



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

DAR Related Policies and Guidance

LEA Data Manager Quick Reference

Version 1

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Contents

Introduction	4
Policy & Guidance	4
LEA Data Management Policy	4
2018-19 Start of School Checklist	4
Data Privacy	4
Other Data Related Policies	4
2018-19 Enrollment Audit and Child Count Handbook	5
Supporting Families, Supporting Schools: Enrollment Season 2018-19	5
Race and Ethnicity Data Collection Guidelines	5
English Learners	5
Entry and Exit Guidance	6
LEA Look Forward	6
OSSE Support Tool	6
Data Flow & Applications	7
Data Flow	7
2018-19 School Year OSSE LEA Data Collections Template	7
2018-19 Uniform Per Student Funding Formula (UPSFF) Payment Letter	8
Adjusted Cohort Graduation Rates (ACGR)	8
Automated Data Transfer (ADT)	8
Box	8
Child Count	9
Data and Reports	9
Data Collections Calendar	9
Data Validation	10
eSchoolPLUS	10
eSchoolPLUS POC	10
eSchoolPLUS Calendars	10
Extended School Year Services Policy and Certification	10
LEA Data Mapping Application	11
School and LEA Information Management System	11
Statewide Longitudinal Education Database (SLED)	11



LEA Feed Management	11
Demographic Conflict.....	12
Exit Management.....	12
Summer School	12
SLED ESY Training.....	12
Qlik.....	13
STAR Framework.....	13
Unified Data Errors	13
Definitions of Common Terms & Agencies	13
At-Risk	13
Child and Family Services Agency (CFSA).....	14
FARMS.....	14
National School Lunch Program.....	14
2018-19 School Year DC Schools Eligible for Community Eligibility Provision.....	14
Hearing Office Determination (HOD) Tracker.....	15
McKinney-Vento Homeless Children and Youth Program.....	15
Medicaid	15
Special Education Data System (SEDS).....	16
Supplemental Nutrition Assistance Program.....	16
Temporary Assistance for Needy Families.....	16
Transportation Online Tool for Education	16



Introduction

This document is designed to help local education agency (LEA) Data Managers quickly locate policies and guidance related to data managed by the Data, Assessment and Research (DAR) division of the Office of the State Superintendent of Education (OSSE).

Policy & Guidance

LEA Data Management Policy

This policy is to clarify data management roles and responsibilities of OSSE and LEAs to ensure valid, reliable, and timely data collection and reporting.

Click [here](#) to access the OSSE LEA Data Management Policy.

Click [here](#) to access the “2018-19 School Year New LEA Data Managers Training”.

2018-19 Start of School Checklist

This document outlines tasks for LEAs to complete for the end of 2017-18 school year and the start of 2018-19 school year.

Click [here](#) to access the 2018-19 Start of School Checklist.

Data Privacy

Data privacy is paramount to OSSE. OSSE is committed to:

- Providing our students and families with an excellent education and sustaining, accelerating, and deepening the progress being made in DC education.
- Providing high-quality, actionable data as one of four key priorities in its strategic plan.
- Taking a robust approach to codifying policies and procedures to protect student information and to build the agency’s capacity around data privacy and security.

As DC’s state education agency, OSSE plays an important role in ensuring student information remains private and protected.

Click [here](#) to access to the “OSSE’s Commitment to Protecting Student Data & Privacy” information.

Click [here](#) to access the “Back to School Student Data Privacy Basics”.

Other Data Related Policies

The below are other OSSE data related policies and procedures can be found on the [OSSE website](#).

Click [here](#) to access the OSSE Data Request Policy and related information.

Click [here](#) to access the OSSE Data Privacy.

Click [here](#) to access the “Confidentiality of Student Information Policy”.

Click [here](#) to access the “Education Records Disclosure Authorization Form”.

Click [here](#) to access the FOIA and Data Request Process General Information.



2018-19 Enrollment Audit and Child Count Handbook

The 2018-19 Handbook provides a detailed description of the enrollment audit and child count processes for LEAs including a calendar of key deadlines; how to prepare for the Oct. 5 data freeze and the on-site fieldwork; the appeals process; an overview of the uniform per student funding formula; and requirements for the child count verification.

Click [here](#) to access supporting families, supporting schools: enrollment season 2018-19 resources.

Click [here](#) to access the “2018-19 Enrollment Audit and Child Count Handbook”.

Click [here](#) to access the Enrollment Audit and Child Count Application, the user guide is available under the menu in the application.

Supporting Families, Supporting Schools: Enrollment Season 2018-19

DC residents are entitled to free public education if documentation is provided that verifies their residency status. Public schools in DC are required to report suspected cases of residency fraud to OSSE. In some cases, non-residents may attend DC public schools, but they must pay tuition after meeting established criteria. In addition, in order for non-residents to attend a public school, that school may not have any residents on its waiting list.

OSSE kicked off enrollment season for 2018-19 with expanded supports and information for schools, students and families, and the public. The link below provides resources for schools, families, and information for the public about OSSE’s work in enrolling students and preventing residency fraud.

Click [here](#) to access the Office of Enrollment and Residency’s content.

Race and Ethnicity Data Collection Guidelines

Under the Individuals with Disability Education Act (IDEA), states are required to collect race and ethnicity data on students with disabilities. Data collected through the Office of Elementary and Secondary Education that account for progress in meeting the goals of the No Child Left Behind Act of 2001 (NCLB) include information about students' race and ethnicity. These are examples of data collections tied to federal funding that must comply with the new federal guidance for collecting race and ethnicity data.

Click [here](#) to access the “Race and Ethnicity Data Collection Policy LEA Implementation Guide” and “Race and Ethnicity Data Collection Registrar’s Training Guide.”

English Learners

There are affirmative steps which LEAs and schools must take to ensure English learners (ELs) are provided equal access to educational opportunities. There are required activities defined in steps outlined by the U.S. Department of Education’s Office of Civil Rights (OCR) to ensure ELs can participate meaningfully and equally in all educational programs.

OSSE provides school leaders and teachers guidance around maintaining a language instruction educational program (LIEP) for ELs that is rooted in federal and local regulations.



Click [here](#) to access the “EL Policies Procedures 2018”.

Click [here](#) to access the English Learners (ELs) resources.

Click [here](#) to access the “2018-19 School Year Early Access to English Learners Technical Guide” and “2018-19 School Year Early Access to English Learners User Tips”.

Click [here](#) to access the Early Access to EL Data Qlik application.

Entry and Exit Guidance

The importance of appropriate entry and exit codes should not be understated – they help derive enrollment counts, track student movement to ensure timely service delivery, inform funding to ensure adequate resources, and contribute to the development of education strategy and policy throughout all District of Columbia public and Public Charter schools. Additionally, entry and exit codes are used for several federal reporting requirements including Indicator 2 of the IDEA Annual Performance Report (APR), the Adjusted Cohort Graduation Rate (ACGR), Exit Management, Data Validation, STAR Framework and the identification and accurate tracking of disengaged students for the OSSE Reengagement Center.

The Entry and Exit Codes Guidance was developed to assist LEAs in the District of Columbia in the usage of appropriate entry and exit codes for students in their jurisdiction. It will be a tool for data managers, accountability staff, and other school administrators responsible for collecting student enrollment and exit data. Appropriate use of these codes will help ensure student data is timely, accurate, and reflects the current status of each student at any point in time.

Click [here](#) to access the Entry and Exit Codes Guidance.

LEA Look Forward

The LEA Look Forward is a weekly newsletter containing important information and announcements.

Click [here](#) to search for released LEA Look Forwards.

Email OSSE.Communications@dc.gov to subscribe for the LEA Look Forward.

OSSE Support Tool

The OSSE Support Tool (OST) was developed to communicate securely with LEAs, collect required documentation, and track and respond to LEA questions and issues. OSSE staff will determine if additional information is needed to aid in the resolution of the issue. OST allows LEAs and OSSE to securely share personally identifiable student-level data related to data errors or system issues. Users are able to view the progress of the ticket and allows OSSE and the user to communicate back and forth.

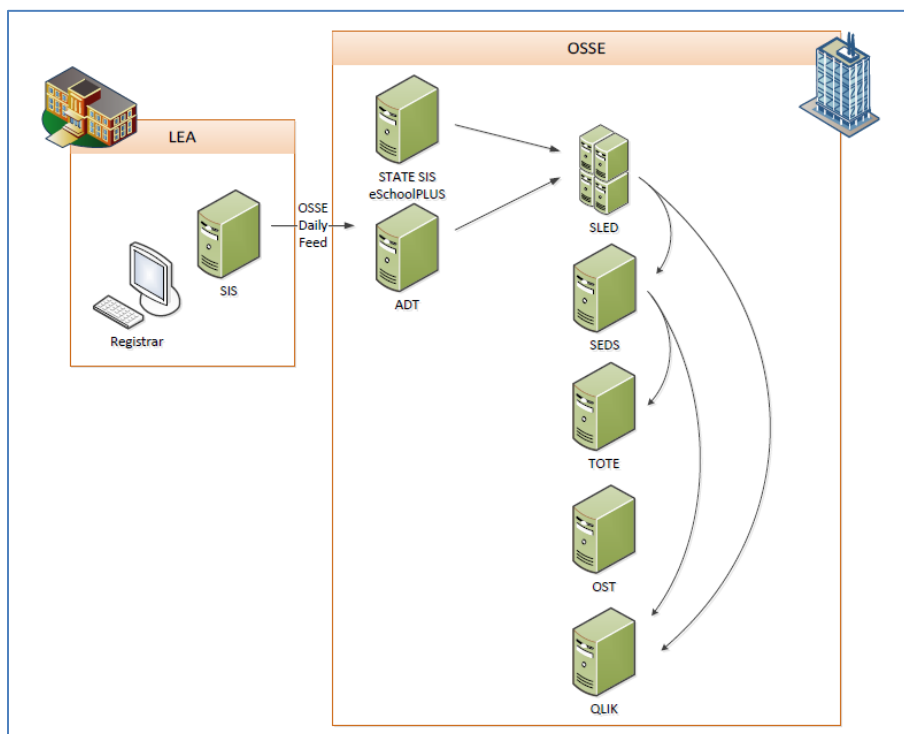
The users of OST include LEA staff identified as the LEA Special Education point of contact (POC), LEA Data Managers and LEA Assessment Coordinators in eSchoolPLUS. OST options will differ depending on the role assigned to the user.

Click [here](#) to access the OSSE Support Tool.

Data Flow & Applications

Data Flow

Below is a brief overview of how data flows from LEA to OSSE applications:



2018-19 School Year OSSE LEA Data Collections Template

Each year, the OSSE releases the LEA Data Collection Template, which facilitates the daily collection of student demographic, enrollment, contacts, and attendance data. The goal is to collect student data that LEAs maintain in their student information system (SIS) and to facilitate the transfer of these data elements from LEAs to OSSE.

OSSE requires LEAs to send collections on a daily basis, as this data is used to support the Statewide Longitudinal Education Data (SLED), the Special Education Data System (SEDS), and the daily validation of student attendance as well as transportation for students with disabilities. For public charter LEAs, data is transferred from OSSE to the DC Public Charter School Board (PCSB). Daily transfers ensure that both OSSE and PCSB have the LEA’s most current student information. The collection process will begin each day at 5 p.m.

Click [here](#) to access the “2018-19 School Year OSSE LEA Data Collection Letter” and “2018-19 School Year LEA Data Collection Template”.



2018-19 Uniform Per Student Funding Formula (UPSFF) Payment Letter

OSSE and the Office of the Deputy Mayor of Education (DME) have released guidance to charter LEAs regarding the Uniform Per Student Funding Formula (UPSFF). The guidance letter provides information on school funding for the upcoming school year, including the timeline for quarterly payments (including charter facility payments), supplemental payments, and extended school year (ESY) payments.

Click [here](#) to access the “2018-19 UPSFF Payment Letter.”

Adjusted Cohort Graduation Rates (ACGR)

The Adjusted Cohort Graduation Rate (ACGR) is a standard methodology, required by the Department of Education (USED), to capture graduation outcomes for all high school students in the US. All students attending a degree-granting public or public charter school in the US are assigned to a single ninth grade cohort year. DC public and public charter schools are responsible for tracking the educational trajectories and outcomes of ALL students who ever enroll in a DC public or public charter school at any point during their high school career.

Click [here](#) to access the High School Graduation Rates.

Click [here](#) to access the ACGR Qlik application, the policy and technical guides are available on the first sheet of the application.

Automated Data Transfer (ADT)

The Automated Data Transfer (ADT) is an application that is a bridge from the LEA’s SIS to OSSE. The ADT can be configured to interface with any existing SIS, or collect data via Microsoft Excel spreadsheets.

OSSE has developed a series of data collection templates that comply with both state and federal (EdFacts) reporting requirements. The data elements that OSSE collects will be mapped directly to data elements collected by each LEA. From this mapping, which is specific to each LEA and SIS, OSSE staff will create a set of SQL commands that will be stored in your LEA’s ADT application. These commands will communicate with your SIS database on a schedule that you will establish with OSSE staff, and pass demographic and enrollment data to OSSE servers on that schedule. Data can also be sent ad-hoc via the ADT.

Click [here](#) to access more information and review frequently asked questions.

Click [here](#) to access more information about ED Facts.

Box

OSSE maintains Box, a secure data transfer system, as one method for protecting PII about DC students as data files move electronically between OSSE and other agencies and organizations serving them. This can include data sharing between OSSE staff and staff at the Office of the Deputy Mayor for Education (DME), LEAs, DCPS, the District of Columbia PCSB, schools, CBOs, grantees and contractors.

Box contains folders for DCPS, public charter LEAs, PCSB, DME, and early learning CBOs among other entities. Each entity’s folder can contain a number of subfolders for specific projects or tasks for which PII transfer is required. Invitations to these project-specific folders are granted on an individual basis.



Click [here](#) to access the Box for secure data transfer information and the below documents.

- Click [here](#) to access the “External Box Governance Structure” document for the responsibilities and restrictions for Box users not employed by OSSE.
- Click [here](#) to access the “Box Project Managers” for the list of Box Project Folder Owners.
- Click [here](#) to access the “eSchoolPLUS Roles to Box Projects” for the list of Box Project Folders and eSchoolPLUS POCs who have access.
- Click [here](#) to access the “OSSE LEA Point of Contact (POC) Descriptions” for the descriptions of the POCs listed in eSchoolPLUS.

Child Count

Child Count is a federally mandated activity reported annually per 34 CFR 300.641(a). The data received at the finalization of the Child Count process serves as the official special education enrollment number for the District of Columbia.

The 2018-19 District of Columbia Child Count is based on the student enrollment as of Thursday, Oct. 5, 2018. The alignment of the Child Count process with the enrollment audit process reduces data discrepancies and the burden on LEAs. Special education data collected from LEAs is received from the [Special Education Data System \(SEDS\)](#), including but not limited to educational environment.

Each LEA is responsible for ensuring that all students receiving services under IDEA have a valid and current eligibility determination and IEP in SEDS. An enrolled student must have, at minimum, a current IEP or eligibility determination, for inclusion in the Child Count roster.

Click [here](#) to access the “2018-19 Enrollment Audit and Child Count Handbook” for related policy. Click [here](#) to access for “Preparing to Serve Students with Disabilities” PowerPoint.

Data and Reports

Highlight of data and reports over the several academic year related to Assessments, Attendance, Discipline & Mobility, Early Learning, Enrollment, Equity Reports, High School Graduation & Postsecondary Readiness, Meals & Nutrition, Health & Wellness, Special Populations and Other Information and Tools.

Click [here](#) to access Data and Reports.

Data Collections Calendar

The OSSE Data Collections Calendar is intended to provide information to LEAs about OSSE data collections required to comply with federal, local and state reporting. The calendar includes the start and end dates of the collection period, the OSSE POC, and links to relevant guidance and template documents. For questions about this, please contact us at OSSE.LEAdata@dc.gov.

Click [here](#) to access the Data Collection Calendar.

Click [here](#) to access the “OSSE Data Collections Calendar Navigation Guide.”



Data Validation

OSSE is leading a unified data validation process. The goal of this effort is to support LEAs in the certification of accurate and valid data for all students attending school during the current school year, which can be used for several key reporting and analysis efforts conducted by OSSE, PCSB, and DCPS. The student data included in this process are demographics, enrollment, attendance, assessment participation, graduation cohort, school testing window, and additional data needed for the OSSE STAR Framework or the DC School Report Card.

Click [here](#) to access the Data Validation Qlik application, the policy and technical guides are available on the first sheet of the application.

eSchoolPLUS

eSchoolPLUS is the District of Columbia’s statewide SIS that several LEAs use to manage store student information.

eSchoolPLUS POC

This document outlines steps for the LEA Data Manager to add and assign a POC roles at the LEA or school in eSchoolPLUS. LEAs are required to add and update these POCs throughout the school year. Relevant divisions at OSSE often use these POC to reach out to LEAs and Box access is granted using the POC roles. LEA staff considered the LEA Data Manager has the ability to add staff to eSchoolPLUS.

Click [here](#) to access the “eSchoolPLUS LEA Points of Contact Descriptions”

Click [here](#) to access the “eSchoolPLUS LEA Points of Contact User Guide.”

eSchoolPLUS Calendars

The purpose of this guide is to outline how the LEA Data Manager can create and manage calendars in eSchoolPLUS. All LEAs must create a calendar for each school year which reflects all membership and non-membership days (or instructional and non-instructional days). The LEAs will be responsible for the following:

- Creating and updating the calendar(s);
- Creating at least one LEA-level calendar for the school year; and
- Creating school- and/or program-level calendar(s) for the school year, if applicable

Click [here](#) to access the “eSchoolPLUS LEA Calendars User Guide.”

Extended School Year Services Policy and Certification

OSSE issued the Extended School Year (ESY) Services Policy on March 10, 2011, to establish state-level standards and criteria for ESY services that are consistent with the IDEA requirement to provide to all students with disabilities. The Policy sets forth both programmatic and administrative requirements designed to ensure compliance with IDEA.

Click [here](#) to access the “Extended School Year (ESY) Services Policy”.

Click [here](#) to access the “February 2018 LEA Special Education Point of Contact Webinar”.



Click [here](#) to access the “March 2018 LEA Special Education Point of Contact Webinar”.

Click [here](#) to access the “2018 Extended School Year (ESY) Checklist”.

LEA Data Mapping Application

The LEA Data Mapping application translates the Excel data collection templates to inform OSSE of where required data fields exist within the LEA SIS and the option values for data elements within the required data collections. Features in the LEA Data Mapping application include the ability for LEAs to update mappings as needed and inform OSSE of changes in real-time, create a historic log of any changes to the data mappings (mappings history), and export information to view a summary of the data mappings for all data collections and schedule a configuration session.

Click [here](#) to access the LEA Data Mapping Application.

The LEA Data Mapping application user guide provides LEA Data Managers with instructions for using the new LEA Data Mapping application. LEAs may continue to use the Excel data collection template as a reference to review detailed mapping definitions for each of the required fields. The webinar recording provides a tour of the application, a review of the application’s features, and examples for how to complete the data mappings within the application.

Click [here](#) to access the “LEA Data Mapping Application User Guide.”

School and LEA Information Management System

School and LEA Information Management System (SLIMS) contains LEA and school information such as the LEA code, LEA name, school code, school name, administrative address, school address grades served and etc. Information is provided through the Entity Management Identification (EMI) form by District of Columbia Public Schools (DCPS) and District of Columbia Public Charter School Board (PCSB).

Statewide Longitudinal Education Database (SLED)

Statewide Longitudinal Education Database (SLED) is a comprehensive repository of student and education-related data needed to improve education planning, management, reporting, instruction and evaluation.

Click [here](#) to access to access SLED.

LEA Feed Management

The LEA Feed Management module allows LEAs to view the status of the daily enrollment, demographics, contacts, attendance and adult program data feeds from the LEA SIS to OSSE and assist LEAs in troubleshooting problems with the feeds. The data feeds are from the LEA Data Collection Template.

Click [here](#) to access the SLED LEA Feed Management module.

Click [here](#) to access the “2018-19 LEA Feed Management Technical Guide”.



Demographic Conflict

The Demographic Conflict provides a near real-time notification to LEAs of discrepancies within a student’s demographic record between the LEA’s SIS and the authoritative dataset maintained by OSSE. This reduces the administrative burden on LEAs to conduct multiple demographic verifications throughout the school year.

Demographic Conflict Management facilitates verification of demographic conflicts by LEA and/or School users and review, approval by OSSE users. If OSSE approves the demographic conflicts, then the data will become the new authoritative data in SLED. If OSSE does not accept the conflict, then LEA can either update their SIS or provide additional documentation by going through the approval process.

Click [here](#) to access the SLED Demographic Conflict Management module.

Click [here](#) to access the “LEA Membership Tracker – Demographic Conflict Guidance Document”.

Exit Management

The Exit Management provides a near real-time notification to LEAs of a student’s exit information sent from the LEA’s SIS. This reduces the administrative burden on LEAs to conduct multiple exit verifications at the end of the school year.

Exit Management facilitates verification of incomplete exits by LEA and/or School users. If OSSE approves the incomplete exit, then the exit will be considered complete in SLED. If OSSE does not accept the documentation, then LEA can either update the exit in the LEA SIS or provide additional documentation by going through the approval process. While these summary reports provide exit counts as of today, this data can change on a daily basis when the student’s enrollment/exit data is changed in the LEA SIS. It is the LEA’s responsibility to periodically review the exits for accuracy and update their SIS (if needed) or verify exits in a timely manner to reflect accurate counts.

Click [here](#) to access the SLED Exit Management module.

Click [here](#) to access the “LEA Membership Tracker – Exit Management Guidance Document”.

Summer School

The Summer School module in SLED ensures students attending summer school receive transportation through the Kids Ride Free program. The Summer School application allows LEAs and schools to view/edit student data whenever needed.

Click [here](#) to access the SLED Summer School module.

SLED ESY Training

OSSE hosts and records webinar training on the ESY module in SLED. This training is designed for LEA Data Managers and LEA Special Education POCs to identify ESY school locations, assign student to the ESY school location and enter overall ESY attendance. The webinar provided a live demonstration training on how to successfully navigate and input data into the system.

Click [here](#) to access the recorded webinar on the ESY module in SLED.



Click [here](#) to access the SLED ESY module.

Qlik

Qlik is a self-service business intelligence tool. Qlik can easily create personalized reports and dynamic dashboards, explore vast amounts of data and find meaningful insights to make informed business decisions.

Click [here](#) to access available Qlik applications.

STAR Framework

DC's State Education Plan establishes a new school accountability system, the STAR Framework, which will be used by both charter and DCPS schools. OSSE will officially run the new accountability system and publicly release school report cards in December of 2018. To support the implementation of the STAR Framework, OSSE conducted a preliminary and draft (dry run) run of the STAR Framework using data from 2016-17 school year. The business rules and data contained within this Qlik application compose the dry run of STAR Framework.

Click [here](#) to access the STAR Framework Dry-Run Qlik application. In the fall of 2018, the STAR Framework and DC School Report Card technical guides will be available.

Unified Data Errors

OSSE is committed to quality data and accuracy in federal and state reporting. In an effort to report consistent and timely data to stakeholders, OSSE has consolidated all demographic, enrollment, attendance, special education and assessment data errors and anomalies to provide local education agencies LEAs with a comprehensive error report in the SLED and Qlik. Each error/anomaly has a suggested resolution path.

Click [here](#) to access the Unified Data Errors Qlik application, the guide is available on the first sheet of the application.

Definitions of Common Terms & Agencies

At-Risk

At-Risk is an indication that the student is meets one or more of the following criteria for the current school year:

- Identified as homeless at some point in the current school year via The Community Partnership (TCP), McKinney-Vento (MKV) or LEA SIS feeds;
- Identified as a TANF recipient via DHS feed;
- Identified as a SNAP recipient via DHS feed;
- Identified as under the care of District of Columbia Child and Family Services Agency (CFSA) via CFSA feed; and/or
- Identified as over age for the assigned grade levels 9, 10, 11 and 12. If the student's age is at least one year above the expected age for the grade level, the student is identified as over age. The age is calculated as of Sept. 30 of the respective birth year for the grade level.



For the STAR Framework and DC School Report Card beginning in 2018-19, OSSE will report on At-Risk students instead of Economically Disadvantaged.

Click [here](#) to access the “2018-19 Enrollment Audit and Child Count Handbook.”

Child and Family Services Agency (CFSA)

A Memorandum of Agreement (MOA) was entered by OSSE, DCPS and the Child and Family Services Agency (CFSA) to address specialized education services for children and youth placed in out of state placements by CFSA. The MOA was reauthorized by all participating agencies which clarifies each participating agency’s responsibility for District of Columbia wards receiving specialized educational services while placed and attending schools in other jurisdictions to ensure that school aged children receiving specialized educational services receive free appropriate public education (FAPE) and are monitored accordingly under federal and local laws and regulations.

Click [here](#) to access the Memorandum of Agreement.

Click [here](#) to access the OSSE and CFSA Issue Joint ESSA Foster Care Guidance for LEAs

FARMS

Many funding programs rely on the free and reduced-price meal status (FARMS) data collected by the National School Lunch Program (NSLP).

National School Lunch Program

The National School Lunch Program (NSLP) is a federally funded meal program operating in public, public charter, and nonprofit private schools as well as residential child care institutions (RCCIs). The NSLP provides cash subsidies to assist schools with meeting meal costs while providing students nutritious lunches during the school day. OSSE’s Division of Health and Wellness School Programs Team administers the NSLP for the District of Columbia and ensures that all participating schools meet the guidelines, rules and regulations as required by the United States Department of Agriculture (USDA).

Click [here](#) to access more information.

2018-19 School Year DC Schools Eligible for Community Eligibility Provision

Each year a list of LEAs and school sites in the District of Columbia that are eligible or near eligible to participate in the Community Eligibility Provision (CEP) under the National School Lunch Program (NSLP) and School Breakfast Program (SBP). CEP is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the SNAP and TANF. District of Columbia schools eligible for CEP can be found below for each school year.

Click [here](#) to access the 2018-19 School Year CEP Annual Notification of LEAs and Schools.



Hearing Office Determination (HOD) Tracker

The Hearing Office Determination (HOD) Tracker, formerly known as Blackman Jones Database, is a database that facilitates the management of due process complaints, HODs and Settlement Agreement, in compliance with the requirements related to IDEA and the 2006 Blackman Jones Consent Decree.

Click [here](#) to access the HOD Tracker application.

McKinney-Vento Homeless Children and Youth Program

The Office of Transitory Services-Education of Homeless Children and Youth Program was established to identify and alleviate barriers that impact homeless children and youth. The mission of the Homeless Children and Youth Program is to ensure free, appropriate, public educational opportunities for all homeless children and youth; to provide technical assistance to schools, shelters and the community; and to heighten homeless awareness, locally.

Pursuant to McKinney-Vento Homeless Assistance Act, each State Educational Agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Each child or youth experiencing transition shall be provided comparable services offered to other students in the school selected including transportation services, educational services for which the child or youth meets the eligibility criteria, programs in vocational and technical education, programs for gifted and talented students, as well as school nutrition programs.

Homeless children and youth must have access to educational and other services needed to ensure that they have an equal opportunity to meet challenging State student academic achievement standards.

Click [here](#) to access the “McKinney-Vento Homeless Assistance Act”.

Click [here](#) to access the Education of Homeless Children and Youth Program resource site.

Click [here](#) to access the “Homeless Data Collection, Reporting, and Use Guidance”.

Medicaid

DC Medicaid is a healthcare program that helps pay for medical services for low-income people and individuals with disabilities. It helps pay for medical services for low-income and disabled people. For those eligible for full Medicaid services, Medicaid pays healthcare providers. Providers are doctors, hospitals and pharmacies who are enrolled with DC Medicaid.

Click [here](#) to access the Department of Health Care Finance (DHCF) Medicaid information.

OSSE, Systems and Support K12 (SSK12) has established a Medicaid Recovery Unit. OSSE in its role as the state education agency, is responsible for ensuring that LEAs comply with Medicaid - related requirements pursuant to the IDEA Section 300.154. OSSE will offer LEAs technical assistance to facilitate their compliance with school based Medicaid requirements. This guidance provides an overview of requirements for Medicaid claiming for school-based health services (SBHS).

Click [here](#) to access the “Local Education Agencies (LEA) Medicaid Guidelines.”



Special Education Data System (SEDS)

The Special Education Data System (SEDS) serves as the District of Columbia’s system of record for students with disabilities, in accordance with the IDEA. SEDS, commonly known as EasyIEP, allows LEAs to manage students with disabilities and their individualized education program. OSSE mandates the use by all LEAs to support the goal of optimizing the ability to improve service delivery and increase compliance related to the provision of FAPE to all students with disabilities in the District of Columbia.

Click [here](#) to access SEDS.

Supplemental Nutrition Assistance Program

Supplemental Nutrition Assistance Program (SNAP) offers nutrition assistance to millions of eligible, low-income individuals and families and provides economic benefits to communities. SNAP is the largest program in the domestic hunger safety net. The Food and Nutrition Service works with State agencies, nutrition educators, and neighborhood and faith-based organizations to ensure that those eligible for nutrition assistance can make informed decisions about applying for the program and can access benefits. FNS also works with State partners and the retail community to improve program administration and ensure program integrity.

Click [here](#) to access information from the DC Government’s Department of Human Services.

Click [here](#) to access information from the USDA Food and Nutrition.

Temporary Assistance for Needy Families

The Temporary Assistance for Needy Families (TANF) program is designed to help needy families achieve self-sufficiency. States receive block grants to design and operate programs that accomplish one of the purposes of the TANF program.

The four purposes of the TANF program are to:

- Provide assistance to needy families so that children can be cared for in their own homes
- Reduce the dependency of needy parents by promoting job preparation, work and marriage
- Prevent and reduce the incidence of out-of-wedlock pregnancies
- Encourage the formation and maintenance of two-parent families

Click [here](#) to access information from the DC Government’s Department of Human Services.

Click [here](#) to access information from the Office of the Administration for Children and Families in the Department of Health and Human Services.

Transportation Online Tool for Education

The Transportation Online Tool for Education (TOTE) is OSSE, Division of Student Transportation’s (DOT) database for school information and student transportation request forms. The Student Transportation team provides safe, reliable, and efficient transportation services that positively support learning opportunities for eligible students from the District of Columbia.

Click [here](#) to access general information about TOTE.