OSSE
2016
ANNUAL REPORT

We believe OSSE plays a unique role in **sustaining, accelerating, and deepening** the progress being made in DC education

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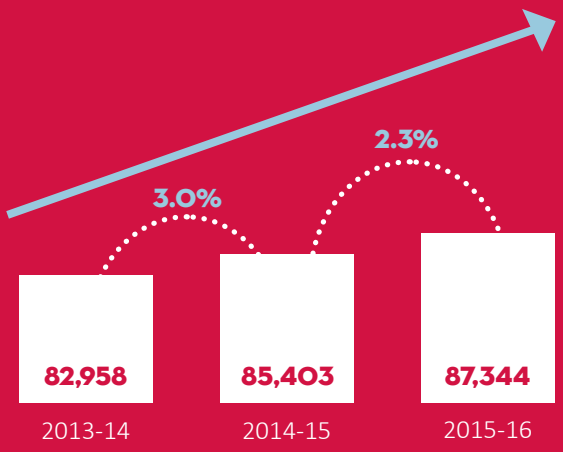
OUR STUDENTS 2015-16 BY THE NUMBERS

ENROLLMENT

The number of students enrolled in our school system continues to increase.



ACADEMIC OUTCOMES

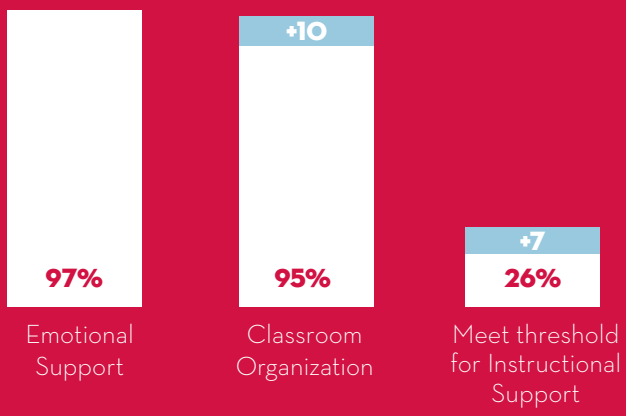
PARCC results showed improvement in college and career ready students in English Language Arts and Math in 2016.

↑2% ELA (27% in 2016)

↑3% MATH (25% in 2016)

PRE-K QUALITY

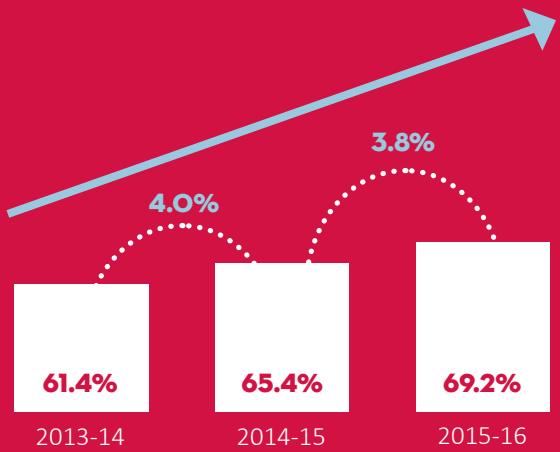
A growing number of pre-K programs are creating classroom environments that support children's social and academic development.



Percent of programs meeting CLASS® thresholds in 2016

GRADUATION RATE

More public school students are graduating from high school.



"AT OSSE, WE BELIEVE THAT EVERY STUDENT HAS THE POTENTIAL TO LEARN AND ACHIEVE AT HIGH LEVELS."

Dear DC Community,

When I began my term as State Superintendent of Education a year and a half ago, we embarked on a thoughtful process to develop a strategic plan that would focus and strengthen our agency's efforts to provide our residents a world-class public education. That strategic plan, which can be found on our website (osse.dc.gov/strategicplan), was developed with input from a diverse set of partners including local education agencies, community-based organizations, early childhood providers, advocates, partner agencies, and parents. It set forth a path forward through four key priorities: High-Quality & Actionable Data; Quality & Equity Focus; Responsive & Consistent Service; and Top-notch Talent.

Over the past year, we have worked to build strong foundations within those priority areas with the ultimate goal of sustaining, accelerating, and deepening the progress being made in DC education. With this in mind, we present to you OSSE's 2016 Annual Report.

Looking back on our work over the past year, we have much of which to be proud. You will read about some of our highlights in this report, such as:

- Our fulfillment of 314 data requests – a 44 percent increase from 2015.
- The elimination or streamlining of nine data collection and verification processes for our education partners. This made the data reporting process much less cumbersome and allows our educators to focus on what matters most: teaching and supporting our students.
- Awarding $89 million in childcare subsidies for 11,727 children. This means more kids are getting the strongest start possible on their education journey.
- Granting, on average, $6,853 per student, for 4,525 students through our DC Tuition Assistance Grant program. This means more students getting the funding they need to get to and through college.
- 85 percent of our staff agreeing that OSSE is moving in the right direction as an agency. This means our staff believe in the intentional efforts we are making to be a more transparent and focused agency.
- An increase by DC's public school students of 2% in ELA and 3% in Math on the 2016 PARCC Assessment. Additionally, this year OSSE took important strides to make PARCC results accessible to schools and families including releasing results 3 months earlier than the prior year, and simplifying simplified our individual student score reports for families, and making consumer-friendly updates to our public-facing website, results.osse.dc.gov, to make the data more usable for community members and leaders.

As you browse this report, we hope you will see the important strides we have made this past year toward building a resilient, mission focused agency. While what we do is with a laser focus on students, we could not have made this progress without the continued support of our education partners and families. As we embark on year two of our strategic plan, I invite you to engage with us more deeply and provide valued feedback that will serve to strengthen our work. Together, we can ensure all District residents, from infants and toddlers to adult learners, have access to a high-quality and equitable education.

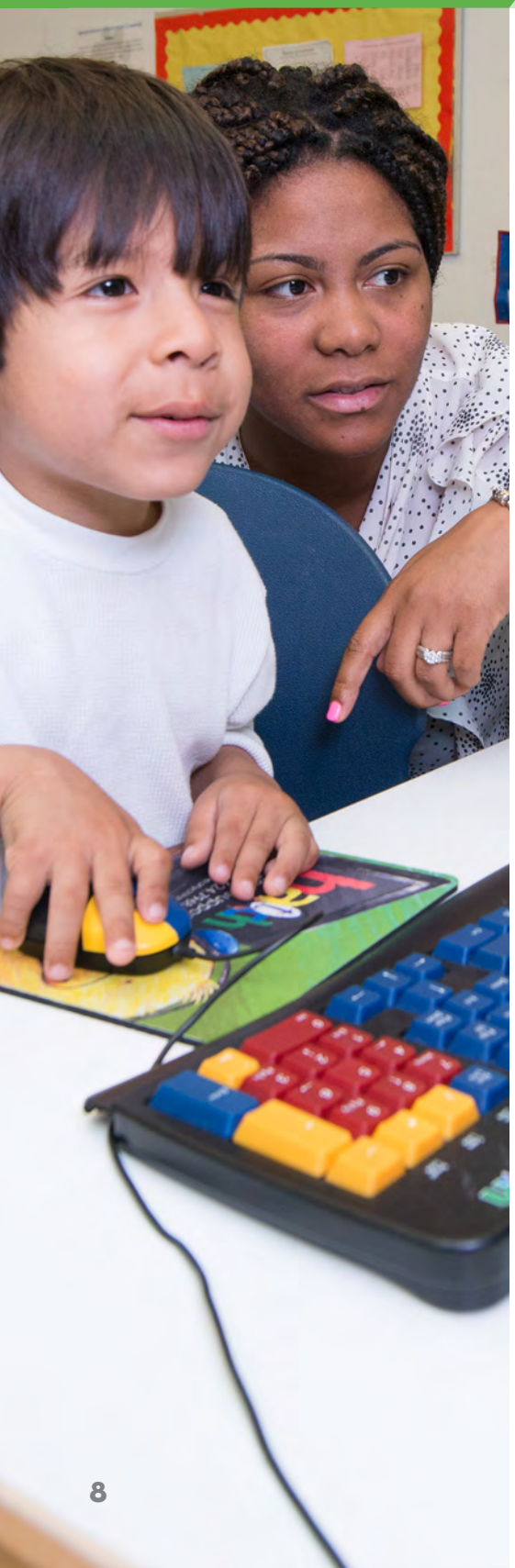
Onward,

Hanseul Kang
DC State Superintendent of Education

HIGH-QUALITY
& ACTIONABLE
# DATA

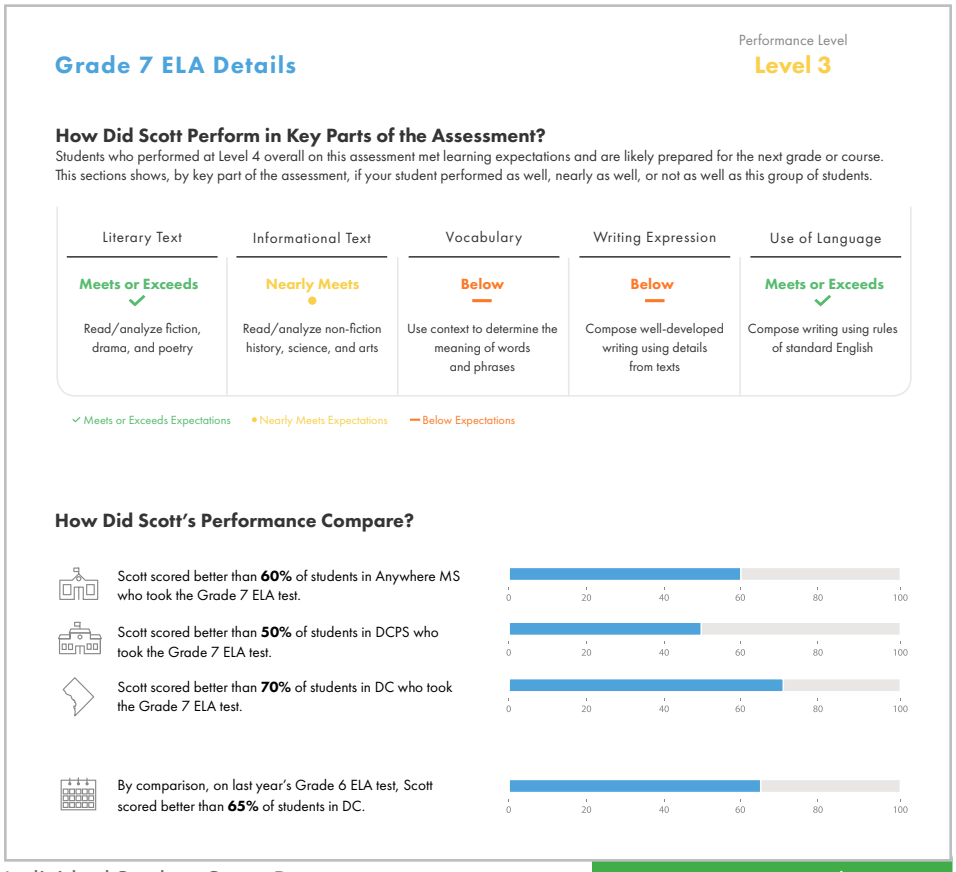
WE HAVE WORKED HARD THIS YEAR TO EMPOWER FAMILIES AND PARTNERS WITH DATA. FROM SHARING PARCC RESULTS WITH FAMILIES TO HELPING HIGH SCHOOLS PLAN BETTER FOR NEW STUDENTS, WE HAVE USED DATA TO HELP OTHERS UNDERSTAND AND MEET THE NEEDS OF OUR DISTRICT'S DIVERSE LEARNERS.

HIGH-QUALITY & ACTIONABLE DATA



SHARING STANDARDIZED TEST RESULTS USING TOOLS TAILORED FOR FAMILIES, TEACHERS AND COMMUNITY MEMBERS

OSSE oversaw the successful and timely release of test results for the Partnership for Assessment of Readiness for College and Careers (PARCC), a set of rigorous year-end assessments for English Language Arts (ELA) and Math that replaced the DC Comprehensive Assessment System (DC CAS) two years ago. Working closely with partners, we sought to provide high-quality and actionable data to our parents, educators and policymakers through a variety of formats. We simplified our individual student score reports for families, while streamlining the ways in which schools received these reports to send home. To help translate the results and make them actionable for educators, we led professional development workshops for school teams. We also made significant updates to our public-facing website, results.osse.dc.gov, to make the data more usable for community members and leaders.



Individual Student Score Report

www.osse.dc.gov/parcc

"THE EXPLORATORY NATURE OF THE QLIK APP HAS FACILITATED MORE ORGANIC DISCUSSIONS AROUND DATA WHERE WE CAN INVESTIGATE QUESTIONS IN REAL TIME. WE'VE USED THE APP TO ANALYZE ATTENDANCE, BEHAVIOR, AND ACADEMIC DATA, TO IDENTIFY AREAS OF NEED AT THE STUDENT, CLASS, AND SCHOOL LEVEL, AND TO SET AND TRACK GOALS. " – Lauren Marar, Data and Assessment Associate, E.L. Haynes Public Charter School

SHARING INSIGHTS AND SAVING TIME FOR LOCAL EDUCATION AGENCIES

OSSE introduced a new tool called Qlik Sense at the start of last school year that pushes data collected by OSSE from each local education agency (LEA) back to the respective LEA. Qlik Sense displays the data in a graphic and Excel-based format that is easy to analyze and manage. The tool now includes attendance, demographic and standardized test data. LEAs can build reports that incorporate their own internal data as well. To save LEAs time and avoid unnecessary duplication of work, OSSE has shared standard reports such as a student attendance tracker that LEAs would otherwise create themselves. Through Qlik Sense, OSSE can also automatically notify LEAs of errors in their data and the likely source so LEAs can quickly resolve the issue. As a result of this error reporting function, we have already seen the number of errors decrease 71%.

314
data requests fulfilled

44%
increase from 2015

HELPING HIGH SCHOOLS PLAN BETTER FOR INCOMING STUDENTS

OSSE launched a new pilot this year, in support of RaiseDC's 9th Grade Counts Network, to support high schools to smooth the transition from eighth to ninth grade. Research has found that students' performance in ninth grade is predictive of whether or not they will graduate, so ensuring that incoming ninth graders have what they need to start learning from day one is critical. Through this pilot, we gave partner high schools secure access to important data about their new ninth graders, including demographics, attendance data and end-of-grade test scores. High schools in DC often have multiple middle schools feeding into them, so tracking down this information in the past has been difficult and time consuming. Anacostia High School, for example, receives ninth grade students coming from more than 20 middle schools. Receiving this information in July instead of much later, or not at all, has helped schools secure the resources and talent they need to serve their incoming class of students. The 9th Grade Counts Network pilot rolled out this summer with 11 LEAs that include 31 middle schools and 16 high schools. OSSE is working closely with RaiseDC and other stakeholders to ensure the program expands for summer of 2017.

STRENGTHENING THE AGENCY'S SYSTEMS, POLICIES AND MINDSET TO SUPPORT STUDENT PRIVACY

OSSE has developed new data privacy policies that go above and beyond federal requirements and initiated a multi-million dollar investment to strengthen our data systems infrastructure. As part of these efforts, we revamped our data privacy training program to provide annual training sessions for all employees and contractors. Every internal and external user of the Statewide Longitudinal Education Data (SLED) system receives privacy training as well. We added a leadership role in our data division to spearhead this work and have consulted regularly with national experts at the U.S. Department of Education's Privacy Technical Assistance Center about our data privacy and security policies. Moving forward, we will continue to take steps that reflect the high bar we have set for ourselves to protect student data.

9
data collection or verification processes eliminated or streamlined

QUALITY
& EQUITY
FOCUS

WE STRIVE TO USE ALL THE LEVERS AT OUR DISPOSAL TO PROMOTE EQUITY AND ACCELERATE OUTCOMES FOR OUR STUDENTS. OUR WORK IN EARLY LEARNING AND HEALTH & WELLNESS THIS YEAR ILLUSTRATES OUR EFFORTS TO DEVELOP A CLEAR VISION FOR PROGRAM QUALITY AND THEN ALIGN OUR FUNDING, MONITORING AND SUPPORTS TO FURTHER THAT VISION.

QUALITY & EQUITY FOCUS

High-quality early care and learning can have a lasting impact by helping children develop social, emotional and cognitive skills that set them up for success in school and in life. Great early learning programs are especially important for our at-risk children, where the stresses of poverty can hinder their development. To promote equitable outcomes for our children, we believe OSSE plays an important role in expanding access to quality early learning programs. This year, we piloted a new system for measuring quality in early care and learning programs while expanding supports to help providers improve. These resources include a peer-based support model where excellent providers offer training and guidance to their peers. Simultaneously, we analyzed the strengths and vulnerabilities of our children by neighborhood so we can help target supports to those who need them most.

EARLY LEARNING: ENSURING MORE CHILDREN IN OUR COMMUNITY HAVE ACCESS TO HIGH-QUALITY EARLY CARE AND LEARNING

OSSE launched a pilot this year of our new Enhanced Quality Rating and Improvement System (QRIS) to evaluate the quality of early learning programs across the District. For the 20 participating sites, we considered a variety of quality indicators, including teacher-child interactions and attendance information. Moving forward, we plan to develop ratings based on these quality measures that will provide parents consistent information about childcare across the city and will help providers understand how they can improve.

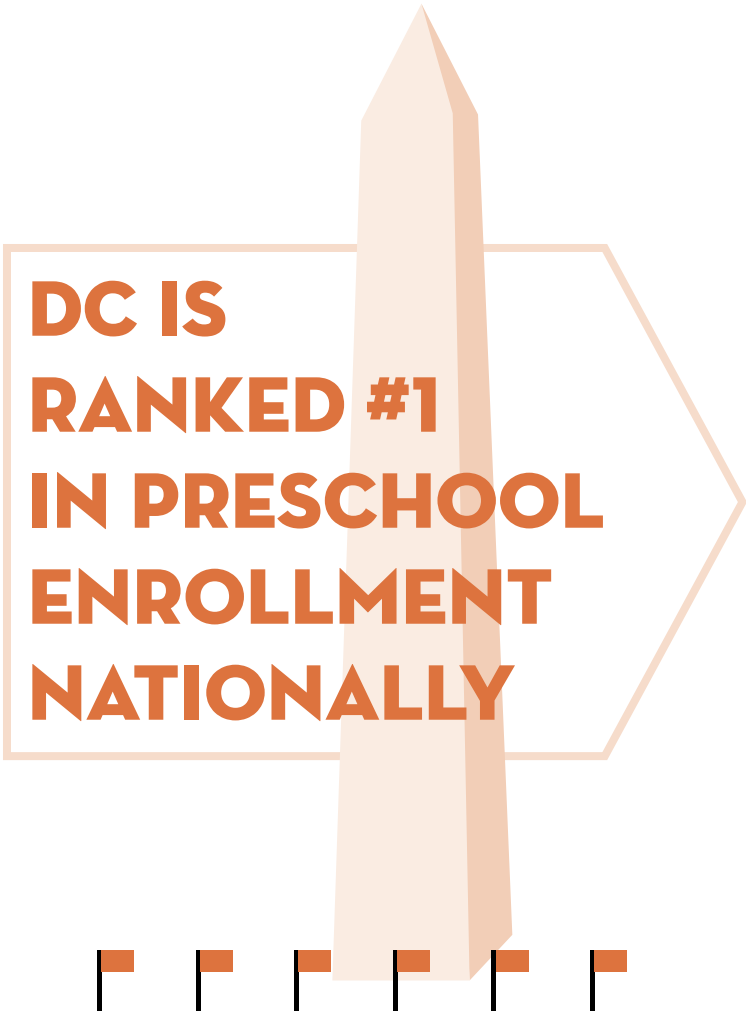
Beyond creating this new system, OSSE has developed peer-to-peer supports and training to help providers reach and exceed the bar for excellence. Through the Quality Improvement Network (QIN), we identified three high-quality providers in some of the District's highest need neighborhoods to support 12 child care centers and six family child care homes.

"WE'RE ADDRESSING LEARNING DEFICIENCIES EARLIER AND WE'RE ADDRESSING DISABILITIES EARLIER SO THAT THE QUALITY OF LIFE AND FUTURE SUCCESS OF CHILDREN AND FAMILIES IS REALLY ENHANCED BY THIS EARLY TOUCH THROUGH THE QUALITY IMPROVEMENT NETWORK (QIN). I BELIEVE THAT WE ARE RAISING THE EXPECTATIONS OF THE FAMILY AS A WHOLE. THE FAMILIES THAT WE SERVED HAD LOST HOPE; THEIR EXPECTATION LEVEL WAS SO LOW FOR WHAT THEY BELIEVED THEY COULD HAVE. BUT WITH THIS QIN, WE ARE RAISING THEIR EXPECTATIONS FOR THEIR FUTURE."

- Kevin Hart, Director of Christian Tabernacle Church of God, a partner organization in the QIN

With additional funding from OSSE, these "hubs" offer training and coaching, support and training to families on issues such as effective parent engagement and literacy. The goal is that this additional support will help the centers and family homes reach Early Head Start Standards.

To deepen our understanding of what supports the District's 3- and 4-year-olds need to prepare for success in school, OSSE worked in partnership with child care centers and schools to create a snapshot of children's health and school readiness by neighborhood. This Early Development Instrument (EDI) evaluates the physical, social, and emotional health of children as well as their language and cognitive development, highlighting where in the district children are vulnerable in each domain. This work revealed that DC's children are on par in their development with national averages in four of the five domains. We want to celebrate this finding while also working to address areas of vulnerability in local communities and the resources needed to address them. OSSE is now sharing these results with early childhood stakeholders and facilitating collaboration to tackle common issues.



QUALITY & EQUITY FOCUS

We believe that good health is critical to getting a great education. Students suffering from health problems may miss school, have trouble concentrating or lose motivation to learn. These challenges fall disproportionately on students who already face many other obstacles.

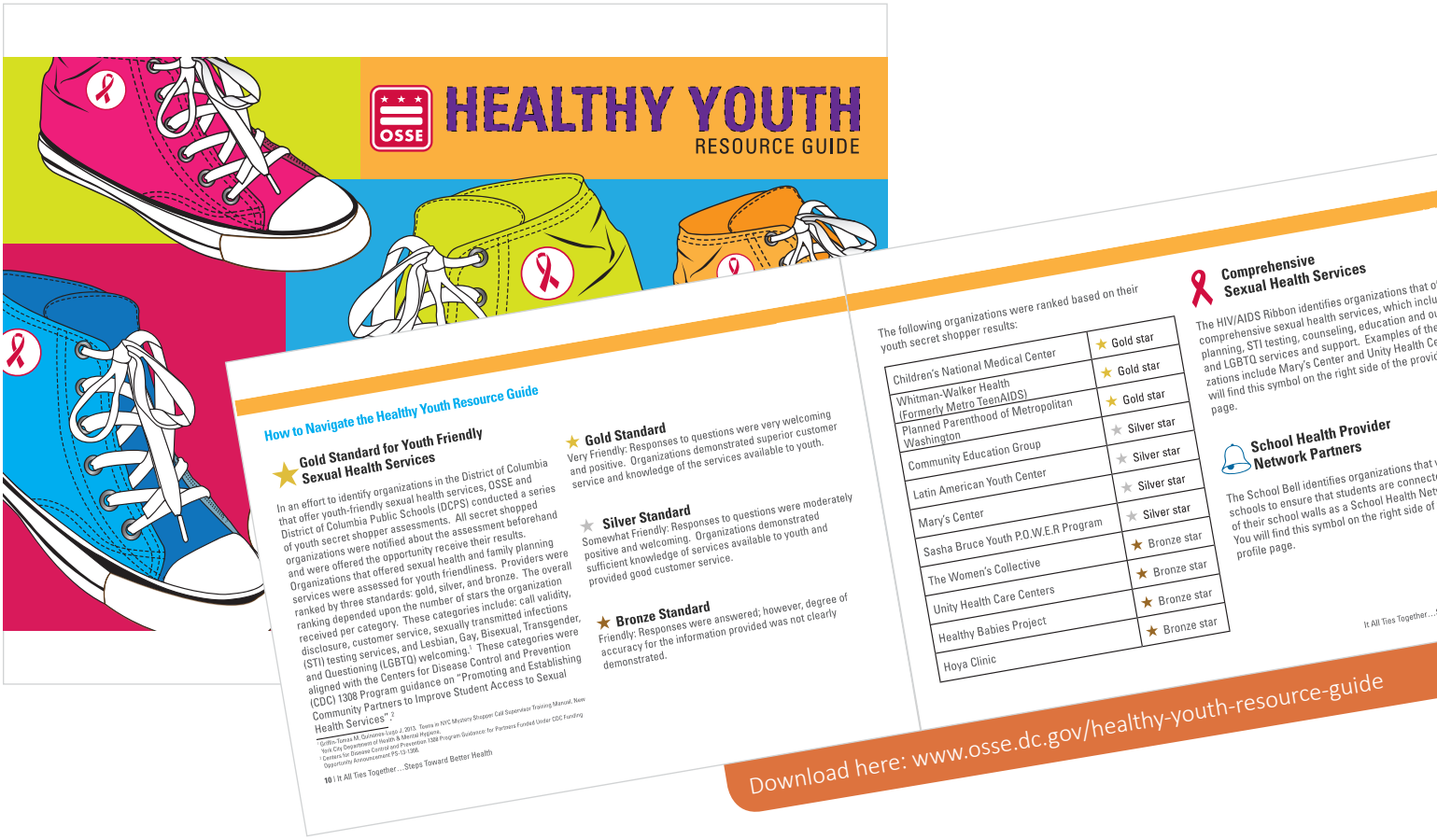
We want to use all the levers at our disposal to promote equity and ensure that all the District's students are healthy and ready to learn. To this end, we worked closely with community partners to build a shared vision for what students should know about healthy living. We then used the data we collected through the annual health assessment to ensure we were targeting our health supports to the students who need them most. At the same time, we know that helping students stay healthy is a community-wide effort. To help schools and community organizations connect youth to health services across the District, we developed The Healthy Youth Resource Guide in partnership with youth.

HEALTH & WELLNESS: HELPING SCHOOLS IDENTIFY THEIR STUDENTS' HEALTH RISKS AND GET STUDENTS THE SUPPORTS THEY NEED SO THEY CAN FOCUS ON LEARNING

OSSE engaged community partners, teachers and students to develop new health education standards this year. The end product reflects best practices and national standards to better meet the needs of students. For example, the standards have a stronger focus on mental health needs and sexual health, both critical areas for equipping students with knowledge and resources. By aligning the District's standards to the best-in-class national standards, OSSE has set a high bar for health education while also making it easier to take advantage of high-quality teacher training and curricular offerings that also reflect this standard.

After creating this new vision, OSSE gathered information about students' knowledge of health topics and their engagement in risky behaviors. We collected this data through a streamlined version of the annual health assessment and the Youth Risk Behavioral Survey. We are now using this information to target our health and wellness programming to students with the greatest needs. For example, the

"THE GUIDE WAS PRETTY INTERESTING, I DIDN'T KNOW ABOUT THIS STUFF AT FIRST. I DIDN'T KNOW WHAT LGBTQ {MEANT} UNTIL I READ IT. I DIDN'T KNOW THAT CARDOZO AND EASTERN HAD THE SAME HEALTH PROVIDERS, THE UNITY HEALTH CENTERS. AND [THE GUIDE] IS DIVERSE AND IT IS NOT BASED ON ONE GROUP OF PEOPLE, IT IS MADE FOR EVERYONE." – Edward, ninth grader



health assessment revealed that younger students had a more limited understanding of healthy eating habits than their older peers, so we are focusing our nutrition supports to early grades. For the first time, other city agencies, including the Department of Behavioral Health, are also using the data we collect to distribute resources equitably across schools. As a result, in the future, schools with greater health needs will receive more resources, including social workers and psychologists.

Recognizing that schools alone cannot meet all the health needs of their students, OSSE created The Healthy Youth Resource Guide. This resource includes a directory of youth-friendly service providers that is updated regularly and includes quality ratings that are based on evaluations conducted by youth. We shared the guide with schools and community partners while making it publicly available. Since its release, we have heard from other District agencies that want to replicate the guide for different service areas, and the resource has also been recognized as a best practice by the US Department of Health and Human Services.

RESPONSIVE
& CONSISTENT
SERVICE

WE STRIVE TO PROVIDE EXCELLENT CUSTOMER SERVICE WHILE FREEING UP AS MUCH TIME AS POSSIBLE FOR OUR PARTNERS TO FOCUS ON WHAT MATTERS MOST: SERVING OUR STUDENTS. IN PURSUIT OF THIS GOAL, WE HAVE REDUCED THE BARRIERS TO CERTIFYING HIGH QUALITY TEACHERS, BROKEN DOWN CROSS-AGENCY BOUNDARIES SO ADULT LEARNERS CAN MORE EASILY ACCESS THE SUPPORTS THEY NEED, AND REDUCED DUPLICATE REPORTING FOR OUR SCHOOLS.

RESPONSIVE & CONSISTENT SERVICE

CERTIFYING MORE HIGH-QUALITY TEACHERS WHILE SIMPLIFYING THE PROCESS FOR EVERYONE

OSSE has made it easier to certify more teachers who have a track record of improving student outcomes. Previously, teachers were required to complete a formal teacher preparation program in order to be credentialed. OSSE's new licensure pathway allows novice and experienced teachers who earn a performance rating of effective or higher on their end-of-year evaluation for a minimum of two out of three years and pass certain exams to qualify for a DC credential. This option gives schools greater flexibility in attracting and retaining effective teachers while also making it easier for effective teachers from other states to become certified in DC. In the first three months of the launch of the new pathway, 333 credentials were issued. In addition, OSSE has developed an online application system for educator certification that eliminates the need for teachers to submit hard copies of their documents or pay fees in person. These changes put DC at the forefront nationally of teacher certification.

PARTNERING WITH THE OFFICE OF THE DEPUTY MAYOR OF EDUCATION TO STREAMLINE REPORTING FOR SCHOOLS

OSSE streamlined the process of verifying student demographic data for federal and state reporting so that local education agencies (LEAs) can spend less time reporting and more time focused on their students. In the past, LEAs had to verify the same data multiple times a year with OSSE for various reasons, including updating the city's Equity Reports. In September of this year, we launched a single, consolidated process to replace five separate processes and ensure we had accurate demographic data going into the 2016-17 school year.

30,846 calls to and from the OSSE service desk

1,536

DC RESIDENTS SERVED USING DATA VAULT

"MORE THAN A DATA MANAGEMENT SYSTEM, THE DATA VAULT ALLOWS CONNECTIONS AND RELATIONSHIPS TO SOLIDIFY BETWEEN SERVICE PROVIDERS. AS CUSTOMERS WORK SIMULTANEOUSLY WITH MULTIPLE AGENCIES, THE DATA VAULT ELIMINATES THE NECESSITY OF CLIENTS HAVING TO CONSTANTLY PRODUCE DOCUMENTS AND ALLOWS FOR CONSISTENT COMMUNICATION BETWEEN ALL INVOLVED AGENCIES. ITS CLIENT-CENTERED APPROACH IMPROVES THE OVERALL QUALITY OF EXPERIENCE AND SATISFACTION OF OUR SHARED CLIENT BASE."

- Sharnele G. Pilgrim, Transition Coordinator, Four Walls Career and Technical Education Center

MAKING IT EASIER FOR ADULT LEARNERS TO GET THE HELP THEY NEED

In partnership with the DC Department of Employment Services (DOES), OSSE developed a multi-agency data system that will help residents more easily access District services and improve coordination of their delivery. Known as the DC Data Vault, this shared system smooths the transition for users from one agency to another by streamlining the intake, assessment, and referral processes. It also ensures that clients are no longer asked to provide redundant intake information for participating agencies. At the same time, the online tracking system helps agencies ensure that residents are receiving the educational services they need while also eliminating the constant exchange of paper documents across agencies. The system currently supports OSSE's adult education services and those at DOES. We are in the process of expanding services offered through the Data Vault and bringing more District agencies on board.

DEVELOPING HIGH-QUALITY COMMUNICATIONS FOR THOSE WE SERVE

To ensure that all communications sent to external stakeholders are high-quality and user-focused, OSSE developed a set of guiding principles that set a clear bar for excellence. Those principles include a commitment to ensuring that communications originating from OSSE are clear, actionable, accurate, well-written, timely, coordinated across teams, and relevant to their intended audience. We then implemented a structured communications review process to make sure we held ourselves to this important standard. Additionally, we redesigned our weekly local education agency e-newsletter, the LEA Look Forward, to be more user-friendly, and developed new internal templates and brand guidelines for our staff. Our intention is for every staff member to be well equipped to communicate at the highest levels and support our local education agencies (LEAs), community-based organizations (CBOs), providers, and families in making sure all students get the education they deserve.

TOP-NOTCH
TALENT

TO SUPPORT EXCELLENCE IN ALL THAT WE DO, OSSE LEADERSHIP AND STAFF TOGETHER CREATED A COMMON VISION FOR OUR WORK WHILE EXPANDING GROWTH AND DEVELOPMENT OPPORTUNITIES FOR CURRENT STAFF AND ENSURING THAT WE HAVE A STRONG PIPELINE FOR NEW TALENT.

TOP-NOTCH TALENT

BUILDING A SHARED SENSE OF PURPOSE AT OSSE

From collectively creating a set of core values to revamping our internal communications, OSSE has sought to build a shared sense of purpose for our work across the agency. Taking a grassroots approach to developing our core values (see page 30), we gave staff ownership over the creation process with multiple opportunities for feedback and iteration. We reinvented our quarterly all-hands meeting and biweekly internal newsletter to reflect those values, incorporating opportunities to hear directly from staff about work that is making a difference for DC's learners. We are proud that our second annual staff survey revealed that 85 percent of our staff believe that OSSE is moving in the right direction and 83 percent believe that their work has an impact. We will continue our efforts to build a unified culture of connection to each other and to a purpose much greater than all of us.

85% OF STAFF AGREE OR STRONGLY AGREE THAT OSSE IS MOVING IN THE RIGHT DIRECTION.

83% OF STAFF AGREE OR STRONGLY AGREE THAT, "THE WORK I DO IS MAKING A DIFFERENT TOWARD ACHIEVING OSSE'S GOALS."

EXPANDING OUR PIPELINE FOR RECRUITING EXCELLENT TALENT

We have expanded our efforts to proactively find and recruit excellent candidates for open positions, moving beyond the standard postings on the DC.gov website to develop outreach channels targeted for specific roles. Revamping the way we describe OSSE, establishing a LinkedIn presence, and identifying countless new job portals, listservs, and fairs to leverage, we have expanded our pool of high-quality candidates. These proactive recruitment efforts have been especially valuable in adding nine specialized data experts to our growing data team, and finding 49 new bus drivers who are responsible for transporting the districts 3,000 special education students along more than 500 routes.

"DATA, ASSESSMENT, & RESEARCH [DAR] HAS FOUND THAT THE RECRUITMENT EFFORTS HAVE TREMENDOUSLY IMPROVED. THE RECRUITERS ARE BEING MORE CREATIVE ABOUT LOCATING QUALIFIED CANDIDATES BY ASKING DAR STAFF TO SEND OPEN POSITIONS TO THEIR NETWORKS, ASSOCIATIONS AND AFFILIATIONS. THIS HAS ALLOWED DAR THE ABILITY OF INTERVIEWING MORE QUALIFIED CANDIDATES. IN ADDITION, THIS NEW PROCESS HAS REDUCED THE TIMELINE OF ONBOARDING NEW CANDIDATES."

- William Henderson, Project Director of Data, Assessment & Research, OSSE

INVESTING IN THE GROWTH AND DEVELOPMENT OF OUR TEAM

OSSE has expanded our efforts to support the growth and development of our team. In the last year, we brought on a new team member to focus exclusively on creating training and development opportunities that will benefit staff members agency-wide. We also reinvigorated the individual performance planning process to ensure that all staff have clarity on their responsibilities and identify professional development opportunities for the coming year. We have sought to provide managers with better tools for a variety of human resource functions from onboarding new employees to completing performance evaluations. We also carried out a two-day management course for all managers within the agency, led by The Management Center, to share best practices and build a common management framework. Our largest division has followed up this training intensive by establishing a community of practice that brings managers together on a regular basis to share challenges and lessons learned.

EMPOWERING OUR TRANSPORTATION TEAM WITH NEW ADVANCEMENT OPPORTUNITIES AND TRAINING

OSSE's Department of Transportation (DOT) expanded the career ladder and invested in new trainings to give its employees additional tools for supporting the special education students they transport daily. DOT partnered with the Department of Public Works and Montgomery County Public Schools to create a Commercial Driver's License Academy that provides a clear path for our school bus attendants to gain the credentials needed to become drivers. This partnership has established a new advancement opportunity for employees while also helping ensure we have a strong pipeline of high-quality drivers. In preparation for back-to- school, OSSE DOT in partnership with PHILLIPS Programs for Families and Children provided training for 706 school bus drivers and attendants in Right Response, a behavioral intervention technique for de-escalating difficult situations with students. This training will help our employees provide a safe and positive environment for the students we serve.

100%

OF ELIGIBLE EMPLOYEES WITH FY16 PERFORMANCE PLANS

706

DRIVERS AND ATTENDANTS TRAINED IN RIGHT RESPONSE

NONFICTION

OUR IMPACT 2015-16 BY THE NUMBERS

$89M
to subsidize child care for **11,727** children

19 state athletic championships hosted

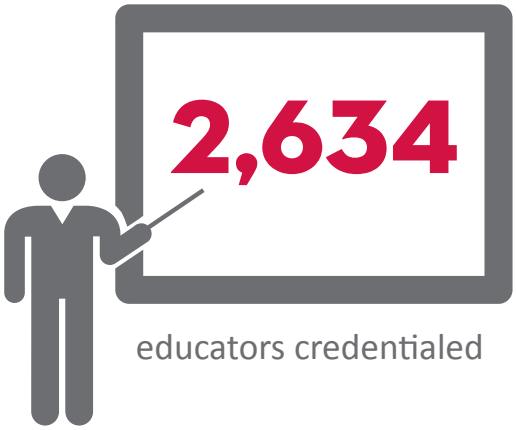
84%
of youth served by the Re-Engagement Center (REC) were successfully re-enrolled in school

$6,853
average DC Tuition Assistance Grant (DCTAG) award received by **4,525** college bound District residents

77%
of eligible 3- and 4-years-olds enrolled in pre-K

DC Free Summer Meals Program
KIDS & TEENS EAT FREE

750K
summer meals served at designated sites across the District



educators credentialed

23,439
average number of miles driven per day transporting **3,150+** students with special needs

90.3%
on-time arrival rate

OUR CORE VALUES

Focus on students. We believe in the potential of all DC students, from our infants and toddlers all the way to our adult learners, to learn and achieve at high levels. We believe that a critical part of our role as the state education agency is in ensuring greater equity in outcomes for our students, by accelerating progress for those who are furthest behind.

Organizational excellence. We hold ourselves and our colleagues to high expectations. We focus on getting the details of our core work right, and developing systems that will make it possible for us to sustain excellent work over time. We act with a sense of urgency, and balance this with the need to bring good judgment and make wise decisions.

Determination. We are relentlessly focused on finding solutions and paths forward, and bring creativity, innovation, and skill in navigating and addressing barriers to do so. We are committed to learning and continuous improvement. We constantly strive for a higher level of performance in all of our work.

Partnership. We strive to understand the needs and perspectives of our stakeholders, and we work in partnership with many others to support DC students and families. We are committed to working with empathy, transparency, and humility. We are mindful of the trust placed in us to administer services fairly and honestly and operate with the highest standards of integrity and professionalism.

Teamwork and collaboration. We believe in the importance of diversity in many forms, and believe that it strengthens our team and our work. We value and care about each other, operate with a generosity of spirit, and inspire, challenge, push, and support each other to be our best. We are guided by mutual trust and respect, accountability to one another, and a shared sense of mission and purpose.

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