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

<u>**Responses to Fiscal Year 2018 Performance Oversight Questions**</u>

Hanseul Kang
State Superintendent of Education

Submission to

Committee on Education
The Honorable David Grosso, Chairman
Council of the District of Columbia and
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
1350 Pennsylvania Ave. NW, Suite 402
Washington, DC 20004

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Data Management, Research, and Assessment

Q1: **OSSE is required to perform an annual audit of enrollment for each of the District of Columbia's public schools. Provide the audited total student enrollment information by grade for School year ("SY") SY16-17, SY17-18, and SY18-19. Please also provide a description on how the audit is conducted including:**
(a) **How the data is collected from each schools and any changes from Fiscal Year ("FY") 2017;**
(b) **The timeline for collecting the data and performing the audit; and,**
(c) **A detailed description and the result of OSSE's parallel enrollment audit conducted with SLED.**

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

RESPONSE: Q1 Attachment – Audited Total Public and Nonpublic Student Enrollment SY16-17, SY17-18, SY18-19.xlsx

(a)   **How the data is collected from each school and any changes from FY17:**

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

- **General Enrollment (Residency Status)**: An audit of the District's Local Education Agencies' (LEA) enrollment of all students, and their respective residency status, as well as tuition payments assessed and collected for non-residents as of October 5, 2018. This also includes verification of students in non-public placements and Wards of the District enrolled in schools in surrounding jurisdictions.
- **Child Count for Special Education**: An audit of students with disabilities receiving special education and related services according to an individualized education program or service plan who are Stage 5 enrolled as of October 5, 2018.
- **Community-Based Organization Pre-K**: An audit of children enrolled in Pre-K3 and Pre-K4 in community-based organizations (CBO) receiving Pre-K Enhancement funds. Upon completion of the enrollment verification each CBO will receive funding for each enrolled student verified as a District resident.

The process proceeds as follows:
1. Pre-Audit Data Preparation: OSSE's Division of Data, Assessment and Research (DAR) works closely with LEAs to ensure enrollment data are error-free in advance of the October 5th enrollment roster data freeze.
2. Fieldwork: OSSE's auditors visit each school site of each LEA to conduct an on-site review of (a) 100 percent of DC Residency Verification Form 1 and (b) a random sampling of 20 percent of supporting documentation of enrolled students whose residency has not been verified by OSSE through direct data feeds with relevant government and independent agencies (with a full review of 100 percent of supporting documentation if the sample fails).

3. Issue Resolution: LEAs and CBOs are able to appeal residency and duplicative enrollment issues during the Issue Resolution phase. If an LEA or CBO does not agree with the resolution decision, it may request for a final in-person appeal.
4. Final In-Person Appeals: During this phase, LEAs have one final opportunity to submit information that may confirm the residency or enrollment status of a disputed student. Upon review of residency or enrollment documentation submitted for final appeal, any changes accepted are then updated in the Enrollment Audit and Child Count Application.
5. Reporting. Upon completion of the final in-person appeals phase, OSSE notified LEAs and CBOs of any additional enrollment changes due to data corrections and/or duplicative student final determinations. Following the release of the enrollment audit report for the 2018-2019 school year, OSSE may additionally follow up directly with individual LEAs regarding any anomalies discovered in enrollment or residency verification practices during the enrollment audit process that which should be addressed in the next school year.

Changes from FY17

The Budget Support Act of 2017 amended the statutory requirements for the enrollment audit to eliminate the census verification process. As a result, for the 2017-18 school year OSSE made following key changes to the enrollment audit process, each of which were maintained for the 2018-19 school year as well:

- **No Physical Headcount**: Robust data systems and effective LEA coordination to support timely and accurate collection of data for each student removes the need to conduct a student-by-student physical headcount. To collect enrollment and demographic data from schools, OSSE utilizes the Automated Data Transfer (ADT) tool through which student level enrollment and demographic data are transferred automatically to the Statewide Longitudinal Education Database (SLED) from local education agencies' (LEAs) Student Information Systems (SISs) on a daily basis. All specialized education student information was collected from the Special Education Data System (SEDS). Additionally, some LEAs use OSSE's statewide student information system, eSchoolPLUS, free of charge, to provide student enrollment and demographic information directly to OSSE without the use of the LEA's own Student Information System.
- **Direct Data Comparison for English Learners:** In previous years, the annual enrollment audit included a ten percent sample of English Learners to ensure LEA compliance. This year, LEAs provided English Learners' data via the demographic data collection; that data was measured against data provided from the statewide assessment used to measure English language proficiency, ACCESS. This direct data comparison allowed OSSE to provide LEAs with any inconsistencies found in the data. During this process, anomalies and exceptions found across LEAs were handled on an individual basis. LEAs were provided with an exception guide to assist with determining how best to handle their student anomalies.
- **Greater clarity and transparency for LEAs**: A web-based application supports enrollment audit processes, eliminating the use of multiple spreadsheets and allowing the enrollment audit point of contact at each LEA to closely track the on-site review, issue resolutions and final in-person appeals and determinations.

- **Increased focus on residency verification**: The sample size for the review of supporting residency documentation increased from 10 to 20 percent of a school's student body, after removing those students whose residency had already been verified through direct data feeds from other District government agencies. If a school's sample fails, auditors launch directly into a 100% review of all student residency records who had not been previously verified in the population type being reviewed. Population types are PK, K-12, and Adult. This year, 88 schools examined underwent at least one full review of their student body's residency information for at least on population group. 42 schools had a review of their entire student body's residency information. For CBO's, the total population of students is reviewed from the beginning.

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

DATE	ITEM	PARTIES INVOLVED
May – Sept. 2018	Pre-Audit Data Preparation Phase: LEAs updated data in LEA Student Information System (SIS)	OSSE/LEAs
Oct. 5, 2018	All LEAs made all corrections to enrollment data in LEA SIS to ensure accuracy of the universe of students on the audit enrollment roster by 5 p.m.	OSSE, LEAs
Oct. 9 – Oct. 11, 2018	All LEAs made final corrections to data in LEA SIS for student inclusion on the enrollment roster to ensure annual funding based on the UPSFF	LEAs
Oct. 12, 2018	LEAs submitted First Certification (Unaudited Enrollment and Child Count Anomalies Acknowledgement) directly in the Enrollment Audit and Child Count Application	LEAs
Oct. 17 – Nov. 16, 2018	Fieldwork Phase: LEAs prepare materials for the on-site review, including all the DC Residency Verification forms with accompanying supporting residency documentation	LEAs
Oct. 17 – Nov. 16, 2018	Issue Resolution Phase: LEAs resolved all demographic errors in the appropriate source systems by Nov. 16	LEAs
Nov. 19, 2018	LEAs submitted the Second Certification (Final Demographic Data Elements and Child Count Certification) directly in the Enrollment Audit and Child Count Application Note: an extension for the Second Certification was granted for Child Count and student demographic elements due to a technical issue with LEAs using PowerSchool as their student information system. This did not impact the overall audit timeline.	LEAs
Dec. 4, 2018	LEAs submitted requests and supporting documentation for final in-person appeals of residency determinations or duplicative enrollment determinations made by OSSE during the issue resolution phase directly in the Enrollment Audit and Child Count Application	LEAs
Dec. 12 – Dec. 17, 2018	Final In-Person Appeals Phase: OSSE facilitated final in-person appeals for residency and duplicative enrollment issues at OSSE	OSSE, LEAs
Dec. 19, 2018	OSSE made final in-person residency and duplicative enrollment appeals determinations, available for LEA review in Enrollment Audit and Child Count Application	OSSE
Dec. 20, 2018	LEAs submitted Third certification (Final Audited Enrollment Numbers Certification) directly in the Enrollment Audit and Child Count Application	LEAs
Early 2019	OSSE publicly disseminates the Enrollment Audit Report	OSSE

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

Because of the amendments to the Per Capita District of Columbia Public School and Public Charter School Funding Amendment Act of 2017 in the FY18 Budget Support Act of 2017, OSSE fully transitioned to using direct data systems for the formal audit as described above, and did not conduct both a full head count audit and a parallel sample audit for the 2018-19 school year.

Q2: **Please list for each public school the number and percentage of students by Ward in which they reside for SY13-14, SY14-15, SY15-16, SY16-17, and SY17-18.**

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

RESPONSE: Q2 Attachment – Student Enrollment by Ward SY13-14 to SY18-19.xlsx

Q3: **How many students are homeschooled in D.C. in FY14, FY15, FY16, FY17, FY18?**

RESPONSE:

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

Q4: **How many students are enrolled in private and parochial schools in D.C. in SY15-16, SY16-17, SY17-18?**

    RESPONSE: Q4 Attachment – Private School Enrollment.xlsx
                                 Note: OSSE does not directly collect this data. This data was provided by the Association of Greater Independent Schools and the Archdiocese of Washington.

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 SY14-15, SY15-16, SY16-17, and SY17-18?**

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 additionally be posting the list of LEA Foster Care Points of Contact to its website.

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

See Q6 Attachment – Foster Children.xlsx

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

See Q6 Attachment – Foster Children.xlsx

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

OSSE does not anticipate tracking additional data of this nature at this time.

(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 FY18 and in FY19 on special education transportation for children in foster care.**

Date	Amount Spent to Transport Students in Foster Care
FY18	$5,600,209.00
FY19 to date	$2,986,778.00

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

RESPONSE:

Pursuant to the Elementary and Secondary Education Act, amended on Dec. 10, 2015 via the passage of the Every Student Succeeds Act (ESSA), goals and benchmarks for students in foster care are aligned with the goals and benchmarks set for all students under the state's accountability plan.

Further, ESSA requires new statewide reporting on students in foster care to ensure that the progress of these students is reviewed on an annual basis (ESEA Sec. 1111(h)(1)(C)(ii-iii). OSSE released the DC School Report Card in December 2018, which includes the School Transparency and Reporting (STAR) Framework. STAR is the state accountability system required by ESSA. As required, the STAR Framework must include the performance of students that are identified as economically disadvantaged; to comply, OSSE uses the definition of at-risk which includes foster students. The report card includes data, for example, academic performance on PARCC and growth metrics, for foster children. Results on these performance metrics for children in foster care can now be easily accessed and compared to results from other subgroups and the city average. The table below shows academic outcome metrics for children in foster care compared to the DC average.

2017-18 School Report Card Metrics	DC Average	DC Children in Foster Care
Four-year Graduation Rate	68.47%	46.09%
Extended Years Graduation Rate (Percentage of the ninth grade cohort who graduated in any number of years)	75.31%	56.81%
In-Seat Attendance	90.05%	82.14%
90% Attendance	70.26%	53.02%
PARCC 4+/MSAA 3+ English Language Arts	33.43%	7.24%
PARCC 4+/MSAA 3+ Math	29.63%	8.53%
Growth to Proficiency – English Language Arts	53.25%	45.31%
Growth to Proficiency – Math	42.4%	36.70%
Median Growth Percentile – English Language Arts	54	44.0
Median Growth Percentile – Math	49	39.0
AP/IB Participation	62.22%	54.54%
SAT College and Career Ready Benchmark	19.61%	0.00%

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

Q8: Provide the following data (number and percentage) on mid-year student mobility for SY17-18 by grade and month:

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

RESPONSE: Q8 Attachment – Mid-year Student Mobility SY17-18xlsx

Note, the methodology to determine mid-year student mobility has changed from prior years to be consistent with the reporting of mobility data on the DC School Report Card. In prior years, mobility data was reported consistent with Equity Reports business rules which limited mobility analysis to students enrolled at the time of the Enrollment Audit and only included analysis of students' most recent movement (did not take into account multiple entries and exits for individual students) and did not include movement in and out of the same school at different points during the year. The mobility metric on the report card captures each individual entry and exit for all students enrolled at any point during the 2017-18 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.

Q9: **The following questions are regarding residency fraud:**
(a) How many residency fraud tips did OSSE receive in FY18 and FY19?
(b) How many residency tips did OSSE investigate in FY18 and FY19 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 residency fraud program in FY18 and FY19?
(e) How is OSSE ensuring each family receives adequate due process and notice?

RESPONSE:

(a) How many residency fraud tips did OSSE receive in FY18 and FY19?

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 fraud, 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
SY17-18 7/1/2017 – 6/30/2018	361
SY18-19 to date 7/1/2018 – 1/23/2019	191

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

Upon receiving a tip, OSSE merges duplicate tips or sibling tips 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 there is sufficient information to proceed, OSSE then determines if we can verify the student's residency status through its established interagency data feeds. If a tip has all the information required to move forward and OSSE was not able to verify the student's residency status, the tip will become a case and be assigned a case number.

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 (*see* Q1 for further detail about this 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 be assigned a case number.

The table below provides the number of cases OSSE is currently investigating or has investigated to date.

School Year	DC Public Schools Cases	Public Charter Schools Cases
SY17-18 7/1/2017 – 6/30/2018	766 (570 from DESA)	134
SY18-19 to date 7/1/2018 – 1/23/2019	67	59

(c) How many residency fraud cases were substantiated in FY18 by sector and what were the actions to remediate the situation?

Over the past year, OSSE has worked to clarify its authority for residency verification and investigations. OSSE currently uses the language of "findings of non-residency" to describe the outcome of its residency investigations. If a finding of non-residency is substantiated, OSSE then takes available actions related to residency. **A non-resident case is substantiated when OSSE's Office of Enrollment and Residency (OER) makes a non-resident finding after an investigation, and that finding is either uncontested by the family (in other words, a family concedes) or upheld through administrative due process.** If a family concedes that a student is not a resident, the non-residency finding becomes final and the parties will enter into an agreement for tuition. OSSE will notify the school that the child is a non-resident and required to have a valid payment agreement for prior amounts owed as well as a forward looking tuition agreement in place in order to continue attending the school. Cases that are open can be in any stage of the investigation process and also include cases that are pending an outcome at OAH through and administrative review.

Findings of non-residency that raise a credible issue of fraud are referred to the appropriate authorities, which may be the Office of the Attorney General, the Inspector General, and where a 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.

SY17-18 Cases								
Sector	Total Cases (Investigation Initiated)	Open		Closed		Substantiated (Final Agency Decision)		
		OSSE in process[1]	*OAH[2]*	*Residency verified during investigation*	*Non-resident notice issued but finding withdrawn during administrative review process*	*Concede[3]*	*Uncontested[4]*	*OAH decision*
DCPS	766 (570 DESA)	133 (1 DESA)	31 (all DESA)	415 (351 DESA)	151 (all DESA)	14 (all DESA)	22 (all DESA)	TBD
PCS	134	88		46		TBD	TBD	TBD
Total	**910**	**221**	**31**	**352**	**151**	**14**	**22**	**TBD**

SY18-19 to date Cases	

Sector	Total Cases (Investigation Initiated)	Open		Closed		Substantiated (Final Agency Decision)		
		OSSE in process[1]	*OAH*[2]	*Residency verified during investigation*	*Non-resident notice issued but finding withdrawn during administrative review process*	*Concede*[3]	*Uncontested*[4]	*OAH decision*
DCPS	67	66	-	1	TBD	TBD	TBD	TBD
PCS	59	88	-	TBD	TBD	TBD	TBD	TBD
Total	**126**	**125**	**-**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

[1]**Open – OSSE in process**. These cases are cases that OSSE is currently still investigating. Specifically for the DESA cases, these are cases that are either in the internal investigations or pre-mediation processes.

[2]**Open – OAH**: These cases were referred to OAH. Specifically for the DESA cases, these are cases where the families contested OSSE's finding of non-residency, but OSSE determined that additional documentation and/or the information provided during the pre-mediation review was insufficient for clearance. These cases will continue through the administrative process to the OAH for formal mediation and hearing.

[3]**Concede:** These cases are where OSSE issued a Notice of Finding of Non-Residency and the family conceded they were non-residents. Specifically for the DESA cases, these families conceded non-residency and were issued payment agreements for the tuition owed for the 2017-18 school year. If they wished to reenroll for the 2018-19 school year, they were also required to re-apply and enter into tuition agreements for the 2018-19 school year, consistent with regulatory requirements.

[4]**Uncontested:** These cases are where OSSE issued a Notice of Finding of Non-Residency and the failed to contest the finding within the provided timeframe. Specifically for the DESA cases, these families did not respond to OSSE's July notice letter despite the multiple means of outreach. 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 children were still enrolled, these students were subsequently unenrolled from school. They were also issued tuition payment agreements for the 2017-18 school year.

(d) Describe OSSE's efforts to strengthen its residency fraud program in FY18 and FY19?

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.

Since 2017, OSSE has invested significant time and resources to improve the clarity and rigor of residency verification and investigation, including updating regulations, assuming full responsibility for residency investigations for both DCPS and charter schools, hiring additional staff, increasing training for LEAs, and instituting more rigorous policies for auditing residency at the school level. In FY18, OSSE has also published updated policies regarding document retention, monitoring, tuition collection, and student exclusion. OSSE plans to provide additional clarification on existing regulations before the start of the 2019-2020 school year. The office also expanded its capacity with 3 personnel hires which included two new investigators.

For tuition collection, OSSE is using a new online payment portal to more easily collect tuition from non-residents. This portal will also be supported by a new tuition payment application that will automate notifications and tracking. OSSE is also currently working in

partnership with the Office of the Chief Financial Officer to ensure clear enforcement of significantly delinquent payments, including referral to their Central Collections Unit.

Finally, OSSE is continuing 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.

The enrollment and residency process must balance ease for families and LEAs and support our most vulnerable families, while 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. 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 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[1] 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

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[1] For large-scale investigations with special circumstances, like the SY17-18 DESA investigation, there are three stages in the administrative review process. The first is pre-mediation review, the second is mediation and the third

opportunity to tell their story and present evidence that proves they are a resident. The hearing officer will set the hearing dates and issue the hearing notices. However, if a hearing is scheduled in a residency case, OAH will schedule a mediation session. 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.

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is hearing and final decision. A case may be resolved at any of these stages. See Notice of Administrative Issuance - Interpreting 5-A DCMR § 5010 to Include a Pre-Mediation Review Process as Part of a Non-Residency Administrative Hearing in Special Circumstances (65 *D.C.R.* 27, July 13, 3018)

Q10: **Provide the following data for the SY17-18 school year, broken down by school/campus (DCPS and public charter school), by grade level, by race, by gender, by whether or not a student has an IEP, by whether or not the student is an English Language Learner, and by whether or not the student is considered at-risk:**
  (a) The number and percent of students who received at least one out-of-school suspension for 0-5 days;
  (b) The number and percent of students who received at least one out-of-school suspension for 6-10 days;
  (c) The number and percent of students who received at least one out-of-school suspension for more than 10 days in total;
  (d) The number and percent of students who received more than one out-of-school suspension in a school year, by number of out-of-school suspensions;
  (e) The number and percent of students that were referred to an Alternative Educational Setting for the course of a suspension;
  (f) The number and percent of students who received an in-school suspension;
  (g) The number and percent of students expelled;
  (h) The number of involuntary transfers to and from each school;
  (i) The number of students who withdrew from the school during the school year;
  (j) A description of the types of disciplinary actions that led to the suspensions and expulsions.

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

RESPONSE: Q10 Attachment 1 – Discipline Data - all.xlsx
Q10 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.

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 subgroup. School report card pages allow the user to compare school data with the DC average. OSSE released the DC School Report Card on in December 2018 and the discipline data for SY 17-18 was made available to the public at that time.

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"). Note that the reporting requirements in the Act did not become effective until Sept. 28, 2018, which is well after the conclusion of the 2017-18 school year and in the midst of finalization and publishing of school data from the prior year. Therefore, the new data reporting requirements are not reflected in the SY 17-18 data. OSSE will update its discipline collection practices consistent with the Act for its discipline collection for the 2018-19 school year and will include them in next year's discipline report.

Q11: **Provide the following data regarding high school graduation, college preparation and enrollment:**
(a) The 4-year and 5-year adjusted cohort graduation rate for each public high school in the District including subgroup information such as gender, race/ethnicity, economically disadvantage, English language learners, and special education for FY15, FY16, FY17, and FY18;
(b) The number and percentage of students in the graduating class of 2015, 2016, 2017, and 2018 that dropped out for each public high school;
(c) The total number and percentage of public high school students in the graduating class of 2015, 2016, 2017, and 2018 who took a college entrance exam; and,
(d) The total number and percent of students by school that enrolled in a post-secondary school from the graduating class of 2015, 2016, 2017, and 2018.

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

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

Q12: **Describe all studies, research papers, and analyses OSSE conducted or contracted for in FY18 and FY19, 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.**

The following reports were published in FY18 and FY19 to date:

- OSSE Non-Resident Student Review & Findings, School Year 2017-18 Report (September 26, 2018)
- OSSE District of Columbia Healthy Schools Act 2018 Report (October 31, 2018)
- OSSE 2018 Child and Adult Care Food Program Report (July 30, 2018)
- Fiscal Year 2017 Pre-K Report (Feb 23, 2018)
- State of Discipline: 2016-17 School Year
- 2017-18 School Year Attendance Report (December 14, 2018)
- 2016-17 School Year Attendance Report (November 30, 2017)
- Promoting the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) at Child Development Facilities (January 11, 2018)
- OSSE Youth Suicide Prevention & School Climate Survey Amendment Act of 2015 Report (December 1, 2017)
- Youth Suicide Prevention and School Climate Amendment Act of 2016 (January 3, 2019)
- Title IX Athletic Equity Act of 2015 Report (February 26, 2018)
- Analysis of Attendance and Graduation Outcomes at Public High Schools in the District of Columbia (Jan. 16, 2018)
- District of Columbia Public School Audit and Investigation (Final Report, Jan. 26, 2018)
- OSSE's June 2018 Monitoring Report: Attendance and Graduation Outcomes at DCPS (June 2018)
- District of Columbia Public Schools (DCPS) Graduation Documentation Review (Nov. 2018)
- Report on Residency Investigation at Duke Ellington School of the Arts (May 2018)
- Interim Update on Duke Ellington Investigation (November 9, 2018)
- 2018 STAR Framework Brief (December 7, 2018)
- 2018 STAR Analysis: Exploring Distributions and Correlations (December 18, 2018)Non-Traditional Childcare (Jan. 22, 2019)

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

Type of Entity	FERPA Exception	Organization	Effective Date	Expiration Date	Purpose
Other	Authorized representative	Accenture	9/6/2016	12/31/2017	C3N evaluation
OSSE contractor	Authorized representative	Alvarez and Marsal	12/11/2017	3/4/2018	Audit the compliance of DC Public Schools with graduation policies
Research Organization	Research Studies	American Institutes for Research (Ann-Marie Faria)	10/24/2018	1/31/2023	Evaluate AppleTree's Every Child Ready early learning curriculum
Research Organization	Research Studies	American Institutes for Research (Rui Yang)	1/8/2018	9/30/2018	Examine how parents and students make enrollment decisions
University	Research Studies	American University (Anastasia Snelling)	12/16/2014	11/12/2019	Youth Risk Behavior Survey research
University	Authorized representative	Arizona State University and American University	8/9/2018	8/31/2023	Support OSSE in early learning workforce reporting
OSSE contractor	Authorized representative	Caveon	3/30/2016	2/28/2019	Perform test integrity monitoring, investigations, and reporting for statewide assessments
Research Organization	Authorized representative	Center for Analysis of Longitudinal Data in Education Research and American Institutes for Research	10/15/2016	6/29/2018	Analysis for ESSA accountability
Research Organization	Research Studies	Center for Research on Education Outcomes	12/28/2012	1/31/2019	Public charter school analysis
OSSE contractor	Authorized representative	Child Trends	5/19/2016	12/31/2020	Healthy Schools Act evaluation, Health and Physical Education Assessment (HPEA), and school climate work
CBO	Authorized representative	Community Foundation for the National Capital Region - Raise DC	11/21/2016	12/31/2021	Early Development Instrument data partnership
DC agency	Authorized representative	Criminal Justice Coordinating Council	9/24/2018	9/24/2024	Analysis of the root causes of, model the impact of, and evaluate the educational factors related to juvenile justice system involvement
DC agency	Non-FERPA	Department of Health	6/29/2018	5/15/2023	Conduct research and analysis with Youth Risk Behavior Survey data to support

Type of Entity	FERPA Exception	Organization	Effective Date	Expiration Date	Purpose
					programmatic and policy changes to improve the health of DC students
DC agency	Non-FERPA	Department of Human Services	3/5/2018	11/30/2020	Analyze TANF family participation in subsidized child care program
DC agency	Authorized representative	Office of the Deputy Mayor for Education and Office of the Chief Technology Officer	12/6/2017	9/30/2022	Support school boundary work
OSSE contractor	Authorized representative	Educational Policy Partners	8/31/2016	12/31/2017	Support ESSA accountability work
Graduate student	Research Studies	George Washington University (Maria Cecilia Zea and Andrew Barnett)	10/26/2015	3/29/2018	Youth Risk Behavior Survey research
University	Research Studies	Georgetown University (Kenneth Tercyak)	10/27/2014	9/16/2020	Youth Risk Behavior Survey research
Research Organization	Authorized representative	Mathematica Policy Research	12/20/2017	1/31/2020	Generate, update and validate a predictive model for school opening decisions
University	Research Studies	MedStar Georgetown University Hospital (Juniper Lee)	10/22/2018	1/15/2020	Describe where families with children aged zero to five living in Ward 8 receive early education services and child care
DC agency	Authorized representative	Multiple DC agencies under auspices of Office of the City Administrator	10/25/2017	3/1/2018	Develop measures of performance for employment and training providers funded under WIOA (Vendor Stat)
Other	Non-FERPA	National League of Cities	3/6/2018	3/1/2023	Support NLC Census + ad hoc research projects
DC agency	Authorized representative	Office of Planning State Data Center (OP/SDC)	2/2/2016		State Data Center and enrollment / population projections
DC agency	Authorized representative	Office of the City Administrator	4/19/2017	1/31/2019	Analysis to model the impact of implementing LEA Payment Initiative, centralization of the enrollment process midyear, and District-wide truancy reduction and attendance support programs

Type of Entity	FERPA Exception	Organization	Effective Date	Expiration Date	Purpose
DC agency	Authorized representative	Office of the DC Auditor	2/2/2018	4/30/2019	Review enrollment projections process
Research Organization	Research Studies	Office of the Deputy Mayor for Education, Office of Planning and Urban Institute (Matt Chingos)	7/31/2017	12/31/2018	Allow re-disclosure of an OSSE data set to support a student transportation study
DC agency	Authorized representative	Office of the Inspector General and District of Columbia Public Schools	6/12/2017	6/1/2018	Audit non-resident enrollment and tuition process
DC agency	Authorized representative	Office of the Deputy Mayor for Education and AECOM Services of DC	4/13/2018	3/31/2019	Support development of Master Facilities Plan
Research Organization	Authorized representative	RTI International	11/9/2017	10/31/2019	Support OSSE on Perkins CAR and EDFacts reporting on CTE and other research projects
Research Organization	Research Studies	RTI International (Phillip Graham)	6/17/2015	9/30/2019	Support DBH with analysis of Youth Risk Behavior Survey data
Other	Authorized representative	SAS Institute	6/26/2017	9/30/2019	Provide assessment data to value-added vendor for District of Columbia Public Schools
Other	Authorized representative	Task Force on School Mental Health	3/8/2018	6/6/2018	Analyze school-level data to determine mental health need in DC schools
OSSE contractor	Authorized representative	TEMBO Consulting	9/13/2013	12/31/2019	Analysis support for early warning system, grad pathways, ESSA accountability system
Other	Other	The Alternative Accountability Task Force	2/13/2018		Assist OSSE in developing alternative education framework for accountability
OSSE contractor	Authorized representative	UCLA	2/4/2016	9/30/2022	Early Development Instrument collection and analysis
University	Authorized representative	University of Maryland Center for Early Childhood Education and Intervention	5/16/2017	12/31/2025	Quality Improvement Network (QIN) implementation and impact evaluation

Type of Entity	FERPA Exception	Organization	Effective Date	Expiration Date	Purpose
University	Research Studies	University of Virginia (James Wycoff)	7/10/2014	6/1/2020	Effects of DCPS reforms and to improve IMPACT
Research Organization	Research Studies	Urban Institute (Erica Greenberg)	4/5/2018		Allow re-disclosure from an OSSE contractor to support an early learning workforce study
Federal agency	Authorized representative	US Department of Education	4/20/2012		Federal evaluation of the Opportunity Scholars Program
Research Organization	Research Studies	WestEd (Angela Estacion)	9/10/2018	6/28/2019	Evaluation of Perry Street Prep PCS's turnaround model

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

RESPONSE:

OSSE's policies and procedures to protect student data

OSSE is committed to protecting student privacy and takes its responsibilities under local and federal privacy laws seriously. At the same time, OSSE is committed to facilitating access to and use of education data so that education stakeholders have high-quality information for decision-making.

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 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. 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, the applications must then be approved by the agency's Chief Technology Officer as well as the Data, Assessment, and Research division and Superintendent before launch.

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

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

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

OSSE 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.
  - HR must ensure all current employees and on-site contractors have a non-disclosure agreement on file.

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

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, requestors 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.

Freedom of Information Act (FOIA) requests

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

Q14: **Please provide an update and detailed narrative description about what steps OSSE has taken in creating and sustaining a data warehouse system in accordance with recommendations of the National Research Council's report titled *An Evaluation of Public Schools of the District of Columbia: Reform in a Changing Landscape.***

RESPONSE:

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

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

- **LEA Feed Management**: The LEA Feed Management module provides LEAs with a detailed status of the data that is submitted daily to OSSE from each LEA's student information system (SIS). This module provides LEAs with a detailed view into OSSE's processing of their enrollment, demographics, contacts, and attendance data before it is loaded into SLED. The module provides the overall status of the LEA's data feed to OSSE, including any errors that were uncovered during the processing of the data. LEAs can view aggregate counts of the student-level data submitted to OSSE each day and compare those counts over time to ensure that consistent, high-quality data are being submitted to OSSE. LEAs can also drill down into the student-level data that they submitted, with OSSE-provided error flags that identify errors that are specific to individual student records and the ability for LEAs to drill down into the student-level data that was submitted.
- **Qlik Data Visualization**: Qlik is a business intelligence tool that provides information to both LEAs and stakeholders in meaningful way. OSSE has invested significantly in Qlik to expand the number of Qlik access tokens in order to provide access to all identified stakeholders down to the school staff level. With the expanded access to Qlik, OSSE has continued developing more Qlik applications and enhanced existing Qlik applications for LEAs. Some of the Qlik applications available:
  - **Unified Data Errors (UDE)** - Consolidation of data errors affecting data submission and data quality as collected from LEAs each day.

- o **Attendance**: Year-to-date review of LEA submitted student daily attendance
- o **Chronic Absenteeism**: LEAs can view their students' chronic absentee attendance on a daily basis.
- o **Adjusted Cohort Graduation Rate (ACGR)**: Graduation rate analysis by first ninth grade year cohorts.
- o **Early Access to Students with Disabilities (SWD) Data**: Provides information to LEAs on perspective students with disabilities who have signified an intent or desire to attend the LEA the next school year, and allows LEAs to more accurately plan for the next school year.
- o **Early Access to English Learner (EL) Data**: Provides information to LEAs on perspective English Learner students who have signified an intent or desire to attend the LEA the next school year, and allows LEAs to more accurately plan for the next school year.
- o **LEA and School Report Card Data**: Provides embargoed information to LEAs on the LEA- and school-level data that are to be displayed on the DC School Report Card.
- o **Data Validation**: Provides LEAs with a comprehensive view of the student-level data that they have submitted to OSSE through the school year so that LEAs can review, correct if needed, and certify their final data for the school year that will be considered authoritative and used for reporting.
- o **Metric Calculation Confirmation (MCC)**: Provides LEAs with opportunities to review the calculated metrics and underlying student-level for all metrics included in the DC School Report Card and STAR Framework prior to LEA certification of the data.
- o **Related Service Management Report (RSMR)**: gives service provider access to what services students with disabilities are required to have while attending the school.
- o **GED**: Allows LEAs to review student test results and to provide additional supports to assist students with passing GED tests.
- o **Disengaged Youth Report**: Provides Reengagement Center with analysis of students exited by LEAs with drop out codes so LEAs can provide alternative educational support before students completely drop out.

OSSE provides Qlik training on how to navigate and create new applications, and a number of LEAs actively develop their own Qlik applications. OSSE also began holding an annual Qlik Day for LEAs to give them the opportunity to interact and learn from their peers about use cases, best practices, and the latest innovations with Qlik.

Efforts to Exchange Data with Other State Agencies
A data warehouse is only as useful as the data within it, and OSSE is committed to exchanging data with other agencies in order to have comprehensive information to better serve students, while also adhering rigorously to protections for data privacy and confidentiality. To that end, OSSE has established data sharing agreements with other agencies to ensure that SLED and OSSE's data systems include robust information that extends beyond what OSSE receives from LEAs. OSSE has formed strategic partnerships and collects and/or shares student-level data with numerous DC agencies, and OSSE is looking to expand its efforts to receive and share information about students around specific data projects from more agencies:

- **Department of Youth Rehabilitation Services (DYRS)**: A SLED module is used by DYRS to assist with identifying the enrollment of their adjudicated students.
- **Homeless**: McKinney Vento application in conjunction with the Department of Human Services. By combining these two applications, LEAs now have a comprehensive view of homeless students in the district.
- **Department Human Services (DHS):** DHS shares data with OSSE on a biweekly basis to streamline the residency verification process for LEAs and families and to provide at-risk indicators to allow OSSE to proper identify at-risk students throughout the school year. OSSE is also working with DHS to share attendance data to support DHS is providing direct services and supports to students who are participating in Youth Services Division programs to improve attendance and reduce truancy.
- **Department of Health (DOH)**: Enrollment data is shared on a biweekly basis so DOH knows where students are currently enrolled who have not met immunization compliance.

Future Investments in SLED and OSSE's Data Infrastructure

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

A number of overhaul and enhancement projects have kicked off, including but not limited to:

- **Data Standardization** - OSSE has begun implementing education data standards across various data assets that will be combined into a single operational data store (ODS) that, when completed will serve as the authoritative source for all OSSE data assets, and a separate reporting data store (RDS) that will be the source of all data used for federal reporting. This project is closely aligned with the Automation of Federal Reporting Project.
- **Automation of Federal Reporting**: OSSE is working with Center for the Integration of IDEA Data (CIID) to implement Generate, an ED Facts submission automation tool created by CIID. Once this project is complete, required ED Facts data files can be created automatically from OSSE's Reporting Data Store (RDS) without the need for manual data manipulation by OSSE staff, and the files will be produced and submitted on demand with high quality and alignment with current ED Facts requirements. The use of the Generate tool requires a data store that uses the Common Education Data Standards (CEDS), so this project is heavily aligned with the Data Standardization project.
- **Full inventory of all OSSE data assets**: This project entails discovery and documentation of all existing data assets within OSSE's network. This will allow for consolidation of data assets, reduce duplicative data, reduce the time spent searching for data, and provide necessary metadata (e.g. data dictionaries) that are currently lacking across current data assets. OSSE's data management team focused on full documentation of the agency's early learning data assets. The data

management team has been using the output from both efforts and logging the information into OSSE's enterprise architecture tool.

- **Mapping of all OSSE data systems**: Documentation of all data systems, including the process flows and data flows for each system. This will provide a full view of assets and applications that feed into the systems (upstream) and all assets and applications that depend on the system (downstream). The detailed data flows will allow quick identification of all applications that use that data and allow OSSE staff to properly assess the risks and impacts of changes to data systems. These documentation deliverables are being used by OSSE's data management team and are being entered into OSSE's enterprise architecture tool.

- **Documented data architecture**: Development of data policies, rules, and standards to be implemented across all OSSE data systems. This will include naming conventions, metadata requirements, and data modeling. Well-documented data architecture drastically reduces the time and effort required to use and integrate data. Once fully developed and applied to all OSSE data systems, this will greatly reduce the time needed to provide detailed data analysis, respond to internal and external data requests, and provide high-quality and actionable data back to LEAs. OSSE has procured an enterprise and data architecture tool to support this work and will facilitate enforcement of the rules and standards and provide storage and views of the conceptual and logical data models.

In addition to investing in systems, OSSE is also investing its staff to support LEAs in managing their data. OSSE created a data liaison program within the Division of Data, Assessment, and Research (DAR) to provide one-on-one data support for LEAs with their data, specifically with the data that are submitted to OSSE. The data liaisons work with LEA data managers to resolve data errors, ensure timely submission of high quality data, and prepare for various data certifications throughout the year.

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

RESPONSE:

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

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

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

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

Q16: **Provide the PARCC scores for each DCPS and public charter school disaggregated by grade and by subgroup (race/ethnicity, at-risk, gender, special education and ELL status) for 2018.**

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

Q17: **Provide the findings from the testing integrity investigations for SY16-17 and the status of the investigation reports for SY17-18.**

RESPONSE:
The overview and findings from the SY16-17 OSSE-initiated and LEA-led test security investigations can be found on OSSE's website at https://osse.dc.gov/node/1331156.

OSSE is currently in the process of completing the test integrity investigations for SY17-18. This year, OSSE engaged LEA test integrity investigators to perform onsite investigations, using a clear protocol and reporting guide developed by OSSE in partnership with Caveon Test Security, after which they provide information back to OSSE. Final determinations will be sent to LEAs, after which LEAs may participate in any relevant appeals or requests for clarification. OSSE will post these results at the conclusion of that process.

Early Learning

Q18: **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 FY15, FY16, FY17, FY18, and FY19FY13, FY14, FY15, FY16, FY17, and FY18 to date by ward and program type (center, home, LEA). Please also include the number of infants and toddlers (0-3) residing in the District by ward.**

      RESPONSE: Q18 Attachment - Capacity, Enrollment, Utilization FY18-19.xlsx

Q19: **With regard to child care development centers, please provide the following:**
    (a) A list of all licensed child development facilities in the District;
    (b) The number and percentage of facilities that have closed in FY18 and FY19;
    (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 FY 18 and in FY 19; and
    (f) A list of all new FY18 and FY19 licensed facilities.

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

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

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

In FY18, out of the 468 licensed facilities, 26 (five percent) facilities voluntarily closed permanently (in other words, closure was not a result of OSSE revoking the license). Also, 28 facilities surrendered their license and closed but received a new and different license because they either relocated (17) or converted from a home to an expanded home to serve more children (11).

In FY19 to date, OSSE has not issued any enforcement actions resulting in the revocation of the license.

(e) The amount paid to child care providers in FY18 and to date in FY19.

	Amount paid to providers for subsidized child care services
FY18	$88,262,044.46
FY19 to date (Oct., Nov., Dec. payments)	$ 26,760,460.05

(f) A list of all new FY18 and FY19 licensed facilities.

New Licenses in FY18			
Facility Name	**Ward**	**Total Licensed Capacity**	**Full License Action**
Wonders Extented Day @ Milton	4	17	Initial
Heydi M. Benavides	4	9	Initial
Petit Scholars @ RIA	5	39	Amended
Julia Ruiz	1	9	Initial
Maria Antonia Romano	3	8	Initial

Angelia Knight-Sansbury/This Little Light CDH, Inc.	5	6	Amended
Aida Mendoza/Tita's Family Home DayCare	3	10	Initial
The Britleys For Toddlers	6	18	Initial
Mayra Lorena Barrientos Pineda	4	9	Initial
Baby Einstein II Child Development Center	5	18	Initial
Logan - Shaw Child Care	6	46	Initial
Karla Richardson/New Life Early Learning	6	9	Initial
A Step Above Child Development Center	5	31	Amended
Tita Gashaw Beza	6	9	Amended
UPO @ Eagle Academy Public Charter School	8	56	Amended
Sonia Lee	4	9	Initial
KinderCare Learning Center @ 9th Street	2	96	Initial
Priscilla Collins/Runn & Shoot With Me	8	5	Initial
Bambini Play & Learn at Federal Triangle LLC	2	116	Amended
Beza Woucha	5	6	Amended
The Learning Curve CDC	8	38	Initial
KinderCare Learning Center @ Watergate East	2	113	Initial
Carmencita D. Jones/Carmen's Pride & Joy	6	9	Initial
Ideal Academy Public Charter School	4	104	Initial
Bright Beginnings, Inc.	8	46	Initial
Nido Nurturing Center	5	16	Initial
DC Preparatory Academy Anacostia	8	117	Initial
KinderCare Education Champion @ J.O. Wilson	4	108	Initial
Nassia M. Seid	6	6	Initial
Elsa Gaiem	1	9	Initial
Shining Star 2 Early Learning Center	7	32	Initial
Early Learner Academy	6	28	Initial
Ideal Child Care Development Center IV	4	16	Amended
STEM Preschool, LLC	6	47	Initial
Creative Korner Early Learning Center II	8	21	Initial
Martha's Table Hillsdale Early Learning Center	8	179	Amended
Alba Turcios/Albina's Child Development Home	1	9	Initial
KinderCare / Champion @Rocketship Legacy Prep PCS	6	76	Initial
Wanda Yvette Thomas Smith	7	9	Initial
Point Of Care Childcare, LLC	8	9	Initial
KinderCare Champions @ Tubman	1	98	Initial
Home Away From Home Too Child Development Center Inc.	8	80	Initial
Washington Yu Ying	5	8	Initial
Communikids Preschool LLC III	3	44	Initial
Lisa Fair/Ms. Lisa's Home Day Care	4	6	Initial
District Montessori	6	12	Initial

DCJCC @ The Foundry United Methodist Church	3	45	Initial
The Hill Havurah - Gan Shalom Cooperative Preschool	6	20	Initial
KinderCare Education Champions, LLC @ Bancroft	6	100	Initial
YMCA At Avalon	8	13	Initial
House of Ruth Kidspace Child and Family Development Center	8	48	Initial
Bright Beginnings, Inc.	8	100	Initial
Federal Home Loan Bank Board Small Savers CDC	2	74	Amended

New Licenses in FY19			
Facility Name	**Ward**	**Total Licensed Capacity**	**Full License Action**
KD's Klubhouse	8	48	Initial
Cassandra Leigh Corrales/CUCO KIDS LLC	5	6	Initial
Erin Roxborough / Ms. Rox's Child Care, LLC	7	9	Initial
Wonders Extended Day at Horace Mann	3	76	Initial
Springboard Education In America @ Brent Elementary School	6	125	Initial
Apple Tree Early Public Charter School @ Parkland	8	80	Initial
David's Stars Child Development Center Brains in Development	4	77	Initial
Wonders Extended Day at Milton	4	46	Initial
JAG Child Care, LLC	8	6	Initial
Palisades Montessori Infant and Toddler Center	3	16	Initial

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

RESPONSE:

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

Based on the evaluation, in FY17, OSSE expanded the scope of our planned Early Childhood Comprehensive Data System project to a one-stop web based solution for child care licensing, subsidy intake and eligibility, attendance and payment, vendor management and Capital Quality, DC's redesigned quality rating and improvement system (QRIS). This approach will streamline and improve the experience for child development providers who will only need to interact with one system, beginning with the licensing of their child development facilities.

In FY18, OSSE developed, created, and refined requirements for all modules of the comprehensive data system, which includes child care licensing, subsidy intake and eligibility, attendance and payment, vendor management and Capital Quality, DC's redesigned QRIS. OSSE is working closely with the Office of Contracting and Procurement to release a Request for Proposal (RFP) to obtain a contractor to build the new system. OSSE expects to release this RFP in FY19.

Q21: **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. 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)	Dec. 2, 2019
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, 2019

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.

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. The facilities are chosen based on the highest need of the new minimum education credentials of staff.

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 a new 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. 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.

Supports for Obtaining a Child Development Associate (CDA) Credential
OSSE enables two grantees, CentroNia and Southeast Children's Fund, to provide scholarships for 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. Scholarship
OSSE invests in the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Project. T.E.A.C.H. is a scholarship program for teachers working towards an associate's and/or bachelor's degree that provides tuition assistance as well as wrap-around supports, including bonuses, tutoring, increased compensation, and one-on-one career advisors.

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

Q22: **Describe the professional development opportunities OSSE provided/offered to child development centers and early care staff in FY18 and FY19 including the formats in which they were offered (e.g. face-to-face or online)?**

RESPONSE:

In FY18, OSSE provided approximately 954 face-to-face training opportunities for approximately 14,823 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. 2018, there were a total of 424 facilities registered, comprised of 321 centers and 103 family child care homes/extended homes. There were a total of 5,937 individual users registered in the system. Once each course is completed, educators earn a certificate. A total of 38,538 courses have been completed between May 2017 to Dec. 2018.

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	• Training for Mandated Reporters • Stewards of Children: Child Sexual Abuse Prevention	• Understanding Child Abuse and Prevention
Emergency preparation and response planning for emergencies resulting from a natural disaster or a human-caused event	• Emergency Preparedness	• Keeping Our Children Safe: Planning Ahead and Being Prepared
Prevention of sudden infant death syndrome and use of safe sleep practices, as applicable	• Infant Safe Sleep Practices	• Safe Sleep and Sweet Dreams for Infants
Prevention of shaken baby syndrome and abusive head trauma, as applicable	• Period of Purple Crying	• Understanding Child Abuse and Prevention
First aid and CPR	• Adult/Pediatric First Aid/CPR/AED	• *Must be completed in-person*
Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable	• DC Common Core Early Learning Standards 101 • DC Common Core Early Learning Standards 201 • Developmental Milestones for 3-5 Year Olds	• School-Age Care • Teaching with Intention • The Developing Infant and Toddler • Power of Play

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	- 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	- Foundations for Learning Every Day - Developmental Milestones - Learning Environment - Foundations of Curriculum - Juggling Act: Schedules, Routines and Transitions - Responsive Caregiving for Infants and Toddlers - Growing Language for Infants and Toddlers - Dual Language Leaners - Exploring the Piramide Approach - Growing Language for Infants and Toddlers - Inspiring Creativity - Learning Every Day Through the Senses - Phonological Awareness - Piramide: Interactive Storytelling - STEM in the Preschool Classroom - Teaching with Intention - School-Age Care: Learning by Design - Child Assessment: The Essentials of Individualizing - Child Language Development and Signs of Delay - From Food to Physical Activity

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
Prevention and control of infectious diseases, including immunization	• How to Prevent and Control Infectious Diseases	• Cut the Cooties: Communicable Disease Prevention
Administration of medication, consistent with standards for parental or guardian consent	• Administration of Medication (AOM) Training	• Cut the Cooties: Communicable Disease Prevention
Prevention of and response to emergencies due to food and allergic reactions	• Food Allergy Prevention and Response in Early Care and Preschool Settings • Food Handler's Certification	• 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	• Building and Physical Premises Safety	• 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	• Children and Fires, Fire Extinguisher Training and Storage of Hazardous Materials	• Keeping Our Children Safe: Planning Ahead and Being Prepared
Developmentally appropriate methods of positive behavior intervention and support	• 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 • Preventing the Preschool-to-Prison Pipeline with Arts Integration • Understanding the Signs of Perinatal Mood and Anxiety Disorder	• 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

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
Inclusion of children with special needs, including the Americans with Disabilities Act and the Individuals with Disabilities Education Act	• Overview of Special Education • Enhancing Inclusive Practices in Early Childhood Education	• Child Assessment: The Essentials of Individualizing • Child Language Development and Signs of Delay • Developmental Milestones
Communication and collaboration with parents, guardians and families	• Supporting Dual Language Learners • Promoting Nurturing Relationships through Family Engagement and Cultural Inclusion	• Family Engagement • Building Strong Relationships with Families • Honoring All Families
Community health and social services resources for children and families	• Trauma and Resilience: Building Strength in Children	• Family Engagement • Building Strong Relationships with Families • Honoring All Families
Planning developmentally appropriate programs and activities for children and families	• 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) •	• Foundations of Curriculum
Enhancing self-regulation and self-esteem in children	• 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) • Trauma and Resilience: Building Strength in Children	• Building Positive Relationships • Learning Every Day Through the Senses

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	• Building a Solid Foundation: Social-Emotional Development in Young Children	
Basic or advanced business practices	• 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	• Administrative Leadership • Essentials of Leadership in Early Childhood Education • Foundations of Quality Teams • Implementing Quality Teams • Program and Classroom Assessment • Teacher Leadership

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 awarded two grantees, CentroNia and Southeast Children's Fund, to administer the CDA training in English and Spanish to cohorts of professionals seeking the credential. During FY2018, the two grantees aimed to train more than 275 candidates to receive or renew their CDA. Instruction services were provided to 394 individuals in FY 18. As of FY18, cohorts are also being offered in Amharic.

T.E.A.C.H. Scholarships

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

First Step

OSSE piloted the First Step CDA Career and Technical Education (CTE) program in 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 School and two DC Public Charter School high school sites.

Q23: **List all the professional development opportunities OSSE provided/offered to child development center/homes staff specifically on social emotional skills, behavior, and children with special needs in each for FY18 and FY19, including a description of each training and/or activity.**

RESPONSE:

OSSE's professional development system offers 15 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 FY18, OSSE provided 46 sessions on the 15 training topics described below. In FY19 to date, OSSE provided 13 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 will help teachers and other child care professionals develop universal strategies to address behavior, as well as target intervention strategies.
- **Building a Solid Foundation: Social-Emotional Development in Young Children**
  - This course gleans content from the CSEFEL infant and toddler training modules. Participants will engage in hands-on activities that illustrate the importance of positive social-emotional climates for children from birth through age three.
- **Toddler Classroom Assessment Scoring System (CLASS): Overview of Emotional and Behavioral Support and Engaged Support for Learning (Basic)**
  - In this basic-level training, participants will learn about the Toddler CLASS domains of Emotional and Behavioral Support and Engaged Support for Learning. The training will demonstrate how to provide a supportive and inviting learning environment to facilitate independence, self-regulation, exploration and learning.
- **Pre-K Classroom Assessment Scoring System (CLASS): Overview of Emotional Support, Classroom Organization and Instructional Support (Basic)**
  - In this basic-level training, participants will focus on the Pre-K CLASS domains of Emotional Support, Classroom Organization and Instructional Support. The training will demonstrate how to create a positive classroom climate and an engaging and language-rich learning environment.
- **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.
- **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.

- **Understanding the Signs of Perinatal Mood and Anxiety Disorder**
  - This training is for anyone who works in any capacity with pregnant, post-partum, and reproductive age women and their families. Participants learn about the major risk factors for perinatal mood and anxiety disorders, as well as the different ways that they present in the general population. Participants will learn how to screen, where and how to refer a mother or family if needed, and what other resources are available in the District for families of various cultures. Families, and most especially children, benefit greatly from knowledgeable professionals that are equipped to identify and refer when the symptoms and risks of anxiety and depression are evident.

- **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 will illustrate 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.

- **Preventing the Preschool-to-Prison Pipeline with Arts Integration**
  - In this interactive session, participants will reflect upon and discuss the causes for the preschool-to-prison pipeline and will analyze the role arts integration plays in the early childhood curriculum to counter the achievement gap among children of color. Trainers will discuss how arts can help promote social-emotional development and academic achievement for children living in poverty.

- **Infant Classroom Assessment Scoring System (CLASS): Overview of Responsive Caregiving (Basic)**
  - In this basic-level training, participants will 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 will demonstrate how to create a more trusting and supportive environment for infants as they learn to explore the world around them.

- **Toddler Classroom Assessment Scoring System (CLASS): Emotional and Behavioral Support and Engaged Support for Learning (Intermediate)**
  - In this intermediate-level training, participants will gain a deeper understanding of the Toddler CLASS domains of Emotional and Behavioral Support and Engaged Support for Learning. More specifically, participants will distinguish the characteristics of the two domains and eight dimensions that make up the Toddler CLASS. Participants will also examine short videos to compare and contrast levels of classroom quality.

- **Pre-K Classroom Assessment Scoring System (CLASS): Emotional Support, Classroom Organization and Instructional Support (Intermediate)**
  - In this intermediate-level training, participants will gain a deeper understanding of the Pre-K CLASS domains of Emotional Support, Classroom Organization and

Instructional Support. More specifically, participants will distinguish between the characteristics of the three domains and the 10 dimensions that make up the Pre-K CLASS. Participants will also examine short videos to compare and contrast levels of classroom quality.

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.

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

RESPONSE:

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

There were 160 total active providers in Capital Quality as of December 2018. In March 2017, OSSE welcomed Group Two providers, and in January 2018, OSSE welcomed Group Three providers into Capital Quality. In addition to the subsidy providers, eight licensed non-subsidy providers volunteered to participate in Groups Two and Three. Site visits for the 72 Group Four participants will be completed by Jan. 2019.

Also, beginning October 1, 2018, OSSE transitioned all subsidized child care providers from their Going for the Gold rating to a Capital Quality Designation: (1) Quality, (2) Progressing, or (3) Developing and all subsidized child care providers will be reimbursed based on its 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 (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.

Background
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. 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 providers and for non-subsidy licensed providers who 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:
  o Curriculum is aligned to DC Common Core Early Learning Standards
  o Formal and informal assessments are aligned to curriculum
  o Formal and informal assessments are implemented
  o Data is used to inform instructional and professional practices
  o Using the results of the CLASS™ Pre-K and/or ITERS-R and/or FCCERS-R
  o Culturally and linguistically responsive practices are implemented

- o Inclusion practices are implemented
- o Developmental screenings are implemented
- o Early care and education professionals meaningfully engage in professional development
- o Family engagement promotes positive and goal-oriented relationships
- o Mission statements are reflective of both the program and the families served

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 qualifications of staff and the mission of each facility, as appropriate.

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

Q25: **Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program for FY18 and FY19 to date. For each of these grants, please list each award recipient, the amount awarded, the type and amount of funds used to support the program, the number of at-risk students served, and the criteria used to select grant recipients.**

RESPONSE:

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

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

FY18

Each year, OSSE accepts applications from CBOs seeking high-quality designation. In FY18, of the 10 applicants who applied, five CBOs met the high-quality standards and were designated as new high-quality pre-k programs. As a result, the five CBOs were allocated funding consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom.

Additionally, in accordance with the Early Learning Equity in Funding Amendment Act, effective June 9, 2017 (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE provided a supplemental allocation in the amount of $2,246 for each child identified as at-risk (homeless, foster, or TANF/SNAP) that is enrolled in a Pre-K Enhancement and Expansion classroom. A total of $891,662 in at-risk funding was distributed to support 397 pre-K 3 and pre-K 4 children identified as at-risk across 23 high-quality CBOs.

OSSE also allocated technical assistance funds in the amount of $1,000 per child to all programs that were designated high-quality. Information for award recipients in FY18, including enrollment numbers, is included in Table 1 below.

Table 1: FY18 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)	9	7	16	$298,520.00
Barbara Chambers Children's Center	58	37	95	$1,889,918.00
Big Mama's Children Center	10	3	13	$265,088.00
Bright Beginnings	16	15	31	$259,903.00
Bright Start Childcare and Preschool	13	12	25	$440,660.00
CentroNia	51	40	91	$1,682,988.00
CommuniKids Preschool	25	15	40	$583,610.00
Dawn to Dusk Child Development Center	12	4	16	$338,284.00
Easter Seals Child Development Center	16	0	16	$296,986.00
Educare of Washington DC	51	36	87	$974,116.00
Edward C. Mazique Parent Child Center, Inc.	12	4	16	$320,316.00
GAP Community Child Development Center	9	3	12	$232,288.00
Happy Faces Early Learning Academy	24	12	36	$700,038.00
Ideal Child Development Center	11	5	16	$319,756.00
Jubilee Jumpstart	7	9	16	$288,760.00
Kids are Us Learning Center	7	3	10	$207,292.00
Kuumba Learning Center, Inc.	8	5	13	$259,582.00
Nation's Capital Child and Family Development	10	3	13	$269,624.00
National Children's Center	39	12	51	$1,050,188.00
Paramount Child Development Center	12	9	21	$423,430.00

Rosemount Center	36	12	48	$840,898.00
Spanish Education Development (SED) Center	21	18	39	$782,722.00
Sunshine Early Learning	35	19	54	$1,056,348.00
Total	**492**	**283**	**775**	**$13,781,315.00**

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 $2,387 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 2: FY19 Pre-K Enhancement and Expansion Grant Participants

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 | |

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

RESPONSE:

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

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

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

OSSE leveraged the EHS-CCP grant to develop a neighborhood-based Quality Improvement Network (QIN) to build capacity, increase access and enhance the quality of care for infants and toddlers. The QIN is comprised of two hubs - United Planning Organization (UPO) and Mary's Center. All services provided through this initiative are full-day and full-year. OSSE is maximizing the impact of the QIN by leveraging local, private, and federal funding to increase the number of children birth to three years old receiving an EHS quality experience. The grant was first awarded in March 2015 and spans a five-year period.

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

To support LEAs and HSAs in meeting the Every Student Succeeds Act (ESSA) coordination requirements, OSSE, hosted an ESSA Early Learning Working Group in collaboration with the DC Head Start Association, Head Start State Collaboration Office, DC Public Charter School Board, FOCUS DC, DC Association for the Education of Young Children, U.S. Department of Education's Regional Education Laboratory and interested LEAs. Over the course of a year, participants shared best practices and ideas on how to improve coordination with Head Start and other early learning programs to support smooth and effective transitions for our youngest students.

ESSA emphasizes coordination and quality. Local educational agencies (LEAs) receiving Title I funds must develop a written Memorandum of Agreement (MOA) with Head Start programs, and other early learning programs if feasible, on records, parent communication, staff training, student needs, transition, and services (ESSA Sec. 1119). OSSE has an ESSA Working Group to coordinate and collaborate with the DCHSA and interested LEAs. The goal of the working group was to draft a model citywide Memorandum of Agreement (MOA) that outlines how LEAs will work with Head Start and other early childhood programs.[2, 3] LEAs applying for Title I funds and serving pre-K or kindergarten were required to submit a signed MOA with HSAs as part of their 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 DC Head Start agencies sending students to their LEA. The final citywide MOA and supporting documents are posted here.

See the list of DC's Head Start and Early Head Start programs below:

HEAD START PROGRAM PARTICIPATION FOR FY18

Program	Early Head Start Home-Based[*]	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
DC Public Schools			5,224	5,224
Bright Beginnings, Inc.	64	104	45	213
CentroNía	48	24		72
Rosemount	77	39		116
Edward C. Mazique Parent Child Center, Inc.		180		180
United Planning Organization (UPO)				671
Educare of Washington, DC[4]		72	85	
AppleTree Early Learning Center PCS Douglas Knolls			32	

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[2] 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.
[3] The U.S. Department of Education provided non-regulatory guidance on early learning in ESSA, including helpful examples, available here: https://www2.ed.gov/policy/elsec/leg/essa/essaelguidance10202016.pdf.
[4] Educare of Washington, DC is a delegate of UPO

AppleTree Early Learning Center PCS Parkland			31	
AppleTree Early Learning Center PCS Oklahoma Avenue			35	
Azeeze Bates		32		
Ballou High School		16		
Christian Tabernacle		32		
C.W. Harris Elementary School		16		
Dunbar High School		8		
Edgewood		24		
Fredrick Douglass		40		
Luke C. Moore High School		8		
Roosevelt High School		16		
H.D. Woodson High School		8		
Spanish Education Development (SED) Center		36		
Anacostia High School		24		
Paradise		16		
Atlantic Gardens		16		
Healthy Babies	52			
Home-Based Program	72			
OSSE Quality Improvement Network (QIN)		200		200
Total Enrollment by Model	**313**	**911**	**5,452**	**6,676**

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

DCPS is the largest Head Start provider in the District of Columbia, serving 5,224 children in fiscal year 2018 – a decrease of 25 children from fiscal year (FY) 2017. Through implementation of the Head Start School-Wide Model (HSSWM), DCPS combines local dollars with federal Head Start dollars to offer early learning opportunities and comprehensive services consistent with the Head Start program model to all pre-K aged children enrolled in Title I schools. A school is eligible to become a Title I school-wide program if 40 percent of the students qualify for free or reduced lunch. DCPS Head Start programs implement one of two high-quality, research-based curricula, *Tools of the Mind* or *The Creative Curriculum*, in classrooms serving three-and four-year olds. Head Start teachers assess children three times annually using a gold-standard, developmentally appropriate assessment, *Teaching Strategies GOLD*.

In the CBO sector, the United Planning Organization (UPO) is the largest provider of both Early Head Start and Head Start services. UPO provides direct services to families with young children and partners with DCPS, AppleTree Public Charter School and other CBOs to provide Early Head Start and Head Start slots. In FY 2018, UPO was able to support service delivery to 671 children through home-based and center-based Early Head Start and Head Start programming.

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, DC is focused on providing more young children access to high-quality early learning opportunities needed to succeed in school and beyond.

Q27: **Please provide a copy of the 2018 State of Pre-K Report.**

RESPONSE:

OSSE will submit the 2018 State of Pre-K Report to the Council in February 2019.

Q28: **Describe what OSSE has done in FY18 and FY19 to increase the number of infants and toddlers receiving Early Intervention services, as mandated by Part C of the Individuals with Disabilities Education Act (IDEA). In your responses, please explain the following:**

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

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

RESPONSE:

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

OSSE Strong Start is committed to ensuring that all children who need early intervention services are able to access them. Strong Start's Child Find partners conduct weekly outreach, provide targeted communications, and have well-developed partnerships that ensure all families are aware of DC EIP services and supports. In FY18 and FY19 to date, Strong Start has:

1. Enhanced its partnership with Early Stages around community engagement in Wards 5-8 to streamline and improve communication with referring agencies and with families.
   - Identified specific outreach strategies for engaging pediatricians, medical clinics and service centers by jointly utilizing Part C and Part B resources and relationships to most effectively engage communities and families.
   - Participate in joint outreach at Virginia Williams Housing Program during open office hours on a monthly basis. Referral information and screenings are offered.

2. Provided training to child development staff around developmental milestones, inclusive best practices, Ages and Stages Questionnaires (ASQ) Screening/Part C referrals, and developmentally appropriate practices around accessing early intervention services and active progress monitoring leading to increased referral streams.

3. Expanded the community partnership with DC Public Libraries (DCPL) to add more locations for the monthly Community Playgroups in Wards 5-8, where developmental screening and referral information are disseminated.

- Strong Start and DCPL created joint outreach materials to help families access Community Playgroups and link them to supplemental resources that are available to families.

4. Partnered with other referral sources and community-based organizations (CBOs) through various community outreach events. Additional agencies and CBOs include:
    - Department of Human Services Short Term Housing Program - outreach events and screening events
    - Center for Disease Control Act Early Program (Children's Hospital) - outreach events and comprehensive public awareness stakeholder collaboration
    - State Board of Education - Parent Workshops and Outreach Events
    - Special Olympics DC - Young Athletes Program Pilot
    - Department of Parks and Recreations - Young Athletes Program Pilot
    - PLAYTIME Homelessness Project - Outreach Events and Screening Events
    - S.O.M.E (So Others May Eat) - Outreach Events and Screening Events
    - MOM's Club of NW - Parent Workshops

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

To address the gaps in evaluation completion and participation, Strong Start transitioned in FY18 to a seamless service coordination model to allow us to provide families with one service coordinator from the time they enter the program until they exit. Prior to this change, families would engage with an OSSE initial service coordinator from the time of referral until the development of their child's Individual Family Service Plan (IFSP) and then transition to a dedicated service coordinator who was responsible for ensuring all services in the IFSP were initiated within 30 days and assisted the family with all service coordination including timely transition steps and services until they exit the program. OSSE recognized that having a single service coordinator during their entire period of early intervention would enhance communication, consistency and continuity of services for families and children.

For FY18, the evaluation completion rate went from 61 percent to 71 percent overall. Specifically, the completion rate went from:
- 58 percent to 75 percent in Ward 5;
- 54 percent to 59 percent in Ward 7; and
- 54 percent to 62 percent in Ward 8.

For FY19, Strong Start plans to:

- Increase parent workshop collaborations and offerings across identified communities.

- Expand Ages and Stages Questionnaires (ASQ) Screening/Part C online referrals screening submission access to all child development programs (with appropriate training and supplemental materials).
- Secure a DC EIP location in ward 7 or 8. OSSE has identified a location in NE, Ward 7 and work with DGS to execute a lease agreement.

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

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

Q29: **Please provide the following details about the Strong Start DC Early Intervention Program (DC EIP) during 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.

	FY18		FY19 to date	
Referral Source	**Number**	**Percent**	**Number**	**Percent**
CFSA	62	2.82%	10	1.81%
Child Development Centers	142	6.46%	69	12.50%
Clinics	902	41.04%	237	42.93%
Community-Based Organizations	63	2.87%	22	3.99%
Hospitals	242	11.01%	54	9.78%
Medicaid Manage Care Organizations (MCO)	10	0.45%	5	0.91%

Other	128	5.82%	27	4.89%
Other Government Agencies	27	1.23%	8	1.45%
Parent/Family	528	24.02%	104	18.84%
Physician's Offices	94	4.28%	16	2.90%
Totals	**2198**	**100%**	**552**	**100%**

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

For FY18, 242 of the 2,026 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	5
3	9
4	38
5	38
6	23
7	47
8	52
Out of District	4
Grand Total	**242**

Ninety nine (99) of the 242 referrals were referred more than once by a single referral source. Below is the breakdown by referral source.

Referral Source	Total
CFSA	6
Child Development Centers	6
Clinics	51
Community-Based Organizations	3
Hospitals	7
MCO	0
Other	6
Other Government Agencies	1
Parent/Family	18
Physician's Offices	1
Grand Total	**99**

For FY19, 24 of the 538 unduplicated referrals received were referred more than once. Below is the breakdown by ward.

Ward	Total # of repeat referrals
1	2
2	1
3	0
4	2
5	2
6	4
7	4
8	9
Out of District	0
Grand Total	**24**

Ten (10) of the 24 referrals were referred more than once by a single referral source. Below is the breakdown by referral source and ward.

Referral Source	Total
CFSA	1
Clinic	4
Parent/Family	1
Community-Based Organizations	2
Hospitals	1
Other	1
Grand Total	**10**

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

Year	Number of Children
FY 2018	1243
FY19 to date	145

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

On July 1, 2017, Strong Start implemented a procedure to identify children who were not eligible under the current criteria but would be under a 25 percent delay in one domain. Based on the eligibility meetings between Oct 1, 2017 and June 30, 2018, out of the 121 children who were not eligible, 36 had a 25 percent delay in one domain.

(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.

	FY18			FY19 to Date		
	Number Referred	Number Evaluated	% Evaluated	Number Referred	Number Evaluated	% Evaluated
Overall	2026	1448	71%	538	177	33%

*For FY19 to Date: 129 children referred are still within their 45-day timeline.

Ward	FY18			FY19 to Date*		
	Number Referred	Number Evaluated	% Evaluated	Number Referred	Number Evaluated	% Evaluated
1	217	163	75%	60	23	38%
2	54	49	91%	17	8	47%
3	94	83	88%	18	11	61%
4	305	242	79%	93	37	40%
5	289	218	75%	66	26	39%
6	252	193	77%	71	21	30%
7	332	196	59%	104	27	26%
8	445	278	62%	104	22	21%
Out of Dist.	38	26	68%	5	2	40%

*FY19 to Date: 129 children referred are still within their 45-day evaluation timeline.

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

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

Source of payment \ Evaluation Agency	FY18	FY19 to date
DCEIP	**631**	**142**
Agency not entered in SSCFDS	3	1
Aureum Solutions	1	0
Chattering Children	3	0
Coastal Healthcare	335	111
Connections Therapy Center - DC Location	30	0
Epic Developmental Services	33	5

Kids In Motion	4	1
Little Feet and Hands	164	3
Milestone Therapeutic Services, LLC	55	19
National Speech/Language Therapy Center, Inc.	3	2
MCO	**653**	**152**
Agency not entered in SSCFDS	1	0
Coastal Healthcare	159	48
Connections Therapy Center - DC Location	5	0
Epic Developmental Services	2	0
Kids In Motion	430	98
Little Feet and Hands	37	0
Milestone Therapeutic Services, LLC	18	5
National Speech/Language Therapy Center, Inc.	1	1
Grand Total	**1284**	**294**

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

For FY18 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	27	1	4	32	32	34	85	108	7	330
Child Unavailable - Hospitalized	1				1		1	3		6
Child Unavailable - Not in State					1		1		2	4
Guardian Withdrawal	21	3	7	29	31	21	35	42	3	192
Inappropriate Referral				1				6		7
Moved Out of State	2			1	1	2	1			7
Other						1				1
Still open	3	1			5	1	13	8		31
Number of children not evaluated	**54**	**5**	**11**	**63**	**71**	**59**	**136**	**167**	**12**	**578**
% not evaluated	**25%**	**9%**	**12%**	**21%**	**25%**	**23%**	**41%**	**38%**	**32%**	**29%**

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

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

See chart below for FY19 to date:

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	13	2		13	11	11	30	29		109
Child Unavailable - Hospitalized					1					1
Child Unavailable - Not in State				1						1
Guardian Withdrawal	8	1	1	11	8	7	14	15		65
Inappropriate Referral										0
Moved Out of State										0
Other							1			1
Still open	16	6	6	31	20	32	32	38	3	184
Number of children not evaluated	**37**	**9**	**7**	**56**	**40**	**50**	**77**	**82**	**3**	**361**
% not evaluated	**62%**	**53%**	**39%**	**60%**	**61%**	**70%**	**74%**	**79%**	**60%**	**67%**

(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) 2016 (April 2017 -June 2017 4th Qtr.)	187	90.12%

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

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

Year	Number of Children	Percent of Children
Federal Fiscal Year (FFY) 2016 (April 2017-June 2017 4th Qtr.)	274	99.65%

(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 (FY18)	Number of children receiving service (FY19 to date)
Speech/Language Pathology (SLP)	1467	986
Physical Therapy (PT)	610	383
Occupational Therapy (OT)	403	250
Developmental Therapy (DT)	335	177
DT – Applied Behavior Analysis (ABA)	101	59
Vision Services	25	16
Hearing Services	23	9
Parent training	2	0

*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 (FY18)	Percentages (FY18)	Number of Children (FY19 to date)
DC EIP	778	40.6%	524
Medicaid MCO	1049	54.8%	749
Fee For Service Medicaid	88	4.6%	53
Total	1915	100%	1326

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

Q30: **In FY17, OSSE planned to initiate quality assurance efforts with regard to early intervention providers, including setting standards for evaluation and report standards, evaluating the efficacy of service delivery through parent surveys and interviews, and building consequences for non-compliance with timelines and deliverables into their contracts. Please provide an update on this work in FY18 and FY19.**

RESPONSE:

OSSE hired a quality assurance manager in 2018 for the Strong Start program. The manager ensures compliance with Federal and State requirements and ensures that quality services are provided to infants and toddlers and their families. The quality assurance manager monitors the federal timelines, provides support in the enhancement of the Strong Start Child and Family Data System (SSCFDS) and developed a quality assurance auditing system that will help Strong Start measure the performance indicators for service coordination, service providers and other organizational performance areas of Strong Start. This process will include developing quality assurance plan for auditing service providers, an incident report, a procedure for random sampling of data, and a survey for parents and child development programs.

OSSE continues to review all DC EIP contracts to ensure continued compliance with timelines and deliverables to support successful implementation of Natural Learning Environment Practices (NLEP). Also, in 2018, Strong Start completed the first cohort of the Natural Learning Environment Practices (NLEP) Framework Learning Initiative. This learning initiative focused on ensuring that early intervention in DC is provided in a manner reflective of a common and consistent understanding of the concepts used in the provision of service to infants, toddlers and their families based on evidence-based practice research. Additionally, the NLEP initiative focused on creating shared meaning and understanding for all early intervention providers, while bringing consistency and fidelity to all early intervention services provided in DC. Over 108 early intervention providers and 30 service coordinators participated in the first cohort of trainings. Strong Start will initiate another NLEP Learning Initiative cohort in early 2019.

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

RESPONSE:

The DC EIP case management system, Strong Start Child and Family Data System (SSCFDS), was deployed on Oct. 1, 2016. In FY18, enhancements included:

- Provider profile includes National Provider Identification, licenses, certificates and other supporting documentation. In the provider profile, agencies can now submit requests for new users and track missing information.
- Early interventionists who are not licensed or certified such as Speech Language Pathologists Assistants (SLPA), Speech Pathologists in their Clinical Fellowship Year (CFY) and Applied Behavior Analysis (ABA) therapists have a supervisor assigned in the SSCFDS. The supervisor reviews and cosigns their intervention notes.
- System now requires the interventionist to enter their name and credentials as a way of "signing" the intervention log and acknowledgement of a billable note.
- A submission process was developed so interventionists have to click "Submit" in order to mark a note complete and billable. Once it is submitted it cannot be modified by the interventionist unless the note is denied and resubmitted. This ensures transparency and accuracy on any billable items.
- By the end of January 2019, DC EIP will generate claims to be submitted to Medicaid directly from the SSCFDS.

Q32: **Regarding children who exited Part C services in FY18:**
   a. **Number and percent of children who are meeting age-expectations in areas of previous delay at exit;**
   b. **Number and percent of children eligible for Part B services who have an IEP by age 3;**
   c. **Number and percent of children eligible for Part B who have a placement (also called a specific location for services) to implement their IEP by age 3;**
   d. **Number and percent of children eligible for Part B who have all their IEP special education and related services commence by age 3;**
   e. **Number and percent of children eligible for Part B who have a placement to implement their IEP by age 3;**
   f. **Percent of the time transition conferences that are attended by Part B staff and LEA staff;**
   g. **Number of children exited by type of placement or services after age 3 (eg, DCPS school, charter school, home, private school, child development center); and,**
   h. **Percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility decided after age 3).**

   RESPONSE: Q32 Attachment - August 2018 DL Court Report - Dkt Copy.pdf

   Please find attached the August 31, 2018 DL Court report. Numerical reporting included in this report reflects court-established metrics. Answers below may differ according to stated requests from Council.

   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 2016 (FFY16) data from the IDEA Annual Performance Reports

Outcomes	Number of children	Percentage	Target	Status
Outcome A – Positive social-emotional skills (including social relationships)	350	73.38%	65%	Met Target
Outcome B – Acquisition and use of knowledge and skills (including early language/communication)	363	76.10%	65%	Met target
Outcome C – Use of appropriate behaviors to meet their needs	404	84.70%	77%	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
FFY2016	80	82	97.6%
FFY2017	98	100	98.0%

[1]Number of students with an IEP finalized by their third birthday
[2]Number 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]
FFY2016	80	82	97.6%
FFY2017	100	100	100.0%

[1]Number of students who had a location of services provided by their third birthday
[2]Number of students who were in the reporting universe for IEPs
[3]Percentage 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
FFY2016	58	82	70.7%
FFY2017	78	100	78.0%

[1]Number 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
[2]Number 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, 2018. 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 defined[5] by the Court's February 15, 2017 Order, is provided in the attached reports.

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[5] 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

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

In FY18, 424 meeting invitations were sent and 419 meetings were attended, for a 98.82 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
FFY2016	71	11	164	246
FFY2017	87	13	191	291

[1]Number of students who were on Extended IFSPS as of their third birthday
[2]Total 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.

(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 B[1]	Students served by Part C and referred to Part B[2]	Percentage of students deemed eligible for Part B[3]
FFY2016*	319	452	70.6%
FFY2017*	374	538	69.5%

* includes all students who were referred from Part C to Part B and had a Part B eligibility as of June 29, 2018 (FFY2016) or July 6, 2018 (FFY2017)
[1]Number of students who were referred from Part C to Part B and were deemed eligible for Part B services
[2]Number of students who were referred from Part C to Part B
[3]Percentage of students who were referred from Part C to Part B and were deemed eligible for Part B services

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.

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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.

Q33: **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;**

Q33 Attachment – SECDCC Mayor's Order.pdf

(b) **A list of the date and time of all meetings in FY18**

SECDCC Meetings	Date/Time
Full SECDCC Meeting	Nov. 30, 2017 9:30-11 a.m.
Full SECDCC Meeting	Jan. 24, 2018 2:30-4 p.m.
Full SECDCC Meeting	April 5, 2018 12:30-2 p.m.
Full SECDCC Meeting	May 31, 2018 2-3:30 p.m.
Full SECDCC Meeting	July 31, 2018 2-3:30 p.m.
Full SECDCC Meeting	Sept. 20, 2018 2-3:30 p.m.
Full SECDCC Meeting	Nov. 29, 2018 10-11:30 a.m.

(c) **A narrative description of any action items taken or recommendations made by the Council in FY18.**

The SECDCC ensures statewide coordination and collaboration of early childhood development activities through information sharing, advocacy and committee work. In FY18 and FY19 to date, the SECDCC:

- Approved OSSE's proposal to the Administration for Children and Families to use an alternative methodology for the Cost Estimation Model
- Informed development of the District's FY2019-21 Child Care Development Fund State Plan
- Provided guidance and input on how the Early Development Instrument (EDI) data can be used to create stronger systems for children and families across the city and shared insight on EDI's website and toolkit through Raise DC's Our Children, Our Community, Our Change initiative.

- Developed and approved Washington, DC's Early Childhood System Approach to Child Heath, Development, Education and Well-Being.
- Provided feedback on Capital Quality, DC's redesigned Quality Rating and Improvement System (QRIS).
- Shared input on My Child Care DC, a place for parents to access meaningful information about child care in DC at their fingertips.

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

<u>**Elementary, Secondary, & Specialized Education**</u>

Q34: **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:

Title III, Part A Monitoring

In winter 2017 and spring 2018, OSSE conducted on-site monitoring of LEAs receiving federal Title III, Part A grants. The monitoring reviews included a program and fiscal review of LEAs receiving federal funding for English Learners. These reviews highlighted strengths and gaps in services, and assisted in the development of targeted, meaningful technical assistance following the reviews, based on LEA needs. Monitoring was conducted through OSSE's risk-based monitoring framework to help reduce burden on LEAs and to focus OSSE's onsite monitoring efforts on the highest-risk grantees across all federal grants. Under the Coordinated Risk-Based Monitoring framework, OSSE evaluated LEAs' compliance with fiscal and programmatic requirements under Title III and LEAs were given a designation of low-risk, medium-risk, or high-risk based, and high-risk grantees received an onsite monitoring review. Each LEA participated in a thorough on-site monitoring review of indicators and alignment of required activities that support English learners. After each visit, participating LEAs received a thorough report with ratings on their progress and compliance in each area.

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

During FY18, the Teaching and Learning Division within OSSE continued to strengthen support for LEAs to improve educators' capacity to increase student achievement for English learners in schools across the District, focusing on five main areas:
1. Updating and disseminating OSSE English Learner policy and guidance
2. Continuing to provide meaningful, actionable professional development and training
3. Collaborating with OSSE's Division of Data, Assessment, and Research on the development of the EL Qlik Application
4. Completing the development of the School Readiness Reflection Tool
5. Playing a key role in the Start of School Summit to facilitate smooth enrollment, screening and programming for English Learners at DC LEAs

These five areas of Teaching and Learning's support for LEAs are described in more detail below.

1. Updating and disseminating OSSE English Learner policy and guidance
In FY18, OSSE revised and re-released OSSE's English Learner policies and procedures document, *Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia.* This comprehensive resource for LEAs communicates policies and procedures related to

identifying, exiting, and supporting English learners under ESSA. It was updated to provide additional information in several key areas:

- Increased clarity on English Learner identification procedures
- Increased detail on requirements for adult-serving schools
- Guidance to assist LEAs in resolving erroneous English Learner identification
- Enhanced information around statewide assessments, namely ACCESS for ELLs
- The use of OSSEs new English Learner data visualization tool, the EL Qlik app, which was used in the Start of School initiative
- A new School Readiness Reflection Tool, for LEAs and schools to self-analyze current strengths and gaps in program support services for ELs in their school

Previously named the *English Learner Guidebook*, the document was renamed in order to emphasize that its contents represent required policies and procedures. It includes critical, localized information in clear steps – from identification procedures to reclassification and monitoring. The document also includes instructional best practices and guidance to assist LEAs in the execution of thorough and meaningful program evaluation, in addition to communicating policies and providing resources for engaging limited English proficient parents and families, and information on supporting dual-identified learners. The *Delivering Education Services to English Learners* includes critical information for required start of school activities, and as a result was highly needed and anticipated.

In addition, in FY18, a new page of the OSSE website was created to focus on English Learners, in order to facilitate dissemination of information to LEAs: https://osse.dc.gov/page/english-learners-els. This allows ELL Coordinators to locate critical resources for serving English Learners in one location.

2. Continuing to provide meaningful, actionable professional development and training
OSSE continued its (a) successful three-part series of half-day trainings focused on English Language Acquisition; (b) monthly webinars on English Learner-focused topics; and (c) longer, in-depth trainings.

In FY18, OSSE continued its successful half-day training series on English Language Acquisition. The series was held twice, once in fall and once in winter/spring.

- "English Language Acquisition 101": The Science of Second Language Acquisition – walks educators through the stages of second language acquisition to increase their foundational knowledge related to serving English Learners.
- "English Language 102: Language Levels, Language Objectives, and Lesson Planning" – teaches educators how to use the WIDA English Language Proficiency Standards to develop language-based objectives for lesson planning that differentiates instruction for English Learners at different proficiency levels
- "English Language Acquisition 103: Strategies for Comprehensible Input" – builds on the 101 and 102 training and by culminates the series with a training on developing lessons to develop language through the use of metacognition and the Cognitive Academic Language Learning Approach

OSSE conducted its English Learner Point of Contact Monthly Webinar during the school year, which covers a range of topics that are pertinent for LEAs serving English Learners.

Topics were often interdisciplinary in nature and the webinars were often developed in collaboration with other OSSE staff in Teaching and Learning or other divisions.

- "English Learners and the Law" – provided an overview of the major court cases and federal legislation that shaped current English Learning programming in the United States
- "Instruction for ELs with Significant Cognitive Disabilities" – focused on instructional practices for dually-identified students highlighting the use of WIDA's Alternate Model Performance Indicators.
- "English Learners with Disabilities: Findings from the National Academies of Sciences, Engineering, and Medicine" – disseminated information from a key report distilling current research and practice in serving English Learners who also have disabilities
- "Resources for English Learner Instruction and Programming" – focused on ten books focused on either English learner instruction or the administration of an English learner program.
- "Q & A Session" – jointly conducted with OSSE's Division of Data, Assessment, and Research, this webinar created a space of educators to ask questions related to English Learner policies, procedures, assessment, and instruction
- "Demystifying WIDA Model Performance Indicators" – provided training on implementation of the WIDA English Language Development Standards to develop effective model performance indicators that target specific language objectives. This broadcast was an extension of the English Language Acquisition 102 in person professional development.
- "Social Justice Math for English Learners" – provided a format for math educators to engage English learners in the content by weaving equity, social justice, and culturally responsive, critical thinking skills into math lessons
- "ACCESS for ELLs Debrief" – jointly conducted with OSSE's Assessment Specialist for Special Populations, provided a forum for feedback from LEAs on the 2017-18 ACCESS for ELLs cycle from set up to materials return

OSSE offered several one- and two-day professional development workshops which allowed educators and English Learner coordinators to engage deeply in training to improve their effectiveness in ensuring English Learners' achievement.

- "Foundations of Effective Classroom Assessment: Principles and Practices" – facilitated by the Center for Applied Linguistics, this two-day workshop guided participants in gaining strategies and practical tools for developing valid classroom assessments to reliably gauge student knowledge, create access for language learners, and inform classroom instruction.
- "Skills and Strategies to Adapt Math and Science Instruction for English Language Learners" – facilitated by the Center for Applied Linguistics, this two-day workshop guided participants in learning concepts, methods, and strategies to adapt instruction in math and science for English learners.
- "Students with Limited or Interrupted Formal Education" – facilitated by Dr. Brenda Custodio, this one-day workshop focused on the unique needs of newcomer English Learners who have experienced limited or interrupted formal

education in their home countries and how to best support their language and academic development.
- "Purposeful Lesson Planning for English Language Learners" – two-day workshop, with an extension webinar, facilitated by WIDA trained teachers how the WIDA standards framework can be used to construct standards and plan lessons for English Learners based on the standards.

3. ***Collaborating with OSSE's Division of Data, Assessment, and Research on the development of the EL Qlik Application***

The EL Qlik application was developed to provide timely and appropriate data to help LEAs plan and prepare to meet the needs of English Learner (EL) students, which included students for the 2017-18 school year and students enrolled in the LEA for the 2018-19 school year. This application offers a view of student-level EL-related data, including EL Status, ACCESS Scores, Historic EL Status, Dual-Identified Students, Screener Data, and Monitored Status. From the spring to summer, OSSE's Division of Teaching and Learning (TAL) informed the design of the application with respect to the appropriateness and utility of the selected data fields. Additionally, TAL organized an LEA Advisory Group to provide feedback on the application before its release and organized and participated in person and webinar trainings for LEAs on the application.

4. ***Completing the development of the School Readiness Reflection Tool***

During FY18 OSSE piloted a technical assistance and training opportunity in collaboration with the Intercultural Development Research Association (IDRA EAC-*South*). This optional, free opportunity was designed to assist LEAs with Every Student Succeeds Act (ESSA) transition planning specific to supporting English learners (ELs) with appropriate services and access to quality education. Selection was based on the following criteria:
   1. N-size: schools with minimum EL N-size of 10 that will now be held accountable for ELP performance and were not before;
   2. OSSE touch points with school: schools that have had no technical assistance in this area; and
   3. Low PARCC scores for EL subgroup

The pilot, conducted on a two-way immersion LEA and a Montessori LEA, guided schools in (a) assessing their EL programs, (b) identifying program and/or policy gaps, and (c) analyzing measures and implementing activities that will close those gaps to align with the provisions for ELs outlined in ESSA. After developing a working draft of the School Readiness Reflection Tool, OSSE and IDRA EAC-*South* consultants met with lead administrators and their LEAs' EL point of contact to conduct tool orientations, tool trainings, classroom observations, and follow up visits reflecting on the utility of the draft tool. After synthesizing feedback from the pilot LEAs, the final version of the School Readiness Reflection Tool was made available to all LEAs as an appendix to *Delivering Education Services to English Learners*, released in the summer of 2018.

5. ***Playing a key role in the Start of School Summit to facilitate smooth enrollment, screening and programming for English Learners at DC LEAs***

OSSE's TAL division was a key player in the successful Start of School Summit, which had a goal to provide LEAs timely access to EL data through the use of the EL Qlik application. For this initiative, OSSE provided training to LEAs in June, well before the actual start of school, so LEAs had increased preparation and capacity in identifying ELs and planning to provide language support services. The TAL division contributed to a strand of sessions focused on English Learners at the Start of School Summit, which were carried out successfully.

FY19
The OSSE TAL division's professional development calendar for FY19 has been robust thus far. The popular English Language Acquisition Series has been delivered this fall, monthly webinars are continuing, and a new cohort-based series called What Teachers Need to Know about Teaching English Learners is being designed for delivery in the spring. The English Language Acquisition series will also be expanded to include full-day sessions as well as the current half-day sessions in the spring. Furthermore, a spring multilingual learning conference is being planned to provide professional development and continued community-building amongst LEAs who serve English Learners.

Q35: **In FY18, OSSE was awarded $1.6 million early literacy grant to organizations that provide literacy intervention in DCPS and public charter schools targeting third grade reading success. Please provide outcomes observed by these organizations as a result of this investment.**

RESPONSE:

In FY18, OSSE awarded the early literacy 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 Kindergarten through third grade across the District. These organizations were also the recipients of the awards in FY17.

The Literacy Lab
Amount awarded: $1,200,000.00

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, full time 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 with early literacy skills.

Outcomes
Literacy Lab shared the following outcome data with OSSE: 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.

Reading Partners

Amount awarded: $400,000.00

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

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. The average, students received 39 sessions (29.25 hours of tutoring) throughout the school year and maintained an average attendance rate of 92 percent.

Outcomes
Reading Partners shared the following outcome data with OSSE:
- 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.

Q36: **Please provide the following information with regard to homeless students in DC public schools:**
    (a) How much enhanced funding did OSSE provide to each LEA in FY18 and FY19 to date to support homeless students?
    (b) How was the enhanced funding for OSSE's homeless children and youth program used in FY18?
    (c) Description of professional development and training OSSE made available to school liaisons in FY18 and FY19?
    (d) Describe the role OSSE plays, if any, in providing transportation to and from school for homeless students.

RESPONSE:

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

- Federal Funding- McKinney-Vento (MKV) Education of Homeless Children and Youth Assistance Grant:
  OSSE distributed $254,251.75 to LEAs in FY 2018 and $181,100.00 in FY2019 as documented below:

LEA	FY18	FY19
Achievement Preparatory Academy PCS	$13,401.75	$.00
Friendship PCS	$48,000.00	$.00
Maya Angelou PCS	$11,750.00	$.00
City Arts & Prep PCS	$17,000.00	$17,000.00
DC Prep PCS	$30,000.00	$30,000.00
DC Public Schools	$85,600.00	$85,600.00
KIPP-DC PCS	$38,000.00	$38,000.00
Youthbuild PCS	$10,500.00	$10,500.00
TOTALS	**$254,251.75**	**$181,100.00**

Note that these 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 homeless children and youth that are intended to ensure immediate enrollment, educational stability, and equal access to the same free appropriate public education (FAPE) as provided to all other students. As described above, $254,251.75 was distributed to LEAs in FY18 for this purpose. No new awards were awarded in FY19 to date.

A new Request for Applications (RFA) will be released in Spring 2019 for the 2020 McKinney-Vento Homeless Education Grant Program competition to subgrant available FY2019 and FY2020 funds.

It is important to note that even if they do not win a competitive grant, LEAs must ensure that homeless children and youth have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths, with or without this supplemental funding. Authorized by Title VII-B of the McKinney-

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

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

Accomplishments include a student data system that provides comprehensive information on homeless students to LEA homeless liaisons responsible for coordinating services and support for homeless students in a timelier manner. In FY18 and FY19, OSSE worked to further refine systems and increase LEA access to meaningful and timely data on students experiencing homelessness. OSSE is able to provide high-level technical assistance to schools, in coordination with local liaisons, on the legal obligations of schools, rights of students, enrollment policies, transportation assistance, and the review and revision of policies that may act as enrollment barriers**.**

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

- Sponsored 23 homeless students to attend 1, 2, 3 and 5-week residential summer programs at American University, Howard University, University of Virginia, Florida Atlantic University, University of MD College Park, Drexel University and Morgan State University. Participants also received college care packages which provided all essential items to support them living in the dorms, attending college classroom lectures, engaging in hands-on activities, and completing group projects as part of their closing ceremony at their respective university campuses.
- Purchased items to create college care packages for 25 homeless students who were accepted and enrolled in colleges and universities for FY19. 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, 2018, in which the students received their college care packages, words of encouragement from OSSE managers and staff, information regarding financial aid and scholarship opportunities, contacts for on-campus supports, and techniques for self-advocacy to support their educational success. The selected students are currently attending higher educational institutions such as Trinity University, University of the District of Columbia, Frostburg State University, and North Carolina Central University.
- Provided transportation assistance that allowed homeless students and parents to participate in programs and services funded or supported through this project.

(c) OSSE professional development and training for school liaisons in FY18 and FY19 to date:

In FY18, OSSE met its quarterly goals of implementing no less than two (2) technical assistance sessions to LEAs. During these trainings, OSSE presented guidance on local and federal protocols designed to assist homeless liaisons with meeting the needs of students and families experiencing homelessness at their LEA/school, funding opportunities, activities to engage students and families, and local/statewide resources. Professional development and trainings were also provided on an individual and group-wide basis to address inquiries.

In FY18, OSSE offered technical assistance in collaboration with District and community agencies that serve students experiencing homelessness, on the following topics:

- New Charter School Leaders Workshop (in collaboration with the Public Charter School Board)
- Addressing Chronic Absenteeism (in collaboration with the Office of the Deputy Mayor for Education and Office of the Deputy Mayor for Health and Human Services)
- 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
- OSSE Ally Program
- Strong Start DC Early Intervention Program Referral Process
- Helping Preschool-Aged Children Experiencing Homelessness Access Early Childhood Educational Settings
- Postsecondary and Career Education Resources for Prospective Students
- Using Data to Improve Homeless Students Outcomes
- McKinney-Vento Competitive Grant Program
- DC's Child Care Development Fund State Plan FY 2019-2021 – Stakeholder Engagement
- Homeless Education Program: 2017-18 End-of-Year MKV Webinar
- Improving Cross-Program Outcomes Through Education and Homeless Services
- DC Kids Ride Free: Program Updates
- Supports and Resources for LGBTQ Students
- Nighttime Residency Status Data
- 2018 Youth Count DC
- Short-term Family Housing
- 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

(d) Describe the role OSSE plays, if any, in providing transportation to and from school for homeless students.

Under the McKinney-Vento Act, homeless children and youths are entitled to receive transportation that is comparable to what is available to non-homeless students. (Section 722(g)(4)(A)). As the state education agency (SEA), OSSE is responsible for ensuring that LEAs review and revise transportation policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youth. (Sections 721(2), 722(g)(1)(I)). Currently in the District, all students who are District residents, enrolled in a District school and are between the ages of 5 and 21, are entitled to ride the Metrobus, the DC Circulator, and Metrorail within the District to get to school and school-related activities using a Kids Ride Free SmarTrip card.

Additionally, OSSE and LEAs ensure that transportation is provided for students experiencing homelessness, at the request of the parent or guardian (or, in the case of an unaccompanied youth, the homeless liaison), to or from the school of origin in accordance with the following requirements:
   a. If the child or youth continues to live in the area served by the LEA in which the school of origin is located, that LEA must provide or arrange for the child's or youth's transportation to or from the school of origin. (Section 722(g)(1)(J)(iii)(I)).
   b. If the child or youth continues his or her education in the school of origin but begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the LEAs cannot agree upon a method, the responsibility and costs for transportation are to be shared equally. (Section 722(g)(1)(J)(iii)(II)).

OSSE's Homeless Education Program (HEP) provides training sessions annually for LEA homeless liaisons focusing on transportation assistance for homeless students and parents. OSSE works closely with the District Department of Transportation's (DDOT) Transit Delivery Division to ensure that LEA homeless liaisons receive DDOT training on the Kids Ride Free (KRF) program and any transportation policy changes at the beginning of each school year. Additionally, DDOT collaborates with HEP staff to provide homeless students who enroll in District schools without an address, or have a temporary address in Maryland or Virginia, with KRF SmarTrip cards in a timely manner.

Currently, some schools are unable to assign a card to homeless students who lack an identified District address. DDOT has informed schools that they must immediately notify DDOT via email, and they will reach out to HEP staff to verify the student's eligibility and process the request as quickly as possible. In the event a card request cannot be processed at the school, DDOT will assign and courier a card to the school for issuance to the homeless student. If a homeless student needs transportation assistance while their request for a KRF SmarTrip card is being processed, the LEA or school-based homeless liaison is responsible for providing the homeless student with student bus tokens or other fare media for the bus and/or train in the interim.

While LEAs are responsible for ensuring that homeless students, parents and guardians are fully informed of all transportation services, including transportation to and from the school

of origin and are assisted in accessing transportation services, OSSE is responsible for providing transportation policy guidance to LEAs. OSSE reviews and issues a determination should a transportation dispute arise between an LEA and a homeless student or parent. Under McKinney-Vento, LEAs are required to provide transportation assistance to homeless students, and parents of children who are too young to ride unaccompanied, until the end of the school year, even if a student becomes permanently housed.

For students who have a disability and are eligible for transportation services, in addition to experiencing homelessness, the LEA will submit a Transportation Request Form (TRF) for transportation services to be provided by OSSE. OSSE's Division of Student Transportation (OSSE DOT) will work with the LEA to ensure all address and other student specific information is correct. In such cases, all specific student information is coordinated through the LEA and provided to OSSE DOT through the student's TRF.

Q37: **OSSE developed a series of measurable goals against which to monitor the progress of homeless students. The first evaluation was to be completed in summer of 2017. Please provide that evaluation and a description of the goals established for FY18.**

RESPONSE:

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

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

In FY18, OSSE continued the work to strengthen our data infrastructure, build partnerships, and increase reporting capacity to allow for sustainability of this work moving forward. We conducted an analysis of available data to determine how to best measure progress against the above goals. Results of this analysis are soon to be finalized and will be used strategic planning and ensure that OSSE, LEAs, and community partners are better able to identify and provide supports to students identified as homeless in a timely manner.

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

The following table highlights DC summary statistics for homeless students citywide, based on the ESSA-required state report card, available publicly at www.DCSchoolReportCard.org.

2017-18 School Report Card Metric	DC Average	DC Homeless Students
Four-year Graduation Rate	68.47%	44.44%
Extended Years Graduation Rate (Percentage of the ninth grade cohort who graduated in any number of years)	75.31%	59.41%
In-Seat Attendance	90.05%	85.12%
90% Attendance	70.26%	50.97%
PARCC 4+/MSAA 3+ English Language Arts	33.43%	19.00%
PARCC 4+/MSAA 3+ Math	29.63%	16.34%

2017-18 School Report Card Metric	DC Average	DC Homeless Students
Growth to Proficiency – English Language Arts	53.25%	48.38%
Growth to Proficiency - Math	42.4%	38.4%
Median Growth Percentile – English Language Arts	54	47
Median Growth Percentile – Math	49	43
AP/IB Participation	62.22%	47.47%
SAT College and Career Ready Benchmark	19.61%	8.45%

Q38:   Describe the professional development opportunities OSSE provided/offered to teachers in behavioral health and trauma-informed care in FY18 and FY19.

RESPONSE:

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

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

OSSE hosted five trainings in FY18 focusing on Tier 1 School-wide PBIS in which 73 participants attended the workshops.

School-wide Positive Behavioral Interventions and Supports (PBIS): Core Features

This training is an introduction to PBIS and is available to all K-12 educators. The training covers the following objectives:
- Identify the critical and foundational elements of PBIS
- Provide an overview of the Tiered Fidelity Inventory (TFI) to guide and measure PBIS implementation
- Reflect on current PBIS practices in place and identify 2-3 priorities for action

Participants learn about the core features of School-wide Positive Behavior Interventions and Supports (SW-PBIS) and receive guidance on how to use a fidelity tool, the Tiered Fidelity Inventory (TFI), to guide and measure implementation. Participants are strongly encouraged to come in teams (i.e., administrator, dean, social worker, grade-level teacher representatives, and PBIS coordinator) in order to action plan and strengthen capacity.

Trauma Informed Care Training
In FY18, through a partnership with InSite Solutions and MedStar Georgetown University Hospital (MGUH) Division of Child & Adolescent Psychiatry, OSSE hosted eight (8) trauma informed care trainings tailored for individuals who work in schools. The training provided an overview on (1) the concept of trauma, (2) the impact of trauma on children/adolescents, (3) trauma informed care treatment models (e.g., trauma focused cognitive behavioral therapy, trauma systems therapy, cognitive behavioral Intervention for trauma in schools, and Life Improvement for Teens (LIFT) interactive intervention for adolescents exposed to trauma), and (4) concepts, such as trauma informed care and related approaches, that can be implemented in schools and in classrooms to create a trauma informed culture. Each LEA that participated in the training received an opportunity to complete a case consultation session with the partner. The consultation sessions were designed to support sustainability in competency areas around school-focused trauma

informed care. During the 2017-18 school year, over 130 District of Columbia educators and other key stakeholders were trained in trauma informed care techniques.

Nonviolent Crisis Prevention
In FY18 OSSE trained LEAs in nonviolent crisis intervention using the evidence-based model developed by the Crisis Prevention Institute (CPI). The model provides stakeholders with a proven framework for decision-making and problem-solving to prevent and, to the extent possible, de-escalate a person in behavioral crisis. Through the use of the model, all participants who attended OSSE's nonviolent crisis prevention training were provided the skills and strategies needed to safely manage assaultive and disruptive behavior. Objectives of the training included:

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

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

During the 2017-18 school year, OSSE hosted 11 separate nonviolent intervention trainings where over 180 District of Columbia educators and other key stakeholders were certified in applying nonviolent crisis intervention techniques. For the 2018-19 school, OSSE has hosted 6 separate nonviolent intervention trainings where District of Columbia educators and other key stakeholders were certified in applying nonviolent crisis intervention techniques.

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, see OSSE's response to Q76. For more on Restorative Justice, see Q39.

Q39: **Please provide a list of all schools with restorative justice programs in SY17-18 and SY18-19 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 SY17-18 and SY18-19; and**
- **(e) The amount of money spent on restorative justice in SY17-18 and the amount budgeted for SY18-19.**

RESPONSE: Q39 Attachment – School Profiles SY17-18.pdf

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.

The table below provides a list of all participating schools in the whole school restorative justice program from SY 2015-16 to SY 18-19.

Restorative Justice Schools in SY 15-16 to SY 18-19

SY 2015-2016	*SY 2016-2017*	*SY 2017-2018*	*SY 2018-2019*
Ballou	Ballou HS	Ballou HS	Ballou HS
Luke C. Moore	Luke C. Moore	Luke C. Moore	Columbia Heights Education Campus
Columbia Heights Education Campus	Columbia Heights Education Campus	Columbia Heights Education Campus	Hart MS
Maya Angelou PCS	Hart MS	Hart MS	Anacostia HS
Hart Middle School	Cesar Chavez Parkside Middle School	Anacostia HS	Washington Metropolitan HS

	Kelly Miller MS	Washington Metropolitan HS	Kingsman Academy PCS
	Neval Thomas ES	Kingsman Academy PCS	Monument Academy PCS
	SEED PCS	Monument Academy PCS	Mundo Verde PCS
		Mundo Verde PCS	SEED PCS
		SEED PCS	Washington Leadership Academy PCS
		Washington Leadership Academy PCS	Kelly Miller
		Kelly Miller MS	DC Scholars ES
			Wheatley EC

Restorative DC provided a total of 2,842 hours of intensive technical assistance to the 12 participating schools in SY 17-18. OSSE conducted analysis on restorative justice in its SY 16-17 Discipline Report as the Committee on Education requested. OSSE will continue to examine discipline data as it relates to schools that participate in Restorative Justice.

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. Schools are able to select 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.

The table below shows school participation in Restorative Justice Supplemental Technical Assistance (TA) beginning Spring 2018 – Fall 2018.

Option 1: Exploration and Planning
Achievement Prep PCS, K-8
Burroughs, PK3-5
Burrville, PK3-5
Cesar Chavez PCS-Capitol Hill, 9-12th
Truesdell, 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, PK3-3
HD Cooke ES, PK3-5
Imagine Hope PCS, PK3-5
KIPP The Learning Center, PK4-8
Option 4: Sustainability and Maintenance

EL Haynes PCS, K-12
Option 5: Build Your Own
Neval Thomas ES, PK3-5

School Climate Survey Pilot- As part of the supplemental TA funds, OSSE partnered with SchoolTalk to provide school climate technical assistance to school leadership teams, using the Culture of Excellence & Ethics Assessment (CEEA) survey. The data derived from the survey results were intended to help school leadership teams with data decision-making processes regarding their school climate initiatives. This work was completed beginning in spring 2018 through September 30, 2018. The following is a table of LEAs and schools who participated in the CEEA school level survey:

School	Grade Levels
The Episcopal Center for Children	K - 8
Inspiring Youth Program	9 - 12
Washington Global	6 - 8
Center City PCS Brightwood	4 - 8
Center City PCS Capitol Hill	4 - 8
Center City PCS Congress Heights	4 - 8
Center City PCS Petworth	4 - 8
Center City PCS Shaw	4 - 8
Center City PCS Trinidad	4 - 8
The Next Step PCS	Ages 16 - 24
Achievement Prep	K - 8
Cesar Chavez PCS	9 - 12

Community of Practice-The Community of Practice (CoP) an experiential and peer-sharing space centered on restorative practices. To provide support to more schools and educators, OSSE also hosts a state Restorative Justice CoP as well as monthly trainings focused on the implementation of restorative practices in DC schools that are open to all LEAs and community stakeholders. Participants engage with other educators for peer support and professional development, while experiencing how restorative justice circles can help build community and resolve issues collectively. The SY 2017-18 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 practice efforts at the end of each session.

Community of Practice Themes and Individual Attendance, SY 17-18 and SY 18-19 to Date		
Date	**Theme**	**Number of Participants**
9/12/17	Developing a Whole School Restorative Plan	12
10/17/17	Meeting the Social, Cultural, and Linguistic Needs of Our School	16
11/14/17	Restorative Communication for School Staff	25

12/12/17	Trauma Awareness, Mindfulness, and Self-Care	19
1/9/18	Building Support with Parents and Staff	16
2/13/18	Promoting Youth Leadership	14
3/13/18	Creating a Positive School Culture	23
5/15/18	Letting Go and Celebrating	10
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
1/8/19	Building Support with Parents and Staff	23

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 included the Restorative Schools Overview, as well as advanced topic workshops on circle keeping skills, trauma awareness and resilience, and restorative conversations. The Restorative DC team designed these trainings to be highly participatory and experiential, largely using circle process along with a combination of exercises, roleplays, presentations, videos, work groups, hand-outs, and planning discussions, as well as a follow-up email of information, resources, and reference materials.

In SY2017-2018, OSSE provided professional development on the following topics:

Restorative Schools Overview: This one-day experiential workshop introduces teachers, administrators, school staff, students, and all those who support them to restorative concepts and practices. Participants explore the continuum of restorative practices, experiencing proactive circles for strengthening relationships and social-emotional skill. More fundamentally, participants come to see restorative approaches as a means of shifting school culture and climate, as well as addressing systems of power and oppression. Integrating these understandings and experiences of school-based restorative practices learned from the day, the training concludes with an action planning session and a sharing of resources that exist to support them.

Restorative Communication: This two-day workshop helps educators, youth workers, and youth leaders identify ways language is used during difficult or disciplinary conversations that may undermine intended outcomes, contradict our own values, and create disconnection with youth, peers, and colleagues. Aligned with the Positive Youth Development model, this training presents an empathy- and growth-mindset that fosters deeper understanding, cooperation, and working relationships.

Restorative Classrooms: Participants experience circle processes while learning how Restorative Justice and restorative practices may be implemented in the classroom. Teams then engage in an action planning session to map out next steps.

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

Basics of Circle Keeping: This one-day skills workshop is for teachers, youth workers, youth, and other professionals who wish to incorporate peacemaking circles to build community at their school/organization/agency. Participants will learn the underlying assumptions, primary features, and basic process of Peacemaking Circles through direct experience and reflection. Participants will then have the opportunity to practice designing and facilitating circles, receiving feedback on their skills and an informal assessment of their readiness to apply circles to their work. Participants will receive a book and other reference materials to guide in implementation. On the basis of this and the assessment, it is anticipated that most participants will be ready to facilitate basic community-building circles as an outcome of the workshop, but not more advanced responsive circles.

Responsive Circle Keeping: This two-day skills workshop is for school staff who aim to incorporate responsive peacemaking circles into their school. The training will first outline the range of formal and informal interventions available as alternatives to traditional punitive discipline, before focusing on responsive circles and then more structured intervention for serious and complex incidents of harm. 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 will practice keeping mock circles using disciplinary scenarios drawn from the participants' real life experience and receiving feedback on their skills. Participants will also learn 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 will be asked to convene and keep live responsive circles in coordination with a designated coach who will assess their skills and offer feedback. Participants will also be asked to take part in a regular, monthly one-hour peer support conference call for sharing, learning, and accountability.

Restorative Justice: Trainings & PD Offered in SY 2017-18			
Date	**Description** *% of participants who reported having a positive experience,* *% of participants who found the PD extremely or very useful* *to their professional practice*	**No. of Hours**	**No. of Participants**
10/5/17	**Restorative Classrooms Overview** 100% , 75%	6	19
11/17/17	**Circle Keeping** 82%, 91%	6	19
12/1/17	**Restorative Schools Overview** 75%, 74%	6	*
1/11/18	**Circle Keeping** 100%, 100%	6	12
1/25/18	**Restorative Justice Practices for Younger Learners** 86%, 86%	3	24
1/25/18	**Drama and Games for Social Emotional Learning** 87%, 75%	3	26
2/8/18 - 2/9/18	**Responsive Circle Keeping (Two-Day)** 100%, 71%	12	13

2/21/18	**Why Restorative Webinar** *	1	*
3/5/18 - 3/6/18	**Restorative Communication (Two-Day)** 92%, 82%	12	21
4/19/18	**Restorative Justice Practices and Special Education** 83%, 75%	6	21
5/4/18	**Trauma Awareness and Resilience** 92%, 69%	6	22
5/17/18	**Why Restorative Webinar** *	1	*
7/11/18	**Trauma Awareness and Resilience** 94%, 86%	6	20
7/9/18- 7/10/18	**Restorative Communication-TWO-DAY** 88%, 77%	12	24
7/20/18	**Restorative Schools Overview** 100%, 76%	6	11
7/23/18- 7/24/18	**Proactive/Academic Circle Keeping Training TWO-DAY** 92%, 92%	12	16
7/25/18- 7/26/18	**Restorative Communication-TWO-DAY** 92%, 83%	12	23

*No data available

Summer 2017 Training- During the Summer of 2016 OSSE, DCPS, Youth and Families in Crisis and Restorative DC/Schooltalk coordinated to pilot an intensive summer training program. Based the positive response received for that program in 2017 we continued and expanded it. In the summer of 2017 Restorative DC facilitated a five-day intensive training open to all schools and agencies serving DC Students. The program provided 40 hours of training professional development in Restorative Practice to over 100 participants.

Restorative Coaching Program at SEED
Restorative DC with support from OSSE piloted a seven month Restorative Coaching Program for SEED School staff. The program consisted of one three-hour training per month, and one on one mentoring/coaching sessions one hour each week.

The table below shows DC Local Funding for Restorative Justice from SY 2015-16 to SY 2017-18.

DC Local Funding for Restorative Justice		
SY 2015-2016	**SY 2016-2017**	**SY 2017-2018**
$35,000.00	$350,000.00	$450,000.00

Q40: **Please supply the number of licensees/certified professionals/registered professionals broken down by status that the agency received and approved in FY15, FY16, FY17, FY18, and FY19 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, and FY19 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	4,249	2,996
FY19 to date	523	313

Q41: **List and describe all the alternative certification/licensure programs that are currently available in the District for FY18 and FY19. 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 licensed through each.

Alternative Certification Provider	Program Type	Licenses Issued FY17	Licenses Issued FY18	Alt Route License Issued to date FY19
Catholic University of America	University-based	20	19 regular issued 0 alt route issued	4 regular issued 0 alt route issued
Center for Inspired Teaching	Non-Profit Org	21	16 alt route issued	0
Capital Teaching Residency – KIPP DC	LEA-based	47	24 regular issued 1 alt route issued	7 regular issued 1alt route issued
The George Washington University	University-based	36	32 regular issued 1 alt route issued	9 regular issued 0 alt route issued
Teach for America	Non-Profit Org	36	3 regular issued 17 alt route issued	2 regular issued 3 alt route issued
Relay GSE (new 2018)	University-based	0	4 alt route issued	2 alt route issued
Teach-Now GSE	University-based	173	212 regular issued 2 alt route issued	67 regular issued 0 alt route
Trinity Washington University	University-based	7	2 alt route issued	0 regular issued 2 alt route issued
Urban Teachers	Non-Profit Org	82	127 alt route issued	2 regular issued 8 alt route issued
University of the District of Columbia	University-based	3	2 alt route issued	5 regular issued

Q42: **Through Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. Please outline how the funding was awarded in FY18 and FY19. For each grant, please include the LEA, amount, and description of what the funds were to be used for.**

RESPONSE:

The Scholarships for Opportunity and Results (SOAR) Act funds for public charter schools for FY18/FFY17 were awarded to OSSE via a grant award from the U.S. Department of Education in December 2017.

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

The FY18/FFY17 SOAR Act budget was as follows:

FY18/FFY17 SOAR Budget	
Grants to Charter Schools	
Academic Quality (Formula)	$5,964,566.56
Early Childhood (Formula)	$575,433.44
Facilities (Competitive)	$4,000,000.00
Grants to Charter Support Organizations	
Third Party Grants (Competitive)	$2,000,000
Teacher Pipeline Grants (Competitive)	$1,500,000
Other	
Administrative Costs - grant	$710,000
MySchool DC - charter sector portion	$250,000

In July 2018, OSSE conducted a survey asking stakeholders for specific feedback in key funding areas and for general feedback about SOAR Act fund administration. OSSE distributed the results of the survey to charter school leaders via email and received 28 responses. In one key area of administration, the charter school community was asked to weigh in on an OSSE proposal to seek approval from the U.S. Department of Education (USED) to submit an application for three years of funding instead of an annual application. The results were overwhelmingly positive with 100% in support. This approach resulted in OSSE gaining approval from and submitting a three year application (beginning with FY19/FFY18) application to USED in November 2018. OSSE has not yet received the Grant Award Notification (GAN) for these funds.

The total FY18/FFY17 grant award was $15M, 94 percent of which was budgeted for formula grants and competitive grants to support DC charter schools and charter school students. Less than five percent of the grant ($710,000) was set aside to ensure the

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

<u>Awards Made Using FY18/FFY17 Funds</u>

Upon receipt of the FFY 2017 funds, OSSE moved forward with its FY 2018 sub-granting process and created a Notice of Funding Availability (NOFA), Requests for Applications, and application packages for the funding competitions and formula awards.

On April 19, 2018, OSSE OPCSFS staff held a pre-application webinar conference for the Academic Quality and Early Childhood formula grants, which was then posted to the website. During the week of May 21 – 25, OSSE OPCSFS staff held four (4) pre-application conference webinars for all interested applicants for the competitive Facilities and Third Party grants. For each grant program, the corresponding number of applicants and a list of awardees can be found below.

Academic Quality Grants to Charter LEAs: This formula-based grant funding was available to all charter LEAs who were open and serving students during the 2017-18 school year. All eligible LEAs submitting applications by the deadline were funded. Funds must be used for projects designed to have a direct impact on student achievement, either school-wide or for specific subgroups of students. All projects must be research-based and tailored to meet the specific to the needs of each LEA and supported by data. The minimum award is $50,000 with the remainder of available funds distributed on a per-pupil basis using the most recent available audited enrollment data. Funds reserved for LEAs who elect not to apply will be redistributed to other LEAs through the formula. Overall, OSSE made fifty-six (56) awards, for a total amount of $6,974,566.56 to public charter LEAs in this category in the following amounts:

FFY17 SOAR Academic Quality Awardees	Allocation
Academy of Hope Public Charter School	$ 91,298.54
Achievement Preparatory Academy Public Charter School	$ 152,640.64
AppleTree Early Learning Public Charter School	$ 119,491.68
Breakthrough Academy Public Charter School	$ 58,920.50
Bridges Public Charter School	$ 86,122.46
Briya Public Charter School	$ 120,923.36
Capital City Public Charter School	$ 158,257.24
Carlos Rosario International Public Charter School	$ 277,307.16
Cedar Tree Academy Public Charter School	$ 92,399.83
Center City Public Charter School	$ 208,806.65
Cesar Chavez Public Charter School	$ 190,415.04
City Arts and Prep PCS	$ 107,487.57
Creative Minds Public Charter School	$ 87,554.14
DC Bilingual Public Charter School	$ 95,153.07
DC Preparatory Public Charter School	$ 238,321.34

FFY17 SOAR Academic Quality Awardees	Allocation
DC Scholars Public Charter School	$ 105,615.37
Democracy Preparatory Public Charter School	$ 122,244.91
DC International (DCI) Public Charter School	$ 107,267.31
Euphemia L. Haynes Public Charter School	$ 175,877.95
Eagle Academy Public Charter School	$ 146,693.65
Elsie Whitlow Stokes Public Charter School	$ 88,545.30
Friendship Public Charter School	$ 514,305.72
Harmony Public Charter School	$ 60,682.56
Hope Community Public Charter School	$ 147,134.17
Howard University Middle School for Math & Science Public Charter School	$ 80,615.98
Integrated Design Electronics Academy (IDEA) Public Charter School	$ 78,853.91
Ideal Academy Public Charter School	$ 83,038.83
Ingenuity Preparatory Public Charter School	$ 91,408.67
Inspired Teaching Demonstration Public Charter School	$ 95,593.59
Kingsman Academy Public Charter School	$ 73,787.96
KIPP DC Public Charter School	$ 686,878.55
Latin American Montessori Bilingual (LAMB) Public Charter School	$ 96,915.14
LAYC Career Academy Public Charter School	$ 70,373.95
LAYC Youthbuild Public Charter School	$ 62,885.14
Lee Montessori Public Charter School	$ 65,968.77
Mary McLeod Bethune Public Charter School	$ 94,272.03
Meridian Public Charter School	$ 126,209.57
Monument Academy Public Charter School	$ 58,369.84
Mundo Verde Bilingual Public Charter School	$ 112,002.87
National Collegiate Preparatory Public Charter School	$ 80,285.60
Paul Public Charter School	$ 130,284.36
Perry Street Preparatory Public Charter School	$ 83,699.61
Richard Wright Public Charter School	$ 83,038.83
Rocketship Academy Public Charter	$ 98,567.08
Roots Public Charter School	$ 62,995.27
Sela Public Charter School	$ 69,492.91
Shining Stars Montessori Academy Public Charter School	$ 72,356.28
Somerset Preparatory DC Public Charter School	$ 85,681.94
The Children's Guild Public Charter School	$ 87,664.27
The Next Step Public Charter School	$ 93,280.87
Thurgood Marshall Academy Public Charter School	$ 92,730.22
Two Rivers Public Charter School	$ 132,927.47
Washington Global Public Charter School	$ 69,162.52
Washington Latin Public Charter School	$ 126,760.22

FFY17 SOAR Academic Quality Awardees	Allocation
Washington Leadership Academy Public Charter School	$ 62,114.24
Washington Yu Ying Public Charter School	$ 112,883.91

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 free and reduced-price lunch formula used by the Elementary and Secondary Education Act Title I, Part A. Funds support plans designed to assist with implementation of supplementary activities that support school readiness, including development of literacy and mathematics skills, with emphasis on supports to increase student achievement. Plans must be research-based specific to the needs of each school. To reduce burden on LEAs, the application for this funding was combined with the application for Academic Quality funding. Overall, OSSE made five (5) awards, for a total of $740,424.83, to public charter schools in this category.

FFY17 SOAR Early Childhood Awardees	Allocation
AppleTree Early Learning Public Charter School	$ 262,637.93
Briya Public Charter School	$ 25,362.04
Cedar Tree Academy Public Charter School	$ 129,530.88
Eagle Academy Public Charter School	$ 122,449.13
Sela Public Charter School	$ 35,453.46

Facilities Grants to Charter LEAs (6 applications; 6 funded)
OSSE competitively awarded these grant funds to provide public charter schools with funds to renovate former DCPS (or other District-owned) facilities that are leased from the District, or to renovate facilities that are owned by charter schools. Overall, six (6) applications were funded in the Investing in Facilities category for a total of $3,390,805.

FFY18 SOAR Facilities Awardees	Award Amount
Early Childhood Academy Public Charter School	$ 750,000.00
E.L. Haynes Public Charter School	$ 126,343.00
Ingenuity Preparatory Public Charter School	$ 750,000.00
Perry Street Preparatory Public Charter School	$ 750,000.00
Thurgood Marshall Academy Public Charter School	$ 264,462.00
Two Rivers Public Charter School	$ 750,000.00

Grants to Support Non-Profit Charter Support Organizations (14 applications; 9 funded)

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 projects that are designed to impact student outcomes at multiple LEAs indirectly by enhancing the organizational capacity of charter LEAs to operate as fiscally and operationally sound nonprofit organizations and schools. All organizations seeking funding

under this grant must be non-profit organizations that have a demonstrated history of success working with DC charter schools on similar projects, and must submit a letter of recommendation from a DC charter school with direct experience working with the organization, as well as a complete list of all schools and districts to which the organization has provided similar services. Overall, OSSE made nine (9) awards to non-profit charter support organizations to support charter school success. A total of $2,000,000 was awarded and will have an impact on over 55 charter LEA campuses.

FFY18 SOAR Third Party Awardees	Award Amount
Commonlit Inc.	$ 273,616.06
Education Pioneers	$ 205,603.16
EdFuel	$ 204,952.08
Empower K12	$ 273,143.80
Flamboyan Foundation	$ 171,806.11
FOCUS	$ 205,603.16
One World Education	$ 264,738.74
PAVE	$ 205,603.16
School Leader Lab	$ 194,933.73

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

  RESPONSE: Q43 Attachment – IEPs.xlsx

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

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

Q44: **In SY13-14, SY14-15, SY15-16, SY16-17, and SY17-18 how many DC students with IEPs graduated from high school with a diploma? With a certificate of completion? Without either a diploma or certificate? Please break down the numbers by LEA and whether the student was attending a nonpublic school. If possible, please provide the reason for each student's exit without a diploma or certificate (e.g., transferred to another state, dropped out).**

    RESPONSE: Q44 Attachment – SPED Graduation.xlsx

Q45: **In each of SY13-14, SY14-15, SY15-16, SY16-17, and SY17-18 how many students exited special education prior to graduation? Please break down the numbers by LEA and whether the student was attending a nonpublic school.**

      RESPONSE: Q45 Attachment – SPED Exit.xlsx

Q46: **For each DCPS and public charter school, please provide outcomes data for students with disabilities transitioning out of school into adulthood, including the following data for 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: Q46 Attachment – SPED Transitions.xlsx

Q47: **Please describe the post-secondary transition programs that are currently available or will be available for older students receiving special education services in public charter schools. Provide any reports or assessments that have been completed. For each transition program please list:**
(a) Number of students served in SY2016-2017;
(b) Number of students served in SY2017-2018 or to be served;
(c) Specific services offered by program (e.g., academic, vocational, related services);
(d) Percentage of students who apply to the program who are accepted into it;
(e) Percentage of the students who start the program that finish it;
(f) Number of staff, by discipline; and
(g) Percentage of students who achieve paid internships or employment as a result of completing the program.

RESPONSE:

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

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

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

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

For more information on OSSE's work to support LEAs with secondary transition, see Q54 regarding OSSE's implementation of the Enhanced Special Education Services Act of 2014.

Special Education Enhancement Grant (SEEF) Formula Grant
As part of OSSE's implementation of the Enhanced Special Education Services Act of 2014, OSSE used $3,771,769 in SEEF funds for a formula grant program, which helped LEAs meet the requirements of the law that all students with a disability have a secondary transition plan in place by their 14th birthday. In FY18, the formula grant is a one-year planning grant to help meet the requirements of the new law related to secondary transition and initial evaluation timelines. Grant awardees must submit data to OSSE and participate in technical assistance sessions around secondary transition and initial evaluation timelines. Additional information on the SEEF formula grant can be found in the response to Q54, or on OSSE's

SEEF formula grant page here: https://osse.dc.gov/page/special-education-enhancement-fund-seef-formula-grant.

Q48: **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 DC 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.

Q49: **For SY17-18 and SY18-19, please list all LEAs which have been found to have a significant discrepancy in representation of students with disabilities in regards to discipline rates. Provide which LEAs were found to have a "significant discrepancy" and a copy of each LEA's self-study and policies and procedures that OSSE required (6 for SY14-15). Provide details about the action steps in the continuous improvement plans of any LEA issued a finding of noncompliance by OSSE. Provide copies of each self-study, submitted policies/procedures, finding of noncompliance, and continuous improvement plan since SY15-16.**

RESPONSE: Q49 Attachment - Significant Discrepancy Guide FFY 2017.pdf

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

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

Under the federal Individuals with Disabilities Education Act (IDEA), an LEA may be identified as having a "significant discrepancy" based on the rates of suspension and expulsions of children with disabilities greater than ten (10) days in a school year, 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 an improvement plan.

In SY 2017-2018, based on data from SY 2016-2017, the following four (4) LEAs were flagged for significant discrepancy: DCPS, National Collegiate, Friendship and KIPP. After careful review of the LEAs' self-students, policies and procedures, OSSE determined that all four (4) LEAs' policies, procedures and practices did contribute to the identified significant discrepancy. All four (4) LEAs submitted CIPs 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 2017-2018 will be conducted this spring and reviews for SY 2018-2019 will be conducted next spring.

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.

Q50: **Describe the training, support and oversight provided by OSSE during SY17-18 and SY18-19 to ensure that LEA's are appropriately serving students with disabilities in the least restrictive environment.**

RESPONSE:

In SY2017-2018, and the first half of SY2018-2019, OSSE provided a robust system of training and support to ensure that LEAs are appropriately serving students with disabilities in the least restrictive environment. In addition to foundational training made available to all LEAs, OSSE provides specialized support through communities of practice and LEA-specific training and technical assistance. Additionally, OSSE successfully completed its second year of the Master Teacher Cadre for Secondary Educators of Special Populations, and launched the third year cycle in the fall of 2018.

OSSE makes available policy guidance and practitioner toolkits in key content areas available online and announces their release through the LEA Look Forward and practitioner listservs. During SY2016-2017, OSSE's LEA training calendar was accessible to LEAs on the OSSE website. This calendar was updated monthly to include new training opportunities. During SY 2016-17 and SY 2017-18, all professional development training opportunities were featured prominently in the LEA Look Forward weekly newsletter, as well as on the OSSE events page (www.osse.dc.gov/events). More information on types of training and support is outlined below, and in the attached professional development calendar. Following each training, OSSE conducted outreach to all participants, requesting participation in a feedback survey.

Serving Students with Disabilities in the Least Restrictive Environment
OSSE hosted three trainings on Least Restrictive Environment (LRE) for LEAs. The goal of this training was to ensure that LEAs understand LRE requirements and provide strategies for maintaining students in their LRE. The training provided information on:
- Federal and local requirements pertaining to special education:
  - Individuals with Disabilities Education Act (IDEA)
  - District of Columbia Municipal Regulations (DCMR)
- LEA obligations:
  - Free appropriate public education (FAPE)
  - Least restrictive environment (LRE)
  - Continuum of educational placements
- Overview of OSSE's placement oversight process
- Strategies for maintaining students in their LRE
- Case study analysis

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. Refer to Q38 for more information on these programs. In addition, restorative justice supports more constructive disciplinary responses

in schools which also supports efforts to maintain students in the least restrictive environment. Refer to Q39 for more information on restorative justice.

Student Support Teams Training
Student Support Teams (SST) are school-based problem-solving teams focused on meeting the needs of individual students. During the 2016-17 school year, the SST trainings were attended by 90 educators representing 33 LEAs. In addition to the trainings, OSSE also developed SST model forms for referrals and meetings.

For the 2017-18 school year, OSSE's Teaching and Learning division revamped the SST trainings based on research, best practices, and feedback from past participants about challenges with implementation. OSSE held a two-part SST training series which engages participants in a deep-dive into the SST process. OSSE held 10 trainings attended by 87 attendees from 26 LEAs.

For the 2018-19 school year, there was one training in September. Currently, there are eight trainings scheduled from January through July 2019, the first of which took place on Jan. 17, 2019. 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 2017-2018 school year both as an in-person training and as a webinar. These Section 504 trainings were attended by representatives from 17 LEAs. Training was also offered on-site at the LEA by request.

In addition to training sessions, OSSE provides a wealth of resources for LEAs and schools on how to implement a robust Section 504 program. https://osse.dc.gov/service/section-504-rehabilitation-act.

Secondary Transition
In addition, OSSE has offered extensive LEA training and technical assistance related to secondary transition compliance and partners with RSA and other agencies to ensure awareness of requirements and best practices. 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.

Monthly LEA Special Education Point of Contact Trainings
During SY2017-2018, and thus far in SY2018-19, 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 2017	- Data Privacy and Access to SEDS - Transfer of SEDS Records for New Students - Summer 2017 Updates to SEDS - Logging Related Service Provision in SEDS - Child Count Timeline and Preparation
September 2017	- Child Count Training - Using Qlik to view student transportation details
October 2017	- Child Count Updates & Reminders 2017-18 Alternate Assessment Eligibility Process - Alternate Assessment Eligibility Form in SEDS
November 2017	- Data Privacy and SEDS Access - Best Practices in LEA Oversight of Nonpublic Services - Oversight of Related Service Provision - Alternate Assessments Application Process Reminders
December 2017	- Secondary Transition Monitoring and Technical Assistance - Overview of Section 504 for Students with Disabilities
January 2018	- Overview of Child Find and Initial Evaluation 2018 Child Find and Initial Evaluation Training Plan
February 2018	- Providing Appropriate SEDS Access to Nonpublic Staff 2018 Extended School Year (ESY) Certification Process - Determining Eligibility for ESY - Documenting ESY Determinations in SEDS - ESY Requirements for the Transportation Online Tool for Education (TOTE)
March 2018	- Student Transportation Updates - Extended School Year (ESY) Checklist - Discipline for Students with Disabilities
April 2018	- Extended School Year (ESY) Updates & Reminders - Student Transportation Updates & Reminders - End-of-Year Wrap Up in the Special Education Data System (SEDS) - End-of-Year Wrap Up for Service Delivery - DC Municipal Regulations Chapter 30 Proposed Rulemaking
May 2018	- Student Transportation Updates & Reminders - Training on the Qlik App 'Early Access to Students with Disabilities Data'
August 2018	- Student Transportation Updates & Reminders - SEDS Administrative Tasks for New School Year - Changes to Monitoring Process for Initial Evaluation, Reevaluation, and C to B Transition

Month	Training Topics
	• DC Municipal Regulations Chapter 30 Updates and Reminders
September 2018	• Preparing for the 2018-19 Child Count • Policy, Monitoring, and Compliance Updates • Student Transportation Updates & Announcements
October 2018	• Special Education Law, Policy, and Compliance Updates • 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	• Initial Evaluation Deep Dive • Strategies to Improve Initial Evaluation Timeliness • SEDS Initial Evaluation Compliance Symbols • LEA Performance & Planning Report
December 2018	*Webinar cancelled;* Email updates included: • IDEA Monitoring and Compliance • Professional Development Opportunities • Alternate Assessment Eligibility Process

Response to Intervention
During SY2017-18, OSSE provided Response to Intervention (RtI) trainings to a total of 109 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 RtI math training focused on research-based strategies to identify and support students struggling with mathematics through focused interventions. 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 SY2018-19, Response to Intervention trainings are scheduled a minimum of twice monthly through July 2019.

Master Teacher Cadre for Secondary Educators of Students with Disabilities
OSSE, in collaboration with the American University (AU) Institute for Innovation in Education (IIE), hosted the 2018 Master Teacher Cadre- Special Populations (MTC-S) program from January through May 2018. In the fall of 2017, OSSE launched the 2018

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

The culmination of the 2018 MTC-S was the professional development provided by the cadre at OSSE in May 2018, where educators from different LEAs were in attendance. Presentations by participants of the MTC-S focused on teacher action research plans that could be used for professional development, focused on these specific topics:
- Evidence Based Instructional Strategies
- Teaching Self-Advocacy to Improve Outcomes for Special Education Students Literacy Practices to Support Students Across Content

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, we will share information about upcoming trainings on trauma-informed care and crisis prevention institute trainings and/or provide an onsite consultation to support program design and implementation.

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

As described in Q54, 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 on Thursday, October 5, 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. OSSE is providing continuation funding for Cohort 1 competitive grantees, in what we expect will be a three-year grant period.

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.

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

Planning for Student Success: Secondary Transition Requirements and Best Practices
In January and February of 2018, OSSE required all LEAs serving students ages 13 and above to develop a secondary transition plan for implementation over a three-year period. The purpose of this plan is to ensure that LEAs are thinking systemically about ways to improve college and career readiness in a manner that accelerates graduation and postsecondary outcomes for their students. OSSE supported LEAs to meet this requirement with a planning tool and the provision of half day training sessions designed to assist LEAs with the development of a strong plan aligned with core secondary transition requirements and founded on evidence-based practices. In these sessions,

OSSE provided LEA teams with the opportunity to participate in a root cause analysis process that included a review of secondary transition and related performance data. LEAs received support to select high-impact strategies and develop implementation plans to carry them out.

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	**Theme**	**Number of participants**
9/15/17	SY 2017-18 State Plan Review and Feedback	34
10/20/17	Annual Retreat: Work Group and Goal-setting for SY 2017-18	43
11/17/17	Review Work Groups and Goals	22
12/15/17	Ensuring Youth Have the First and Last Word	18
1/19/18	Supporting LEA Development of Three-year Plans	18
2/16/18	Independent Living	22
3/16/18	Voices of Change Conference	18
4/27/18	Secondary Transition Institute	26
6/15/18	SY 2018-19 State Plan Review and Feedback	14
9/21/18	CoP Work Groups and Structures	26

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

There were 103 participants in the 2018 Institute, including 67 participants from 29 LEAs and 36 contributors.

Q51: **LEAs that do not meet targets on the Office of Special Education Programs monitoring indicators must complete self-studies and develop Continuous Improvement Plans. How many LEAs completed self-studies in each of FY18 and FY19? Detail what actions are included in the Continuous Improvement Plans.**

RESPONSE: Q51 Attachment – Disproportionate Representation FFY 2017 Guide.pdf

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

In SY17-18, one (1) LEA was required to submit a Continuous Improvement Plan (CIP) as a result of noncompliance from a review of the FFY 2016 (SY16-17) data.

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

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

Please note that annual disproportionate representation reviews are based on the previous school year's data and are conducted each spring. Reviews of SY 2017-2018 data will be conducted this spring and reviews for SY 2018-2019 will be conducted next spring.

Q52: **Provide an update on the work of the Advisory Panel on Special Education in FY18 and FY19. At a minimum, please include the following:**
(a) A list of all members of the Panel, including the organization they represent and the length of time they have served on the Panel; and
(b) A narrative description of any action items taken or recommendations made by the Panel.

RESPONSE:

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

Panel Member	Organization/Role	Length of Service as of FY18*
An Almquist	Parent	2 years
Latoria Brent	Parent	2 years Vice Chair
Julie Camerata	Parent	7 years (reappointed in FY17)- Chair
Isaacba Davies	DC juvenile and adult corrections agencies**	2 years
Jessica Den Houter	Community advocate that prepares special education and related services personnel**	2 years
Megan Dho	state child welfare agency responsible for foster care**	2 years
Tracy Dove	Parent	2 years
Rochanda Hiligh-Thomas	Parent	8 years (reappointed in FY17)
Katie Holloran	Teachers who reside in DC	2 years - Secretary
Sherin Koshy	Parent	2 years
Nicole Lee-Mwandha	DC education officials; including officials of MKV	2 years
Matt McCall	Parent	1 year
Aaron McCormick	Parent	2 years-Vice Chairman
Luis Morales	Administrators of programs for children with disabilities	2 years
Christopher Nace	Administrators of programs for children with disabilities	2 years
Kenneth Taylor	Administrators of programs for children with disabilities	2 years
Clifford Waddy	Parent	2 years
Molly Whalen	Parent	8 years (reappointed in FY17)
Deon Woods Bell	Parent	2 years

**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 the following key areas within their annual report (hyperlink) most in need of targeted support: inclusion, professional development for teachers, graduation/transition, increased outreach and engagement, and increased collaboration in the development of policies and guidelines that impact the special needs community. The full 2017-18 annual report can be viewed here: annual

report. In response to these recommendations, OSSE and the State Advisory Panel on Special Education (SAPSE) have engaged in the following activities in FY18 and FY19 to date:

- 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.
- Policy - In FY18, SAPSE provided formal comment OSSE policy in the following ways:
  - Participated in STAR report card focus group and follow-up discussions with OSSE team members;
  - Provided feedback to OSSE on the April 2018 release of the special education regulations (See Q54); and
  - Gave testimony at the DC Council Committee on Education's Special Education Roundtable.
- Outreach - On an annual basis, OSSE surveys parents of students receiving special education or related services to measure whether or not schools are facilitating parent involvement as a means of improving services and results for children with disabilities. The SAPSE Outreach subcommittee engaged in additional outreach efforts with OSSE's support, by joining OSSE's table at EdFest in FY17 and FY18.
- Parent and Family Engagement - In alignment with SAPSE recommendations, OSSE hosted its Parent and Family Engagement Summit on Sept. 29. 2018 at the Walter E. Washington Convention Center. The summit provided an opportunity for OSSE to engage families as partners in education, provided resources and supported parents to have access to learn about high quality education for their children, in accordance with the parental engagement provisions of ESEA and IDEA. The SAPSE led a very well attended session. OSSE is also in the process of finalizing a parent brochure on special education and training modules developed in partnership with Advocates for Justice in Education. Lastly, OSSE partners with SBOE in its ward-based meetings on special education and is always available to present in the community upon request.
- Training - OSSE has continued to provide a robust training series to LEAs related to compliance and instructional best practice as described in additional responses. OSSE continued to partner with the SAPSE to ensure that information regarding key aspects of IDEA reaches all wards and that information is designed to be parent friendly. In FY18, OSSE implemented training series on secondary transition, child find, and initial evaluation.

Q53: **Describe the annual parent survey that OSSE sends out regarding special education. At a minimum, please include in your response how many surveys were sent out and completed in FY18; when the surveys are sent out to parents; and describe OSSE's communication and outreach to parents regarding the survey in FY18. What is OSSE doing to improve parent participation rates?**

RESPONSE:

To collect data for the U.S. Department of Education's Annual Performance Review (APR) for FFY 2016, Indicator 8 (Parent Involvement), the annual parent survey was mailed to parents of students receiving special education services and was open for completion from July 5, 2017 to December 12, 2017. Parents had the option of completing the survey online or the hard copy survey that was mailed to each home. Parents were asked to complete this survey, which was designed to measure whether or not schools were facilitating parent involvement as a means of improving services and results for children with disabilities.

In FY17, OSSE included optional items in the parent survey to collect additional demographic information from respondents to determine if current survey strategies are effective with all parent groups. OSSE processed survey responses for FY17, in preparation for the FFY 2016 submission to the U.S. Department of Education, which was finalized April 1, 2018. The data below reflect this final submission.

Of the 12,811 parents who were given the opportunity to complete the survey for FFY 2016, 568 completed the survey. 86.4 percent of respondents indicated that overall schools were facilitating parent involvement as a means of improving service and results for students with disabilities. Key results of the analysis of parent responses include:
  – Procedural Safeguards: The majority of respondents (87 percent) agreed that their child's school ensured that they understood special education procedural safeguards.
  – School's Performance in Developing Partnerships with Parents: The majority (89 percent) of the parents surveyed indicated that they were encouraged to participate with their child's teachers and other professionals in developing their child's educational program, and 88.4% felt they were treated as an equal partner by their child's teachers and other professionals in planning their child's special education program.
  – Teachers and Administrators: Satisfaction with teachers and administrators was high, with 92.2 percent of the respondents agreeing that they were shown respect for their culture as it relates to their child's education. In addition, 86.9 percent felt that their ideas and suggestions were considered at their child's IEP meetings.
  – School Communication: The vast majority (81.4 percent) of respondents indicated that their child's school communicates with them regularly about their child's progress on their IEP goals, and 89.4 percent reported the information that they receive about their child's special education program is communicated in an understandable way. Additionally, 76.4 percent reported that they were offered training about special education related issues.
  – Services: The majority of respondents (81.2 percent) expressed that they were satisfied with the progress their child received during the past year.

The parent survey is available in soft copy in all languages required in the DC Language Access Act (Amharic, Chinese, French, Korean, Spanish, Vietnamese). Hard copies were mailed in both English and Spanish to all guardians who have a student identified with a disability.

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

Q54: **Describe steps OSSE has taken to support LEAs in complying with the Enhanced Special Education Services Act of 2014. How many due process hearings and state complaints did OSSE issue final orders for in FY17, FY18, FY19?**

RESPONSE:

(a) Steps OSSE has taken to support LEAs in complying with the Enhanced Special Education Services Act of 2014

The Enhanced Special Education Services Amendment Act of 2014 (D.C. Law 20-195; D.C. Official Code § 38-2614 and § 38–2561.02) ("the Act") required the following three changes:

1) *Part C Eligibility Expansion*: The Act expands eligibility for young children receiving IDEA Part C services. Children with a developmental delay of 25 percent or more in at least one development area will be eligible for IDEA Part C services;
2) *Initial Evaluation*: IDEA required Local Education Agencies (LEAs) to complete an evaluation and eligibility determination for a student who may have a disability within 120 days from when a child is referred for evaluation. The Act shortened this timeline by requiring LEAs make every reasonable effort to obtain parental consent for evaluation within 30 days, and complete an evaluation and eligibility determination within 60 days of parental consent; and
3) *Secondary Transition*: The Act also required that the first Individualized Education Program (IEP) in effect after a child with a disability reaches age 14 includes a secondary transition plan; federal law requires this plan by age 16.

Since 2014, OSSE has worked with LEAs to ensure that schools are prepared to comply with the new requirements. This response provides an overview of regulatory action OSSE has taken to address all three aspects of the law. In addition, this response provides additional detail on steps OSSE has taken between October 2017 and December 2018 across the three requirements of the Act.

Regulatory Alignment
In July 2018, OSSE finalized rulemaking to amend sections in Chapter 30 (Special Education) of Title 5-E to address critical gaps and clarify existing responsibilities related to: child find obligations (or the obligation to identify, locate, and evaluate all children suspected of having a disability), referrals for initial evaluation, local education agency (LEA) responsibility to conduct reasonable efforts to obtain parent consent prior to an initial evaluation, considerations for reviewing data during the initial evaluation of a child under the age of six (6), LEA responsibilities related to extended school year services, and requirements related to the provision and documentation of prior written notice.[6]

Further, the rulemaking at §3005.1(a) amended the initial evaluation timeline to align with the "Enhanced Special Education Services Amendment Act of 2014", as amended by the Fiscal Year 2019 Budget Support Act of 2018, which requires LEAs to make reasonable efforts to obtain parental consent within 30 calendar days of receipt of a referral for initial

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[6] Notice of the Final Rulemaking is available at the following link: https://osse.dc.gov/publication/notice-final-rulemaking-district-columbia-municipal-regulations-dcmr-title-5-chapter-30

evaluation and complete an eligibility determination within 60 calendar days of obtaining parental consent for initial evaluation.

The rulemaking also amended the definition of developmental delay in Section 3108 (Child Eligibility for Services) in Chapter 31 (Early Intervention Program for Infants and Toddlers with Disabilities) of Title 5-A to comply with Section 102(b) of Title I of the Enhanced Special Education Services Act (D.C. Official Code § 38-2614(a)(3) & (b)), which requires OSSE to expand eligibility for early intervention services to those experiencing a twenty-five percent (25%) delay in one developmental area.

OSSE continues work on the planned regulatory update to Title V, Chapter 30. OSSE continues to work with public stakeholders to complete a full update of local special education regulations, often referred to as "Chapter 30" because of their current location in Title V-E of the DC's Municipal Regulations. The last major overhaul of Chapter 30 occurred prior to the creation of OSSE, the reauthorization of IDEA by Congress in 2004, and the issuance of updated IDEA regulations by USED in 2006. Piecemeal updates to the Chapter 30 regulations have occurred, largely as a result of requirements imposed by the series of special education bills passed by the DC Council in 2014: the Special Education Student Rights Act of 2014, the Enhanced Special Education Services Act of 2014, and the Special Education Quality Improvement Act of 2014.

OSSE engaged with stakeholders for several years on new regulations, including conducting focus groups in 2014. OSSE offered stakeholders an opportunity to participate in an Advanced Notice of Proposed Rulemaking (ANPR) from June 26, 2017 – July 26, 2017.[7] The ANPR draft proposed rules and supporting documents, including an explanatory memo and webinar presentation, can be found on OSSE's website.[8] OSSE intends to propose the full revision of Chapter 30 in the near future, based on the June 2017 ANPR and stakeholder comments received during the ANPR and the summer 2018 rulemaking.

1)   IDEA Part C Eligibility

The Enhanced Special Education Services Act of 2014 established new eligibility for services for children with a developmental delay of 25 percent or more, in at least one of the development areas, which began on July 1, 2018.

Strong Start was ready to implement the expanded eligibility by July 1, 2018. As a result, 121 children were identified and eligible for Part C services with a 25 percent delay in one development area between July 1 and December 31, 2018. We are currently providing services to 1,170 children and their families in Strong Start, a 30 percent increase compared to December of 2017.

OSSE developed a letter regarding the change in eligibility and sent it to the following agencies or organizations directly, or to their distribution contact lists:

- Child development providers
- Pediatricians and clinics

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[7] Advanced Notice of Proposed Rulemaking for District of Columbia Municipal Register (DCMR), Title 5, Chapter 30: Special Education.

[8] This material is available at the following link: https://osse.dc.gov/node/1254046

- Interagency Coordinating Council (ICC)
- State Early Childhood Development Coordinating Council (SECDCC)
- Managed Care Organizations (MCOs)
- DC Public Schools (DCPS) Early Stages
- Child Find Teams
- Department of Health Care Finance (DHCF)
- Department of Behavioral Health (DBH)
- DC Health
- Child and Family Services Agency (CFSA)
- Quality Improvement network (QIN) hubs
- Help Me Grow

OSSE posted the letter in the OSSE and DC Child Care Connections websites. OSSE also distributed the letter via:
- OSSE Wire
- Division of Early Learning (DEL) Newsletter
- DEL Bulletin
- LEA Look Forward

An early childhood special education workgroup was formed with OSSE, DC Public Schools and local education agencies to review procedures for referral, eligibility determination and service provision guidelines.

Training occurred for service coordinators and providers:
- All service coordinators (25 at that time) received training and communication about the change of eligibility and how to prepare for the change. The training was provided by the program manager overseeing service coordination unit and their individual regional supervisors during the monthly service coordinator meetings in May and June. New service coordinators will receive similar training as part of the onboarding training.
- Providers were informed of the change at the monthly meetings on May 24 and June 21, 2018. (At the Jun 21 meeting, there were 18 agencies represented but all information was sent via email to all providers. Participation numbers from the May meeting are unavailable.)

- A transition plan was developed for informing families entering the system prior to July 1, 2018 who would be eligible after the change and informing them on how to access services.
- The plan was developed by Strong Start leadership that included the program director, program manager, clinical manager and service coordination supervisors and approved by the Division of Early Learning (DEL) Assistant Superintendent.
- The plan was communicated to service coordinators and Strong Start evaluation agencies via a memo dated May 23, 2018. The memo indicated that effective June 1, 2018, Strong Start will begin to inform families about the change to the current eligibility criteria. If a child was evaluated and the evaluation team identified that a 25 percent delay in one area of development exists, the child would be eligible

for early intervention services on July 1, 2018. The service coordinator and evaluation team held an Individualized Family Service Plan (IFSP) meeting with the family, developed the IFSP and set a start date for services of July 1 or later. In addition, the service coordinator and the evaluation team provided activities and recommendations to the family. The family was encouraged to work with their child during every day routines while the family waited for services to commence, utilizing the activities and recommendations provided.

- The plan was also communicated on May 24, 2018 at the monthly vendor agencies meeting that was attended by Strong Start contractors.

2)   Initial Evaluation

Foundational Training: OSSE has provided key foundational training to LEA staff and OSSE staff in the Divisions of Teaching and Learning and K-12 Systems and Supports on Initial Evaluation and Child Find. Child Find is the legal obligation to identify, locate, and evaluate all children suspected of having a disability. From Jan. 23 – Feb. 21, 2018, OSSE provided five half-day sessions for LEA leaders and special education administrators in implementing effective Child Find and initial evaluation processes in their LEAs, including updated requirements under the *D.L. v. DC* lawsuit. The training provided participants with an understanding of federal and local requirements under IDEA Part B related to key special education obligations and recent updates, and an overview of procedural requirements related to the initial evaluation process under federal and local law, including timeline and process changes effective July 1, 2018. In addition, the session provided, an update on *Endrew F. v. Douglas County School District* (2017) and its implications for IEP teams. Participants also received key resources to use at their LEAs: a turnkey presentation for participants to train other staff members when returning to the LEA, a model LEA Child Find policy, guidance on the recent *Endrew* decision, and a special education parent brochure. Overall, 157 LEA staff attended, representing 62 LEAs.

Initial Evaluation Process Technical Assistance Resources: OSSE has continued to maintain a robust set of resources and tools and makes these available on an ongoing basis to assist educators in understanding and applying best practices related to initial evaluations. OSSE's resources on Child Find and initial evaluation can be found on its website here.

Special Education Enhancement Fund (SEEF) Formula Grant
OSSE provided $3,771,769 in fiscal year 2018 through the SEEF Formula Grant to District LEAs serving students in the 2017-18 school year and who receive federal IDEA funds for serving students ages 3-21.

The SEEF Formula Grant was a one-year planning grant to help LEAs improve capacity to meet the Enhanced Special Education Services Amendment Act's requirements for both initial evaluation timeline and secondary transition planning. LEAs used the funding for a variety of purposes, including hiring additional special education and related service providers in-house, contracting with outside evaluators to help meet the evaluation timeline, purchasing evaluation materials and assessments to complete initial evaluations in-house, and purchasing secondary transition assessments to help with secondary transition planning.

SEEF Formula funds were distributed to LEAs using the following formula:
- Each eligible LEA received a base allotment of $2,500.

- 20 percent of the remaining funding was allocated to each LEA based on the LEA's share of the total number of students with disabilities who would be age 13, 14, or 15 on July 1, 2018, and thus who needed additional support as the transition age changed from 16 to 14. OSSE selected 20 percent because that is the percentage of students with disabilities citywide who were age 13, 14, or 15 on July 1, 2018.
- 80 percent of the remaining funding was allocated to each LEA based on that LEA's share of the District's total number of students with disabilities.

LEAs were allowed to use their formula funding at the LEA level and/or distribute funds to their schools based on student need, as they saw fit. After some LEAs did not complete an approvable application, or declined to accept funding, the remaining funding was reallocated amongst the remaining LEAs using the same formula above. The initial application deadline for the SEEF formula grant was August 31, 2017, which included a one-month extension.

LEA SEEF Formula Grant Final Allocations, FY 2018

LEA Name	SEEF Formula FY 2018 Final Allocation
Achievement Preparatory Academy Public Charter School (PCS)	$47,483.75
AppleTree Early Learning PCS	$7,793.94
Basis DC PCS	$12,912.76
Bridges PCS	$30,230.16
Briya PCS	$4,264.65
Capital City PCS	$51,132.65
Cedar Tree Academy PCS	$5,020.92
Center City PCS	$54,602.14
Cesar Chavez PCS for Public Policy	$75,367.85
City Arts & Prep PCS	$17,134.23
Creative Minds International PCS	$27,662.31
DC Bilingual PCS	$16,869.27
DC Prep PCS	$65,519.09
DC Scholars PCS	$25,525.96
Democracy Prep Congress Heights PCS	$31,007.90
District of Columbia International School	$40,057.75
District of Columbia Public Schools	$2,045,632.92
E.L. Haynes PCS	$77,871.61
Eagle Academy PCS	$31,490.63
Early Childhood Academy PCS	$8,802.31
Elsie Whitlow Stokes Community Freedom PCS	$11,199.33
Friendship PCS	$186,177.76
Harmony DC PCS	$6,849.67
Hope Community PCS	$32,648.65
Howard U. Middle School of Math and Science PCS	$18,663.95
IDEA PCS	$17,629.84
Ideal Academy PCS	$10,323.45

LEA Name	SEEF Formula FY 2018 Final Allocation
Ingenuity Prep PCS	$18,886.01
Inspired Teaching Demonstration PCS	$19,779.06
Kingsman Academy PCS	$36,041.16
KIPP DC PCS	$287,190.40
LAYC Career Academy PCS	$6,281.39
Mary McLeod Bethune Day Academy PCS	$12,976.85
Meridian PCS	$21,804.38
Monument Academy PCS	$19,480.04
Mundo Verde Bilingual PCS	$15,356.71
National Collegiate Preparatory PCHS	$16,493.27
Paul PCS	$49,316.78
Perry Street Preparatory PCS	$14,485.12
Richard Wright PCS for Journalism and Media Arts	$17,249.55
Rocketship DC PCS	$13,339.97
Roots PCS	$3,508.37
Sela PCS	$6,029.29
Shining Stars Montessori Academy PCS	$6,281.39
Somerset Preparatory Academy PCS	$32,729.91
Sustainable Futures PCS	$7,734.14
The Children's Guild DC PCS	$48,171.64
The Next Step/El Proximo Paso PCS	$5,273.02
Thurgood Marshall Academy PCS	$16,117.28
Two Rivers PCS	$43,437.40
Washington Global PCS	$21,125.07
Washington Latin PCS	$33,161.41
Washington Mathematics Science Technology PCHS	$18,257.92
Washington Yu Ying PCS	$15,608.81
Youthbuild PCS	$5,777.20
Total Final FY18 SEEF Formula Allocation	**$3,771,769**

Table 2 shows LEAs that did not apply for SEEF formula funds in FY18, as well as their original formula allocations. Note that this funding was reallocated to eligible LEAs as included above.

Table 2: LEAs that Did Not Apply for SEEF Formula Funds- FY 18

LEA Name	Original Allocation
Breakthrough Montessori PCS	$ 2,978.17
Excel Academy PCS	$ 20,137.50
(The) Goodwill Excel Center PCS	$ 7,759.89
Latin American Montessori Bilingual PCS	$ 11,346.17
Lee Montessori PCS	$ 7,759.89
Maya Angelou PCS	$ 27,485.12

LEA Name	Original Allocation
SEED PCS of Washington, DC	$ 28,092.69
St. Coletta Special Education PCS	$ 75,196.53
Washington Leadership Academy PCS	$ 8,358.26
Total Funding Reallocation	**$ 189, 114.23**

The Council provided an additional $4.2 million in the FY19 budget to increase the special education compliance weight in the Unified Per Student Funding Formula. This provides flexible funding to LEAs to continue implementing compliance activities originally funded by the $3.7 million in FY18 SEEF Formula Grant funding. Council's FY19 investment removed the "or upon funding" timeline for the Enhanced Special Education Services Amendment Act of 2014, thus putting all of the Act into effect by July 1, 2018. OSSE will not provide SEEF Formula Grant funding in FY19.

SEEF Competitive Grant
OSSE has awarded funding to two cohorts of SEEF competitive grantees to initiate high-impact strategies to improve outcomes for students with disabilities. Note that the SEEF Formula Grant was designed to directly address compliance with the Enhanced Special Education Services Amendment Act, while the SEEF Competitive Grant is designed to supplement the formula grant and improve student outcomes beyond simply meeting the law's compliance requirements. Eligible SEEF Competitive Grant applicants included District LEAs serving students in the previous school year and /or third party nonprofits with a signed partnership agreement with one or more eligible LEAs. Each application was read and scored by three independent and neutral professional reviewers.

Based on a review of available data, OSSE prioritized applications for the SEEF competitive grant which:
- Demonstrated the project's ability to support the creation of a continuum of public placements and build capacity to serve students in the least restrictive environment, in accordance with the Federal Individuals with Disabilities Education Act (IDEA) CFR Section 300.114;
- Demonstrated the project's ability to improve graduation, secondary transition, and post-secondary outcomes for students with disabilities;
- Demonstrate partnerships developed between nonpublic schools, public schools, and/or public charter schools to provide special education services and training (Cohort 2 only); and
- Demonstrate the project's ability to ensure that children with disabilities served in early intervention (IDEA Part C) receive a smooth and effective transition to special education (IDEA Part B) and support timely evaluation and service delivery for children ages 3-6, with a focus on the beginning of the school year (Cohort 2 only).

Examples of funded projects include implementation of research-based curricula, intensive academic and behavioral interventions for students with high needs, high quality special education professional development for educators and administrators, the expanded use of educational technology, targeted data analysis, and robust staffing and planning to support a full continuum of services for students with disabilities.

Based on the average scores of the outside reviewers, OSSE made awards to six applicants in Cohort 1, including five LEAs and one non-profit provider working in partnership with four additional LEAs. In total, the competitive grant funding will help nine LEAs better serve their more than 1,500 students with disabilities. The following are the FY18 SEEF competitive grantees, listed in alphabetical order:

- Capital City PCS
- DC Public Charter School Cooperative, in partnership with Bridges PCS, City Arts and Prep PCS, Inspired Teaching Demonstration PCS, and Lee Montessori PCS
- KIPP DC PCS
- Perry Street Prep PCS
- Two Rivers PCS
- Washington Global PCS

In spring and fall 2018, OSSE required grantees to report on compliance with their grant goals. Cohort 1 competitive grantees were eligible for continuation funding for up to two additional award years, based on compliance with the terms of their grant award notices. In October 2018, OSSE awarded funding to Cohort 1 grantees for FY19.

In August 2018, OSSE awarded $2 million for the first year of Cohort 2 of the competitive grant, again focusing on evidence-based practices to improve outcomes for students with disabilities. OSSE awarded funding to seven LEAs, serving more than 800 students with disabilities. The following are the FY19 SEEF competitive grantees:

- Bridges PCS, in partnership with Briya PCS
- DC Prep PCS
- Eagle Academy PCS
- E.L. Haynes PCS
- Meridian PCS
- Monument PCS

Additional information about the competitive grant competition and detailed project abstracts for both Cohort 1 and Cohort 2 can be found on the OSSE website here.

OSSE Technical Assistance and Data Support

OSSE also asked LEAs to complete two online surveys to identify and prioritize the major challenges and barriers to reaching the new law's timeline requirements, both for gaining parental consent to evaluate within 30 days of referral, and completing eligibility determination within 60 days. The LEAs identified implementation challenges that can be grouped in the following general themes:

- High number of referrals received
- Lack of existing student-level behavioral and/or academic data (e.g., if a student is new to an LEA)
- Lack of qualified evaluators, including bilingual evaluators
- Student attendance issues and/or parental failure to produce the child for evaluation

- Parental scheduling delays and/or parental delay in providing information
- Utilizing OSSE's special education data system (SEDS) to document the initial evaluation process

For the latter challenge on SEDS documentation, OSSE provided technical assistance to help LEAs document each step of the evaluation timeline in SEDS correctly and on time, thus helping reduce situations where delayed LEA staff data entry erroneously made student evaluation timelines appear worse than reality. For the other challenges, OSSE plans to highlight and share best practices among successful LEAs in future webinars for special education points of contact in 2019.

In addition, OSSE's Division of Data, Assessments, and Research has updated and released the Special Education LEA Performance and Planning Report, which allows each LEA to track their own performance on the new law's initial evaluation timeline in real time, while seeing a list of students whose initial evaluations and reevaluations are upcoming and/or overdue.

3) *Secondary Transition*

In addition to the SEEF formula grant discussed above, OSSE has provided robust technical assistance to personnel from all 43 LEAs required to complete secondary transition plans through mandatory training sessions, a Community of Practice, professional development and training institutes, and online resources. Below are details on some of these offerings:

Foundational LEA Trainings: In order to support continued learning and ensure compliance and best practice in secondary transition, OSSE has continued to host foundational LEA trainings on secondary transition, maintained its secondary transition Community of Practice, supported its secondary transition website, collaborated with the Rehabilitation Services Administration agency, and hosted annual community and educator secondary transition institutes.

OSSE offered its Nuts and Bolts of Secondary Transition half-day professional development trainings monthly. Over 80 staff members attended, representing at least 21 LEAs. In addition, OSSE held a session entitled "Introduction to Secondary Transition for Middle Schools" monthly. This training series was attended by at least 34 participants from at least 12 LEAs.

Planning for Student Success: Secondary Transition Requirements and Best Practices: In January and February of 2018, OSSE required all LEAs serving students ages 13 and above to develop a secondary transition plan for implementation over a three-year period. The purpose of this plan is to ensure that LEAs are thinking systemically about ways to improve college and career readiness in a manner that accelerates graduation and postsecondary outcomes for their students. OSSE supported LEAs to meet this requirement with a planning tool and the provision of half day training sessions designed to assist LEAs with the development of a strong plan aligned with core secondary transition requirements and founded on evidence-based practices. In these sessions, OSSE provided LEA teams with the opportunity to participate in a root cause analysis process that included a review of secondary transition and related performance data. LEAs received support to select high-impact strategies and develop implementation plans to carry them out.

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: The DC Secondary Transition Community of Practice is a space for collaborative, cross-functional work that supports DC youth with disabilities as they transition into a self-directed life. The Community 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 Community of Practice, which is open to all LEAs and community stakeholders.

Community of Practice Themes and Individual Attendance		
Date	**Theme**	**Number of participants**
9/15/17	SY 2017-18 State Plan Review and Feedback	34
10/20/17	Annual Retreat: Work Group and Goal-setting for SY 2017-18	43
11/17/17	Review Work Groups and Goals	22
12/15/17	Ensuring Youth Have the First and Last Word	18
1/19/18	Supporting LEA Development of Three-year Plans	18
2/16/18	Independent Living	22
3/16/18	Voices of Change Conference	18
4/27/18	Secondary Transition Institute	26
6/15/18	SY 2018-19 State Plan Review and Feedback	14

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:

- 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

The 2018 Institute had 103 participants, including 67 participants from 29 LEAs and 36 contributors.

Secondary Transition Targeted Technical Assistance: OSSE conducts targeted technical assistance visits to each LEA scheduled to be monitored during the following monitoring period. The visits consist of a two-hour technical assistance session to LEA staff responsible for writing transition plans.   Sessions provide an in-depth, guided review of student files with guidance on writing effective and compliant transition plans.

(b) Number of due process hearings and state complaints OSSE issued final orders for in FY17, FY18, FY19

Due Process Hearings that Resulted in Final Order issued	
FY17	117
FY18	130
FY19 to date (Jan 10, 2019)	18

State Complaint Letters of Decision (LODs) Issued by federal fiscal year (FFY)	
FFY 2016 (July 1, 2016-June 30, 2017)	17
FFY 2017 (July 1, 2017-June 30, 2018)	19
FFY 2018 through the last date of DC FY18 (July 1, 2018 – Sept. 30, 2018)	7
**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.	

Q55: **In December of 2018, OSSE rolled out the STAR Framework. Please describe the community engagement process to complete the framework as well as inform the public about the framework's roll out. Please include dates and agendas when describing meetings.**

RESPONSE:

As part of its obligations under the Every Student Succeeds Act (ESSA) as a recipient of Title I funds, the District of Columbia was required to draft a consolidated state plan. This plan must describe the state's accountability system, which must describe the method in which the State will annually, meaningfully differentiate all public schools in the State consistent with the parameters outlined in ESSA. Further, ESSA requires that state make their state plan available for public comment for a period of not less than 30 days prior to submission to the Secretary of Education for approval. In addition, the state must assure in its plan that public comments were taken into account in the development of the State plan. Finally, D.C. Code § 38-2602 requires the State Board of Education to approve the state

accountability system. The plan was approved by the State Board of Education in March 2017, and by the U.S. Department of Education on August 30, 2017.

The timeline below outlines key activities and key dates that took place for engagement and implementation of the ESSA state plan:

December 2015	Spring 2016	Summer/Fall 2016	Winter 2017	Spring/Summer 2017	2017-18 School Year	2018-19 School Year
ESSA signed into law	Foundational planning and awareness: • Introduction to ESSA requirements • development of accountability principles • launch of ESSA webpage May 2016: Department of Education begins to release ESSA regulations	OSSE gathers initial feedback on potential accountability frameworks and measures OSSE hosts focus groups to inform state plan and accountability development	Final regulations released by the Department of Education DC's comprehensive draft plan finalized Jan. 2017–March 2017: Public comment period and community ward meetings	April 3, 2017: DC submits plan to the Department of Education August 2017: DC receives feedback/approval from the Department of Education	DC begins implementation of ESSA plan	DC releases new accountability results and school report card

OSSE surpassed the public engagement obligations required by ESSA and the approaches employed in many other states. OSSE facilitated a thorough and transparent process while designing the plan, and engaged a diverse group of education stakeholders. From December 2015 to March 2017, OSSE participated in over 70 meetings and gatherings to solicit stakeholder feedback and public comment on the plan. Over that time period, OSSE received the feedback of more than 110 LEAs, government agencies, consortia, and other organizations in the District of Columbia. OSSE worked closely with the State Board of Education throughout the design and development phases of the process. Resources, updates, and meeting recaps for these activities may be found on OSSE's website.

The public comment period on the ESSA State Plan lasted from Jan. 30 to March 3, 2017. At that time, the public could review the state plan in its entirety on both the State Board of Education and OSSE websites. In addition, the public could participate in a survey that gauged public reactions to the plan, and the public could submit their own written comments. As of March 3, OSSE received more than 250 written comments. Finally, OSSE and the State Board of Education hosted a series of community-based meetings in each ward in February 2017. At that time, OSSE presented the proposed ESSA consolidated plan and provided the public the opportunity to express comments and ask questions. OSSE published a report entitled "Summary & Responses to Public Engagement Feedback on ESSA Consolidated Plan" that summarizes the feedback and the decisions made to revise the state plan based on that feedback.

To develop and implement the new accountability system, OSSE established detailed methodology, calculation, and data business rules for the overall accountability framework calculations and the individual metrics that make up the accountability system. In order to support transparency and collaboration with LEAs and external partners, OSSE hosted a series of accountability system meetings for LEAs to develop, review, and finalize the

details for the system. Additionally LEAs were able to provide technical feedback on the business rules. The Accountability System Meetings were held between June 14, 2017 and July 24, 2017. Meeting dates, times, topics, presentation materials, and meeting notes may be found on the OSSE website. Additionally, OSSE convened a group of LEA representatives, including both DCPS and PCSB representatives in addition to school level and central office data managers between January 8, 2018 and July 28, 2018 to review methodology and business rules related to data research and analysis in order to finalize the details of the system. Monthly Data Manager's meetings provided details regarding this work and ongoing developments with the report card to all LEAs. The STAR Framework and DC School Report Card Technical Guide was first published on August 31, 2018 and made available to all stakeholders. It is posted on the website and linked in the report card resources websites as well.

ESSA further requires the SEA and LEAs to publish school report cards. By statute, the report cards must include certain data requirements pertaining to the state's accountability system. This includes each indicator used in the accountability system disaggregated by required subgroups and the identification of schools for comprehensive and targeted support as identified through the STAR framework. OSSE views the DC School Report Card as a tool that primarily helps to inform parents and families about school performance, in addition to informing policymakers and educators. To ensure that OSSE was building a report card tool that was easy to use for families, OSSE conducted significant public engagement with parents, families and community members on the content, format, and design of the DC School Report Card.

OSSE continues to be an active participant in the State Board of Education's ESSA Taskforce. Members of the taskforce include parents, community leaders, education agency leaders, students, teachers, school leaders, and nonprofit personnel who work in relevant fields. The participants of the taskforce have been instrumental in soliciting public feedback on the content, design, and roll-out of the DC School Report Card.

From September 2017 to July 2018, OSSE heard over 4,000 responses from families, educators, and community members as they helped OSSE to build and design the DC School Report Card. In addition to extensive outreach online, on social media, and on-the-ground canvassing, OSSE staff and partners held or attended more than 120 in-person sessions with communities across the city. OSSE created a Parent and Community Engagement Toolkit that provided users with a set of resources to prepare, promote, host, and submit their feedback on the content that the public wanted to see on the report card. OSSE also launched an online survey, which allowed parents and stakeholders who could not attend an in-person engagement activity the opportunity to provide input on the content of the report card. This approach allowed OSSE to build local capacity and support community partners as they engage various stakeholder groups across key audiences in every ward. OSSE intentionally engaged community based organizations at the beginning of the community feedback process and encouraged them to support our efforts. OSSE also created another toolkit used to gather feedback on the report card's design. OSSE summarized the feedback it gathered in its "Preliminary Report Card Content & Public Engagement Responses" and "DC School Report Card Feedback on Layout, Navigation, and Terminology and Definitions."

To support the public rollout of the DC School Report Card, which included the STAR Framework, OSSE created a robust suite of resources for families and educators. OSSE also invested in promotions on social media, periodicals, and advertisements on public transportation. Resources were translated into Spanish, Amharic, Chinese, French, Korean, and Vietnamese. To ensure that educators were hearing from us, OSSE presented at two DC Public Schools principal leadership academies, hosted several information sessions open to all LEA leaders in advance of the report card launch, and offered individual phone call sessions with OSSE leadership to all LEA leaders and principals with questions about their STAR Results or the report card. OSSE also developed resources that helped schools/LEAs communicate with their families on STAR and the DC School Report Card; these resources included a template PowerPoint presentation, a sample letter home, and a frequently asked questions document tailored to that specific audience.

OSSE released the DC School Report Card on December 7, 2018. As of January 2019, the DC School Report card has had over 26,000 unique users with over 38,000 sessions. OSSE continues to collect feedback on the DC School Report Card at dcschoolreportcard@dc.gov, on social media including Twitter and Facebook, through direct emails with stakeholders, and face to face presentations and meetings in the community. Also anticipates holding office hours and trainings sessions and follow up sessions with community organizations that hosted us in the fall. OSSE also released a survey to gain deeper feedback data regarding usability, design, accessibility, and content. OSSE has shared the survey on its email list as well as community based partners, the ESSA taskforce, and through social media.

Q56: **Please describe OSSE's plan to provide professional development or funding to schools in the bottom 5% in the STAR Framework. What is OSSE's plan for schools that after three years continue to show little to no progress?**

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).

OSSE will invest $11 million in federal funding over the next three years to support the lowest performing schools in DC in their improvement efforts. Contingent on federal funding from Title I, Part A and LEAs submitting applications aligned to requirements, OSSE will support all schools that perform at the bottom five percent -- also called Comprehensive Support and Improvement- 1 schools (CS1) and their LEAs to work with their communities to urgently improve educational outcomes for students.

Regardless of whether a school applies for grant funding or not, schools identified as CS must 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 applicable. 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;
3. Develop a School Improvement Plan with input from stakeholders;
4. Have the plan approved by the LEA and OSSE (and the Public Charter Schools 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.

More information on the Investment in Schools grant and the required templates for the needs assessment, resource equity analysis, and school improvement plan can be found on the [OSSE website.](#)

To provide guidance while also leaving room for flexibility, OSSE is naming three critical levers – People, Instruction, and Structures – that each School Improvement Plan must address and that funding is available to support. School Improvement Plans must include evidence-based strategies and interventions for each area. Each plan must also describe the overall vision and goals for the school, how the LEA will determine whether the school is making progress, and how stakeholders will be involved in an ongoing manner. More information on the three levers is provided below:

- *People:* This category must include how a school is planning to ensure it will have effective leadership over the next three years, including the principal and any other key leadership roles and how it is building a pipeline of strong leadership; ensuring

retention of effective educators; and developing and helping educators who are in need of support to improve.

- *Instruction:* This category must include how a school is implementing strategies such as increasing the rigor of curricular materials, the institution of specific academic programs, supports, and interventions, or the implementation of instructional methods or other activities to improve the performance of all students or specific groups of students.
- *Structures:* This category may include how a school is implementing strategies such as multi-year design partners, dividing schools into grade-based academies, other internal restructuring and autonomies, reorganizing school time, or other structural changes designed to improve outcomes for students.

For schools that show little progress after three years, ESSA requires states to take more rigorous interventions when CS schools fail to meet the State's exit criteria within a State-determined number of years. The District of Columbia ESSA state plan outlines the following exit criteria:

To exit CS status, schools must meet both of the following conditions:
1) The school receives a STAR rating higher than the initial cut-point that was used to make designation for comprehensive support in Year 1 (and every 3 years thereafter);
2) The school receives a STAR rating which is higher than the new cut-score, corresponding to the current bottom 5 percent of schools is established in Year 4 and (every 3 years thereafter).

(*see* page 34 here). This methodology ensures that schools are both improving compared to the previous comprehensive support designation year and that they are no longer performing in the bottom 5 percent of the State in the current designation year. We also recognize that there may be situations where schools are making substantial progress, even if they have not met the exit criteria within three years. Schools that are showing significant improvement, will be provided with an additional year to continue LEA-led intervention and have an opportunity to exit status prior to implementation of more rigorous state intervention.

OSSE's approach to more rigorous interventions in schools, as required under ESSA, is based on a recognition of what role is necessary and appropriate for the state education agency when it comes to struggling schools that have not improved after a significant period of time. For more information, *see* DC ESSA state plan at page 35-37).

Special Education Transportation

Q57: **With regard to special education transportation, please provide the following information for SY2017-2018:**
(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;

In collaboration with OSSE HR, OSSE DOT launched a significant hiring campaign in FY18. OSSE DOT worked with OSSE HR to update the bus driver position description to remove restrictive timelines and added a component to extend trainings for qualified applicants with less than two years of driving experience. This recruitment effort resulted in the hiring of 74 bus drivers and 69 bus attendants during FY18 and a reduction of 5.06 percent to the vacancy rate to 3.42 percent (down from 8.48 percent in FY17).

OSSE DOT offered 197 professional development opportunities covering 16 topics for front line staff in FY18. To supplement onsite training, OSSE DOT also developed virtual trainings that are displayed at the terminals as refresher and best practice reminders.

OSSE 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 coworkers in a caring and compassionate way. Participants are provided with interactive activities and practical tools to establish and sustain a culture of service excellence. In FY18 a total of 483 employees were trained 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.

OSSE DOT implemented an upgraded communications infrastructure within the Dispatch Unit to improve the efficiency of the communication flow and customer experience between Dispatchers, Bus Staff, and the Parent Resource Center. Specifically, the upgraded telecommunication system converged the voice and data telephone system into voice over internet protocol (VoIP) and created a unified communications system that improves call handling. Additionally, the upgraded system features menu prompts designed to improve caller navigation and software upgrades that track employee performance as it relates to call handling and customer service.

As part of the District Vision Zero Program, which aims to eliminate fatalities and serious injuries to travelers in the city by 2024, OSSE DOT participated in National School Bus Safety Week under the theme #STOP ON RED. Decals were applied to the buses to promote safety with messaging such as, "Don't Text and Drive", "Be Safe, Just Drive" and "I'm Focused, Precious Cargo Onboard." DOT conducted research and began exploring with partnering agencies how to photograph and ticket drivers who illegally pass buses that are loading/ unloading passengers.

In order to better determine staffing levels and to achieve potential cost savings, OSSE DOT updates its staffing, leave, and overtime tracking system. In FY18, OSSE DOT began the transition to a new time and attendance vendor, Kronos. Testing and development took place throughout the year along with setting HR requirements and working with users to customize the user interface. In Q1 of FY19, OSSEDOT transitioned to Kronos. OSSE DOT will end its contract with the previous time and attendance vendor at the end of Q1.

OSSE DOT partnered with other OSSE divisions to host the second annual LEA summit. During the summit, OSSE DOT offered training and information for LEA's regarding transportation services. OSSE DOT also partnered with DCPS to host weekly meetings to ensure timely Transportation Request Form (TRF) submissions for students. This collaboration resulted in the receipt of 93 percent of TRF's from DCPS before the start of school. OSSE DOT continues to work with LEAs to improve data submission which has resulted in a 33 percent increase in the overall number of TRFs received by the SY17-18 deadline (89 percent) compared to the previous year (56 percent).

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 over 350 school visits to assess the quality of transportation services and to remedy any issues and participated in numerous community events.

OSSE DOT in collaboration with DGS enhanced work facilities by conducting terminal upgrades to include purchasing new trailers, improving work space and providing additional on-site amenities. OSSE DOT moved into new trailers at its Adams Place location to better accommodate staff and meet the needs for operations. All minimal upgrades to remaining terminals have been completed, while larger enhancements/ capital projects are ongoing.

At the end of FY18, OSSE DOT neared finalizing its architectural plans of the W Street Terminal (1601 W. Street NE). The architectural plans for the renovations at the Fifth

Street Terminal have been finalized. OSSE DOT had to procure two separate vendors for the architectural plans for each terminal which delayed project timelines. However, in FY19 OSSE DOT is working collaboratively with DGS and all contracted vendors to get back on schedule in order to complete the renovations of Fifth Street by the end of FY20.

Actions Planned for FY19

OSSE DOT will complete the implementation of the 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.

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

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

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

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

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

On average in the 2017-2018 school year, OSSE DOT provided services to 3,315 students, which includes 20 students who received parent reimbursement or received Metro cards for the DC One Card through the agency. This is a four percent increase 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, for example staffing shortages due to attendance issues, in providing transportation services to eligible students in the District.

	Aug-17	Sept- 17	Oct- 17	Nov- 17	Dec- 17	Jan- 18	Feb- 18	Mar- 18	Apr- 18	May- 18	Jun- 18	Jul- 18-ESY
Students Transported by Contractor	55	56	54	51	51	58	59	50	43	38	38	7

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

The table below indicates the percentage of buses that arrived at school on time and before the bell, broken down by month. Note that the definition of "On-Time Performance" (OTP) is arriving at school no earlier than 30 minutes before the bell and no later than 10 minutes before the bell. As result of Petties vs. D.C. which requires transportation for students with disabilities to school safely, reliably and on time, OSSE DOT captures the percent of students that arrive to school before the bell. To ensure students arrive to school before the bell with time to transition from the school bus to the classroom, OSSE DOTs goal/ target for on-time performance is measured as, arriving at school no earlier than 30 minutes before the bell and no later than 10 minutes before the bell.

	Aug-17	Sept-17	Oct-17	Nov- 17	Dec-17	Jan- 18	Feb-18	Mar-18	Apr- 18	May-18	Jun-18	Jul- 18
OTP	79.8%	86.9%	87.8%	88.2%	84.0%	84.5%	87.5%	87.7%	87.1%	82.5%	83.6%	85.9%
Arrival Before Bell	91.5%	94.1%	94.1%	95.0%	92.5%	92.8%	94.8%	94.8%	94.5%	91.0%	92.1%	95.5%

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

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 six miles of DC;
- 90 minutes for programs between six and 15 miles of DC; and
- 120 minutes for programs farther than 15 miles from DC.

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-17	Sept-17	Oct-17	Nov-17	Dec-17	Jan- 18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18
> 60 min	10.9%	14.9%	15.9%	17.1%	16.5%	16.5%	17.2%	19.1%	19.5%	20.1%	--	14.5%

Note: June ride time data was not available due to a conversion of the fall database to the new school year.

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

- 75 minutes: 91.3%
- 90 minutes: 91.2%
- 120 minutes: 91.1%

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

Complaint Category	Aug -17	Sep-17	Oct-17	Nov -17	Dec -17	Jan-18	Feb -18	Mar-18	Apr -18	May-18	Jun -18	Jul -18	Total	Percent Substantiated
Early/ Late Bus	84	145	181	146	118	142	85	77	103	186	76	31	1374	84.6%
Unprofessional Conduct	42	76	67	76	36	64	72	69	71	89	53	37	752	5.9%
Student Not Picked Up AM	15	25	19	27	18	38	22	21	29	24	7	20	265	54%
Operations Issues	2	10	13	12	4	20	7	7	3	5	3	4	90	54.4%
Student Behavior	7	11	20	5	5	10	12	8	13	17	2	1	111	27%
Route Issues	10	12	8	5	3	9	10	12	8	6	1	5	89	57.3%
Student Accommodations	4	6	2	1	2	2	1	3	2	1	3	1	28	39.3%
Administrative Issues	2	5	3	4	3	3	3	1	1	5			30	43.3%
Fleet Issues	1	5		2	1	1				4			14	7.1%
Student/ School Information		1		1									2	50%
Total	167	296	313	279	190	289	212	198	230	337	145	99	2,755	54.7%

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

	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Total Average
Early/Late Bus	3.8	7.1	10.8	17.1	20.9	17.7	15.0	6.3	7.2	11.8	7.2	7.6	11.8
Unprofessional Conduct	7.3	9.1	10.1	13.5	23.3	14.1	10	9.7	13.4	19.5	13.7	7.9	12.7
Student not picked up in AM	3.4	6.5	9.4	15.6	17.6	15.6	11.6	5.2	3.8	7.9	6.7	5.9	9.6
Operations Issue	5.5	5.7	10.3	13.5	20.5	19.5	20.4	5.4	6.3	5.6	1.7	9.5	12.3
Student Behavior	6.3	6.8	9.9	11.2	14	10	8.7	9.8	14.9	16.1	3	1	10.8
Route Issues	3.4	6.6	11.4	10.8	15	12.3	12.9	6.2	5.8	10.7	2	4.2	8.4
Student Accommodations	3.8	3.3	5	13	18	8	1	4	4	15	3	2	5.6
Administrative Issues	2.5	4.8	7.3	7.5	14	12.7	15.7	16	1	13.4			9.7
Fleet Issues	3	7			1	4	24			7.5			7
Student/School Information		4		22									13

Total Average	3.8	7	10.7	16.9	20.9	18	15.4	6.3	7.1	11.6	7	7.8	11.9

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

There are 582 school buses currently in service, with an average age of less than six years.

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

There are 12 vans currently in service with an average age of 7.05 years old. Of the 12 vans, 10 are used to transport students, the remaining two are used by the maintenance team.

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

OSSE DOT owns 629 school buses, 12 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. OSSE DOT has submitted a requisition to procure 144 school buses and 25 vans in the 2018-2019 school year.

Q58: **In FY18 and FY19, how has OSSE taken steps to remedy each of the top three compliant issues received regarding special education transportation in FY18?**

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. Therefore, from a recommendation from the Transportation Advisory Council, OSSE DOT plans to launch an education campaign for parents/guardians about all pick-up and drop-off procedures.

The next step ensured that parent/guardians are notified if a bus is going to arrive outside of the 30-minute window. OSSE DOT has run into significant issues with parent/guardian contact information being up-to-date and accurate. Therefore, OSSE DOT has begun tracking incorrect contact information for parents in order to communicate any discrepancies with LEAs. Since implementing this monthly tracking, OSSE DOT has seen a 13% decrease in incorrect contact information from Q3 to Q4 of FY18.

The greatest contributor to buses arriving outside of the 30-minute window is staff shortage and absenteeism, which typically result in an increase of calls/complaints for early/late bus and student not being picked up in the AM. OSSE DOT has continued to aggressively recruit bus drivers and attendants in order to decrease service failure. Additionally, OSSE DOT continued the attendance initiative, Back to School Bucks, to encourage staff to come to work daily and on-time without any stakeholder complaints. 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 has been working to improve bus staff documentation of wrong address or students not riding, and then to improve the process of updating that information with LEAs, and to expedite the time it takes to correct the information in the routing process. Additionally, OSSE DOT is working to strengthen relationships with school staff about student attendance in order to improve tracking as well.

To address unprofessional conduct complaints, OSSE DOT has hired a lead Compliance Specialist dedicated to tracking unprofessional complaints. OSSE DOT has begun to develop an accountability and training program for employees that have received multiple unprofessional complaints which includes an in-depth analysis of behaviors exhibited during unprofessional conduct complaints so that individual follow-up coaching and training can be better tailored to the specific issues and individuals. Additionally, OSSE

DOT has continued training staff in "Communicate with Heart"—a customer service training program developed by the Cleveland Clinic. This program empowers employees to interact with students, families and each other in a caring and compassionate way. OSSE 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.

Q59: **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 FY18 and FY19; 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 2017-2018 the TAC conducted a total of four (4) meetings. The priorities the TAC identified included:

- 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.
- 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.

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, OSSE DOT has also implemented a test group of parents to ensure all hand delivered correspondence are being received by parents/ guardians.

Q60: **Describe any technology upgrades OSSE-DOT has taken in FY18 and FY19 to better track buses and communicate with parents and schools regarding arrivals and pickups.**

RESPONSE:

The past year OSSE DOT has made strong progress on technology systems upgrades. OSSE DOT implemented a 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, OSSE DOTs 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 installation and began the transition to the Salesforce database, compliance, and contact management systems. The transition to Salesforce was made in October 2018 and has improved the integration of student, school and routing data. This integration and system enhancement allows the Parent Resource Center to provide parents with more comprehensive and up-to-date information.

Q61: **Please provide an update on OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. Also provide for SY18-19, 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 of bus drivers and attendants. OSSE DOT worked directly with HR to update the bus driver position description to remove restrictive timelines and added a component to extend trainings for qualified applicants with less than two years of driving experience. In FY18, there were 73 bus drivers and 69 bus attendants hired. In September 2017, the driver bench was six percent, by the end of the school year it increased by four percent to a total of 10 percent meeting the target. The attendant bench was three percent in September 2017, and also increased by three percent for a total of six percent which is an increase, however, is still four percent below the target. 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 that driver and attendant benches can frequently shift due to absences, extended leave, turnover and fluctuating route counts based on student needs.

As of January 9, 2019, OSSE DOT has 51 vacancies; 17 of these vacancies have candidates selected. The remaining 34 vacancies include 12 bus drivers, 16 attendants and 6 administrative positions.

Although OSSE DOT continues to actively recruit bus drivers and attendants, maintaining staffing levels to support the increased numbers of students continues to be a challenge. To address this challenge, OSSE DOT outsourced some routes to contractors. This necessity has continued in SY18-19, with OSSE DOT outsourcing an average of 11 routes per month to contractors, which is a 79 percent decrease then the 52 external contractors needed the same time last school year. The data below does not include these 11 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-18	432	475	577	515	538	615	543
Sep-18	519	571	568	524	634	613	555
Oct-18	518	570	576	530	633	600	543
Nov-18	501	551	585	523	624	600	527
Dec-18	499	549	582	502	621	599	517

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

attendants. In addition to the 10 percent bench implemented for attendants, some students (average of 59) 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

Q62: **Provide the list of schools that are considered IT Academies. Please detail OSSE's efforts in FY18 to expand the number of IT Academies to increase students' digital literacy and better prepare them for college and careers. What outcomes have been observed in FY18 from this program?**

RESPONSE:

The schools that offered Microsoft Imagine Academies for the 2017-18 school year include:
1. Academy of Hope Public Charter School (PCS)
2. Benjamin Banneker High School
3. The Community College Preparatory Academy
4. Congress Heights Training Center*
5. Friendship Collegiate Academy
6. Friendship Tech Prep Academy
7. H.D. Woodson High School
8. Hope Community Public Charter School- Tolson Campus*
9. Latin American Youth Center (LAYC) Career Academy
10. Luke C. Moore High School
11. McKinley Technology High School
12. Phelps Architecture, Construction and Engineering High School
13. Ron Brown College Preparatory High School*
14. Washington Math and Science PCS
15. DC Public Libraries

This list varies from that submitted in FY17 because seven schools that had access chose not to take advantage of the Imagine Academy program. These schools were informed access would be removed and that OSSE would restore access should the schools express interest in the program. There was also an addition of three schools (indicated by * above).

Support Efforts
OSSE staff worked with administrators at schools to ensure that the Microsoft IT course would be offered and adequately staffed for the 2018-19 school year. Personalized professional development trainings were provided to instructors based on their experience and proficiency delivering the Microsoft Imagine Academy content. In the fall of 2018, OSSE continued regular site visits and virtual check-ins with schools to support instructors.

Microsoft Imagine Academies Outcomes
The implementation of the Microsoft Imagine Academies in the District of Columbia in the 2017-2018 school year resulted in the following outcomes:
- Six DCPS schools, five Public Charter, three Adult Schools, and one public library actively participating;
- 1303 exams taken,
- 597 Microsoft Office (MO) Certifications earned

Q63: **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 FY16, FY17, FY18, and FY19;**
(b) **How many seniors and juniors took advantage of this program for each of the above years; and**
(c) **The District's average SAT scores for FY16, FY17, FY18, and FY19.**

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 can be a barrier for students (e.g. the SAT is $41.00 per exam, including the discount provided to OSSE, or $60.00 without the discount), OSSE provides all District juniors and seniors who attend public high school in the District the ability to take the SAT free, through SAT School Day. During the fall semester, seniors take the SAT on a given day, and juniors do so during the spring semester. If an eligible student is present at school on SAT School Day, he or she is required to take the exam.

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

Fiscal Year	Administration Cost	Number of Students Served
FY16	$287,411	5806*
FY17	$375,744	6200*
FY18	$351,921	6140
FY19	**	**

* 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 2018-19 school year are not yet available.

The District's overall mean SAT score in each year is below:

FY	Test Group	# of Part-icipants	# of Tests Taken	Average SAT Scores (Old Scale)			Average SAT Scores (New Scale)		
				Total	Math	Reading/Writing	Total	Math	Reading/Writing
FY15	All test takers	5729	5959	1133/2400	382/800	752/1600	843/1600	417/800	425/800
	SAT School Day	4995	5002	1107/2400	373/800	733/1600	825/1600	409/800	415/800
FY16	All test takers	6339	6795	1156/2400	391/800	767/1600	860/1600	427/800	433/800
	SAT School Day	5806	5811	1136/2400	385/800	753/1600	847/1600	422/800	426/800
FY17	All test takers	6561	6958	1187/2400	398/800	796/1600	884/1600	436/800	448/800
	SAT School Day	6200	6245	1170/2400	393/800	784/1600	872/1600	431/800	441/800
FY18	All test takers	6359	7180	1211/2400	403/800	818/1600	900/1600	441/800	459/800
	SAT School Day	6140	6288	1185/2400	394/800	801/1600	883/1600	433/800	451/800

The table above utilizes College Board reported SAT data from 2017-2018 and College Board Concordance as of 1/12/2017. 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 that we report represent the average of all scores even when a student participated in testing on more than one day. The SAT scale changed from a 2400-point scale to a 1600-point scale in March 2016. All scores have been converted to represent the equivalent new/old score.

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

Q64: **In FY17, OSSE launched an SAT prep pilot program. Please provide an update on that program and outcomes observed as a result of the effort.**

RESPONSE:

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

FY18
For FY18, The SAT Preparation Expansion Grant awarded $522,534.75 in local funding (fiscal year 2017 and 2018 funds) to four (4) test preparation companies partnering with fifteen (15) DC Local Education Agencies (LEAs), to provide in-school SAT preparation programs to meet the needs of DC public high school students. Test preparation providers offered the same three (3) types of programs as in the previous year: curriculum integration, LEA-provided SAT Test Preparation Course, and/or company-provided SAT Preparation Course. Please see summary of funding and programs below.

Partnership & Funding Summary – Grant SY 2017-18

Subgrantee Name	Partner LEA	School	Program Option	Award Amount
Bell Curves	Capital City	Capital City PCS	1, 3	$47,598.00 (FY17)
Bell Curves	DCPS	Duke Ellington	1, 3	
Bell Curves	DCPS	Eastern	3	
Bell Curves	Thurgood Marshall	Thurgood Marshall	3	$50,220.00 (FY18)
Bell Curves	WMST	WMST PCS	2	
Kaplan	Cesar Chavez PCS	Capitol Hill	2	$0.00 (FY17)
Kaplan	Cesar Chavez PCS	Parkside High	2	
Kaplan	DCPS	Banneker	3	
Kaplan	DCPS	Dunbar	3	$83,719.30 (FY18)
Kaplan	DCPS	Phelps ACE	3	
Kaplan	DCPS	School Without Walls	2	
Kaplan	Paul PCS	Paul PCS	2	
Princeton Review	DCPS	Ballou	3	$15,927.00 (FY17)
Princeton Review	DCPS	Ron Brown	3	
Princeton Review	DCPS	Woodson	3	
Princeton Review	Friendship PCS	Friendship Collegiate	1, 3	$67,838.25 (FY18)
Transcend Academy	BASIS DC PCS	BASIS DC	3	$38,475.00 (FY17)
Transcend Academy	DCPS	Anacostia	3	

Subgrantee Name	Partner LEA	School	Program Option	Award Amount
Transcend Academy	DCPS	Ballou STAY	3	$218,757.20 (FY18)
Transcend Academy	DCPS	Calvin Coolidge	3	
Transcend Academy	DCPS	Cardozo	3	
Transcend Academy	DCPS	Columbia Heights EC	3	
Transcend Academy	DCPS	Roosevelt	2	
Transcend Academy	DCPS	Roosevelt STAY	2	
Transcend Academy	E.L. Haynes	E.L. Haynes	3	
Transcend Academy	IDEA PCS	IDEA PCS	3	
Transcend Academy	Maya Angelou PCS	Maya Angelou	3	
Transcend Academy	Richard Wright	Richard Wright	3	
Transcend Academy	SEED PCS	SEED School	3	
Transcend Academy	Somerset	Somerset Prep PCS	2	
Transcend Academy	Washington Latin	Washington Latin	3	

Program Summary – Grant SY 2017-18

	Number Served
Students	2,832
LEAs	15
Schools	31
DCPS schools	16
Public charter schools	15

	Amount
FY17 funding	$102,000.00
FY18 funding	$420,534.75
Total funding awarded	$522,534.75*
Cost per student (overall)	$184.51
* Across both FYs	

FY19 (to-date)

For FY19, the SAT Preparation Expansion Grant awarded $558,940.31 in local funding (fiscal year 2018 and 2010 funds) to four (4) test preparation companies partnering with thirteen (13) DC Local Education Agencies (LEAs), to provide in-school SAT preparation programs to meet the needs of DC public high school students. Please see summary of funding and programs below.

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

Awarded Partnership & Funding Summary - Grant SY 2018-2019

Subgrantee Name	Partner LEA	School	Program Option	Award Amount
Bell Curves	DCPS	Duke Ellington	3	$9,064.00 (FY18)
Bell Curves	DCPS	Eastern	3	
Bell Curves	Capital City PCS	Capital City PCS	1, 3	
Bell Curves	Thurgood Marshall	Thurgood Marshall	3	$78,142.18 (FY 19)
Kaplan K-12	DCPS	Dunbar	3	$0.00 (FY18)
Kaplan K-12	DCPS	Phelps ACE HS	3	

Subgrantee Name	Partner LEA	School	Program Option	Award Amount
Kaplan K-12	DCPS	School Without Walls	2	
Kaplan K-12	WLA PCS	WLA	3	$88,735.17 (FY19)
Princeton Review	DCPS	Woodson	1	$10,000.00 (FY18)
Princeton Review	DCPS	Ron Brown	3	
Princeton Review	Friendship PCS	Friendship Collegiate	1	
Princeton Review	Friendship PCS	Friendship Technology	1	$80,158.00 (FY19)
Transcend Academy	DCPS	Anacostia	3	$50,250.00 (FY18)
Transcend Academy	DCPS	Ballou STAY	2	
Transcend Academy	DCPS	Cardozo	2	
Transcend Academy	DCPS	CHEC	3	$242,590.96 (FY19)
Transcend Academy	DCPS	Coolidge	3	
Transcend Academy	DCPS	Luke C. Moore	3	
Transcend Academy	DCPS	McKinley Tech	3	
Transcend Academy	DCPS	Roosevelt	2	
Transcend Academy	DCPS	Roosevelt STAY	2	
Transcend Academy	EL Haynes PCS	EL Haynes HS	3	
Transcend Academy	IDEA PCS	IDEA	3	
Transcend Academy	Maya Angelou PCS	Maya Angelou HS	2	
Transcend Academy	National Collegiate Preparatory PCHS	National Collegiate Preparatory	2	
Transcend Academy	Richard Wright PCS	Richard Wright	3	
Transcend Academy	SEED PCS	SEED High School	3	
Transcend Academy	Somerset Preparatory Academy PCS	Somerset Preparatory HS	3	
Transcend Academy	Washington Latin	Washington Latin	3	

Program Summary - Grant SY 2018-19

	Number Served
Students	2,942
LEAs	13
Schools	29
DCPS schools	16
Public charter schools	13

	Amount
FY18 funding	$69,314.00
FY19 funding	$489,626.31
Total funding awarded	$558,940.30*
Cost per student (overall)	$189.99
* Across both FYs	

Outcomes

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

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

Q65: **Provide an update on the OSSE Scholars Program in FY18 and FY19. At a minimum, in your response, please include:**
(a) The number of students who applied to the OSSE Scholars Program;
(b) The number of students who were accepted to the OSSE Scholars Program;
(c) The cost of the program per student;
(d) How long the program runs for;
(e) Activities and opportunities students experience through the OSSE Scholars Program;
(f) A description of OSSE's efforts in terms of recruitment and outreach; and
(g) What outcomes have been observed as a result of the program.

RESPONSE:

The OSSE Scholars Program was created in spring of 2012 as an academic enrichment opportunity for high-achieving, low-income District of Columbia high school students with funding support from the U.S. Department of Education's College Access Challenge Grant (CACG), which ended in 2015. Through partnerships with selective postsecondary universities, this program 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.

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program for 2017, 2018, and 2019:

	Summer 2017 Program Locally Funded	Summer 2018 Program Locally Funded	Summer 2019 Projected Locally Funded
Number of students who applied to the OSSE Scholars Program	123	148	117
Number of students who were accepted to the OSSE Scholars Program	37 (16 DCPS, 21 public charter school)	47 (17 DCPS, 30 public charter school)	44 (20 DCPS, 24 public charter school)
Total cost of the program	$257,077.86	$267,033.35	$270,000[+]
Average cost per student*	$6,948.05	$ 5,681.56	$6136.36[+]

* Costs include tuition, travel, and educational supplies

+ Anticipated cost

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

Activities and opportunities students experience through the OSSE Scholars Program
Students experience a variety of activities and opportunities through the OSSE Scholars Program. Prior to the summer experience, OSSE staff members provide a series of regular workshops and meetings to ensure OSSE Scholars are fully prepared. Some of the pre-summer activities offered to Scholars include:
- New Student/Parent Orientation – OSSE Staff members introduce the expectations of OSSE Scholars and share details about deadlines;
- 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); and
- 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.

OSSE's efforts in recruitment and outreach
OSSE's recruitment and outreach efforts involve working with high school counselors to share information about the program and explain the application process. Each year, OSSE provides posters and flyers to high school counselors to advertise the OSSE Scholars Programs. OSSE staff also works with high school counselors to help them better understand selection criteria and thus recommend the best candidates for the program.

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

Every year PCE administers surveys in order to measure student feelings and expectations around postsecondary education. 2018 OSSE Scholars gave the following feedback:

- "My experience as an OSSE Scholar has positively influenced my approach to making a smart college choice." – 84 percent Strongly Agree, 16 percent Agree
- "After participating in OSSE Scholars, I have a better understanding of what will be expected of me in college." – 94 percent Strongly Agree, 6 percent Agree
- "After participating in OSSE Scholars, I feel more confident in my ability to apply to selective and highly selective universities." – 75 percent Strongly Agree, 25 percent Agree
- "After attending their summer program, I am interested in attending this college after high school." – 63percent Strongly Agree, 25 percent Agree, 9 percent Disagree, < 3 percent Strongly Disagree

Q66: **Please provide the number of D.C. students participating in dual enrollment SY17-18 and SY18-19 to date.**

RESPONSE:

Students participate in dual enrollment courses through their LEA. OSSE awards competitive grants to fund dual enrollment programs with institutions of higher education (IHE) that establish partnership agreements with LEAs. IHEs are then reimbursed per student, per course, using these grant funds. In the 2017-18 school year OSSE also supported students participating in the UDC-CC CARE Program, which allows students from across the District, regardless of sector, to take at least one college course at UDC-CC.

The following numbers detail student participation in any OSSE-funded dual enrollment program for SY2016-17, SY2017-18 and SY2018-19 (to-date).

School Year	Number of students	Number of courses
2016-17	360	n/a[1]
2017-18	351	561
2018-19 (to-date)	165	261
Notes		
1. Students may take more than one course per school year and OSSE began tracking students and courses separately in 2017-18.		

In spring 2017, OSSE facilitated a series of working sessions with representatives from LEA, local colleges and universities to launch a Dual Enrollment Consortium in an effort to provide a larger range of options for dual enrollment open to all students in public schools in the District of Columbia. Through this collaboration, OSSE launched the DC Dual Enrollment Program with 12 LEAs and three local university partners under a unified application process for District of Columbia students. Students will begin enrollment at local university partner institutions in spring 2019 semester.

2018-2019 Local University Partners		2018-2019 LEA Partners
Local University Partner	**Grade Level Served**	Capital City PCS
Catholic University of America – Undergraduate Admissions	Grade 12	Cesar Chavez PCS DCPS EL Haynes PCS
Catholic University of America – Metropolitan School of Professional Studies	Adult GED Seeking Students	IDEA PCS LAYCCA PCS Maya Angelou PCS
University of the District of Columbia – Flagship Campus	Grade 10, 11, 12 and GED Seeking Students	National Collegiate Preparatory PCHS Paul PCS Thurgood Marshall PCS Washington Leadership PCS Washington Latin PCS

Q67: **DC TAG helps D.C. residents afford college tuition by reducing the cost of tuition at public and private institutions in the DC metro area. Please provide the following for FY12, FY13, FY14, FY15, FY16, FY17, and FY18:**
   (a) The number of students participating in DC TAG overall and by each Ward;
   (b) The amount of funds expended through the DC TAG program in total and the amount spent on students by each Ward;
   (c) The average DC TAG award amount for the District and for each Ward;
   (d) The historical graduation rate for students receiving a DC TAG award;
   (e) A list of each school DC TAG students attend and the number of students at each institution; and
   (f) DC TAG awards by annual household income.

   RESPONSE: Q67 Attachment – DCTAG.xlsx

Q68: **Please provide an update on what OSSE is doing to increase the knowledge of higher education access and opportunities for students.**

RESPONSE:

OSSE, through the Postsecondary and Career Education division (PCE) worked to provide information to students and families about postsecondary institutions in DC, best-fit postsecondary options, and financing postsecondary education in the following ways:

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

- A District-wide public awareness campaign to increase the awareness of FAFSA's importance and encourage FAFSA completion by all eligible students.

- Access to student-level FAFSA completion data for high school counselors and principals through an online platform, allowing for targeted and more strategic interventions. This platform allows school staff to see almost real-time student FAFSA and DCTAG completion statuses in order to help them target their student and family interventions. In addition, this tool allows school staff to view error codes to better support student and family completion of FAFSA. Based on OSSE data, 65 percent of seniors from the 2017-18 school year completed a FAFSA.

In addition to the above, all students and high school counselors have access to the My College Fact Finder (MCFF) tool. OSSE works to help DC students make smart college choices, and developed and launched MCFF in April 2015. This tool shares a broad range of data on hundreds of colleges and universities across the country where District of Columbia students have enrolled - including SAT and ACT ranges, transfer pathways, and completion rates for District students at those institutions. A second round of changes to MCFF went into effect in December 2015 and parents). OSSE continually seeks to ensure that students and families have the necessary resources and information to make informed college choices.

OSSE's Postsecondary and Career Education (PCE) division continued to produce the DCTAG quarterly e-newsletter, TAGTALK. DCTAG, and also gave 75 presentations at college fairs and other events that reached over 6,800 attendees (including both students and parents)."

Finally, PCE, in conjunction with OSSE's McKinney-Vento Homeless Education Program, provided college readiness programming for 35 high school students experiencing homelessness. One group of the students (23) attended summer bridge programs at

American University, University of Virginia, Florida Atlantic University, University of Maryland College Park, Morgan State University, Howard University and Drexel University. Some of the programs focused on academic enrichment, photography, fashion design and architecture. The students were provided with college prep seminars, one-on-one college advisement and college dorm kits to address their needs during the one, two and five week programs. Students were transported by OSSE's DOT and were attending classes with students from countries all over the world. Also, ten college-bound students were awarded college care packages, which included bedding, toiletries, and a laptop. The students attended an OSSE send-off presentation where they were exposed to college-debt prevention strategies and self-advocacy training. The selected students are currently attending higher educational institutions such as Trinity University, University of the District of Columbia, Frostburg State University, and North Carolina Central University. Together, these experiences and supports broadened the students' college knowledge base and motivated the students to persist in high school and hopefully enroll in college.

OSSE, through the Postsecondary and Career Education division is working to provide information to students and families about postsecondary institutions in DC, best-fit postsecondary options, and financing postsecondary education. PCE staff are currently working to identify several avenues to support students and families in gaining access to information around postsecondary options and financing.

OSSE continues to work on identifying more avenues to support students and families in gaining access to information around postsecondary options and financing.

Q69: **The District established the District-wide Youth Re-Engagement Center (REC) to reconnect youth ages 16-24 to educational programs. Please provide an update on RECs activities and outcomes in FY18. Also include the RECs latest report.**

RESPONSE: Q69 Attachment – REC Report.pdf

The DC ReEngagement Center (REC) is a centralized District service through which out-of-school youth between the ages of 16 and 24 can reconnect to educational options and other critical services to support their attainment of a high school diploma or equivalency. OSSE spearheads this effort with support from DOES, Raise DC's Disconnected Youth Change Network, schools, CBOs, and other key partner agencies. In 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 (1) year after enrollment occurs.

Number of Disconnected Youth Served in FY18
In FY18, the ReEngagement Center successfully reconnected 251 youth to an education program, conducted 306 full intakes (which includes a full intake interview that identifies barriers to enrollment and retention, a staff review of clients' past academic history, and student completion of the eCASAS assessment to determine literacy and numeracy levels), and conducted 351 short intakes.

The DC ReEngagement Center continued to work with other ReEngagement Centers across the country to improve the method of tracking student persistence in academic programs. While the previous measure treated all students in a cohort as the "same" regardless of *when* they re-enrolled in school during the broad cohort period, the new measure, which the Center began using in the third quarter of FY17, relies on more focused cohorts that are constructed based on the length of time elapsed since a student was enrolled. This captures the "impact" of the ReEngagement Center on students *over time*, at six (6) and 12 months.

This calculation of the impact of students over time, referred to as the "stick rate," is calculated once per quarter. The calculation is averaged across quarters using a weighted average of quarterly stick rates, which controls for variation in the number of youth in each cohort. When constructing this measure, there is a distinction between clients who have remained engaged, or *active*, with the ReEngagement Center (successfully contacted by their case manager at least once per month) and those clients who are *inactive* for a variety

of reasons (including but not limited to refusing services or changing contact information without notifying a case manager). Weighted "Stick Rates" for FY17Q4 through FY18Q4 are presented in the table below.

DC ReEngagement Center Weighted Stick Rates (FY17Q4 through FY18Q4))

	6 Months	12 Months
Active[9] and Inactive[10] Clients	56.60%	31.83%
Active Clients Only	60.33%	35.66%

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

While the ReEngagement Center was able to enroll more youth in FY18 than ever before, there was a significant reduction in the client stick rates from the previous year. Anecdotally, this seems to be a result of the strong job market which has led many of the ReEngagement Center clients to drop back out of school in pursuit of job opportunities and/or increased hours. Based on discussions with other local educational programs that focus on this population and re-engagement colleagues from across the country (including a workshop dedicated to this topic at the National Youth Employment Coalition's national conference), this is a common trend. That being said, the ReEngagement Center is revisiting all of its' case management and student support protocols and partnerships to see how the stick rate can be improved moving forward.

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 one day a week in Columbia Heights. This co-location addresses the need to provide service to youth who are not able or willing to come to the Northeast location.
- 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 has recently become a primary TANF vendor. 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.

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[9] "Active clients" are those clients who have a successful check in with their assigned ReEngagement Center Specialist at least once per month.
[10] "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.

- In fall of 2018, the ReEngagement Center moved into the Office of Neighborhood and Safety Engagement building at 100 42nd Street, NE. Under the Office of Neighborhood Safety and Engagement (ONSE), the Pathways Program 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 support their clients.

- District Department of Transportation (DDOT): ReEngagement Center Specialists have been trained and authorized to determine eligibility and provide DC OneCards for those students who qualify under the "Kids Ride Free" program to help address the transportation barrier, which is the most common barrier to re-enrollment. This partnership has also been expanded to include the new adult-learner transportation subsidy that covers older youth and adults who are attending select educational programs.

- OSSE Division of Early Learning and the DC Child Care Connections Resource and Referral Center: ReEngagement Center Specialists have been trained and authorized to determine eligibility and provide child care vouchers directly to youth parents who identify child care as a barrier to re-enrollment.

- Deputy Mayor for Public Safety / US Attorney's Office / DC Office of the Attorney General / Public Defender Service: The REC (and other parties listed above) developed and implemented a diversion program for offenders who are facing prosecution or sentencing by the US Attorney's Office or the Office of the Attorney General. Eligible clients can participate in the services offered by the ReEngagement Center while their prosecution or sentence is deferred (if they have already been charged and have pled guilty). Upon successful completion of the various steps (including intake, testing, and enrollment in school), clients' charges are dropped, sentences are disposed, and related criminal records are expunged.

- Department of Employment Services (DOES): DOES makes referrals, assists eligible ReEngagement Center clients in participating in the Career Connections employment program, provided multiple interns under the Project Empowerment program, and provided employment and job readiness services through the American Job Center.

Marketing and Canvassing
The ReEngagement Center continues to utilize paid marketing strategies to reach various audiences, including youth eligible for services as well as friends and family who might make referrals.

Expansion and Growth of the ReEngagement Center
Starting in 2019, the ReEngagement Center will begin a pilot program working with three DCPS high schools to identify and support students who are currently enrolled, but at severe risk of dropping out of school. This effort will target only students who have missed 20 consecutive absences or more. The ReEngagement Center will work in coordination with DCPS staff to conduct outreach and provide wrap-around barrier remediation services to these students in an effort to allow them to successfully re-engage with their current school or connect to another school/program that might be a better fit for them – thus reducing the school/District's dropout rate. After the completion and evaluation of the

pilot, the ReEngagement Center will explore further expansion of this program, including to public charter schools.

The ReEngagement Center will continue to seek new relationships with community-based organizations and government agencies in order to bolster the services it is able to connect clients with, especially in the areas of mental health and housing.

Q70: **What programs were offered by OSSE in FY18 to assist District residents in achieving their high school equivalency?**

RESPONSE:

OSSE funds programs that help District residents achieve high school equivalency at the secondary level through LEAs and CBOs. These programs include access to GED and NEDP, as well as basic education to prepare for these equivalencies.

In FY18, OSSE offered and supported the following alternative pathways to assist District residents in achieving their State high school diploma:

- **General Educational Development (GED):** In FY 2018, OSSE's GED Program Office in collaboration with GED Testing Services continued to inform adult educators and learners about the 2014 GED requirements and provided professional development, technical assistance, and resources to GED instructional programs to support students' success in GED programs. The District awarded 335 State High School diplomas to residents who passed the GED tests between October 1, 2017 and September 30, 2018 (FY18). Based on GED Testing Services' methodology, this represented a pass rate of 65%.
- **National External Diploma Program (NEDP)**: The NEDP is an adult high school diploma program that awards a traditional high school diploma to adults who successfully demonstrate academic and life-skill competencies that have been determined to be what every high school student should know or be able to do. In FY 2018, OSSE AFE continued its support of the NEDP in the District of Columbia. OSSE AFE has been working continuously with CASAS NEDP National Office, DC Public Schools (DCPS) and the DC Public Charter Schools to expand the NEDP option in the District of Columbia. In FY 2018, the seven DC NEDP provider agencies had 299 students enrolled and 82 of the 299 students enrolled earned a high school diploma.

Q71: **Please provide an update on the new Adult and Family Education (AFE) grant.**

RESPONSE:

OSSE Adult and Family Education (AFE), in collaboration with the DC Workforce Investment Council (WIC), announced a new grant competition that aligned with the District's Workforce Innovation and Opportunity Act (WIOA) Unified State Plan and the Career Pathways Taskforce Recommendations in spring 2017, the Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways grant competition. The AEFLA/WIC sub-grantees received continuation funding in FY18.

This new grant provides eligible providers with funding to offer Integrated Education and Training (IE&T) programs, a nationally recognized adult educational and workforce development program model that provides simultaneous instruction in basic skills as well as occupational or industry-specific training. IE&T programs reduce the amount of time it takes for adult learners to become prepared for gainful employment along a career pathway. The IE&T model has been successful in other states, and OSSE's AFE has been moving in this direction for several years.

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

The new grant awards were announced on June 30, 2017, and the following ten providers were selected to provide IE&T services to District residents, based on performance and population:
- Academy of Hope Public Charter School
- Briya Public Charter School
- Catholic Charities
- Congress Heights Community Training and Development Corporation
- Four Walls Career and Technical Education Center
- Latin American Youth Center
- Opportunities Industrialization Center – DC
- So Others Might Eat (SOME)
- YouthBuild Public Charter School
- YWCA – NCA

In FY18, these 10 grantees continued to offer IE&T to adult learners across the educational continuum. Several subgrantees delivered services through partnerships and consortia. These partnerships include adult education programs, industry-specific training programs, employers, postsecondary institutions and social service organizations that provide non-academic support services. These collaborations help ensure that District residents can enter a funded program and advance along a clearly articulated career pathway with seamless transitions between partnering programs. For example, the partnerships between adult literacy providers and employers are designed to enhance the

job-preparation experiences of the learners, to ensure that program offerings are relevant and responsive to the needs of industry, and that learners are job-ready upon completion.

FY18 was the first full-year of funding under this new grant model and the ten sub-grantees enrolled 1,664 adult learners during that time. Of the 1,664 adult learners, 1,126 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 U.S. Department of Education. Of the 1,126 learners 531 or 47 percent entered the program at the grade level equivalency of 5th grade or below and 457 or 41 percent entered the program at the grade level equivalency between the 6th and 8th grade levels. Only 133 learners, or 12 percent entered the program at the grade level equivalency at the 9th grade or higher.

For FY18, OSSE AFE negotiated a measurable skill gains performance target of 42 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 during the program year). OSSE AFE exceeded its target of 42 percent, with 46.2 percent of students enrolled in an OSSE AFE funded program achieving a gain. This reflects a 9 percentage point, or roughly 25 percent, increase over the percentage of students with measurable skill gains in FY17 – (37 percent).

Due to the nature of AFE's other federally reported outcomes (employment, wages, and postsecondary education and training) that are all based on six and/or 12 month lags after a student exits, OSSE AFE cannot report on these outcome metrics for the new cohort of subgrantees until FY19.

MySchool DC

Q72: **Provide the Committee with the following data for each My School DC lotteries operated for SY17-18 and SY18-19:**
(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:　　　　Q72 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. For the 2017-18 school year, that percentage was 60 percent of enrollments from a school selected in the initial round of the lottery. This data are not yet available for the 2018-19 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.

Q73: **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 FY18 and FY19. 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 FY18, 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 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 DHS, DOH, DPR, OLA, OAPIA, OAA, CFSA, OSSE, DYRS, OCTO, DCHA, SBOE 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, daycares, 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.

Q74: **Provide the languages in which My School DC offers website information and other information regarding language access provided to families.**

RESPONSE:

My School DC aims to reach 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 in English, Spanish, Chinese, Vietnamese, Amharic, and French; the My School DC Overview video and How Does the Matching Algorithm Work video are available in English, Spanish, Chinese, Vietnamese, Amharic, and French; and the My School DC School Directory is available to families in English and Spanish.
- EdFEST – the District's annual citywide school fair – took place in December and was fully supported by a team of interpreters that covered the following languages: Spanish, Mandarin, Vietnamese, Amharic, French, Arabic and 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.

Q75: **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 and FY19. Please include any steps the Board is taking or considering to address preferences, more data being publicly being released, and any other initiatives. Include any bylaws or other official guiding documents.**

RESPONSE: Q75 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 2018
- Paul Kihn, Deputy Mayor for Education (chairperson, voting member)
- Claudia Lujan, DC Public Schools (voting member)
- Juliana Herman, DC Public Schools (voting member)
- Hilary Darilek, E.L. Haynes PCS (voting member)
- Susan Schaeffler, 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 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
2017: January 26 | May 4 | August 3 | October 26
2018: January 25 | March 1 | April 26 | July 26 | October 25

Wellness & Nutrition Services

Q76: **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 FY18? 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. Since 2010, OSSE actively participated in the System of Care approach spearheaded by DBH to increase the provision of mental health services to children, adolescents, young adults, and their families in the District. These efforts ignited a momentum to encourage the strengthening and growth of services particularly in District schools. By 2017, the partnership incorporated stronger supports from DC Health to promote an environment of holistic approaches for student health.

In FY18, 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 Mental Health. The goal of the expansion of the School Mental 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 three-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 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 data/evaluation sub-committee has led and made recommendations to rank schools according to mental health need, and track progress towards defined outcome goals.

Additionally, in fiscal year 2018, the federal Substance Abuse and Mental Health Services Administration (SAMHSA) awarded OSSE a five-year $8.8 million dollar Project Advancing Wellness and Resilience Education (AWARE) grant. OSSE will partner with DBH to provide oversight, infrastructure, and programmatic development. This grant opportunity, which complements the significant local investment in school mental health, will allow 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. In FY19, through this grant, 15 schools will work to increase their readiness and ability to implement the multi-tiered model of prevention, early intervention, and treatment services. Trauma-responsive practices and family engagement are key elements of the model of care. As the roll out of this grant is underway along with the continued expansion of local mental health

supports and training opportunities, the District is uniquely poised to take a firm confirmed stance in strengthening the climate of health for DC students and their families.

On the subject of training and trauma-informed practices, in FY18, OSSE and DBH revisited communications to schools regarding mandatory behavioral health training for principals and teachers in public and public charter schools. That is why in July 2018, OSSE partnered with DBH to issue a formal letter to LEAs reminding school leaders of the requirement that all principals and teachers in DCPS and public charter schools are required to complete behavioral health management and suicide pre and post-vention skills trainings once every two years. In 2016, DBH entered into a training contract with Kognito, an online education and training service provider, to provide interactive and relevant modules that would support school staff with identifying signs and exercising practical approaches to address the issue of suicide among students. OSSE and DBH maintain their collaborative efforts to ensure the Kognito initiative is supported as an iterative process informed by the experiences of teachers and school administrators. During the period of September – November 2018, Kognito identified a total of 6,146 individual users as completing over 20,000 simulations. OSSE and DBH are continuing to collaborate with Kognito on communication and compliance strategies related to this behavioral health training requirement for fiscal year 2019.

Additionally, in FY18, OSSE collaborated with the DBH to create the Responding to a School Crisis webpage, providing an overview of school crisis procedures and resources to help schools protect students and staff from harm, as well as be prepared to respond to the needs of students, staff, and families after a crisis has occurred. These resources may be viewed at https://osse.dc.gov/page/responding-school-crisis.

OSSE's Supporting Mental Health in Schools resource was also revised to include up-to-date programmatic and contact information for DC government and community agencies that support safety, mental wellness, and crisis stabilization. These resources may be viewed at https://osse.dc.gov/supporting-mental-health-schools.

For further information regarding other trauma, behavioral health, restorative justice, and crisis prevention trainings, please see OSSE's response to Q38.

Q77: **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 OSSE's efforts to provide any technical assistance or support to schools with regard to social, emotional, and mental health based on the results from this survey. Please also discuss plans to administer steps to improve the questionnaire and the administration of the YRBS for SY18-19, including any updates to the questionnaire or its administration.**

RESPONSE:

The Youth Risk Behavior Survey (YRBS) was administered in both District public and public charter middle and high schools in the spring of 2017 (February to June 2017). OSSE released the 2017 report in February 2018. Data collection efforts for the 2019 YRBS administration are currently underway. More details are provided below.

2017 Youth Risk Behavior Survey
The 2017 YRBS Report marked ten years since OSSE's first YRBS data collection. The data showed several health-related successes. For example, according the student responses, regular consumption of soda and other sugar sweetened drinks decreased among high school students by nearly 50 percent since 2007, demonstrating a significant improvement credited to the ongoing success of policies such as the Healthy Schools Act of 2010. Another encouraging finding was that fewer District students reported current involvement in a gang or crew.

Despite these optimistic trends, there are areas of concern. Students reported that condom use among sexually active high school students, while slightly higher than the latest national average, was down among District high school youth. Lesbian, gay, and bisexual middle school students reported seriously thinking about, planning, and attempting to kill themselves at about three times the rate of their heterosexual peers in the District. At the high school level, nearly a third of all Hispanic females reported seriously thinking about killing themselves, and almost a quarter reported making a plan to do so.

The table below outlines the overall 2017 YRBS response rate in the District. OSSE's Division of Health and Wellness is dedicated to working internally and with its District government partners and stakeholders to ensure all schools have the tools and resources they need to support the emotional, social, and mental well-being of all students in the District. 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 already working on the ground to address a range of emotional, social and mental health concerns (i.e. violence, suicide attempts, substance use, etc.). OSSE's goal is to create and sustain partnerships to ensure early prevention and promotion of positive emotional, social, and mental health in all District schools. In an effort to make this data more available and actionable to District government partners, in fiscal year 2018 OSSE entered into a memorandum of agreement with the District Department of Health to share YRBS data. OSSE plans to explore entering a similar agreement with the District Department of Behavioral Health in fiscal year 2019. By making this rich data available to government health partners, OSSE believes it will contribute to better understanding the risk behaviors among District youth and improve programming, outreach to youth, and actions taken as a result of the data.

2017 Youth Risk Behavior Survey Response Rate

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

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

Consistent with OSSE's commitment to provide timely, actionable data to stakeholders, the agency publishes the results of the survey to guide policy interventions and direct supports that can make a real, positive difference in the lives of the District's youngest residents. First, and immediately upon receipt from CDC, OSSE shares summary data files outlining DC aggregate response rates for all questions. Within three months of receipt of the data from CDC, OSSE then publishes an aggregate DC YRBS report highlighting statewide findings and analysis. At the same time, OSSE also distributes 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. Additionally, OSSE released YRBS fact sheets in fall 2018 to support LEAs and schools on key health risks identified in the YRBS. These YRBS fact sheets had a focus on attendance and mental health data. The fact sheets provide 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.

OSSE also utilized YRBS data related to student mental health to inform the disparity impact statement and action plan for the Project AWARE grant, which will be used to promote youth mental health awareness and improve connections to services for school-

age youth and families who may experience behavioral health issues. For more information on the Project AWARE grant, see question 76.

The 2017 YRBS Report, fact sheets, and data files, and other supporting materials are available on the OSSE website.https://osse.dc.gov/service/dc-youth-risk-behavior-survey-yrbs.

2019 Youth Risk Behavior Survey
In fiscal year 2018, OSSE selected a vendor and executed a contract with four additional option years to aid in the survey scheduling and proctoring for the 2019 YRBS cycle, which will begin February 18, 2019 and close in late May. OSSE plans to release the 2019 DC YRBS report by March 2020.

Beginning in 2019 and through future administrations, OSSE expects to receive more data and conduct richer analysis because all public and public charter schools will be required by the LGBTQ Health Data Collection Amendment Act of 2018 to participate in the YRBS. Additionally, OSSE will continue to be one of a few states in the country to administer the YRBS using a census, rather than a sample methodology. While parents and guardians may return to their child's school a simple form to opt out, and each student is free to choose whether to complete the survey, OSSE aims to administer the survey to every middle and high school student. By collecting YRBS data using this census approach, OSSE is able to collect a uniquely-rich dataset with a large n-size to allow for disaggregated subgroup analysis.

For the 2019 YRBS, OSSE has made several improvements to the survey content, data collection process, and plans for school-level data sharing. Improvements to the survey content were informed by input from OSSE's school-based health data working group, a collaborative cohort of stakeholders from DCPS, PCSB, DBH, DC Health, and various youth-focused advocacy organizations and community based organizations.

At the guidance of these stakeholders and in response to changes in local discipline legislation, OSSE added the following questions to the 2019 high school survey:

- 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?
- 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.)
- 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?
- In what District of Columbia ward do you live?
- 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).

OSSE made the following additions to the middle school survey in 2019. The CDC allows no more than 58 questions on the middle school survey, which explains why not all questions added to the high school survey were also added to the middle school survey.

- 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?
- Have you ever been physically forced to have sexual intercourse when you did not want to?
- 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.)
- 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.)
- When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?
- In what District of Columbia ward do you live?

In 2019, DC will pilot a slightly modified version of the transgender question for middle school which is adjusted for a lower reading level and was validated by researchers in New York. The modified question is below:
- A transgender person is someone who does not feel the same inside as the sex they were born with. Are you transgender?

In addition to these changes, OSSE has also translated the YRBS middle and high school surveys into Spanish for the first time since taking ownership of the YRBS in 2007. OSSE anticipates this expanded reach to non-English-speaking students to increase the n-size for this population and enable more accurate and robust analysis of the Hispanic or Latinx population, a group identified as having higher prevalence rates for several risk behaviors in the 2017 data.

Finally, for the 2019 YRBS, OSSE plans to expand its school-level reports to include school-level student response rates to every survey question rather than a subset of questions, as was done in 2017 when OSSE first delivered this level of reporting to schools.

Q78: **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 SY14-15, SY15-16, SY16-17, SY17-18, and SY18-19. Please also include the number of schools that are participating in the community eligibility provision (CEP) program.**

      RESPONSE: Q78 Attachment 1 – FRP SY16-17.xlsx
                                    Q78 Attachment 2 – FRP SY17-18.xlsx
                                    Q78 Attachment 3 – FRP SY18-19.xlsx
                                    Q78 Attachment 4 – CEP Data SY18-19.xlsx

Q79: **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 FY18 and in FY19;
(b) The name of the employee responsible for administering the program;
(c) The number of youth that were served by the program in FY15, FY16, FY17, FY18, and FY19; and
(d) Detail any technical assistance OSSE provides to organizations implementing these programs.

RESPONSE:

(a) The amount of total funding in FY18 and to date in FY19 is:

	Total Funding in FY18	**Total Funding in FY19***
National School Lunch Program (NSLP)	$28,434,402.57	$30,000,000
School Breakfast Program (SBP)	$11,717,726.10	$12,000,000
Fresh Fruit and Vegetable Program (FFVP)	$1,620,578.18	$2,131,120.89
Special Milk Program (SMP)	$2,558.28	$5,000
Child and Adult Care Food Program (CACFP)	$10,444,769.59	$9,000,000
Summer Food Service Program (SFSP)	$2,107,809.53	$2,500,000

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

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

Lindsey Palmer, Director of Nutrition Programs, oversees all USDA meal programs as the State Director.

The team responsible for administering the NSLP, SBP, SMP, FFVP and TEFAP are:
- Elizabeth Leach, Manager, NSLP, SBP, SMP, FFVP and TEFAP
- Erica Walther, Manager, NSLP, SBP, SMP, FFVP
- Barbara Adams, Program Specialist, NSLP & SBP
- Alex Dobbs, Program Specialist, NSLP & SBP
- Lazette Wells, Program Specialist, NSLP & SBP
- Autumn Morgan, Management Analyst, NSLP, SBP, FFVP,SMP, CACFP, SFSP
- Janna DePorter, 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, Manager, CACFP and At Risk Programs

- Vacant, Program Specialist, CACFP and At Risk Programs
- Erica Nelson, Program Specialist, CACFP and At Risk Programs
- Elisabeth Sweeting, Program Specialist, SFSP
- Karen Kennedy, Program Specialist, SFSP
- Deborah Taylor, Claims Specialist, CACFP, SFSP and At Risk Programs

(c) **The number of youth that were served by the program in FY15, FY16, FY17, FY18, and FY19** to date:**

	Total Meals Served in FY15*	Total Meals Served in FY16*	Total Meals Served in FY17*	Total Meals Served in FY18*
National School Lunch Program (NSLP)	8,970,874	9,166,060	9,361,077	9,327,157
School Breakfast Program (SBP)	5,972,819	6,122,938	6,252,247	6,369,457
Child and Adult Care Food Program (CACFP)	4,560,052	4,597,590	4,560,052	4,597,509
Summer Food Service Program (SFSP)	947,736	801,915	740,876	707,863

*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 FY19 is not available at this time.

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

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

Similar technical assistance is given to all SFSP sponsors and all CACFP participants and sponsors. Coordinated training happens monthly with OSSE's Division of Early Learning, which allows for a broader reach to program participants. In fiscal year2018, 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.

In February 2018 and again in fall 2018, OSSE completed a survey to gather feedback from the SFSP sponsors on how the state agency can better assist them. Based on these surveys, OSSE has improved the annual sponsor training to focus on topic areas that sponsors identified as needing more assistance, including monitoring scenarios and roundtable sessions on nontraditional sites. Training during fiscal year 2019 will also be divided into experienced sponsors and new sponsors in order to provide targeted assistance. Additionally, technical assistance for the SFSP includes office hours for sponsors to receive individualized assistance. These office hours will continue on a weekly basis through April 2019. Throughout the summer, OSSE provides weekly SFSP operational tips and guidance via email to encourage sponsor engagement. In preparation for summer 2019, OSSE began outreach to organizations in late 2018 in support of SFSP sponsor applications. Beginning in fiscal year 2019, OSSE will also be hosting five information sessions for organizations to learn about being SFSP sponsors and sites.

Q80: **Provide a list of all the school gardens (school, location, grant funding received) for FY15, FY16, FY17, FY18, and FY19. 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: Q80 Attachment – Schools Gardens.xlsx

OSSE collects data on school gardens through the School Health Profiles, a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (D.C. Official Code § 38–826.02). These School Health Profile data, along with other data sources such as the School Garden Assessment Tool, School Garden Registration, site visit reports, and data shared by partner organizations, provide OSSE with a broad picture of the School Gardens Program activities across the District. In the 2017-18 school year, OSSE received 61 responses to the School Garden Assessment, 55 responses to the School Garden Registration, and 210 responses to the mandatory School Health Profiles.

As a result of these data collection methods, OSSE has determined there were 134 campuses with active school gardens during the 2017-18 school year. This number reflects the largest number of school gardens recorded since the start of the School Gardens Program.

According to the School Garden Registration data, in the 2017-18 school year, 602 teachers taught at least five garden-based lessons (an increase of 149 teachers from the 2016-2017 school year), and 14,617 students were exposed to 10 or more hours of garden-based education (an increase of 187 students from the 2016-17 school year). Please refer to the 2018 Healthy Schools Act Report for more information about the School Gardens program: https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2018%20Healthy%20Schools%20Act%20Report%209.19.18.pdf.

Q81: **According to the data collected and available to OSSE, what is the current compliance rate among LEAs for completing physical activity and physical education requirements in the District?**

RESPONSE:

According to the data collected from the annual School Health Profile for school year 2017-2018:

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	28	19%
6-8	Average of 225 minutes per week	16	21%

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	141	96%
6-8	≥50% of Physical Education Minutes devoted to Physical Activity	73	97%

All data in the School Health Profile are self-reported by each school. Ninety-four percent (94%) 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 2018. A list of schools that did not complete the mandatory School Health Profiles is reflected on the OSSE website: https://osse.dc.gov/service/healthy-schools-act-school-health-profiles.

Q82: **What was the average amount of time LEAs dedicated to physical education and health education during SY13-14, SY14-15, SY15-16, SY16-17 and SY17-18?**

RESPONSE:

According to the School Health Profile (SHP) data, LEAs dedicated the time outlined below to physical education and health education during SY2013-2014, SY2014-2015, SY2015-2016, SY2016-2017, and SY2017-2018.

Average Minutes per Week of *Physical* Education in Grades K-5 and 6-8, SY2013-2014 through SY2017-2018:

School Year	K-5	6-8
SY2013-2014	59	89
SY2014-2015	73	140
SY2015-2016	81	133
SY2016-2017	84	136
SY2017-2018	88	133

Average Minutes per Week of *Health* Education in Grades K-5 and 6-8, SY2013-2014 through SY2017-2018:

School Year	K-5	6-8
SY2013-2014	31	48
SY2014-2015	35	44
SY2015-2016	42	57
SY2016-2017	40	67
SY2017-2018	41	71

Q83: **Describe OSSE's efforts in FY18 and FY19 to increase the quality of the food served and the number of children participating in child nutrition programs, including the Child and Adult Care Food Program, the After School Snack and Supper Programs, the Free Summer Meals Program, and the DC Healthy Schools and the Healthy Tots programs.**

RESPONSE:

The efforts of the Division of Health and Wellness to increase the quality of food served to all students and the number of children participating in nutrition programs, include:

- Shifting to more effective trainings--from large annual trainings to participant-driven, smaller group trainings to cover a variety of topics;
- Providing trainings for Vendor and Food Service Management Contractors and self-prep schools;
- Working with USDA and other states in the region to complete nationwide initiatives to mentor schools, such as *Team Up for Success*;
- Providing training for program participants to assist in procuring vended meal contracts or Food Service Management Company contracts, which allow participants to add additional quality assurances to contracts;
- Offer technical assistance to all participants, including in-person consultations and site visits;
- Ensuring all participants can serve as many students/children as possible through a variety of programs, such as afterschool snack and Community Eligibility Provision;
- Encouraging participants to utilize taste tests, nutrition education and parent engagement;
- Providing participants with training and technical assistance to increase the amount of local food items purchased for meal programs;
- Enforcing the USDA Professional Standards rule for schools;
- Providing federal and local funds, through a grant process, to schools for kitchen equipment upgrades. Equipment schools purchased included steamers, walk in refrigerators, milk coolers for classrooms and convection ovens; and
- Providing local funds to schools and food service vendors through a grant process to increase the depth and breadth of training for cafeteria staff during school year 2018-19.

Q84: **Provide an update on the implementation of OSSE's new Health Education Standards. Please also include a copy of the standards.**

RESPONSE:

OSSE began implementing the 2016 Health Education Standards in the 2016-17 school year by offering training and resources to teachers. Since the release of the standards, the OSSE Division of Health and Wellness has engaged stakeholders to address any challenges that have impeded consistent implementation of the standards. OSSE supports and encourages educators to utilize the standards as they research curricula and develop their lessons. OSSE resources for schools are developed and distributed via the OSSE website, delivered to schools, shared with stakeholders and health advocates, and distributed at scheduled health education events and fairs throughout the course of the school year. The following is a listing of those resources:

- Growing Healthy Schools Month
- Curriculum Review Guidance Documents
  - Sexual Health Curriculum Review
  - Nutrition Education Curriculum Review
- Health and Physical Education Unit/Lesson Planning Worksheet
- Nutrition Education and Physical Activity Grant
- DC Healthy Schools Booklist (K-5)
- Health and Physical Education Booklist (K-12)
- Health and Wellness Menu of Professional Development, Services, and Technical Assistance

Q85:   **The following questions are in reference to the Youth Suicide Prevention and School Climate Survey Amendment Act of 2016.**
   (a)   **Section 3 also requires the implementation of a pilot program for collecting school climate data through surveys. Provide the number of schools that participated in the pilot program, by sector, for SY16-17, and the number of schools to participate, by sector, in SY17-18.**
   (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 also requires the implementation of a pilot program for collecting school climate data through surveys. Provide the number of schools that participated in the pilot program, by sector, for SY2017-2018, and the expected number of schools to participate, by sector, in SY 2018-2019.**

   In SY2016-2017, OSSE implemented a pilot school climate survey program at select DCPS 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 third data collection and grant funding cycle for the school climate pilot. In SY2016-2017, 26 schools participated in the pilot school climate survey (17 DCPS, 9 Public Charter); in SY2017-2018, 18 schools participated in the pilot school climate survey (11 DCPS, 7 Public Charter); and in SY2018-2019 it is anticipated the same 18 schools will participate in the pilot school climate survey (11 DCPS, 7 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 will inform the District's 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 2018 school climate report, analyzes data across all participating schools, is also available. 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 will inform OSSE's future work in developing a plan to

expand school climate surveys to all DCPS and public charter schools serving grades 6-12.

In the first three 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. 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 and 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.

Currently, Child Trends provides 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. In fact, OSSE has already presented on school climate surveys administered in schools to the State Board of Education and its ESSA taskforce due to their ongoing interest on the topic.

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.

Since 2015, OSSE has partnered with Restorative DC, a project of SchoolTalk Inc., to offer support with Restorative Justice implementation. Currently in its fourth year, the

contract has worked to expand professional development and technical assistance to schools throughout the District. In fiscal year 2018, SchoolTalk Inc. partnered with OSSE to provide school climate technical assistance to school leadership teams for the purpose of improving school climates in LEAs. School climate data was collected via the Culture of Excellence & Ethics Assessment (CEEA), developed by the Institute for Excellence and Ethics (IEE). The CEEA surveys assist with the development of an organization's cultural assets that promote excellence and ethics. Schools represented in the CEEA included students educated in grades Pre-K-12th. A total of 12 schools participated in the CEEA survey, including representation from DCPS and public charter schools.

CEEA surveys measure: (1) school climate and safety; (2) whether school staff are promoting a rigorous academic environment that is also engaging students socially; (3) whether students are developing positive habits related to learning and academics; (4) student relationships with staff and peers and if those relationships are positive; (5) school staff engagement in positive and collaborative relationships with each other; and (6) how families are engaged by the school to support academic learning and social development of students.

Each school was provided with a school survey report that includes aggregated data for each area of the CEEA components that was completed by staff, students, and parents (where applicable). This data was compared side-by-side (where possible) by each sub-group participant to show results for each group surveyed. Users of this report were given color coded keys which indicate where on the optimal continuum a school is performing in each area of the survey. OSSE provided technical assistance, guidance, and check-ins with schools throughout the process and specifically on how to understand the data. OSSE will continue to evaluate whether CEEA is a useful tool for school climate survey data collection.

Separately, OSSE is aware that some LEAs administer their own school climate surveys. In spring 2018, DCPS partnered with Panorama Education to administer an annual survey to measure the perspectives of students, staff, and families on social-emotional learning, school climate, and engagement. OSSE will continue to engage with DCPS to understand successes and challenges regarding this survey tool.

(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 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 is in its third year of administering the pilot survey as required by the law. OSSE has reported to the Council its findings on implementation of the pilot survey for the past two years. OSSE is working internally to identify, assess, and address the challenges raised in the preceding parts of this response and in its annual report. OSSE will evaluate various climate survey tools. In fiscal year 2019, OSSE will engage with school climate experts, school leaders, community members, and other advocates

who will provide valuable insight into this work. OSSE is on track with meeting the December 1, 2019 deadline.

For more information on school mental and behavioral health work, see Question 76.

Q86:   **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. Described below, these opportunities are informed by lessons learned from the 2013 Sustainable DC Innovation Grant that the DC Department of Energy and Environment received to begin implementation of the DC Environmental Literacy Plan:

- **Environmental Literacy Leadership Cadre**
  OSSE continued working with its 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 two cohorts of the ELLC. Cohort 1 was formed in 2016, with 15 schools serving two years on the cadre. In fiscal year 2018, the 15 schools in Cohort 1 were transitioned into "alumni schools," but remain engaged in environmental literacy and still to receive limited support from OSSE to continue their school's environmental literacy initiatives. In March 2017, OSSE successfully recruited 16 new elementary schools for Cohort 2 and began the first year of monthly meetings in September 2017. In September 2018, all Cohort 2 schools returned for a second year of work on the cadre.

- **Environmental Literacy Advancement Grants**
  To support environmental programming efforts at the Cadre schools, OSSE created a grant opportunity for nonprofit organizations to provide environmental education programs in the areas of air quality/climate change, water, land, resource conservation, or health. OSSE awarded $326,154.16 in grants to five nonprofit organizations, who partnered with five additional organizations, to support the following: garden-based field experiences, eco-school audits, watershed explorations and American shad (DC's state fish) restoration activities, and school-based studies of air pollution and tree canopy. Grantees provided programs to the entire grade level at the cadre schools, as well as some classes at alumni cadre schools.

- **Bus Transportation Assistance for Environmental Field Experiences**
  In FY18, OSSE continued to pilot a new program to provide bus transportation assistance to help schools meet the costs of environmental field experiences. This year, nine schools took advantage of this opportunity to bring students to locations in and around the District, such as the Washington Youth Garden, Woodend Sanctuary, National Aquarium, Aquatic Resources Education Center, and Prince George's County Materials Recovery Facility, among others.

In spring 2017, DOEE launched the process to update the Sustainable DC Plan and create a revised five year plan. OSSE co-chaired the workgroup that focused on jobs, economy, and education. The draft Sustainable DC Plan 2.0 continues to emphasize education as an important component of the District's sustainability strategy. The final Sustainable DC Plan 2.0 was released in late fall 2018.

Within the 2018 Healthy Schools Act report, published in November 2018, OSSE posted the Environmental Education Update to Council on the state of environmental education in the District, plans for expansion, and recommendations for improving the program: https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2018%20Healthy%20Schools%20Act%20Report%209.19.18.pdf.

Grants Management

Q87: **Provide the following information for all grants awarded to OSSE during FY18 and to date in FY19:**
(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: Q87 Attachment – Grants Awarded to OSSE.xlsx

Q88: **Provide a complete accounting of all grant lapses in FY18, 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 FY19.**

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

RESPONSE: Q88 Attachment – FY18 Lapsed Fund Detail.xlsx

Q89: **Provide the following information for all grants/subgrants awarded by OSSE during FY18 and in FY19:**
    (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: Q89 Attachment – Grants Awarded by OSSE.xlsx

Q90: **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 FY14, FY15, FY16, FY17, and FY18.**

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

RESPONSE: Q90 Attachment - SY15-16, SY 16-17, SY17-18 Titles I, II, III.xlsx

Non-Public Tuition

Q91: **Provide a narrative description on how the budget for Non-Public Tuition is formulated for each Fiscal Year. Which services are funded using this money for each student (i.e. tuition, transportation, etc.)? Who is eligible for funding under non-public tuition? How are students identified and evaluated for use of this funding?**

RESPONSE:

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

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

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

If students are placed by the LEA, the placement review and location assignment process occurs through OSSE's Placement Process. If students are placed for non-educational reasons by sister agencies, such as CFSA, and DYRS, OSSE provides funds that cover the educational portion of the placement.

Q92: **Please provide the following information for FY18 and to date in FY19.**
    (a) A list of any nonpublic schools that have applied for a Certificate of Approval (COA) in the last year, but did not received it, along with the reasons the certificate was denied;
    (b) A list of any nonpublic schools with provisional Certificates of Approval and any provisions they must meet to obtain full COAs;
    (c) A list of all institutions that receive funding from non-public tuition including:
    (d) The address and contact information for the institution;
    (e) The date of OSSE's most recent monitoring visit;
    (f) The date of expiration for the institution's Certificate of Approval;
    (g) The number of students served in FY18 by these nonpublic schools, broken down by nonpublic school, sending LEA, age, and disability category;
    (h) Which disability classifications (e.g., emotional disturbance, learning disability) that the school is designed to serve;
    (i) Whether the teachers at each school have full or provisional special education certification;
    (j) The maximum number of students the school can accommodate, and the age and/or grade levels they are designed to accommodate;
    (k) The specialized personnel and physical resources available at the school (e.g., school psychologist, sensory room, adaptive PE equipment); and
    (l) For those that have a provisional COA, provide the provisions they must meet.

    RESPONSE: Q92 Attachment 1 – (b) -(i) FY18 Nonpublic.xlsx
                                  Q92 Attachment 2 – (g) FY18 Students Served by Nonpublic.xlsx

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

    In FY18 and to date in FY19, no schools that applied for a COA were denied a certificate of approval.

Healthy Youth and Schools Commission

Q93: **Provide a list of the current membership of the Commission. Please include each person's name, affiliated organization, appointing organization, start and end of appointment, and ward of residence. List any current vacancies on the Commission.**

RESPONSE:

Name	Appointing Organization	Affiliated Organizations	Starts/End Date of Appointment	Ward of Residence
Jeff Travers	Chairperson, Mayoral Appointee	Cancer Support Community	October 2017 – October 2020	Ward 3
VACANT	Appointed by the Chairman of the Council			
VACANT	Appointed by the Chairperson of the Council Committee with oversight of education			
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	October 2017 – October 2020	Burtonsville, MD
Heidi Schumacher	Designee Representative of OSSE, Mayoral Appointee	OSSE	October 2017 – October 2020	Ward 6
Diana Bruce	Designee Representative of DCPS, Mayoral Appointee	DC Public Schools	October 2017 – October 2020	Ward 6
Charneta Scott	Designee Representative of DBH, Mayoral Appointee	Dept. of Behavioral Health	December 2017 – December 2020	Ward 4
Robin Diggs	Designee Representative of DOH, Mayoral Appointee	Dept. of Health	October 2017 – October 2020	Odenton, MD
William Dietz	General Member, Mayoral Appointee	George Washington University	September 2018 – September 2021	Ward 6
Beverly Wheeler	General Member, Mayoral Appointee	DC Hunger Solutions	September 2018 – September 2021	Ward 1
Taryn Morrissey	General Member, Mayoral Appointee	American University, School of Public Affairs	September 2018 – September 2021	Ward 4
Danielle Dooley	General Member, Mayoral Appointee	Children's National Health System	September 2018 – September 2021	Ward 2
VACANT	Student Member, Mayoral Appointee			

Q94: **Provide an update on the work plan of the Commission in FY17 and in FY18. In your response, describe each of the Commission's actions to the following charges from the Healthy Schools Act:**
(a) **Advising on the operations of all District health, wellness, and nutrition programs;**
(b) **Reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States;**
(c) **Recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District;**
(d) **Advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition;**
(e) **Making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition;**
(f) **Identifying gaps in funding and services, or methods of expanding services to District residents; and,**
(g) **Engaging students in improving health, wellness, and nutrition in schools.**

RESPONSE:

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; advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition; and identifying gaps in funding and services, or methods of expanding services to District residents.

In FY18, the HYSC prioritized making recommendations for amendments to the Healthy Students Amendment Act (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 service models to increase breakfast participation. Further, the HYSC held a public meeting devoted exclusively to mental and behavioral health school services in an effort to better understand current practices and

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. OSSE has supported the HYSC in gathering raw data, conducting analytics, and convening meetings for commissioners.

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

Higher Education Licensure Commission

Q95: **Provide a narrative on the purpose and goals of the Higher Education Licensure Commission. In addition, please include:**
(a) **A list of all 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: Q95 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 and is charged with advising the Mayor and City Council with respect to postsecondary educational needs of the District. The Commission is responsible for ensuring that institutions under its jurisdiction meet and comply with the standards and other requirements established by laws and regulations. The Commission's granting or denial of a license assures students who are enrolled in postsecondary institution that the courses offered and degrees conferred meet licensure standards.

The Commission has additional functions which include, but are not limited to, regulating and enforcing postsecondary laws and regulations, maintaining the student records of institutions that close and have no other repository, issuing certified student transcripts, and investigating student and faculty complaints against educational institutions under its jurisdiction.

(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 here: https://helc.osse.dc.gov/vPage/Active-Institution/108/91188. The HELC does not regulate professions. Note, however, the HELC regulates institutions that offer postsecondary education in the District, 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. During FY18 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
Eligible for reappointment

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
Eligible for reappointment

Dr. Joanne D. Joyner (Secretary) (Ward 4)
First Term: 8/15/2014- 8/15/2017
Second Term: 8/15/2017-8/15/2020

Dr. Janette Hoston Harris (Ward 4)
First Term: 10/1/2016-8/15/2019
Deceased 11/2/18

Ms. Anita Shelton (Ward 1)
First Term: 10/25/2016-8/15/2019 (completing term of C. Steplight)
Eligible for reappointment

In FY19, the Mayor's Office of Talent and Appointment will identify a new Commissioner to fill the Dr. Hoston Harris' vacancy.

Q96: **What were the major accomplishments of the Commission in FY17 and in FY18?**

RESPONSE: Q96 Attachment – FY18 HELC Quarterly Reports.pdf

Major accomplishments of the Higher Education Licensure Commission (HELC) in FY18 are discussed below. In FY18, the Commission received 287 applications (up from 153 in FY17). For information regarding the approval and denial of applications, please see the Commission's quarterly reports.

Engagement with Regulatory Community
- In FY18, the HELC, serving as the District of Columbia's State Approving Agency for Veterans' education benefits under contract with the U.S. Department of Veterans Affairs (DVA), on-boarded a new team member dedicated to managing the approval and compliance monitoring responsibilities. In April 2018, the HELC hosted an on-site inspection by DVA officials. There were no findings. This year we also updated the OSSE website with a page of information specifically related to the Veterans' education. HELC staff presented during the June 2018 regional meeting of school certifying officials hosted by our DVA Education Liaison Representative.
- The HELC staff responds to hundreds of phone calls and emails monthly from institutions seeking approval, students seeking assistance with locating their academic records, and our regulatory counterparts seeking input on best practice recommendations. As a standard operating practice staff responds promptly and with accuracy. This practice contributes to staff's credibility with the community.
- The HELC has maintained working relationships with team members at other DC government agencies (Employment Services, Consumer and Regulatory Affairs, Office of the Attorney General, Board of Ethics and Government Accountability), as well as the US Department of Education and the US Department of Veterans Affairs, to ensure consistency in practice and compliance with local and federal laws.
- HELC staff participated in several national regulatory conferences/trainings this year in order to meet and learn from our counterparts in other jurisdictions, including: Council on Licensure Enforcement and Regulation (CLEAR), the Federation of Associations of Regulatory Boards (FARB), the National Association of State Approving Agencies for Veterans benefits (NASAA), and the National Association of State Administrators and Supervisors of Private Schools (NASASPS). Additionally, the Executive Director serves as the Southern Regional Education Board– National Council of State Authorization Reciprocity Agreements (SREB - NC SARA) chair of the steering committee and as a panelist during the NASASPS annual conference. Staff serve on committees as members of NASAA and CLEAR. In FY18, the executive director, by invitation, presented at three national conferences and one local workshop to share best practices in the areas of distance education regulation, establishing cross collaboration with sister regulatory agencies, and ensuring compliance with local requirements.

HELC staff members are subscribed to National Association of State Administrators and Supervisors of Private Schools (NASASPS) Yahoo-groups and NASAA listserv, which provide immediate access to receive and share valuable information with counterparts

nationwide. The HELC also hosts New Applicant Workshops every other month and provides technical assistance to potential licensees. Additionally, HELC staff members continue to liaise with other regulatory bodies in the District to ensure congruence (e.g. DC Board of Nursing, Health Emergency Preparedness and Response Administration (HEPRA), and the DC Board of Barbering and Cosmetology).

HELC hosted its first ever Licensee Forum. There were 132 registrants, 98 attendees 77 of which were representatives from licensed institutions. During the first part of the forum HELC staff and Commissioners reviewed the Commissions goals, strategic plans, and provided relevant updates. The second portion of the day included presentations in six key areas: campus safety (facilitated by the US Department of Education), District human rights laws (facilitated by the Mayor's Office of Human Rights), veterans education (facilitated by HELC/SAA staff), best practices in distance education, documenting student retention and placement, and customer feedback.

Licensure Process
In FY 2018, the HELC working in conjunction with the OSSE Office of the Chief Information Technology Officer, built out additional reports and ensure the system is continuously improved based on user feedback. These improvements include the creation of an "Accreditation Summary" report which provides an easy reference of the institutions accreditors; a revised "Performance Oversight" report; and "Application Assignments" report. We've also begun building institution profile pages. We've also made improvements to the look and feel of the user interface.

Provided training to the Commissioners
During Work meetings the Commission welcomed special presentations from the student loan and foreclosure ombudsman of District of Columbia Department of Insurance, Securities and Banking (DISB) and on parliamentary procedures.

Misconduct Process
As the need arises, staff confront institutions suspected of non-compliance and work to facilitate establishing compliance. Two administrative hearings were held in FY18. Two cases were referred to the Office of the Attorney General and more than a dozen notices of unlicensed activity were sent to institutions found to operating in the District of Columbia with authorization. In addition to denying licensure and applications seeking approval to operate, the Commission has imposed fines to institutions deemed non-compliant as well as instituted enrollment freezes and reduced licensure approval timeframes.

Regulatory Changes
In FY19, HELC, through OSSE will promulgate the Commission's regulations governing non-degree and degree granting institutions to reflect postsecondary industry best practices. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the Commission's procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity.

DC Data Vault ("DV")

Q97: **The following questions refer to the DC Data Vault:**
    (a) **What agencies and specific programs are utilizing the Data Vault as of Feb.1, 2019, 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 FY18, 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 FY19?**
    (g) **Were all referrals in FY18 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 FY18. 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 to bring to fruition the vision 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, 3,990 clients have been entered into the Data Vault, including 1396 in FY18 and 408 in FY 19 (October 1, 2018 – January 24, 2019). 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, 2019, 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. The RSA and DHS ESA have recently begun similar uploads. 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 to 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.

(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. These plans include building in at least two agencies to the Data Vault in the next 12 months. 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. Initial conversations have begun regarding incorporation of these partners, and they are currently attending the monthly Data Vault Working Group meeting which is jointly facilitated by OSSE and the Workforce Investment Council. One of the key outcomes of this working group has been the creation of a multiagency MOA. 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 and DOES AJC staff currently have access to obtain information about their clients, but as mentioned above, other core partners' providers will be added in the expansion including additional DOES departments, DDS/RSA, and DHS. Please see response in part (d) above for a listing of the information that can be accessed.

(f) In FY18, 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 FY19?

The ten OSSE AFE providers (noted by a + below) provide assessment and education services, so the AJCs make the majority of referrals using the Data Vault for the purpose

of taking a CASAS test (assessment services) or access to literacy service. As other agencies and programs are added to the Data Vault and increase usage, these numbers are expected to increase.

There were 1586 referrals to an external organization for the purposes listed above in FY18, and 568 to-date (Oct. 1, 2018 through Jan. 24 2019) in FY19. Please see the table below. For example, in FY18, Academy of Hope Public Charter School received 13 referrals from other agencies to provide literacy, IE&T services, or classes. The total referrals represent the number of referrals made through the Data Vault, and include District residents who have been referred multiple times for services.

Number of Referrals Received through DV

OSNE Subgrantee[+] or WIOA Core Partner Agency Name	FY18		FY19 (as of Jan. 24, 2019)	
	Assessment Services	Literacy/IE&T Services/Classes	Assessment Services	Literacy/IE&T Services/Classes
Academy of Hope Public Charter School[+]	0	13	0	1
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[+*]	577	74	268	8
Latin American Youth Center[+]				
Opportunities Industrialization Center-DC[+*]	382	11	166	7
So Others Might Eat[+]	0	2	0	
YouthBuild Public Charter School[+]	0	0	0	0
YWCA National Capital Region[+*]	433	58	114	1
Anacostia Community Outreach Center	0	8	0	0
Covenant House Washington	0	3	0	0
Ethiopian Community Center	0	1	0	0
Literacy Volunteers and Advocates	0	4	0	0
Perry School	0	2	0	0
Southeast Ministry	0	1	0	3
Washington English Center	0	2	0	0
Washington Literacy Council	0	13	0	0
Department on Disability Services/Rehabilitation Services Administration	2	0	0	0

Sub-Total, by Type of Referral	1394	192	548	20
All Referrals, by Fiscal Year	1586		568	

*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 FY18 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 FY18. If referrals were also made to other groups through the Data Vault, please add rows for each of them.

Please see the table in response (f) for this information.

Public Charter School Credit Enhancement Fund Commission

Q98: **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 FY18 and in FY19;
   (c) A narrative description of any action items taken or recommendations made by the Commission in FY18 and in FY19.

   RESPONSE:

   The District of Columbia Public Charter School Credit Enhancement Committee ("Committee") is a committee established by the Mayor and is responsible for approving any financial transactions funded from the District of Columbia Public Charter School Credit Enhancement Fund, Direct Loan Fund, or any other fund supporting a public charter school financing program as established by the Mayor and Council of the District of Columbia, or the Congress. The funds may be provided directly to public charter schools, limited liability companies participating in the District's New Markets Tax Credit program, or to non-profit entities that develop and finance facilities intending to be occupied by a public charter school, in order to promote innovative credit enhancement and loan initiatives for public charter schools.

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

   The Committee is comprised of five members; three members are appointed by the Mayor of the District of Columbia, and two are appointed by the DC Public Charter School Board.

Name	Company	Appointment
Geoffrey Tate, Sr.	Certified Professional Housing Counselor, Creloba Counseling Services	9/21/2009 (resigned 12/31/17)
Cedric Bobo	Self-Employed	5/5/2010
Michael Musante	President, Musante Strategies, LLC Senior Director of Government Relations, Friends of Choice in Urban Schools (FOCUS)	12/3/2009
Frank Williams	Senior VP, Bank of America Merrill Lynch	9/27/2013
James Henderson	Managing Principal, EdOps	10/28/2013
Mark Medema	School Outreach Advisor, Charter Impact Fund	9/17/2018

   (b) A list of the date and time of all meetings in FY18 and in FY19;
   (c) A narrative description of any action items taken or recommendations made by the Commission in FY18 and in FY19.

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
October 19, 2017	Canceled	No new transactions to consider.
November 16, 2017	Canceled	No new transactions to consider.

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
December 21, 2017	Canceled	No new transactions to consider.
January 18, 2018	Canceled	No new transactions to consider.
February 15, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	No new transactions to consider. Committee review of fund balance forecast.
March 15, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $2 million direct loan and a $500,000credit enhancement for Breakthrough Montessori PCS.
April 19, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $2 million direct loan for City Arts and Prep PCS.Note, this transaction was approved provided OPCSFS staff could secure a short-term security interest in advance of the senior loan financing.
May 17, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $600,000 direct loan for Digital Pioneers PCS, a $2 million direct loan for Early Childhood Academy PCS, and a $500,000 credit enhancement for Breakthrough Montessori PCS.
June 21, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed new information and reapproved the $2 million direct loan for City Arts and Prep PCS and the $2 million direct loan and $1 million credit enhancement for Breakthrough Montessori PCS.
July 26, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $532,064direct loan for St. Paul on Fourth St., Inc. Approved a $ 350,000 credit enhancement for Statesmen College Preparatory Academy for Boys PCS.
August 22, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a $2 million direct loan and a $195,000 credit enhancement for the Charter School Incubator Initiative – Evans School – Elsie Whitlow Stokes PCS second campus.
September 20, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed a $1,312,500 direct loan and a $195,000 credit enhancement for the Charter School Incubator Initiative - PR Harris School – Ingenuity Prep PCS. Decision tabled until additional information was obtained.
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.
Meeting schedule for remainder of FY 2019: February 21, 2019, March 21, 2019, April 18, 2019, May 16, 2019, June 20, 2019, July 18, 2019, August 15, 2019, September 19, 2019.		

Q99: **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 Nov. 30, 2018	Amount Loaned Out	Transfers from specific account to other programs or initiatives
Direct Loan	$23,027,764	$21,669,414	No transfers to other programs or initiatives.
Credit Enhancement	$13,506,926*	$10,080,000	No transfers to other programs or initiatives.

*Note that this amount appears lower than last year due to exclusion of Charter School Incubator Initiative grant funds ($5.8 million) and the exclusion of the $10,080,000 in committed credit enhancements and $2 million in new credit enhancements approved.

DIRECT LOANS ACCOUNT *as of Nov. 30,2018*	
Amount	**Public Charter School**
$1,194,956	Two Rivers PCS
$674,201	Carlos Rosario PCS
$1,975,997	Eagle Academy PCS
$2,000,000	Charter School Incubator Initiative
$1,635,130	Creative Minds PCS
$1,986,798	Mundo Verde PCS
$ 753,114	Kingsman Academy PCS
$ 949,231	DC International PCS
$2,000,000	Charter School Incubator Initiative
$1,464,454	DC Scholars PCS
$1,053,385	Charter School Incubator Initiative
$1,467,936	St. Paul on Fourth St., Inc.
$527,379	Digital Pioneers PCS
$1,986,833	Early Childhood Academy
$2,000,000	Breakthrough Montessori PCS

(b) Credit Enhancement Account

CREDIT ENHANCEMENTS ACCOUNT	
as of Nov. 30, 2018	
Amount - Funded	**Public Charter School**
$3,000,000	Friendship PCS
Amount - Unfunded	**Public Charter School**
$1,000,000	Mundo Verde PCS
$1,000,000	Paul PCS
$1,000,000	Charter School Incubator Initiative
$1,000,000	Two Rivers PCS
$900,000	Washington Global PCS
$830,000	DC International PCS
$1,000,000	Breakthrough Montessori PCS
$350,000	Statesman College Prep

Q100: **What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in FY18 and in FY19? How much of this allotment has been spent?**

RESPONSE:

Public Charter School	Total Allocation in FY18	Total Allocation in FY19 as of Dec. 11, 2018	Total Obligations to Date as of Dec. 11, 2018
Breakthrough Montessori PCS	$1,000,000	$0	$1,000,000*
Statesman College Prep Academy PCS	$350,000	$0	$350,000*

*Note: as of Dec. 11, 2018, none of this amount has been used to pay out on the guarantee but the entity still has time to use these funds based on the terms and condition of the credit enhancement agreement.

General Questions

Q101: **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 FY18 or to date in FY19.**

    RESPONSE: Q101 Attachment – Organizational Chart.pdf

There were no new organizational changes made during FY18. To date in FY19, OSSE has 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.

Q102: **Provide the agency's performance plan for FY18. Did OSSE meet the objectives set forth in the FY18 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:** Q102 Attachment 1 – FY18 OSSE Performance Accountability Report.pdf
> Q102 Attachment 2 – FY18 OSSE DOT Performance Accountability Report.pdf

Building on the progress made toward the strategic objectives contained in the FY17 performance plan to make additional strong improvements in FY18, OSSE elected to maintain its focus as an agency on the following priorities:

- High quality and actionable data
  OSSE will provide high-quality data and analysis that will empower LEAs, CBOs, and providers to meet the needs of all learners and allow education partners to make informed policy decisions

- Quality and equity focus
  OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need

- Responsive & consistent service
  OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students

- Top notch talent
  OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education

Of the twelve strategic initiatives OSSE undertook in FY18, a number were of significant importance to the agency in furthering its objectives in using high-quality data, concentrating on quality and equity, providing responsive and consistent service, and building an agency staffed by top-notch talent. The following were of great impact on advancing the state of education in the District:

- Develop the accountability report card and website with strong community engagement in the process so that these tools become the go-to resource for families to inform their decision-making about school options starting in the SY18-19 lottery. Oversee a smooth and effective transition to a new accountability system for all public schools beginning in fall 2018
  Following the approval of the common accountability system outlined in DC's state plan for the Every Student Succeeds Act (ESSA) during FY17, OSSE continued to develop and implement the system in FY18.

  The stakeholder engagement and transition processes OSSE offered in FY18 were transformative in their scope and breadth and were recognized nationally for their exemplary reach. Seeking to improve the system in response to ongoing stakeholder engagement, OSSE conducted an extensive, nearly yearlong citywide series of meetings with students, parents, families, school staff, and community members for which a series of helpful guides were created and translated into seven languages. Ultimately, the more than 4,000 total stakeholders reached used the resources produced

to contribute rich feedback, which OSSE in turn used to create an accessible, user-friendly final product that is responsive to and reflective of the needs and wants of the public.

In addition to broad public engagement and the release of community resources, OSSE also hired a Director of Accountability in FY18. The Director of Accountability joined the agency and immediately impacted the work by building relationships with LEAs and other stakeholders and bringing a fresh perspective to the process.

This initiative continued into FY19 and was completed in the first quarter of the year with the release of the School Transparency and Reporting (STAR) Framework and DC School Report Card in December 2018.

- <u>Build on the momentum of FY17 to create a frictionless start of school for the 2018-19 school year for LEAs in their partnership with OSSE through earlier access to information, strengthened systems and stable transitions. By streamlining services and requests, OSSE will enable LEAs to spend more time on what matters most: building relationships with students and families</u>
  OSSE launched the planning for the 2018-19 Start of School Campaign in the first quarter of FY18, choosing to build on the momentum created in FY17 to continue with the same five priority projects as in the year before, early access to information via Qlik applications; easy connections of student information systems to the OSSE data system; effective troubleshooting and support for data system issues; timely access to transportation for students with disabilities, and; a streamlined and effective enrollment audit. OSSE launched many important Start of School resources and tools for FY18, including an updated Enrollment Audit Handbook, a new LEA Feed Management system, and the Early Access to Info for English Learners (ELs) Qlik application. The Qlik application in particular was well-received and, based on feedback from the field, helped LEAs plan more effectively for incoming English learner (EL) students.

  The second annual Start of School Summit was held on June 12, 2018, reaching more than 250 representatives from 98% (67 of 68) of the city's local education agencies (LEAs). In response to feedback received in FY17. FY18 featured a Makeup Summit, which was held on August 1 with the purpose of providing important training and updates to LEA staff who were unable attend the first event or were hired after that date. Q4 - The Summit and Make-up Summit met their goals. However, outside of access to information for ELs and access to transportation for SWDs, other priorities were not as successful. (NOTE: SY18-19 enrollment audit is ongoing.) The remaining priorities - easy SIS connections to SLED, effective data system troubleshooting/support - both experienced issues in meeting SY18-19 goals and remain pain points.

  OSSE concluded FY18 by beginning the process of identifying the priority areas and details for the 2019-20 Start of School Campaign and Summit.

- <u>Leverage our grantmaking to advance OSSE's strategic plan, especially focused on Quality and Equity as well as Responsive and Consistent Service. This will include developing a methodology to determine which grants are best as competitive and which are best as per-pupil allocation and streamlining the process for all grants to reduce the burden on grantees and applicants</u>
  To begin FY18, OSSE successfully launched two standing grassroots staff groups (working group and advisory group) to build ownership and advance the solutions for the goal of improving our grants allocation processes. These teams are comprised of staff members from across the grantmaking teams of the agency who are responsible for a variety of tasks and, in one of their first

major projects, completed an agency-wide inventory and analysis of all OSSE grants (approximately 68 in FY18).

The in-depth look led by the staff working and advisory groups contributed to the implementation of the "Grant Development Planner," a tool that shows workflow, critical milestones, and development of the entire slate of grants administered by the agency. The data shared in the Grant Development Planner yielded significant internal benefits upon implementation, enhancing awareness, enabling coordination, and improving accountability and expediency across teams. In addition, OSSE also received positive feedback from external audiences after sharing the external grants forecast tool. Continuing the impact of these two tools, OSSE also launched the first phase of the Grant Manager Training Hub, an internal training portal that increases role clarity and streamlines processes with integrated strategic planning for grants-affiliated staff. Ultimately, given that OSSE distributes more than $60 million dollars in grants each year, improving the processes surrounding the management of these funds is one of the agency's most powerful levers for promoting equity and quality in schools across the city.

We fell short of meeting the following critical KPIs:

- Percent of user requests via the services portal solved and closed within five days of receipt: A number of factors contributed to these results, including staffing and an office move. OSSE's Office of the Chief Information Officer (CIO) was understaffed for most of FY18, a fact that was exacerbated by the introduction of a number of new devices and technologies related to the agency headquarters' move from 850 First Street NE to 1050 First Street NE. While these new devices are now helpful and fully implemented, they did require significant attention during the move and involved a learning curve for CIO staff to be able to fully support their peers; similarly, the launch of new technologies for everyday tasks forced the division's staff to rely on outside support for a number of things that it could previously manage internally.
- Percent of all students at college and career ready level in reading on statewide assessment: Overall, OSSE has witnessed increases in scores across almost all grades and subjects, with improvement for all major groups of students, including in the percentage of students demonstrating college and career readiness in mathematics. More specifically, the most recent results for the PARCC assessment demonstrate especially strong improvement in middle grades in both ELA and mathematics. Since 2015, the District has increased the number of students who are on track for college and careers, as demonstrated by achievement at or above level 4 (2.8 percentage points in ELA), and reductions in the number of students in the lowest two levels. For ELA in particular, the percentage of students scoring at or above a level 4 statewide increased between the 2016-17 school year and 2017-18 school year by 3 percentage points in grades 3-8 and 2 percentage points in grades 9-12. Finally, statewide PARCC participation rates have maintained a strong percentage of tested students, surpassing the 95% participation requirement for both ELA in the 2017-18 school year.
- Percent of early childhood and development programs that meet Gold tier quality: The percentage of early childhood and development programs rated in the Gold tier has steadily increased since FY15, with a slight year over year increase seen in FY18. More broadly, however, there was also an increased number of "quality" facilities and number of facilities overall accepting subsidy. OSSE will continue track this measure carefully during the transition from Going for the Gold Quality Rating and Improvement System (QRIS) to Capital Quality QRIS and, additionally, has elected to make this an agency-wide area of focus in the forthcoming strategic plan.
- Percent of grant funds reimbursed within 30 days of receipt: The problems encountered in reimbursing grant funds in FY18 were related to vendor issues, as well as with longer than average

review and approval reimbursement timelines. OSSE anticipates that the significant work being done around grants will ameliorate the underlying causes of these issues.

OSSE DOT:
Despite a 2% increase in the number of student routes and a 4% increase in the number of students served, OSSE DOT managed to nearly meet its target for on-time arrival at school. OSSE DOT launched a significant hiring campaign in FY18 which led to an overall 4% increase in the driver bench and a 3% increase in the attendant bench (staff available for support in the event the permanently assigned staff is unavailable). OSSE DOT will continue to actively recruit front line employees 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 also ensured its fleet was ready and prepared to provide transportation services to all students by maintaining an average of 94% buses in service.

OSSE DOT has seen an increase in the number of students served each year. From 2017 to 2018 there was a 4% increase in the average number of students served. Due to the increase in the number of students served, there was also a 2% increase in the average number of routes year over year. Additionally, as students served and route counts increased the variable costs was impacted. These factors led to an increase in the number of calls received, preventable accidents per 100,000 and an increase in variable costs. OSSE DOT is implementing enhanced communications techniques to help combat the number of calls received. Thus far, due to ongoing training/ refresher training, OSSE DOT has seen a 55% decrease in the number of preventable accidents the beginning of this school year (August 2018-November 2018) compared to the same time last year (August 2017-November 2017).

Q103: Provide the agency's performance plan for FY19.

    RESPONSE: Q103 Attachment 1 – FY19 OSSE Performance Plan.pdf
                        Q103 Attachment 2 – FY19 OSSE DOT Performance Plan.pdf

Q104: **Explain the impact on your agency of any legislation passed at the federal level during FY18 or FY19, to date. Please include comment on the recent reauthorization of the Elementary and Secondary Education Act.**

RESPONSE:

Federal Legislation passed in FY18 and FY19 to date Impacting OSSE

H.R. 2353, Strengthening Career and Technical Education for the 21st Century Act
On July 31, 2018, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Perkins V makes key changes that will impact the implementation of CTE programs and administrative processes nationally and maintains a focus on CTE program improvement, flexibility, data, and accountability. The law provides states with more flexibility to establish performance targets while relying on greater stakeholder engagement. Perkins V maintains a focus on CTE program improvement, flexibility, and data and accountability. The new law will go into effect on July 1, 2019, and the first year of implementation will be considered a "transition year." OSSE, as an eligible agency, will submit a one-year transition plan in spring 2019. OSSE is in the early stages of stakeholder engagement with LEAs and industry partners, and that work will continue throughout FY 19. Full four-year state and local plans, covering all requirements of the Act, will be submitted in spring 2020.

Appropriations
Congress continues to rely on continuing resolutions to fund the government and prevent government shutdowns. This causes significant uncertainty for OSSE and the education federal grants that it allocates to LEAs and schools. Of the various continuing resolutions passed in FY18, H.R. 1625, the Consolidated Appropriations Act of 2018, which became law on March 3, 2018, funded the federal government for the remainder of FY 18 is noteworthy. Under this law, the US Department of Education received $70.9 billion in FY 18. On September 28, 2018, Congress passed, H.R. 6157, the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 and Continuing Appropriations Act, 2019. For FY 19, the following programs saw increases in appropriations: Title I-Part A- Education for the Disadvantaged, Title-IV A, Student Support and Academic Achievement, Homeless Children and Youth, the Charter Schools Program, IDEA Part B, and the Child Care and Development Block Grant. For FY 19, the following programs were flat funded: Title II-A, Supporting Effective Instruction, Title III-A English Language Acquisition, 21st Century Community Learning Centers, and IDEA Part C-Infants and Families.

As of the submission of this document, the federal government is partially shut-down due to a lapse in appropriations; however, U.S. Department of Education programs are funded. DCTAG has not been funded for the remainder of FY 19. DCTAG is currently operating using carryover funds as well as pro rata funds from the short-term continuing resolutions. Should the shut-down continue, DCTAG would continue to make disbursements using these funds.

OSSE's Implementation of the Every Student Succeeds Act
The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. The new legislation, which replaces the No Child Left Behind Act of 2001 and reauthorizes the Elementary and Secondary Education Act (ESEA) of 1961, builds on key areas of educational progress achieved in recent years with the intention of ensuring all students have equitable access to a high-quality education. ESSA offers new flexibilities to states and opportunities for the District to rethink existing structures accountability, school improvement, and teacher support and evaluation. In addition to carrying forward

standards, annual assessments, and subgroup disaggregation, ESSA emphasizes transparency through increased public reporting.

Consistent with ESSA, OSSE developed and submitted a Consolidated State Plan to the US Department of Education for approval. Question 55 describes the robust community engagement process used to gather feedback on the state plan which included the STAR framework. The US Department of Education approved the District of Columbia Consolidated State Plan in 2017.

OSSE continues to take significant steps to implement the state's approved state plan. In December 2018, OSSE released the DC School Report Card after over two years of robust engagement with the public and the State Board of Education (SBOE). As of January 2018, the DC School Report Card has had a total of 26,000 unique users with over 38,000 sessions with 75% of users being located in the District of Columbia. At the beginning of 2019, OSSE will conduct targeted meetings, communications, and toolkit to educate the public on using the report card. OSSE has launched a survey to gather feedback on the usability, design, structure, and content of the DC school Report Card, and will incorporate that feedback to make continuous improvement to the report card and the STAR system.

Further, OSSE is required to identify for Comprehensive Support and Improvement, Type 1 (CSI-1) those schools in the bottom 5% of schools in terms of performance on the federally-approved STAR accountability system. These CSI-1 schools are eligible for Investment in Schools Grants. These grants of approximately $1 million can be spent over three years to support school improvement efforts. Question 56 describes the Investment in Schools Grant.

The DC School Report Card can be found at www.DCSchoolReportCard.org. The site includes a robust suite of resources for educators and families on the report card and the STAR Framework. Technical resources on the DC School Report Card and the STAR Framework can be found on the OSSE website; these resources include the DC School Report Card and STAR Framework Data, analysis on the citywide performance trends on STAR, analyses on distributions and correlations, and a technical guide. Resources related to ESSA, including materials from engagements to date are all available on OSSE's ESSA homepage: www.osse.dc.gov/essa.

In addition to making required updates to DC's state accountability system and report card, OSSE has updated the consolidated application LEAs use to apply for ESEA Title I-IV funds, and has provided guidance and technical assistance to help LEAs meet the new programmatic requirements of the law outside the scope of school accountability, for example ESSA-compliant federal formula grants toolkits.

Resources related to ESSA, including materials from engagements to date, as well as detailed guidance for LEAs on how to meet the new programmatic requirements of the law, are all available on OSSE's ESSA homepage: www.osse.dc.gov/essa.

Q105: **Please also identify all new policies that have been finalized in FY18 or that are expected to be promulgated in FY19. How does OSSE inform LEAs and the public of new or advised regulations or policies?**

RESPONSE:

In FY18 and to date in FY19, OSSE published Notice of Final Rulemaking or Notice of Emergency Rulemaking for the following regulations:

Title & Chapter	Chapter Heading	Description of Rulemaking	Volume and Date of Proposed and/or Emergency Rulemaking	Volume and Date of Final Rulemaking
Title 5-E, Chapter 30	Special Education	Amending regulations to conform with the Enhanced Special Education Services Amendment Act of 2014, which requires LEAs to make reasonable efforts to obtain parental consent within 30 calendar days of receipt of a referral for initial evaluation and complete an eligibility determination within 60 calendar days of obtaining parental consent for initial evaluation and to address critical gaps and clarify existing responsibilities related to: child find obligations (or the obligation to identify, locate, and evaluate all children suspected of having a disability), referrals for initial evaluation, local education agency (LEA) responsibility to conduct reasonable efforts to obtain parent consent prior to an initial evaluation, considerations for reviewing data during the initial evaluation of a child under the age of six (6), LEA responsibilities related to extended school year services, and requirements related to the provision and documentation of prior written notice.	65 DCR 3653 April 6, 2018	65 DCR 7392 July 13, 2018
Title 5-A, Chapter 30	Subsidized Child Care	Amending the District of Columbia's child care subsidy rates to increase rates in FY19, update the sliding fee scale to align with the 2018 Federal Poverty Guidelines, and to implement new QRIS, Capital Quality	65 DCR 45 Nov. 2, 2018	66 DCR 4 Jan. 25, 2019
Title 5-A, Chapter 27	Athletics	Updating interscholastic athletics governance framework and make substantive amendments to eligibility provisions to align with the District of Columbia State Athletics Consolidation Act of 2016, in collaboration with the newly established State Athletics Commission	65 DCR 31 Aug. 3, 2018	65 DCR 43 Oct. 19, 2018
Title 5-A, Chapter 1	Child Development Facilities: Licensing	Final Rulemaking to extend the deadline for staff members to comply with specific credential requirements	64 DCR 46 Nov. 17, 2017	65 DCR 26 June 29, 2018
Title 5-A, Chapter 31	Early Intervention	Amending regulations to conform with the Enhanced Special Education Services Amendment Act of 2014 to expand eligibility	65 DCR 3653 April 6, 2018	65 DCR 7392 July 13, 2018

The following policies were finalized during FY18 and FY19 to date:

Policy Title	Date Issued
DC Tuition Assistance Grant Policy Changes	January 2017
Eligibility Determinations for Subsidized Child Care Policy Manual (update)	September 2018
Districtwide Assessments Participation and Performance Policy	January 2018
Adult and Family Education (AFE) – DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA) Providers and Core Partners	December 2017
DC ReEngagement Center Data Privacy Policy	March 2017

The following regulations are expected to be promulgated in FY19:

Title	Chapter Number	Chapter Heading	Description of Rulemaking
5-A	Chapter 30	Special Education	Rulemaking to update the complete Chapter addressing local special education requirements to conform with and implement current federal regulations and recent local legislation. The proposed regulations are not intended to effectuate a large shift in practice; they incorporate existing policy requirements while clarifying existing language and removing confusing or outdated references. New content or requirements in the proposed regulations are intended to improve the provision of special education and related services to students with disabilities, provide clarity on LEA responsibilities, and address anticipated changes in foundational local and federal law. The chapter has also been reordered to more closely align to IDEA and the natural progression of the special education process.
5-A	Chapter 32	English Language Learners	Establishing local compliance requirements in accordance with both applicable federal and local laws.
5-A	Chapter 75	Alternative Programs	OSSE is promulgating regulations that define eligibility for the Alternative UPSFF funding weight, to come into compliance with the UPSFF code and enable new schools to access funding to support their alternative programs.
5-A	Chapter 1	Child Development Facilities: Licensing	Updating regulations based on review of initial years of implementation
5-A	Chapter 34	Dual Enrollment	Updating to clarify guidelines of dual enrollment programs
5-A	Chapter 80-83	Higher Education Licensure Commission	Amending regulations to merge chapters in order to eliminate redundancy, codify existing procedures and practices, update and clarify standards and procedures for licensure, the application process, hearing procedures, and the operation of the Commission
5-A	Chapter TBD	Testing Integrity	Adding a new chapter to implement the Testing Integrity Amendment Act of 2013

The following policies are expected to be finalized during FY19:

Policy Title	Timing
DOT Student Transportation Policy – Update	TBD
Adult and Family Education (AFE) – DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA) Providers and Core Partners	TBD – Policy pending approval by the U.S. Department of Education
ESEA Complaint Policy	TBD
Alternative Program Designation Policy Guidance	February 2019
Health & Wellness Model Policy for preventing and addressing student sexual abuse and student-on-student acts of sexual harassment, sexual assault, and dating violence	TBD

How does OSSE inform LEAs and the public of new or advised regulations or policies?

OSSE informs the LEAs and the public of new or advised regulations through various engagements with major stakeholder groups including working groups, public hearings and meetings. In addition, OSSE informs LEAs and the public of new or altered regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. 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.

Q106: Please provide the following budget information for OSSE and all programs under its purview, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:
   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: Q106 Attachment – Budget and Expenditures.xlsx

Q107: Provide a complete accounting of all intra-district transfers received by or transferred from OSSE during FY18 and to date in FY19. 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: Q107 Attachment – Intra-District Transfers.xlsx

Q108: Provide a complete accounting of all reprogrammings received by or transferred from the OSSE during FY18 and to date in FY19. 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: Q108 Attachment – Reprogrammings.xlsx

Q109: Provide a complete accounting of all of OSSE's Special Purpose Revenue Funds for FY18 and FY19. Please include the revenue source name and code, total amount generated and expended, and the purpose of the funds.

RESPONSE: Q109 Attachment – Special Purpose Revenue.xlsx

Q110: Provide a list of all OSSE's fixed costs budget and actual dollars spent for FY18 and to date in FY19. 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: Q110 Attachment – Fixed Costs.xlsx

Q111: **Provide the capital budget for OSSE and all programs under its purview during FY18, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY18.**

RESPONSE: Q111 Attachment – Capital Budget.xlsx

Q112: Describe any spending pressures that existed in FY18. 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 FY18.

Q113: **Identify potential areas where spending pressures may exist in FY19? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY19 budget.**

RESPONSE:

OSSE does not anticipate that it will have any spending pressures in FY19.

Q114: **Provide a list of all FY18 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: Q114 Attachment – Full Time Equivalent Position.xlsx

Q115: **How many vacancies were posted for OSSE during FY18? To date in FY19? Which positions? Why was the position vacated? In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.**

      RESPONSE: Q115 Attachment - OSSE Vacancies FY18 and FY19 to Date.xlsx

Q116: **How many employee performance evaluations were completed in FY18 and how was performance measured against position descriptions? To date in FY19? 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 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. Also, please note that newly on-boarded employees develop plans within their first 30 days.

FY18 Evaluations		FY19 Plans	
OSSE General		OSSE General	
# of Plans/Staff	364	# of Plans/Staff	412
# Completed Evaluations	364	# Draft Plans Completed	400
# NOT Completed	0	# Draft Plans NOT Completed	12
OSSE DOT		OSSE DOT	
# of Plans/Staff	178	# of Plans/Staff	174
# of Completed Evaluations	178	# Draft Plans Completed	172
# NOT Completed	0	# Draft Plans NOT Completed	2

Q117: 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.

Q118: **Have there been any accusations by employees or potential employees that OSSE has violated hiring and employment non-discrimination policies in FY18 or to date in FY19? If so, what steps were taken to remedy the situation(s)?**

RESPONSE:

No. There have not been claims of violations of hiring and employment non-discrimination policies in FY18 or to date in FY19.

Q119: **Please list all settlements entered into by the agency or by the District on behalf of the agency in FY18 or FY19, to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).**

RESPONSE:

Date of Settlement Agreement	Party Names	Amount of Settlement	Litigation Description or Reason for Settlement
3/26/2018	Confidential	$1218	ODR – Special Education Transportation
2/23/2018	Confidential	$60.45	ODR – Special Education Transportation
10/18/2018	Confidential	$500	ODR – Special Education Transportation

In FY18, OSSE entered into two settlement agreements with former employees. In FY19 to date, OSSE has not entered into any settlement agreements with former employees. Due to the confidentiality of personnel matters, the table above does not include any detailed information regarding any settlement agreements entered into by OSSE with any former employees.

Q120: **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 FY18 and FY19, 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.

In FY18, OSSE received three (3) complaints alleging sexual harassment and one (1) was substantiated. In FY19 to date, OSSE received one (1) complaint alleging sexual harassment and zero (0) were substantiated.

Complaints to EEO Counselors
In FY18, eight (8) complaints alleging discrimination on the basis of sex (which includes sexual harassment & right to breastfeed), gender identity/expression and sexual orientation were received by OSSE's EEO counselors. It is worth noting that for allegations of sexual harassment, complainants are able to bypass EEO counseling and file a formal complaint directly with the Office of Human Rights. Additionally, complainants are able to seek EEO counseling, for any of the protected traits, outside of their own agency. These EEO matters were handled by the agency in accordance with policy and protocol.

Q121: **Provide the Committee with the following:**
    (a) A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY18 and to date in FY19, and the amount; and,
    (b) A list of travel expenses for FY18 and to date in FY19, arranged by employee.

      RESPONSE: Q121 Attachment 1 –Performance Allowance.xlsx
                    Q121 Attachment 2 – DOT Absence Incentive Payments (Q2-Q4).pdf
                    Q121 Attachment 3 – DOT Drivers without Accidents Incentive Payments.pdf
                    Q121 Attachment 4 – DOT Back to School Incentive Payments.pdf
                    Q121 Attachment 5- Travel Expenses FY18.pdf
                    Q121 Attachment 6 - Travel Expenses FY19.pdf

Q122: Provide the following information for all contracts awarded by OSSE during FY18 and to date in FY19:
(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: Q122 Attachment – FY18-19 Contracts.xlsx

Q123: **Provide the following information for all contract modifications made by OSSE during FY18 and to date in FY19, 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: Q123 Attachment - FY18-19 Contract Modifications.xlsx

Q124: Provide the following information for all purchase card transactions during FY18 and to date in FY19:
(a) Employee that made the transaction;
(b) Transaction amount; and,
(c) Transaction purpose.

RESPONSE: Q124 Attachment 1 – FY18 Purchase Card Transactions.xlsx
Q124 Attachment 2 – FY19 Purchase Card Transactions.xlsx

Q125: **Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within OSSE during FY18 and to date in FY19. 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: Q125 Attachment 1 – FY17 DC Govt A133 Single Audit Report.pdf
Q125 Attachment 2 - ODCA Early Intervention.pdf
Q125 Attachment 3 – USDA Summer Foods Service Program ME Findings Letter FY18
Q125 Attachment 4 – USDA NSLP School Programs ME Closure Letter FY18
Q125 Attachment 5 – USDA Child Nutrition Program FMR Findings Letter FY18
Q125 Attachment 6 – USED Perkins CTE Release Letters.pdf
Q125 Attachment 7 – OIG Student Residency Verification Audit Report.pdf
Q125 Attachment 8 - USED 21st CCLC Program - DC Monitoring Report 2018 - Final.pdf
Q125 Attachment 9 - DCTAG Audit
Q125 Attachment 10 - DVA HELC Site Visit Letter.pdf
Q125 Attachment 11 - DVA HELC Site Visit Checklist.pdf
Q125 Attachment 12 - USED AFE Transmittal Letter and Report FINAL.pdf
Q125 Attachment 13 - USED AFERevised DC CAP 9 27 2018.doc

The following completed reports or program/fiscal audits that were completed during this timeframe can be found at their corresponding attachment:

- **A-133 Audit:** The District's FY17 Single Audit progress report are attached with relevant findings.
- **Office of the DC Auditor (ODCA) – Early Intervention:** ODCA released a report on December 7, 2019 with their findings and recommendations regarding the District's Early Intervention Program as administered by OSSE. The objectives of the audit were two fold (1) to determine if the process used by OSSE to develop the DC EIP budget adequately supports DC EIP's mission and financial requirements and is formally documented, and (2) to respond to the questions posed by Councilmember Grosso in a letter to ODCA dated August 19, 2016.
- **Medicaid Audit:** DHCF is currently conducting an audit of OSSE DOT and Nonpublic student services compliance with the Medicaid laws and regulations reflected in the Provider Reimbursement Manual (PRM Pub. 15) and the District of Columbia (D.C.) State Plan applicable to the accompanying Schedule of Medicaid Costs (cost report) for the fiscal year ended September 30, 2016. The audit is being facilitated by a DHCF contractor, Bert Smith & Co, and is 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 FY18 related to creating and updating standard operating procedures, which has been the main focus of the team over the last 3 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. OSSE is in ongoing communication with USDA to take appropriate corrective action on the open evaluations and reviews:

- o Summer Foods Service Program ME – May 2018 (open)
    - OSSE met the Corrective Action Plan deadline of November 2018 and is awaiting a response from USDA.
- o School Nutrition Programs ME – May 2018 (closed)
    - Child Nutrition Programs FMR – August 2018 (open): OSSE met the Corrective Action Plan deadline of November 2018 and provided additional follow-up information requested by USDA in January 2019. OSSE is awaiting further response from USDA.
- **U.S. Department of Education CTE Monitoring Visit:** The U.S. Department of Education's Office of Career, Technical and Adult Education conducted an on-site monitoring visit for the Career and Technical Education, Carl D. Perkins IV grant in the summer of 2016. The Career and Technical Education unit has developed work plans that delineate state and LEA-level action steps to address the need to develop a complete program of study that spans secondary and postsecondary education options, based on the visit's findings.
    - o Results of this monitoring visit were delivered to the State Office of Career and Technical Education in the winter of 2017. Four areas of deficiency were identified. As of December 2017 all areas of deficiency had been resolved with evidence provided to the Department of Education.
- **OIG Student Residency Verification Audit** – This audit is a part of OIG's Fiscal Year 2017 Audit and Inspection Plan. Per OIG, the objectives of this audit are to assess DCPS' and PCS': (1) enrollment processes for non-resident students; and (2) revenue collection processes for recording and reporting non-resident tuition and fines. OIG has not yet issued a final report.
- **US Department of Education Office of State Support**: In July 2017 the Department of Education reviewed OSSE's administration of fiscal and certain programmatic requirements of Elementary and Secondary Education Act programs, including Title I, Part A; Title II, Part A; Title II, Part A and the School Improvement Grant. OSSE is awaiting the release of the final report.
- **U.S. Department of Education 21st Century Community Learning Centers**: The Department of Education reviewed OSSE's implementation of the federal out-of-school time program in May 2018. USED issued findings related to the requirement for OSSE to complete a formal program evaluation of its grantees. OSSE is on track to fulfill these requirements in FY19.
- **US General Accountability Office (GAO) Audit of the DCTAG Program –** This audit was based on a provision in the Consolidated Appropriations Act of 2017 and examined the characteristics of DCTAG recipients and steps taken by the program to support recipients, as well as the extent to which OSSE reports DCTAG's performance to internal and external stakeholders. GAO 18-527 publication "Improved Reporting Could Enhance Management of the Tuition Assistance Grant Program" was completed on September 6, 2018. GAO assessed the most recent data available on DCTAG, covering academic years 2007–2016, as well as data on college graduation, tuition, and fees from the Department of Education's Integrated Postsecondary Education Data System for academic years 2007–2016, and data on enrollment in high schools and median household income in DC from the U.S. Census Bureau's American Community Survey for 2007–2016; interviewed representatives of DCTAG and the entities it partners with to support recipients; and reviewed relevant laws, the applicability of standards for internal control, and guidance on performance management. GAO recommended that OSSE issue annual reports relating DCTAG's performance to program goals. In response to the recommendation, the Mayor stated that OSSE will expand annual reporting to include direct linkages and combine data points to better illustrate the program's performance.

- **US Department of Veterans Affairs Site Visit-** This inspection visit is purposed to review, evaluate, and observe the day-to-day operations of the State Approving Agency (SAA) staff related to the contract administration functions. The visit to the HELC serving as the SAA was conducted April 19, 2018.
- **US Department of Education, Adult and Family Education Monitoring Review** – The U.S. Department of Education, Office of Career, Technical and Adult Education conducted an onsite monitoring visit for the Adult Education and Family Literacy Act grant in the spring of 2018. The Adult and Family Education unit developed a corrective action plan with actions steps to address the findings. The plan is being reviewed and pending approval by the US Department of Education.