Office of the State Superintendent of Education
Enrollment Audit Stakeholders Working Group Introductory Meeting Notes
May 21, 2012
3:30pm to 5:00pm
810 First Street, NE, 9ᵗʰ Floor, Washington, DC 20002

Present Members

Ann Willemssen, Office of the State Superintendent of Education

Jeff Noel, Office of the State Superintendent of Education

Dwight Franklin, Office of the State Superintendent of Education

Scheherazade Salimi, Office of the Deputy Mayor for Education

Joshua Thompson, Office of the Deputy Mayor for Education

Robert Cane, Friends of Choice in Public Schools

Lauren Outlaw, Friends of Choice in Public Schools

Irene Holtzman, KIPP Public Charter School

Kari Smith, Friendship Public Charter School

Naomi DeVeaux, DC Public Charter School Board

Julie Meyer, The Next Step Public Charter School

Russ Williams, Apple Tree Public Charter School

Brittney Autry, Apple Tree Public Charter School (transitioning to replace Russ Williams)

Jeremy Williams, DC Public Charter School Board (for Ino Okoawo)

Elisabeth Morse, Department of Youth Rehabilitation Services

John Petersen, DC Public Schools

Ramona Edelin, DC Association of Chartered Public Schools

Keisha Hutchinson, Thurgood Marshall Academy Public Charter School

Absent Members

Carl Kullback, Office of the State Superintendent of Education

Vanessa Carlo-Miranda, EL Haynes Public Charter School

Mary Lord, DC State Board of Education

Updates on the School Year 2012 – 2013 Enrollment Audit

- The Office of Contracting and Procurement (OCP) has recently posted OSSE's new Request for Proposal (RFP) for an independent enrollment auditor. The RFP better defines the role of the enrollment auditor and will ensure a more efficient and timely completion of the enrollment audit. The RFP can be found on OCP's website at:

  http://app.ocp.dc.gov/RUI/information/scf/SolNumRespond.asp

  Click on "Electronic Opportunities" to look for "SY12-13 Annual Enrollment Audit."

- Mutinda Parris will be leaving OSSE on June 1, 2012. All enrollment audit communications should now come to Ann Willemssen (ann.willemssen@dc.gov), and she will respond or forward as appropriate.

DC Code Ambiguities

- The Working Group spent the remainder of the time discussing two ambiguities in the DC Code which affect the audit process - definition of Pre-Kindergarten-3 (PK-3) vs. Pre-Kindergarten – 4 (PK-4) and adult education definition.

  <u>PK-3 and PK-4</u>

- DC Code does not define the difference between PK-3 and PK-4, other than a 0.04 difference between the Unified Per Student Funding Formula (UPSFF) weights (1.34 and 1.30 respectively).

- Without a clear definition of how to define these two categories, OSSE and the auditor cannot catch errors in LEA October 5th reporting. For example, this past year many LEAs incorrectly identified some students as PK-4 which is a lower funding level, when they meant to classify students as PK-3 at the higher funding level. This caused confusion that could have been avoided with better definitions for the LEA and a way for the auditor and OSSE to identify errors in LEA October 5th reporting.

- OSSE proposed three policy options for Working Group discussion. Please note that none of the options remove the LEA's ability to have a mixed-age classroom at the pre-kindergarten level:
  - o Define PK-3 and PK-4 by age (3 and 4 respectively, with a cutoff of "on or before" a certain point in time). The designation would stay with the student, regardless of the classroom configuration.
  - o Define PK-3 and PK-4 as a grade. Grades could have mixed ages, but every student in a particular classroom would either be a PK-3 or PK-4.

- o Change the UPSFF weight amount to eliminate the need to distinguish between the two categories (at least for the purposes of the UPSFF and enrollment audit). Suggested weights for all pre-kindergarten students are 1.34, 1.32, or 1.30. If the funding formula is changed to 1.34, a minimum of $2.3 M additional dollars would need to be found to fund this change. The other funding formula weight proposals (1.30 and 1.32) could have funding consequences for LEAs.

- The Working Group brought up the following issues:
  - o Concern about the repercussions to the LEAs if the funding weight was changed. Also concerned about requesting additional funds if the weight amount was increased to 1.34.

  - o If age became the definition, it would be difficult for the LEA (and parent) to verify the age of the child. This would increase paperwork.

  - o LEAs should have the ability to hold a student back in PK-3 or PK-4, if the child's progress warrants the need to repeat that year.

  - o OSSE believed the difference in funding weights for PK-3 and PK-4 are to accommodate the difference in teacher to student ratios spelled out in DCMR 29-343 (2:16 for 3-year-olds and 2:20 for 4-year-olds). Working group members representing PCSs indicated that charters are not required to use these ratios.

- The Working Group recommendation was to define PK-3 and PK-4 as a grade.

Adult Education

- The current definition of adult education states that the student needs to be an "adult" but does not define what adult means (age or otherwise).
  - o DC Code §38-2901:
    (1) "Adult education" means services or instruction below the college level for adults who:
        (A) Lack sufficient mastery of basic educational skills to enable them to function effectively in society;
        (B) Do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education; or
        (C) Have limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English.

- There are students below the age of 18 who participate in programs often considered to be adult education programs. There are also students age 18 and older who are educated in traditional education programs.

- There was discussion as to the number of school hours in a day. It is commonly thought that adult education programs are not full-day and/or full-week programs. One suggestion is that we eliminate the term "adult education" and come up with a revised program name, scope, and payment system for partial day/week students to reflect more accurately the purpose of the category.

- There was also discussion about the intersections with "adult" students and "alternative education" students. OSSE's Elementary and Secondary Education division and its stakeholders are currently revising alternative education, the results of which may help us better define adult education.

- The Working Group agreed that we needed further information on proposed changes to the alternative education definition to fully understand adult education.

Next Meeting

The next working group meeting is scheduled for Monday, June 4, 2012, at 3:30 pm.