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

Responses to Fiscal Year 2016 Performance Oversight Questions

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State Superintendent of Education

Submission to

Committee on Education
Chairman David Grosso
Councilmember, At Large

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Committee on Education
John A. Wilson Building
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Washington, DC 20004

Data Management, Research, and Assessment

Q1: **OSSE is required to perform an annual audit of enrollment for each of the District of Columbia's public schools. Provide the audited total student enrollment information by grade for SY2014-2015, SY2015-2016 and SY2016-2017 to date for each public school. [NOTE: Please provide this information in Excel format.] Please also provide a description on how the audit is conducted including:**
- **How the data is collected from each schools and any changes from FY15;**
- **The timeline for collecting the data and performing the audit; and,**
- **A detailed description and the result of OSSE's parallel enrollment audit conducted with SLED.**

        RESPONSE: Q1 Attachment – Audited Total Student Enrollment SY14-15, SY15-16.xlsx
Note: OSSE is currently reviewing and finalizing the Enrollment Audit Data for SY16-17. OSSE will submit final Enrollment Audit Data for SY16-17 to the Committee once final.

Provide a description of how the audit is conducted

The annual student Enrollment Audit is required by law, under District of Columbia Official Code § 38-1804.02, to determine and develop public education funding and policies. The audit evaluates the accuracy of the fall student enrollment count for all publicly funded schools. The audit takes place in the fall of each school year. Independent auditors are retained to conduct an examination of enrollment, which includes a physical head count of the entire student population of the District of Columbia Public School system including District of Columbia Public Schools (DCPS), Public Charter Schools (PCS), students attending Non-Public Schools, but enrolled in DCPS or PCS, and DC foster care students attending schools in surrounding counties and students registered with the DC Department of Youth Rehabilitation Services (DYRS).

During the audit, auditors count students in attendance to verify enrollment and review student records to determine residency as of October 5th (or the next business day if this falls on a weekend or holiday) of the given school year. For residency verification, auditors review residency verification forms for all enrolled students and a 10% sample of supporting documentation. Schools that fail the sampling of supporting documentation upon the second sample are included as part of the 100% sample the following year for the enrollment audit. Finally, auditors verify students identified as Limited English Proficiency (LEP), at-risk, and those requiring special education and related services. The auditor also assesses the amount of non-resident tuition to be collected for each non-resident student.

How the data is collected from each school and any changes from FY15
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, in FY16, LEAs were given the option to 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.

Timeline

Item/Action	Date
Preparation for the October 5 deadline	
- OSSE collects and updates LEA, School and Point of Contact information - OSSE and the Auditor conduct training sessions - LEAs update data in SIS, Special Education Data System (SEDS), and the OSSE Enrollment Audit and Child Count QuickBase Tool	August– October, 2015
October Data Certification	
Data in the Enrollment Audit and Child Count roster in SLED freezes	October 5, 2015
LEAs review frozen data available in SLED for accuracy and completeness Prior to submission of certification, LEAs submit requests for support to the OSSE Support Tool (OST) for any issues not previously identified	October 6 – October 7, 2015
Certification submission is due to OSSE	October 7, 2015 by 5:00 PM
Enrollment Audit Head Counts	October 20, 2015- November 25, 2015
Audit Resolution Meetings – The Auditor meets with the LEA to share audit results; the LEA has the opportunity to dispute the findings	November 30,2015- December 4, 2015
Audited data released to LEAs in SLED	December 16, 2015
LEAs review the findings and submit appeals to OSSE via QuickBase Application	January 5, 2016
Updated data released to LEAs in SLED	January 19, 2016
In-Person appeals hearings are conducted at OSSE	Late January 2016
Final Enrollment Audit and Child Count data released in SLED	February 2016
Final data published	February 2016

OSSE's parallel sample enrollment audit conducted in SLED

OSSE continually seeks to improve the enrollment audit and make it more accurate and efficient. As described above, each year OSSE uses its data systems as an integral part this process. As part of these improvements, OSSE has expanded our processes for LEA data collection, making the data more robust and more accurate. OSSE was particularly able to build tools to isolate instances of duplicate enrollment and missing demographic information through effective data error and correction tools. As a result, in FY17 the data within OSSE were far more aligned with the reality of the student rosters at schools as of October 5th. Because OSSE's tools have become more sophisticated, the agency is continuing to explore alternative methods to auditing student rosters beyond the physical head count conducted annually by an outside audit firm. However, fully implementing such alternative methods, in lieu of the current methods, would require amending the current statutory requirements, such as the physical count and an independent auditor's verification, which might be a more appropriate direction for the District's current educational context.

As part of the LEA payment initiative, which is a plan to change the way LEAs are paid in a way that allows funding follow student mobility throughout the year, OSSE is developing an LEA membership tracking tool. As part of the LEA payment initiative planning, the formal parallel sample audit, which would include financial modeling based on student enrollment, mobility, and student funding designations, was pushed from FY16 to FY17.

Q2: **Please list for each public school the number and percentage of students by Ward in which they reside for SY2012-2013, SY2013-2014, SY2014-2015, SY2015-2016, and SY2016-2017 to date. [NOTE: Please provide this information in Excel format.]**

RESPONSE: Q2 Attachment 1 – Students by Ward SY12-13, SY13-14, SY14-15.xlsx
Q2 Attachment 2 – Students by Ward SY15-16.xlsx
Note: OSSE is currently reviewing and finalizing the Enrollment Audit Data for SY16-17. Accordingly, OSSE's response to this question, which is based on the final Enrollment Audit Data for SY16-17, is forthcoming.

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

RESPONSE:

	Number of Homeschooled Students in DC
FY13	293
FY14	325
FY15	390
FY16	425
FY17 (as of 1/3/17)	377

Q4: **How many students are enrolled in private and parochial schools in D.C. in SY4-15, SY15-16, and SY16-17 to date?**

RESPONSE: Q4 Attachment – Private School Enrollment SY14-15, SY15-16, SY16-17.xlsx
Note: OSSE does not directly collect this data. This data was provided by the Association of Greater Independent Schools.

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 SY2013-2014, SY2014-2015, SY2015-2016, and SY2016-2017 to date.**

        RESPONSE: Q5 Attachment – At-Risk Students.xlsx
                                    Note: OSSE is currently reviewing and finalizing the Enrollment Audit Data for SY16-17. Accordingly, OSSE's response to this question, which is based on the final Enrollment Audit Data for SY16-17, is forthcoming.

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:**
- **The number of foster children that are currently enrolled in out-of-District public schools and receive general education services only;**
- **The number of foster children that are currently enrolled in out-of-District public schools and receive special education services;**
- **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,**
- **The amount that OSSE spent in FY16 and to date in FY17 on special education transportation for children in foster care.**

    RESPONSE: Q6 Attachment – Foster Children.xlsx

Q7: **Provide the following data (number and percentage) on mid-year student mobility for school year 2013-2014, 2014-2015, and 2015-2016 by grade and month:**
- **Total overall movement;**
- **Movement into and out of D.C.;**
- **Movement between DCPS and public charter school sectors;**
- **Movement between schools in the same sector; and**
- **Observed characteristics of continuously enrolled mobile students.**

RESPONSE: Q7 Attachment – Mid-year Student Mobility SY14-15 and SY15-16.xlsx

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

Q8: **The following questions are regarding residency fraud:**
- **How many residency fraud tips did OSSE receive in FY16 and FY17 to date?**
- **How many residency fraud cases did OSSE investigate in FY16 and FY17 to date by sector?**
- **How many residency fraud cases were substantiated in FY16 by sector and what were the actions to remediate the situation?**
- **Describe OSSE's efforts to strengthen its residency fraud program in FY16 and FY17 to date?**

RESPONSE:

(a) How many residency fraud tips did OSSE receive in FY16 and FY17 to date?

	Tips Received
FY16	208
FY17 to date (December 23, 2016)	65

(b) How many residency fraud cases did OSSE investigate in FY16 and FY17 to date by sector?

	DCPS	**PCS**
FY16	0* (67 tips were received by OSSE and forwarded to DCPS)	147
FY17 To date as of December 23, 2016	0* (13 tips were received by OSSE and forwarded to DCPS)	64

*To avoid duplicative efforts, OSSE does not currently investigate DCPS residency fraud cases and refers tips to DCPS for investigation and final determination. However, as set forth in Section 5000.2 of the Notice of Proposed Rulemaking for 5A DCMR Chapter 50 (Student Residency Verification and Investigations) published in the DC Register on January 13, 2017 (64 DCR 2), OSSE intends to conduct verification and investigations for both the public charter schools and DCPS by October 1, 2017. Until then, OSSE will continue to refer tips to DCPS for investigation and final determination.

(c) How many residency fraud cases were substantiated in FY16 by sector and what were the actions to remediate the situation?

As defined by OSSE, a residency fraud case is substantiated when OSSE's Office of Enrollment and Residency (OER) makes a non-resident finding after an investigation. In FY16, there were no residency fraud cases substantiated or remediated for DCPS by OSSE because presently, OSSE only refers residency fraud tips to DCPS for investigation and final determination. However, as set forth in Section 5000.2 of the Notice of Proposed Rulemaking for 5A DCMR Chapter 50 (Student Residency

Verification and Investigations), beginning October 1, 2017, OSSE intends to conduct verification and investigations for both the public charter school sector and DCPS. For the public charter school sector, OSSE determined that 7 students were deemed non-residents. To remediate those findings, OSSE:

- Settled 1 case in mediation;
- Referred 1 case to the Office of Attorney General (OAG), which resulted in a settlement; and
- Sent 5 cases to the Office of Administrative Hearings (OAH) for formal hearing and those matters are still pending.

(d) Describe OSSE's efforts to strengthen its residency fraud program in FY16 and FY17 to date?

In FY16 and to date in FY17, OSSE further improved its residency fraud program by: 1) promulgating draft residency regulations; 2) continuing to increase the visibility of the residency fraud program; and 3) engaging closely with stakeholders about residency verification and suspected fraud.

On September 8, 2016, OSSE released an Advanced Notice of Public Rulemaking for residency verification of public schools and public charter schools. The draft regulations were posted on the website, and advertised through a number of channels including social media, the State Board of Education and LEA newsletters. During the 49-day open public comment period, OSSE held a public engagement session with the community, two engagement sessions with LEAs and presented before two (2) State Board of Education working sessions. After considering the public comments, OSSE revised and released proposed rules.

The proposed rules clarify the definition of residency to include physical presence in the District of Columbia, which will aid in establishing stricter criteria in residency fraud investigation. Additionally, the proposed regulations more clearly delineate protections for vulnerable populations, such as homeless students, students in foster care and undocumented students, which will also help streamline the fact-finding portion of fraud investigations. Lastly, the proposed regulations make it clear that OSSE has the authority to monitor schools broadly should there be a reasonable basis for concern.

Both the State Board of Education and the DC Council must approve residency verification rules. To date in FY17, the State Board of Education has approved a draft of the proposed regulations to move forward. The Council received the proposed regulations on January 3, 2017 for a 45-day passive approval. The Notice of Proposed Rulemaking was published in the DC Register on January 13, 2017 (64 DCR 2), for a 30-day formal public comment period. OSSE's goal is to have the new regulations in place prior to the start of the 2017-18 school year and ideally in place before April 1, 2016, which is the start of the enrollment season.

In addition to the regulations, OSSE has continued to raise the visibility of its existing residency fraud program. OSSE's Office of Enrollment and Residency (OER) ensured that each school received a poster about residency fraud, highlighting the residency fraud hotline. OER also recently employed a more targeted approach to informing the public of residency fraud by circulating WMATA bus ads through the student enrollment season and the start of the school year. The increased circulation of bus ads resulted in an over 20% increase in the year-to-date number of tips received.

Lastly, OSSE continues to engage closely with stakeholders about residency fraud. OER created and facilitated a residency webinar for LEAs and community-based organizations (CBO) staff to explain

revisions made to all residency verification forms, how to review acceptable documentation, as well as identifying what residency fraud looks like and tuition collection for non-residents. Additionally, OSSE uses information from the enrollment audit, which checks 100% of the residency verification forms at schools as part of its physical head-count process. The independent auditor shared a list of suspected non-residents with OSSE at the conclusion of the audit process, which resulted in tips for residency fraud investigation. OER also provided two (2) onsite technical assistance sessions and/or training sessions for LEAs where non-resident findings were made through the enrollment audit to ensure proper verification procedures are in place for the future.

Q9: **Provide the following data for the 2015-2016 school year to date, 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:**
- **The number and percent of students suspended for 0-5 days;**
- **The number and percent of students suspended for 6-10 days;**
- **The number and percent of students suspended more than 10 days in total;**
- **The number and percent of students who received more than one suspension in a school year;**
- **The number of students that were referred to an Alternative Educational Setting for the course of a suspension;**
- **The number and percent of students expelled;**
- **The number of involuntary and voluntary transfers to and from each school;**
- **The number of students who withdrew from the school during the school year; and**
- **A description of the types of disciplinary actions that led to the suspensions and expulsions.**
[NOTE: Please provide this information in Excel format.]

> **RESPONSE:** Q9 Attachment 1 – Discipline Data.xlsx
> Q9 Attachment 2 – 2015-16 OSSE Discipline Report.pdf

In FY16, OSSE released the 2015-16 Discipline Report, pursuant to the Pre-K Student Discipline Amendment Act of 2015 (D.C. Law 21-12; D.C. Official Code § 38-236), which requires OSSE to publicly report on the state of suspensions and expulsions in the District based on data from the preceding school year submitted by LEAs and CBOsproviding high quality pre-K services pursuant to OSSE's Pre-K Enhancement and Expansion Program. This report reflects discipline data submitted to OSSE by the LEAs through a variety of different collection methods for the 2015-16 school year.

Q10: **Provide the following data regarding high school graduation, college preparation and enrollment:**
- **The 4-year and 5-year adjusted cohort graduation rate for each public high school in the District including subgroup information such as gender, race/ethnicity, economically disadvantage, English language learners, and special education for FY14, FY15, and FY16;**
- **The number and percentage of students in the graduating class of 2014, 2015, and 2016 that dropped out for each public high school;**
- **The total number and percentage of public high school students in the graduating class of 2014, 2015, and 2016 who took a college entrance exam; and,**
- **The total number and percent of students by school that enrolled in a post-secondary school from the graduating class of 2014, 2015, and 2016.**
[NOTE: Please provide this information in Excel format.]

RESPONSE: Q10 Attachment 1 – ACGR.xlsx
Q10 Attachment 2 – Outcomes Class of 2016.xlsx
Q10 Attachment 3 – Outcomes Class of 2014 and 2015.xlsx

At this time, OSSE has not able to provide the total number and percent of students by school that enrolled in a post-secondary school from the graduating class of 2016. OSSE was unable to obtain the required information from National Student Clearinghouse in time to provide updated analysis on the number and percent of students who enrolled in postsecondary school due to procurement challenges with the contracting entity. However, OSSE does anticipate having access to the data moving forward.

Q11: **Describe all studies, research papers, and analyses OSSE conducted or contracted for in FY16 and FY17 to date, including the status and purpose of each. Also provide a list of all current research data agreements between OSSE and non-governmental entities. Include scope of the project and the deliverable date, if applicable.**

RESPONSE:

The following reports were provided to the Council in FY16 and FY17 to date:
- 2015 Health and Physical Education Report
- 2015 Truancy Report
- School Year 2014-2015 Community School Incentive Initiative Annual Report
- OSSE's The State of Pre-K in the District of Columbia: 2015 Pre-K Report
- OSSE's Report on Enhanced Special Education Services Amendment Act: November 2015
- Promoting the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) at Child Developmental Facilities
- 2016 Non-Resident Student Review and Findings
- Healthy Tots Act: Child Development Facility Participation in the Child and Adult Food Care Program
- 2016 Child Care Report: Cost of Living and Monthly Utilization
- OSSE's District of Columbia Healthy Schools Act of 2010: 2016 Reports - A. Farm-to-School & School Gardens & B. Health & Physical Education
- OSSE State of Attendance 2015-16 School Year
- OSSE State of Discipline: 2015-2016 School Year
- OSSE's The State of Pre-K in the District of Columbia: 2016 Pre-K Report
- OSSE District of Columbia Healthy Schools Act of 2010 - 2016 Reports - Addendum: A) Farm-to-School & School Gardens B) Health & Physical Education

The following studies, research papers, and analyses were conducted or contracted for in FY16:

School Readiness Consulting Pre-K Evaluation: OSSE contracted School Readiness Consulting (SRC) to implement classroom observations, analyze results, and prepare a final report to summarize findings from pre-K classrooms in the District on the Classroom Assessment Scoring System (CLASS). Additionally, SRC conducted an in-depth case study of six (6) high quality pre-K programs (2 CBOs, 2 public charter schools, and 2 DCPS schools) that achieved thresholds in all three (3) domains of CLASS for two (2) consecutive years. The results from the evaluation help inform OSSE's quality improvement and technical assistance efforts of pre-K programs throughout the District. SRC analysis and analysis from OSSE's Data, Assessment, and Research Division is included in the above-noted *2016 State of Pre-K in the District of Columbia: 2015 Pre-K Report*.

Modeling the Cost of Care in the District of Columbia
In order to better understand the actual cost of providing child care in the District of Columbia, OSSE, with the assistance of national financing experts, took the opportunity to develop an interactive model of the actual cost of delivering child care services in the District at each quality tier level for both centers and homes. This innovative approach to cost modeling is supported by the reauthorized federal Child Care and Development Block Grant Act of 2014 (CCDBG Act of 2014) (Pub.L. 113-186), which

provides states with an option to develop and use a statistically valid and reliable alternative methodology for setting payment rates, such as a cost estimation model.

Elementary and Secondary Education Act (ESEA, as amended by the No Child Left Behind Act of 2001) Title V, Part B Program Evaluation (internal September 2016): OSSE contracted Align Education, LLC(Align) to assess the effectiveness of 2010 ESEA Title V, Part B federal grant-funded projects and to identify recommendations for improvement. Specifically, Align was asked to identify factors that promote and hinder implementation of Title V, Part B-funded projects by assessing the impact of funds and the quality of implementation and effectiveness of the District's grant. The report will be used by OSSE to improve the effectiveness of the program, which has been updated as Title IV, Part C of the ESEA, as amended by the Every Student Succeeds Act of 2015.

Community Schools Evaluation: OSSE contracted with MN Associates in the fall of 2016 to conduct an evaluation analyzing the following outcomes of community schools: improved student attendance; improved behavior at school; improved academic performance in reading and math, reduced dropout rates and improved graduation rates. The report was issued to OSSE on Sept. 30, 2016.

Evaluation of the Healthy Schools Act: Child Trends conducted an evaluation to assess the degree of and effectiveness of implementation of the Healthy Schools Act across the District, evaluate the relationship between the implementation of the Healthy Schools Act and student health, academic, and behavioral outcomes. The contract ended October 1, 2016.

College Access Provider (CAP) Outcomes Data Analysis with Accenture: During FY16, OSSE and a group of District of Columbia nonprofit college access providers (CAPs) participated in a data sharing and analysis project to measure the impact of the participating CAPs on a variety of student outcomes. As part of the analysis, OSSE shared de-identified student data in order for Accenture to construct a control group to which it could compare outcomes for students served by CAPs. The agreement extends through Dec. 31, 2017.

District of Columbia's New Skills for Youth Career Pathways Initiative Needs Assessment Report: OSSE contracted with the Southern Regional Education Board (SREB) to conduct a needs assessment based on a funding proposal submitted to the Council of Chief State School Officers (CCSSO) to assess the current state of career pathways in the District of Columbia. The needs assessment aimed to summarize the strengths and opportunities for growth based around six (6) objectives CCSSO provided. The results from the assessment informed SREB's recommendations for continued improvement of career pathways in DC and will guide planning efforts by OSSE and its cross-sector partners. The needs assessment report was included in OSSE's phase 2 grant application to CCSSO in October 2016.

Evaluation of the DC ReEngagement Center (REC): Mid-Atlantic Regional Educational Laboratory (REL) conducted a formative evaluation of the REC. The purpose of this study was to refine and improve the implementation of the DC ReEngagement Center. Specifically, the study evaluated the DC ReEngagement Center's: (1) outreach strategies; (2) intake/assessment procedures; (3) quality of educational offerings; and (4) data collection and use. The REL delivered the first round of results and recommendations (for internal use only) to the ReEngagement Center in early spring 2016. The REL then conducted a second round of data collection starting in late summer 2016 to examine various groups of youth who had disengaged from the DC ReEngagement Center's services, either

immediately after being referred or after some time of working with a ReEngagement Specialist. The REL delivered the second set of results to the REC in fall 2016. ReEngagement Center staff has reviewed these results and recommendations in detail, and have established new policies and/or standard operating procedures as a result.

The Jacob France Institute: To date, the Jacob France Institute (JFI) has provided wage and earning longitudinal data for graduates of both DC public high schools and DC public charter schools to support federal outcome reporting associated with career and technical education for the Carl D. Perkins grant. The partnership has also provided this data for District of Columbia Tuition Assistance Grant (DCTAG) recipients.

Due to policy changes at JFI, moving forward, OSSE will receive employment data through a partnership with the DC Department of Employment Services (DOES) for those who are employed in the District. Additionally, OSSE plans to add adult students enrolled in DCPS, DC Public Charter schools, and partnering CBOs, to the above list of students.
The partnership with DOES will:
1. Support the State and the LEAs in tracking student employment placements;
2. Support the State and LEAs in the analysis of trends in the quality of employment;
3. Provide qualitative and quantitative research and analysis that will support career and technical education and adult education program planning, overall; and
4. Support OSSE's federal reporting requirements associated with Perkins and Workforce Innovation and Opportunity Act (WIOA) funding.

SC&H Group multiyear engagement for strategic and operational planning for OSSE DOT. On January 1, 2017, OSSE DOT began Year 3 of the contract with SC&H to evaluate and enhance OSSE DOT operational performance. Summarized descriptions of work performed during the first two (2) project years are described below:

- During Year 1, a comprehensive evaluation was performed for OSSE DOT's operating and administrative functions. Areas reviewed included documented policies/ procedures, internal reporting, employee development programs, operational efficiency, industry comparisons, and budgeting estimations. Based on the procedures performed, SC&H provided OSSE DOT with a comprehensive listing of improvement opportunities and observations, along with associated recommendations for enhancement actions.

- During Year 2, SC&H worked with OSSE DOT to develop action plans and project initiatives that align with the recommendations and goals of the division, which resulted in five (5) projects. These projects included updating the OSSE DOT Operational Policy Manual and Student Transportation Policy, conducting a strategic planning meeting, providing IT documentation and implementation assistance, and aiding in on-going project management.

  During Year 3, SC&H will:
  1. Assist with the formulation of DOT compliance;
  2. Prepare and facilitate an enhanced/refreshed Year 3 strategic planning session that evaluates and establishes new and upcoming goals for OSSE DOT;
  3. Work with OSSE DOT management to map existing strategic goals to the annual initiatives to be communicated to OCA;

4. Work with Bus Operations staff to consolidate and update all Bus Operations Personnel Descriptions (PDs); and
5. Serve as management support for ad hoc projects.

Current research data agreements between OSSE and non-governmental entities include:

Type of Entity	FERPA Exception	Organization	Expiration Date	Effective Date	Purpose
Federal agency	Authorized representative	US Department of Education (contracting with Westat)	when evaluation is complete	4/20/12	Evaluation of the Opportunity Scholarship Program
Graduate Student	Research studies	Angela Steel, George Washington University	8/31/16	10/26/15	Youth Risk Behavior Survey (YRBS) analysis
Graduate Student	Research Studies	Maria Cecilia Zea and Andrew Barnett, George Washington University	1/31/17	10/26/15	Youth Risk Behavior Survey (YRBS) analysis
OSSE contractor	Authorized representative	Caveon	3/16/17	3/30/16	Perform test integrity monitoring, investigations, and reporting for 2015 and 2016 statewide assessments on behalf of OSSE.
OSSE contractor	Authorized representative	Child Trends	12/31/20	5/19/16	Healthy Schools Act evaluation, Health and Physical Education Assessment, school climate
OSSE contractor	Authorized representative	Educational Policy Partners	12/31/17	8/31/16	Support Every Student Succeeds Act (ESSA) accountability analysis
CBO	Authorized representative	Community Foundation for the National Capital Region - Raise DC	12/31/21	11/21/16	Support EDI analysis and communication
OSSE contractor	Authorized representative	F.S. Taylor & Associates, PC	3/31/16	9/17/15	Enrollment audit, 2015-16 SY
OSSE contractor	Authorized representative	Gardiner Kamya & Associates, PC (GKA)	2/15/17	10/12/16	Enrollment Audit, 2016-17 SY
OSSE contractor	Authorized representative	National Center and State Collaborative (NCSC)	12/31/16	3/22/16	Alternate assessment item analysis
OSSE contractor	Authorized representative	TEMBO Consulting	12/31/19	9/13/13	Data analysis support graduation pathways, PARCC, ESSA accountability
OSSE contractor	Authorized representative	UCLA	9/30/17	2/4/16	Early Development Instrument
Other	Authorized representative	Accenture	12/31/17	9/6/16	Raise DC College and Credential Completion Network (C3N) Evaluation
Research Organization	Authorized representative	Center for Analysis of Longitudinal Data in Education Research and American Institutes for Research	12/31/17	10/15/16	Support ESSA accountability analysis

Research Organization	Research studies	MDRC	7/31/16	2/6/13	Evaluation of the SEED Public Charter School
Research Organization	Research studies	Research Triangle Institute	9/30/19	6/17/15	Youth Risk Behavior Survey (YRBS) analysis (supporting DBH)
Research Organization	Research studies	Westat	8/31/17	8/6/14	KIPP to College evaluation
University	Research studies	American University	11/11/18	12/16/14	Youth Risk Behavior Survey (YRBS) analysis
University	Research studies	Stanford University, Center for Research on Education Outcomes (CREDO)	12/31/17	12/28/12	Multisite, multi-year public charter school analysis
University	Research studies	Kenneth Tercyak, Georgetown University	9/16/20	10/27/14	Youth Risk Behavior Survey (YRBS) analysis
University	Research studies	The University of Illinois	12/31/16	unknown	High school prep, college enrollment, persistence & completion
University	Research studies	University of Virginia	6/1/17	7/10/14	Effects of DCPS reforms; improve IMPACT

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

RESPONSE:

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

To meet both of these goals, OSSE has taken a robust approach to codifying policies and procedures to ensure the protection of student information and to build the agency's capacity around data privacy, security, and confidentiality. Many of the following efforts were guided by feedback from privacy experts including but not limited to: DC Privacy Officer within the Office of the Attorney General, DC Office of the Chief Technology Officer, US Department of Education Privacy and Technical Assistance Center (PTAC), and the Data Quality Campaign.

OSSE has struck this balance of protecting and providing student data by instituting the following processes to safeguard student data while simultaneously fulfilling 314 data requests in FY16, which represents a 44 percent increase from FY2015:
- Dedicating resources and supporting ongoing efforts;
- Continually enhancing security practices and protocols;
- Training staff on protecting student data; and
- Supporting LEAs in protecting student data.

Dedicating resources and supporting ongoing efforts
Based on national recognition of the importance of dedicating staff resources to ensuring that student data is protected, OSSE recruited and hired a deputy assistant superintendent of the division of data, assessment, and research to specifically support data privacy and governance, including codifying and implementing OSSE data policies and procedures.

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 dedicated additional resources to support data privacy and security by amending existing contracts with vendors to provide additional third-party support in documenting and developing data policies and procedures.

Lastly, OSSE has experienced a significant increase in the number of ongoing data requests. To respond to more requests while protecting student data, OSSE updated its data request process and instituted an additional layer of review prior to release, so each request goes through four (4) levels of cross-functional review prior to release.

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.

Training staff on protecting student data
As cited in a recent report by the National Association of State Boards of Education, human error is a factor in 95 percent of all data security incidents according to IBM's 2014 Cyber Security Intelligence Index. To address this, OSSE instituted a 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**

o All new employees and on-site contractors at OSSE must sign a data non-disclosure agreement upon start with the organization.
o 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. Each staff member has received a summary of important data privacy terms, and the training slides are posted on OSSE's secured intranet for all staff to access. OSSE is continuing to develop new trainings on important issues related to student privacy like data sharing, data incident response, record retention, and data suppression. For example, OSSE has begun implementing new business rules to prevent sharing personally identifiable information for its public data releases, based on guidance from PTAC, which have been applied to this year's performance oversight responses.

Regarding non-disclosure agreements, 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.

Supporting local education agencies to protect student data

In 2016, OSSE issued several guidance documents to support local education agencies and other stakeholders in adopting best practices in student data privacy protection, including:

- **Secure data transfer**: Released on June 6 and available on OSSE's secured intranet site, this document supports key stakeholders in securely transferring data with external stakeholders. An adapted version, issued soon after and available on OSSE's public-facing website, supports LEA staff in securely sharing data with OSSE.
- **Data Governance Memos:** OSSE issued (and supported the issuance by the Deputy Mayor of Education) of data governance memos to explain to stakeholders the circumstances of how OSSE collects, stores, and uses discipline and attendance data. We anticipate finalizing similar memos in 2017 for data on students experiencing homelessness and data collected with the Early Development Instrument.

In addition to these final guidance documents, OSSE is also working to update its "Policy for Access and Use of Educational Data," which provides information to education stakeholders and the public about how OSSE protects student information when it shares education records and data with other entities and individuals under a number of federal laws.

Lastly, OSSE has engaged and continues to collaborate with DCPS and the Public Charter School Board (PCSB) on identifying additional data privacy needs of schools and LEAs in which OSSE can support and expects this to be a growing focus of its efforts to protect student data this year.

<u>OSSE's policies and procedures to respond to data and FOIA requests</u>

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;
- Approval from DAR's Deputy Assistant Superintendent and Assistant Superintendent; and
- Final approval from the Superintendent.

Data is always transferred in the most secure means possible, primarily using OSSE's secure upload site.

Data requests for student records

Under FERPA, parents and adult students have rights to request their child's education records and their own, whether for themselves or for a third party (such as an attorney). While these requests are most often and appropriately directed to schools and LEAs, OSSE does 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.

Improvements to the process in 2016 include:

- Updating OSSE's education records disclosure authorization form so it is easier to use and explicitly accommodates all types of records requests OSSE regularly receives. The update is under review and will be made public on OSSE's website in 2017.
- Documenting the process OSSE staff should take when fulfilling the typical types of requests received for student educational records (for example, by parents, by Bureau of Prison officials on behalf of former DC students who are currently incarcerated, or by child welfare officials).

Data requests for research and evaluation

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

OSSE implemented several improvements to this process in 2016, including:

- Updated data sharing agreement templates to ensure they align with FERPA best practices disseminated by the US Department of Education's Privacy Technical Assistance Center (PTAC).
- Created a template for sharing data (such as on faculty and staff) that is not protected by FERPA but for which documentation is still a best practice.
- Created a web-based application to centralize the tracking of all written data sharing agreements entered into by OSSE with external organizations and compliance with those agreements, such as their expiration dates and associated required data 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.

Q13: **One recommendation of the National Academy of Science's five-year evaluation of public education in the District of Columbia under mayoral control was for the city to invest in a data warehouse system. Please provide an update on what steps, if any, OSSE has taken on this recommendation.**

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. As recommended by the National Academy of Sciences' five-year evaluation, a key component of this is investing in and maintaining a data warehouse. OSSE has made significant progress toward implementing this recommendation 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. SLED is the primary means by which information is exchanged with other agencies. Through SLED, OSSE assigns unique student identifiers for every public school student in DC, collects annual student enrollment and special education data which supports the equitable and timely administration of funding to LEAs, serves as a real-time attendance repository, and connects with human service and health information such as providing LEAs with a list of 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. Although SLED is an important building block of a robust data warehouse, it lacks critical functionality to fully realize the National Academy's recommendation and potential for supporting effective data use that improves outcomes for DC students. See Section (C) below for further detail.

The following response summarizes OSSE progress toward fully implementing this recommendation by addressing:

(A) Ongoing enhancements to SLED;
(B) Efforts to exchange data with other state agencies; and
(C) Future investments in SLED and OSSE's data infrastructure.

(A) **Ongoing Enhancements to SLED**

To support its use, OSSE has continued to enhance and update SLED to meet the ongoing needs to stakeholders. Specifically, it has expanded upon its functionality in the last year to include the following features:

- *Next Generation Assessments (NGA)* – SLED houses NGA data, which includes but is not limited to PARCC, ACCESS and MSAA assessments. By providing this information in SLED, administrators and educators can access this important information about students in one place as opposed to going to multiple sources.
- *Postsecondary* – To provide information on the success of students after they leave the K-12 education system, SLED includes three feedback reports:
  - **The Consumer Feedback Report** provides consumer information on past and current performance data of postsecondary institutions to assist future and current students and their parents with making informed postsecondary enrollment choices.

- o **The Workforce and Postsecondary Feedback Report** provides reports that allow tracking of a student's enrollment, academic progress, and graduation over time at University of the District of Columbia in both certificate and degree programs. In addition, this report assists with evaluating programs to determine if they are providing students with positive educational outcomes.
  - o **The High School Feedback Report** informs secondary institutions on their former students' outcomes at the University of District of Columbia. The report promotes a continuous improvement process that identifies best practices to prepare future students for long term success.
  - o In addition, SLED interfaces with Free Application for Federal Student Aid (FAFSA) and District of Columbia Tuition Assistance Grant (DCTAG) to inform high school counselors and college access providers which students have completed their various student aid applications.
- *Data Quality Error Reports* – Quality data is essential to all of OSSE's work and to meet the needs of individual students. SLED identifies invalid demographic and enrollment information that OSSE receives from the LEAs' student information systems and other data systems that interfaces with SLED. These reports provide information to LEAs on how to improve their data quality.
- *LEA Membership Tracker* – Another strategy to support data quality is the LEA Membership Tracker, which provides real-time and periodic notifications to LEAs of discrepancies within a student's enrollment record between the LEAs' Student Information System (SIS) and SLED. This ensures that OSSE's data aligns with the information stored by LEAs.
- *Data Visualization* – To provide information to LEAs in meaningful way, OSSE has invested significantly in a data visualization tool: Qlik. Not only has OSSE created 58 data visualization applications that are being used by OSSE and LEAs, OSSE has also provided LEAs with additional access that allows them to create their own data visualizations using data that OSSE may not have. Additionally, LEAs can search, explore, and build stories around their student's education data; and in turn create elaborate visualizations of the data.

(B)   Efforts to Exchange Data with Other State Agencies

A data warehouse is only as useful as the data within it. OSSE is committed to exchanging data with other agencies in order to have comprehensive information to better serve student while also adhering rigorously to protections for data privacy and confidentiality. To that end, OSSE has established data sharing agreements with other agencies to ensure that SLED includes robust information that extends beyond what OSSE receives from LEAs. For example, to support student nutrition, SLED assists LEAs by providing a list of students who may qualify for free/reduced meals. This feature is populated by TANF/SNAP certification from the Department of Health and Human Services. OSSE has formed strategic partnerships and collects and/or shares student-level data with numerous DC agencies and is looking to expand its efforts to receive and share information about students around specific data projects from more agencies in the next year.

(C)   Future Investments in SLED and OSSE's Data Infrastructure

Although SLED is an important building block of a robust data warehouse, it lacks critical functionality to fully realize the National Academy's recommendation and potential for supporting effective data use that improves outcomes for DC students. To that end, OSSE received $11M+ in capital project funding for data infrastructure overhaul and enhancements over a five year period starting in FY17 and is making significant investments and improvements to its data infrastructure.

Data infrastructure refers to the environment in which data and the associated metadata are managed. This includes the hardware, applications, data and metadata storage platform(s), data repositories (i.e. warehouse), and the software and services for data management processes, data integration, and data use.

Addressing Immediate Data Infrastructure Needs

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

Planning for Long-Term Data Infrastructure Improvements

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

A number of overhaul and enhancement projects have been identified, including but not limited to:

- *Full inventory of all OSSE data assets* – Identification and documentation of all existing data assets with OSSE's network. This will allow 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.
- *Mapping of all OSSE data systems* – Documentation of all data systems, including the process flows and data flows. 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, for each piece of data that enters OSSE's network, quick identification of all applications that use that data.
- *Documented data architecture* – Development of data policies, rules, and standards to be implemented across all OSSE data systems. This will include naming conventions, metadata requirements, and data modeling. Well-documented data architecture drastically reduces the time and effort required to use and integrate data. Once fully developed and applied to all OSSE data systems, this will greatly reduce the time needed to provide detailed data analysis, respond to internal and external data requests, and provide high-quality and actionable data back to LEAs. Data architecture development will be supported by the procurement of a data architecture tool that will assist in the enforcement of the rules and standards and provide storage and views of the conceptual and logical data models.

In addition to investing in systems, OSSE is also investing in people. OSSE has recognized the need for a establishing a dedicated data management function within the agency. Currently, the roles and responsibilities related to data management team are shared across multiple technical and analytical teams throughout OSSE. Creating a data management function with related staff will not only support the data infrastructure and enhancement projects but will be responsible for data architecture, data

management, and metadata management for OSSE's data systems and assets. This will contribute toward OSSE successfully implementing the National Academy's recommendation but also achieving its strategic priority of providing key stakeholders with information that improve outcomes for DC's students.

Q14: **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:

Accurate data provides critical information regarding the investments that the District makes in our schools and community-based organizations. Data also helps drive improvements, track progress, and identify areas of need. OSSE collects a large volume of information from LEAs and other grantees. The vast majority of this data collection is driven by federal reporting requirements, reporting requirements driven by local legislation, as well as other grantee requirements. OSSE has worked to streamline data collections by collaborating with key partners such as PCSB to combine collections and reduce the burden on LEAs.

OSSE strives to limit its collection to only those data elements that are essential to fulfilling its auditing, compliance, and reporting requirements. OSSE works to provide the justification and legal citations for data collections when necessary and applicable, to provide further clarity on the collection and use of the data submitted. Examples are the discipline and attendance data governance memos.

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 collection calendar* for the school year is published in SLED at https://sled.osse.dc.gov/info/Collection-Calendar/, so sub-grantees are aware of upcoming requests for data.
    - *Data manager 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.
- A data collection template and training or guidance material at the beginning of the collection. Whenever possible, OSSE populates available data through automated data transfer templates to reduce the administrative burden on LEAs and CBOs.
- Thirty (30) days to provide or verify the requested data.
- An opportunity to engage in quality assurance review, working with LEAs and CBOs to ensure the data are accurate and complete.

For manual data collections, OSSE attempted to collect 514 data submissions across all LEAs for SY2015-2016. 201 submissions (39.1%) were deemed exempt, meaning that specific LEAs were not required to submit certain data collections. Of the remaining 313 data submissions, 29.1% were untimely or never submitted by the LEA.

A consistent challenge is the quality and timeliness of data collection from our LEA partners. OSSE intends to work to improve this through improved communication about requirements, support and

training for LEAs, and collaboration with PCSB on conveying the importance of data collection and compliance.

Q15: **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 2016.**

RESPONSE: Q15 Attachment - PARCC and MSAA Achievement Results.xlsx

This report contains the official 2015-16 assessment results for the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Multi-State Alternate Assessment (MSAA) in ELA/literacy and mathematics. This file contains detailed information, showing multiple levels of results for particular groups of students, for all grades within a school, and for individual grades. Tab 1 includes school-level results, tab 2 includes LEA-level results, tab 3 includes state and sector results, and tab 4 includes the data notes.

Q16: **Provide the results of testing integrity investigations for SY2015-2016.**

RESPONSE:

Each year, OSSE reviews the administration of assessments districtwide to ensure the validity and reliability of the assessment results. As part of this process, OSSE reviews test security protocols and data to ensure the tests were administered with fidelity. For the 2014-15 and 2015-16 administration years, OSSE contracted with Caveon Test Security, a nationally recognized firm with substantial experience in conducting test integrity investigations. Caveon conducted data forensics analyses of test response data to identify anomalous results, and conducted post-administration investigations to attempt to understand what may have caused statistical anomalies identified in the test response data. The methodology used to flag schools included considering similarities in individual students' response patterns; looking at levels of student response changes (commonly known as "erasure analysis" or "response change analysis"); and looking at unusual changes in scores, year to year. The onsite post-administration investigation included site visits, document reviews, and one-on-one interviews. OSSE is in the process of finalizing reports for the test integrity investigations, thus the results are not available at this time. OSSE expects to publicly release the results of the investigations by March 2017.

Early Learning

Q17: **Provide data on the capacity, enrollment, and utilization of all infant and pre-kindergarten programs in the District for FY13, FY14, FY15, FY16, and FY17 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: Q17 Attachment 1 - Capacity, Enrollment, Utilization FY16-FY17 to date.xlsx
Q17 Attachment 2 – Capacity, Enrollment, Utilization FY13-FY15.xlsx

Q18: **With regard to child care development centers, please provide the following:**
- **A list of all licensed child development centers in the District;**
- **The corresponding capacity for each center;**
- **The corresponding Quality Rating Improvement System (QRIS) tier for each center; and**
- **The amount paid to childcare providers in FY16 and to date in FY17.**
[NOTE: Please provide this information in Excel format.]

    RESPONSE: Q18 Attachment – Child Development Facilities.xlsx

Q19: **Describe the impact the cost of living has had on the provision of child care services (subsidy and private pay) in the District of Columbia during the preceding 12 months.**

RESPONSE: Q19 Attachment – Child Care Report Cost of Living.pdf

In FY16, OSSE released the Child Care Report: Cost of Living and Monthly Utilization, an annual report on what impact the cost of living has had on the provision of day care services in the District during 2015-16 and the monthly utilization during the same period in each category of day care paid for by the District.

As described in the report, from March 2015 through April 2016, OSSE served over 12,000 children through the subsidized child care program. Additionally, on March 11, 2016, OSSE released the results of an innovative cost estimation model, the findings of which present both strengths and opportunities for improvement for the District's subsidized child care system.

Through ongoing stakeholder engagement, including cross-sector collaboration and coordination facilitated through the State Early Childhood Development Coordinating Council (SECDCC), OSSE is using the findings of both reports to inform change that will continue to promote access for families to affordable, healthy, safe, and quality child care.

Q20: **In FY16, OSSE was to implement a web-based solution to improve the subsidy payment process. Please provide an update on this work and describe the rate at which OSSE was successful in on-time subsidy payment to providers in FY16.**

RESPONSE:

Providers submit attendance records for the month by the 5th business day of the following month and receive payment based on reviewed attendance records within thirty (30) days. During FY16, 98% of provider payments were made within thirty (30) days of the invoice period.

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. To this end, OSSE and the Office of Contracting and Procurement recently published a Request for Information (RFI) to help OSSE determine what currently exists in this market space and OSSE is currently reviewing the RFI submissions. The next step towards implementation of this web-based solution is for OSSE to release a Request for Proposal to obtain a contractor to build the new system, which OSSE expects to complete in the near future.

Q21: **One of OSSE's FY16 goals was to revise and implement new childcare licensing regulations. Please provide an update on this work to date and include a description the training OSSE will conduct to ensure all OSSE licensing staff understand the new regulations.**

RESPONSE:

OSSE has completed the process of promulgating new regulations governing the licensure of child development facilities. Understanding that any changes to the licensing regulations would have a significant impact on a number of children, families and businesses in the District, OSSE issued an Advanced Notice of Proposed Rulemaking (ANPR) on Dec. 24, 2015 and a Notice of Proposed Rulemaking on Sept. 9, 2016 to solicit comments from public stakeholders. OSSE appreciated that so many public stakeholders had an interest in the proposed rulemaking and submitted their comments during the public comment periods. OSSE reviewed and thoroughly considered all comments received and made changes accordingly. Overall, stakeholders provided valuable insights and feedback, enabling OSSE to refine and significantly improve its earlier proposed rule and draft revisions. The Notice of Final Rulemaking was published in the *D.C. Register* on Dec. 2, 2016. Responses to comments received during the public comment period for the Notice of Proposed Rulemaking are available in the preamble of the Final Rulemaking. Additionally a summary of the Final Rulemaking, which includes a timeline for when key requirements take effect, is available on OSSE's website in English, Spanish, Chinese, Amharic, French, Korean, and Vietnamese.

OSSE held public meetings throughout the city to review the key changes and address providers' questions on the new regulations on the following dates: Dec. 6, 2016; Dec. 9, 2016; Dec. 15, 2016; Dec. 16, 2016; Dec. 20, 2016; and Jan. 24, 2017. Notice of these meetings was published in the D.C. Register.

To support implementation, OSSE has developed a training schedule for licensing staff including monthly meetings to discuss the licensing regulations, impactful changes, what substantial compliance looks like, and to discuss any sections that need additional guidance or clarity.

Q22: **Describe the professional development opportunities OSSE provided/offered to child development centers and early care staff in FY16 and FY17 to date? Please indicate which opportunities were mandatory.**

RESPONSE:

In FY16 through Dec. 31, 2016, OSSE provided approximately 530 face-to-face training opportunities for approximately 9,779 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.

The chart below outlines the continuing education topics required of all staff working in a licensed child development facility, per DCMR 29, Chapter 3.

Section 338.2 - Continuing Education in DCMR 29 Chapter 3 (Mandatory Trainings for Licensed Providers)	OSSE Course Offerings
(a) Child health, including standard health care precautions, and communicable diseases and appropriate responsive action thereto;	• Infection Control and Illness Prevention in Early Childcare Setting* • Prevention and Response to Food Allergies*
(b) Child abuse and neglect prevention, detection and reporting, including mandatory reporting requirements;	• Prevention of Shaken Baby Syndrome* • Mandated Reporter Training* • Stewards of Children
(c) Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable;	• Exploring Primary Caregiving and Continuity of Care • Temperament: A Practical Approach to Meeting Individual Needs • Setting Limits without Guilt and Preventing Power Struggles
(d) Permissible and developmentally appropriate methods of child discipline;	• Preventing Bullying in the Early Childhood Setting • Safe Kids: ACT Against Violence
(e) Inclusion of children with special needs, including the Americans with Disabilities Act; and	• Act Early: When Children Fall Behind in their Developmental Milestones • Using the Ages and Stages Questionnaire • Acknowledge, Ask and Adapt: Best Practices in Cultural Sensitivity
(f) Precautions against Sudden Infant Death Syndrome; and	• Sudden Infant Death Syndrome (SIDS) Prevention and Safe Sleep Practices*
Section 338.3 Continuing Education in DCMR 29 Chapter 3 (Mandatory Trainings for Licensed Providers)	**OSSE Course Offerings**
(a) Any area listed in subsection 332.3 of this Chapter; • Growth and development of infants, toddlers, and/or children • Care and education of children with special needs and/or exceptionality • Health and physical education of infants, toddlers, and/or children • Play therapy • Language development and/or early literacy • Children's literature • Arts education	Food and Nutrition • Nutrition and Physical Activity* • Child and Adult Care Food Program (CACFP) Application • Food Handlers Certification Course • Starting Strong: Nutrition for Infants • Buying and Serving Local Foods in Early Child Care Settings • Nutrition for Early Learners • Be An Oral Health Champion

- Child, adolescent, educational, and/or abnormal psychology - Nutrition for children - Family development - Methods of teaching - Classroom management - Curriculum programs and activities for infants, toddlers, and/or children - Educational evaluation and measurement - Early Childhood Development or Youth Development administration - Diversity	Parent, Family, and Community Engagement - Responsive Early Education for Young Children and Their Families Experiencing Homelessness Learning Environment / Literacy - Environments for Group Care - Cradling Literacy – Training of Trainers CLASS Trainings - CLASS: Emotional Support: Productivity - CLASS: Emotional Support: Behavior Management - CLASS: Guiding Children's Behavior - CLASS: Facilitation Methods - CLASS: Emotional and Behavioral Support - CLASS: Promoting Cognition (Toddler) - CLASS: Purposeful Conversations (Infant/Toddler) - CLASS: Responsive Caregiving and Teacher Sensitivity - CLASS: Observant Teaching and Thoughtful Support for Infants - CLASS: Demonstrating Dynamic Language Techniques - CLASS: Community of Practice for Leadership
(b) Child abuse and neglect recognition, prevention, and mandatory reporting;	See course offerings above
(c) First aid and CPR for children;	Adult and Pediatric CPR, First Aid* and Blood Borne Pathogens
(d) Prevention, recognition, and management of communicable diseases;	See course offerings above
(e) Medication administration;	- Administration of Medication (AOM)* - Breathing Easy Asthma Training for Caregivers of Young Children
(f) Use of physical space and play equipment;	- Awesome Environments for Infants and Toddlers that Promote Physical Development - Creating Learning Spaces for Preschool Children
(g) Communication and collaboration with parents and families;	- Understanding the Hidden Impact of Incarceration on Children, Families, Schools, and Communities - Building Partnerships with Parents and Raising Confident and Happy Boys - Building Strong Families and Supporting School Readiness
(h) Community health and social services resources for children and families;	Measuring what Matters: Parent, Family, and Community Engagement
(i) Planning programs and activities for children and families;	DC Common Core Early Learning Standards (DC CCELS) DC CCELS 101: Introduction to DC CCELS

	• DC CCELS 201a: Observing and Assessing Children's Learning • DC CCELS 201b: Intentional Lesson Planning and Implementation • DC CCELS 301: @ the National Building Museum • DC CCELS 301: @ National Zoo! • DC CCELS 301: @ US Botanic Garden • DC CCELS 301: @ Sitar Arts • DC CCELS 301: @ National Air and Space Museum • DC CCELS 301: @ Washington Youth • DC CCELS 301: @ Imagination Stage • DC CCELS 301: @ Capitol Hill Arts Workshop • Ready To Learn • Yoga and Mindfulness • The Beat Goes On: Using Rhythm and Rhyming to Teach Early Math Skills • Same, Different, In, and Out • Exploring the Big Ideas of Math • Patterns Here, There and Everywhere Eureka! Early Math 1
(j) Enhancing self-control and self-esteem in children;	• Social Emotional Foundations of Early Learning
(k) Developmentally appropriate discipline methods and techniques for infants, toddlers, and/or children	• Social Emotional Milestones, Responsive Caregiving, and Identity

Other trainings offered by OSSE DEL
• Emergency Preparedness and Response Planning* • Precautions in Transporting Children* • Building a Vibrant Early Childhood Business • Connect DC: Computer Literacy Training • Joining the Professional Development Registry • Intentional Lesson Planning (Education Service Monitors) • Eligibility Determination Policies for Subsidized Child Care (Eligibility Service Monitors) • Building and Physical Premises* • Fire Extinguisher Training • Storage of Hazardous Materials and Bio-Contaminants*

* On Dec. 2, 2016, OSSE published 5-A DCMR Chapter 1 (Child Development Facilities: Licensing) in the *DC Register*. The trainings marked with an * are required in the new regulations.

PROFESSIONAL DEVELOPMENT SCHOLARSIHPS

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 FY2016, 171 professionals completed their CDA credential.

- T.E.A.C.H. Scholarships
  The National Black Child Development Institute administers this program on behalf of OSSE. For FY2016 and up-to-date: There are 91 active scholars and 20 pending applications (waiting additional paperwork) in the T.E.A.C.H. program. On Jan. 6, 2017, 25 of these scholars earned their associates degree in early childhood. Thirty-two (32) DC centers are participating in the program.
- First Step
    – OSSE piloted the First Step CDA Career and Technical Education (CTE) program in FY16 which provides high school students the opportunity to graduate with their CDA credential and high school diploma at the same time.
    – Students engaged in the program complete 120 in class learning hours and 480 internship hours to complete the CDA coursework.
    – Students participate in the Summer Youth Employment Program (SYEP) working in high-quality child care centers in DC as part of their internship.
    – In FY16, 10 students participated. In FY17, OSSE is expanding the program to an additional 45 students.

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 FY16 and FY17 to date, including a description of each training and/or activity.**

RESPONSE:

OSSE's professional development system offers the following 20 courses 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 FY16, OSSE provided 87 of the trainings described below. In FY17 to date, OSSE provided 14 of the trainings described below.

Social-Emotional Development Training Descriptions
1. **Social Emotional Foundations of Early Learning**
   This course gleans content from the research-based Center on the Social Emotional Foundations of Early Learning (CSEFEL) infant, toddler, and Pre-K training modules. Participants engage in hands-on activities, small and large group activities that emphasize the importance of responsive care and positive social-emotional climate for children from birth through age 5.
2. **Understanding the Hidden Impact of Parental Incarceration on Children, Families, Schools, and Communities**
   The nation's growing prison and jail population has exposed the negative effects incarceration has on America's children, families, and communities. Attendees will learn classroom strategies to help children and families cope with parental separation, at home, and at school.
3. **Pre-K CLASS Classroom Organization Behavior Management**
   Participants will learn how effective teachers monitor, prevent, and redirect behavior by being proactive, rather than reactive.
4. **Screen Time for Early Learners: Does the Good Outweigh the Bad?**
   OSSE facilitates training on best practices on the use of technology in early learning settings. Participants discuss the pros and cons of screen time activities in the classroom, as well as at home. Teachers learn about current research in regards to children and screen time, the newest games to help your children learn in any environment, and the latest applications and techniques to keep them safe.
5. **Pre-K CLASS Classroom Organization Productivity**
   Participants will learn to run a smooth classroom through implementation of routines, effective transitions from one activity to the next, and being prepared for activities in order to maximize the time spent learning.
6. **Pre-K CLASS Instructional Support Quality of Feedback**
   Participants will learn to extend preschool and pre-kindergarten students' learning by incorporating a variety of evidence-based responses to students' ideas, comments, and work.
7. **Toddler CLASS: Emotional and Behavioral Support: Overview of Positive Climate, Teacher Sensitivity, Child Perspective, Behavioral Guidance**
   Participants learn how to promote intentional, pro-social teacher, and child expression that encourages emerging capacities for self-regulation and social skills. Participants learn about child-directed interests, observation, and reading cues in young children.

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

9. **Environments for Infant/Toddler Group Care**
   This session focuses on the intentional use of space, equipment, and materials to support children's development, social interaction, and learning in infant/toddler care programs, and illustrates eight (8) concepts that are at the heart of high-quality infant care environments.

10. **Toddler CLASS: Engaged Support for Learning: Facilitation of Learning and Development**
    Participants learn to facilitate learning and development of toddlers through guided exploration, integrated learning experiences, and promoting children's active involvement in the classroom/program.

11. **Building Partnership with Parents and Raising Confident, Resilient, and Happy Boys**
    Participants learn what research says about ways that positively impact the development of young boys and what elements contribute to happiness. We will discuss how increased male involvement supports health development in children and organizational family promising practices to raising confident and resilient boys to successful men.

12. **Creating Learning Spaces for Preschool Children**
    Participants learn how to create learning environments that are safe, attractive, comfortable, and well-designed in order to support goals for children.

13. **Serving Preschool Teachers Children and Their Families Experiencing Homelessness**
    Homelessness has a devastating impact on children as it puts children at increased risk of health problems, developmental delays, academic under achievement, and mental health problems. The youngest children account for more than half of all children in federally-funded homeless shelters. Participants learn about strategies for assisting families experiencing homelessness that often face numerous barriers to the programs and services that can support the healthy development of their children, including early care and education programs.

14. **Temperament: A Practical Approach to Meeting Individual Needs**
    This session uses a variety of interactive learning activities to introduce the nine temperament traits and three temperament types of infants and toddlers. This session offers participants the opportunity to explore their understanding of temperament by creating a profile of their own temperament and focuses on strategies for being responsive to children with different temperaments in group care.

15. **Multi-Risk Families: Understanding the Signs of Perinatal Mood and Anxiety Disorders**
    This training is for anyone who works in any capacity with pregnant, postpartum, or reproductive-age women and their families. Participants will learn about the major risk factors for Perinatal Mood and Anxiety Disorders (PMADs), as well as the different ways that they present in the general population. Participants will also learn how to screen, where and how to refer a mom or family if needed, and what other resources are available in the District for families of various cultures and socio-economic status. Families, and most especially children, benefit greatly from knowledgeable professionals that are equipped to identify and refer when the systems and risks of anxiety and depression are evident.

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

Inclusive Practices Training Descriptions

1. **Act Early: When Children Fall Behind in their Developmental Milestones**
   Research shows the first five (5) years of life are the most important to a child's development and when concerns are identified, acting early can greatly improve a child's quality of life, and education outcomes. DC program systems, Early Intervention Strong Start, and Early Stages partner in this training that provides professionals with guidance regarding parent engagement, lawful, inclusive practices, and the provision of individualized specialized education services of IDEA Part C and Part B.
2. **Early Intervention Services for Children with Developmental Delays and Disabilities**
   Professionals learn about experiences and daily challenges when young children with diverse backgrounds and abilities are present in their programs. This interactive session will include an overview of systems, referrals, solutions, and best practices for inclusive early education.
3. **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.
4. **Strong Start Training**
   Strong Start provided professional development to childcare providers on developmental screening using the ASQ and ASQ:SE (Social Emotional), typical/atypical development, and making referrals to Part C.

Q24: **Did OSSE complete a statewide collection of staff qualifications and demographics for all those employed in licensed child care centers in FY16? If so, please provide the key findings this collection revealed including the established benchmarks for the credentials and experience of early childhood staff. How has OSSE used this information in FY16 and FY17 to date to create supports for staff?**

RESPONSE:

In FY16, OSSE did not conduct a statewide collection of staff qualifications and demographics. Rather, OSSE's Division of Early Learning spent FY16 doing research and developing business requirements and a scope of work to help us upgrade our current Professional Development Registry (PDR) which will enable staff to provide the requested data annually. This new system, Professional Development Information System (PDIS), will be a user-friendly platform and will be designed to enhance access to professional learning opportunities. The PDIS will eventually be integrated and connected to the child development facility data system. OSSE has developed the scope of work for the PDIS. The agency will seek a contractor to create, configure, and maintain a comprehensive PDIS that will serve as a primary professional development tool and resource for DC early childhood and school-age professionals. It will provide a platform for professionals to create a personal profile, track their own qualifications and credential information, participate in career counseling, receive and report training and events information, and house statewide aggregate data on early childhood professionals. The PDIS will fully support:

- ECE teachers, teacher assistants, directors, and support staff professionals to compose and store documentation reflecting personal profile information that is vital to their career in early education;
- Notifications and logistical aspects of professional training opportunities, including offerings by OSSE Trainer Approval Program (TAP) trainers to include event announcement, registration, track attendance, and distribute handouts and evaluations; and
- A career counseling function with recognition of an individual's education, certifications, and years of experience.

Q25: **Please provide an update on the implementation of the Quality Rating Improvement System pilot that was launched during FY16. Also include the current timeline for full implementation.**

RESPONSE:

OSSE successfully launched its Enhanced QRIS (now "Capital Quality") pilot program in April 2016 to advance and align quality standards across the District's three-sector system. The Capital Quality pilot aims to provide meaningful consumer information and align supports to research-based quality standards, and target areas of improvement through collaborative partnership between child development providers, OSSE, and other agencies.

To support this effort, OSSE awarded a competitive grant to Hurley and Associates (H&A) to hire Quality Facilitators, who have a wealth of knowledge in early childhood education, family engagement, inclusion, diversity, assessments, and curriculum. Each provider participating in the pilot has a quality facilitator who works with the site administrator to create a continuous quality improvement plan, help design and implement quality improvement strategies, and work with the administrator to track and monitor progress.

Capital Quality has three components: a summative rating, a continuous quality improvement (CQI) process, and a public-facing profile for child development facilities and schools. Capital Quality consists of four (4) tiers of quality and uses a combination of the CLASS Pre-K, the Environmental Rating Scales (ERS) for infants and toddlers, and in-seat attendance (for pre-K programs only) to rate programs. The CQI plan includes a set of quality standards that are common to all programs that serve children birth to age 5. Most of these standards align with the Head Start Program Performance Standards (HSPPS) and already existing standards for the three (3) primary sectors currently operating early childhood education programs in the District: public charter schools, DCPS, and CBOs (primarily licensed center-based early care and education). The quality indicators in the CQI plan include: mission statement, attendance policies, family engagement, child progress monitoring and assessment, use of curriculum, culturally and linguistically responsive practice, inclusion practices, and professional development. OSSE and the Quality Facilitators will identify the technical assistance needs of the programs. The public-facing profile will include the rating, elements of the CQI plan, and additional information that will be beneficial to families, including, but not limited to, hours of operation, group size and ratios, and results of licensing and monitoring visits.

Pilot highlights include the following steps by OSSE:
- Identified twenty-four (24) programs to participate in the Enhanced Quality Rating Improvement System (Capital Quality) in April 2016.
- Developed a QuickBase application, "as the main repository to collect information regarding pilot site quality for the CQI plan.
- Contracted new Quality Facilitators who started in October 2016.
- Hosted eight (8) meetings with pilot participants.
- With the Quality Facilitators, visited all twenty-four (24) sites.
- Pilot rollout will end in March 2017.

The pilot consists of twenty-four (24) programs across the three (3) sectors: four (4) DCPS programs, five (5) family child care homes, and fifteen (15) center-based facilities. The pilot participants were

updated on the new structure of the quality rating system as well as the components that would be used for rating. The programs received technical assistance (TA) on how to complete the CQI plan using a QuickBase application and completed their first draft in July 2016. The plans were reviewed, the Quality Facilitators gave the providers feedback, and at the present time the CQI plans are being updated by the providers with the assistance of the Quality Facilitators. Site visits were conducted with participants, OSSE staff, and the Quality Facilitators during the months of November and December of 2016. Valuable feedback was received from both the site-visits and the pilot meetings held at OSSE. The QRIS pilot will officially conclude in March 2017 and the information being gathered will help inform the full implementation process. The proposed timeline for the full implementation will take place over a three (3) year period from 2016-2019. Below is a detailed snapshot of how the full roll-out will unfold.

Cohort	Activity	Timeframe (Subject to change)
Pilot 24 programs	Orientation	April 2016
	Data Collection	November 2015 – September 2016
	Data Dissemination	June – August 2016 (CLASS), January – February 2017 (ERS)
	Differentiated levels of quality supports assigned	January 2017 (based on 2015-2016 Data Collection)
	CQI Process Begins	May 2016 – Ongoing
Cohort 2 (Includes Pilot) 95 Additional	Orientation	January 2017
	Welcome	February 2017
	Data Collection	January – May 2017
	Data Dissemination	June – August 2017
	Differentiated levels of quality supports assigned	May 2017 (based on 2016-2017 Data Collection)
	CQI Process Begins	February 2017
	Data Collection	January – May 2018
	Data Dissemination	January – June 2018 (rolling basis)
	Appeal Process	January – July 2018
	Rating Assigned by	**August 2018 (based on 2017-2018 Data Collection)**
	Subsidy Rate Structure Change Takes Effect	**October 2018**

Cohort	Activity	Timeframe (Subject to change)
Cohort 3 Additional 95 Programs	Orientation	January 2017
	Welcome	January 2018
	Differentiated levels of quality supports assigned	February 2018 (based on 2017-2018 Data Collection)
	CQI Process Begins	February 2018

	Rate change in effect	October 2018
	Migration	October 2018
	Data Collection	January – May 2019
	Data Dissemination	January – May 2019 (rolling basis)
	Appeal Process	January – July 2019 (rolling basis)
	Rating Assigned by	**August 2019 based on (2018-2019 Data Collection)**
	Subsidy Rates Change Based on Capital Quality Ratings for All Providers	**August 2019**

Cohort	Activity	Timeframe (Subject to change)
Cohort 4	Orientation	January 2017
(Full Implementation)	Welcome	January 2019
	Differentiated levels of quality supports assigned	February 2019 (based on 2018-2019 Data Collection)
	CQI Process Begins	February 2019
	Rate change in effect	October 2018
	Migration	October 2018
	Data Collection	January – May 2019
	Data Dissemination	January – May 2019 (rolling basis)
	Appeal Process	January – July 2019 (rolling basis)
	Rating Assigned by	**August 2019 based on (2018-2019 Data Collection)**
	Subsidy Rates Change Based on Capital Quality Ratings for All Providers	**August 2019**

Q26: **Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program, and the Pre-K Facilities Improvement Grant Program for FY16 and FY17 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, and the criteria used to select grant recipients.**

RESPONSE:

On September 24, 2015, OSSE adopted a new 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) to further establish procedures to facilitate and distribute funding for the Pre-K Enhancement and Expansion Program. Through provision of this program, OSSE seeks to allocate funding, in an amount consistent with the Uniform per Student Funding Formula (UPSFF) rate, to eligible CBOs to provide and maintain high-quality pre-K education services. The regulations defined eight eligibility requirements each pre-K program must meet and maintain in order to receive funding allocation through the program, including criteria related to eligibility for enrolled children; required class size; and program length and operating hours. Moreover, the regulations outlined the high-quality standards pre-K programs must meet and maintain to receive funding, which include:

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

Initial implementation of this effort consisted of OSSE grandfathering in existing programs that were a part of the Pre-K Enhancement and Expansion Program prior to January 2015. OSSE also accepted applications from five (5) new CBOs interested in qualifying for "high-quality designation" in order to be eligible for Pre-K Enhancement and Expansion Program funds. Out of the five (5) programs that submitted applications, four (4) met the standards outlined in the regulations. For FY16, OSSE first awarded funding to the grandfathered CBOs that received prior funding, and that were able to meet the eligibility requirements and high-quality standards set forth in the new regulations. OSSE then allocated the remaining funds to the four (4) new CBOs designated high-quality, consistent with the UPSFF for each student enrolled. OSSE also awarded technical assistance funds in the amount of $1,500 per child for programs that were designated high-quality. Information for award recipients in FY16 including enrollment numbers is included in Table 1 below.

Table 1: FY16 Pre-K Enhancement and Expansion Grant Participants

PROGRAM NAME	Number of Classrooms	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED (SUBSIDY AND PRE-K FUNDS COMBINED)
Barbara Chambers	4	43	21	64	$1,192,361.00
Big Mama's	1	9	7	16	$274,747.00
Bright Beginnings	2	17	16	33	$427,276.00
Bright Start	1	8	3	11	$168,880.00
CentroNía	6	51	34	85	$1,431,601.00
Dawn To Dusk	1	14	2	16	$307,680.00
Easter Seals	1	14	1	15	$253,730.00
Gap Community Childcare Center Inc.	1	10	0	10	$187,550.00
Happy Faces	2	19	5	24	$533,290.80
Jubilee Jumpstart	1	10	6	16	$266,692.40
Kennedy Institute	1	9	7	16	$274,747.00
Kiddies Kollege	2	16	6	22	$364,744.00
Kids Are Us Learning Center	1	13	2	15	$276,031.00
Martha's Table	1	7	0	7	$142,644.00
Matthew's Memorial	2	12	8	20	$313,100.00
Edward C. Mazique	1	7	9	16	$269,453.00
National Children's Center	2	18	12	30	$521,814.00
Rosemount Center	1	12	2	14	$248,204.00
Spanish Education Development Center	4	32	16	48	$894,176.00

PROGRAM NAME	Number of Classrooms	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED (SUBSIDY AND PRE-K FUNDS COMBINED)
Sunshine Early Learning	6	48	36	84	$1,463,957.70
UPO Azeeze Bates	2	17	6	23	$324,763.00
Zena's	1	11	5	16	$322,797.90
Total	44	397	204	601	$10,460,239.80

From both child care subsidy funding and the funding appropriated to OSSE pursuant to the Pre-K Act, in FY17, OSSE awarded $11,028,482.00[1] to support 45 high-quality pre-k classrooms. These funds include technical assistance and coaching support for Pre-K Enhancement and Expansion grantees. Information for award recipients in FY17 including enrollment numbers is included in Table 2 below.

Table 2: FY17 Pre-K Enhancement and Expansion Grant Participants

PROGRAM NAME	Number of Classrooms	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
1. Associates for Renewal in Education, Inc.	1	2	12	14	$233,610.00
2. Barbara Chambers	5	41	39	80	$1,505,629.00
3. Big Mama's	1	10	5	15	$278,671.00
4. Bright Beginnings	2	18	15	33	$314,616.00
5. Bright Start	2	17	11	28	$464,507.00
6. Centronia	5	48	41	89	$1,579,542.00
7. Dawn to Dusk	1	10	4	14	$264,584.00
8. Easter Seals	1	11	1	12	$218,659.00
9. Educare of Washington, DC	5	50	41	91	$1,043,216.00
10. GAP Community	1	9	3	12	$217,883.00
11. Happy Faces	3	20	14	34	$622,754.00
12. Ideal Child Development Center	1	13	0	13	$247,130.00
13. Jubilee JumpStart	1	13	3	16	$266,707.00

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[1] Amount may be adjusted based on enrollment audit pursuant to D.C. Code § 38-1804.02(d)(2).

PROGRAM NAME	Number of Classrooms	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
14. Kiddies Kollege	1	10	3	13	$232,357.00
15. Kids are Us Learning Center	1	7	6	13	$244,796.00
16. Kumba	1	10	5	15	$274,133.00
17. Matthews Memorial Child Development Center	1	9	3	12	$204,279.00
18. National's Children Center	2	28	3	31	$579,071.00
19. Rosemount Center	2	14	17	31	$573,629.00
20. Spanish Education Development Center	3	20	22	42	$789,862.00
21. Sunshine Early Learning	5	24	27	51	$872,847.00
Total	45	384	275	659	$11,028,482.00

Pre-K Assistance Grant
Pursuant to section 203 of the Pre-K Act, OSSE was to administer a five (5) year grant program to provide assistance to pre-K programs in meeting the high quality standards presented in the Act, with the last grants to be awarded pursuant to section 203 in 2013. Accordingly, OSSE has not awarded any grants to provide assistance to pre-K programs in meeting the high quality standards in either FY 2016 or FY 2017.

Pre-K Facilities Improvement Grant
OSSE did not award any grants under the Pre-K Facilities Improvement Grant Program in FY16 or FY17 to date but is looking to continue providing this funding opportunity to providers in the future. However, OSSE did provide grants, through federal funding, to fund minor renovations, improve the quality of materials, and address health and safety findings in the child development facilities that are in the Quality Improvement Network. The renovations included the installation of dividing walls in the classrooms, replacement of doors/windows/floors, painting of the facilities, playground upgrades, and other facility repairs.

Q27: **Please provide a narrative update of OSSE's oversight of the Head Start program in the District. At a minimum, please include the following information: how many children are currently enrolled in the District's head start program and where are the individual programs located in the District?**

RESPONSE:

The Office of the State Superintendent of Education (OSSE) receives the Head Start State Collaboration grant from the U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Head Start (OHS). Through this grant, OSSE, as the Head Start State Collaboration Office (HSSCO) enhances state coordination and partnerships to meet the unique needs and challenges of the children and families within the District of Columbia (DC). OSSE has a key role to play 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 helps support 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 SECDCC, DC Head Start Association (DCHSA), and the priorities of the Child Care and Development Block Grant (CCDBG) plan.

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

OSSE 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 quality enhancement and support for Head Start programs in the District. See list below.

HEAD START PROGRAM PARTICIPATION FOR FY16

Grantees	Address	Ward	Home-Based[2]	EHS Center	HS Center	Total Enrollment by Grantee

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[2] 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.

Grantees	Address	Ward	Home-Based[2]	EHS Center	HS Center	Total Enrollment by Grantee
DC Public Schools	Title I Schools				5,191	5,191
Bright Beginnings, Inc.	128 M Street, NW	6	64	40	44	148
CentroNía	1420 Columbia Road, NW	1	72			72
Rosemount	2000 Rosemount Avenue, NW	1	77	39		116
United Planning Organization (UPO)	*See locations below*					671
Educare of Washington, DC	640 Anacostia Avenue, NE	7		72	85	
AppleTree Early Learning Center PCS Douglas Knolls	2017 Savannah Terrace , SE	8			49	
AppleTree Early Learning Center PCS Savannah Place	2011 Savannah Street, SE	8			49	
Azeeze	444 16th Street, NE	6		16		
Ballou	3401 4th Street, SE	8		16		
Christian Tabernacle	1000 V Street, NW	1		48		
C.W. Harris Elementary School	301 53 Street, SE	7		16		
Dunbar	101 N Street, NW	5		8		
Edgewood	601 Edgewood Terrace, NE	5		24		
Fredrick Douglass	324 Stanton Road, SE	8		40		
Luke C. Moore	1001 Monroe Street, NE	5		8		
Marie Reed	2200 Champlain, St, NW	1		16		
Woodson	540 55 Street, NE	7		8		
Spanish Education Center (SED)	4110 Kansas Avenue NW	4		36		
Anacostia High School	1601 16th Street, SE	8		24		
Paradise	3513 Jay Street, NE	7		16		
Atlantic Gardens	4228 4th Street, SE	8		16		
Healthy Babies	801 17th Street, NE	5	52			
Home-Based Program			72			

Grantees	Address	Ward	Home-Based[2]	EHS Center	HS Center	Total Enrollment by Grantee
OSSE Quality Improvement Network (QIN)				200		200
TOTAL ENROLLMENT BY MODEL			337	643	5,418	6,398

The District of Columbia Public Schools (DCPS) is the largest Head Start provider in the District of Columbia serving 5,191 children in FY16 – an increase of 140 children from FY15. 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.

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 community-based organizations to provide Early Head Start and Head Start slots. In FY16, UPO was able to support service delivery to 671 children through home-based and center-based Early Head Start and Head Start programming. This includes an additional 48 Early Head Start slots for this fiscal year through a contract with the Christian Tabernacle Child Development Center.

Q28: **Please provide a copy of the 2016 Pre-K Report.**

    RESPONSE: Q28 Attachment – 2016 Pre-K Report.pdf

Q29: **Describe what OSSE has done in FY16 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). Please provide the following details about the Strong Start DC Early Intervention Program (DC EIP) during FY16 and FY17, to date:**

- **Number and percent of referrals, by source (e.g. parent, primary care physician, other medical provider, teacher, child development center, Medicaid MCO, home daycare provider);**
- **Percent of children evaluated from overall pool of children referred in total and by ward;**
- **Number of children found eligible as a result of the referral;**
- **Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral;**
- **Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan;**
- **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**
- **Number of children receiving services, by funding source (e.g. Medicaid MCO, Medicaid fee for service, no insurance)**

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

	FY16		FY17 to Date	
Referral Source	**Number**	**Percent**	**Number**	**Percent**
CFSA	69	2.90%	5	2.00%
Child Development Centers	255	10.73%	29	11.60%
Clinics	576	24.24%	118	47.20%
Community Based Organizations	221	9.30%	11	4.40%
Hospitals	454	19.11%	37	14.80%
Medicaid MCO	29	1.22%	5	2.00%
Other	50	2.10%	0	0
Other Government Agencies	28	1.18%	0	0
Parent/Family	601	25.29%	36	14.40%
Physician's Offices	93	3.91%	9	3.60%
Totals	**2376**	**100%**	**250**	**100%**

(b) **Percent of children evaluated from overall pool of children referred in total and by ward:**

The number of children referred is greater than the number evaluated for various reasons, including but not limited to, multiple referrals for one child from various entities (i.e. doctor and school), inability to reach family to schedule evaluation, or a family deciding not to proceed with evaluation upon referral.

	FY16			FY17 to Date		
	Number Referred	**Number Evaluated**	**% Evaluated**	**Number Referred**	**Number Evaluated**	**% Evaluated**
Overall	**2376**	**1086**	**46%**	**480**	**130**	**27.0%**

Ward	FY16			FY17 to Date*		
	Number Referred	**Number Evaluated**	**% Evaluated**	**Number Referred**	**Number Evaluated**	**% Evaluated**
1	202	90	**44.6%**	**44**	**15**	**34.1%**
2	81	44	**54.3%**	**19**	**6**	**31.6%**
3	136	84	**61.8%**	**24**	**7**	**29.2%**
4	377	172	**45.6%**	**82**	**25**	**30.5%**
5	357	165	**46.2%**	**57**	**15**	**26.3%**
6	290	161	**55.5%**	**65**	**21**	**32.3%**
7	377	149	**39.5%**	**76**	**16**	**21.1%**
8	522	205	**39.3%**	**88**	**20**	**22.7%**
Out of Dist.	34	16	**47.1%**	**25**	**5**	**20.0%**

*FY17 To Date: 201 children referred with no evaluation result are still within their 45 day evaluation timeline

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

Year	Number of Children
FY 2016	859
FY17 to date	218

(d) **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
FFY 2013 (July 2013-June 2014)	556	93.1%
FFY 2014 (July 2014-June 2015)	716	96.5%

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

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

Year	Number of Children	Percent of Children
FFY 2013 (July 2013-June 2014)	568	92.2%
FFY 2014 (July 2014-June 2015)	791	83.6%

(f) **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)**

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):

Service	Number of children receiving service (FY16)	Number of children receiving service (FY17)
Speech/Language Pathology (SLP)	705	633
Physical Therapy (PT)	277	321
Occupational Therapy (OT)	350	219
Special Instruction (SI)	280	277
Vision Services	5	14
Hearing Services	29	26
Parent training	13	12

A child may receive more than one service.

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

Payor Source/Insurance	Number of Children (FY16)	Number of Children (FY17)
DC EIP	452	466
Medicaid MCO	392	404
Fee For Service Medicaid	59	59
Total	903	929

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

RESPONSE:

In FY16, OSSE's Strong Start team completed a Strong Start Early Intervention Service Guideline for early intervention service professionals that includes an overview of best practices for early identification, program planning, and intervention for infants and toddlers with developmental delays or disabilities in DC. It is designed to be used to help families and early intervention providers make decisions about appropriate assessment and intervention strategies to be used with young children with developmental delays or disabilities. The primary reasons for developing a service guideline is to provide an informational resource for professionals; encourage consistency in service delivery across providers; and enhance the quality of early intervention services.

Additionally, in FY16, OSSE trained all Strong Start providers in an evidence-based Coaching Interaction model and trained master coaches who are available to support other providers and ensure that coaching is provided in a meaningful way. Coaching is an interaction style used to build the capacity of parents and other care providers to promote child development and learning within the context of everyday routines and activities. Strong Start providers also received training in Routines Based Interviewing (RBI), a family-centered method of gathering information from families. It is a semi-structured interview that asks the family about their concerns, priorities and resources and the child and family functioning in every day routines. RBI helps improve the quality of Individual Family Service Plans by creating more functional and contextualized outcomes.

OSSE has also initiated a review of all Strong Start contracts to determine the changes that will need to be made to support successful implementation of the new model and ensure compliance with timelines and deliverables. This work is still in progress.

To date in FY17, OSSE has met with national technical assistance experts to implement our evaluation of these new initiatives, including developing interview and focus group questions for families and Strong Start service providers. OSSE has hired a new Part C special assistant with over 25 years of experience administering Part C services in a system that uses RBI and the coaching interaction model for many years. The Part C special assistant will support OSSE's implementation and monitoring of the new model.

Q31: **In FY15, OSSE completed a pilot phase of the development of a new IDEA Part C case management system. OSSE planned rollout the full system in FY16. Please provide an update on this work.**

RESPONSE:

The new IDEA Part C case management system, Strong Start Child and Family Data System (SSCFDS), was deployed on Oct. 11, 2016. This included migrating data from the previous system into a more robust relational database with enhanced functionality. Enhancements include improved data field checks and restrictions, a transparent user and provider directory, and improved linkages to other data systems. Linked data systems include the child care licensing system and the DC master address repository. All active Strong Start providers have access to the system and fixes continue to be made to the system in response to user feedback and to improve its overall functionality.

Most recently, OSSE has also engaged our national Part C data system technical assistance experts to further build out SSCFDS's functionality related to Medicaid invoicing and claiming, and the ability to link to other Medicaid billing systems within OSSE.

Q32: Regarding children who exited Part C services in FY16:
- **Number and percent of children who are meeting age-expectations in areas of previous delay at exit;**
- **Number and percent of children eligible for Part B services who have an IEP by age 3;**
- **Number and percent of children eligible for Part B who have a placement to implement their IEP by age 3;**
- **Percent of the time transition conferences that are attended by Part B staff and LEA staff;**
- **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,**
- **Percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility decided after age 3).**

RESPONSE:

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

FFY14 Data from the Annual Performance Report

Outcomes	Number of children	Percentage
Outcome A – Positive social-emotional skills (including social relationships	196	69.75%
Outcome B – Acquisition and use of knowledge and skills (including early language/communication	170	60.5%
Outcome C – Use of appropriate behaviors to meet their needs	221	78.65

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

In FFY14, 336 children exited Part C. Part B special education evaluations do not occur for all children served in early intervention. Parents must give permission for a special education evaluation to occur in order for the evaluation to be conducted by the LEA. Of the 336 children who exited Part C, parents of 23 children opted out of a referral to Part B. As a result, a total of 313 children were referred by Part C to Part B for an eligibility determination.

Many parents have expressed that they feel their children are not developmentally ready to transition from early intervention into special education at age 3. It was this feedback from parents that prompted OSSE's adoption of the extended IFSP option, which allows families to elect early intervention services for an additional year. However, in accordance with federal law, children can only receive extended services through an IFSP if they are determined eligible for services under Part B.

There were 62 children served in early intervention who were evaluated, determined eligible for special education services, and elected to transition to Part B services. Of the 62, 60 (96.8%) were evaluated, determined eligible, and had an IEP developed and finalized by age 3.

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

OSSE's special education data system (SEDS) tracks special education eligibility and timely IEP development by age 3, which is the federally mandated requirement. Decisions about the setting in which IEP services will be delivered are made by the child's IEP team (through the LEA) by each individual LEA.

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

96.5% - data is pulled from Oct 2015 – Sept. 2016

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

Of the children who exited Part C, there was documentation that 157 families elected the extended IFSP option and 75 had an IEP developed and finalized; of the 75 children in Part B, 13 were enrolled at charter LEAs and 62 were enrolled at DCPS in FFY14.

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.

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

In FFY14, there were an additional 13 children served in early intervention who either had their cases closed in Part C prior to transition or who were referred for a special education evaluation, but whose parents did not initially complete the process. In these instances, parent consent was subsequently obtained for Part B evaluations and these children ultimately were determined eligible and had an IEP developed and finalized.

Q33: **Provide an update on the work of the Early Childhood Development Coordinating Council in FY16 and to date in FY17. At a minimum, please include the following:**
- **A list of all members of the Council, including the organization they represent and the length of time they have served on the Council;**
- **A list of the date and time of all meetings in FY16 and to date in FY17;**
- **A narrative description of any action items taken or recommendations made by the Council in FY16 and to date in FY17.**

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 FY16**

SECDCC Meetings	Date/Time
Full SECDCC Meeting	February 22, 2016 2:30pm-4:00pm
Full SECDCC Meeting	March 21, 2016 2:30pm-4:00pm
Full SECDCC Meeting	May 23, 2016 2:30pm-4:00pm
Full SECDCC Meeting	July 25, 2016 11:30am-1:00pm
Full SECDCC Meeting	September 30, 2016 11:00am-1:00pm
Full SECDCC Meeting	December 5, 2016 9:00am-10:30am

(c) **A narrative description of any action items taken or recommendations made by the Council in FY16.**

The SECDCC ensures statewide coordination and collaboration of early childhood development activities through information sharing, advocacy, and committee work. In FY16, the SECDCC:

- Provided guidance and input on DC's 2016-2018 Child Care and Development Fund Plan.
- Approved an application to the Maternal and Child Health Bureau for an Early Childhood Comprehensive System Grant that was led by OSSE in partnership with the Department of Health and the Early Childhood Innovation Network. It was a highly competitive grant application (only 15 awards granted nationally). DC scored 90 out of 100 and the grant reviewers did not indicate any weaknesses in the application but the grant was not awarded to DC.

- Shared insights and guidance on the enhanced Quality Rating and Improvement System (QRIS) pilot.
- Supported the collection of the Early Development Instrument data and approved the indicators and assets to overlay on the EDI maps.
- Provided feedback on implementation of the Quality Improvement Network.

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

Elementary, Secondary, & Specialized Education

Q34: **The law requires periodic review of the Uniform Per Student Funding Formula ("UPSFF"). Pursuant to D.C. Official Code § 38-2911, "Beginning January 30, 2016, the Mayor shall submit to the Council a report every 2 years that reviews the Formula and includes recommendations for revisions to the Formula based upon a study of actual costs of education in the District of Columbia, research in education and education finance, and public comment." Please provide an update on the work of the UPSFF Working Group and a timeline on when this report will be made available to the public.**

RESPONSE:

OSSE convened a Uniform Per Student Funding Formula (UPSFF) Working Group pursuant to section 112(c) of the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998 (UPSFF Act), effective March 26, 1999 (D.C. Law 12-207; D.C. Official Code § 38-2911(a)(2)). The members of this group included representatives from DCPS, public charter schools, and the public, who were solicited for input and recommendations regarding revisions to the formula.

Membership, meeting notices, agendas and minutes for these meetings are available on the OSSE website at this location: http://osse.dc.gov/release/osse-convenes-uniform-student-funding-formula-upsff-working-group.

As noted above, OSSE is required to prepare and submit to Council a report that reviews the Uniform Per Student Funding Formula (UPSFF). OSSE has finalized the report to Council and a copy of the report is forthcoming.

Q35: **In the summer of 2016, OSSE recruited 6 LEAs to participate in a pilot of the model teacher evaluation system. During FY16, one of OSSE's goals was to evaluate the effectiveness of the model evaluation tool with participating LEAs and an external third party partner. Please provide an update on this work in FY16 and FY17 to date.**

RESPONSE:

The DC Model Teacher Evaluation System (MTES) was developed for DC educators by DC educators, during the 2014-2015 school year and piloted by seven (7) DC LEAs during the 2015-2016 school year. The system became available for adoption and implementation by all DC LEAs at the beginning of the 2016-2017 school year. This system includes a framework for effective teaching, a corresponding rubric, a teacher action plan tool, and a suite of related resources. The Model Teacher Evaluation System:

- Maintains a focus on teacher improvement and instructional improvement;
- Values teacher expertise;
- Ensures school-based autonomy and flexibility; and
- Encourages innovation.

The framework has 20 domains divided into four (4) categories: learning environment, delivery of instruction, planning and preparation, and professional foundations. Each category includes indicators that describe effective teaching in each domain. The model teacher evaluation rubric provides definitions of effectiveness for each indicator of the framework.

Feedback from the pilot and future surveys of DC LEAs currently using MTES inform enhancements, and related analysis of data collected continues to inform OSSE about the effectiveness of the system's measures. This ongoing review leads to increased capacity for DC schools to improve teacher evaluation and support and the creation of a culture of continued instructional improvement in DC.

During FY16, seven (7) DC LEAs piloted the MTES in their schools. In October 2015, OSSE conducted a pilot year evaluation study. The evaluation study involved examining the implementation of the MTES at the participating LEAs' sites and the degree of effectiveness of supports that OSSE and contractor provided the LEAs to assist them in that effort. The research questions and a summary of the findings of each question of the evaluation study follow:

- To what extent was the pilot implemented as planned?
    - The pilot program consisted of OSSE support and coordination, and implementation by LEAs. The participating LEAs ranged in terms of grade span, size of teaching staff and sample size of teaching staff implementing the MTES. The LEAs also differed in composition of teaching staff and reviewer-teacher ratio, and the specific ways in which they conducted classroom observations.
- Who are the teachers being evaluated?
    - Two rounds of teacher surveys (Fall 2015 and Spring 2016) provided information about the teachers being evaluated using MTES. Of the 106 teachers surveyed, most were located at participating preschools and two (2) of the three (3) participating high schools.

- o As most of the respondents taught lower grades, most (61.4%) taught all subject areas.
- o A majority of the respondents either have a master's degree (56.1%) or a bachelor's degree (36.8%).
- o On average, teachers at the participating schools had more teaching experience than tenure at their current school.
- What aspects of the program worked well? What improvements can be made?
  - o Throughout the pilot process, the LEA contacts reported that they felt supported by OSSE.
  - o The LEA contacts thought MTES tools and resources were productive and effective in that reviewers were able to capture and document observable instructional practices, ascertain the quality of instruction, and identify teachers' professional development needs.
  - o LEA contacts regarded monthly Communities of Practice (CoP) sessions as highly successful.
  - o Some LEA contacts noted that the rollout and development of the classroom observation tool took longer than anticipated. As a result, a few of the LEA contacts and reviewers reported that they initially felt discouraged from using the MTES as it left an impression on them that the process was too time consuming to manage teacher reviews in an effective and efficient manner.
  - o At least two (2) LEA contacts remarked that CoP discussions could have been better facilitated with a more experienced educator conducting the discussions, preferably with curriculum, instruction and/or coaching experience.
  - o There were no middle grade schools (grades 6 through 8) represented in the pilot. Evaluators noted that this lack of variety may limit the marketability of the MTES to the larger body of all the charter LEAs in DC.
- In what ways did the pilot year implementation enhance or change the participating LEAs' teacher evaluation and professional development practices?
  - o One (1) LEA, already undergoing significant organizational reform, reported that its participation in the pilot fueled an overhaul of how it addresses human capital development for the entire system. The pilot prompted them to revise how they train administrators to be better reviewers, and to examine how teacher leadership can be cultivated within their own teachers.
  - o Another LEA uncovered the divergence of teacher quality ratings compared against student performance, and a lack of standardization and norming across the different individuals responsible for carrying out the teacher observations and evaluations.
  - o One (1) LEA examined when observations and evaluations occur and how to follow up with action steps as a result of evaluation results.
  - o For one (1) LEA, participation in the MTES pilot prompted more active listening on the part of administrators to find out what their teaching staff need.

The pilot year evaluation study also suggested logistical improvements to the MTES, including tying grants/stipends to future CoP session attendance, increased administrator site visits to other schools, and the consideration of video or web-conference capability. Additional suggested enhancements to the MTES include the creation of supplemental guidance for using the MTES with special student populations, fostering collaboration by LEAs via an online CoP with pilot LEA members as initial members, continued MTES implementation support by regularly convening with pilot LEA members, and the development of a mobile or web-based MTES application.

The MTES became available for adoption and implementation by all DC LEAs for the 2016-17 school year. The OSSE Educator Effectiveness team is planning a statewide survey examining the use of the MTES and future opportunities for MTES implementation training for LEAs for FY17.

For more information about the model evaluation system, including the effective teacher evaluation framework and supporting resources, visit the Model Teacher Evaluation System webpage of LearnDC.org: http://learndc.org/classrooms/about/teacher-and-leader-evaluation/dc-model-teacher-evaluation-system.

Q36: **Describe OSSE's efforts to monitor and provide support to LEAs with regard to the student achievement for English Language Learners in FY16 and FY17 to date.**

RESPONSE:

During FY16, OSSE continued to strengthen support for LEAs to improve learning conditions and increase student achievement for English learners in schools across the District. This was exemplified through the launch of a monthly training series for LEAs; release of comprehensive guidance on building effective English Learner (EL) program services; and a highly successful EL Summer Symposium that thoughtfully engaged teachers, leaders, non-profits, and national experts, while connecting them to those they affect most – the students.

In January 2016 OSSE launched and executed a six-session monthly training series, in partnership with SpeLLigent – an organization of former school administrators and experienced current ESL/bilingual education instructional leaders. The training series focused on cultivating a community of educators engaged in learning and sharing effective instructional best practices for supporting English Learners and students with disabilities. With an emphasis on literacy and meeting the needs of various ranges of learners, the series kicked-off with a "Leadership Launch" for participating school administrators. Subsequent sessions engaged classroom teachers and instructional leaders around a) strategies for strengthening writing and accessing informational text for special populations; b) distinguishing differences between disability and language development needs in students; c) understanding the linguistic needs of ELs; and d) understanding the specific learning needs of students with disabilities, with best practices for academic support. Participants left each session with turn-key tools to immediately implement within their buildings. The series included opportunities for participants to engage with tools and develop action plans to implement tools successfully.

In August 2016, OSSE executed its annual EL Summer Institute, titled: 'Building Bridges for English Learners and Immigrant Youth: Summer Symposium for Teachers, Leaders, and the Community." The EL Summer Symposium facilitated opportunities for school leaders to engage with national experts on Federal EL policies, allowed schools to share and highlight promising practices that have successfully strengthened student achievement for English learners, and provided opportunities for teachers to learn reading and writing instructional strategies that increase English learner engagement with text to reach language goals.

In FY16, OSSE also released the English Learner Guidebook, a comprehensive resource for LEAs. The EL Guidebook provides guidelines, procedures, and resources for schools to aid in strengthening education services for English learners. The resource guide includes critical, localized information in eight (8) clear steps – from identification procedures to reclassification and monitoring. The guidebook also includes instructional best practices and guidance to assist LEAs in the execution of thorough and meaningful program evaluation. Overall, the EL Guidebook has been well-received by teachers and school leaders as a helpful tool that provides clarity around expectations for servicing ELs and how to build programs that best support them. The OSSE Language Acquisition team will be updating and re-releasing the guidebook as new processes and procedures are put into place through ESSA. The revised EL Guidebook will be released to LEAs in summer 2017.

In early FY17, OSSE developed and executed a book-study focused on increasing mathematics achievement in ELs for teachers and instructional leaders. The eight-week book-study covered the

book *English Learners in the Mathematics Classroom* by Debra Coggins. The resource linked Common Core State Standards with strategies, guidelines, and eye-opening real-life classroom scenarios that serve to foster language development while also guiding ELs toward a high level of mathematics learning. The book-study was well received by participants, and will be repeated this spring.

In FY16, OSSE administered surveys to all participants after each training. Survey results were used to monitor needs of teachers and leaders and to inform technical assistance. Historically, onsite monitoring of Title III, Part A grant recipients has occurred every two (2) years. Since OSSE conducted monitoring in FY15, onsite monitoring did not occur in FY16. In spring 2017, OSSE will be conducting on-site monitoring of LEAs receiving federal Title III, Part A grants. The monitoring reviews will include a program and fiscal review of LEAs receiving federal funding for English Learners. These reviews will highlight strengths and gaps in services, and will assist in the development of targeted, meaningful technical assistance following the reviews, based on LEA needs. The FY17 monitoring follows our normal cycle, and will now be conducted through a risk-based monitoring framework to help reduce burden on LEAs and focus OSSE's onsite monitoring efforts on the highest-risk grantees across all federal grants. Under the new Coordinated Risk-Based Monitoring framework, OSSE annually evaluates LEAs' compliance with fiscal and programmatic requirements of multiple types of grants, and provides each LEA their results on a risk matrix. LEAs are given a designation of low-risk, medium-risk, or high-risk based on the above criteria across all major grants. High-risk grantees receive an onsite monitoring visit, while medium-risk grantees are subject to additional review that may result in desktop monitoring. Low-risk grantees do not receive a monitoring visit in the given fiscal year.

Q37: **Describe OSSE's efforts to monitor and provide support to LEAs with regard to the student achievement for at-risk students in FY16 and FY17 to date.**

RESPONSE:

Improving outcomes related to student achievement for at-risk students is a collaborative effort across various District agencies, LEAs, schools and communities. As the state education agency, OSSE has several levers to support student achievement outcomes of at-risk students.

A pillar of OSSE's strategic plan is "High Quality and Actionable Data." Our goal is to provide high quality and actionable analysis that allows our partners to meet the needs of all learners, and make informed policy and programmatic decisions. OSSE believes that one of our key roles is to provide clear data to help guide an evidence-based conversation with schools, agencies and the public around the outcomes for students at-risk. To do this, we provide analysis broken down by specific groups of students, including at-risk students, in various of our public reporting. This includes reporting on the PARCC assessment results, and in our Attendance Report and Report on School Discipline.

Additionally, as part of the role OSSE plays in collecting and disseminating data, OSSE collaborates with other city agencies to receive data streams. This helps identify students in groups that are at-risk to better ensure they can provide the appropriate supports. Examples of this include partnerships with DHS to receive information about students experiencing homelessness and our feed of TANF/SNAP data.

OSSE works directly with to schools to help train LEA staff in working with and supporting populations encompassed in the at-risk definition. Examples include trainings on: LEA requirements and supports for students experiencing homelessness; Positive Behavioral Intervention Support; Restorative Justice; and a variety of supports for teachers across the K-12 continuum including around students with disabilities. Finally, as part of our work with priority and focus schools under the ESEA waiver, OSSE provides a suite of intervention strategies and training for those schools identified in need of the most supports, most of which have high populations of students at-risk.

Q38: **In FY16, OSSE awarded $1.6 million early literacy grant to organizations that provide literacy intervention in DCPS and public charter schools targeting third grade reading success. Please provide outcomes observed by these organizations as a result of this investment.**

RESPONSE:

In FY16, OSSE awarded the early literacy grant to two (2) organizations, namely The Literacy Lab and Reading Partners. Each organization worked with DC Public Schools and/or charter schools to implement interventions to increase reading outcomes for third (3rd) graders across the District.

The Literacy Lab
Amount awarded: $1,072,544.50

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

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

Impact on Teacher Pipeline
In addition to the impact that The Literacy Lab's literacy intervention program has made on children, there were also other benefits to the city's education ecosystem at-large. The Literacy Lab attracts people to education who might have not otherwise considered a career in the field and then provides intensive training and coaching in evidence-based literacy instruction. The program also provides several layers of support to help ensure that the experience is a positive one despite the fact that tutors are working in challenging circumstances. In the 2015-2016 cohort of Literacy Lab tutors, 85% are continuing in education. The majority of them are participating in alternative teaching programs such as Teach for America or the Capital Teaching Residency. Furthermore, 50% of tutors funded by the initiative are continuing at their placement schools either for a second year as a tutor with The Literacy Lab or as teaching residents. The Literacy Lab is having a long-term impact on its individual schools sites and on the education system generally by building a teacher pipeline of committed individuals with a track record of success.

Reading Partners

Amount awarded: $527,455.50

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 2015-16 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.

955 weekly volunteer tutors served 901 struggling readers at 18 Title I elementary schools across four (4) local LEAs, exceeding the enrollment goal of 850. These students received 90 minutes of one-on-one literacy tutoring each week. The average student received 38 sessions throughout the 2015-16 school year and maintained an average attendance rate of 91.2%.

Outcomes

- 94% 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.
- 69% of 3rd grade target students demonstrated growth compared to a national group of peers in the same grade.
- 40% of 3rd grade target students who entered Reading Partners with reading achievement gaps of five months or less were reading at grade-level by year-end.
- 43% of 3rd grade target students who entered Reading Partners with reading achievement gaps between six and 10 months were on track to read at grade level by year-end (i.e., made gains of five months or more).

Q39: **Please provide the following information with regard to homeless students in DC public schools:**
- **How much enhanced funding did OSSE provide to each LEA in FY16 and FY17 to date to support homeless students?**
- **How was the enhanced funding for OSSE's homeless children and youth program used in FY16?**
- **Description of professional development and training OSSE made available to school liaisons in FY16 and FY17 to date?**

RESPONSE:

Federal Funding- McKinney-Vento (MKV) Education of Homeless Children and Youth Assistance Grant: 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. OSSE distributed $285,615.49 to LEAs as documented below.

LEA	FY16	FY17
Achievement Preparatory Academy PCS	$13,401.75	$13,401.75
Center City PCS	$24,550.00	$24,550.00
Cesar Chavez PCS	$20,000.00	$20,000.00
Democracy Preparatory PCS	$13,950.00	$13,950.00
District of Columbia Public Schools (DCPS)	$22,311.99	Not awarded
Friendship PCS	$48,000.00	$48,000.00
Maya Angelou PCS	$11,750.00	$11,750.00
TOTALS	**$153,963.74**	**$131,651.75**

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

Accomplishments include the implementation of a new 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 FY16 and FY17, OSSE worked to further refine systems and increase LEA access to meaningful and timely data on students experiencing homelessness. The expansion of staff enables OSSE 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, sand the review and revision of policies that may act as enrollment barriers**.**

Private Funding- BB&T Corporation and OSSE Partnership: OSSE's Homeless Education Program (HEP) received a donation of $104,500.00 from the BB&T Corporation's Homelessness Outreach

Program for the purpose of removing educational barriers for students experiencing homelessness. HEP and OSSE's Postsecondary & Career Education Division used this funding, in partnership with LEAs and other community partners, to implement several key initiatives including:

- Sponsoring 15 homeless students in the *Summer Bridge Program*, a 2-week residential summer program hosted by James Madison University, University of Virginia, and American University. Participants lived in the dorms, attended college classroom lectures, were engaged in hands-on activities, and completed a group project as part of the closing ceremony;
- Supplementing emergency/transitional housing programming (implemented by the Sasha Bruce Youthwork);
- Sponsoring 26 homeless students to participate in a college tour developed and implemented by OSSE;
- Providing college care packages for 20 homeless students who were accepted and enrolled in secondary education for FY17. Recipients received travel luggage, a laptop, school supplies, a back pack, towel sets, personal hygiene products, and other items to promote their success in college;
- Providing emergency financial assistance (clothing, school supplies, etc.) for homeless, disconnected youth enrolling in schools or training programs through OSSE's DC ReEngagement Center;
- Providing transportation assistance that allowed homeless students and parents to participate in programs and services funded or supported through this project

The remaining funds ($15,567.16) will be used in FY17 to develop awareness building training modules and awareness posters.

OSSE professional development and training for school liaisons in FY16 and FY17 to date:

In FY16, 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 new 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 training were also provided on an individual and group-wide basis to address inquiries. In FY16, OSSE offered technical assistance in collaboration with District and community agencies that serve students experiencing homelessness, on the following topics:

- Implications of the Education Provisions of the McKinney-Vento Homeless Assistance Act as Amended by Every Student Succeeds Act and selected parts of Title I, Part A
- New LEA Homeless Liaison Orientation: McKinney-Vento 101, Community Resources & QuickBase Homeless Student Referrals
- Resources for Youth & Families Experiencing Housing Instability
- MKV QuickBase Application, SLED & Comprehensive Homeless Student Data Application Training for Homeless Liaisons (3 sessions)
- Supporting College and Career Readiness for Youth Experiencing Homelessness for Middle & High School Homeless Liaisons
- Domestic Violence and Housing Instability

- Homeless Services Continuum of Care

In addition, OSSE assists in risk-based consolidated monitoring of LEAs implementing federally funded programs and provides ongoing professional development and training for McKinney-Vento sub-grantees regarding the application process, the reimbursement request process, closeout procedures, analysis of performance and compliance data, monitoring activities, and support with resolving findings reporting outcomes.

Q40: **OSSE developed a series of measurable goals against which to monitor the progress of homeless students. The first evaluation was be to completed in summer of 2016. Please provide that evaluation and a description of the goals established for FY17.**

RESPONSE:

With the improved and more timely data available to the homeless education program, in FY15, OSSE developed a series of measurable goals against which to monitor progress:
  o Goal 1: All homeless students, identified and enrolled at the time of the state assessments, take the state assessment required for their grade levels.
  o Goal 2: The percent of homeless students graduating high school increases to that of the overall graduation rate of the District.
  o Goal 3: 100% of LEAs have policies for ensuring that all students in homeless situations are enrolled immediately and are in attendance.
  o Goal 4: Increase the number and percent of LEAs reporting that they provide homeless children and youth with IEPs with special education service in a timely manner.
  o Goal 5: Ensure that preschool-aged homeless children have the opportunity enroll in and attend preschool programs.
  o Goal 6: Increase the number and percent of students in homeless situations experiencing stability in school through the provision of transportation to the school of origin.

In FY16, OSSE was successful in establishing strong data infrastructure, building partnerships and reporting capacity to allow for sustainability of this work moving forward. We piloted an analysis of the integrated data set in order to measure specified goals for the Homeless Education Program. The purpose of the analysis was to generate aggregate or disaggregated homeless student data to examine specified measurable outcomes to evaluate document program effectiveness. Results will be used to inform efforts to align program activities to identified needs; and to ensure that OSSE, LEAs and community partners are better able to identify and provide supports to students identified as homeless in a more timely manner. We piloted business rules and refined them based on testing to ensure that the resulting analysis was both meaningful and accurate. For example, it was determined based on piloting and testing that the external data received for FY15 did not include all the applicable records. The frequency of data feeds, the content of the feeds and the business rules for interpreting the data were re-evaluated and revised as implicated; resulting in a complete data set for FY16. Preliminary results are under review and a final report is anticipated in Spring 2017.

In FY17, OSSE's Homeless Education Program goals include: providing adequate support for LEAs, monitoring LEAs for compliance with federal rules, increasing awareness of the educational rights of homeless children, working to identify and eliminate barriers that impede the education of homeless children; and the provision of targeted guidance to community organizations, and other agencies that provide services to homeless children and youth.

Q41: **Please provide an update on the data collection efforts for the city's Community Schools grantees – what program evaluation is planned/what metrics will be used to measure impacts on students and families, beyond attendance and test scores?**

      RESPONSE: Q41 Attachment - Community Schools Evaluation.pdf

In FY16, OSSE was allotted funding ($66,000) to conduct an evaluation of the community schools grantees. This evaluation was conducted in fall of 2016 by an independent contractor, analyzing the following outcomes:

- Improved student attendance
- Improved behavior at school
- Improved academic performance in reading and math, and
- Reduced dropout rates and improved graduation rates

The evaluation was issued to OSSE on Sept. 30, 2016 and is attached.

Q42: **In 2015, OSSE submitted a state teacher equity plan to the U.S. Department of Education. As part of its equitable access plan, OSSE stated it would work on several things including propose regulations to reform the way in which educator licenses are issued in the District and launch the DC Staffing Data Cooperative. Please describe efforts made in terms of implementing the plan to date in FY17.**

RESPONSE:

During FY15, FY16, and FY17 to date, OSSE has been engaged in a range of initiatives with the goal of increasing the quality and effectiveness of teachers in the District of Columbia. On June 1, 2015, OSSE submitted to the US Department of Education DC's Equitable Access to Excellent Educators Plan in compliance with Title I, Part A of the Elementary and Secondary Education Act (ESEA). This plan, which is a requirement of all states, includes information on the specific steps that the SEA will take to ensure that students from low-income families, students of color, and students with special needs are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps. An overview of OSSE initiatives aimed at meeting these objectives follow.

Revision of Teacher Licensure Requirements
During FY 2015 and FY 2016, OSSE conducted a thorough review of teacher licensure regulations in an effort to improve its teacher licensure system and eliminate unnecessary burdens that impede the ability of LEAs to hire and retain highly qualified and effective teachers. These efforts led to the creation of teacher licensure regulations that became final prior to the 2016-2017 school year. Consistent with the priorities for the initiative, the finalized regulatory language aims to eliminate unnecessary barriers to entry, increase pathways to teacher licensure, align licensure to teaching performance, and reward excellent practice.

DC Staffing Data Collaborative
As part of the plan implementation, OSSE has successfully launched the DC Staffing Data Collaborative (Collaborative) project. The project provides a new level of professional learning support for school and LEA leaders around every stage of the talent management framework for teachers:

1. **Teacher Recruitment:** The Collaborative supports principals in making strategic hiring decisions by providing them with robust data on the quality of teacher preparation programs (based on their graduates' outcomes), and the impact of content knowledge and certification on the outcomes of graduates. The detailed report that school leaders receive from the Collaborative outlines strengths and challenges of human capital efforts in their school. It also provides principals with school-specific recommendations around how to improve the school's strategic hiring practice and its outcomes.
2. **Teacher Preparation:** The Collaborative provides teacher preparation programs with feedback on their graduates' outcomes to help the programs improve how effectively they prepare teachers for District schools. Outcomes already reported to teacher preparation programs include: effectiveness of novice teachers, retention rates by program, diversity of graduates, and assignment to high need schools. In addition, as part of the Collaborative, schools

administer a teacher survey with questions on the level of preparation they receive, and insights from this survey can then be returned to teacher preparation programs.

3. **Teacher Professional Learning:** The Collaborative reports provide leaders with teachers' perception of school professional learning, giving principals the opportunity to strategically improve it.
4. **Teacher Evaluation:** The Collaborative provides leaders with insights on strengths and weaknesses of teacher evaluation at the school, as evidenced by teachers' surveys that are compared with evaluation outcomes. These insights give leaders the opportunity refine and improve their evaluation systems.
5. **Teacher Retention:** The Collaborative reports provide leaders with recommendations about aspects of leadership, support, evaluation, school climate, preparation, compensation and other inputs. The reports also give principals valuable data around how each of these areas relate to their school's retention of effective teachers, so that principals can use this information to improve retention at their school.

35 LEAs that represent over 90% of schools in the District participate in the Collaborative.

State Model Teacher Evaluation System
The MTES was developed for DC educators by DC educators during the 2014-2015 school year and piloted by seven DC LEAs during 2015-2016. The system became available for adoption and implementation by all DC LEAs at the beginning of the 2016-2017 school year. This system, which includes a framework for effective teaching, a corresponding rubric, a teacher action plan tool, and a suite of related resources:
- Maintains a focus on teacher improvement and instructional improvement;
- Values teacher expertise;
- Ensures school-based autonomy and flexibility; and
- Encourages innovation.

More details on MTES and a third-party evaluation of the system are addressed in Q35.

Effective Professional Development-Behavioral Support
OSSE made trainings on social and behavioral issues available and accessible to educators in high-need schools. More details regarding these trainings are provided in Q44. OSSE is working to further map available social and behavioral resources to ensure access to aligned supports at the high need schools next year.

Learning Support Network
The LSN is a model that OSSE uses to increase the rigor of support that educators receive in schools that have not shown improvement and are designated for state intervention under ESEA. Participating schools are assigned experienced coaches that provide support that is tailored to the schools' particular needs. More details on this initiative are discussed in Q37.

Turnaround Leader Hiring Standards
In FY 16, OSSE created a pilot hiring tool specifically for turnaround school principals. This tool assists LEAs in evaluating whether principals of high need schools have the necessary skills to lead turnaround efforts. More details on this hiring tool are provided in Q43.

Q43: **OSSE created a new state tool for hiring turnaround principals. Please provide a copy of that tool and describe how it was used by LEAs in FY16 and FY17 to date.**

RESPONSE: Q43 Attachment – Turnaround School Principal Competency Rubric.pdf

As described in OSSE's District's Plan to Ensure Equitable Access to Excellent Education, OSSE created a new state tool for hiring turnaround principals. This tool emphasizes the unique skillset and competencies that are required to lead high-need schools and that are different from the leadership of any other school. The tool was based on research in this field, particularly the work by Public Impact on competencies of high performing turnaround leaders.

As part of the implementation of the District of Columbia's equitable access plan, in FY16, OSSE made the tool available to all LEAs. The tool was specifically designed to assist LEAs in evaluating whether potential candidates seeking to become principals of high-need schools, specifically schools identified as Priority schools under the DC ESEA waiver, have the necessary skillset to lead specific turnaround efforts. This tool is intended to help LEAs ensure that our highest-need schools are led by effective principals, a key requirement for teacher retention. Based on LEA feedback, we are working to revise and adjust the tool by ensuring that it aligns with national leadership standards that have been published since the introduction of the tool.

Q44: **Describe the professional development opportunities OSSE provided/offered to teachers in behavioral health and trauma-informed care in FY16 and FY17 to date?**

RESPONSE:

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

Positive Behavioral Interventions and Supports

o *Getting Positive Behavioral Interventions and Supports (PBIS): Started*
Participants learn about the essential features of School-wide Positive Behavior Intervention & Support (PBIS) and receive guidance on effective practices needed for successful implementation. Schools are encouraged to come in teams (i.e. administrator, dean, social worker, grade level teacher representatives, PBIS coordinator). Teams have an opportunity to review their current universal practices, analyze their current data, and develop an action plan that outlines next steps, roles, and responsibilities.

o *Positive Behavioral Interventions and Supports (PBIS): Using a Function Based Approach to Support Students*
When implementing school-wide PBIS, some students may need additional targeted supports in a small group setting that addresses academic and/or behavior needs to help them be successful. This session reviews how to analyze behavior patterns to determine the function, or purpose, of student misbehavior. Participants use a function-based approach to develop informed behavior intervention plans that are effective in addressing students' needs.

o *Positive Behavioral Interventions and Supports (PBIS): Showcase*
Positive Behavioral Interventions and Supports (PBIS) is a framework that uses a preventive approach to teach and acknowledge positive behavior while also providing a continuum of supports for all students. This session provides the opportunity for LEAs to share and learn from each other about effective PBIS implementation as well as ways to overcome the challenges that schools may face. PBIS teams, including administrators, teachers, deans, and anyone interested in learning from other school communities, are encouraged to attend and bring samples of PBIS artifacts to share with others.

Trauma Informed Care Training

OSSE collaborated with the Child and Family Services Agency in FY 16 to facilitate a series of trauma informed care training opportunities. This training provided an overview on Trauma System Therapy (TST), an evidence-based treatment model that provides mental health services and support to children and adolescents with histories of exposure to traumatic events and who experience difficulties regulating their emotions and behaviors (both or either in the community or school). During school year 2015-16, OSSE facilitated five (5) TST related trainings, with a total of 78 participants.

Youth Mental Health First Aid Training

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (ages 12-18) who is experiencing a mental health or addictions challenge, or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. During this opportunity, participants (a) were introduced to common mental health challenges faced by youth, (b) reviewed typical adolescent development, and (c) learned a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered included (a) anxiety, (b) depression, (c) substance use, (d) disorders in which psychosis may occur, (e) disruptive behavior disorders (including ADHD), and (f) eating disorders.

In SY 15-16, OSSE partnered with DBH to provide a series of seven full day trainings. Participants received certification in use of the model upon completion. OSSE has offered one session to date this year.

Nonviolent Crisis Prevention

OSSE trains LEAs in nonviolent crisis intervention using the evidence-based model developed by the Crisis Prevention Institute (CPI). The CPI 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 CPI model, all participants who attended OSSE's nonviolent crisis prevention training were provided the skills and strategies needed to safely manage assaultive and disruptive behavior. Objectives of the training included:

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

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

During school year 2015-16, OSSE hosted sixteen (16) separate nonviolent intervention trainings where over 270 District of Columbia educators and other key stakeholders were certified in applying nonviolent crisis intervention techniques.

OSSE is pleased to report that the trainings have included a wide array of stakeholders, including: (a) elementary, middle, and high school educators (public and nonpublic schools; (b) preschool/early childhood educators; (c) school principals; (d) school psychologists; (e) related service providers; (f) social workers; (g) guidance counselors; (h) early childhood center staff; (i) OSSE staff; and (j) other government agencies (e.g., CFSA, DYRS).

Restorative DC Project

In the 2015-2016 School Year, OSSE, SchoolTalk Inc., and DC Public Schools partnered to engage in a deeper dive of the previous year's work through Restorative DC. The Restorative DC project

focuses on implementing whole-school, Restorative Practices in five schools: (a) Ballou High School, (b) Maya Angelou High School, (c) Luke C. Moore High School, (d) Hart Middle School, and (e) Columbia Heights Education Campus. The Restorative DC initiative provides customized, on-site support in both community building and responsive circles. This design will ensure commitment, sustainability, and impact.

OSSE continued to host a regular state-wide Community of Practice (CoP) meetings focused on the implementation of Restorative Practices in DC schools. All LEAs are invited to participate in the CoP meetings. Participants have the opportunity to engage with other educators for peer support and professional development, while experiencing how circles can be used to build community and collectively resolve issues. Guided by participants' interests, topics may include (a) circle practices for community building, disciplinary diversion, and re-entry; (b) trauma awareness and resilience; (c) circle keeping skills and restorative language (Nonviolent Communication); (d) implicit bias/cultural sensitivity; (e) positive youth development; and (f) restorative culture.

Objectives:
•   Build awareness of, and expertise in, the power of restorative practices across the education sector, including OSSE, LEAs, and community organizations;
•   Promote a shift from exclusionary discipline practices to a restorative approach in DC public and charter schools;
•   Identify model schools and practices for replication throughout the District; and
•   Strengthen the ability of students to positively contribute to a positive school culture.

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

Training and Professional Development
OSSE hosted trainings with the Restorative DC team that were open to all LEAs. Sample topics included:
•   *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 Conversations:* This day-long workshop identifies ways we use language during difficult or disciplinary conversations that may sabotage our end goal, as well as create disconnection between ourselves and our students or colleagues. Participants will explore approaches grounded in empathy and a growth mindset that foster deeper understanding, cooperation, and working relationships.

The Restorative DC team was also available to meet with LEAs and schools who had particular questions or training interests.

During the 2016-17 school year, ESSE is continuing to partner with Restorative DC to offer a restorative practices professional development series that provides sufficient opportunities for DC school staff to get the introductory workshop (Restorative Classrooms) as well as advanced trainings in a cohort model. In addition, a series designed to prepare school staff that will be taking on the role of Restorative Justice Coordinator will also be provided.

- Cohort I: Schools that receive extensive TA, which includes customized professional development training to meet the needs of Restorative Practices implementation. Participating schools include: Ballou HS, Hart MS, CHEC HS/MS, and Luke C. Moore.
- Cohort II: Schools receive intensive professional development, and a designated RJ coordinator (school staff member). Cohort II schools will participate in the following activities: (a) staff circles: processes to build relationships and address issues amongst staff; (b) exposure workshops: brief, experiential introduction to restorative practices for school staff and community building circles in the classrooms; (c) responsive circles: alternative processes to suspension and expulsion; (d) development of MOU and Whole School Restorative Strategic Plan; and (e) training in the initial implementation data collection. Participating schools include: SEED PCS, Friendship PCS, Cesar Chavez PCS (Parkside), Kelly Miller MS, Neval Thomas ES, and Ron Brown HS.
- Cohort III (not funded by OSSE, but part of Restorative DC and participants in the CoP): Schools receive professional development offerings to introduce schools to Restorative Approaches. Cohort III schools use this year as a planning year, with the following as learning opportunities: (a) RJ Community of Practice (monthly), (b) OSSE professional development training (expanded from FY16), (c) RJ coordinator series (open to all schools), (d) Basic Restorative Classrooms training, (e) Advanced Restorative Justice skills, and (f) other opportunities that may arise. Technical assistance for whole school restorative planning is also provided. Participating schools include: Stanton ES, Johnson MS, Smothers ES, Houston ES, Anacostia HS, Kimball ES, Brookland MS, Kramer MS, Washington Met HS , Ballou STAY, Cardozo HS, Eastern HS, Roosevelt STAY, Basis PCS, Deal MS, Academy of Hope PCS, Inspired Teaching PCS, and Maya Angelou PCS.

OSSE continues to host regular state-wide Restorative Practices Community of Practice (CoP) meetings focused on the implementation of Restorative Practices in DC schools. All LEAs are invited to participate in the CoP meetings. Participants have the opportunity to engage with other educators for peer support and professional development, while experiencing how circles can be used to build community and collectively resolve issues. Guided by participants' interests, topics may include (a) circle practices for community building, disciplinary diversion, and re-entry; (b) trauma awareness and resilience; (c) circle keeping skills and restorative language (Nonviolent Communication); (d) implicit bias/cultural sensitivity; (e) positive youth development; and (f) restorative culture.

Q45: **Please provide a list of all schools with restorative justice programs in SY2015-2016 and SY2016-2017 to date. For each school, provide the following:**
- **A list of all programming or training that was implemented;**
- **The total number of training hours that took place;**
- **The total number of circles and mediations held, with outcomes;**
- **Any metrics used to track success of programs and data for these metrics for SY2015-2016 and SY2016-2017 to date; and**
- **The amount of money spent on restorative justice in SY2015-2016 and the amount budgeted for SY2016-2017.**

RESPONSE:

Restorative Justice Overview, SY2015-16
Restorative Practices conducted seven Community of Practice sessions held with an average of 26 attendees, representing a total of 33 different DC schools, related agencies, and organizations. 203 hours of professional development were provided, totaling 4,104 person-hours of training, touching over 40 different DC schools, related agencies and organizations. Five (5) DC schools were selected and supported with professional development, technical assistance, and restorative interventions in close collaboration with OSSE and DCPS. 1,898 hours of customized onsite technical assistance were provided to five schools and two criminal justice agencies. 279 restorative processes were conducted in five schools and three pilot Restorative Justice Conferencing interventions were undertaken in partnership with the DC Office of Attorney General to begin diverting arrested or suspended youth. The following sections answer the Council's sub-questions.

Restorative Justice Schools

SY 2015-2016	*SY 2016-2017*
Ballou	Ballou HS
Luke C. Moore	Luke C. Moore
Columbia Heights Education Campus	Columbia Heights Education Campus
Maya Angelou PCS	Maya Angelou PCS
Hart Middle School	Hart MS
	Friendship PCS
	Cesar Chavez PCS
	Kelly Miller MS
	Neval Thomas ES
	Ron Brown HS
	SEED PCS

Funding for Restorative Justice

DC Local Funding for Restorative Justice	
SY 2015-2016	**SY 2016-2017 (Budgeted)**
$35,000.00	$350,000.00

Community of Practice Sessions, SY 2015-2016

Community of Practice Themes and Individual Attendance		
Date	**Theme**	**Number of Participants**
11/10/15	Coming Together: A Start of the Year Circle	21
12/08/15	Developing a Restorative Discipline Policy	36
1/12/16	Generating Whole School "Believe-In"	26
02/09/16	Trauma and Attachment	14
03/08/16	Mindfulness	26
04/12/16	Special Education and Restorative Practices	25
05/10/16	Grieving and Celebration: A Year-End Circle of Sharing	26
10/11/16	"Back to School" Circle	18
11/08/16	Restorative Justice of Social Justice	18
12/13/16	Developing a Whole School Implementation Plan	46

Restorative Justice Interventions
The following are definitions of restorative justice interventions:

- *Responsive Circles or Conferencing***:** A facilitated dialogue process used to repair incidents of harm. Participants include those involved and affected by the incident(s). They provide a safe and structured space for participants to understand what happened, express how they have been affected, and agree on how to repair the harm and prevent the incident from happening again. Written agreements are monitored through compliance and the process is most often used as an alternative to exclusionary discipline.

- *Reintegration Circles*: When youth have been excluded from the school community on account of suspension or arrest, a Reintegration Circle provides an opportunity for the student's guardians, personal support network, and school to welcome them back and reaffirm their importance. The conversation revolves around what supports the student will be offered and what commitments the student and all those included will make to ensure the youth's success.

- *Proactive Circles*: Dialogue processes in the Peacemaking Circle tradition that are facilitated by a circle-keeper and incorporate the use of a talking and centerpiece, opening and closing ceremonies, discussion of values, and sharing in rounds, especially of personal stories. They are not used in response to a particular incident of harm; they may be one-time, recurring, and/or focused on a particular group or topic(s). Staff and classroom circles are two (2) subsets of Proactive Circles that can be used for community building, social emotional learning, content instruction, collective problem solving, or conflict resolution amongst adults or youth.

Number of Restorative Processes Conducted by School						
Type of Intervention	**Ballou**	**CHEC**	**Luke**	**Maya**	**Hart**	**Total**
Responsive Circles/Conferences	13	41	39	-	1	94
Reintegration Circles	4	-	5	-	-	9
Staff Circles	31	6	11	-	4	52
Classroom Circles	42	14	25	-	8	89
Proactive Circles (other)	10	13	9	-	3	35
Total:	100	74	89	-	16	279

Technical Assistance Hours

Through most of SY2015-16, Restorative DC offered between 5 to 25 hours of intensive weekly technical assistance to a cohort of five (5) schools selected in partnership with DCPS and OSSE. Of these, Maya Angelou Public Charter School did not take full advantage of available technical assistance hours on account of challenges discussed in its school specific section below. Restorative DC also provided technical assistance to the DC Office of the Attorney General (OAG), the Criminal Justice Coordinating Council, and a variety of other schools or organizations on a more limited or one-time basis (not reported below).

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

o *Circle Forward* by Carolyn Boyd-Watson and Kay Pranis
o *The Little Book of Circle Processes* by Kay Pranis
o *The Little Book of Restorative Discipline* by Lorraine Amstutz-Stutzman
o *The Little Book of Restorative Justice* by Howard Zehr
o Peacemaking Circles Overview hand-out
o Responding to Objections hand-out
o Sample circle outlines and restorative disciplinary policies

Training and Professional Development Hours

Restorative DC provided a total of 203 hours of Restorative Justice capacity-building opportunities. Customized on-site workshops for partner schools and agencies (OSSE, DCPS, and OAG) ranged from short 30-minute exposure workshops to multi-day skills trainings. Monthly OSSE-sponsored daylong professional development trainings were open to representatives of any DC Public School or charter school, as well as supporting agencies or community organizations. These trainings included

Restorative Classrooms Overview workshops, as well as advanced topic workshops on trauma awareness, resilience, and restorative conversations. The Restorative DC team designed these trainings to be highly participatory and experiential, largely using the Peacemaking Circle process along with a combination of exercises, roleplays, presentations, videos, work groups, hand-outs, and planning discussions, as well as a follow-up email of information, resources, and reference materials. Attendees also received six (6) Professional Learning Units, if requested.

Training and Professional Development Timeline				
Date	**Location**	**Description**	**No. of hours**	**No. of participants** (if available)
8/4-8/5/15	Ballou HS	DCPS-sponsored "Train-the-trainers: Restorative Justice in Schools" (Day 1 & 2)	16	20
8/5/15	Webinar	Webinar: Introduction to Restorative Justice for Schools for the Special Education Coop	1	10
8/6/15	Ballou HS	9th Grade Student Orientation to Restorative Circles	7	54
8/9/15	Ballou HS	Introduction to Restorative Practices in the Classroom and Action Planning	7	21
8/20/16	Ballou HS	Restorative DC teacher orientation	1	
8/25/16	Ballou HS	Restorative DC teacher orientation	1	
9/14-9/15/15	CHEC	Peer Mediation for middle and high school students	14	50+
9/15	CHEC	Restorative Practices: Teacher and Staff Training	8	
9/15/15	OAG	RJ Conferencing training for OAG & OSSE	3	15
9/23/15	Ballou HS	DCPS-sponsored "Train-the-trainers: Restorative Justice in Schools" (Day 3)	7	25
9/28/15	Reeves Center	OSSE-sponsored "Introduction to Restorative Practices in the Classroom"	8	8
9/29/15	Shaw Library	"Introduction to RJ and Circle Processes" hosted by the Special Education Cooperative	4	10
9/30/15	Luke HS	OSSE-sponsored "Introduction to Restorative Practices in the classroom"	8	18
10/1/15	OAG	RJ Conferencing training for OAG & OSSE	4	18
10/12/15	CHEC	Exposure to classroom circles (HS)	.5	25
10/12/15	CHEC	Exposure to classroom circles (MS)	.5	25
10/15/15	CHEC	Exposure to classroom circles (SPED)	.5	
10/15/15	Luke HS	Exposure to classroom circles	.5	50
10/24/15	Catholic University	Peacemaking Circles workshop (open to the public)	8	20
11/30/15	OAG	RJ Conferencing training for OAG & OSSE	3	12
12/7/15	OAG	RJ Conferencing training for OAG & OSSE	3.5	12
12/9/15	Maya PCS	Introduction to restorative practices	1	50

12/10/15	OAG	RJ Conferencing training for OAG & OSSE	3.5	12
12/10/15	Hart MS	Exposure to classroom circles	.5	35
12/17/15	Hart MS	Exposure to restorative discipline	.5	25
12/17/15	OAG	RJ Conferencing training for OAG & OSSE	3.5	18
1/11/16	Hart	Staff introduction to circles	2	
1/19/16	Maya PCS	Circle facilitation teachers in-service training	2	60
1/27/16	Luke HS	Restorative practices in the classroom workshop	1	25
2/10/16	OAG	RJ Conferencing follow-up sessions	1	12
2/11/16	OSSE	OSSE-sponsored "Restorative Classrooms" training	7	22
2/11/16	Ballou HS	RJ practices training for behavior techs	1	
2/18/16	Ballou HS	RJ practices training for behavior techs	1	
2/26/16	OSSE	OSSE-sponsored "Restorative Conversations" training	7	37
2/29/16	Ballou HS	Yoga Nidra/mindfulness training for 9th graders	1	
3/4/16	SchoolTalk	RJ Workshop for Public Allies Fellows	3	18
3/9/16	Maya PCS	Restorative practices presentation	3	60
3/10/16	Ballou HS	RJ practices training for behavior techs	1	
3/24/16	Ballou HS	RJ practices training for behavior techs	1	
4/8/16	DLA Piper	Special Education and RJ work day	7	20
4/14/16	Ballou HS	Behavior tech staff development session	1	
4/26/16	OSSE	OSSE-sponsored "Restorative Classrooms" training	7	25
4/27/16	Luke HS	Self-care for secondary trauma	1	25
5/4/16	Maya PCS	Introduction to RJ workshop	1.5	
5/4/16	Hart MS	7th grade teachers "There is Power in the Circle Training" Part 1	1	
5/10/16	Hart MS	8th grade elective teachers relationship building workshop	1.5	
5/10/16	Reengagement Center	Staff circle and training	6	5
5/11/16	Reengagement Center	Staff circle and training	6	5
5/15/16	Ballou HS	Behavior tech staff development session	1	
5/18/16	Hart MS	7th grade teachers "There is Power in the Circle Training" Part 1I	1	
5/18/16	Ballou HS	Behavior tech staff development session	1	
5/19/16	Ballou HS	10th grade teachers "Teaching Restorative Justice in Schools with Circles" workshop	1	
5/20/16	Washington Convention Center	Restorative Schools Showcase Session at OSSE-sponsored LEA Institute	1	30

5/20/16	Washington Convention Center	Introduction to Restorative Practices at OSSE-sponsored LEA Institute	1	25
5/20/16	Washington Convention Center	Introduction to Positive Discipline	1	25
5/20/16	Washington Convention Center	Introduction to Restorative Practices at OSSE-sponsored LEA Institute	1	12
5/26/16	Ballou HS	Behavior tech staff development session	1	
6/1/16	Hart MS	7th grade teachers workshop	1	
6/7/16	Ballou HS	10th grade teachers "Restorative Justice in Schools Training Session"	1.5	
6/7/16	Hart MS	"Introduction to Circle Process" for 8th Grade Teachers Part I	1	
6/7/16	OSSE	OSSE-sponsored Trauma Awareness and Resilience training	7	29
6/9/16	Hart MS	"Introduction to Circle Process for 8th Grade Teachers" Part II	1	
6/21/16	Ballou MS	"Final Circle Facilitation Training Practicum Assessment and Exam"	5	
		Total:	**203**	**992**

Restorative DC Technical Assistance				
School/ agency	**Lead technical assistant(s)**	**Start date**	**Budgeted TA hours per**	**Total actual hours of support**
Ballou HS	Ivy and Saleem Hylton	August 2015	Up to 25 hours	462
Hart MS	Mutima Imani	November 2015	Up to 5 hours	265
CHEC (MS/HS)	Mali Parke	September 2015	Up to 15 hours	591
Luke HS	Jane Connor	September 2015	Up to 15 hours	585
Maya PCS (HS)	Dwanna Nicole	September 2015	Up to 5 hours	86
OAG	Tarek Maassarani	August 2015	NA	18
CJCC	Tarek Maassarani	February 2016	NA	8
			TOTAL	**1989**

School Impact Summaries

Columbia Heights Education Campus (CHEC)

CHEC joined the restorative schools cohort for SY2015-16, despite limited familiarity with the model and a number of existing initiatives for key administrators. Through participation in exposure

workshops and trainings, collaboration with technical support, and observation of restorative practices, a team of committed staff and supportive administrators emerged and restorative practices grew in small pockets throughout the school in the form of classroom circles, parent engagement, special education circles, Empowering Men of Color circles, and responsive interventions.

Hart Middle School
The Hart disciplinary team attended the three-day Restorative Justice training in August and September 2015, and thereafter immediately began to implement responsive circles in lieu of suspension. According to their records, 89 restorative circles took place, keeping 55 students across all three (3) grade levels in school between the beginning of school in August through November 2015. At the end of November, Hart began to take advantage of technical assistance with a focus on introducing restorative practices to the entire seventh (7th) grade, both in the classroom and among staff.

Luke C. Moore
Luke C. Moore is an alternative high school for older students who have not succeeded in the traditional school setting. As such, the school has a smaller, more mature, emancipated student population with high psychosocial support needs, greater student turnover and truancy, and relative flexibility in terms of curriculum and academic standards.

From the beginning of SY2015-16, school leadership and support staff demonstrated a great deal of commitment to a whole-school Restorative Justice approach. A designated Restorative Justice coordinator and team emerged early, participating in (and hosting) a number of training and Community of Practice professional development opportunities, and embracing Restorative DC's lead technical support person with open access and close cooperation. Throughout the year, the technical assistant and school team undertook a wide variety of activities, including exposure, mindfulness, and other workshops; classroom circles; lunchtime, staff, and tardy circles; dialogue with members of the community and law enforcement; responsive circles/conferences; mediations; and developing more restorative policies and procedures.

For the first time in 40 years, Luke's basketball team completed a season after introducing circles and Nonviolent Communication to the team. In a focus group of five (5) students, held on June 8, 2016, students commented that the team would not have been able to complete the season without circles and that the players would remind each other during the day to be mindful as a way to deter negative behavior. They indicated that they found circles and mindfulness to be helpful in students' life in and outside of the school.

Maya Angelou
Maya Angelou Public Charter School enjoyed enthusiastic support from leadership and staff, but faced a number of institutional challenges that limited the available time and resources for restorative practices and resulted in a greater focus on planning than implementation. To assist in this planning, a climate survey was administered revealing widespread areas of concern and opportunities for improvement around a number of school climate indicators, and stimulating healthy reflection and conversation amongst staff. In addition to this, Maya also began Restorative Justice-informed revisions to its Parent and Student Handbook and held trainings and circles for staff.

Ballou High School

In the past few years, Ballou's 1,200 students saw 2,000 suspensions, 250 arrests per year, and a 50% graduation rate. In SY2015-16, suspensions were down 60% and there were less than 10 arrests. As a result, attendance and test scores have risen.

Evaluation Plan for FY 17
Nationally, a strong research base supports the potential of restorative justice practices to reduce exclusionary discipline and improve student outcomes. For School Year 2015-2016, OSSE used qualitative outcome data reported by program leaders and school staff. As the program expanded to more schools, OSSE recognized the need to strengthen metrics and collect a balance of qualitative and quantitative data.

For 2016-2017, OSSE will examine following outcome metrics: suspension data, expulsion data, student arrests (if available), and graduation rates. In addition, we will be using focus group data to measure outcomes from teachers, students and leaders.

Q46: Please supply the number of licensees/certified professionals/registered professionals broken down by status that the agency received and approved in FY13, FY14, FY15, FY16, and FY17 to date.

RESPONSE:

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

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY13	3,368	2,847
FY14	4,079	3,351
FY15	3,761	3,438
FY16	3,526	2,530
FY17 to date	524	456

Q47: **List and describe all the alternative certification/licensure programs that are currently available in the District for FY16 and FY17 to date. How many individuals were licensed through those programs?**

RESPONSE:

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

Alternative Certification Provider	Program Type	Licenses Issued FY16	Licenses Issued FY17 to date
American University	University-based	67	17
Catholic University of America	University-based	33	11
Center for Inspired Teaching	Non-Profit Org	20	25
Capital Teaching Residency – KIPP DC	LEA-based	59	11
The George Washington University	University-based	50	20
Teach for America	Non-Profit Org	20	14
Teach-Now	Non-Profit Org	177	37
TNTP Academy	Non-Profit Org	37	40
Trinity Washington University	University-based	26	5
Urban Teachers	Non-Profit Org	79	43
University of the District of Columbia	University-based	14	3

Q48: **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 FY16 and FY17 to date. For each grant, please include the LEA, amount, and description of what the funds were to be used for.**

RESPONSE:

Scholarships for Opportunity and Results (SOAR) Act funds for public charter schools for FY16/FFY15 were awarded to OSSE via a grant award from the U.S. Department of Education in May 2016. OSSE submitted the application for FY17/FFY16 funding to the Department of Education on December 9, 2016. OSSE has not yet received the GAN for this year's funding.

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 school and charter school support organization stakeholders, OSSE's Office of Public Charter School Financing and Support (OPCSFS) submits an application to USDE describing how it will administer the funds.

Upon receipt of the FFY 2015 funds, OSSE moved forward with its 2016 subgranting process and created a Notice of Funding Availability (NOFA), Requests for Applications, and application packages for the funding competitions. During the week of June 13 - 17, 2016, OSSE OPCSFS staff held ten (10) pre-application conference webinars for all interested applicants.

The funding opportunities described in OSSE's approved application were divided into five categories:
Category One – Increasing Academic Quality
Category Two – Influencing Replication and Growth
Category Three – Investing in Facilities
Category Four – Grants to Support Non-Profit Charter Support Organizations
Category Five – Grants to Support Early Childhood Education

High interest and demand resulted in 83 applications to OSSE for SOAR Act funding. All competitive grant applications were reviewed and scored by a panel of neutral, qualified, professional external reviewers selected for their expertise, knowledge or relevant experiences.

Each grant program, the corresponding number of applicants, and a description of awardees can be found below.

Category One: Increasing Academic Quality (37 applications; 19 funded)
Grants to charter schools for "Increasing Academic Quality" are competitively funded plans designed to have a direct and rapid impact on student proficiency rates and the overall success of public charter school students – either school-wide or for specific subgroups. These plans were required to be research-based, data-driven, and specific to the needs of each LEALEA. Overall, nineteen (19) awards, for a total amount of $6,412,485.66, were made to public charter LEAs in this category.

FFY15 SOAR Academic Quality Awardees	Award Amount

Meridian PCS (00-0135)	$376,103.52
Youthbuild PCS (00-0131)	$189,675.00
Eagle Academy PCS (00-0117)	$375,000.00
Perry Street Prep PCS (00-0125)	$375,000.00
Briya Public Charter School (00-0119)	$375,000.00
Bridges PCS (00-0107)	$375,000.00
Thurgood Marshall Academy PCS (00-0146)	$357,393.75
The Next Step PCS (00-0145)	$375,000.00
Capital City PCS (00-0108)	$247,516.50
Early Childhood Academy PCS (00-0118)	$375,000.00
KIPP DC PCS (00-0129)	$375,000.00
Sela PCS (00-0174)	$375,000.00
D.C. Preparatory Academy PCS (00-0115)	$375,000.00
Latin American Youth Center (LAYC) Career Academy (00-0172)	$371,239.50
Center City PCS (00-0156)	$339,085.50
E.L. Haynes PCS (00-0116)	$148,479.00
IDEA PCS (00-0126)	$375,000.00
Monument Academy Public Charter School (00-0182)	$375,000.00
Washington Yu Ying PCS (00-0160)	$257,992.89

Category Two: Influencing Replication and Growth (3 applications; 2 funded)
Grants for "Influencing Replication and Growth" support the replication and expansion of new charter schools in the District of Columbia by funding planning and development of new facilities to increase the number of high-quality seats available. This competitively-awarded grant is made available to existing high-performing public charter schools that are not eligible for the Elementary and Secondary Education Act (ESEA) Title V, Part B grant and that are seeking to expand by adding a new campus. Public charter LEAs ranked by the District of Columbia PCSB as a top-performing LEA ("Tier 1" status) were given the highest priority for funding. LEAs in the top 20% of the "Tier 2" status were given secondary priority. Overall, two (2) LEAs were awarded funds to support replication and growth efforts. A total of $200,000 was awarded in this category and will support the creation of two (2) new campuses over the next three (3) years.

FFY15 SOAR Replication and Growth Awardees	Award Amount
Two Rivers at Young Campus	$100,000.00
KIPP DC at Valor Academy	$100,000.00

Category Three: Investing in Facilities (17 applications; 8 funded)
Grants for "Investing in Facilities" were competitively awarded to provide public charter schools with funds to renovate former DCPS (or other District-owned) facilities that are leased from the District or to renovate facilities that are owned by charter schools. Overall, eight (8) applications were funded in the Investing in Facilities category for a total of $4,374,200.00. These eight (8) LEAs now have the funds to renovate facilities to increase the number of high quality seats in the District of Columbia.

FFY15 SOAR Facilities Awardees	Award Amount
KIPP DC PCS (00-0129)	$549,000.00

D.C. Preparatory Academy PCS (00-0115)	$547,500.00
Bridges PCS (00-0107)	$547,500.00
Monument Academy Public Charter School (00-0182)	$547,500.00
Somerset PCS (00-0175)	$547,500.00
District of Columbia International School (00-0185)	$547,500.00
IDEA PCS (00-0126)	$547,500.00
Eagle Academy PCS (00-0117)	$540,200.00

Category Four: Grants to Support Non-Profit Charter Support Organizations (21 applications; 13 funded)
Grants to non-profit charter support organizations were competitively awarded for projects that proposed to have a direct and rapid impact on overall charter school academic achievement or on the achievement of historically under-performing subgroups. Priority was given to those applicants providing direct assistance to one or more charter schools in their areas of need. Applicants providing indirect assistance were also funded. An example of the impact of this grant was the creation of a website by a subgrantee that provides an interactive platform that allows teachers the ability to track student progress in reading and writing. New features enable teachers to differentiate reading instruction, tailored to the unique needs of students. Feedback from teachers has been positive. Overall, thirteen (13) awards were granted to thirteen (13) non-profit charter support organizations to support charter school success. A total of $2,500,000.00 was awarded and will have an impact on over 60 charter LEA campuses.

FFY15 SOAR Third Party Awardees	Award Amount
Commonlit Inc. (01-0233)	$217,049.43
The Literacy Lab (01-0078)	$116,692.80
One World Education (01-0221)	$135,352.06
DC Public Charter School Cooperative (01-0028)	$205,288.80
AppleTree Institute (01-0005)	$220,620.60
After-School All-Stars, Washington DC	$220,791.73
EdFuel (01-0179)	$148,486.90
Two Rivers Supporting Corporation (01-0245)	$220,800.00
Flamboyan Foundation (01-0181)	$219,144.00
The New Teacher Project, Inc. (01-0158)	$220,800.00
The Achievement Network (01-0157)	$220,800.00
Fight for Children Inc. (03-0135)	$188,590.80
Friends of Choice in Urban Schools (FOCUS) (03-0145)	$165,582.88

Category Five: Grants to Support Early Childhood Education (formula grant; all eligible applications funded)
Grants were made on a formula basis to support charter schools that serve a high population of 3- and 4- year old students. The funding was allocated using the same free and reduced lunch formula used by the Elementary and Secondary Education Act Title I, Part A. Funds support plans designed to assist with implementation of supplementary activities that support school readiness, including development of literacy and mathematics skills, with emphasis on supports to increase student achievement. Plans

must be research-based specific to the needs of each school. Overall, five (5) awards, for a total of $628,136.08, were made to public charter schools in this category.

FFY15 SOAR Early Childhood Awardees	Allocation
AppleTree Early Learning PCS	$276,424.02
Bridges PCS	$69,605.95
Briya PCS	$24,821.74
Cedar Tree Academy PCS	$126,783.93
Eagle Academy PCS	$130,500.44

Additionally, $910,000 (six percent (6%)of the overall grant) was set aside to ensure the appropriate administration of the SOAR grant by OSSE.

Q49: How many DC students have IEPs? Please provide a breakdown of these students by:
- **Age;**
- **LEA;**
- **Disability classification (for students with multiple disabilities, please identify all the underlying disability classifications), by age, and LEA;**
- **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;**
- **Placement type (e.g., self-contained classroom, separate school, home and hospital instruction), by age, LEA, and disability classification;**
- **Number of students attending nonpublic schools, by age, LEA, and disability classification;**
- **Number of students who are English language learners attending nonpublic schools by age, LEA, and disability classification;**
- **Number of students whose IEPs call for specialized instruction within the general education setting (i.e., inclusion), by age, LEA, and disability classification;**
- **Number of students receiving each related service (e.g. behavioral support, physical therapy), by age, LEA, and disability classification; and**
- **Number of students receiving visiting instruction by age, LEA, and disability classification.**

RESPONSE: Q49 Attachment – IEPs.xlsx

Responses to the following items are found in Q49 Attachment-IEPs:
- Age;
- LEA;
- Disability classification (for students with multiple disabilities, please identify all the underlying disability classifications), by age, and LEA;
- 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;
- Placement type (e.g., self-contained classroom, separate school, home and hospital instruction), by age, LEA, and disability classification;
- Number of students whose IEPs call for specialized instruction within the general education setting (i.e., inclusion), by age, LEA, and disability classification;
- Number of students receiving each related service (e.g. behavioral support, physical therapy), by age, LEA, and disability classification;

The "number of students attending nonpublic schools, by age, LEA, and disability classification" is provided in Q93 Attachment – FY16 Nonpublic.xlsx.

To protect student privacy, OSSE is not able to provide a response by age, LEA and disability classification for both the "number of students who are English language learners attending nonpublic schools" and the "number of students receiving visiting instruction." As of the 2015-16 school year Child Count data, there were only 14 English language learners attending a non-public school there were fewer than 10 students receiving visiting instruction in the District. For future reference, information about the number of students receiving visiting instruction can be found in "Homebound/Hospital" placement type in Tab 12-15 in the Q49 Attachment-IEPs.

Q50: **In SY2012-2013, SY2013-2014, SY2014-2015, and SY2015-2016 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: Q50 and Q51 Attachment – SPED Exit.xlsx

Q51: **In each of school years 2012-2013, 2013-2014, 2014-2015, and 2015-2016 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: Q50 and Q51 Attachment – SPED Exit.xlsx

Q52: **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 SY2015-2016 and SY2016-2017 to date:**
- **The number of students connected to a postsecondary pathway to graduation; and**
- **The number of students attending college within a year of high school graduation.**

     RESPONSE: Q52 Attachment - Transitions.xlsx **STUDENTS WITH DISABILITIES TRANSITIONING OUT OF SCHOOL**

Q53: **Please describe the transitional 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 on the performance of public schools transition training. For each transition program please list:**
- **Number of students served in SY2015-2016;**
- **Number of students served in SY2016-2017 or to be served;**
- **Specific services offered by program (e.g., academic, vocational, related services);**
- **Percentage of students who apply to the program who are accepted into it;**
- **Percentage of the students who start the program that finish it;**
- **Number of staff, by discipline; and**
- **Percentage of students who achieve paid internships or employment as a result of completing the program.**

RESPONSE:

OSSE does not operate 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. OSSE's training opportunities include:

Student Led IEP Trainings
Research has shown that students who actively participate throughout the IEP process have higher levels of school engagement and are more likely to achieve their academic and personal goals and be prepared for transitions to college, career and adulthood. Student and family engagement in IEP planning allows students to be active decision-makers regarding student instruction and where it takes place. It also allows for students to develop leadership skills that are necessary throughout adulthood.

During the 2014-15 school year, OSSE developed new tools and resources to assist schools and families in supporting students to take an active role in planning for their future. These tools and resources were created to supplement the film developed in the 2013-14, "The Best Me I Can Be: Implementing Student-led IEPs." The film shares ideas about how students, educators, and parents can be meaningfully involved in the special education planning process. It has been shown throughout the

city to various groups of educators to advocate for student-led IEPs. A supplemental discussion guide entitled "The Best Me I Can Be" was created to allow participants to interact with the film while continuing to discuss the needs of self-determination, youth with disabilities, and student led IEPs.

During the spring of 2016, OSSE hosted an all-day training on arts, student self-determination, and the IEP process. Arts-integrated approaches provide educators with multiple points of engagement to include students in their IEP process, proven strategies for differentiation according to student learning styles, and a range of possibilities for documenting and assessing student progress. In addition to the all-day training, OSSE hosted three (3) two-hour Community of Practice sessions focused on SLIEP.

This training was co-facilitated by master teaching artists from the New York City Department of Education's Everyday Arts for Special Education (E.A.S.E.) project and SchoolTalk DC. It served as the kick-off event for a Student-led IEP Professional Learning Community, which met monthly to explore how arts learning could support student self-determination and increase student involvement in the IEP process. Special educators, transition specialists, and arts specialists who work with students with disabilities were encouraged to participate.

E.A.S.E. was developed under a $4.6 million i3 Investing in Innovation five (5) year research grant awarded by the US Department of Education's Office of Innovation and Improvement to increase teachers' ability to effectively apply multi-disciplinary arts-based strategies for students with disabilities and to improve students' communication and socialization skills in support of academic skills acquisition and arts proficiency.

Participants in this training (a) learned what student-led IEP practices and self-determination skill development look like in the District of Columbia, and what resources exist to promote it in their schools; (b) learned about and shared arts activities and lessons that help students cultivate and expand self-determination skills and participate in an IEP process; and (c) engaged in peer learning and dialogue about how to apply arts approaches to student-led IEP practices within their individual school communities.

During the 2016-17 school year, educators will have the opportunity to learn how they can better support student involvement in IEP planning by participating in the following interactive training modules:

1. Getting Started,
2. Building Awareness,
3. Understanding Your IEP,
4. Preparing for Participation, and
5. Student-led IEPs.

Additionally, training participants engaged by:
- Viewing portions of "The Best Me I Can Be" film to learn how to implement highlighted best practices in their own schools,
- Interacting with OSSE's new Secondary Transition resource website and the Student-led IEP Online Toolkit,
- Engaging in application activities with resources that facilitate greater student involvement,

- Listening to DC teachers and administrators share the successes and challenges they have experienced in fostering meaningful student involvement throughout the IEP process, and
- Having the opportunity to arrange individualized action planning sessions with OSSE Training & Technical Assistance staff.

CIRCLES

The CIRCLES model promotes interagency collaboration and service coordination to assist transition-aged youth with disabilities to successfully transition to post-school life. CIRCLES meetings offer schools, transition-related services agencies and families a unique opportunity to discuss a student's individualized needs and to identify the resources available to meet those needs.

As evidenced by a number of North Carolina high schools that have used the CIRCLES model over the past six years, positive outcomes from participation in the CIRCLES model include:

- Greater parent and family participation in the transition planning process
- Increased student self-determination skills
- Increased service provision and coordination among agencies/community organizations, and
- Reduced service duplication

During the 2015-16 OSSE partnered with the National Transition Technical Assistance Center (funded by OSEP) and SchoolTalk to introduce CIRCLES to District school staff and students. This was viewed as an innovative way to bring District agencies together to ensure appropriate and effective service delivery for students with disabilities. Last school year, we worked with a number of students from Friendship Tech Prep, Friendship Collegiate, and Roosevelt HS. During the 2016-17 school year, OSSE will continue working with school staff and students to meaningfully connect with District agencies with the goal of improving post-school outcomes for students and establishing partnerships with schools and agencies.

Disability Awareness Video

Students with disabilities want to be seen for who they are and what they can contribute, not their disability. To assist with delivering this message, OSSE partnered with SchoolTalk DC and District youth to create the "Who I Am" disability awareness video. This video was made almost entirely by youth with disabilities. The youth in the video created the vision and framework for the film, prepared the interview questions, conducted interviews, starred in the film, and played a significant role in the editing process. Once closed captioning is completed, the video will be accessible on OSSE's website and ESSE's secondary transition website.

Secondary Transition Forum

On March 11, 2016. OSSE partnered with SchoolTalk DC and DDS to bring together over 400 DC students, over 100 educators, and the community for the "7th Annual Voices of Change Conference: Secondary Transition For DC Youth By DC Youth" at the Walter E. Washington Convention Center.

Youth voice, with a focus on employment, was at the heart of this event. DC high school students (public, charter, and nonpublic) with IEPs, 504 plans, and disabilities:
- Explored artistic and creative ways to express their unique strengths, needs and goals in workshops led by teaching artists from the Kennedy Center for the Performing Arts;
- Participated in interactive employment stations designed and led by their peers;

- Met representatives who provided information on different post-high school work, education, and living options available;
- Received helpful information on support services in their community; and
- Shared their talents, made friends and had fun.

Disability awareness, self-advocacy, and youth leadership were primary objectives of this event. Youth had the opportunity to participate in an event that celebrates disability in positive ways with hundreds of their peers with IEPs from all over DC. Students worked with artists to build self-awareness and express themselves through various art forms. Students from DC schools served as youth leaders and co-facilitated workshops for their peers, shared their personal experiences, engaged them in activities that allow them to practice self-advocacy skills, and engaged them in dialogues that provide the space for youth to share their experiences with each other.

Summer Youth Employment Program (SYEP) JumpStart
SYEP JumpStart is a supported employment program specifically designed to provide youth with disabilities with the individualized supports they need in order to successfully complete DC's Summer Youth Employment Program (SYEP). A joint partnership between DC's RSA, OSSE, DOES, local schools and SchoolTalk DC, the JumpStart program offers high school students with Individualized Education Plans (IEPs) and 504-Plans with the opportunity to access valuable work experiences that enable them to gain marketable knowledge and skills, in a supportive environment focused on youth leadership and independence.

SY2015-16 Monthly Trainings for LEA Special Education Point of Contacts
OSSE requires each LEA to have an LEA Special Education Point of Contact (LEA SE POC) who serves as OSSE's main point of contact for all matters related to special education.

During the 2015-2016 School Year, OSSE provided a robust series of trainings for all LEA SE POCs, including training on:
- The release of new special education policies
- Expectations for providing and documenting related services for students with disabilities
- Documentation of special education services and related services in the State's SEDS
- Resources to use when training internal staff at each LEA SE POC's school site
- Troubleshooting resources for SEDS
- Guidance around evaluating students and determining eligibility for special education
- Documenting the use of assessment accommodations
- Resources for improving data quality
- Appropriate communication with OSSE regarding student-level issues
- The role of LEAs in overseeing students served at nonpublic programs
- Responsibilities of maintaining and transferring student records
- The role of the LEA SE POC in ensuring students receive specialized transportation services

Secondary Transition Focused Monitoring and Targeted Technical Assistance
In FY 2014, OSSE added on-site focused monitoring to its system of monitoring and supervision to accelerate improvement in the District's rate of secondary transition compliance for students with disabilities. Under IDEA, LEAs are required to take specific steps to prepare students for a successful transition from high school into college, career and life. The requirements are complex, and the District has struggled with achieving compliance. Through the focused monitoring process, OSSE

teams began working directly with school staff to review files and provide on-site technical assistance over a period of time. After seeing how effective this approach was, OSSE decided to expand the model, and this year, OSSE is visiting every LEA with students of secondary transition age to provide on-site technical assistance related to secondary transition.

Q54: **How much federal IDEA funding was received in FY16 and FY17 to date by the District for DC foster children enrolled in out-of-District public schools in order to receive special education services?**

RESPONSE:

Given the dynamic nature of most foster care placements, including length of stay for each placement, as well as the fact that out-of-District LEAs assume an obligation for IDEA compliance once a student is enrolled, federal IDEA funding is not administered at the student level. The District, through OSSE, pays tuition to surrounding county jurisdictions to provide education services, including special education services, to this population of students. OSSE applies state-level IDEA funds to support this population of students through its administrative implementation of a Memorandum of Agreement between OSSE, DCPS, and CFSA, which addresses specialized education services for children and youth placed in out-of-state placements by CFSA.

Q55: **For SY2014-2015, SY2015-2016, and SY2016-2017 to date, please list all LEAs which have been found to have a significant discrepancy in representation of students with disabilities. Please also provide which LEAs were found to be in noncompliance on these grounds by OSSE and the corrective actions each have been required for noncompliance.**

RESPONSE:

There have not been any changes in the last fiscal year to the policies that ensure that no LEA discriminated against any student with a disability. OSSE continues to ensure implementation of its 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)

OSSE is required to annually review data, based on an established calculation, to monitor discrepancies and discipline rates between students with disabilities and their non-disabled peers, and discrepancies in discipline rates for students with disabilities when filtered by race/ethnicity.

An LEA is identified as having "Significant discrepancy" based on the rates of suspension and expulsions of greater than ten (10) days in a school year for children with IEPs in which policies, procedures or practices contribute to the significant discrepancy and do not comply with regulatory requirements relating to the development and implementation of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards.

For SY 2014-2015, six (6) LEAs were flagged for significant discrepancy and were required to complete a self-study and submit special education policies and procedures. After careful review of the LEAs' self-studies, policies, and procedures, OSSE did not issue a finding to four (4) LEAs because the LEA's policies, procedures and practices did not contribute to the identified significant discrepancy. OSSE did issue a finding of noncompliance to two (2) LEAs due to having policies, procedures and/or practices that contributed to the significant discrepancies. As a result of the finding issued to two (2) LEAs, a continuous improvement plan was created by the LEA and the assigned OSSE monitor is required to keep track of the completion of the action steps listed in the plan. Please note that the significant discrepancy reviews are based on the previous school year's discipline data, therefore, SY 2015-2016 discipline data will be reviewed in spring of 2017 to conduct the significant discrepancy review. During spring of 2018, OSSE will review SY 2016-2017 to conduct the significant discrepancy review.

Q56: **Describe the training, support and oversight provided by OSSE during SY2015-2016 and SY2016-2017 to date to ensure that LEA's are appropriately serving students with disabilities in the least restrictive environment. For each training/support offered, provide a list of participating LEAs.**

> **RESPONSE:**   Q56 Attachment 1 – LEAs Attending Trainings.xlsx
>   Q56 Attachment 2 – SY2016-17 K-12 Program Calendar.pdf

In SY2015-2016 and the first half of SY2016-2017, 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 also provides LEA- specific training and technical assistance. OSSE also developed and released a Common Core aligned lesson planning tool. This web-based tool, designed in partnership with special educators, supports differentiated instruction by allowing practitioners to design and share lesson plans which are anchored in Universal Design for Learning.

In addition, OSSE makes available policy guidance and practitioner toolkits in key content areas available online and announces their release through the LEA Look Forward and practitioner listserves. OSSE's LEA training calendar is accessible to LEAs on the OSSE website. This calendar is updated monthly to include new training opportunities. Attached is a PDF copy of the current calendar. More information on types of training and support is outlined below. Also attached is a list of all LEAs who participated in trainings during SY2015-16 and SY2016-17.

To address positive behavior support and effective response to behavioral crises, OSSE also 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. As described in OSSE's response to Q44, these trainings included:

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

For further information regarding these trainings, please see OSSE's response to Q44. Trainings offered during SY2015-2016 are listed below. In addition, this school year OSSE will host PBIS trainings focused on effective Tier 2 interventions and simple behavior support plans for individual students. PBIS training is currently scheduled for March 22 and April 27, 2017. The focus of the training is to begin LEAs in discussion around best practices and implementation of positive behavior interventions and supports. The May LEA Institute "It Takes a City: DC Does it Best!" is OSSE's annual professional development conference for LEA leaders and educators. In May of 2016 over 1200 participants chose from over 100 breakout sessions, including an entire strand of workshops on PBIS topics. To learn more about this event, visit: https://osse.dc.gov/event/lea-institute-it-takes-city-dc-does-it-best.

Positive Behavioral Interventions and Supports (PBIS)		
Date	Title of Training	Number of Participants
7/28/15	Getting PBIS Started	15
8/14/15	Using a Function-Based Approach to Support Students	29
10/7/15	Getting PBIS Started	18
12/3/15	Using a Function-Based Approach to Support Students	11
8/4/15	Technical Assistance: Friendship Tech Prep Academy	Leadership team
8/11/15	DCPS Summer Institute	15
8/18/15	Technical Assistance: Friendship Tech Prep Academy	Staff
8/21/15	Overview of PBIS: Washington Math/Science/Technology PCS	Staff
9/1/15	Overview of PBIS	Middle School Staff
1/15/16	RTI: Behavior/Discipline: Cesar Chavez PCS	Leadership teams

*Please see attached Excel document for the full list of participating LEAs for each training.

Restorative Practices: Training		
9/28/15	Restorative Classrooms	8
9/30/15	Restorative Classrooms	18
2/11/16	Restorative Classrooms	22
2/26/16	Restorative Conversations	37
4/26/16	Restorative Classrooms	25
Community of Practice: Restorative Practices		
11/10/15	Inaugural Restorative Practices Community of Practice	21
12/8/15	Developing a Restorative Discipline Policy	36
1/12/2016	Generating School Buy-in Towards a Whole-School Restorative Culture Change	26
2/9/16	Trauma Awareness and Resilience	14
3/8/16	Mindfulness	26
4/12/16	Special Education and Restorative Practices	25

*Please see attached Excel document for the full list of participating LEAs for each training.

Student Support Teams Training

Student Support Teams (SSTs) are school-based problem-solving teams focused on meeting the needs of individual students. OSSE's Division of Elementary, Secondary, and Specialized Education will hold a two-part SST training engaging participants in a deep-dive into the SST process to empower school teams. Currently there are two (2) trainings scheduled (January 24, 2017 and March 14, 2017) to focus on the following components of SST: (a) overview of SSTs and RtI, (b) best practices for SSTs, (c) 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 is currently scheduled for Feb. 10, 2017, which will focus on an overview of Section 504, referral to implementation, and best practices for implementation. This training will be used as the foundation for establishing additional trainings and technical assistance.

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

In addition, OSSE has offered extensive LEA training and technical assistance related to secondary transition compliance and partners with RSA and other agencies to ensure awareness of requirements and best practices. As described in OSSE's response to Q53, OSSE's training opportunities included:

- Student led IEP Trainings;
- CIRCLES;
- Disability Awareness Video; and
- SY2015-16 Monthly Trainings for LEA Special Education Point of Contacts.

For further information regarding these trainings, please see OSSE's response to Q53.

During SY2016-2017, OSSE continues to provide monthly trainings for LEA Special Education POCs. In addition to the topics listed above, each month provides in-depth training on a particular area of focus:

Month	Main Training Topic
August 2016	Data Quality • Data systems • Enrollment • Transfer of records • SLED & Qlik reports
September 2016	Child Count Part I
October 2016	Child Count Part II
November 2016	Secondary Transition Compliance
December 2016	LEA/Nonpublic MOAs
January 2017	Statewide Assessment Accommodations
February 2017	Extended School Year (ESY) • Determining eligibility • Documenting in SEDS • Documenting in TOTE
March 2017	New RSMR in Qlik
April 2017	Child Outcomes Summary (COS) Preparing for Exit Data
May 2017	End of School Year Wrap-up

Universal Design for Learning and Understanding by Design

During SY2015-2016, OSSE offered an in-depth training on *Universal Design for Learning* and *Understanding by Design* frameworks to help teachers improve their instructional delivery and increase student achievement. *Universal Design for Learning* provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

The *Understanding by Design* framework offers a planning process to guide curriculum, assessment, and instruction which focuses on teaching for understanding and designing the curriculum "backward" from the end goal of mastery. Teachers, administrators, and educational practitioners (e.g., teacher assistants, teacher aides, paraprofessionals learned different activities and methods that have been proven successful for teachers of every content level and background in closing the achievement gap.

Response to Intervention

During SY2015-2016, OSSE provided a full day training to DCPS staff on Response to Intervention (RTI). 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 May LEA Institute "It Takes a City: DC Does it Best!" is OSSE's annual professional development conference for LEA leaders and educators. In May 2016, over 1200 participants chose from over 100 breakout sessions, including several sessions on RTI. To learn more about this event, visit: https://osse.dc.gov/event/lea-institute-it-takes-city-dc-does-it-best.

Currently, a *Response to Intervention for Mathematics Teachers* training is scheduled for April 2017, and an RTI "Back to Basics" training is scheduled for April 4, 2017.

Master Teacher Cadre for Secondary Educators of Students with Disabilities

OSSE, in collaboration with American University (AU) Institute for Innovation in Education (IIE), plans to host the 2017 Master Teacher Cadre- Special Populations (MTC-S) program. 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 will support to: (a) conduct an analysis of the areas of greatest need in your school relative to EBP and CCSS, (b) develop a PD plan (including instructional strategies and assessments) to address your school community's needs, (c) implement your PD plan at an AU-based and then LEA-sponsored institute for DC secondary special education teachers, (d) evaluate the quality of your PD plan, its implementation, and its intended outcomes.

DC Lesson Plan Generator

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

The DC Lesson Plan Generator is designed around deconstructed Common Core State Standards in English Language Arts and Math. Learning targets have been reviewed and vetted by DC educational practitioners from both public and charter schools and across a variety of disciplines in order to help educators:
- *Increase standards-based alignment*: Access analytical tools that underscore the alignment between standards and assessments (Webb's Depth of Knowledge and Bloom's Taxonomy).
- *Utilize evidence*: Users can choose from an entire menu of Universal Design for Learning (UDL) Principles that will support lesson plan design to ensure maximum accessibility for all learners.

Educators can use the DC Lesson Plan Generator to create dynamic instructional plans and enhance their productivity, including the ability to:
- Plan and save lesson plans in one place
- Access lesson plans from any Internet-enabled device
- Share lessons with other educators throughout the nation
- Upload accompanying resources like videos and documents without printing them or forgetting the attachment
- Frame lesson plans in support of student learning goals for all of your daily, weekly and quarterly activities

The Lesson Plan Generator currently has 674 users as of January 12, 2017. November and December 2016 saw an increase of 27 new accounts.

Student Discipline and IDEA Requirements

OSSE is planning to provide training on the discipline requirements under IDEA for students with disabilities, in order to inform and prepare LEA leaders and staff for serving students with disabilities in the least restrictive environment. The training will be held in the spring of 2017.

Q57: **LEAs that do not meet targets on the Office of Special Education Programs monitoring indicators must complete self-studies and develop continual performance plans. How many LEAs completed self-studies in each of FY16 and FY17 to date? Please provide a list of those LEAs.**

RESPONSE:

For FY2016, three (3) LEAs are currently implementing Continuous Improvement Plans (CIPs) as a result of noncompliance from the FFY 2015 significant discrepancy or disproportionate representation review. These LEAs have until June 30, 2017 to complete the CIPs. The FY 2016 reviews will be conducted this spring and the FFY 2017 reviews will be conducted next spring.

Please note that this information reflects the significant discrepancy and disproportionate representation reviews that were conducted during the spring of FY 2015. The data used to conduct the significant discrepancy was from SY 2014-2015 and the data used to conduct the disproportionate representation was from the SY 2015-2016 child count audit.

Disproportionate representation is based on the overrepresentation of racial and ethnic groups in specific disability categories a result of inappropriate identification. The IDEA does not establish a specific minimum threshold for special education identification rates for states. The IDEA does not require a set percentage of students with disabilities be met; therefore, a finding does not automatically get issued when low numbers of students are identified. Rather, a finding is issued if OSSE determines that an LEA has low numbers of students identified as needing special education services because it failed to meet its duty to conduct child-find activities, which are activities which ensure that children with disabilities are identified, located, and evaluated.

OSSE conducts a semi-annual review of LEA data to identify LEAs that appear to have very low numbers of students with IEPs. For identified LEAs, OSSE conducts monitoring and provides technical assistance, where a need is indicated on child find and eligibility issues. OSSE issues findings and require corrective actions as appropriate.

Q58: **Provide an update on the work of the Advisory Panel on Special Education in FY16 and to date in FY17. At a minimum, please include the following:**
- **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**
- **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

Panel Member		Organization/Role	Length of Service as of FY17*
Latoria	Brent	Parent	FY17 appointment
James	Brooks	Representative of juvenile corrections agency	1 year
Tamera	Brown	Parents	1 year
Zalika	Brown	Parent	1 year
Julie	Camerata	Parent	5 years (reappointed in FY17)
Tracy	Dove	Parent	1 year
Vivian	Guerra	Parent	1 year
Courtney	Hall	Representative from the state child welfare agency responsible for foster care	1 years
Jennifer	Halper	Community organization concerned with the provision of transition services to children with disabilities	FY17 appointment
Rochanda	Hiligh-Thomas	Parent	7 years (reappointed in FY17)
Nicole	Lee-Mwandha	Education official responsible for carrying out activities under the McKinney-Vento Homeless Assistance Act.	1 year
Aaron	McCormick	Parent	1 year- Vice Chairman
Luis	Morales	Administrator of programs for children with disabilities	1 year
Andrew	Reese	Representative of a vocational organization concerned with the provision of transition services to children with disabilities	1 year
Kenneth	Taylor	Other	1 year

Clifford	Waddy	Parent	FY17 appointment
Molly	Whalen	Parent	7 years (reappointed in FY17)
Amy	Williamson	Representative of institution of higher education that prepares special education and related services personnel (UDC)	1 year
Deon	Woods- Bell	Parent	1 year - Chair

Terms are for a minimum of two years.

(b)   Narrative description of any action items taken or recommendations made by the Panel

In FY16, the Panel requested assistance in addressing waning Panel participation, an ongoing challenge to the work of the committee. OSSE supported the Panel by coordinating efforts between the panel and the Mayor's Office on Talent and Acquisition (MOTA) to ensure the Panel was complete. These efforts resulted in the appointment of several new members, re-appointment of several Panelists, and the selection of a Chairperson. MOTA is in the process of identifying a panelist who is a teacher who resides in the District of Columbia in accordance with local and federal requirements. Upon completion of this final effort, the SAPSE membership will be compliant with local and federal requirements.

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

a. In order to ensure that disability-related policies, regulations and guidelines are developed with input from SAPSE, OSSE has identified a policy liaison who will meet with a representative of the SAPSE 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 can be vetted and addressed. OSSE also encourages the SAPSE to comment publicly on any rule or regulation proposed by the State regarding the educating of children with disabilities.

b. 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. Based on input from the SAPSE, OSSE added optional items to the FY17 parent survey to collect additional demographic information from respondents. Resulting data may be used to determine if current survey strategies are effective with all parent groups. OSSE is in the process of processing survey responses.

c. In alignment with SAPSE recommendations, OSSE is working in collaboration with Rehabilitation Service Administration (RSA) to share data to increase programming for transition aged students with disabilities. This year OSSE

collaborated with multiple agencies, including Department of Employment Services (DOES), to implement the JumpStart summer program, which provided youth with more profound disabilities job placement and supported employment through the Summer Youth Employment Program (SYEP).

d. OSSE has continued to issue clarifying guidance to LEAs to support compliance and best practice.   For example, OSSE released a dear colleague letter on timeline requirements associated with OSSE's *Extended IFSP Option for Children Age 3 to Age 4 Policies and Procedures and Individualized Education Program (IEP) Implementation for Transfer Students Policy* for children transitioning from the Part C Extended IFSP to services under Part B of the IDEA.

e. OSSE has continued to provide a robust training series to LEAs related to compliance and instructional best practice as described in additional responses. In FY 17, OSSE is continuing to partner with the SAPSE to ensure that information regarding key aspects of the law reaches all wards and that information is designed to be parent friendly.

Q59: **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 FY16; when the surveys are sent out to parents; and describe OSSE's communication and outreach to parents regarding the survey in FY16.**

RESPONSE:

The annual parent survey was mailed to parents of students receiving special education services and was open for completion from July 5, 2016 to December 12, 2016. Parents had the option of completing the survey online or the hard copy survey that was mailed to each home. Parents were asked to complete this survey which was designed to measure whether or not schools were facilitating parent involvement as a means of improving services and results for children with disabilities. In FY16, OSSE added optional items to the parent survey to collect additional demographic information from respondents to determine if current survey strategies are effective with all parent groups. OSSE is in the process of processing survey responses.

Of the 13,769 parents who were given the opportunity to complete the survey, 629 completed the survey. 84% of respondents indicated that overall schools were in fact facilitating parent involvement as a means of improving service and results for students with disabilities. Key results of the analysis of parent responses include:

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

Q60: **The Special Education Quality Improvement Amendment Act requires all charter schools to be their own LEAs for the purpose of Part B of IDEA and section 504 of the Rehabilitation Act (29 U.S.C. § 794) by August 1, 2017, or upon funding. Please describe how OSSE is working to timely support LEAs in implementing this new provision.**

RESPONSE:

The Special Education Quality Improvement Amendment Act, with one exception, requires all charter schools to be their own LEAs for the purpose of Part B of IDEA and section 504 of the Rehabilitation Act (29 U.S.C. § 794) by August 1, 2017, or upon funding. In practicality, the change will be effective on July 1, 2017 to ensure alignment with the federal fiscal year. This is a significant change for impacted LEAs and, in FY 2016, ESSE provided a training series to provide intensive support to those LEAs. This series included an overview of staffing and budgeting considerations for independent LEAs, training in core compliance requirements and related data systems used by OSSE for tracking correction of noncompliance, training in fiscal requirements and the IDEA grant application process, and considerations related to the requirement to develop a full continuum of educational placements under IDEA. LEAs were also provided with tailored technical assistance upon request. OSSE and PCSB continue to work collaboratively to ensure the smooth transition of all impacted LEAs to independent status effective July 1, 2017.

Special Education Transportation

Q61: With regard to special education transportation, please provide the following information for SY2015-2016:
- **Any actions taken over the last year or planned for the next year to improve the special education transportation system;**
- **The current policy for providing transportation for special education students who must arrive to school early or late for extracurricular transportation;**
- **The number of special education students receiving transportation services from OSSE-DOT;**
- **The number of special education students receiving transportation services from contractors;**
- **The percentage of buses that arrived at school on time, broken down by month;**
- **The percentage of bus ride times that exceeded one hour, broken down by month;**
- **The number of complaints received regarding special education transportation, broken down by month and subject matter of complaint;**
- **The average number of days it took to resolve complaints regarding special education transportation, broken down by month and subject matter of complaint;**
- **The number of buses currently in service and their average age; and,**
- **The number of vans currently in service and their average age.**
- **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;

Actions Taken in FY16
- Established the Transportation Advisory Council, a cohort of experts on students with special needs, who will use their expertise as DOT stakeholders to offer advice, support, and advocacy to improve the quality of student transportation and stakeholder communication. For further details, see the response provided for Q63.
- DOT's Parent Resource Center hired additional leadership staff to improve business operations. A Dispatch Manager was hired to centralize and streamline dispatch operations, and a Call Center Manager was hired for improved performance management and increased data-driven practices.
- In preparation for SY 16-17, Customer Service Specialists were trained and coached on best practices on how to respond to customer contacts and how to successfully navigate work tools. As a result, there was a 5% reduction in repeat calls this year over last year.
- Created an online call tracking database to track communications from Bus Staff to the Dispatch Unit to ensure compliance with DOT policies and appropriate follow-up. Since its implementation until the start of the new school year, we have tracked 8,877 calls from Bus Staff to the four (4) terminal Dispatch Offices.
- Decreased the time to notify key stakeholders of incidents or accidents from an average of 45 minutes to an average of 15 minutes from the time of the reported incident or accident.
- Created new business norms and processes to improve the efficiency of the communication flow between Bus Operations and the Parent Resource Center. For example, created new online tools that allow staff from multiple departments in different locations to access information in real time.

- Created a partnership with OSSE ReEngagement Center to assist with navigating transportation needs of young adults (16-22 years old) with disabilities who are not attending school due to transportation barriers.
- Visited over 200 school campuses and several advocacy groups to engage stakeholders and better understand and address transportation needs.
- Conducted training sessions for approximately 70 new users and users who desired refresher training in TOTE, the database used by LEAs to enter student information for transportation purposes. This training helps ensure that OSSE DOT and LEAs collaborate to keep student information accurate and up-to-date.
- Combined the Extended School Year and Regular School Year Start of School projects into one process, which began in spring 2016. This streamlined process encourages LEAs and schools to provide critical school and student information as soon as it becomes available, which enables OSSE DOT to properly plan for the beginning of each school term.
- Participated in OSSE's new LEA support team effort and provided the TOTE overview and support for the LEA special education points of contact sessions.
- Provided support for the District's new Capital Asset Replacement Scheduling System (CARSS) project by utilizing the OSSE DOT fleet for the proof of concept. The information provided by OSSE DOT was used as the basis for the FY18 capital budget request.
- OSSE DOT has purchased a new bus terminal that will encompass an on-site maintenance and repair facility. The facility's office space will be rehabilitated, one warehouse will be converted to a driver waiting area, and other warehouses will be outfitted or bus maintenance. This will expand DOT's capability to repair vehicles in-house more efficiently than the current procurement process.
- OSSE DOT has enhanced its preventative maintenance procedures by implementing an updated fleet management system (FASTER) for tracking fleet reliability. OSSE DOT has also implemented a bus replacement program in order to retire vehicles that have been in service for an extended period of time, i.e. over seven years.
- Procured 50 new school buses in SY15-16 with an order for 100 additional vehicles for SY16-17.
- In collaboration with DDOT and OCTO, OSSE DOT successfully transitioned the District's eligible students with disabilities who utilize public transit services from tokens/fare cards to the DC One Card. This move provided uninterrupted access for students and eliminated the need for school staff to physically pick up tokens and fare cards from OSSE DOT each month.
- During the 2016 summer break, 63% of bus drivers and attendants received training in right response and behavior intervention. Additionally, 78% of drivers and attendants received training in parent engagement and proper documentation.
- Through the summer training program and the Extended School Year, OSSE DOT was able to provide working hours through the summer for all drivers and attendants who wished to work during that time, and did not have to furlough any staff.
- In collaboration with OSSE HR, OLRCB and OSSE DOT was able to successfully negotiate a new collective bargaining agreement for FY2017 through FY2020 for Teamsters Local 639.
- OSSE DOT has enhanced incident response protocols including bus operations, staff development, and behavior intervention meetings in collaboration with the LEA, school and parents. These updated protocols will address repeated offenses of both safety sensitive and non-safety sensitive student behavior incidents. OSSE DOT will continue to be proactive in scheduling intervention meetings. Since updating the response protocols, safety sensitive incidents per 1,000 student trips has decreased by 29 percent.

Actions Planned for FY17
For Fiscal Year 17, OSSE DOT will implement a dedicated aide training program in addition to the current behavior intervention strategies training, in order to provide ongoing support and monitoring for dedicated aides.

The **School Bus Operations Training Program** will institute a comprehensive year-round training program curriculum based on a needs assessment; a library of recorded trainings; and procedure for monitoring and analyzing trainings for effectiveness.

The **District Vision Zero Program** aims to eliminate fatalities and serious injuries to travelers in the city by 2024. To ensure the safety of its staff, OSSE DOT will implement an education campaign outfitting buses with messages to encourage safe driving. OSSE DOT will also create a year-long bus safety awareness campaign for parents, schools, bus drivers, and communities, and establish a recognition program for drivers with excellent safety records. OSSE DOT will also develop bus staging plans for drop-off and pick-up at all school locations to decrease the likelihood of accidents between buses.

Finally, in order to ensure we have enough Motor Vehicle Operators to meet our on time performance standards, OSSE DOT will continue to work in collaboration with OSSE Human Resources and other partners to develop a robust recruitment and retention strategy for the coming year.

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

DOT provides transportation according to student's IEP, school calendars, and bell schedules in TOTE. DOT's transportation policy and transportation request procedures guide details how DOT provides transportation for special education students who must arrive at school early or late for extracurricular transportation. DOT's policy on transportation for extracurricular activities can be found on page 9, "Transportation Outside of the Daily School Route," in OSSE's Special Education Transportation Policy.

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

During the 2015-2016 school year, OSSE DOT transported 2,949 students. Additionally, OSSE DOT provided 4 students with parent reimbursement for transportation and provided 160 students with a transportation subsidy. This comes to a total of 3,113 students receiving direct services from OSSE DOT.

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

During the 2015-16 school year, 129 students received private transportation paid for by OSSE DOT.

NOTE: On average, OSSE DOT transported 10 students per month on private transportation during the 2015-16 school year. However, due to a severe staffing shortage of bus drivers in May and June of 2016, OSSE DOT supplemented with private transportation during those months. Therefore, a higher number of students rode private transportation at the end of the school year.

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

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

	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16
OTP	81.8%	90.0%	92.3%	94.0%	93.0%	89.9%	92.2%	94.0%	93.9%	92.0%	91.8%	93.6%
Arrival Before Bell	97.9%	93.5%	95.6%	96.7%	96.5%	94.1%	96.0%	96.7%	96.3%	94.2%	94.5%	95.7%

Note: Weather delays affected on-time performance in months such as January.

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

Note that ride times are determined on a case-by-case basis to take into account the individual needs of each student. The current ride-time standards set by OSSE DOT based on school locations are as follows:
- 75 minutes for programs in DC and within 6 miles of DC,
- 90 minutes for programs between 6 and 15 miles of DC, and
- 120 minutes for programs farther than 15 miles from DC.

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

	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16
> 60 min	13.6%	16.4%	16.6%	17.1%	17.9%	18.4%	18.2%	15.0%	19.3%	18.5%	16.6%	16.6%
> 75 min	4.9%	6.4%	6.3%	6.7%	7.0%	7.3%	6.6%	4.7%	7.4%	7.5%	6.1%	6.3%

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

Complaint Category	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Total	Percent Substanti-ated
Early/ Late Bus	48	174	96	90	75	76	104	64	100	113	74	28	**1042**	**81.77%**
Unprofessional Conduct	37	84	79	67	56	47	48	51	60	44	34	23	**630**	**6.03%**
Student Not Picked Up AM	24	39	18	22	13	25	20	14	21	24	17	22	**259**	**35.91%**
Operations Issues	6	20	8	9	9	15	11	13	15	10	7	9	**132**	**46.21%**
Route Issues	16	18	7	6	9	4	9	5	10	4	1	6	**95**	**40.00%**
Student Behavior	1	6	9	6	6	5	2	7	8	19	4	5	**78**	**24.36%**
Administrative Issues	2	5	2	4	3	6	3	3	6	5	3	2	**44**	**15.91%**

Fleet Issues	6	11	2	1	1			1	2	9	4	5	**42**	**21.43%**
Student Accommodations	3	10	4	3	3	3	3	1	2	4		1	**37**	**54.05%**
Student/ School Information	2	2						1	3	1	2	3	**14**	**28.57%**
Total	145	369	225	208	175	181	200	160	227	233	146	104	2373	**48.08%**

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

	15-Aug	15-Sep	15-Oct	15-Nov	15-Dec	16-Jan	16-Feb	16-Mar	16-Apr	16-May	16-Jun	16-Jul	Total Avg
All Early/Late Bus	3.96	15.57	13.02	11.67	12.47	11.05	15.83	16.61	10.16	16.96	11.41	6.46	**13.09**
Unprofessional Conduct	5.49	12.20	9.19	9.15	9.11	9.51	17.00	15.08	9.57	11.98	12.50	7.91	**10.82**
Student not picked up in AM	1.42	12.54	12.56	10.27	8.08	8.12	15.00	15.36	9.38	16.25	9.82	3.68	**10.17**
Other Operations Issue	2.50	12.55	10.75	13.22	9.44	6.67	13.09	15.77	13.27	20.10	10.43	3.33	**11.42**
Fleet Issues	4.00	14.56	11.14	8.17	14.67	12.25	11.67	6.00	10.30	12.75	5.00	5.00	**10.08**
Route Issues	3.00	10.17	8.67	8.00	11.50	8.80	12.00	17.29	16.38	18.95	17.75	9.40	**13.55**
Student Behavior	4.00	8.80	12.00	5.50	24.67	8.33	15.67	11.67	5.17	14.40	3.67	3.00	**9.64**
Administrative Issues	2.00	9.00	12.00	9.00	3.00			2.00	11.00	11.56	9.75	4.40	**8.00**
Student Accommodations	4.67	8.40	10.25	12.33	7.33	14.33	14.00	17.00	5.50	12.75		5.00	**9.92**
Student/School Information	0.00	30.50						11.00	5.67	21.00	16.00	4.00	**11.00**
Total	3.74	13.83	11.26	10.45	11.06	9.81	15.62	15.43	10.14	15.85	11.42	5.73	**11.76**

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

There are currently 570 buses in service with an average age of 6.1 years, as compared to the national average of 15-20 years.

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

There are currently 19 vans in service with an average age of 4.7 years.

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

The District owns a total of 628 buses and 19 vans. Additionally, the District leases 20 vehicles.

Q62: **In FY16 and FY17 to date, how has OSSE taken steps to remedy each of the top three complaint issues received regarding special education transportation in FY16?**

RESPONSE:

The top three complaint issues received in FY16 were (1) Early/Late Bus[3]; (2) unprofessional conduct; and (3) student not picked up AM/ missed pick up.

Early/Late Bus
In FY16, OSSE DOT received 1042 complaints about early or late bus, 82% of which were substantiated. To address issues of buses being early and late, the bus operations team continues to refine business practices. This past school year each terminal reorganized their daily route assignment procedures to increase efficiency and improve on-time performance. Additionally, operations planning shifted to a tool that allows teams to see real time changes to information, which allows the dispatch and parent call center teams to see real-time information as it is updated. This allows improved parental notification when a bus will be early or late.

In school year 2015-2016, OSSE DOT struggled with daily staff attendance which was a major contributing factor to missing morning pick-ups. This coming year, OSSE DOT is focused on a recruitment and retention strategy to refill empty driver and attendant positions. Additionally, OSSE DOT is focusing on strategies to prevent absenteeism among currently employed staff and continuing to engage with the unions and OSSE's human resources staff to put in place better leave, accountability and discipline practices, where appropriate, to improve staff attendance.

Unprofessional Conduct
In FY16, OSSE DOT received 630 complaints about unprofessional conduct, however only 6% of these complaints were substantiated. OSSE uses a two-pronged approach to address staff that exhibit unprofessional conduct. First, this summer OSSE DOT added Right Response training to the regular summer training. This curriculum provides bus drivers and attendants additional skills on interacting with students and parents, focusing on proactive strategies to manage the environment. In addition, progressive discipline is in place for when staff do not follow standard protocols for behavior.

Student not picked up AM/ missed pick up
In FY16, OSSE DOT received 259 complaints about a student not being picked up in the AM or missing pick up, 36% of which were substantiated. In school year 2015-2016, OSSE DOT struggled with daily staff attendance which was a major contributing factor to missing morning pick-ups. This coming year, OSSE DOT is focused on a recruitment and retention strategy to refill empty driver and attendant positions. Additionally, OSSE DOT is focusing on strategies to prevent absenteeism among currently employed staff and continuing to engage with the unions and OSSE's human resources staff to put in place better leave, accountability and discipline practices, where appropriate, to improve staff attendance.

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[3] Complaints increase greatly during the first two months of school as parents, schools, and the community adjust to new bus routes, schools and families provide missing student information, and DOT staff adjust routes and expectations according to live traffic conditions.

Further, often a complaint of missed pick up in the morning occurs because the bus arrived outside of the usual arrival time and the parent did not see the bus. Therefore, the improved processes for on-time performance and real-time communication described above will also help prevent missed pick-ups.

Q63: **Please provide an update on the creation of the Transportation Advisory Council. At a minimum, please include the list of representatives serving on the Council; the number of meetings held in FY16 and FY17 to date; and what issues the Council has weighed in on.**

RESPONSE:

The goal of the Transportation Advisory Council (TAC) is to work with a cohort of experts about students with special needs. The Transportation Advisory Council members will use their expertise as DOT stakeholders to offer advice, support, and advocacy to improve the quality of student transportation and stakeholder communication.

In preparation for creating the TAC, OSSE DOT met with four (4) advocacy organizations and engaged several parents to get their input on how to best utilize the TAC and to recruit members. Additionally, OSSE DOT conducted over 200 site visits at schools to talk with staff and to see the transportation operations from the school perspective.

From these preparations, OSSE DOT designed a 13-member TAC, representing all OSSE DOT stakeholders; chaired by Kim Davis, Associate Director for Customer Service at OSSE DOT. The members of the TAC are listed below:

Name	Organization
Amy Alvord	Ivymount School
Thomas Bolden	OSSE DOT
Kim Davis	OSSE DOT
Catherine Decker	St. Coletta of Greater Washington
Charles Desantis	Parent of a student transported by OSSE DOT
Darnell Goings	Parent of a student transported by OSSE DOT
Sharra Greer	Children's Law Center
Doreen Hodges	Family Voices of the District of Columbia Inc
Ron Lopes	Division of Specialized Instruction, DCPS
Lisa Ott	DC Association for Special Education
Rosemary Smuggs-Evans	Parent of a student transported by OSSE DOT
Shaneika Webb	OSSE DOT
Molly Whalen	Advocates for Justice and Education

The first meeting of the TAC was held on January 6, 2017. The TAC will meet quarterly. In addition, workgroups on specific issues will be formed among members of the TAC, who will meet in between meetings.

To date the TAC has identified the following points of focus for OSSE DOT to include:

- Expanding the Inclusion Program— The TAC in collaboration with the LEAs, seek to expand the inclusion program, a program where some students with special needs receive instruction at multiple sites during the school day.. DOT must prepare for such expansion to that students are provided transportation between these sites;

- Behavioral management support—advice on how to best facilitate positive engagement between staff and students, and how to manage the environment in order to proactively avoid triggering behavioral incidents among students;
- Assistance on connecting to services for students who are aging out of eligibility for student transportation and need training for independent travel, as well as assistance in creating more detailed eligibility criteria for students who are dropped off independently; and
- Improving proactive communication with schools and parents on transportation policies, procedures and protocols.

Q64: **Describe any technology upgrades OSSE-DOT has taken in FY16 and FY17 to date to better track buses and communicate with parents and schools regarding arrivals and pick-ups.**

RESPONSE:

In FY16, DOT made the following technology upgrades in order to improve on service delivery:

- Created an online call tracking database to track communications from bus staff to the Dispatch Unit to ensure compliance with DOT policies and appropriate follow-up.
- Enhanced its preventative maintenance procedures by implementing an updated fleet management system (FASTER) for tracking fleet reliability.
- Installed secure cell phones on buses which enhance communication and response time between dispatchers and drivers.
- Implemented Phase 2 of the Automated Event Notification Services to parents and the stakeholder community via voice call, mobile text messages, and e-mail communication mediums. These events include, but are not limited to, bus status alerts, inclement weather-related alerts, operating status notifications, and general announcements regarding student transportation services. Phase 1 produced general mass messaging regarding specific events such as inclement weather closures and operating status. Phase 2 generated route specific messages regarding bus status.

In FY16 OSSE DOT also evaluated its current systems such as the student ridership tracking system and attendance tracking and worked to bring them to capacity to support operations. As this brought about challenges throughout the year, DOT began looking into more advanced systems that would fulfill the needs of the division.

Based on this discovery, DOT plans to seek and procure new systems during FY17 as well as continue to enhance current systems. In FY17, OSSE DOT will:

- Seek a vendor to develop a new application suite that will encompass all legacy systems. The purpose of this new application is to centralize OSSE DOT databases ensuring accurate data collection, reporting and operations. This new application will encompass a Web-based routing system, student ridership tracking, Global Positioning Software (GPS) for fleet tracking and parent notification. This new system will be a content rich Web-based solution which provides a simplified and more user-friendly approach to providing transportation service. OSSE DOT anticipates that its new solution will move the agency forward in its approach to provide safe, reliable, and efficient transportation services that support and enhance learning opportunities for eligible special education students in the District of Columbia.

- Procure a new system that will accurately capture time and attendance for terminal staff and will ensure all reports and performance measures are consistent. The scope of work has been developed and is currently being evaluated in OCP.

- Implement Phase 3 of the Automated Event Notification Services, a student specific alert system to parents regarding the status of a particular student. Phase 1 produced general

mass messaging regarding specific events such as inclement weather closures and operating status. Phase 2 generated route specific messages regarding bus status.

Q65: **Please provide an update on OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. Also provide for SY2016-2017, the number of drivers/aides needed and how many of each is currently employed.**

RESPONSE:

OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides include the following:

- OSSE DOT, in collaboration with OSSE's Division of Talent & Human Resources, Department of Human Resources (DCHR), DOES, Department of Public Works (DPW) and Office of Labor Relations and Collective Bargaining (OLRCB) conducted the following activities:
  o Developed a recruitment brochure which specifically focused on School Bus Driver Recruitment;
  o Developed a partnership between the DPW and the Montgomery County Public Schools to offer a Commercial Driver's License (CDL) Academy. The academy was developed to promote current School Bus Attendants to School Bus Drivers by offering classes (through instructional class time and on-the-road training) free of charge;
  o Conducted three job fairs at the DOES; and
  o Currently working with OLRCB and DCHR to develop an incentive program that would award new staff and current staff for referrals. An additional incentive program will be developed to encourage better attendance to alleviate the issues caused by the use of unscheduled leave.
- OSSE DOT, in collaboration with OSSE's General Counsel and Division of Talent, and DCHR assisted in the clarification of the application and implementation of the Family Medical Leave Act (FMLA). Training was provided to all OSSE DOT management on the newly revised procedures.

For SY2016-2017, the number of drivers/aides needed and how many of each is currently employed is provided in the table below:

Month	Avg No of routes	Avg No of drivers needed[4]	Avg No of Drivers employed & active[5]	Avg No of drivers present that day[6]	Avg No of attendants needed[7]	Avg No of attendants employed & active	Avg No of attendants present that day
Aug-16	460	506	551	506	550	609	537
Sep-16	522	575	548	504	619	598	531

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[4] The average number of drivers needed is calculated by the average number of routes plus 10%, which is standard business practice for a fleet operation.

[5] The average number of drivers employed and active are staff who are employed and who are not on any kind of extended leave (i.e., they are available for work on a given day).

[6] The average number of drivers present that day is the number of drivers who were actually present.

[7] The average number of attendants needed is calculated differently than the drivers needed because in addition to one attendant per route, many students need a one-to-one aide. Therefore, this number is ten percent greater than the number of routes plus the number of one-to-ones.

Oct-16	515	567	544	496	620	591	518
Nov-16	508	560	545	490	609	593	525
Dec-16	468	516	544	466	573	593	488

Post-Secondary Education and Career Education

Q66: **Provide the list of schools that are considered IT Academies. Please detail OSSE's efforts in FY16 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 FY16 to date from this program?**

RESPONSE:

The schools that offered Microsoft IT Academies for the 2015-16 school year include:
1. Academy of Hope Public Charter School (PCS)
2. Ballou STAY High School
3. Benjamin Banneker High School
4. The Community College Preparatory Academy
5. Coolidge Senior High School
6. Eastern Senior High School
7. Four Walls Career & Technical Education Center
8. Friendship Collegiate Academy
9. Friendship Tech Prep Academy
10. H.D. Woodson High School
11. IDEA PCS
12. Latin American Youth Center (LAYC) Career Academy
13. Luke C. Moore High School
14. McKinley High School
15. Phelps Architecture, Construction and Engineering High School
16. Roosevelt High School
17. Roosevelt STAY High School
18. Washington Math and Science PCS
19. DC Public Libraries

Expansion Efforts
OSSE staff worked with administrators at schools to ensure that the Microsoft IT course would be offered and adequately staffed for the 2015-2016 school year. Four (4) schools did not continue Microsoft IT academies this year, but Academies were introduced at five new locations including DC Public Libraries and four schools (Washington Math and Science PCS, McKinley High School, Phelps Architecture, Construction and Engineering High School, Eastern High School).

Microsoft Imagine Academies Outcomes
The implementation of the Microsoft IT Academies in the District of Columbia in the 2015-2016 school year resulted in the following outcomes**:**
- 18 schools and one (1) public library actively participating;
- 1,125 exams taken, which was 18% more than the number of exams taken in the 2014-15 school year; and
- 599 Microsoft Office (MO) Certifications earned, which is 64% more than the number of certifications earned in the 2014-15 school year.

Q67: **OSSE funds free SAT testing for all DC public school juniors and seniors. Please provide the Committee the following:**
- **The cost of administering this program in FY14, FY15, FY16, and FY17 to date;**
- **How many seniors and juniors took advantage of this program for each of the above years; and**
- **The District's average SAT scores for FY14, FY15, FY16, and FY17 to date.**

RESPONSE: Q67 Attachment – SAT.xlsx

In 2012, the Council of the District of Columbia passed the "Raising the Expectations for Education Outcomes Omnibus Act of 2012" (D.C. Law 19-142) which requires each student attending public high school to take the SAT or ACT before graduating. Because the costs of both tests can be prohibitive (e.g. the SAT is $54.50 per exam), 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
FY14	$224,084	4718**
FY15	$241,290	4969**
FY16	$287,411*	5806**

* In FY16, the SAT School Day contract cost increased to reflect the change in price for the revised SAT.
** Includes students who took SAT test on SAT School Day who self-reported as a junior, senior, or did not report grade.

Also, see the Q67 Attachment for the District's overall mean SAT score in each year.

ACT
Though OSSE provides SAT School Day for all juniors and seniors, LEAs and schools are able to obtain free or reduced price vouchers directly from ACT for students to take the ACT exam. ACT deems students eligible to receive vouchers if they are considered eligible for the Free and Reduced Meals Program (FARMS). For students who are not eligible for FARMS, schools can request that OSSE assume costs for the ACT. If the student's school does not participate in SAT School Day, OSSE assumes the costs of the ACT for non-FARMS students.

Q68: **In FY16, OSSE planned to launch an SAT prep pilot program. Please provide an update on that program to date in FY17 and outcomes observed as a result of the effort.**

RESPONSE:

FY16

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.

The SAT Preparation Expansion Grant awarded $252,755 in local funding (fiscal year 2016) to three (3) test preparation companies partnering with eight (8) DC Local Education Agencies (LEAs), to provide in-school SAT preparation programs to meet the needs of DC public high school students. Please see summary of funding and programs below.

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

Partnership & Funding Summary - Grant SY 2015-16

Subgrantee Name	Partner LEA	School	Program Option	Award Amount
Bell Curves	Capital City Public Charter School (PCS)	Capital City PCS	3	$17,500.00
Bell Curves	DCPS	Duke Ellington High School	3	$31,833.00
Bell Curves	Washington Mathematics Science Technology PCS	WMST PCS	2	$25,450.00
The Princeton Review	District of Columbia Public Schools (DCPS)	Anacostia High School	3	$58,221.50
The Princeton Review	DCPS	Ballou	3	
The Princeton Review	DCPS	Eastern	3	
The Princeton Review	DCPS	Woodson	3	
The Princeton Review	Friendship PCS	Friendship Tech Prep PCS	2	$41,710.00
The Princeton Review	Friendship PCS	Friendship Collegiate PCS	2	
Transcend Academy	DCPS	Coolidge High School	3	$11,600.00
Transcend Academy	Integrated Design & Electronic Academy (IDEA PCS)	IDEA PCS	2	$14,710.50
Transcend Academy	The SEED School	SEED	3	$10,382.00

Transcend Academy	Thurgood Marshall Academy PCS	TMA PCS	1	$23,868.00
Transcend Academy	Washington Latin	Washington Latin	3	$17,480.45

$252,755.45

Program Summary - Grant SY 2015-16

	Number Served
Students	1,088
LEAs	8
Schools	14
DCPS schools	6
Public charter schools	8

	Amount
Total funding awarded	$252,755.45
Total funding spent[8]	$244,758.94
Cost per student (overall)	$224.96

FY17 to date

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. Again, SAT prep companies partnered with LEAs to apply for the grant. 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.

Partnership & Funding Summary - Grant SY 2016-2017

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

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[8] The Princeton Review/DCPS partnership was not able to spend $7,996.51 of funding that was originally awarded.

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

Program Summary - Grant SY 2016-17

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

	Amount
FY16 funding	$270,493.68
FY17 funding	$388,375.16
Total funding awarded	$658,895.84*
Total funding spent[9]	TBD
Cost per student (overall)	$190.87
* Across both FYs	

Outcomes

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

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[9] The Princeton Review/DCPS partnership was not able to spend $7,996.51 of funding that was originally awarded.

evaluating effectiveness of test prep programs (and by default, test prep companies), OSSE is reviewing the following: 1) growth in scores from pre-assessment to post-assessment, 2) weekly attendance and 3) growth in scores from PSAT to SAT. A preliminary evaluation of outcomes is underway but not yet complete.

Q69: **Provide an update on the OSSE Scholars Program in FY16 and FY17 to date. At a minimum, in your response, please include:**
- **The number of students who applied to the OSSE Scholars Program;**
- **The number of students who were accepted to the OSSE Scholars Program;**
- **The cost of the program per student;**
- **How long the program runs for;**
- **Activities and opportunities students experience through the OSSE Scholars Program;**
- **A description of OSSE's efforts in terms of recruitment and outreach; and**
- **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. Through partnerships with selective postsecondary universities, this program exposes high school sophomores and juniors to university campuses, various academic disciplines and peers from a wide variety of backgrounds. OSSE Scholars was originally provided through funding support from the Department of Education's College Access Challenge Grant (CACG).

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

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program for 2015, 2016, and 2017:

	Summer 2015 Program	Summer 2016 Program	Summer 2017 Program
Number of students who applied to the OSSE Scholars Program	299	276	123
Number of students who were accepted to the OSSE Scholars Program	50 (18 DCPS students, 32 public charter school students)	71 (30 DCPS, 41 public charter school)	37 (16 DCPS, 21 public charter school)
Total cost of the program	$356,412.46	$492,500	$230,000 [+]
Average cost per student*	$7,128.25	$6,936.62	$6,216.22 [+]

* 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. This year, OSSE added two (2) new partner colleges – Brown University and the University of Chicago.

Activities and opportunities students experience through the OSSE Scholars Program
Students experience a variety of activities and opportunities through the OSSE Scholars Program. Prior to the summer experience, OSSE staff members provide a series of regular workshops and meetings to ensure OSSE Scholars are fully prepared. Some of the pre-summer activities offered to Scholars include:
- New Student/Parent Orientation – OSSE Staff members introduce the expectations of OSSE Scholars and share details about deadlines;
- Peer Orientation (Former Scholars meet and discuss their experience with new Scholars);
- Essay Writing Workshops;
- On-going and frequent 1:1 meetings with Scholars; and
- Travel Orientations: Sessions to meet with students about the intricacies of travel. (Many of the Scholars have never traveled on an airplane before).

Once students arrive on campus, students are exposed to:
- College level academic courses;
- College professors and staff;
- College residence halls and college resident life; and
- Opportunities to explore the surrounding areas, and participate in exploration activities and other cultural exposure activities.

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

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

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

Q70: **Please provide the number of D.C. students participating in dual enrollment in SY2015-2016 and SY2016-2017 to date.**

RESPONSE:

Students participate in dual enrollment courses through their LEA. OSSE awards competitive grants to institutions of higher education (IHE) that establish partnership agreements with LEAs. IHEs are reimbursed per student, per course, using grant funds. Student participation for SY2015-16 and SY2016-17 (to-date) is listed below.

School Year	Number of students	Cost
2015-16	397	$108,526
2016-17* (to date)	360	$199,750
* In 2016-17, OSSE increased the allowable per student cost to $450 per student, per course due to rising costs at the IHEs		

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

Q71: **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, and FY17 to date:**
- **The number of students participating in DC TAG overall and by each Ward;**
- **The amount of funds expended through the DC TAG program in total and the amount spent on students by each Ward;**
- **The average DC TAG award amount for the District and for each Ward;**
- **The historical graduation rate for students receiving a DC TAG award;**
- **A list of each school DC TAG students attend and the number of students at each institution; and**
- **DC TAG awards by annual household income.**

     RESPONSE: Q71 Attachment – DC TAG.xlsx

Q72: **Please all provide an update on OSSE's college knowledge public information campaign.**

RESPONSE:

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

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

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

A second round of changes to MCFF went into effect in December 2015 and included additional details on college completion, showing if District students who transferred to and from a particular college end up completing their degrees and at what type of institution. As the site is intended for the personal use of counselors and students, individuals must register in order to use the site. The new version of MCFF can be accessed at mcff.osse.dc.gov. OSSE is also developing a suite of materials to be used in conjunction with MCFF, including lesson plans and student activities, which will ensure that OSSE's partners and District students gain the maximum benefit from using this innovative, web-based tool. OSSE will continue to promote the use of the tool during FY2017.

In addition, using an array of media platforms, OSSE provides information to students regarding how to apply for the DC TAG program, as well as information regarding college enrollment, financing, persistence, transfer and graduation. In 2016, OSSE introduced a DC TAG quarterly newsletter, which has been well received. Working with school counselors and college access providers through conferences, meetings, school blitzes, and other collaborations, OSSE continually seeks to ensure that students and families have the necessary resources and information to make informed college choices.

Q73: **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 FY16. Also include the RECs latest report.**

 RESPONSE: Q73 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 the Deputy Mayor of Education, DOES, Raise DC's Disconnected Youth Change Network, schools, CBOs , and other key partner agencies.

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

Number of Disconnected Youth Served in FY16
In FY16, the ReEngagement Center successfully reconnected 204 youth to an education program, conducted 242 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 413 short intakes.

From the opening of the center on October 20, 2014 through December 1, 2016, 428 youth were successfully reconnected to an educational program, 603 full intakes were conducted (a full intake includes an interview to identify barriers to enrollment and retention, a staff review of past academic history, and student completion of the ECASAS assessment to determine literacy and numeracy levels), and 1,044 youth short intakes were conducted.

This past year, the DC ReEngagement Center worked with other ReEngagement Centers across the country to improve the method of tracking student persistence in academic programs. This approach allows for a more meaningful measure of persistence; while the previous measure treated all students in a cohort as the "same" regardless of *when* they reenrolled in school during the broad cohort period. The new measure, which the center began using in the third quarter of FY16, relies on more focused cohorts that are constructed based on the length of time elapsed since a student was enrolled. This captures the "impact" of the ReEngagement Center on students *over time*, at six (6) and 12 months. This calculation, referred to as the "stick rate," is calculated once per quarter. The calculation is averaged across quarters using a weighted average, 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 (connecting with 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). FY16 "Stick Rates" for the fourth quarter are presented in the table below.

DC ReEngagement Center Weighted Stick Rates (FY16Q3 and FY16Q4)

	6 Months	12 Months
Active[10] and Inactive[11] Clients	66%	62%
Active Clients Only	73%	65%

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 as computed.

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

- Co-located intakes in Columbia Heights: The ReEngagement Center's bilingual specialist continues to conduct intakes one day a week in Columbia Heights. This co-location addresses the need to provide service to youth who are not able or willing to come to the Northeast location.
- DC General Family Shelter: DC ReEngagement Center staff conducts co-located intakes at DC General Family Shelter. Co-location at DC General occurs on the third Monday of every month.
- Department of Human Services (DHS): DC ReEngagement Center staff conducts co-located intakes at Virginia Williams Family Resource Center. Co-location at Virginia Williams occurs on the fourth Wednesday of every month. Additionally, the ReEngagement Center participates in the bi-weekly coordinated entry youth housing meetings and is an assessment site for the youth and single adult housing assessments.
- District Department of Transportation (DDOT): ReEngagement Center Specialists have been trained and authorized to determine eligibility and provide DC1 Cards for those students who qualify under the "Kids Ride Free" program to help address the transportation barrier, which is the most common barrier to re-enrollment.
- OSSE Division of Early Learning and the DC Child Care Connections Resource and Referral Center: ReEngagement Center Specialists have been trained and authorized to determine eligibility and provide child care vouchers directly to youth parents who identify child care as a barrier to re-enrollment.
- Deputy Mayor for Public Safety / US Attorney's Office / DC Office of the Attorney General / Public Defender Service: The REC (and other parties listed above) developed and implemented

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[10] "Active clients" are those clients who have a successful check in with their assigned ReEngagement Center Specialist at least once per month.
[11] "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.

a diversion program for offenders who are facing prosecution or sentencing by the US Attorney's Office or the Office of the Attorney General. Eligible clients can participate in the services offered by the ReEngagement Center while their prosecution or sentence is deferred (if they have already been charged and have pled guilty). Upon successful completion of the various steps (including intake, testing, and enrollment in school), clients' charges are dropped, sentences are disposed, and related criminal records are expunged.

- DOES: DOES has not only provided a welcoming space for the REC, but has made referrals, assisted eligible ReEngagement Center clients in participating in the Career Connections employment program, has provided three interns under the Project Empowerment program, and has provided employment and job readiness services through the American Job Center and the Business Services Group. Additionally, through a data sharing agreement enacted in FY16, OSSE was able to identify all of those youth who were educationally disengaged and enrolled in Marion Barry Summer Youth Employment Program (MBSYEP). The DC REC conducted phone and mail outreach to these youth.

Launch of BackonTrackDC.org
Late in FY16, the DC ReEngagement Center launched BackonTrackDC.org, a website that offers District residents reliable and up-to-date information about non-traditional education options towards a secondary credential. The first of its kind in the District, the website allows users to search for programming using filters that are relevant to the population of residents who are returning to school. Examples of filters include: interest in earning a GED or high school diploma, need for on-site childcare, night classes, bilingual instruction, or support in connecting to postsecondary education or employment.

Search results lead users to school and program profile pages that include the specifics of their programming and contact information. The website also allows users to view student testimonial and program informational videos. Finally, users are always presented with the opportunity to reach out directly to REC staff through a "Connect with Us" button. To date, BackonTrackDC includes information on 21 schools and organizations.

Schools and programs that participate in the BackonTrackDC website are required to update program information and enrollment timelines regularly, giving residents up-to-date and actionable information about programs. The ReEngagement Center provides training and technical assistance to participating schools and organizations, as well as conducting an annual site visit to each program to ensure the website's users are receiving accurate information.

Formative Evaluation
While the ReEngagement Center has successfully achieved several of its first and second year goals, it is committed to engaging in a practice of continuous improvement. As part of this strategy, the REC is constantly adapting practices based on lessons learned, and in December of 2014 the REC initiated discussions with the Mid-Atlantic Regional Education Laboratories (REL) to conduct a formative evaluation of its first year of operations. The purpose of the REL study was to refine and improve the implementation of the ReEngagement Center. Specifically the study evaluated the DC ReEngagement Center's: outreach strategies, intake/assessment procedures, quality of educational offerings, and data collection and use. To collect this information, REL conducted focus groups in November 2015 and summer of 2016. These focus groups included educational service providers, non-academic service providers, referring organizations, referring family and friends (i.e., relatives and friends of disengaged

youth who have referred the youths to the DC REC), and various groups of youth serviced by the REC. In addition, REL interviewed the DC REC staff members and reviewed any relevant documents and materials (intake assessments, outcome data, etc.).

The REL delivered a first round of results of the evaluation to the ReEngagement Center early spring 2016. The REL then conducted a second round of data collection starting in late summer 2016 to examine various groups of youth who had disengaged from services, either immediately after completing they were referred or after some time of working with a ReEngagement Specialist. The REL delivered the second set of results to the ReEngagement Center in fall 2016. Staff met to discuss these results and recommendations, and their experiences in the first two years of operations and have established new policies and/or standard operating procedures as a result. Results from REL are used as operational guidance to improve the daily operations and interactions of the ReEngagement Center.

Expansion and Growth of the ReEngagement Center
For fiscal year 2017, the ReEngagement Center plans to continue to expand and improve its partnerships and practices and connect at least 250 youth to high school or GED credentialing programs. Through marketing and training, the DC REC will continue to leverage its new tool, BackonTrackDC.org, to engage and empower youth and adult residents who have taken a non-traditional path to earning a high school credential as well as the organizations around the city that provide services to these residents. The DC ReEngagement Center will continue to seek new relationships with community based organizations and government agencies in order to bolster the services it is able to provide to clients, especially in the areas of mental health and housing. Finally, the ReEngagement Center is working with other divisions of OSSE to automate much of its data analysis and reporting, which will enable the Center to expand its use of real-time data analysis for continuous quality improvement.

Q74: **What programs were offered by OSSE in FY16 to assist District residents in achieving their high school equivalency? Please provide the Adult and Family Education (AFE) outcomes for FY16.**

RESPONSE:

(I) **Secondary School Credentials and Equivalencies:**

In FY16, OSSE Adult and Family Education (AFE) offered and supported the following programs in FY16 to assist District residents in achieving their high school equivalency:

- **General Educational Development (GED):** In FY 2016, OSSE AFE in collaboration with GED Testing Services continued to apprise 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. District awarded 264 State High School diplomas to residents who passed the GED between October 1, 2015 and September 30, 2016 (FY16).
- **National External Diploma Program (NEDP)**: In FY 2016, 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 2016, 372 students enrolled in the NEDP and 108 graduated.
- **Accelerated Learning - General Educational Development (GED), National External Diploma Program (NEDP) and Pathways to Work and/or Postsecondary Education Initiative:** This initiative is designed to improve the educational levels of the District workforce and lower unemployment. OSSE AFE awarded funding to nine adult education providers to offer accelerated learning to 140 District residents reading at the adult intermediate education level (grade level equivalency of 6-8) and the adult secondary education level (grade level equivalency of 9-12). The program provided opportunities for participants to increase their literacy skills, successfully complete a GED or NEDP, and/or enter a postsecondary education or training program that will prepare them for employment in a high wage/high demand field. Accelerated Learning funding also supported the Earn as You Learn program for youth who are returning citizens. The program was offered by Wheeler Creek Community Development Corporation (CDC) in partnership with CSOSA. Of the 140 students served, the following outcomes were achieved.

	Projected # Served	**Actual # Served**	**Expected Outcome(s) for District Residents**	**# (%) Achieving the Outcome**
GED/ NEDP	44	54	• Earn a GED	**30 (55%)**
Pathways to Work	46	59	• Increase Readiness for Work	**59 (100%)**
			• Earn an Industry Certification*	**39 (66%)**
GED, NEDP and	90	113	• Transition to Postsecondary Education, Training or	**76 (67%)**

Pathways to Work			Employment	
Certification offerings/earned included CDA (Child Development Associate), HHA (Home Health Aid), CMAA (Certified Medical Administrative Assistant), and CFC (Chlorine Fluorine Carbon)				
Earn as You Learn*	20	27	• Increase engagement in educational services	**27 (100%)**
	20	27	• Increase readiness for work	**27 (100%)**
	20	27	• Made educational gains in reading and/or math	**10 (37%)**
	5	5	• Passed one or more sections of the GED	**5 (100%)**
	3	2	• Earn a GED	**2 (66%)**
	20	27	• Transitioned to Postsecondary education, training, or employment.	**12 (44%)**
Accelerated Learning funding supported the Earn as You Learn program for youth who are returning citizens offered by Wheeler Creek CDC in partnership with CSOSA.				

- **Department of Employment Services (DOES) Partnership:** In FY 2016, OSSE and DOES continued to partner to meet the literacy and workforce needs of District residents. The Memorandum of Understanding (MOU) extension in the amount of $1,860,000 (inclusive of $1,500,000 DOES and $360,000 OSSE AFE) enables OSSE and DOES to continue to partner to achieve the following objectives:

  - District residents seeking core, intensive, and/or training services through American Job Centers have their educational needs assessed and that they are referred to the appropriate providers for services.
  - District residents are adequately screened for learning disabilities and proper educational, training, and/or work accommodations are made ensuring that these customers are successful in their educational, training, and work endeavors.
  - District residents are provided services enhancing their workforce skills and increasing their knowledge of specific industries while working towards a high school diploma or GED and/or transitioning to job training, postsecondary education, and/or employment.

The OSSE AFE and DOES Partnership Initiative includes the provision of Assessment, Screening, Literacy and Remediation, Occupational Literacy, Digital Literacy and Career Essential Boot-Camp services for District residents. Highlights of this work include:
  - *Assessment, Screening, Literacy and Remediation*: OSSE AFE assists DOES in the provision of assessment and screening services to determine customers' eligibility in DOES services In FY 2016, of the 1,530 District residents who received assessment

and screening services, 747 went onto receive literacy and numeracy remediation and/or occupational literacy services.[12]

- *Occupational Literacy*: Of these 747 customers, 185 (25%) received literacy and numeracy remediation services as part of their engagement in an occupational literacy program. Occupational literacy programs integrate occupational literacy (industry specific training and education) with adult basic education, adult secondary education, GED instruction, and/or English language instruction to create contextualized educational opportunities for learners so that they could develop essential employment skills needed for the successful entry into a given field, while also improving basic reading, writing, math, and/or English skills. Of the 185 customers that engaged in occupational literacy services, 111 were enrolled in a class for which the attainment of an industry-recognized certification/credential was a possible outcome. Of those 111, 78 (70%) earned a certification/credential. Of the 185 customers served, 170 (92%) earned a certificate of completion and 140 (76%) transitioned to postsecondary education, training and/or employment.
- *Digital Literacy*: In FY 2016, of the 204 customers received digital literacy services, 29 customers earned a total of 40 certifications/credentials, and 171 customers (84%) earned a certificate of completion for participating in a digital literacy class.

II.   Adult and Family Education FY16 Outcomes

OSSE Adult and Family Education (AFE) currently uses local and federal funding to provide grants to 22 organizations that each offer one or more of the following services to District residents:

- Adult Basic Education (ABE) (grade levels 1-8);
- Adult Secondary Education (ASE) (grade levels 9-12), inclusive of the General Educational Development Program (GED) and National External Diploma Program (NEDP);
- English as a Second Language (ESL);
- English Literacy/Civics Education (EL Civics);
- Family Literacy;
- Occupational Literacy;
- Digital Literacy;
- Career Essential Boot-Camp;
- Postsecondary Education and Workforce Transition; and
- Ancillary Services.

Ninety-five percent (95%) of the adult learners served by OSSE AFE sub-grantees enter at the Adult Basic Education Level (grade levels 1-8), while five percent (5%) enter at the Adult Secondary Education Level (grade levels 9-12).

In FY 2016, OSSE AFE made continuation awards from the federal and local Maintenance of Effort (MOE) funding to sub-grantees to continue implementation of the service models that integrate adult

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[12] Many of the DOES customers who received assessment and screening services were not in need of literacy and remediation services and were referred back to DOES. Another subset of customers who were in need of literacy and remediation services opted not to engage in literacy and remediation services.

education services with ancillary, workforce development and/or post-secondary education transition services. The service models were designed to encourage providers to innovate and develop seamless programming with adult education at its core to assist adults in increasing their educational functioning levels so that they could obtain a GED or secondary school diploma, enter employment, retain employment, and/or enter postsecondary education or training.

Outcomes
A total of 3,876 adult learners received services in programs funded by OSSE AFE's federal and local MOE funding in FY 2016. Of this number, 2,978 represents the total number of learners who met the National Reporting System (NRS) guidelines of having a valid assessment and twelve (12) or more instructional hours in the program year to be reportable to the U.S. Department of Education. The remaining 898 adult learners engaged in one (1) to eleven (11) instructional hours. The total number of learners served in FY 2016 (n = 2,978) that met the NRS requirements increased by two percent (2%) in comparison with the number of learners served in FY 2015 (n = 2,914) that met the NRS requirements. Of the 2,978 adult learners served in FY 2016, 34% (n=1,017) completed an educational functioning level.

Adult Learner Cohorts	Total in Cohort	Responded to Survey about goal attainment	Self-reported goal achieved
Entered Employment	1044	801	354
Retained Employment	1273	1098	1041
Obtain a GED or Secondary School Diploma	70	40	35
Enter Postsecondary Education or Training Cohort	1000	806	247

These figures are calculated using a relatively new, federally required, outcome tracking methodology. Prior to Program Year 2014, adult education students were able to self-select what outcome cohort/s they should be included in based on their own goals. While OSSE AFE has implemented this new model since 2015 and understands the value and logic behind it, OSSE AFE questions whether the model accurately represents program performance since it is tracking performance against a goal that the students might not have set for themselves. For instance, significant numbers of students who already had both a high school diploma and a college degree from their native country attended ESL classes to improve their English language skills. However, because they had a high school diploma upon entry into the program, they were automatically enrolled in the "entered postsecondary education" outcome cohort even though they already hold a college degree and do not have any intention to pursue such education again.

Wellness & Nutrition Services

Q75: **Provide an update on OSSE's collaboration with the Department of Behavioral Health and the Department of Health on the implementation of programs to identify and assist children with behavioral health or developmental problems at DCPS and at charter schools. What new work was completed in FY16? Please also describe the training made available to LEAs on crisis response and intervention and which LEAs participated.**

RESPONSE:

In FY 16, OSSE continued to collaborate with the Department of Behavioral Health and the Department of Health on the implementation of programs to identify and assist children with behavioral health or developmental challenges at DCPS and at charter schools on the following:

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

CAFAS Pilot
As part of the System of Care Work, OSSE continued its efforts with other District child-serving agencies, including the Department of Behavioral Health (DBH), to make, the Child and Adolescent Functional Assessment Scale (CAFAS) available to several LEAs to pilot in schools as a functional assessment tool.

Comprehensive Behavioral Health Plan
OSSE continues to play a key role on the advisory committee that is has been developing a plan to ensure that comprehensive mental health supports are provided in schools and child development centers.

To address positive behavior support and effective response to behavioral crises, OSSE also 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. As described in OSSE's response to Q44, these trainings included:
- Positive Behavioral Interventions and Supports;
- Trauma Informed Care Training;
- Youth Mental Health First Aid Training;
- Nonviolent Crisis Prevention; and
- Restorative DC Project.

For further information regarding these trainings, please see OSSE's response to Q44.

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

RESPONSE:

The Youth Risk Behavior Survey (YRBS) was administered in both District public and public charter middle and high schools in fall 2015 (September 2015 to December 2015) and will be repeated again this spring. The 2015 report is drafted and is being prepared for public release.

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

Preliminary 2015 Youth Risk Behavior Survey Response Rate

LEAs Combined - All Schools									
	# Eligible Schools	# Schools Participating	# School Refusals	Max School Participation Rate	# Admins Completed	Percent of Completed Admins	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Current Overall Response Rate*
	99	88	11	89%	87	99%	25637	20253	79%	70%
TOTALS	**99**	**88**	**11**	**89%**	**87**	**99%**	**25637**	**20253**	**79%**	**70%**

LEAs Combined - By School Type									
	# Eligible HS	# Schools Participating	# School Refusals	Max School Participation Rate	# Admins Completed	Percent of Completed Admins	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Current Overall Response Rate
	36	33	3	92%	32	97%	14854	11018	74%	68%
TOTALS	**36**	**33**	**3**	**92%**	**32**	**97%**	**14854**	**11018**	**74%**	**68%**

	# Eligible MS	# Schools Participating	# School Refusals	Max School Participation Rate	# Admins Completed	Percent of Completed Admins	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Current Overall Response Rate
	63	55	8	87%	55	100%	10783	9235	86%	75%

TOTALS	63	55	8	87%	55	100%	10783	9235	86%	75%

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

OSSE plans to distribute all LEAs their results from the 2015 administration in the coming months with an option to receive school-level results for multi-site LEAs. Most recently the results on the Health and Physical Education Assessment were shared with LEAs and OSSE plans to use results from both efforts to drive the health and wellness technical assistance priorities at a district level in addition to targeting particular LEAs.

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

      RESPONSE: Q77 Attachment – FARM Status.xlsx

As of September 1, 2016, 160 schools across the District are participating in the community eligibility provision (CEP) program.

Q78: **Please provide the information below for each of the following programs Child and Adult Care Food Program, the After School Snack and Supper Programs, and the Free Summer Meals Program:**
- **The amount of funding in FY16 and to date in FY17;**
- **The name of the employee responsible for administering the program;**
- **The number of youth that were served by the program in FY14, FY15, FY16, and FY17 to date; and**
- **Detail any technical assistance OSSE provides to organizations implementing these programs.**

RESPONSE:

(a) The amount of total funding in FY16 and to date in FY17 is:

	Total Funding in FY16	**Total Funding in FY17***
National School Lunch Program (NSLP)	$27,945,791	$26,305,000.00
School Breakfast Program (SBP)	$10,481,459	$10,652,000.00
Fresh Fruit and Vegetable Program (FFVP)	$1,980,103	$1,852,000.00
Special Milk Program (SM)	$50,000	$15,500.00
Child and Adult Care Food Program (CACFP)	$8,965,401	$7,500,000.00
Summer Food Service Program (SFSP)	$4,000,000	$3,130,000.00

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

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

The team responsible for administering the NSLP, SBP, SMP, FFVP and TEFAP are:
- Elizabeth Leach, Manager
- Barbara Adams, Program Specialist, NSLP & SBP
- Rita Akers, Program Specialist, NSLP & SBP
- Wayne Gardener, Program Specialist, NSLP & SBP
- Autumn Morgan, Management Analyst, NSLP, SBP, FFVP & SMP
- Noni Robinson, Program Specialist, NSLP, SBP & SMP
- Andrea Belloli, Program Specialist, FFVP& TEFAP
- Major Langford, Program Specialist, TEFAP and Food Distribution

The team responsible for administering CACFP, After School Meals Program and the Summer Food Service Program (SFSP) are:
- Vacant, Manager
  - Lindsey Palmer, Director of Nutrition Programs (Acting Manager)
- Katrina Florek, Program Specialist, CACFP and Afterschool Meals
- Kristal Dail, Program Specialist, CACFP and Afterschool Meals

- Erica Nelson, Program Specialist, CACFP and Afterschool Meals
- Elisabeth Sweeting, SFSP
- Deborah Taylor, Claims Specialist, CACFP, SFSP and Afterschool Meals

(c) The number of youth that were served by the program in FY14, FY15, FY16, and FY17** to date:

	Total Meals Served in FY14*	Total Meals Served in FY15*	Total Meals Served in FY16*
National School Lunch Program (NSLP)	8,637,147	8,970,874	9,237,221
School Breakfast Program (SBP)	5,950,030	5,972,819	6,117,290
Child and Adult Care Food Program (CACFP)	4,200,686	4,363,693	4,378,150
Summer Food Service Program (SFSP)	1,050,788	947,736	833,378

*Federal nutrition program data is tracked in meals served, rather than students served, because reimbursements are made on a per-meal basis.
**Meal data for FY17 is not finalized 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 the team will either go out to the school or bring them into OSSE.

Similar technical assistance is given to all CACFP participants and sponsors as well as SFSP sponsors. Coordinated training happens monthly with OSSE's Division of Early Learning and allows for a broader reach of program participants. In FY16, the DC Healthy Tots Act was funded and additional non-participating centers were provided assistance to help them start CACFP in their organization, which will continue in FY17.

Q79: **Provide a list of all the school gardens (school, location, grant funding received) for FY14, FY15, FY16, and FY17 to date. Please also include the name of the individual responsible for maintaining the garden, any programming as a result, and data on the use of the school gardens.**

> **RESPONSE:** Q79 Attachment – School Gardens.xlsx

> School gardens are utilized before, during, and after the school day; however, most garden activity occurs during the school day. The topics most frequently taught in the school garden include nutrition and the environment, but the gardens are also used to teach science, technology, engineering, and mathematics (STEM) concepts, English, and art

Q80: **According to the data collected and available to OSSE, what is the current compliance rate among LEAs for completing physical activity and physical education requirements in the District?**

RESPONSE:

According to the data collected from the 2015-16 Healthy Schools Act Annual School Health Profile:

Grade Level	Phyical Education Minute Requirements	Number of Schools Meeting Requirement
K-5	150 minutes	26
6-8	225 minutes	16

All data in the School Health Profile are self-reported by each school. It is important to note that some schools report physical activity time such as recess as physical education time, which may skew the data. Conversations with school leaders and site visits suggest that the number of schools meeting the minutes is lower than what is reflected in the School Health Profile data.

Ninety-nine percent (99%) of applicable schools (excluding adult education schools and schools that did not participate in the National School Lunch Program) completed the School Health Profile. To maintain consistency in analysis and reporting, PE data were removed from schools reporting more than 225 minutes per week of K-5 PE and more than 300 minutes per week of 6-8 PE as likely outliers.

Q81: **What was the average amount of time LEAs dedicated to physical education and health education during SY2013-2014, SY2014-2015, and SY2015-2016?**

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, and SY2015-2016.

Average Minutes per Week of *Physical* Education in Grades K-5 and 6-8, SY2013-2014 through SY2015-2016

	K-5	**6-8**
SY2013-2014	59	89
SY2014-2015	73	140
SY2015-2016	81	133

Average Minutes per Week of *Health* Education in Grades K-5 and 6-8, SY2013-2014 through SY2015-2016

	K-5	**6-8**
SY2013-2014	31	48
SY2014-2015	35	44
SY2015-2016	42	57

Q82: **Provide an update on OSSE's efforts to begin a three-year longitudinal evaluation of the DC Healthy School Act in FY16 and FY17 to date. Please also include the firm conducting the study, the established research questions, and the schools being examined in year one of the evaluation.**

RESPONSE: Q82 Attachment - Evaluation of DC HSA Final Report.pdf

OSSE worked with Child Trends, a research firm in Bethesda, Maryland, to evaluate the compliance and progress of the Healthy Schools Act (HSA) from school year 2012-13 through school year 2015-16. All schools that had students in grades Kindergarten through 12th were included in the study. The research questions were as follows:

- How has compliance with the HSA changed over time?
- Is HSA implementation associated with student health knowledge or academic performance?
- What are state-level opportunities to improve school health environments in the District of Columbia?

The evaluation was completed in October 2016 and the major findings were as follows:

- Compliance with the HSA improved between the 2012-13 and 2014-15 school years, although most schools saw a sharp decline in compliance in the 2015-16 school year.
- In general, public charter schools had higher compliance scores than the District of Columbia Public Schools; their staff also tended to report more positive perceptions of the HSA.
- Schools with very low and very high levels of poverty among the student body were more compliant with the HSA than schools with mid-range poverty levels.
- Most schools struggled to comply with the health education and physical education requirements set out in the HSA, which increased dramatically in 2014-2015.
- School staff who participated in a survey generally did not feel well-informed when it comes to OSSE's expectations for schools.
- Although school staff who participated in the survey saw OSSE as a source of relevant and timely information about HSA-related sources, they viewed HSA funding as insufficient and noted that some of the requirements were burdensome.
- Overall, schools' compliance with the HAS was note associated with students' health knowledge, academic performance in math or English language arts, or attendance.
- Having a school garden was associated with higher levels of nutrition knowledge.

Q83: **Describe OSSE's efforts in FY16 and FY17 to date 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:

- Shift to more effective trainings--from large annual trainings to participant-driven, smaller group trainings to cover a variety of topics;
- Vendor and Food Service Management Contractor specific training to provide a different level of technical assistance in addition to trainings for self-prep schools;
- Working with USDA to complete nationwide initiatives to mentor schools, such as *Team Up for Success*, with other states in the region;
- Providing training for program participants to assist in their procuring of vended meal contracts or Food Service Management Company contracts, which allows them to add additional quality assurances to their contracts;
- As needed technical assistance to all participants, including in-person consultations and site visits;
- Ensuring all participants can serve as many students/children through a variety of programs, such as afterschool snack and Community Eligibility Provision;
- Encouraging taste tests, nutrition education and parent engagement;
- Providing grants, training, technical assistance and working groups to increase local food items purchased for meal programs;
- Working with providers to determine which serving models work best for them based on students ages, classroom structure, equipment, etc. such as family style meal service or traditional line service;
- Enforcing the USDA Professional Standards rule for schools; and
- Providing federal and local funds, through a grant process, to schools around equipment upgrades for kitchens. Equipment purchased includes steamers, walk in refrigerators, milk coolers for classrooms and convection ovens.

Q84: **Provide an update on any progress made to improve the method of collecting the DC Universal Health Certificate. Please also include the number collected during SY13-14, SY14-15, SY15-16, and SY16-17 to date.**

RESPONSE:

OSSE does not oversee the collection of the DC Universal Health Certificate (UHC) and therefore has not collected any during SY13-14, SY14-15, SY15-16, and SY16-17 to date. Currently, LEAs are responsible for ensuring compliance with this requirement and oversight of that responsibility occurs with the District's Department of Health (DOH) in conjunction with the immunization registry.

Q85: **Provide an update on the implementation of OSSE's new Health Education Standards.**
Please also include a copy of the standards.

RESPONSE:

OSSE began implementing the 2016 Health Education Standards in the 2016-17 school year by
offering training and resources to teachers. OSSE provided training on the Health Education Standards
at its annual Health Symposium in August. Additionally, several resources are available to support
teachers in implementation:

- DC Healthy Schools book list (K-5)
- Health and Physical Education Booklist (K-12)
- Health and Wellness Menu of Professional Development, Services, and Technical Assistance

OSSE will continue to provide ongoing support to schools on implementation of the health education
standards based on request. Additional materials, such as curricular guides will be released this school
year. An annual review of the results from the health and physical education assessment, based on
health and physical education standards, will allow OSSE and LEAs to monitor progress on student
health knowledge.

Q86: **Provide an update on OSSE's implementation of the Youth Suicide Prevention and School Climate Survey Amendment Act of 2015, including information on the development and publishing of mental and behavioral health policy guidance, and the implementation of a pilot program for collecting school climate data. Also include which schools are participating in the school climate pilot.**

RESPONSE:

OSSE is steeped in the implementation of the Youth Suicide Prevention and School Climate Survey Amendment Act of 2015. The work is divided into two (2) main components: the development of behavioral health guidance for schools and deployment of a school climate survey. The development of the behavioral health guidance for schools has begun, but the primary focus has been on getting the NIJ project off to a successful start.

In FY16, Child Trends, a research firm in Bethesda, MD, was awarded a $4M, four-year grant from the National Institute of Justice (NIJ) to (1) pilot the Department of Education's school climate survey in 30 DC schools, (2) provide grants to schools to support their school climate initiatives, and (3) to support implementation of the Safe Schools Certification program.

To date, this project includes 26 school partners. Our charter school partners include: Paul, Achievement Prep, Basis, Capital City, SEED, City Arts, Inspired, Kingsman, and Howard. Our DC public school partners include: Jefferson, Stuart Hobson, Takoma, Trusedell, School Without Walls-High School, School Without Walls at Francis Stevens, Brookland, Cardozo, Eliot-Hine, Hart, Johnson, Kelly Miller, LaSalle Backus, Ballou, Deal, Roosevelt, and Raymond.

Of these 26 school partners, we have collected student, faculty and staff surveys from 23 schools as of January 12, 2017. Data collection activities will be complete for all participating schools by the end of January and OSSE will provide each school with a comprehensive school report that analyzes the data in a format that allows school leaders to consider research-based best practices for school climate improvements.

Q87: **Please provide an update on OSSE's implementation of an environmental literacy program.**

RESPONSE:

With funding from the Environmental Literacy Specialist Pilot Program Amendment Act of 2015, OSSE created three new opportunities 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 is establishing its first Environmental Literacy Leadership Cadre (ELLC), a group of individuals from elementary schools across the District who will be responsible for: (1) developing a plan to implement the Environmental Literacy Framework at their schools; and (2) coordinating its implementation. The ELLC met monthly to discuss environmental education best practices, how the Environmental Literacy Framework supports teaching the Next Generation Science Standards, implementation of school garden and recycling/composting projects, and additional resources available to support schools. Seventeen (17) teachers representing 16 schools participated in this first cohort. OSSE continues to meet with the same cohort of schools in FY17.

- **Environmental Literacy Advancement Grants**
  To support environmental programming efforts that 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 $301,912 in grants to three (3) nonprofit organizations to support the following: teacher training in early childhood environmental education, garden-based field experiences, and watershed explorations and American shad (fish) restoration activities. Grantees provided programs to the entire grade level at the cadre schools.

- **Environmental Literacy Fellowship Grants**
  To provide cadre members additional assistance in developing, coordinating, and/or maintaining school garden, recycling, and composting programs, OSSE created a grant opportunity for nonprofit organizations to host 8 six-month Environmental Literacy Fellows (Fellows). OSSE awarded $128,568 in grants to four (4) nonprofit organizations to support six (6) fellows to work with cadre members. School projects ranged from launching a paper recycling program, developing guidelines for a school composting pilot, assisting with health and wellness events, and developing sustainability enduring understandings for students.

The environmental literacy program also leveraged connections with other OSSE programs and District agencies to integrate environmental education and training into other professional development opportunities. For example, the environmental literacy program collaborated with the OSSE Science, Technology, Engineering, and Math (STEM) and 21st Century Community Learning Center teams on the First Lego Robotics project for after school sites. Since the Lego challenges were related to trash, the coordinator developed a professional development day and recruited expert speakers working to reduce trash and litter in the Chesapeake Bay and in the District, as well as implementing school recycling and composting programs. The coordinator became a training facilitator for DCPS Science

Cornerstones, since the Engineering is Elementary units all had environmental themes. Local environmental issues related to the units were presented at the trainings and included as resources in DCPS Canvas. Additionally, the coordinator providing training in Project Learning Tree curriculum for Department of Parks and Recreation staff and at OSSE's Health and Wellness Symposium. Lastly, the environmental literacy program worked with OSSE's STEM team to host a training opportunity for non-formal educators on Next Generation Science Standards and Environmental Literacy, for community based organizations to increase understanding of how to better interface with science teachers and ensure their programs are aligned with District learning standards.

With the DC Environmental Education Consortium, OSSE continues to convene a series of meetings to determine whether the District should have a "green, sustainable, healthy" schools certification program, as a precursor to the U.S. Department of Education's Green Ribbon Schools recognition program. Meetings are attended by representatives from OSSE, DC Public Charter School Board, District agencies, and nonprofit organizations. By the end of the school year, the group will draft a set of recommendations for OSSE to consider moving forward. The coordinator continues to represent OSSE and/or the District with the DC STEM Network, Chesapeake Bay Education Workgroup, and the North American Association for Environmental Education.

OSSE submitted the Environmental Education Update to Council on the state of environmental education in the District, plans for expansion, and recommendations for improving the program in July 2016. The report also included status updates on action items within the DC Environmental Literacy Plan from the following agencies: OSSE, DC Department of Energy and Environment, DC Public Schools, DC Department of Parks and Recreation, DC Department of General Services, DC State Board of Education, and the University of the District of Columbia. The update can be accessed online: http://osse.dc.gov/node/1174761. An updated DC Environmental Literacy Plan is due to Council in July 2017, and OSSE began drafting the document with the required agency partners and community stakeholders. OSSE also established and convened the Environmental Literacy Advisory Committee, which will be reviewing the DC Environmental Literacy Plan and assisting with guiding its implementation.

Grants Management

Q88: **Provide the following information for all grants awarded to OSSE during FY16 and to date in FY17:**
- **Grant Number/Title;**
- **Approved Budget Authority;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the grant;**
- **Grant deliverables;**
- **Grant outcomes, including grantee performance;**
- **Any corrective actions taken or technical assistance provided;**
- **OSSE program and activity supported by the grant;**
- **OSSE employee responsible for grant deliverables; and**
- **Source of funds.**
[NOTE: Please provide this information in Excel format.]

RESPONSE: Q88 Attachment – Grants to OSSE.xlsx

Q89: **Provide a complete accounting of all grant lapses in FY16, 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 FY17.**
[NOTE: Please provide this information in Excel format.]

    RESPONSE: Q89 Attachment – Lapsed Fund Detail.xlsx

Q90: **Provide the following information for all grants/subgrants awarded by OSSE during FY16 and to date in FY17:**
- **Grant Number/Title;**
- **Approved Budget Authority;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the grant;**
- **Grant deliverables;**
- **Grant outcomes, including grantee/subgrantee performance;**
- **Any corrective actions taken or technical assistance provided;**
- **OSSE employee/s responsible for overseeing the grant; and**
- **Source of funds.**
[NOTE: Please provide this information in Excel format.]

    RESPONSE: Q90 Attachment – Grants from OSSE.xlsx

Q91: **Provide a chart of all Title I, Title II, and Title III funding. In the chart, please include the allocation, actual spent, amount unspent, use of funds, and status of unspent funding for each LEA. Please provide this information for FY12, FY13, FY14, FY15, and FY16.**
[NOTE: Please provide this information in Excel format.]

RESPONSE: Q91 Attachment – Titles I, II, III.xlsx

Non-Public Tuition

Q92: **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 a Local Education Agency (LEA) as eligible to receive special education services under Individuals with Disabilities Education Act (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 Child and Family Services Agency (CFSA) or Department of Youth Rehabilitation Services (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 an OSSE Policy and Procedures Oversight Unit. If students are placed for non-educational reasons by sister agencies, such as CFSA, DYRS, or the Department of Behavioral Health (DBH), OSSE provides funds that cover the educational portion of the placement. St. Coletta's PCS is provided with an annual gap payment in accordance with an established Memorandum of Agreement.

Q93: **Please provide the following information for FY16 and to date in FY17.**
- **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;**
- **A list of any nonpublic schools with provisional Certificates of Approval and any provisions they must meet to obtain full COAs;**
- **A list of all institutions that receive funding from non-public tuition including:**
  - **The address and contact information for the institution;**
  - **The date of OSSE's most recent monitoring visit;**
  - **The date of expiration for the institution's Certificate of Approval;**
- **The number of students served in FY16 by these nonpublic schools, broken down by nonpublic school, sending LEA, age, and disability category;**
- **Which disability classifications (e.g., emotional disturbance, learning disability) that the school is designed to serve;**
- **Whether the teachers at each school have full or provisional special education certification;**
- **The maximum number of students the school can accommodate, and the age and/or grade levels they are designed to accommodate;**
- **The specialized personnel and physical resources available at the school (e.g., school psychologist, sensory room, adaptive PE equipment); and**
- **For those that have a provisional COA, provide the provisions they must meet.**

RESPONSE: Q93 Attachment – FY16 Nonpublic.xlsx

For FY16, and to date in FY17, all schools that have applied for a COA have either been granted a COA or are currently under review. The below table contains a listing of all nonpublic schools that currently (as of Jan. 5, 2017), hold a provisional COA. The table also includes the reason for the status.

Nonpublic School/Program	COA Status	Provisions Needed
Detroit Behavioral Institute (Psychiatric Residential Treatment Facility)	Provisional	Submit complete initial COA application
Laurel Heights Hospital (Psychiatric Residential Treatment Facility)	Probationary	Update locking mechanisms
Frederic L. Chamberlain Inc.	Probationary	Submit missing COA renewal application material

Healthy Youth and Schools Commission

Q94: **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	December 2014 – May 2016	Ward 3
Cara Larson Biddle	Appointed by the Chairman of the Council	Children's National Health System	May 2012-May 2015	Ward 4
Becky Levin	Appointed by the Chairperson of the Council Committee with oversight of education	Capitol Hill Montessori at Logan (Parent)	September 2014 – September 2017	Ward 6
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	October 2013 – October 2016	Burtonsville, MD (appointed prior to residency rules)
Donna Anthony	Designee Representative of OSSE	OSSE	May 2015 – December 2018	Ward 6
Diana Bruce	Designee Representative of DCPS	DC Public Schools	April 2013 – May 2015	Ward 6
Charneta Scott	Designee Representative of DBH	Dept. of Behavioral Health	November 2014-May 2016	Ward 4
VACANT	Designee Representative of DOH	Dept. of Health		
William Dietz	General Member	George Washington University	May 2015 – May 2018	Ward 6
Beverly Wheeler	General Member	DC Hunger Solutions	May 2015 – May 2018	Ward 1
Lauren Shweder Biel	General Member	DC Greens	December 2014 – December 2017	Chevy Chase, MD (appointed prior to residency rule)
VACANT	Student Member			
VACANT	General Member			

Q95: **Describe the goals of the Healthy Youth and Schools Commission for FY16. Was the Commission successful in meeting its FY16 goals? If not, please describe the barriers to meeting the goals and how the Commission plans to overcome them.**

RESPONSE:

The goal of the commission 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 Commission 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 FY16, the commission assumed the goals of assessing the state of the Healthy Schools Act (HSA) and offering concrete recommendations for addressing challenging provisions (including the physical education and physical activity provisions) and improving school compliance with various HSA mandates through offering data-driven amendment recommendations. The commission has worked along with District residents, subject matter experts, and policy makers in offering concrete recommendations for an improved HSA and a healthier District of Columbia. OSSE has supported the commission in gathering raw data, conducting analytics, and convening meetings for the commissioners. The commission was successful in this venture, working closely with the aforementioned parties in reviewing the current status of the HSA and offering several concrete recommendations in terms of grants allocations and PE/PA minutes.

Q96: **Provide an update on the work plan of the Commission in FY16 and to date in FY17. In your response, describe each of the Commission's actions to the following charges from the Healthy Schools Act:**
- **Advising on the operations of all District health, wellness, and nutrition programs;**
- **Reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States;**
- **Recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District;**
- **Advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition;**
- **Making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition;**
- **Identifying gaps in funding and services, or methods of expanding services to District residents; and,**
- **Engaging students in improving health, wellness, and nutrition in schools.**

RESPONSE:

In FY16, in addition to meeting the goals discussed in response to Q95, the Commission also
- Reviewed historical grants awarded from the Healthy Schools fund and initiated discussions around a longer term grant making strategy to ensure equity across the district;
- Reviewed data from school health profiles, in addition to other states performance around physical education, and provided recommendations to OSSE supporting the National SHAPE standards for the District which will be before the State Board of Education for approval later this month; and
- Identified gaps in funding and services to remediate lead in public charter school buildings and recommended that OSSE provide supports for additional testing through Healthy Schools Act funding.

Q97: **Please provide the Commission's most recent report.**

RESPONSE:

The 2016 report is currently undergoing a final review and is forthcoming. The Commission's reports from prior years are available on OSSE website: https://osse.dc.gov/publication/healthy-youth-and-schools-commission-report-city-council.

Higher Education Licensure Commission

Q98: **Provide a narrative on the purpose and goals of the Higher Education Licensure Commission. In addition, please include:**
- **A list of all professions regulated by the commission, noting which professions are licensed, which are certified and which are registered;**
- **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**
- **A list of any/all vacancies on the Commission**

   RESPONSE: Q98 Attachment – HELC Commissioner Bios.pdf

Purpose and Goals of the Commission
The Higher Education Licensure Commission (HELC or the Commission) is a five-member Mayoral appointed, regulatory consumer protection authority responsible for public protection with regard to legitimate quality postsecondary education in the District of Columbia. The Commission establishes standards for postsecondary educational operations, authorizes operations, approves programs, issues or denies licenses and oversees all private postsecondary educational institutions in the District of Columbia.

The Commission is the Mayor's only entity authorized to issue postsecondary educational licenses and is charged with advising the Mayor and City Council with respect to postsecondary educational needs of the District. The Commission is responsible for ensuring that institutions under its jurisdiction meet and comply with the standards and other requirements established by laws and regulations. The Commission's granting or denial of license assures students who are enrolled in postsecondary institution's courses offered and degrees conferred meet licensure standards and that the institutions are presenting themselves in an honest and forthright manner.

The Commission has additional functions which include, but are not limited to, regulating and enforcing postsecondary laws and regulations, maintaining the student records of institutions that close and have no other repository, issuing certified student transcripts, and investigating student and faculty complaints against educational institutions under its jurisdiction.

The HELC does not regulate professions. The HELC regulates institutions that offer postsecondary education in the District.

Current HELC Commissioners
Commissioners are able to serve two consecutive three-year terms. Some service time exceeds six years when the appointee was selected to complete the term of someone else. Completing a term does not count against the two consecutive terms limits. Presently, all positions are filled.

Dr. Mary E. Dilworth, Chair
Term Began: 8/15/2016 (reappointment)
Term Expires: 8/15/2019
Eligible for reappointment

Mr. John Cross, Vice Chair

Term Began: 7/2015
Term Expires: 8/15/2017
Eligible for reappointment

Dr. Joanne D. Joyner (Secretary)
Term Began: 8/15/2014
Term Expires: 8/15/2017
Eligible for reappointment

Dr. Janette Hoston Harris
Term Began: 9/2/2016
Term Expires: 8/15/2019
Eligible for reappointment

Mrs. Cheryl Steplight, Esq.
Term Began: 9/2/2016
Term Expires: 8/15/2019
Eligible for reappointment

Q99: **What were the major accomplishments of the Commission in FY16 and in FY17 to date?**

RESPONSE: Q99 Attachment 1 – FY16 POH HELC Report on Commission Actions.pdf
Q99 Attachment 2 – HELC 2014-2016 Strategic Plan Final.pdf

Major accomplishments of the Higher Education Licensure Commission (HELC) in FY16 and FY17 are discussed below. For further information, please see the Report on Commission Actions and the HELC's 2014-2016 strategic plan.

Engagement with Regulatory Community

- The HELC Director worked successfully with the Mayor's Office of Talent and Appointment to onboard two new Commissioners.
- The HELC staff responded 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 we respond promptly and with accuracy. This practice contributes to our credibility with the community.
- The HELC has established working relationships with team members at other DC government agencies (Employment Services, Consumer and Regulatory Affairs, Office of the Attorney General, Board of Ethics and Government Accountability) as well as the US Department of Education and the U.S. Department of Veterans Affairs to ensure consistency in practice and compliance with local and federal laws.
- HELC staff participated in several national regulatory conferences/trainings this year in order to meet and learn from our counterparts in other jurisdictions, including: Council on Licensure Enforcement and Regulation (CLEAR), the Federation of Associations of Regulatory Boards (FARB), the National Association of State Approving Agencies for Veterans benefits (NASAA), and the National Association of State Administrators and Supervisors of Private Schools (NASASPS). Additionally, the Executive Director serves on the Southern Regional Education Board– National Council of State Authorization Reciprocity Agreements (SREB - NC SARA) steering committee.
- 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).

Licensure Process
In FY 2016, the HELC successfully implemented the first phase of the e-licensing platform. In March 2016 we released the pilot of the automated Annual Data Survey instrument. This allows institutions to log-in and enter their data into a web portal instead of the Excel spreadsheets previously used. The data collected is now available to be used in a meaningful way for the Commission and other stakeholders. Other significant progress was made in identifying a more user friendly way for staff to

access student records/transcripts. The HELC also established a unique website (separate from the main OSSE site) as a way of providing easier access to its information - helc.osse.dc.gov. The new website is the platform that houses the e-licensing database.

Misconduct Process
In order to best carry out the Commission's statutory role pertaining to conducting administrative hearings, the HELC staff established a mentoring relationship with ABRA's staff. The Commission has confronted several institutions suspected of unlicensed activity to bring the institutions into compliance. The Commission has also facilitated the closure of two (2) institutions this year and one administrative hearing resulting in a fine imposed to the institution.

The HELC staff has established a referral process with Office of the Attorney General to help with prosecution of unlicensed activity as well as the Mayor's office as a resource for securing hearing officers when needed.

The Commission has developed a more streamlined complaint tracking process and we provide more timely and frequent communication with the complainant and alleged violator. Plans are still pending regarding the formation of a Complaint Review Committee. The establishment of a complaint subcommittee will enable the Commission to have an impartial group of individuals to review the facts of the cases without knowledge of the institution or complainant and offer an unbiased recommendation to the board.

Regulatory Changes
In FY16, a new chapter 83 in subtitle 5-A of the DCMR (DELIVERY OF ONLINE INSTRUCTION BY A POSTSECONDARY EDUCATIONAL INSTITUTION) was published as final rulemaking on August 5, 2016 which regulates distance learning programs. Additionally, during FY16 the HELC began working on an overhaul to 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.

Q100: Please provide the following budget information for FY16 and FY17 to date for the Education Licensure Commission.
- **At the program level, please provide the amount approved and expenditures to date broken out by source of funds and by comptroller source group and comptroller object.**
- **Provide a worksheet detailing all budgeted revenues collected by, and payments to, the Commission.**

RESPONSE: Q100 Attachment – HELC FY16 Budget.xlsx

Q101: Provide the performance plan for the Commission and the office of higher education licensure for FY16. Did the division meet all the objectives set forth in the performance plan? Please provide a narrative description of what actions the division took to meet each performance indicator and any reasons why such indicators were not met.

RESPONSE:

The HELC's performance plan is a part of OSSE's overall performance plan, which is provided as a response to Q106. The HELC FY16 initiatives and the status of the initiatives, as of September 30, 2016 are provided below:

INITIATIVE 4.3: Streamline the licensure application process for postsecondary institutions.
OSSE will continue to work on the development of an automated application system to better serve institutional applicants and the Higher Education Licensure Commission (HELC) commissioners and staff. The system will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the HELC.

Partially Achieved:
The process to automate all of the HELC's application system is a multi-year initiative due in large part to the availability of fiscal resources to manage the effort. In FY2016, as planned, the HELC released a pilot of the automated Annual Data Survey instrument. The purpose of the annual data survey is to gather statistical data about the institutions approved to operate by the Commission. Previously the process to capture this data involved the submission of an Excel workbook containing four (4) sheets of information. Collecting the information from the licensees using the automated instrument proved to be successful. The response rate improved. The information can now be managed for reporting purposes.

INITIATIVE 6.1: Update the Higher Education Licensure Commission's (HELC) regulations to reflect postsecondary industry best practices to improve quality assurance, and to expand its jurisdiction to include distance learning. In FY14 and FY 15, the Mayor, on behalf of the HELC introduced legislation related to the regulation of distance learning programs. In FY16, the HELC will finalize updates to regulations for degree and non-degree granting institutions, as well as distance learning programs, and codify HELC operating procedures. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the Commission's procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity in the Commission's work.

Achieved:
As of September 30, 2016, the HELC completed a full first draft of an overhaul to the municipal regulations governing degree granting and non-degree granting institutions. Efforts in FY17 will focus on seeking input from relevant stakeholders and moving towards formal promulgation of the rulemaking.

Public Charter School Credit Enhancement Fund Commission

Q102: 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 list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission;**
- **A list of the date and time of all meetings in FY16 and to date in FY17;**
- **A narrative description of any action items taken or recommendations made by the Commission in FY16 and to date in FY17.**

RESPONSE:
Purpose/Goals
The District of Columbia Public Charter School Credit Enhancement Committee ("Committee") is an independent loan committee responsible for approving any 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 or to non-profit entities to promote innovative credit enhancement initiatives for public charter schools.

Current Committee Members
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.

LAST NAME	FIRST NAME	Company	Appointment
Tate, Sr.	**Geoffrey**	Certified Professional Housing Counselor, Creloba Counseling Services	9/21/2009
Bobo	**Cedric**	Self-Employed	5/5/2010
Musante	**Michael**	President, Musante Strategies, LLC Senior Director of Government Relations, Friends of Choice in Urban Schools (FOCUS)	12/3/2009
Williams	**Frank**	Senior VP, Bank of America Merrill Lynch	9/27/2013
Henderson	**James**	CEO EdFuel	10/28/2013

Date and Time of All FY16 Meetings and FY17 Meetings to Date, Including Action Items Taken or Recommendation Made by the Committee

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
October 15, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Working meeting. No actions taken or recommendations made.
November 19, 2015	Canceled.	No new transactions to consider.

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
December 17, 2015	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a request to extend the term of a July 2015 Direct Loan in the amount of $2,000,000 for the benefit of Achievement Preparatory PCS, to comply with the New Markets Tax Credit's required seven-year compliance period.
January 21, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	Canceled because no committee members were able to be present; agenda items moved to February 18, 2016 Credit Committee meeting.
February 18, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $1 million credit enhancement for Mamie D. Lee LLC, a partnership between Bridges PCS and Briya PCS established to renovate the former Mamie D. Lee school.
March 17, 2016	Canceled.	No new transactions to consider.
April 21, 2016	Canceled.	No new transactions to consider.
May 19, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	Approved restructuring an existing $2 million direct loan for Creative Minds PCS. Approved a $949,231 direct loan and a $500,000 credit enhancement for District of Columbia International PCS.
June 16, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	Approved request from the Charter School Incubator Initiative for additional debt for Monument Academy PCS to support Phase II construction at the former Gibbs school; no change to OSSE loan or credit enhancement amounts. Reviewed the Re-Establishment Order of the Public Charter School Credit Enhancement Committee (Mayor's Order 2016-037). Reviewed the Loan Committee by-laws for The committee will review the by-laws and propose amendments prior to the next committee meeting.
July 21, 2016	Canceled.	No new transactions to consider.
August 18, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	Approved Washington Global PCS request to assume additional debt and a change in lien position with Building

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
		Hope; no change to OSSE loan or credit enhancement amounts.
September 15, 2016	Canceled.	No new transactions to consider.
October 20, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	Approved $1 million lease guarantee credit enhancement for Ingenuity Prep PCS.
November 17, 2016	12:00 PM Executive Session 12:30 PM Public Meeting	Approved request from Paul PCS to use debt service reserve for principal payments; no change to OSSE loan or credit enhancement amounts. Due to project delays related to the complexities of the former Walter Reed site, approved changes to the credit memo terms for the $949,231 direct loan and a $500,000 credit enhancement approved for District of Columbia International PCS in May 2016.
December 15, 2016	Canceled.	No new transactions to consider.
January 19, 2017	Canceled.	No new transactions to consider.
Meeting schedule for the remainder of FY 2017: February 16, 2017, March 16, 2017, April 20, 2017, May 18, 2017, June 15, 2017, July 20, 2017, August 17, 2017, September 21, 2017,		

Q103: **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.**
- **Direct Loan Account;**
- **Credit Enhancement Account.**

RESPONSE:

Account Type	Current Fund Balance as of Dec. 31, 2016	Amount Loaned Out	Transfers from specific account to other programs or initiatives
Direct Loan	$14,220,624	$15,163,473 (1)	No transfers to other programs or initiatives.
Credit Enhancement	$9,137,638	$ 9,079,060 (2)	No transfers to other programs or initiatives.
Geneva Funds*	$8,917,997	n/a	No transfers to other programs or initiatives.

* Pending allocation determination between the direct loan and credit enhancement accounts.

DIRECT LOANS ACCOUNT *as of Dec. 31, 2016*	
Amount	**Public Charter School**
$1,255,979	Two Rivers PCS
$ 707,251	Carlos Rosario PCS
$ 451,727	William E. Doar PCS
$1,526,787	Ideal Academy PCS
$1,966,878	Creative Minds PCS
$1,994,114	Mundo Verde PCS
$1,928,644	Paul PCS
$ 846,229	Kingsman Academy
$ 949,231	DC International PCS
$2,000,000	Charter School Incubator Initiative
$1,536,632	DC Scholars

CREDIT ENHANCEMENTS ACCOUNT *as of Dec. 31, 2016*	
Amount - Funded	**Public Charter School**
$729,060	William E. Doar PCS
$3,000,000	Friendship PCS
$350,000	Charter School Incubator Initiative
Amount - Unfunded	**Public Charter School**
$ 500,000	Next Step
$1,000,000	Mundo Verde

$ 500,000	Paul PCS
$1,000,000	Charter School Incubator Initiative
$1,000,000	Two Rivers PCS
$1,000,000	Mamie D. Lee PCS

Q104: **What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in FY16 and to date in FY17? How much of this allotment has been spent?**

RESPONSE:

Public Charter School	Total Allocation in FY16	Total Allocation in FY17 as of Dec. 31, 2016	Total Obligations to Date as of Dec. 31, 2016
Mamie D. Lee		$1,000,000	$1,000,000
Two Rivers PCS	$1,000,000		$1,000,000
Charter School Incubator Initiative	$350,000		$350,000
Charter School Incubator Initiative	$1,000,000		$1,000,000

General Questions

Q105: 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 FY16 or to date in FY17.

    RESPONSE:

    Please see   Q105 Attachment – Organizational Chart.pdf

    There were no organizational changes made to the Office of the State Superintendent of Education during FY16.

Q106: **Provide the agency's performance plan for FY16. Did OSSE meet the objectives set forth in the FY16 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: Q106 Attachment 1 – FY16 OSSE Performance Accountability Report.pdf
Q106 Attachment 2 – FY16 DOT Performance Accountability Report.pdf

A narrative description of the actions OSSE undertook to meet the key performance indicators and an explanation as to why any indicators were not met are included in the attachment.

Q107: **Provide the agency's performance plan for FY17.**

RESPONSE: Q107 Attachment 1 – FY17 OSSE Performance Plan.pdf
Q107 Attachment 2 – FY17 DOT Performance Plan.pdf

Q108: **Explain the impact on your agency of any legislation passed at the federal level during FY16 or FY17, to date. Please include comment on the recent reauthorization of the Elementary and Secondary Education Act.**

RESPONSE:

The following legislation passed at the federal level during FY16 or FY17 to date impacts OSSE:

<u>**H.R. 2029 Consolidated Appropriations Act**</u>
The Consolidated Appropriations Act was signed into law on December 18, 2015. There are two sections of this legislation that had an impact on OSSE: the Federal Payment for Resident Tuition Support and the Federal Payment for School Improvement. Under the Federal Payment for Resident Tuition Support, the District was appropriated $40,000,000 to provide District residents with funding to pay an amount based upon the difference between in-State and out-of-state tuition at public institutions. Under the Federal Payment for School Improvement, the District was appropriated $45,000,000 for payments authorized under the Scholarship for Opportunity and Results Act.

<u>**Every Student Succeeds Act**</u>
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.

Over the last year, OSSE has been working and gathering input from stakeholders to design a state education plan under ESSA that addresses each of these components and will be submitted to the US Department of Education later this spring. Included in this plan is the District's approach to a common accountability system for all schools – public and public charter – in the District. While DC has seen tremendous progress in both student performance and student enrollment in the last ten years, implementing a single statewide system will provide clear and consistent information to families and schools and positions us to further accelerate progress in the District.

To prepare for implementation of ESSA, which will begin phasing in the 2017-18 school year with some funding changes with additional aspects of the law including school accountability and school improvement transitioning over the course of several years, OSSE has spent time over the last year:

- Gathering input from the community through two surveys related to accountability measures and vision for DC education.
- Hosting and participating in approximately 50 meetings with participation from individuals representing more than 100 organizations, including members of the State Board of Education, LEAs and school leaders and staff, and other groups (e.g., Public Charter School Board, Washington Teacher's Union) to gather input on the design and development of the state accountability system and other aspects of our state education plan. During the public comment period this February, OSSE will also be hosting meetings in each of the eight (8) Wards of the

city and for special interest groups to gather input on the comprehensive state plan prior to submission to the US Department of Education.

- Communicating to schools and LEAs about upcoming changes as well as guidance during the transition.
- Researching the new guidance and regulations from the US Department of Education, including participating in training offered by national organizations with other state peers.

Resources related to ESSA, including materials from engagements to date are all available on OSSE's ESSA homepage: www.osse.dc.gov/essa.

Q109: **Please also identify all new policies that have been finalized in FY16 or that are expected to be promulgated in FY17. How does OSSE inform LEAs and the public of new or advised regulations or policies?**

RESPONSE:

In FY16 and to date in FY17, OSSE published Notice of Final Rulemaking or Notice of Emergency Rulemaking for the following regulations:

Title & Chapter	Chapter Heading	Description of Rulemaking	Volume and Date of Proposed and/or Emergency Rulemaking	Volume and Date of Final Rulemaking
5-A DCMR Chap 1	Child Development Facilities: Licensing	Amending regulations to update the regulatory framework for licensing of child development facilities and comply with new federal requirements.	9/9/2016 63 DCR 38	12/2/2016 63 DCR 50
5-A DCMR Chap 2	District's Subsidized Child Care Services.	Establishing the District of Columbia's child care subsidy rates for child care services provided by child development centers, child development homes and expanded homes, and relative and in-home caregivers participating in the subsidized child care program, and to move the District of Columbia's child care subsidy program sliding fee schedule for parent co-payments from Section 380 in Chapter 3 of Title 29 DCMR to Chapter 2 of Title 5-A DCMR.	12/23/2016 63 DCR 53 Emergency Rulemaking to expire on March 1, 2017.	TBD
5-A DCMR Chap 10	Healthy Tots	Amending regulations to provide additional funding to child care facilities who participate in the federal CACFP and to implement the Healthy Tots Act.	Emergency and Proposed Rulemaking 10/30/2015 62 DCR 45	1/22/2016 63 DCR 4
5-A DCMR Chap 11		Updating Chapter 11 to Title 5-A to implement the Access to Emergency Epinephrine in Schools Amendment Act of 2015 and the Temporary Amendment Act of 2016.	Second Emergency and Proposed Rulemaking published on 12/9/2016 63 DCR 51	Expected February 2017
5-A DCMR Chap 16	Credentials for Teachers and School Administrators	Amending the regulations to specific criteria under which OSSE shall issue a credential to individuals seeking teaching credentials	4/22/2016 63 DCR 18	7/1/2016 63 DCR 28
5-A DCMR Chap 22	Graduation: State Diploma	Amending regulations to establish a state diploma that will be provided to nontraditional students who passed the GED or completed the NEDP.	12/11/2015 62 DCR 51	2/5/2016 63 DCR 6

5-A DCMR Chap 22	Graduation: Academic Requirements	Amending regulations to update the graduation requirements based on the recommendations of the State Board of Education Credit Flexibility Task Force.	1/22/2016 63 DCR 4	4/8/2016 63 DCR 16
5-A DCMR Chap 23	Statewide Assessments	Amending regulations to ensure alignment of the regulations governing administration of the District's State-wide assessments with the administration of the next generation assessments, such PARCC and NGSS.	Completed in FY15	12/4/2015 62 DCR 50
5-A DCMR Chap 35	Pre-K Enhancement and Expansion Funding	Amending regulations to establishes procedures to facilitate and distribute funding for pre-K enhancement and expansion, administered by OSSE, to community-based organizations providing high quality pre-K programs.	Emergency and Proposed Rulemaking: 10/2/2015 62 DCR 41	2/5/2016. 63 DCR 5
5-A DCMR Chap 35	Pre-K Enhancement and Expansion Funding – Teacher Credentials	Amending regulations to add a new subsection 3501.1(e) to Chapter 35	10/2/2015 62 DCR 41	4/1/2016. 63 DCR 15
5-A DCMR Chap 35	Pre-K Enhancement and Expansion Funding -- Waiver	Amending Section 3501 to add Subsections 3501.3 to 3501.6 to provide OSSE with the authority to grant temporary waivers to pre-K CBOs seeking a high quality designation	Emergency and Proposed Rulemaking: 8/12/2016 63 DCR 34	TBD
5-A DCMR Chap 50	Student Residency Verification and Investigations	Amending the regulations to clarify policies and procedures required to ensure District residents have access to available space at local schools, and that when extra space is available, non-resident students enrolled in a D.C. public school pay non-resident tuition	1/13/2017 64 DCR 2	Expected April 2017
5-A DCMR Chap 83	Higher Education Licensure Commission	Amended to add a new Chapter 83 (Delivery of Online Instruction by a Postsecondary Educational Institution) to update the licensing requirements and standards for distance learning institutions and align polices with the Higher Education Licensure Commission Act of 2015.	Emergency and Proposed Rulemaking 5/20/2016 63 DCR 22	8/5/2016 Vol 63 DCR 33
5-A DCMR Chap 84	General Education Development (GED) Testing	Amending regulations to align with the 2014 Series of the GED® test and establish new eligibility requirements.	1/22/2016 63 DCR 4	4/8/2016 63 DCR 16
5-E DCMR Chap 30	Special Education	Deleting Section 3023 "Transfer of Rights" and adding new Sections 3034, 3035, 3036 to conform with the "Transfer of Rights" provisions of the Special Education Student Rights Act of 2014	5/13/2016 63 DCR 21	7/1/2016 63 DCR 28
5-E DCMR	Special Education	Amending regulations to conform with the Enhanced Special	Completed in FY15	10/2/2015 62 DCR 41

Chap 30		Education Services Amendment Act of 2014, the Special Education Student Rights Act of 2014, and the Special Education Quality Improvement Amendment Act of 2014		

The following policies were finalized during FY16:

Policy Title	Date Issued
Charter School Closure Policy	March 2016
GED Age Waiver Policy	June 8, 2016
DC CAN Budget and Expenditure Policy	June 21, 2016
DC CAN Academy Closure Policy	September 28, 2016

The following regulations are expected to be promulgated in FY17:

Title	Chapter Number	Chapter Heading	Description of Rulemaking
5-A	Chapter 50	Student Residency Verification and Investigations	Amending regulations to update the graduation requirements based on the recommendations of the State Board of Education Credit Flexibility Task Force. Proposed Rulemaking published on 1/13/17. 64 DCR 2 SBOE Vote expected March 2017. *Final Rulemaking expected April 2017.*
5-A	TBD	Testing Integrity	Adding a new chapter to implement the *Testing Integrity Amendment Act of 2013*
5-A	TBD	Data Privacy	Adding a new chapter to implement the *Protecting Students Digital Privacy Act of 2016*
5-A	Chapter 2	District's Subsidized Child Care Services.	Establishing the eligibility provisions for District of Columbia's child care subsidy program.
5-AC	Chapter 32	English Language Learners	Establishing local compliance requirements in accordance with both applicable federal and local laws.
5-E	Chapter 30	Special Education	Amending regulations to conform with and implement current federal regulations and recent federal and local legislation.

The following policies are expected to be finalized during FY17:

Policy Title	Timing
Eligibility Determinations for Subsidized Child Care	Completed January 2017
Adult and Family Education (AFE) Assessment Policy	TBD
GED Data Sharing Policy	TBD
DC ReEngagement Center Data Privacy Policy	TBD
GED Registration Process Policy	TBD
DC Tuition Assistance Grant Policy Changes:	TBD

| DOT Student Transportation Policy | TBD |

How does OSSE inform LEAs and the public of new or advised regulations or policies?
OSSE informs the LEAs and the public of new or advised regulations through various engagements with major stakeholder groups including working groups, public hearings and meetings. In addition, OSSE informs LEAs and the public of new or altered regulations or policies through existing partner lists and coalitions or consortia as well as through OSSE's weekly newsletter, the LEA Look Forward. OSSE publishes all proposed rulemakings in the DC Register and generally provides a thirty-day public comment period for proposed regulations.

Q110: **Please provide the following budget information for OSSE and all programs under its purview, including the approved budget, revised budget, and expenditures, for FY16 and to date in FY17:**

- **At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
- **At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
- **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: Q110 Attachment – Budget and Expenditures.xlsx

Q111: **Provide a complete accounting of all intra-district transfers received by or transferred from OSSE during FY16 and to date in FY17. 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:** Q111 Attachment – Intradistrict Transfers.xlsx

Q112: Provide a complete accounting of all reprogrammings received by or transferred from the OSSE during FY16 and to date in FY17. 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: Q112 Attachment – Reprogrammings.xlsx

Q113: **Provide a complete accounting of all of OSSE's Special Purpose Revenue Funds for FY16 and FY17. Please include the revenue source name and code, total amount generated and expended, and the purpose of the funds.**

    RESPONSE: Q113 Attachment – Special Purpose Revenue.xlsx

Q114: **Provide a list of all OSSE's fixed costs budget and actual dollars spent for FY16 and to date in FY17. 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:** Q114 Attachment – Fixed Costs.xlsx

Q115: **Provide the capital budget for OSSE and all programs under its purview during FY16, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY16.**

    RESPONSE: Q115 Attachment – Capital Budget.xlsx

Q116: **Provide a current list of all properties supported by the OSSE budget. Please indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).**

RESPONSE: Q116 Attachment – OSSE Lease Information.xlsx

Q117: **Describe any spending pressures that existed in FY16. 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:

In FY16, a spending pressure was identified for the Strong Start program, related to federal maintenance of effort (MOE) requirements. Each year OSSE receives a Federal IDEA, Part C allocation from the U.S. Department of Education to administer infant and toddler special education services within DC. Attached to this funding is a maintenance of effort (MOE) requirement, which stipulates that OSSE must dedicate at least as many local funds for infant and toddler special education services in the current fiscal year as in the prior fiscal year. In FY16, OSSE identified a spending pressure related to the difference between FY15 final expenditures and the budgeted allocation. OSSE was able to cover this gap through a reprogramming. OSSE also requested and received a budget enhancement to cover this gap in future years. OSSE does not anticipate a similar spending pressure in its FY2017.

Q118: **Identify potential areas where spending pressures may exist in FY17? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY17 budget.**

RESPONSE:

For FY 2017, OSSE does not anticipate that it will have any spending pressures.

Q119: Provide a list of all FY16 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: Q119 Attachment – Full Time Equivalent Positions.xlsx

Q120: **How many vacancies were posted for OSSE during FY16? To date in FY17? 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: Q120 Attachment – OSSE Vacancies FY16 and FY17 to Date.xlsx

OSSE has and continues to work diligently to restructure our recruitment outreach efforts, pursuing retention strategies, and increase recruitment team capacity to reduce overall vacancies over time. OSSE has expanded its 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. OSSE has expanded our pool of high-quality candidates over the past year by updating the way we describe our work and organization, establishing a LinkedIn presence, and identifying countless new job portals, listservs, and fairs to leverage.

Approximately one-quarter of OSSE's current vacancies are new or existing grant-funded positions. The remaining vacancies are funded by local and other resources—and approximately one fifth (1/5) of those belong to OCFO—though they fall under OSSE's budget. In addition, some of these vacancies reflect positions for which hiring has been completed (though the incoming employees have not yet started), and a number of positions currently under recruitment.

The majority of the vacancies in OSSE DOT reflects turnover associated with our motor vehicle operators and bus attendants.

Q121: How many employee performance evaluations were completed in FY16 and how was performance measured against position descriptions? To date in FY17? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

RESPONSE:

Managers set measurable goals based on the individual job requirements and the general outlines of the position description. If a manager determines that an employee is not performing at the level in which he or she should, that manager will work with the employee to resolve the deficiencies prior to the evaluation stage of the performance cycle.

We have worked hard to ensure that employees receive evaluations and have performance plans—in fact, we were recently recognized by DCHR for being one of three District agencies with the highest average of completed evaluations for FY16 and completed draft plans for FY17.

FY16		FY17	
OSSE General		OSSE General	
# of Plans/Staff	290	# of Plans/Staff	328
# Completed Evaluations	284	# Draft Plans Completed	328
# NOT Completed	6	# Draft Plans NOT Completed	0
OSSE DOT		OSSE DOT	
# of Plans/Staff	153	# of Plans/Staff	163
# of Completed Evaluations	153	# Draft Plans Completed	163
# NOT Completed	0	# Draft Plans NOT Completed	0

Note that this performance cycle, bus drivers and attendants were excluded from the standard citywide performance process, however, OSSE is working on setting up the frameworks and trainings to include bus drivers and attendants in the standard performance process in the upcoming fiscal years.

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.

Q122: 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.

Q123: **Have there been any accusations by employees or potential employees that OSSE has violated hiring and employment non-discrimination policies in FY16 or to date in FY17? If so, what steps were taken to remedy the situation(s)?**

RESPONSE:

Yes. There have been unsubstantiated claims of violations of hiring and employment non-discrimination policies in FY16 or FY17 to date. None of the claims have resulted in official findings against the agency, and, in each case, OSSE works cooperatively with all parties and other agencies, as appropriate. To ensure OSSE's continued adherence to non-discrimination policies, we have counseled and trained managers on related issues and incorporated EEO training into our onboarding process for all new employees. In the coming year, we are looking to facilitate expanded training for EEO counselors and increase outreach to employees about their rights, responsibilities, and EEO processes.

Q124: **Provide the Committee with the following:**
- **A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY16 and to date in FY17, and the amount; and,**
- **A list of travel expenses for FY16 and to date in FY17, arranged by employee.**

RESPONSE: Q124 Attachment 1 – FY 16 and FY17 to date Travel Expense Log.xlsx
Q124 Attachment 2 – DOT Q1 Absence Incentive 2016.pdf
Q124 Attachment 3 – DOT Q1 Part 2 Absence Incentive 2016.pdf
Q124 Attachment 4 – DOT Q2 Absence Incentive 2016.pdf
Q124 Attachment 5 – DOT Q3 Absence Incentive (AFSCME) 2016.pdf
Q124 Attachment 6 – DOT Q3 Absence Incentive (Teamsters) 2016.pdf
Q124 Attachment 7 – DOT Q4 Absence Incentive (AFSCME) 2016.pdf
Q124 Attachment 8 – DOT Q4 Absence Incentive (Teamsters) 2016.pdf
Q124 Attachment 9 – Performance Allowances FY16.xlsx

Q125: **Provide the following information for all contracts awarded by OSSE during FY16 and to date in FY17:**
- **Contract number;**
- **Approved Budget Authority;**
- **Funding Source;**
- **Whether it was competitively bid or sole sourced;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the contract;**
- **Name of the vendor;**
- **Contract deliverables;**
- **Contract outcomes;**
- **Any corrective actions taken or technical assistance provided; and**
- **OSSE employee/s responsible for overseeing the contract.**

    RESPONSE: Q125 Attachment – FY16-17 Contracts.xlsx

Q126: Provide the following information for all contract modifications made by OSSE during FY16 and to date in FY17, broken down by OSSE program and activity:
- **Name of the vendor;**
- **Purpose and reason of the contract modification;**
- **Employee/s responsible for overseeing the contract;**
- **Modification cost, including budgeted amount and actual spent; and**
- **Funding source.**

RESPONSE: Q126 Attachment - FY16-17 Contract Modifications.xlsx

Q127: **Provide the following information for all purchase card transactions during FY16 and to date in FY17:**
- **Employee that made the transaction;**
- **Transaction amount; and,**
- **Transaction purpose.**

    RESPONSE: Q127 Attachment 1 – FY16 Purchase Card Transactions.pdf
                           Q127 Attachment 2 – FY17 to date - Purchase Card Transactions.pdf

Q128: **Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within OSSE during FY16 and to date in FY17. 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:	Q128 Attachment 1 –A-133 Audit FY15.pdf
	Q128 Attachment 2 – OSSE A133 Finding.pdf
	Q128 Attachment 3 – USDA Summer Food Service Program ME.pdf
	Q128 Attachment 4 – USDA School Programs ME.pdf
	Q128 Attachment 5 – USDA Financial Management Review.pdf
	Q128 Attachment 6 – Child and Adult Care Food Program ME.pdf
	Q128 Attachment 7 – CTE ED On-Site Monitoring Final Report.pdf
	Q128 Attachment 8 – State Work Plan POS.pdf
	Q128 Attachment 9 – LEA Work Plan POS.pdf
	Q128 Attachment 10 – DC OIG – DHS Subsidy.pdf
	Q128 Attachment 11 – DC OIG – DHS OSSE Response.pdf
	Q128 Attachment 12 – Medicaid Report Year Ending 2012.pdf
	Q128 Attachment 13 – Medicaid Report Year Ending 2013.pdf

The following completed reports or program/fiscal audits that were completed during this timeframe can be found at their corresponding attachment:

- **A-133 Audit:** The most recent Government of the District of Columbia A-133 Audit, for FY15, is attached.
- **US Department of Agriculture (USDA) Management Evaluations (ME)**: Management Evaluations are standard practice of USDA for each program, every 3-5 years, to ensure program compliance. MEs can remain open for months, even years, depending on the findings. Many of the findings were around creating and updating standard operating procedures, which has been the main focus of the team over the last 2 years. The Nutrition Programs Team has been developing standard operating procedures for all USDA programs to help minimize findings for future MEs. These are anticipated to be finalized by FY18. None of the USDA MEs below resulted in fiscal action or questionable costs against OSSE:
  - Summer Food Service Program ME – April 2015 (Open based on a staffing finding but waiting closing letter)
  - School Programs ME – April 2015 (Closed)
  - Financial Management Review – July 2015 (Closed)
  - Child and Adult Care Food Program ME – July 2016 (Open)
- **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.

- **Office of the Inspector General's (OIG) Special Evaluation of the Department of Human Services Child Care Services Division, Child Care Subsidy Program:** OSSE has worked with DHS to update the Subsidy Policy Manual and address OIG concerns as described in the joint response letter from DHS and OSSE.
- **Medicaid Audit**: Bert Smith & Co. audited OSSE's compliance with the Medicaid laws and regulations reflected in the Provider Reimbursement Manual (PRM Pub. 15) and the District of Columbia (D.C.) State Plan applicable to the accompanying Schedule of Medicaid Costs (cost report) for the years ended September 30, 2012 and September 30, 2013. The auditor provided the reports on April 1, 2016.
- **Medicaid Audit**: Bert Smith & Co. is currently auditing OSSE's compliance with the Medicaid laws and regulations reflected in the PRM Pub. 15 and the District of Columbia (D.C.) State Plan applicable to the accompanying Schedule of Medicaid Costs (cost report) for the years ending September 30, 2014 and September 30, 2015. A copy of the audit is not yet available.