and FY20 approved budgets:

	Funding Source	PS vs NPS	FY19 Approved Budget	FY20 Approved Budget*	FY20 vs FY19 Approved Budget	FY 2019 Approved FTE	FY 2020 Approved FTE
My School DC	LOCAL FUND	PS	\$705,882	\$742,351	\$36,469	7.0	7.0
		NPS	\$415,247	\$597,207	\$181,960		
		Local Subtotal	\$1,121,128	\$1,339,558	\$218,430		
	OPERATING INTRA-DISTRICT FUNDS	NPS	\$300,000	\$300,000	\$0		
		Operating Intra-District Funds Subtotal	\$300,000	\$300,000	\$0		
	Total		\$1,421,128	\$1,639,558*	\$218,430	7.0	7.0

** MSDC’ operating budget includes additional funding sources (i.e. federal & intra-district). The total revised FY20 budget for MSDC is approximately \$2.55M.*

- Q69: Provide the Committee with the following data for each My School DC lotteries operated for SY18-19 and SY19-20:**
- (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: Q69 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 (accept a seat) at schools where they were matched or made a waitlist offer through the common lottery system, yet only some students who receive an opportunity to enroll in a school from the lottery actually do so. For the 2018-19 school year, it was approximately 8800 out of the roughly 16,000 (58 percent) of initially matched students that accepted their offer. Also, approximately 3,300 students enrolled in a DCPS or public charter school based on a waitlist offer. Note that these students could have also received an initial match that they later declined. A remaining 9,000 students declined an opportunity to enroll, whether that enrollment offer stemmed from an initial match or a waitlist offer. These data are not yet available for the 2019-20 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 the lottery and replace it with a ranked post-lottery application. This change has expedited results for families and schools after the main lottery round. Families have applied earlier each year (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 received no negative feedback since the implementation of this change several years ago.

Q70: 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 FY19 and FY20. Please describe the nature of those training or outreach sessions.

RESPONSE:

My School DC coordinates annually with DC Public Libraries (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 FY19, My School DC presented on the lottery application process to DCPL librarians to ensure they’re apprised of the deadlines, where families can access the application, and how the lottery works;
- Copies of the school directory are made available at each library branch;
- My School DC participates in DCPL’s annual Sing, Talk, and Read (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 partners with or supports other government agencies to ensure DC families are apprised of the lottery application period. These agencies include Department of Human Services, Department of Health, Department of Parks and Recreation, Office on Latino Affairs, Office on Asian and Pacific Islander Affairs, Office on African Affairs, Child and Family Services Agency, Department of Youth Rehabilitation Services, Office of the Chief Technology Officer, District of Columbia Housing Authority, the State Board of Education and the DC Council. Specifically, My School DC establishes partnerships with community organizations and government agencies that serve and support families with school-aged children as a core strategy of engagement. The ways in which My School DC partners with these groups include, but are not limited to, training staff on the lottery application process, conducting parent workshops and providing direct application support to families, equipping staff with informational material, such as our school directory and Guide to My School DC, to distribute to families, and providing core messaging for partners to utilize through their communications channels (newsletters, social media, etc.) to inform families of the lottery deadlines and process; and
- My School DC also directly partners with or supports community-based organizations, child care facilities, and community and parent groups by training staff on how to navigate the lottery application process or directly presenting to students and families. A notable partnership in FY19 is with OSSE and Head Start Agencies, for which My School DC has created a “train-the-trainer” toolkit and is directly training staff to help families navigate the education landscape and school lottery process.

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, provide school counselor trainings to 8th grade counselors, and provided direct support at school open houses, fairs, and student workshops.

Q71: Provide the languages in which My School DC offers website information and other information regarding language access provided to families.

RESPONSE:

My School DC conducts extensive outreach to connect with families whose native language is not English. 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 My School DC application also requires that guardians indicate their preferred language of communication so we can communicate accordingly when making outgoing calls to families.
- The Guide to My School DC – a guide on how the lottery application process works - is available and distributed at events and through community partners in English, Spanish, and Amharic (the top 3 most encountered languages via My School DC); the My School DC Overview video and How Does the Matching Algorithm Work video are available in English, Spanish, Chinese, Vietnamese, Amharic, and French; the My School DC School Directory is available to families in English and Spanish; all My School DC flyers (i.e., Key Dates flyer and Community Office flyer) are available in English, Spanish, Chinese, Vietnamese, Amharic, and French; and our “Questions by Parents for Parents” (questions developed by our Parent Advisory Council to help support parents’ school visits) are available in English, Spanish, Chinese, Vietnamese, Amharic, and French.
- 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, Arabic and American Sign Language (ASL). Our field team – the team we deploy to engage and support families throughout the application period – is staffed with bilingual staff who speak Spanish and Amharic and who are trained on how to use our telephonic interpretation service. The field team also staffs two seasonal offices for in-person assistance that limited or non-English speakers can use.
- Traditional advertising (print, TV, transit, radio) promoting the lottery application period is executed in English, Spanish, and Amharic (radio and print). External communication via email and text alerts is sent 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.

- 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.
- My School DC also created a partner toolkit – an online toolkit that supports partners' communication of key lottery information to the families they serve – is available in English and Spanish.

Q72: 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 FY18, FY19, and FY20. Please include any steps the Board is taking or considering addressing preferences, more data being publicly being released, and any other initiatives. Include any bylaws or other official guiding documents.

RESPONSE: Q72 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. A Parent Advisory Council and committees of participating LEAs provide input to My School DC and the Common Lottery Board to inform the design of the process and parent outreach efforts and changes to the program. 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 2019

- Paul Kihn, Deputy Mayor for Education (chairperson, voting member)
- Claudia Lujan, DC Public Schools (voting member)
- Melissa Kim, DC Public Schools (voting member)
- Hilary Darilek, E.L. Haynes PCS (voting member)
- Jubria Lewis, KIPP DC PCS (voting member)
- Daniela Anello, DC Bilingual PCS (voting member)
- Colin Taylor, DC Public Schools (voting member)
- Hanseul Kang, Office of the State Superintendent for Education (non-voting member)
- Lenora Robinson Mills, 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. Noteworthy actions over the years are 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 include the chairperson (the Deputy Mayor of Education) and three representatives appointed by DCPS or determined by the PCSB election. These representatives serve 1 or 2-year terms and may be re-appointed or re-elected without limitation. The terms begin on July 1 and end July 30 of the following year. For an action to carry it requires a simple majority with at least one vote from each sector.

Meeting dates are as follows with hyperlinked minutes that describe any decisions made and steps taken to address preferences, data release and any other initiatives:

2015: [April 10](#) | [July 17](#) | [September 14](#)

2016: [February 4](#) | [March 4](#) | [April 25](#) | [August 4](#) | [November 18](#)

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2017: [January 26](#) | [May 4](#) | [August 3](#) | [October 26](#)
2018: [January 25](#) | [March 1](#) | [April 26](#) | [July 26](#) | [October 25](#)
2019: [January 25](#) | [May 6](#) | [July 30](#) | [October 21](#)

Wellness & Nutrition Services

Q73: 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 FY19? Please also describe the training made available to LEAs on crisis response and intervention and which LEAs participated.

RESPONSE:

OSSE has continued to collaborate with DC Department of Health (DC Health) and DC Department of Behavioral Health (DBH) in the development and delivery of services to children and youth in the District.

In FY19, the system of care efforts and holistic approaches to student health in the District have continued and expanded through the work of the Coordinating Council on School Behavioral Health. The goal of the expansion of the School Behavioral Health Program is to integrate school and community-based provider services to ensure all schools provide prevention, intervention, and intensive mental health supports. Led by DBH, the four-year expansion effort is in partnership with education agencies, schools, community providers, parents, youth, and education advocates. Leadership from OSSE’s Division of Health & Wellness serve as members of the Coordinating Council and as co-chairs for the implementation and data/evaluation sub-committees.

The implementation committee, comprised of leadership from OSSE’s Division of Health & Wellness, DBH, DCPS, and DC Health, is focused on identifying the mental health needs assessment for the District, scoping out the sequence of implementation tasks for executing the expansion plan, and establishing standard benchmarks for year to year. The selected needs assessment – the School Strengthening Tool – was adapted from the Center for Disease Control (CDC) [School Health Index](#) and is a self-assessment and planning guide that enables school teams to:

- identify the strengths and weaknesses of the school’s policies and programs for promoting health and safety;
- develop an action plan for improving student health and safety; and
- involve teachers, parents, students, and the community in improving school policies, programs, and services

OSSE members of the implementation committee operationalized the self-assessment process, created online accounts for School Behavioral Health Coordinators and CBO Clinicians, provided individualized communication to each school/CBO partner, and developed an annual work plan template. Each work plan submitted by a school/CBO partner indicated self-assessment scores in four areas: (1) School Counseling, Psychological, and Social Services; (2) Social and Emotional Climate; (3) Employee Wellness and Health Promotion; and (4) Family Engagement. Four additional open-ended questions outline the current mental health needs of the school and the resources available to support improvements. The work plan outlines the school’s

goals for the year across the three tiers of intervention – prevention and mental health promotion, early intervention, and direct services. The work plan supports coordination and collaboration among all of the behavioral health providers within each school, and assists with goal alignment and reducing duplication of services.

The data/evaluation sub-committee led and made recommendations to rank schools according to mental health need, and track progress towards defined outcome goals.

Additionally in FY19, OSSE and DBH completed infrastructure development for Project Advancing Wellness and Resilience Education (AWARE), a five year \$8.8 million dollar grant awarded to OSSE by the federal Substance Abuse and Mental Health Services Administration (SAMHSA). This grant opportunity, which complements the significant local investment in school mental health, allows OSSE and DBH to deepen the partnership with three large LEAs (DCPS, KIPP, and Friendship Public Charter School) to support the development of multi-tiered systems of mental health supports for students, educators, and school communities. Trauma-responsive practices and family engagement are key elements of the model of care.

In FY19, OSSE and DBH hired key personnel to support 15 Project AWARE schools to increase their readiness and ability to implement the multi-tiered model of prevention, early intervention, and treatment services. OSSE also selected the Center for Health and Health Care in Schools (CHHCS) and faculty from the Department of Prevention and Community Health at the Milken Institute School of Public Health at The George Washington University, to support first year data collection initiatives. The GW team supported OSSE in conducting a baseline evaluation on students' self-reported access to a trusted adult and knowledge of campus safety net team members. The team also provided technical assistance to LEA teams on their mental health referral flow process.

Both local and federal investments supported the selection of CHHCS to execute the District's school-based behavioral health Community of Practice (DC CoP). The DC CoP advances the citywide school behavioral health expansion and Project AWARE by inviting school behavioral health coordinators and community-based clinicians to participate in a peer learning environment aimed at building the capacity to implement high-quality school-based behavioral health systems. The DC CoP served as an essential link to and across multiple District efforts focused on school-based behavioral health. In September 2019, the DC CoP hosted the official launch event for city leaders, LEA and school administrators, and school- and community-based behavioral health providers. This event was used to further identify best practices and strategies for building a comprehensive school behavioral health system, areas of concern, excitement, challenges, strengths, and needs related to the city-wide behavioral health expansion as reported by attendees.

On the subject of training and trauma-informed practices, OSSE invested in train-the-trainer certification for staff members in non-violent crisis prevention and intervention (CPI), and, in partnership with the Mayor's Office, Mental Health First Aid (MHFA). These investments allow OSSE to offer CPI and MHFA certifications to school leaders, educators, and out-of-school time providers. OSSE's Division of Health & Wellness has scheduled bi-monthly CPI and quarterly

MHFA training sessions for the 2019-2020 school year. Additionally, OSSE collaborated with DBH to develop a series of webinars for principals. The webinars focused on crisis prevention and intervention, multi-tiered intervention framework, and strategies for multi-disciplinary student support teaming practices. Lastly, OSSE and DBH continued to collaborate with Kognito on communication and compliance strategies related to behavioral health training requirements in FY19.

For further information regarding other trauma, behavioral health, restorative justice, and crisis prevention trainings, please see OSSE's response to Q33 and Q34.

Q74: Provide the key findings of the most recent Youth Risk Behavior Survey (YRBS) and include how many students participated in the survey. Please also discuss any changes or improvements that were made to YRBS questionnaire or administration for SY 18-19. Please also discuss steps OSSE will take to review and share YRBS data with schools and stakeholders, including translating data to action.

RESPONSE:

The Youth Risk Behavior Survey (YRBS) is administered biennially to District public and public charter middle and high schools. In FY19, OSSE administered the 2019 YRBS to 107 District middle and high schools. Following internal review and data analysis, OSSE plans to release the 2019 DC YRBS Report in spring 2020. While the 2019 data collection efforts were underway, OSSE continued to utilize data collected from the 2017 YRBS to support and inform health behaviors of District youth, including releasing of new resources for schools, students, and families; providing presentations to local and national partners; and continuing YRBS data sharing partnerships with District government agencies to support research and collaborative utilization of the data. More details are provided below.

Administration of the 2019 YRBS

In the 2018-19 school year, OSSE partnered with a vendor to administer the 2019 YRBS between the months of February and June. OSSE continues to be one of the few states in the country to administer the YRBS using a census methodology, rather than a sample methodology. By collecting YRBS data using this approach, OSSE is able to collect a uniquely rich dataset, allowing for statewide disaggregated subgroup analysis. While parents and guardians may return a simple opt-out form to their child's school to exempt them from the survey, and each student is free to choose whether to complete the survey, OSSE aims to administer it to every middle and high school student in the District, resulting in high participation rates. With the passage of the LGBTQ Health Data Collection Amendment Act of 2018, all public and public charter middle and high schools are now required to participate in the YRBS, which helped OSSE achieve higher participation rates in the 2019 survey administration.

In this administration cycle, 107 of the 115 eligible public and public charter middle and high schools administered the survey, with 23,244 District students participating. The school participation rate increased significantly from 85 percent to 93 percent at the middle school level between 2017 and 2019. The percentage of students completing the survey also increased at both the middle and high school levels, by seven percent at participating high schools and by two percent at participating middle schools. These increases in participation led to higher overall response rates (calculated by multiplying the school participation rate by the student response rate) in the 2019 YRBS cycle, with a gain of eight percent at both the middle and high school levels. See the table below comparing 2017 to 2019 participation rates.

2017 vs. 2019 Youth Risk Behavior Survey Response Rate

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Administration Year	# Eligible High Schools	# Schools Participating	# School Refusals	School Participation Rate	# Students Enrolled	# Students Participating	# Questionnaires Usable after data editing	Student Response Rate	Overall Response Rate
High School									
2017	37	34	3	92%	12,863	9,246	8,578	67%	61%
2019	39	36	3	92%	14,326	11,409	10,648	74%	69%
Middle School									
2017	67	57	10	85%	10,857	9,172	8,799	81%	69%
2019	76	71	5	93%	13,719	11,835	11,352	83%	77%

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

For the 2019 YRBS, OSSE made several strategic updates to the survey questionnaire, data collection process, and plans for school-level data sharing. Changes to the survey questionnaire were informed by input from OSSE’s School-Based Health Data Working Group, a collaborative cohort of stakeholders from DCPS, Public Charter School Board (PCSB), Department of Behavioral Health (DBH), DC Health, and various youth-focused advocacy organizations and community based organizations in the District.

At the guidance of the School-Based Health Data Working Group and in response to changes in local discipline legislation, OSSE amended the both the middle and high school survey questionnaires. Questions related to personal appearance (gender expression), dating and relationships, demographics, and discipline were added to the middle and high school surveys. These additions were made to more fully capture the LGBTQ community, dating violence and abuse, and school discipline practices experienced by youth.

The following multiple-choice questions were added to the 2019 middle school and high school YRBS questionnaires:

Middle School (MS) or High School (HS) Survey	Question	Answer choices
HS	During the past 12 months, how many times did someone do sexual things to you that you did not want to do by pressuring you, lying to you, making promises about the future, threatening to end your relationship, or threatening to spread rumors about you?	0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times
HS & MS	A person's appearance, style, dress, or the way they walk or talk may affect how people describe them. How do you think other people at school would describe you?	Very feminine, mostly feminine, somewhat feminine, equally feminine and masculine, somewhat masculine, mostly masculine, very masculine

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Middle School (MS) or High School (HS) Survey	Question	Answer choices
HS & MS	During the past 12 months, how many times did someone you were dating or going out with purposely try to control you or emotionally hurt you? (Count such things as being told who you could and could not spend time with, being humiliated in front of others, or being threatened if you did not do what they wanted.)	<i>I did not date anyone, 0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times</i>
HS & MS	In what District of Columbia ward do you live?	<i>Ward 1, 2, 3, 4, 5, 6, 7, 8, none of these, not sure</i>
HS & MS	During the past 12 months, how many times have you been removed from class for at least one day for disciplinary reasons? (Include in-school suspension, out-of-school suspension and expulsion).	<i>0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times</i>
MS	Have you ever been physically forced to have sexual intercourse when you did not want to?	<i>Yes, No</i>
MS	During the past 12 months, have you seen or heard people where you live be violent and abusive? (This is not ‘play fighting’ but could include serious hitting, shouting, throwing items, yelling, or name calling.)	<i>Yes, No</i>
MS	When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?	<i>During the past 12 months, between 12 and 24 months ago, more than 24 months ago, never, not sure</i>

In 2019, OSSE also piloted a slightly modified version of a question pertaining to identifying as transgender on the middle school questionnaire. This question was adjusted for a lower reading level. The modified question is below:

Middle School (MS) or High School (HS) Survey	Question	Answer choices
MS	A transgender person is someone who does not feel the same inside as the sex they were born with. Are you transgender?	<i>No, I am not transgender; yes, I am transgender; I do not know if I am transgender; I do not know what this question is asking</i>

In addition to these changes, OSSE also translated the YRBS middle and high school surveys into Spanish for the first time since taking over administration of the YRBS in 2007.

Reporting on the 2019 YRBS

OSSE received the 2019 YRBS raw and weighted data files from analysts at CDC in December 2019. Consistent with OSSE’s commitment to provide timely, actionable data to stakeholders, the agency will publish the results of the 2019 survey to guide policy interventions and direct supports that can make a real, positive difference in the lives of the District’s youngest residents.

OSSE [publicly shared](#) 2019 YRBS summary data files in January 2020 outlining District aggregate response rates for all questions. In spring 2020, OSSE will release the 2019 DC YRBS Report outlining 2019 statewide analysis and results alongside ten-year trend data. At the same time, OSSE will distribute aggregate LEA- and school-level data files to participating LEAs in an effort to help administrators understand their students' unique health risks. This is done to support LEAs in understanding the health of their student populations so that they may formulate targeted interventions, policies, and actions as a result of the data. OSSE will expand its LEA- and school-level 2019 reports to include LEA and school aggregate data for every survey question rather than a subset of questions, as was done in 2017 when OSSE first delivered this level of reporting to LEAs and schools.

Additionally, OSSE will continue to create and release YRBS resources, presentations, and factsheets using 2019 YRBS data to support LEAs and schools on key health risks identified in the YRBS by providing additional targeted analysis of specific issue areas and recommend community- and school-based resources available to support students in those areas. OSSE plans to continue utilizing YRBS data to drive technical assistance priorities at the District level in addition to targeting needs across particular LEAs.

FY19 Resources, Presentations, and Research Supported by 2017 YRBS Data

OSSE's primary strategy for addressing the health issues identified through the YRBS is to create linkages between schools and community-based youth development organizations and sister government agencies that are working on the ground to address a range of emotional, social, and mental health concerns (e.g., violence, suicide attempts, substance use). OSSE's goal is to utilize and share its health data and to create and sustain partnerships that contribute to the prevention and early intervention necessary to promote positive health behaviors and outcomes for all District youth.

In FY19, OSSE published a new YRBS factsheet highlighting important sexual health data from the 2017 YRBS. This new factsheet compares local and national YRBS trends related to sexual health risk behaviors and offers a list of community- and school-based sexual health resources available to students, families, and schools in the District. This new factsheet complements two earlier factsheets released in FY18 that highlight key 2017 YRBS data and resources related to school attendance and mental health. All three factsheets and other YRBS resources were distributed to schools, community partners, and at public events or presentations. They are also available on the [OSSE website](#). OSSE plans to produce new public-facing reports, factsheets, resources, and presentations in FY20 utilizing 2019 YRBS data.

Additionally, in FY19 the Centers for Disease Control and Prevention (CDC) utilized 2017 YRBS data collected in the District and 18 other states or large urban school districts to create a research brief on the violence, victimization, substance use, suicide risk, and sexual behaviors among high school transgender youth in the United States. The inclusion of the District's data in this research brief was made possible because of OSSE's continued incorporation of questionnaire related to sexual orientation, gender identify, and gender expression in the DC YRBS. Collecting these data supports the District's collective goal to improve awareness and

acceptance of LGBTQ youth and to direct programming to address their unique needs. This LGBTQ data is especially rich in the District because OSSE administers the YRBS using the census methodology, with a goal of reaching every student attending a public or public charter middle or school. The research brief is available on [the CDC website](#).

OSSE is also committed to making YRBS data available to District government agency partners, such as DC Health. By sharing these data, OSSE and DC Health are able to better understanding the risk behaviors among District youth and improve research, programming, supports, and outreach to youth. Through a data sharing agreement with OSSE, DC Health analyzed 2017 YRBS data in FY19 to identify risk factors related to exchange sex among District high school students. DC Health presented this research at the National Epidemic Intelligence Service Conference in May 2019 and it is available on the [CDC website](#).

In FY19, OSSE's Division of Health & Wellness continued to share results of the 2017 YRBS through a series of presentations and workshops at the local and national level. At the local level, OSSE presented YRBS findings to child health providers at Children's National Health System through a series of three meetings. OSSE also shared 2017 YRBS findings with citywide stakeholders and practitioners at a regularly-held Epidemiological Outcomes Working Group meeting hosted by the Department of Behavioral Health. In addition to this, OSSE led an interactive workshop with District school social workers at the School Social Work Association 2019 annual conference. OSSE also met with a group of student activists at Thurgood Marshall Academy called Pathways 2 Power. At this meeting, OSSE shared youth risk behavior data points and heard student input on school climate, school safety, and gun violence. Finally, OSSE hosted two community-wide meetings where YRBS data was utilized in an effort to create and sustain partnerships: the annual OSSE School Health Summit and the fall 2019 School-Based Health Data Working Group meeting.

In addition to local presentations and workshops, OSSE expanded its outreach in FY19 to national stakeholders through several webinars and in-person presentations. The purpose of this effort was to share OSSE's best practices regarding YRBS data collection, analysis, and reporting with national stakeholders. OSSE also intended to demonstrate the value of the YRBS as a tool to monitor health risk behaviors and to build data-driven school health supports. In FY19, OSSE presented on the 2017 DC YRBS at the American School Health Association (ASHA) National Conference in Cincinnati, Ohio. OSSE also presented on multiple national webinars hosted by the Centers for Disease Control and Prevention (CDC) and the National coalition of STD Directors.

Q75: 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, SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20. Please also include the number of schools that are participating in the community eligibility provision (CEP) program.

RESPONSE: Q75 Attachment – FRP SY19-20.xlsx
Please note that the responsive data for prior school years can be found [here](#)

Q76: 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 FY19 and in FY20;**
- (b) **The name of the employee responsible for administering the program;**
- (c) **The number of youth that were served by the program in FY16, FY17, FY18, FY19, and FY20; and**
- (d) **Detail any technical assistance OSSE provides to organizations implementing these programs and improving meal access and meal quality.**

RESPONSE:

(a.) The amount of total funding in FY19 and to date in FY20 is:

	Total Funding in FY19	Total Funding in FY20*
National School Lunch Program (NSLP)	\$ 27,880,224.95	\$ 29,000,000.00
School Breakfast Program (SBP)	\$ 11,400,785.32	\$ 12,000,000.00
Fresh Fruit and Vegetable Program (FFVP)	\$ 1,787,746.74	\$ 1,997,856.20
Special Milk Program (SMP)	\$ 1,569.21	\$ 5,000.00
Child and Adult Care Food Program (CACFP)	\$ 11,002,944.79	\$ 11,500,000.00
Summer Food Service Program (SFSP)	\$ 2,016,402.23**	\$ 2,750,000.00

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

**Reflects total submitted to U.S. Department of Agriculture (USDA) as of January 2020. Total may fluctuate depending on final billing or any fiscal action taken as a result of OSSE review and audit of meals served in 2019.

(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, Program Manager, NSLP, SBP, SMP, FFVP and TEFAP
- Erica Walther, Compliance Manager, NSLP, SBP, SMP, FFVP
- Barbara Adams, Program Specialist, NSLP and SBP
- Alex Dobbs, Program Specialist, NSLP and SBP
- Kimberly Thompson, Program Specialist, NSLP, SBP, CACFP, and SFSP
- Autumn Morgan, Management Analyst, NSLP, SBP, FFVP, SMP, CACFP, SFSP
- Vacant, Program Specialist, NSLP, SBP and FFVP
- Beth Hanna, 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:

- Suzanne Henley, Manger, CACFP, SFSP and At Risk Programs
- Katrina Florek, Compliance Manager, CACFP and At Risk Programs
- Crishna Hill, Program Specialist, CACFP and At Risk Programs
- Erica Nelson, Program Specialist, CACFP and At Risk Programs
- Monica Clark, Program Specialist, SFSP and CACFP
- Nicole King, 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 FY16, FY17, FY18, FY19, and FY20 to date:**

	Total Meals Served in FY16*	Total Meals Served in FY17*	Total Meals Served in FY18*	Total Meals Served in FY19*
National School Lunch Program (NSLP)	9,166,060	9,361,077	9,327,157	9,077,197
School Breakfast Program (SBP)	6,122,938	6,252,247	6,369,457	6,128,021
Child and Adult Care Food Program (CACFP)	4,597,590	4,560,052	4,833,570	4,578,904
Summer Food Service Program (SFSP)	801,915	740,876	697,824	686,531
After School Snack Program	2,186,060	2,091,715	2,064,497	1,947,225

*Federal nutrition program data is tracked in meals served, rather than students served, because reimbursements are made on a per-meal basis. Final meal numbers may fluctuate depending on adjustments made through USDA compliance reviews and late or new claims submissions from schools, LEAs, child development facilities, and other meal sites.

**Meal data for FY20 is not available at this time.

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

OSSE provides technical assistance for schools participating in the School Nutrition Programs, which include the School Breakfast Program (SBP), National School Lunch Program (NSLP), Fresh Fruit and Vegetable Program (FFVP), Afterschool Snack Program, Special Milk Program (SMP), Farm to School, and Food Distribution. All School Food Authorities (SFAs) are provided supports which include content-specific materials and resources, guidance documents, webinars, and in-person trainings. In addition to this, at least one-third of District SFAs receive more targeted supports which includes off-site and on-site review and technical assistance of their school nutrition programs. At the request of SFAs and as identified by OSSE, an additional subgroup of SFAs receive highly customized support that includes in-depth and targeted technical assistance, review, and direct coaching. OSSE’s Nutrition Program team provides additional technical assistance to any SFA that requests support throughout the year.

Similar technical assistance is given to all SFSP sponsors and all CACFP participants and sponsors. Coordinated training happens monthly with OSSE's Division of Early Learning, which allows for a broader reach to program participants. In FY19, OSSE continued to administer the 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 FY19. This work is further detailed in the annual [2019 OSSE CACFP Report](#).

OSSE continues to engage with Summer Food Service Program (SFSP) sponsors to gather feedback on how the state agency can better assist them. Based on these surveys, OSSE continues to evolve the annual SFSP sponsor training to focus on topic areas that sponsors identify as challenges and opportunities to enhance participation in and quality of the program.. Training during FY20 will also be divided into experienced sponsors and new sponsors in order to provide targeted assistance. Additionally, technical assistance for the SFSP includes weekly office hours for sponsors to receive individualized assistance. Throughout the summer, OSSE provides weekly SFSP operational tips and guidance via email to encourage sponsor engagement. In preparation for summer 2020, OSSE will lead planning sessions with returning sponsors as well as key agency and organizational partners to develop program improvement and promotion strategies. This work is further detailed in the joint 2019 OSSE-DPR DC Free Summer Meals Report.

Q77: Provide a list of all the school gardens (school, location, grant funding received) for FY16, FY17, FY18, FY19, and FY20. 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: Q77 Attachment – Schools Gardens.xlsx

OSSE primarily collects data on school gardens through the School Health Profile, 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 School Health Profile data, along with the School Garden Assessment Tool and School Garden Registration data, provide OSSE with a broad picture of the School Gardens Program activities across the District. In the 2018-19 school year, OSSE received 34 responses to the School Garden Assessment, 95 responses to the School Garden Registration, and 216 responses to the mandatory School Health Profiles.

According to the responses submitted to OSSE in the 2019 School Health Profiles, there were 110 public and public charter campuses in the District with active school gardens during the 2018-19 school year. Beginning with the 2018-19 school year, OSSE utilized the School Health Profile as its sole data source to calculate the total number of public and public charter schools with gardens in the District. This was done in order to streamline the data collection process for schools and to more accurately validate school garden data. Previously, OSSE used a mixture of survey and site-visit methods to calculate the total number of school gardens, including coordinating with District private schools and schools that did not complete the School Health Profile. In the 2018-19 school year, OSSE only used School Health Profile data and did not include District private schools or schools that did not complete the School Health Profile in its total of schools with gardens. Due to this, the total number of District schools with gardens appears smaller beginning with the 2018-19 school year.

Schools that indicated they had a school garden on the 2019 School Health Profile were later sent a link to the School Garden Registration survey to provide more information to OSSE. According to the School Garden Registration data, in the 2018-19 school year 767 teachers taught at least five garden-based lessons (an increase of 165 teachers from the 2017-2018 school year) and 14,743 students were exposed to 10 or more hours of garden-based education (an increase of 126 students from the 2017-18 school year).

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

RESPONSE:

According to the data collected from the annual School Health Profile for school year 2018-2019:

Physical Education

Grade Level	Physical Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Average of 150 minutes per week	21	13%
6-8	Average of 225 minutes per week	18	23%

Physical Activity

Grade Level	Physical Activity Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	≥50% of Physical Education Minutes devoted to Physical Activity	150	96%
6-8	≥50% of Physical Education Minutes devoted to Physical Activity	70	90%

All data in the School Health Profile are self-reported annually by each District public and public charter school. Ninety-nine percent (99%) 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 2019. A list of schools that completed the mandatory School Health Profiles is reflected on the [OSSE website](#).

OSSE includes the total number of physical activity minutes per week for grades K-12 on the [DC School Report Card](#). The DC School Report Card physical activity total reflects the average minutes per week of student physical activity within both recess and physical education class.

Beginning with the 2020 School Health Profile, schools will be required to report their compliance with the new physical education minute requirements, per the Healthy Students Amendment Act of 2018.

Q79: What was the average amount of time LEAs dedicated to physical education and health education during SY14-15, SY15-16, SY17-18, and SY18-19?

RESPONSE:

According to the annual School Health Profile data, schools dedicated the time outlined below to physical education and health education during SY2013-2014, SY2014-2015, SY2015-2016, SY2016-2017, SY2017-2018, and SY2018-2019.

Average Minutes per Week of *Physical* Education in Grades K-5 and 6-8, SY2013-2014 through SY2018-2019:

School Year	K-5	6-8
SY2013-2014	59	89
SY2014-2015	73	140
SY2015-2016	85	146
SY2016-2017	89	144
SY2017-2018	88	133
SY2018-2019*	86	144

*Beginning with the 2019 School Health Profile, schools were permitted to report a greater value for their average minutes per week for physical education. Previously, schools could report 0 to 225 minutes per week of physical education. Beginning with the 2019 School Health Profile, schools could report 0 to 450 minutes per week of physical education. This change was made at the request of schools that provide a greater amount of physical education per week.

Average Minutes per Week of *Health* Education in Grades K-5 and 6-8, SY2013-2014 through SY2018-2019:

School Year	K-5	6-8
SY2013-2014	31	48
SY2014-2015	35	44
SY2015-2016	47	78
SY2016-2017	43	73
SY2017-2018	41	71
SY2018-2019**	63	117

**Beginning with the 2019 School Health Profile, schools were permitted to report a greater value for their average minutes per week for health education. Previously, schools could report 0 to 125 minutes per week of health education. Beginning with the 2019 School Health Profile, schools could report 0 to 450 minutes per week of health education. This change was made at the request of schools that provide a greater amount of health education per week.

Beginning with the 2020 School Health Profile, schools will be required to report their compliance with the new physical education requirements, per the Healthy Students Amendment Act of 2018.

Q80: Describe OSSE’s efforts in FY19 and FY20 to increase participation in the Child and Adult Care Food Program and promote health and wellness through Healthy Tots programming and funding.

RESPONSE:

The Child and Adult Care Food Program (CACFP) and the Healthy Tots Act provide an important funding stream that not only increases access to food for children in the District, but also supports child development facilities in becoming financially stronger by tapping into available funding sources. CACFP provides nearly 5 million meals to children in the District of Columbia through an investment of approximately \$10 million. Most eligible child development facilities in the District participate in the CACFP.

OSSE plays a key role in supporting access to balanced and nutritious meals for children in the District. OSSE provides over \$50 million per year in local and USDA funding to support schools, child development facilities, adult day cares, summer meal programs, and other programs with healthy meals that feed District of Columbia residents. Through CACFP, child development facilities in the District can be reimbursed for up to four meals per day, which includes local funding for a fourth meal. The Healthy Tots Act ensures facilities have access to CACFP and additional local reimbursements beyond federal funding. The Healthy Tots Act establishes additional local funding for meals (breakfast, lunch, or supper) served by child development facilities that: (1) participate in CACFP; and (2) meet the USDA meal requirements. These Healthy Tots Act reimbursements are detailed below:

- Add10: Child development facilities participating in the CACFP may request an additional 10 cents (\$0.10) for each eligible breakfast, lunch, and supper served to an eligible child. (5A DCMR §1001.2)
- Local5: Child development facilities participating in CACFP may request an additional 5 cents (\$0.05) per lunch or supper when at least one meal component is comprised of a locally sourced food item, as defined in section 101(3) of the Healthy Schools Act of 2010 (D.C. Official Code § 38–821.01) and unprocessed foods, as defined in section 101(10)(A) of the Healthy Schools Act of 2010 (D.C. Official Code § 38–821.01). Locally grown and unprocessed foods does not include milk. (5A DCMR §1001.4-5)
- Full Day4: Child development facilities participating in CACFP that have maximized the number of daily meal services eligible for CACFP reimbursements allowed two (2) meals and one (1) snack or one (1) meal and two (2) snacks, reimbursements from the Healthy Tots Fund are made available to facilities for an additional meal to each enrolled and participating child, if 75 percent of the children enrolled and attending the child development facility are District residents and at least 50 percent of the enrolled and attending children are eligible for subsidized child care. (5A DCMR §1001.7)

The Healthy Tots Act requires licensed child development facilities to participate in CACFP if 50 percent or more of enrolled children are eligible for subsidized child care for at least six

continuous months (D.C. Official Code § 38–282.01(a)). Facilities that are mandated to participate in CACFP receive extensive outreach and technical assistance from OSSE if they are not yet enrolled, including:

- Initial and subsequent notifications from OSSE outlining participation requirements and options for the facility;
- Introductory in-person technical assistance visit and orientation with the facility to provide face-to-face assistance with Healthy Tots Act and CACFP compliance;
- Training and reoccurring technical assistance from OSSE throughout the entire CACFP application process, including a minimum of two in-person technical assistance visits during the full application process; and
- Individual and group CACFP trainings for child development facilities at individual facilities and OSSE headquarters.

Beyond working directly with child development facilities to enroll in CACFP, OSSE also provides support and guidance to facilities on health and wellness, including through OSSE's [Step by Step Guide for Implementing Wellness Guidelines](#), direct technical assistance on health initiatives, and wellness challenges for child development facilities to educate them on the Wellness Guidelines. The Wellness Guidelines serve as a rubric for facilities to establish a high-quality environment of total wellness for children in facilities and may be used as a tool for creating a wellness policy action plan. The Wellness Guidelines cover six topics:

1. Providing effective nutrition and healthy eating education
2. Serving tasty, healthy meals
3. Promoting physical activity
4. Enhancing facility environmental sustainability
5. Ensuring wellness professional development for staff
6. Partnering with families to promote facility wellness

Additionally, in FY19 the Healthy Tots Wellness Grant awarded \$526,558 to five community based organizations to support the dissemination of healthy eating, physical activity, and wellness programming in the District's early child care community. These five community based organizations touched over 60 child development facilities with programming and/or the Early Learning Market Share. Grantees targeted facilities in Wards 1, 4, 5, 6, 7, and 8, and served over 2,600 children, staff, and families in FY19.

The OSSE Division of Health and Wellness [Healthy Tots Program](#) and the Healthy Tots Wellness Grantees led the following initiatives to increase participation healthy eating and promote health and wellness within the District's child development facilities:

- Training and technical assistance for increasing the amount of local food items purchased for meal programs and menu planning;

- Biweekly deliveries of fresh local produce to 42 child development facilities through the Early Learning Market Share program, so facilities can serve locally grown and locally processed or unprocessed foods at least once per week during breakfast, lunch, or snack;
- Offering approximately 850 hours of technical assistance and training provided to child development facility staff on implementing structured programming and procuring materials and supplies;
- Coaching on developmentally appropriate and structured nutrition education and/or physical activity programs;
- Providing garden design maps, planting plans and materials, and age-appropriate curricula for child development facilities to integrate garden- and nature-based play into early learning classrooms;
- Onsite training and technical assistance to implement family-style dining mandated by CACFP;
- Targeted assistance to support coordination of health and wellness family engagement events, experiences, and outreach;
- Targeted support for implementing a staff wellness program to support nutrition, physical activity, mindfulness, stress management, and the formation of healthy habits;
- Piloting the USDA CACFP Infant Meal Pattern Training, providing participants with detailed guidance on serving infant meals, including parents in the center meal program and supporting breastfeeding in child development facilities and homes; and
- Disseminating CACFP meal training toolkits to support CACFP staff in providing tailored and comprehensive technical assistance to participants.

In October 2019, the OSSE Division of Health and Wellness hosted the Healthy Tots Wellness Grant Symposium at the OSSE headquarters. The purpose of the Symposium was to reflect on the activities that took place during the inaugural Healthy Tots Wellness Grant period. This event provided a space for approximately 40 attendees and grantees to dialogue on the state of Early Childhood Wellness in the District through reflection on best practices and lessons learned and an exploration of potential future collaborations. OSSE leadership and division members, child development facilities, past grant applicants, community based organizations, and national partners were all invited to the Symposium. Poster presentations and moderated panel presenters included staff from American University, City Blossoms, Community Foodworks, Good Karma (The Center for Social and Emotional Wellness), and Washington Tennis and Education Foundation.

More details on CACFP are available in the [2019 OSSE CACFP Report](#) and more details on the Healthy Tots Program are available on the [OSSE website](#).

Q81: The following questions are in reference to the Youth Suicide Prevention and School Climate Survey Amendment Act of 2016.

- (a) Section 3 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 for each year of the pilot**
- (b) Describe any challenges with the implementation of the current pilot.**
- (c) Describe any school climate surveys that OSSE currently administers and what they measure.**
- (d) What measures is OSSE taking to comply with the recommendation requirement in the Youth Suicide prevention and School Climate Survey Amendment Act of 2016?**

RESPONSE:

- (a) Section 3 requires the implementation of a pilot program for collecting school climate data through surveys. Provide the number of schools that participated in the pilot for each year of the pilot.**

Beginning in SY2016-17, OSSE implemented a pilot school climate survey program at select public and public charter schools in the District. OSSE partnered with Child Trends, Safe School Certification, and the DC Office of Human Rights to utilize a school climate survey tool developed by the U.S. Department of Education to fulfill the pilot program requirements.

OSSE is in its fourth and final data collection and grant funding cycle for the school climate pilot. In SY2016-17, 26 schools participated in the pilot school climate survey (17 DCPS, 9 Public Charter); in SY2017-18, 18 schools participated in the pilot school climate survey (11 DCPS, 7 Public Charter); in SY2018-19, 12 schools participated in the pilot school climate survey (7 DCPS, 5 Public Charter); and in SY19-2020, it is anticipated that 9 schools will participate in the pilot school climate survey (7 DCPS, 2 Public Charter)

- (b) Describe any challenges with the implementation of the current pilot.**

It is important to note that the pilot program is intended to provide insight and essential takeaways that could inform a plan to develop an expanded school climate survey tool. The data is not a complete, census level, representation of school climate in the District. Because schools voluntarily choose to participate and there is no random selection process, the pilot survey sample is not representative of all students served in the District.

The annual [2019 School Climate Report](#) analyzes data across all participating schools. 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 pilot school climate survey questionnaire. This pilot program informed OSSE's work in developing a plan to expand school climate surveys to all public and public charter schools serving grades 6-12. This plan was submitted to the DC Council in December 2019.

In the four years of administration, OSSE and its partners have collected valuable feedback from schools and insights on subjects such as ease of survey administration and administration tools, communication with school leadership and families, barriers to scheduling survey administration, testing and data collection fatigue, and data utilization and application for school climate planning. This information is valuable for understanding why a school may be hesitant to administer a school climate survey and utilize the data for planning purposes.

In the first year of the project, 26 schools participated in the pilot school climate survey project, but that number dropped to 18 schools in the second year and 12 schools in the third year. The schools that withdrew cited changes in school leadership, classroom time burden, staff time burden, and survey/testing fatigue as reasons to withdraw. OSSE and its partners actively engaged directly with these schools, and will continue to actively engage during the fourth and final data collection cycle to coach all remaining schools on the value of participating the project.

Additionally, OSSE acknowledges that the collection of the survey data is only one step in making it useful to schools. Beyond the collection and distribution of data itself, participating schools must be available and willing to review, analyze, interpret, and fully understand the data in order to successfully use it as a school climate planning instrument.

In each year of the project, Child Trends has provided the pilot schools with individualized school climate reports and direct engagement, coaching, technical assistance, and scheduling support in an effort to assist schools in understanding and utilizing the data.

OSSE has also encountered data collection hurdles due to student data privacy protections under FERPA. The surveys are administered digitally and made available to school leadership. Due to the sensitive data collected through the surveys, OSSE has had difficulty working with a digital survey platform that: (1) can easily collect and produce this data; (2) is affordable for this portfolio; (3) is willing to adhere to requirements under FERPA; and (4) is easy for proctors and students to use and understand. The raw data collected from climate surveys must also be analyzed and suppressed before being shared with school leadership due to sensitivity of responses on issues of race, sexual orientation, or other indicators that may make a student identifiable. Currently, OSSE and Child Trends review, interpret, and clean the raw data. OSSE and Child Trends then present suppressed aggregate data to schools in a format that is usable and easy to understand. Schools do not receive raw school climate data.

(c) Describe any other school climate surveys that OSSE currently administers and what they measure.

In FY19, the OSSE Division of Teaching and Learning continued to execute a data-driven approach to supporting restorative justice in partnership with Restorative DC, a project of SchoolTalk Inc. Through this work, OSSE offered expanded professional development and technical assistance to school leadership teams, encouraging schools to leverage school climate survey data to build safe and effective learning environments through positive relationships, connection, and accountability. For more information on restorative justice, see Q34.

In FY19, to inform a plan to expand the use of school climate surveys in all public and public charter schools supporting grades 6-12 beginning in the 2020-21 school year, OSSE sent a survey to all 37 District LEAs that serve grades 6-12 to determine their current use or non-use of school climate surveys as defined by the Act. Respondents that indicated they administer a school climate survey were asked to: (1) identify the survey used; (2) note whether the survey instrument covers the domains of environment, engagement, and safety; and (3) indicate whether the instrument used an internet-based platform. OSSE also asked the respondents to identify the biggest challenges in administering a school climate survey, and for those currently administering a survey, OSSE asked those LEAs to share the purposes for which the data are utilized in the school or LEA setting.

The high-level results from the survey of LEAs were as follows:

- 30 (81 percent) of LEAs serving grades 6-12 responded;
- Of the 30 LEAs that responded to the questionnaire, 23 (77 percent) indicated they administered a school climate survey in at least one middle or high school;
- Of the 23 LEAs that administer a school climate survey, 17 (74 percent) indicated that the survey tool that they used included the domains of engagement, safety, and environment; and
- Of the 23 LEAs that administer a school climate survey, 17 (74 percent) indicated that their survey was administered using an internet-based platform.

(d) What steps is OSSE taking to further comply with the recommendation requirement in the Youth Suicide prevention and School Climate Survey Amendment Act of 2016?

The Youth Suicide Prevention and School Climate Survey Amendment Act requires OSSE to provide a plan to DC Council by December 1, 2019 to expand school climate surveys to DCPS and public charter schools serving any grade 6-12, beginning in school year 2020-21. OSSE met this requirement and submitted the plan to DC Council in December 2019.

Q82: Please provide an update on OSSE’s implementation of an environmental literacy program.

RESPONSE:

Pursuant to the Environmental Literacy Specialist Pilot Program Amendment Act of 2015 (Section 4101 of the FY16 Budget Support Act of 2015), OSSE continued opportunities and initiatives for District teachers and organizations to advance environmental literacy in the District, guided by implementation of the DC Environmental Literacy Plan, as described below.

Environmental Literacy Leadership Cadre

OSSE continued working with its 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 meets 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. There have been three cohorts of ELLC since 2016. In March 2019, OSSE successfully recruited 10 new elementary schools for Cohort 3, and began the first year of monthly meetings in September 2019. OSSE continues to engage schools from Cohort 1 (formed in 2016) and Cohort 2 (formed in 2018) as “alumni schools.” These 30 alumni elementary schools continue to receive limited support from OSSE to ensure continuity and sustainability of environmental literacy efforts for almost 7,300 students.

Environmental Literacy Advancement Grants

To support environmental programming efforts at the Cadre schools, OSSE offers a grant opportunity for nonprofit organizations, strategically emphasizing the physical environment and community involvement components of the Whole School, Whole Community, and Whole Child (WSCC) model to provide environmental education programs in the areas of air quality/climate change, water, land, resource conservation, or health. In the most recent round of awards, OSSE awarded approximately \$215,000 in grants to three nonprofit organizations, who partnered with four additional organizations, to support the following: recycling and composting experiences, 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, as well as some classes at alumni cadre schools.

Capital LEAF (Leaders in Environmental Actions for our Future) Program

Building upon preliminary work by the DC Environmental Education Consortium, OSSE engaged a stakeholder group to finalize the development of a state-level recognition program for green, healthy, sustainable schools, which will serve as a precursor to national recognition from the U.S. Department of Education’s Green Ribbon Schools program. OSSE intends to increase visibility of schools’ environmental literacy efforts in the areas of energy conservation, schoolyard habitat, health and nutrition, transportation, waste reduction and recycling, and physical environment through lenses of administrative leadership, staff involvement, and student

environmental audits and action projects. OSSE will conduct a field test of the application materials in FY20.

In spring 2019, DOEE released the Sustainable DC Plan 2.0, which now includes a section that specifically highlights education as an important component of the District's sustainability strategy. OSSE co-chaired the workgroup that focused on jobs, economy, and education. Education action items included in the Sustainable DC Plan 2.0 directly align with the DC Environmental Literacy Plan and regional environmental literacy goals from the 2014 Chesapeake Bay Agreement.

In FY20, OSSE will revise the DC Environmental Literacy Plan and provide the new plan and environmental education report to DC Council in September 2020.

Grants Management

Q83: Provide the following information for all grants awarded to OSSE during FY19 and to date in FY20:

- (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: Q83 Attachment – Grants Awarded to OSSE.xlsx

Q84: Provide a complete accounting of all grant lapses in FY19, 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 FY20.

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

RESPONSE: Q84 Attachment – FY19 Lapsed Fund Detail.xlsx

Q85: Provide the following information for all grants/subgrants awarded by OSSE during FY19 and in FY20:

- (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: Q85 Attachment – Grants Awarded by OSSE.xlsx

Q86: 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 FY16, FY17, FY18, and FY19.

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

RESPONSE: Attachment Q86- FY16, FY17, FY18, and FY19 Title I, II, III.xlsx

Non-Public Tuition

Q87: 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:

- Students who are placed into a nonpublic school by the LEA;
- Students in the care of CFSA, DYRS, or Court Social Services (CSS) are placed for non-educational reasons and are educated in schools outside of the District; and;
- Students who are placed by a Court Order, a Hearing Officer Determination (HOD) or a Settlement Agreement (SA).

If an LEA anticipates that a student may require a more restrictive nonpublic school placement, the LEA must notify OSSE to initiate the placement review. If at the conclusion of the placement process the IEP determines a nonpublic school is needed for a student, OSSE is responsible for identifying a location assignment (nonpublic school) for the student. If students are placed for non-educational reasons by sister agencies, such as CFSA, and DYRS, OSSE funds the educational portion of the placement via the Non-Public Tuition budget.

Q88: Please provide the following information for FY19 and to date in FY 20?

- (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 FY19 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: Q88 Attachment 1 – (a)-(c); (e)-(i) FY19 Nonpublic.xlsx
Q88 Attachment 2 – (d) FY19 Students Served by Nonpublic.xlsx

Healthy Youth and Schools Commission

Q89: 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	May 2019 – May 2022	Ward 3
Kristy McCarron	Appointed by the Chairman of the Council	YMCA	May 2018 – May 2021	Ward 5
Akeem Anderson	Appointed by the Chairperson of the Council Committee with oversight of education	DC Council	January 2019 – January 2023	Ward 5
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	October 2017 – October 2020	Maryland Resident
Heidi Schumacher	Designee Representative of OSSE, Mayoral Appointee	OSSE	October 2017 – October 2020	Ward 6
VACANT	Designee Representative of DCPS, Mayoral Appointee	DC Public Schools		
Charneta Scott	Designee Representative of DBH, Mayoral Appointee	Dept. of Behavioral Health	January 2019 – January 2023	Ward 4
Kafui Doe	Designee Representative of DOH, Mayoral Appointee	Dept. of Health	December 2019 – January 2023	Maryland Resident
William Dietz	Public Member, Mayoral Appointee	George Washington University	May 2018 – May 2021	Ward 6
Beverly Wheeler	Public Member, Mayoral Appointee	DC Hunger Solutions	May 2018 – May 2021	Ward 1
Taryn Morrissey	Public Member, Mayoral Appointee	American University, School of Public Affairs	May 2018 – May 2021	Ward 4
Danielle Dooley	Public Member, Mayoral Appointee	Children’s National Health System	May 2018 – May 2021	Ward 2
Raven Carter	Student Member, Mayoral Appointee	IDEA Public Charter School	May 2019 – May 2020	Ward 7

Q90: Provide an update on the work plan and work undertaken by the Commission in FY18 and in FY19.

RESPONSE:

OSSE submits this response on behalf of the Healthy Youth and Schools Commission (HYSC).

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; recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District; advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition; making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition; identifying gaps in funding and services, or methods of expanding services to District residents; engaging students in improving health, wellness, and nutrition in schools; and participating in the selection process for any grants provided under the Healthy Schools Fund. OSSE has supported the HYSC in gathering raw data, conducting analytics, convening meetings, and developing long-term goals for commissioners.

In FY18, the HYSC prioritized making recommendations for amendments to the Healthy Students Amendment Act of 2018 (HSAA), reviewing mental and behavioral health services in schools, discussing student attendance and absenteeism, and improving student health data collection. The HYSC's Physical Activity Subcommittee held several meetings around physical education and activity standards and offered concrete recommendations for improving these requirements in the HSAA. The HYSC was pleased with the passing of the HSAA, particularly with the inclusion of the increased physical activity requirements and the flexibility of utilizing alternative breakfast serving models to increase breakfast participation. Further, the HYSC held a public meeting devoted exclusively to mental and behavioral health services in schools in an effort to better understand current practices and offer recommendations to District agencies represented at the meeting. Additionally, the HYSC was pleased to see DC Council take up the topic of electronic universal health certificates through the Student Certificate of Health Amendment Act of 2018 as a way to improve student health data collection.

In addition, in FY18, the HYSC also:

- Reviewed the DC Epidemiological Outcomes Workgroup (DCEOW) data dashboard, which is funded through grants from the Substance Abuse and Mental Health Services Administration (SAMHSA).
- Reviewed the OSSE Attendance Report for SY16-17.

- Discussed the Every Day Counts! Taskforce work to reduce chronic absenteeism.
- Reviewed the Safer, Stronger DC Plan.
- Discussed mental health programs including DCPS' student mental health curriculum and staff wellness work and Appletree's Mental Health and Social Emotional Supports.
- Reviewed OSSE's Environmental Literacy Program

In FY19, the HYSC completed a strategic planning process to guide its work for the next three years. The Commission adopted the following goals:

- By Dec. 31, 2021, the HYSC will make recommendations to the mayor and DC Council, informed by educators, students, and families, to improve students' access to key mental health resources.
- By Dec. 31, 2021, the HYSC will advise District government and partner organizations on necessary quantitative and qualitative data improvements in order to better address and support students' health, wellness, and nutrition needs.
- By Dec. 31, 2021, the HYSC will advise District government and partner organizations on the status of nutrition education in District schools and strategies for sustaining or improving these programs.
- By Dec. 31, 2021, the HYSC will advise District government and partner organizations on strategies to sustain or increase access to and participation in and improve the quality of school meals, with particular focus on breakfast, afterschool, and summer meals.

The Commission formed the following four working groups that will lead the work toward each goal: (1) adverse childhood experiences (ACEs) working group; (2) school health data working group; (3) nutrition education working group; and (4) school meals working group.

In addition in FY19, the HYSC also:

- Heard presentations on OSSE's Environmental Literacy Program and reviewed the stakeholder plan to create the Capital LEAF program.
- Discussed OSSE's Strategic Plan and the DC School Report Card.
- Heard from a pediatrician from Children's National Medical System on the connection between a child's diet and their mental health.
- Reviewed Youth Risk Behavior Survey (YRBS) fact sheets and data collection methodology.
- Reviewed OSSE's updated Early Learning Standards.
- Toured three school gardens District of Columbia Public Schools and public charter schools.
- Reviewed the DC School Breakfast Scorecard.
- Discussed OSSE's Healthy Tots Programs and grants.
- Discussed the Healthy Schools Act Grants and contract.

Higher Education Licensure Commission

Q91: Provide a narrative on the purpose and goals of the Higher Education Licensure Commission. In addition, please include:

- (a) A list of all institutions 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: Q91 Attachment – HELC 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. 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.

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 and issuing their students certified student transcripts, and investigating student and faculty complaints against educational institutions under its jurisdiction.

(a) A list of all institutions regulated by the commission, noting which professions are licensed, which are certified and which are registered

A list of active institutions is available [on the OSSE website](#). The HELC does not regulate professions. The HELC regulates institutions that offer postsecondary education in the District. The HELC does not license, certify or register professions.

(b) & (c) 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 list of any/all vacancies on the Commission

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. DC Official Code Chapter 13 §38-1304 provides for up to 180 holdover after the expiration of the second term. During FY19 all positions were filled. Brief biographies are attached.

Dr. Mary E. Dilworth, Chair (Ward 7)

First Term: 10/12/2014 - 8/15/2016 (completing term of someone else)

Second Term: 8/15/2016- 8/15/2019

Third Term: 8/15/19-8/15/22

Mr. John Cross, Vice Chair (Ward 6)

First Term: 7/30/2015- 8/15/2017 (completing term of someone else)

Second Term: 8/15/2017- 8/15/2020

Dr. Joanne D. Joyner (Secretary) (Ward 4)

First Term: 8/15/2014- 8/15/2017

Second Term: 8/15/2017-8/15/2020

Ms. Anita Shelton (Ward 1)

First Term: 10/25/2016-8/15/2019 (completing term of someone else)

Second Term: 8/15/2019-8/15/2022

Eligible for reappointment

Ms. Estell Mathis-Lloyd (Ward 4)

First Term: 8/15/2019-8/15/2022

For additional information visit the Mayor's Office of Talent and Appointment mota.dc.gov.

Q92: What were the major accomplishments of the Commission in FY19 and FY20?

RESPONSE: Q92 Attachment – FY19 HELC Quarterly Reports.pdf

Major accomplishments of the Higher Education Licensure Commission (HELC) in FY19 are discussed below. In FY19, the Commission received 321 applications (up from 287 in FY18). For information regarding the approval and denial of applications, please see the Commission’s quarterly reports.

Engagement with Regulatory Community

- In FY19, the HELC, serving as the District of Columbia’s State Approving Agency (SAA) for Veterans’ education benefits under contract with the U.S. Department of Veterans Affairs (DVA), achieved the highest possible rating of “Satisfactory” in the evaluation of the work performed. The Commission revamped the tracking logs to better manage work flow, initiated contact with the DC Apprenticeship Council, and met with Cioffi Consulting to discuss the proposed funding model for all SAAs across the country. Additionally, the SAA Specialist was a panelist during the Association of Veterans Education Certifying Officials conference.
- 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, and Mayors Office of Veterans Affairs), as well as the US Department of Education and the US Department of Veterans Affairs, to ensure consistency in practice and compliance with local and federal laws.
- HELC staff participated in 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), and the National Association of State Administrators and Supervisors of Private Schools (NASASPS).
- HELC staff serve on committees, special taskforces and participate in focus groups as members of National Association of State Approving Agencies (NASAA), the National Association of State Administrators and Supervisors of Private Schools (NASASPS), Council on Licensure Enforcement and Regulation (CLEAR), and State Authorization Reciprocity Agreements (SARA). Additionally, the HELC executive director serves as chairperson of the Southern Regional Education Board–State Authorization Reciprocity Agreements (SREB - SARA) steering committee.
- In FY19, the executive director, by invitation, presented at two national meetings (SARA Annual Conference and State Authorization Network) to share best practices in the areas of distance education regulation, establishing cross collaboration with sister regulatory agencies, and ensuring compliance with local requirements and participated in a

roundtable discussion representing state higher education regulators on the topic of safeguarding academic records.

HELCS staff members are subscribed to National Association of State Administrators and Supervisors of Private Schools (NASASPS) Yahoo-groups, SREB-SARA and NASAA listservs, 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 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).

Licensure Process

In FY 2019, the HELC working in conjunction with the OSSE Office of the Chief Information Technology Officer, published institution profile pages and updated the Annual Data Survey reporting tool. The Commission also began systems improvements to internal database designed to track and manages the day-to-day operations of the unit.

Provided training to the Commissioners

The Commission had one new member this year, who received onboarding training. During Work meetings the Commission welcomed special presentations from HELC staff regarding the GI Bill education benefits, the OSSE Division of Teaching and Learning responsible for teacher credentialing, and a report of the findings of a University of Maryland Masters of Public Policy student who researched the high-demand occupations in the District to correlate the possible education and training needs.

Compliance Monitoring

As the need arises, staff confront institutions suspected of non-compliance and work to facilitate establishing compliance.

- Four administrative hearings were held in FY19,
- Two cases were referred to the Office of the Attorney General, and
- Several notices of unlicensed activity were sent to institutions found to operating in the District of Columbia without authorization.

In addition to denying licensure and applications seeking approval to operate, the Commission has imposed fines to institutions deemed non-compliant.

Seven (7) site evaluations were conducted this fiscal year. Additionally, a standard operating procedure for the site evaluation process was drafted to include the revision of associated forms and policies. The Commission also facilitated the recruitment of and training of site evaluators. The Commission created a databank of 17 qualified evaluators that could potentially serve for the 2020 evaluations.

Public Relations and Communication

This fiscal year the goal for public relations and communications was to increase the awareness about the Commission's work. This was accomplished in the following ways:

- Published a Commission Actions In-brief through the Commission webpages, and a link to the HELC website is also included in the OSSE LEA Look Forward as well as a mass email communication sent to the HELC authorized institutions and ANCs.
- Published an [Annual Report and Resource Guide](#).
- Established a relationship with the education reporter for the Washington Post, should they need a local source to contribute to relevant subject content.
- Created a link from the Career Pathways site to the HELC site.

Regulatory Changes

The HELC, through OSSE anticipates promulgating 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.

Public Charter School Credit Enhancement Fund Commission

- Q93: Please provide a narrative description of the purpose and goals of the Public Charter School Credit Enhancement Fund Commission. In your response, please include:**
- (a) A list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission;**
 - (b) A list of the date and time of all meetings in FY19 and in FY20;**
 - (c) A narrative description of any action items taken or recommendations made by the Commission in FY19 and in FY20.**

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. Pursuant to 20 U.S.C. §1155(e)(3), 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
Stefan Huh	Independent Consultant d/b/a Grateful Partners	12/19/2019
Yair Inspektor	HSC Health Care/Children’s National	10/30/2019
Michael Musante	President, Musante Strategies, LLC	10/16/2019
Sara Batterton	Independent Consultant	10/28/2019
Mark Medema	School Outreach Advisor, Charter Impact Fund	9/17/2018

- (b) A list of the date and time of all meetings in FY19 and in FY20;**
- (c) A narrative description of any action items taken or recommendations made by the Commission in FY19 and in FY20.**

*FY2019 Performance Oversight Questions
Office of the State Superintendent of Education*

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
October 18, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed new information for a \$1,312,500 direct loan for the Charter School Incubator Initiative – PR Harris School – Ingenuity Prep PCS. Decision tabled until new information could be reviewed.
November 18, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$1,312,500 direct loan for the Charter School Incubator Initiative – PR Harris School – Ingenuity Prep PCS.
December 20, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$700,000 direct loan for Washington Global PCS.
January 17, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed a request for a \$1,985,948 direct loan for Mundo Verde PCS. Decision tabled until the school provides additional information.
February 21, 2019	Canceled	No new transaction to consider
March 21, 2019	Canceled	No new transactions to consider
April 18, 2019	Canceled	No new transactions to consider
May 16, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Received a request for a six-month extension for a OPCSFS \$2 million direct loan for St. Paul on Fourth St. Inc, Decision tabled until the July 2019 meeting. Received a request for a \$1,637,494 funded credit enhancement to replace an existing \$1,637,494 funded Federal Charter School Program Credit Enhancement Grant. Decision tabled until more information is obtained.
June 20, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	30-day conditional approval for a \$1,637,494 funded credit enhancement for the Charter School Incubator Initiative – Birney Site. Approval of a six-month extension for a \$2 million direct loan maturity extension for St. Paul on Fourth St., Inc. Tabled decision on approving \$1.2 million in additional Building Hope debt for St. Paul on Fourth St., Inc. Approval of \$510,000 direct loan request and refinancing of existing \$600,000 direct loan for Digital Pioneers Academy PCS. Approved a \$500,000 increase in line of credit for Eagle Academy. Tabled decision for a \$1 million PACE loan for Eagle Academy until approval by senior lender obtained.
June 27, 2019 - Special Meeting	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of \$1.2 million Building Hope loan for St. Paul on Fourth St., Inc.
July 18, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approval for refinancing of the \$1.9 million existing direct loan for Mundo Verde PCS. Review request for a \$2 million direct loan for Richard Wright PCS for Journalism and Media Arts. Decision tabled until additional information was obtained.
August 22, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of \$1,792,249 in additional senior debt for the Charter School Incubator Initiative – E.W. Stokes site. Approval of a \$2 million OPCSFS direct loan for Richard Wright PCS for Journalism and Media Arts. .

*FY2019 Performance Oversight Questions
Office of the State Superintendent of Education*

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
September 19, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed request from Kingsman Academy PCS for a refinancing of existing debt and \$1.3 million in new debt. Tabled decision until results of 2020 lottery are available. Approved a 90-day extension of credit enhancement for the Charter School Incubator Initiative – Birney School.
October 17, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved an additional \$350,000 Building Hope loan for the Charter School Incubator Initiative – PR Harris site.
November 21, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a \$500,000 unfunded credit enhancement for Social Justice PCS. Approved a \$1.3 million PACE loan for Eagle Academy PCS.
December 19, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a change in senior lender for Two Rivers PCS – Young Elementary School. Approved a \$450,000 unfunded credit enhancement for Girls Global Preparatory Academy PCS. Approval of a refinancing and new debt for a total of \$2 million for Creative Minds PCS. Approved a 90-day extension of credit enhancement for the Charter School Incubator Initiative – Birney School.
<i>Meeting schedule for remainder of FY 2020: January 16, 2020, February 20, 2020, March 19, 2020, April 16, 2020, May 21, 2020, June 18, 2020, July 16, 2020, August 20, 2020, September 17, 2020.</i>		

Q94: 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:

(a) Direct Loan Account

Account Type	Current Fund Balance as of Dec. 23, 2019	Amount Loaned Out	Transfers from specific account to other programs or initiatives
Direct Loan	\$25,259,170	\$19,467,168	No transfers to other programs or initiatives.
Credit Enhancement	\$15,813,590*	\$7,900,000	No transfers to other programs or initiatives.

*Note the United States Department of Education’s Charter School Program grant funds (\$5.9 million) are excluded from the credit enhancement numbers.

DIRECT LOANS ACCOUNT as of Nov. 30, 2019	
Amount	Public Charter School
\$1,162,334	Two Rivers PCS
\$1,930,487	Eagle Academy PCS
\$1,944,171	Charter School Incubator Initiative
\$1,558,310	Creative Minds PCS
\$1,982,887	Mundo Verde PCS
\$ 703,337	Kingsman Academy PCS
\$2,000,000	Charter School Incubator Initiative
\$1,425,869	DC Scholars PCS
\$1,312,500	Charter School Incubator Initiative
\$698,056	Washington Global PCS
\$816,400	Digital Pioneers PCS
\$1,941,818	Early Childhood Academy
\$2,000,000	Breakthrough Montessori PCS

(b) Credit Enhancement Account

CREDIT ENHANCEMENTS ACCOUNT	
<i>as of Nov. 30, 2019</i>	
Amount - Funded	Public Charter School
\$3,000,000	Friendship PCS
Amount - Unfunded	Public Charter School
\$1,000,000	Paul PCS
\$1,000,000	Charter School Incubator Initiative
\$1,000,000	Two Rivers PCS
\$900,000	Washington Global PCS
\$1,000,000	Breakthrough Montessori PCS

Q95: What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in FY19 and in FY20? How much of this allotment has been spent?

RESPONSE:

OSSE did not award/close any new credit enhancements in FY19 and FY20 as of Dec. 23, 2019.

General Questions

Q96: 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 FY19 or to date in FY20.

RESPONSE: Q96 Attachment – OSSE Organizational Chart.pdf

In FY19, OSSE created a new deputy superintendent role to oversee the agency’s Operations, Data, Assessment and Research, and Systems Technology functions. Sara Meyers, former assistant superintendent for operations, serves as deputy superintendent. This creation of the deputy superintendent role is a recognition of the importance of the work of these three divisions. The purpose of this change is to add leadership capacity to strengthen and improve coordination in these functions. OSSE recognizes that it is more important than ever that we continue to make significant progress in our technology and data practices. There were no new organizational changes made during FY20 to date.

There were also two realignments across teams in FY19, both designed to strengthen the management and effectiveness of their respective functions. In May 2019, the Nonpublic Tuition and Medicaid Recovery Unit moved from the Division of Systems and Supports, K-12, into the Division of Operations, which houses the agency-wide finance and administrative functions. This shift was designed to allow for greater alignment across finance-related functions and to allow OSSE to better capture and leverage Medicaid income to accelerate progress for DC students. The realignment did not result in changes to staffing levels. In September 2019, OSSE finalized a second realignment, shifting the office of Data Management and Applications from the Division of Data Assessments, and Research (DAR), into the Office of the Chief Information Officer (CIO). This shift was also designed to allow for greater alignment between existing technical resources in support of OSSE’s strategic pillar to create and share actionable data. The change did not result in changes to staffing levels.

Q97: Provide the agency's performance plan for FY19. Did OSSE meet the objectives set forth in the FY19 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: Q97 Attachment 1- FY19 OSSE Performance Plan.pdf
Q97 Attachment 2- FY19 OSSE-DOT Performance Plan.pdf

OSSE

In FY19, OSSE continued to prioritize and make progress toward achieving several of the strategic objectives outlined in the FY18 performance plan. In conjunction with the release of the 2019-2023 Strategic Plan, OSSE's objectives were supported by five strategic initiatives:

Accountability System & School Report Card

Manage a smooth and effective launch of the school new report cards and STAR accountability system to schools and parents by December 2018. Support schools, parents, and the community in understanding how to use the new tool by developing tools and other resources.

Expand access to infant and toddler seats

Maintaining the District's investment over a three year period, OSSE will continue to incentivize child development providers to increase the supply of child care services for infants and toddlers throughout the District, creating 1,000 quality new slots by 2020. OSSE will provide grants that aid in the 1) establishment of new or renovation of existing child development facilities serving infants and toddlers and 2) offer technical assistance and training to child development facility operators to support compliance with the licensure requirements for efficient and effective operations.

Maximize the impact of OSSE's grantmaking

Maximize how OSSE grants support outcomes for students and families. Internally, this includes implementing intentional and effective systems and a new training initiative to support staff to make, manage, and learn from our grants. Externally, this includes launching a forecast to enable strategic planning and engagement for upcoming FY20 grants.

Strengthen recruitment

Develop new and strengthened supports for managers in response to manager and employee feedback, including a manager training on employee relations issues (employee discipline, medical and disability-related benefits), regular manager communities of practice, systematic coaching and mentoring opportunities, and a regular manager orientation.

Systems and data support for District Residency Framework

Expanding and solidify OSSE and Office of Enrollment and Residency (OER) policies, leveraging My School DC for outreach and data insights, and rolling out a first-ever case management system for end-to-end management of residency work streams including tips, investigations, and tuition collection.

Of these strategic initiatives, those around the STAR Framework and DC School Report Card and agency grantmaking were fully realized in FY19; the remaining three are part of larger, multi-year areas

of work in which the agency continues to devote significant focus in FY20. In expanding access to child care for infants and toddlers, the Access to Quality Child Care Expansion Grant awarded more than \$1,500,000 in sub-grant funding between March 2018 and the end of FY19. This significant investment of funds helped child development providers in creating 249 infant and toddler seats in Wards 1, 3, 4, 7, and 8. With regard to recruitment, the OSSE Talent team made strides to strengthen the agency’s human capital, instituting manager coaching and staff mentoring programs, initiating several new professional development trainings, improving orientation for new staff members, and creating space for staff to support each other through a community of practice. Finally, the Office of Enrollment & Residency (OER) embarked on a broader outreach campaign that included a successful digital advertising campaign and the leveraging of community events, including EdFest, to grow awareness of the District’s residency policies. OER also continued to add new information for stakeholders to its website, released a handbook to better support LEAs, and conducted data analysis to assess the source of collected tips and failed residency documents.

In addition to the five strategic initiatives, OSSE’s work also focused heavily on sixteen key performance indicators (KPIs) that represent the most critical functions of the agency. OSSE met eleven of sixteen of these targets and, at the time of writing, still awaits data on two metrics with reporting cycles that differ from that of the District’s fiscal year. The three KPIs that were not met in FY20 were as follows:

Percent of all students graduating from high school in four years

FY19 GOAL	79%
FY19 ACTUAL	66%

Statewide graduation rates for the District decreased year-over-year, primarily as a result of a lower rate within District of Columbia Public Schools (DCPS).

Percent of all students at college and career ready level in mathematics on statewide assessment

FY19 GOAL	32%
FY19 ACTUAL	31%

While the percentage of students performing at college and career-ready levels on the state mathematics assessment continued to rise in FY19, the rate did not yet meet the FY19 goal.

Percent of childhood and development programs that meet “Quality” and “High-Quality” designations

FY19 GOAL	55%
FY19 ACTUAL	43%

Outcomes for this metric shifted in FY19 due to changes in the calculation methodology used in the new Quality Rating and Improvement System (QRIS). 43% reflects the more rigorous Capital Quality system, which relies on observational assessments on a rubric and replaces the previous accreditation-based “Going for the Gold,” which was less stringent.

Under Capital Quality, FY19 data was calculated using a numerator representing the number of facilities that earned a Quality or High-Quality designation and a denominator representing the total number of subsidy providing facilities participating in the Capital Quality program. In previous years, this metric used Going for the Gold data. OSSE has implemented and expanded a number of initiatives (outlined above) to strengthen quality across our subsidy providers and help them meet this new and more rigorous bar. We expect to see these efforts pay greater dividends in future years.

OSSE-DOT

Although OSSE DOT did not meet its FY19 target for calls answered, there has been noticeable improvements with a 4.6% increase in performance this year over last year. In Q54, OSSE DOT discusses the steps taken to address some of the most common reasons for calls- early/late bus complaints and missed bus complaints.

Further, there was a 12% increase in the number of miles traveled this school year compared to last year, despite the slight decline in the number of students transported. Although the target was not met, this year's results yielded a 29% decrease in preventable accidents per 100,000 over the previous year.

OSSE DOT continued to actively recruit school bus drivers and attendants to ensure there are enough staff to cover routes in an effort to offset employee absence, extended leave and staff turnover as well as fluctuating route counts based on student needs. OSSE DOT achieved its highest On-time performance (OTP) at 93% in March 2019, which is the highest performance in the last three years. In Q57, OSSE DOT discuss the efforts taken to reduce vacancies with regard to drivers and aides.

OSSE DOT converted 200 staff from part time to full time in January 2019. This drove up the cost to compensate employees included in this conversion whenever they receive overtime hours. Additionally, all school bus drivers and school bus attendants received a salary increase designed to create pay parity among similarly placed positions. This too results in more accrued overtime costs as needed. Although the variable cost target was not met due to this increase in salaries, there was a much greater positive impact on staff.

Q98: Provide the agency's performance plan for FY20.

RESPONSE: Q98 Attachment 1 – FY20 OSSE Performance Plan.pdf
Q98 Attachment 2 – FY20 OSSE DOT Performance Plan.pdf

Q99: Explain the impact on your agency of any legislation passed at the federal level during FY19 or FY20, to date. Please include comment on the recent reauthorization of the Elementary and Secondary Education Act.

RESPONSE:

The 116th Congress has not passed authorizing legislation that impacts the agency's work. H.R. 1865 funded federal education programs for the remainder of Fiscal Year 2020. OSSE looks forward to the timely passage of federal appropriations legislation for Fiscal Year 2021.

OSSE continues to fulfill its obligations as required by the Every Student Succeeds Act (ESSA) as the state education agency. In line with ESSA requirements for states to assess students in grades 3-5, 6-8, and once in high school in Science, the District of Columbia administered a fully operational assessment in Science in the spring of 2019 and reported results on the assessment in December 2019. OSSE continues to implement its ESSA state plan and actions related to standards, assessment, and school accountability. For more information on assessment and accountability, refer to the following questions: 13, 50, 51, and 52.

Q100: Please also identify all new policies that have been finalized in FY19 or that are expected to be promulgated in FY20. How does OSSE inform LEAs and the public of new or advised regulations or policies?

RESPONSE:

In FY19 and to date in FY20, OSSE published Notice of Emergency, Proposed or Final 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
Title 5-A, Chapter 30	Special Education	Update the regulatory framework governing the education of children with disabilities to comply with changes in both federal law and local law	Vol 66/46 11/8/2019	TBD
Title 5-A, Chapter 23	Testing Integrity	Ensure that statewide assessments are administered in standardized conditions to protect their validity and reliability and outline the standards and processes used to conduct investigations for alleged or potential violations	TBD	TBD
Title 5-A, Chapter 1	Child Development Facilities: Licensing	To clarify specific language in the regulations regarding which staff members must be assigned to and supervising each group of children, and extends the deadline assistant teachers and home caregivers to comply with the requirements to obtain a Child Development Associate (CDA) credential to December 2, 2020	Vol 67/6 02/07/2020	TBD
Title 5-A, Chapter 2	Child Development Facilities: District-Subsidized Child Care Services	Implement new QRIS, Capital Quality, and set FY19 rates and sliding fee scale.	Vol 65/45 11/2/2018	Vol 66/4 1/25/2019
Title 5-A Chapter 75	Alternative Program	To establish criteria for a school or specialized program within a school to be designated as alternative education program	Vol 66/12 3/22/2019	Vol 66/24 6/14/2019

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. As required by IDEA, OSSE holds two public hearings for all IDEA Part B special education regulations and policies. OSSE publishes all proposed rulemakings in the DC Register and generally provides a thirty-day public comment period for proposed regulations.

- Q101: Please provide the following budget information for OSSE and all programs under its purview, including the approved budget, revised budget, and expenditures, for FY19 and to date in FY20:**
- (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: Q101 Attachment – Budget and Expenditures.xlsx

Q102: Provide a complete accounting of all intra-district transfers received by or transferred from OSSE during FY19 and to date in FY20. 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: Q102 Attachment – Intra-District Transfers.xlsx

Q103: Provide a complete accounting of all reprogrammings received by or transferred from the OSSE during FY19 and to date in FY20. 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: Q103 Attachment – Reprogrammings.xlsx

Q104: Provide a complete accounting of all of OSSE’s Special Purpose Revenue Funds for FY19 and FY20. Please include the revenue source name and code, total amount generated and expended, and the purpose of the funds.

RESPONSE: Q104 Attachment – Special Purpose Revenue.xlsx

Q105: Provide a list of all OSSE’s fixed costs budget and actual dollars spent for FY19 and to date in FY20. 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: Q105 Attachment – Fixed Costs.xlsx

Q106: Provide the capital budget for OSSE and all programs under its purview during FY19, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY19.

RESPONSE: Q106 Attachment – Capital Budget.xlsx

Q107: Describe any spending pressures that existed in FY19. 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:

OSSE did not have any spending pressures in FY19.

Q108: Identify potential areas where spending pressures may exist in FY20? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY20 budget.

RESPONSE:

OSSE does not anticipate that it will have any spending pressures in FY20.

Q109: Provide a list of all FY19 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: Q109 Attachment – Full Time Equivalent Position.xlsx

Q110: How many vacancies were posted for OSSE during FY19? To date in FY20? Which positions? 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: Q110 Attachment - OSSE Vacancies FY19 and FY20 to Date.xlsx

Q111: How many employee performance evaluations were completed in FY19 and how was performance measured against position descriptions? To date in FY20? 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. We have worked diligently to ensure that employees receive evaluations and have performance plans—and offered multiple performance management trainings and performance coaching 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.

If a manager determines that an employee is not performing at the level in which he or she should, that manager will work with the employee to resolve the deficiencies prior to the evaluation stage of the performance cycle. If the matter requires placing the employee on a Performance Improvement Plan (PIP), the manager may elect to do so within a specified timeframe. The employee may be placed on the PIP for 30, 60, or 90 days to allow them ample time for improvement. If the employee fails to improve their performance during the PIP process, the manager then has the right to reassign, demote, or terminate the employee from their position.

Please note that during this performance cycle, bus drivers, attendants, and attorneys were excluded from the standard citywide performance process. Attorneys undergo a different Performance Management process. Also, please note that newly on-boarded employees develop plans within their first 30 days.

FY19 Evaluations		FY20 Plans	
OSSE General		OSSE General	
# of Plans/Staff	359	# of Plans/Staff	396
# Completed Evaluations	358	# Draft Plans Completed	390
# NOT Completed	1	# Draft Plans NOT Completed	6
OSSE DOT		OSSE DOT	
# of Plans/Staff	177	# of Plans/Staff	185
# of Completed Evaluations	177	# Draft Plans Completed	185
# NOT Completed	0	# Draft Plans NOT Completed	0

Q112: Has OSSE adhered to all non-discrimination policies in regards to hiring and employment?

RESPONSE:

Yes. The agency has followed the recruitment guidelines and strategies set forth by the DC Department of Human Resources (DCHR), which allows the agency to stay in compliance and adhere to all non-discriminatory policies.

Q113: Have there been any accusations by employees or potential employees that OSSE has violated hiring and employment non-discrimination policies in FY19 or to date in FY20? If so, what steps were taken to remedy the situation(s)?

RESPONSE:

There have been claims-not substantiated by either OSSE or a third party- of violations of hiring and employment non-discrimination policies in FY19 or FY20 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 nondiscrimination 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.

Q114: Please list all settlements entered into by the agency or by the District on behalf of the agency in FY19 or FY20, 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:

In FY19, OSSE entered into seven settlement agreements with former employees. In FY20 to date, OSSE has not entered into any settlement agreements with former employees. Due to the confidentiality of personnel matters, the table does not include detailed information regarding settlement agreements entered into by OSSE with any former employees.

In FY19, OSSE entered into six settlement agreements totaling \$136,138. The following table provides details regarding the settlement agreements entered into by the agency in specific civil and administrative matters.

Date of Settlement Agreement	Party Names	Litigation Description or Reason for Settlement
5/28/2019	Confidential	Bus Accident
6/2019	Confidential	Bus Accident
7/25/2019	Confidential	ODR – Special Education
11/6/2019	Confidential	ODR – Special Education
12/10/2019	Confidential	ODR – Special Education
12/11/2019	Confidential	ODR – Special Education

Q115: 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 FY19 and FY20, to date, whether or not those allegations were resolved.

RESPONSE:

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. When an allegation of sexual harassment or misconduct is made, the Sexual Harassment Officer (SHO) or alternative Sexual Harassment Officer (ASHO) is tasked with reviewing the allegation and determining a plan of action. Depending on the nature of the complaint, immediate action may be required, such as separating the alleged harasser from the complainant. If immediate action is not required, the SHO or ASHO must move on to interviewing the complainant, harasser, and witnesses. If any follow-up interviews are required, those interviews are scheduled accordingly. The SHO or ASHO will gather all evidence for evaluation, document the investigation, and then report their findings to the agency General Counsel. If further action is required against any individual based on the findings, the agency General Counsel will provide the report to agency leadership and the Mayor's Office of Legal Counsel MOLC.

Complaints to EEO Counselors

In FY19, there were two (2) complaints alleging discrimination on the basis of sex (which includes sexual harassment & right to breastfeed), gender identity/expression and sexual orientation received by OSSE's EEO counselors. In FY20 to date, there have been zero complaints alleging discrimination on those grounds. 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. These EEO matters were handled by the agency in accordance with policy and protocol.

Q116: Provide the Committee with the following:

- (a) A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY19 and to date in FY20, and the amount; and,**
- (b) A list of travel expenses for FY19 and to date in FY20, arranged by employee.**

RESPONSE: Q116 Attachment 1- Performance Allowances.xlsx
Q116 Attachment 2- FY19-FY20 Incentive Payments.xlsx
Q116 Attachment 3- Travel Expenses FY19 & FY20.xlsx

Q117: Provide the following information for all contracts awarded by OSSE during FY19 and to date in FY20:

- (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: Q117 Attachment – FY19-20 Contracts.xlsx

Q118: Provide the following information for all contract modifications made by OSSE during FY19 and to date in FY20, 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: Q118 Attachment - FY18-19 Contract Modifications.xlsx

Q119: Provide the following information for all purchase card transactions during FY19 and to date in FY20:

- (a) Employee that made the transaction;**
- (b) Transaction amount; and,**
- (c) Transaction purpose.**

RESPONSE: Q119 Attachment 1 – FY19 Purchase Card Transactions.xlsx
Q119 Attachment 2 – FY20 Purchase Card Transactions.xlsx

Q120: Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within OSSE during FY19 and to date in FY20. 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: Q120 Attachment- USDA Summer Food Service Program ME Closure Letter.pdf
Q120 Attachment 2-USDA Child Nutrition Program FMR Closure Letter.pdf
Q120 Attachment 3- USDA Child and Adult Care Food Program ME Closure Letter.pdf
Q120 Attachment 4- Early Intervention Program Audit.pdf
Q120 Attachment 5- Management Observations for OPCSFS.pdf

The following completed reports or program/fiscal audits that were completed during this timeframe can be found at their corresponding attachment:

- **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. The final report is available [here](#).
- **Medicaid Audit:** DHCF has completed the audit of OSSE DOT and nonpublic student services for the fiscal year ended September 30, 2016. The DHCF audit is in 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). OSSE DOT is awaiting the finalized audit report from DHCF. DHCF is currently conducting an audit of nonpublic student services for the fiscal year ended September 30, 2017, and September 30, 2018. The audits are being facilitated by a DHCF contractor, Bert Smith & Co. and are not yet complete.
- **US Department of Agriculture (USDA) Management Evaluations (ME) and Financial Management Reviews (FMR):** Management Evaluations (ME) and Financial Management Reviews (FMR) are standard practice of USDA for each program, every 3-5 years, to ensure program compliance. MEs and FMRs can remain open for months, even years, depending on the findings. Many of the findings in FY19 related to creating and updating standard operating procedures, which has been the main focus of the team over the last three 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 or FMRs below resulted in fiscal action or questionable costs against OSSE.
 - Child and Adult Care Food Program Management Evaluation (Closed)
 - OSSE met the Corrective Action Plan deadline of November 2019 and provided additional follow-up information requested by USDA in December 2019. USDA closed the review process in January 2020.
 - Summer Foods Service Program ME (closed)
 - OSSE met the Corrective Action Plan deadline and USDA closed the review process in February 2019.
 - Child Nutrition Programs FMR (closed)
 - OSSE met the Corrective Action Plan deadline and USDA closed the review process in April 2019.

- **Early Intervention Program Audit** - The Office of the D.C. Auditor (ODCA) initiated the audit in response to concerns raised by Council of the District of Columbia Education Committee Chairman David Grosso regarding the budgeting practices and fiscal management of the D.C. Early Intervention Program (DC EIP). ODCA interviewed relevant staff of OSSE, the Office of the Chief Financial Officer (OCFO), the Office of Contracting and Procurement (OCP), Department of Health Care Finance (DHCF), and relevant DC EIP service providers. They also reviewed OSSE records including invoices, contracts, case files, and service records. Last, we reviewed relevant laws and regulations for determining compliance with early intervention programming requirements.
- **Office of Public Charter School Financing and Support (OPCSFS) Direct Loan and Credit Enhancement Fund (DLCEF)** – This is OCFO’s Office of Integrity and Oversight’s Revenue and Expenditure Report review for FY18.