OSSE 2012 PERFORMANCE OVERSIGHT QUESTIONS

I. Agency Organization

1) **Please provide a complete, up-to-date organizational chart for each division within the agency including, either attached or separately, an explanation of the roles and responsibilities for each division and subdivision.**

   RESPONSE:

   See the following—
   - Attachment 1 – OSSE Organizational Chart
   - Attachment 2 – Divisional Descriptions

   a) **Please include a list of the employees (name and title) for each subdivision and the number of vacant positions.**

   RESPONSE:

   See Attachment 3 - CONFIDENTIAL Position Listing, Vacancies, and Detail

   b) **Please provide a narrative explanation of any organizational changes made during the previous year.**

   RESPONSE:

   The Office of the State Superintendent of Education made four division organizational changes in FY 2012:
   - Establishment of the Statewide Athletic League as an activity under Wellness & Nutrition Services
   - Division break-down within the State Superintendent's office to include Communication, Intergovernmental & Legislative Affairs and Compliance.
   - Realignment of Race to the Top from the State Superintendent's Office to the Division of Elementary & Secondary Education.
   - Realignment of Charter School Financing & Support from the State Superintendent's Office to the Division of Elementary & Secondary Education.
   - Realignment of Enterprise Data Management and the Office of the Chief Information Officer to Deputy State Superintendent's Office.
   - Wellness and Nutrition Services became a unit under the Deputy State Superintendent.
   - Special Education Transportation became a direct report to the State Superintendent.

II. Personnel

2) **Please provide a complete, up-to-date position listing for your agency, which includes the following information:**

   a) **Title of position;**
   b) **Name of employee or statement that the position is vacant, unfunded, or proposed;**
   c) **Date employee began in position;**

d) **Salary and fringe, including the specific grade, series, and step of position; and**
e) **Job status (continuing/term/temporary/contract).**
Please list this information by program and activity.

RESPONSE:

See Attachment 3 - CONFIDENTIAL Position Listing, Vacancies, and Detail

3) **Please provide the number of FY11 full-time equivalents (FTEs) for the agency, broken down by program and activity. Please also note the number of vacancies at the close of FY11, and FY12, to date, by program and activity, and current vacancy information.**

   a) **For each vacant position, please note how long the position has been vacant and whether or not the position has since been filled.**

   RESPONSE:

   See Attachment 3 - CONFIDENTIAL Position Listing, Vacancies, and Detail

   b) **How many vacancies within the agency were posted during FY11 and FY12, to date?**

   RESPONSE:

   See Attachment 3 - CONFIDENTIAL Position Listing, Vacancies, and Detail

4) **Does the agency conduct annual performance evaluations of all its employees? Who conducts such evaluations? What steps are taken to ensure that all agency employees are meeting individual job requirements?**

RESPONSE:

All OSSE employees receive performance evaluations each fiscal year. The performance management activity is a manager driven process. This means that the performance evaluations are conducted by the direct supervisor of each employee. Each manager is required to meet with their employees throughout the performance planning cycle to ensure that the employees are meeting their individual job requirements and goals are set for them during the performance planning process.

Managers set measurable goals based on the individual job requirements. If a manager feels that one of their employees is not performing at the level in which he or she should, the manager will work with that individual to resolve the deficiencies prior to the evaluation stage of the performance cycle.

If the matter requires putting the individual on a Performance Improvement Plan (PIP), the manager may elect to do so within a specified timeframe. The employee can be placed on the PIP for 30, 60, or 90 days to allow them ample time to improve in the deficient area. If the employee fails to improve during the PIP, the manager then has the right to reassign, demote, or terminate the employee from that position.

5) **Please list all employees detailed to or from your agency, if any. Please provide the reason for the detail, the detailed employee's date of detail, and the detailed employee's projected date of return.**

RESPONSE:

See Attachment 3 - CONFIDENTIAL Position Listing, Vacancies, and Detail

6) **Please provide the Committee with:**

a) **A list of all employees who receive cell phones, personal digital assistants, or similar communications devices at agency expense;**

RESPONSE:

The below table lists the names of all employees who receive cell phones, personal digital assistants, or similar communications devices at agency expense:

Anetria Smart	Tonia Lovelace	Kafui Doe	Abul Bahauddin	Ryan Solchenberger
Kimberly Springle	Hosanna Mahaley	Dorothy Douglas	Ainsley Settles	Sergio Martinez
Leslie West	Amy Maisterra	Carmela Edmunds	Alfred Winfield	Sharon West
Ryan Solchenberger	Yesset Makonnen	Kortne Edogun	Alisa Fuell	Stephon Hopkins
Phillip Premdas	Maxine Maloney	Gregory Ellis	Antoinette Dorsey	Tammy Jones-Jackson
Leonard Russell	Julia Martas	Candia Faison	Antues Hayes	Tanya Duarte
Pushpa Agarwal	Chiquita Martin	Melanie Fleming	Astewaye Yigzaw	Tanya Mackall
Ahmad Alattar	Denise Mckoy	Teko Foly	Benedict Zaldano	Tanya Yeargan
Zahra Ali	Gregory Meeropol	Thomas Fontenot	Benton Heimsath	Taronette James
Deborah Ali	Cynthia Mitchell	Brandon Frazier	Carol Scurlock	Tasha Bolden
Jose Alvarez	Antoinette Mitchell	Michele Fuller	Carole Lee	Tatia Hart
Tamera Anderson	Kim Morrison	Tami Garcia	Chuckie Ruffin	Thomas Bolden
Debra Babb	Elisabeth Morse	Victoria Glick	Danita Washington	Thomas Farrell
Dylan McGrew	Sreeja Nair	Jeremy Grant-Skinner	Dante Hayes	Tiana Washington
Jacqueline Barksdale	Ahsan Nazmul	Kimberly Handon-Lindsey	Dartanion Williams	Tonya Holmes
Robin Bessler	Denise Nedab	William Henderson	Dawn Carter	Tracey Langley
Cassondra Blasioli	Denise Nedab	Kenneth Howard	Dennis Reddick	Tyrone Robinson
Lesa Bonds	Ijeoma Oji	Robin Jenkins	Donna Fuell	Veronica Elwood
Kieran Bowen	Julie Ost	Jerri Johnston-	Esayas	Victoria Walker

		Stewart	Gessesse	
Laura Branch	John Pallasch	Treneisha Jones	Eva Laguerre	Vincent Cromatie
Sean Braunstein	Mutinda Paris	Mark Jones	Felicia Pickett	Walter Crawford
Desiree Brown	Jessica Parker	Melissa Junge	Garrette Mason	Walter Daniels
Jasent Brown	Christopher Parler	Ronda Kardash	Gene Campbell	Warren Lewis
Matt Brownlee	Elaina Parrish	Shawkat Khan	George Mills	Wayne Saunders
Karan Buster	Jeffery Noel	Yonnes Smith	George Scott	Kevin Tolson
Marc Caposino	Sharon Powell	Sandra Smith	Georgette Griffin	Kevin Washington
Vanessa Carlos-Miranda	James Powell	Alvin Stith	Gloria Lewis	Kim Davis
Larry Carr	Jessica Parker	Carolyn Terry-Taylor	Harris Bailey	Kim Williams
Jeralyn Cave	Marsha Proctor	Dorothy Thomas	Hope Turner	Lashawn Miller
Gilvina Cephas	Sombo Pujeh	Stephanie Thomas	Janice Waters	Lawrence McCoy
Shaunda Clark	Cristi Purnell	Dakari Thompson	Jason Campbell	Leslie Devore
Myles Cliff	Tamara Reavis	Toya Thompson	Jearlene Simpson	Linda Paxton
Jacqueline Corsey	Katie Reda	Stephanie Tindal	Jennifer Jennings	Lisa Davis
Marica Cox	Idaines Rodriguez	Meta Trivers	Jennifer X. Jenkins	Lorneal Boykin
Katherine Cox	Adrienne Rodriguez	Robin Wallace	Jesse Bowwers	Martina Thornton
Joy Crawford	Zita Rostas	Valerie Ware	Jimmy Crawford	Marvin Anderson
Raeshawn Crosson	Andrew Sabatelli	Quiyana Washington	Joe Wolemonwu	Maurice George
Toshia Dark	Chrisy Dorsey	Javon Wells	John Cusick	McCreary, Marcella
Gina Dash	LaTisha Savoy	Glenn White	John Dee	Michael Roberts
Don Davis	Amber Schlick	Ann Willemsen	Joy Binns-Grayton	Nona Washngton
Nate' Dearden	Krista Scott-Plionis	Chandra Williams	Karen Johnson	Patrice Bowman
Kerda Dehaan	Darlene Shelton-Epps	Mary Woo	Kassa Tadesse	Patricia Carter
Yuliana Del Arroyo	Rasheed Shobayo	Angelia McDuffy	Keisha Roberts	Quentin Thomas
Alfredo Desabato	Deysi Ramirez	Benjamin Dukes	Kelvin Robins	Richard Smith
Tangee Dingle	Vivan Smith	Alesia Henry	Kesha Outlaw	Robert Smith

Erika Lomax	Annette Thacker	Rosalie Scottland	Ronald Willis	Ronald Briscoe

b) A list of all vehicles owned, leased, or otherwise used by the agency and to whom the vehicle is assigned;

RESPONSE:

See Attachment 4 – Vehicle Status

c) A list of employee bonuses or special award pay granted in FY11 and FY12, to date;

RESPONSE:

OSSE did not grant bonus or special award pay in FY11 or FY12.

d) A list of travel expenses, arranged by employee; and

RESPONSE:

See Attachment 5 – OSSE FY11 Travel Expenses and FY12 Travel Expenses to date

e) A list of the total overtime and workman's compensation payments paid in FY 11 and FY12, to date.

RESPONSE:

See the following—
- Attachment 6 – OSSE FY11 Overtime Payments and FY12 Overtime Payments to date
- Attachment 7 – OSSE FY11 Workman's Compensation Payments and FY12 Workman's Compensation Payments to date

III. Budget

7) **Please provide a chart showing your agency's approved budget and actual spending, by program, for FY11 and FY12, to date. In addition, please describe any variance between fiscal year appropriations and actual expenditures for FY11 and FY12, to date.**

RESPONSE:

Document	Reason for Variance, if any
Attachment 8 – OSSE Budget vs. Expenditures	There is a $2.4M surplus in PS because FY 11 was a transition year based on change in the Administration. All key positions (including 6 out of 6 assistant superintendents, which were filled at various times throughout the fiscal year. These key positions were all filled by year end. The hiring freeze also contributed to the surplus. Of the $3.4M NPS remaining, $1.8M contributes to the under spending in payment to providers for child care services. This is primarily due to

	the expansion of pre-k in the LEAS. The residual is based on the spending freeze during the fiscal year.
Attachment 8 – OSSE Budget vs. Expenditures	To date 28% of the budget has been expended/obligated.
Attachment 9 – NPT (GNO) FY11	Enrollment was based on an average of 2900 students per month for 12 months; however the actual student count on average was 2400 per month. This is based on an initiative to decrease the number of students assigned to Non Public schools. This initiative continues into FY 12 and additional savings are anticipated.
Attachment 10– NPT (GNO) FY12	To date 15% of the budget has been expended/obligated.
Attachment 11 – DOT (GO0) FY11	Operational efficiencies were achieved and number of riders decreased.
Attachment 12 – DOT (GO0) FY12	To date 36% of the budget has been expended/obligated.

8) **Please list any reprogrammings, in or out, which occurred in FY11 or FY12, to date. For each reprogramming, please list the total amount of the reprogramming, the original purposes for which the funds were dedicated, and the reprogrammed use of funds.**

RESPONSE:

See the following-
  - Attachment 13 - FY11 Reprogrammings and FY12 Reprogrammings to date

9) **Please provide a complete accounting for all intra-District transfers received by or transferred from the agency during FY11 or FY12, to date.**

RESPONSE:

See the following-
  - Attachment 14 –FY11 Intra-district Transfers and FY12 Intra-district Transfers to date

10) **Please identify any special purpose revenue accounts maintained by, used by, or available for use by your agency during FY11 or FY12, to date. For each account, please list the following:**

a) **The revenue source name and code;**
b) **The source of funding;**
c) **A description of the program that generates the funds;**
d) **The amount of funds generated by each source or program in FY11 and FY12, to date; and**
e) **Expenditures of funds, including the purpose of each expenditure, for FY11 and FY12, to date.**

RESPONSE:

See the following-

- Attachment 15 – FY11 Special Purpose Revenue and FY12 Special Purpose Revenue to date

11) **Please provide a list of all projects for which your agency currently has <u>capital funds</u> available. Please include the following:**

   a) **A description of each project;**
   b) **The amount of capital funds available for each project;**
   c) **A status report on each project, including a timeframe for completion; and**
   d) **Planned remaining spending on the project.**

RESPONSE:

Project	Description	Initial Allotment	Available Balance to Date
Statewide Longitudinal Education Data System (SLED)	Main repository of the District of Columbia's current and historical public education student, teacher and school data	$10.5 M	$8.1M
Special Education Data System (SEDS)	Comprehensive data system designed to support high quality, seamless service delivery for children with disabilities with the District	$ 9.4 M	$7.8M
Early Childhood Education Information Management System (EIMS)	Comprehensive information management system that will support child care licensing, provider and case management, financial management and reporting.	$2.7 M	$2 M
441 4th St., NW – Space Buildout	Office Space Improvement for GED Testing facility (building not owned by OSSE)	$309,741	$309,741
Special Education Transportation Bus Replacement	Replacement costs for bus purchases	$1.6 M	$1.6M
Special Education Transportation - Penn Center	Project Cancelled	--	--
OSSE Office Space	Office Space	$1.8 M	$1.8M

Rental	improvement		
SOAR Replacement Systems Interface	SOAR enhancement costs	$169 K	$169 K

Statewide Longitudinal Education Data System (SLED)
- *Features:*
  - Unique Student Identifier (USI) for 99% of the students in our LEAs (195,000 USIs assigned-historical and current year)
  - Student level annual enrollment data from 2001 through 2010, school entrance and exit data (including graduation and dropout data)
  - Student level assessment scores from 2006, student level SAT, ACT and AP data from 2000 to present
  - Direct Certification for free meals
  - Wards summary, student mobility by month, special education eligibility and disability types, unique educator identification numbers, homeless student identification and foster children data.
- *Status:*
  - OSSE is establishing policies that will allow for the standardization of data so that SLED can accurately and consistently report these data.
  - OSSE's new Director of Data Management is focusing on Governance, Policies, Technology improvements, Expanding data available in SLED, and data quality improvements.
  - Making a public interface so that others can have direct interface.

- *Timeframe for completion:*
  - 36 months from contract award, approximately March 2015.

Special Education Data Systems (SEDS)
- *Features:*
  - Provides District with State-level system to manage records for students receiving special education and related services.
- *Status:*
  - In third school year of operation; most recent version released in October 2011. Evidence that SEDS is having a significant impact on LEA rates of compliance with Federal and local requirements.
  - OSSE is currently developing next version release, slated for Fall 2012, based on LEA user feedback
  - SEDS also being developed to ensure that all required foundational data is captured for Medicaid billing
- *Timeframe for completion:*
  - Though major development expected to be completed by FY 14, limited SEDS updates will be ongoing to ensure continued compliance with Federal requirements

EARLY CHILDHOOD EDUCATION INFORMATION MANAGEMENT SYSTEMS (EIMS)
- *Features:*

- o The EIMS system will track services provided to children and measure their costs. Due to its audit component, EIMS will improve the accuracy of information for federal and local reporting and payments.
  - o The EIMS supports children and families by helping them qualify for services and finding appropriate facilities to meet their needs.
- *Status:*
  - o The module that controls the licensing of childcare facilities and supports the Mayor's initiative to certify quality service providers is fully operational.
  - o The module that manages the childcare facilities is complete and the case management module that supports child and families qualifying and finding appropriate facilities is being developed.
- *Timeframe for completion:*
  - o The final component of the system that makes subsidy payments and tracks the children served is in the design phase and will be completed in the fall of 2012.

STATUS OF 441 SPACE BUILD-OUT
- This was build-out for GED Testing. This project is complete and the staff moved in the new space in October 2011.

STATUS OF BUS REPLACEMENT
- Twenty-four buses were delivered as of 1/24/12 against an order of 29 buses.

STATUS OF PENN CENTER
- Parent Call Center – This project was cancelled pursuant to a November 22, 2011 email to Department of General Services (DGS) from Ryan Solchenberger. The unit plans to relocate to a different space.

STATUS OF OFFICE SPACE RENTAL (810 -8TH FLOOR)
- DGS is currently in lease negotiations with Lincoln Properties. OSSE and DGS are working with the Office of the City Administrator's to receive certification.

STATUS OF SOAR REPLACEMENT INTERFACE
- The interfaces requiring modifications have been identified (DCOneApp, Nutrition Services, BITSEE, PTS and EIMS).
- The element Mappings by application are complete (control header, invoice header and invoice lines).
- Agency Service Codes (SOAR) to Oracle EBS translations are to be completed mid-February 2012.
- Development on the DCONEApp interface will be begin on to begin March 1, 2012 and is expected to last 2 weeks.
- Development and Testing to be completed by October 2012

12) **Please provide a complete accounting of all federal stimulus funds received for FY11.**

RESPONSE:

See Attachment 16 - FY11 Federal Stimulus Funds.

13) **What steps have been taken during FY11 and FY12, to date, to reduce the following:**

   a) **Space utilization;**
   b) **Communications costs; and**
   c) **Energy use.**

   RESPONSE:

   In FY 11, OSSE did not have major consolidations of staff that created a reduction in communication costs, space utilization, and/or energy use.

   For FY12, OSSE is conducting a feasibility study of several of its locations that will result in the relocation of staff, thereby reducing communication costs, space utilization, and energy use while increasing staff productivity. The Site Feasibility Study is being conducted by Ayers Saint Gross Architects and is scheduled to be completed by June.

14) **Please identify all legislative requirements that the agency lacks sufficient resources to properly implement.**

   RESPONSE:

   OSSE lacks sufficient funding to properly implement the following federal and local legislation:

   Federal

   1. *Elementary and Secondary Education Act (ESEA) – Section 1117(a)*

   To strengthen the District's accountability system for public schools and allow for more flexible funding opportunities at the LEA level, OSSE is applying for a waiver of certain provisions of the ESEA. The waiver will require additional work for OSSE personnel. The division of Elementary and Secondary Education will most likely need 2 more positions (grade 13) and funding for contracts of about $200,000 to run various growth models as proposed in the waiver application. OSSE is currently restructuring the division to leverage existing positions. A complete analysis of additional funding needs will be completed once the waiver application is finalized with the US Department of Education.

   2. *Individuals with Disabilities Education Act (IDEA), Part C*

   The purpose of the IDEA Part C grant program is to deliver early intervention services to infants and toddlers with disabilities. This program targets children who are under age three and who need early intervening services because of known disabilities and/or developmental delays. Under IDEA, States must ensure that parents are not required to pay for the following activities: child find, the implementation of procedural safeguards, conducting evaluations and assessments, and the coordination of services related to the development, review, and evaluation of a child's Individualized Family Service Plan (IFSP).

As the District increases its child find efforts for children with disabilities under the age of three, the need to contract with additional service providers has increased significantly. Over the last two fiscal years, the Division of Special Education's Part C contractual needs have increased by more than 20%. This program is currently funded only through federal grant funds, which remain static. This spending may be further complicated if, as expected, the number of students receiving services under the Part C Early Intervention Program doubles in FY 2012. To ensure continued service delivery, the program will require additional funds to meet the increased demand and maintain compliance with IDEA Part C.

3. *Language Access Act of 2004*

All covered entities as defined by the DC Language Access Act are required to do the following:
1. Collect data on the language spoken by the Limited English Proficient (LEP)/Non-English Proficient (NEP) constituent populations they serve and encounter, or are likely to serve and encounter;
2. Assess the need for and offer oral language services; and
3. Provide written translation of vital documents into any non-English language spoken by a LEP/NEP population that constitutes 3 percent or 500 individuals, whichever is fewer, of the population served or encountered, or likely to be served or encountered by the covered entity.

OSSE is challenged to fully comply with the requirements of the Language Access Act of 2004. As budgets are reduced further, it is anticipated that the challenge will be increased.

Local

4. *District of Columbia Public School and Charter School Student Residency Fraud Prevention Amendment Act of 2011 (B19-0228)*

Bill 19-0228 requires OSSE to ensure that LEAs investigate student residency fraud cases and to refer any violations to the Office of the Attorney General for prosecution. Although the bill creates the District Student Residency Verification Fund to help fund enforcement activities concerning student residency and primary caregiver status verification, it is unclear what monies would be available to OSSE from the fund.

For FY 13, OSSE would require approximately $82,131 to implement the act per the below table:

PROJECTED FY13 FISCAL IMPACT OF BILL 19-0228		
RESOURCE	COST	COMMENTS
Dedicated FTE (Grade 12)	$73,749	Includes fringe benefits
Phone	$850	Hardware, installation fee, and annual service
Additional Enrollment Audit Contract Requirement	$500	Retain documentation on unverified residents
Supplies	$500	Office supplies
Equipment	$3266	Dedicated printer, toner, laptop, and PDA

PROJECTED FISCAL IMPACT	$82,131	

IV. Agency Programs and Policies

15) **Please describe any initiatives your agency implemented within FY11 or FY12, to date, to improve the internal operation of the agency or the interaction of the agency with outside parties. Please describe the results, or expected results, of each initiative.**

RESPONSE:

The attached table details agency initiatives to improve the internal operation of the agency or the interaction of the agency with outside parties:

FY11 and FY12 INITIATIVES TO IMPROVE INTERNAL OPERATIONS OR INTERACTION WITH OUTSIDE PARTIES		
FY	**INITIATIVE**	**RESULTS** *(Delivered and expected)*
Intergovernmental Affairs and Communications Teams		
12	*OSSE Review*	• OSSE started a monthly newsletter, the *OSSE Review*, that has been very well received and is updating staff and education partners on OSSE accomplishments, plans for the future, new hires and other pertinent details about what is going on at OSSE. • OSSE has received several supportive emails and comments from staff expressing that they feel more connected to the agency, that they appreciate knowing what is going in other departments, and how OSSE's work is impacting the District.
12	Twitter	• This outreach tool has been immensely valuable for creating two-way information exchange with education stakeholders and the public at large. OSSE currently has close to 600 followers and are on track to have over 1200 by the end of the year.
12	Council Special Briefing Series	• Twice monthly, OSSE leadership visits the Council to discuss policy, the implementation of new initiatives, and provide trainings on matters that will be helpful to Councilmembers as they develop their education agendae. • The series has been very well received. Past topics have included: ESEA Waiver Parts I and II, SLED Demonstration, and Leveraging Federal Funding in Support of Education Legislation.
11/12	State Board of Education – strengthened relationship	• OSSE has a designated point of contact for SBOE matters to facilitate responsiveness to requests and collaboration across the agency. • OSSE held its first-ever OSSE-SBOE Retreat, laying a foundation for strong OSSE-SBOE partnership. • OSSE designated a CFO contact for SBOE to improve SBOE access to budget information.

		Additionally, OSSE ensured that SBOE staff was offered SOARS and PASS training. OSSE also procured a P-Card for SBOE staff and has committed to developing the spending plan for SBOE funds in partnership with the SBOE President and her or his designee.
		• OSSE has received several supportive emails and comments from Board members. The group has been re-energized and their level of participation, support and commitment is very strong.
Early Childhood Education		
12	State Early Childhood Development Coordinating Council	• OSSE supports the State Early Childhood Development Coordinating Council in leading the development of a high quality, comprehensive system of early childhood care and education that ensures statewide coordination and collaboration among the wide array of early childhood programs and services in the District, including Head Start, child care and pre-kindergarten programs and services. Through this work, OSSE is able to leverage the support of numerous external and interagency partners in advancing the Mayor's agenda for early childhood education.
Elementary and Secondary Education		
12	Application Amendment Policy	• OSSE worked to create and implement an application amendment policy for local education agencies.
		• The purpose of this policy is to provide educational institutions with clear guidance and processes for amending any applications for OSSE funding.
		• The guidance has established a standardized format and timeframe for application amendments that has assisted in enabling education agencies to meet OSSE deadlines and drawdown requirements.
12	Reallocation Policy	• OSSE created and implemented a consolidated application funding reallocation policy for local educational agencies.
		• The purpose of this policy is to ensure that local educational agencies are drawing down funds in a timely and consistent manner, in order to lessen the amount of funds lapsed.
		• A local educational agency must meet certain drawdown percentages throughout the year in order to ensure that their money is not reallocated. The guidance has established a clear schedule and expectation of drawdown requests for the agencies and will help OSSE meet federal spending guidelines.
12	ESEA Flexibility	• OSSE developed an "ESEA Flexibility" request to

		seek a waiver of certain requirements of No Child Left Behind, in exchange for a comprehensive plan covering four principles provided by the U.S. Department of Education.
		• This opportunity was announced in September 2011 and OSSE will submit its application in February 2012, after several months of development in association with a broad range of education stakeholders across DC.
Post-Secondary Career Education		
11	Electronic interface between DCOneApp and Office of Tax and Revenue:	• In FY11, OSSE learned through customer service feedback that it needed to work with other District agencies to eliminate parents/students from traveling to other agencies to gather supporting documents to be deemed eligible for the DCTAG grants.
		• OSSE executed a Memorandum of Understanding with the Office of Tax and Revenue and proceeded to build an electronic interface between the DC OneApp and the Office of Tax and Revenue's data warehouse system to transmit the required data needed for students to be deemed eligible for District's grants.
		• The interaction between OSSE and Office of Tax and Revenue has improved efficiencies of processing applications. In FY11, 2,433 DCTAG applicants did not have to visit the Office of Tax and Revenue office because OSSE was able to access that data. The interface has also eliminated the volume of paper that was being generated and issued to parents and students to be deemed eligible for DCTAG.
Wellness and Nutrition		
11/12	USDA Team Nutrition Training Grant	• OSSE is implementing a self-sustaining coordinated nutrition education program to middle schools with at least 80% free and reduced price meal eligible students.
		• The program will align OSSE nutrition education standards with 4 core subjects in collaboration with partners American University, Farm to School Network and Howard University.
		• A teacher 3-credit summer college course will be held with American University, a farm to school cafeteria taste test project will be shared, and a foodservice professional development course will be conducted for vendors at Howard University.
12		• OSSE is implementing a wellness program in centers participating in the Child and Adult Care Food Program. OSSE has partnered with UDC to provide nutrition education training to child care

		providers, DC Hunger Solutions is developing a Wellness Resource Guide of best practices and Capital Area Food Bank is conducting food service trainings to target child care operators and family day care home providers.
**Division of Specialized Education**	
11/12	Increased stakeholder and LEA input associated with Special Education's Data Systems	• OSSE conducts an annual SEDS survey to solicit feedback from users, stakeholders, and the LEAs. • OSSE seeks input from LEAs while at key points during the course of development on all major systems. • OSSE maintains a SEDS message board and call center as additional avenues for soliciting and receiving feedback, and has help links in all major state systems • Each LEA has a designated data contact to provide individualized support
11/12	Increased outreach and assistance from the Special Education Monitoring and Compliance Unit	• OSSE has designated a state contact for all LEAs and Part C providers. These individuals maintain contact at regular intervals with their assigned LEAs/agencies. • Typically, agencies will be contacted by their monitor on a monthly basis, although some agencies request or require contact on a more frequent basis. Agency representatives have the opportunity to request clarification regarding regulatory requirements and findings of noncompliance as well as provide general feedback or make specific requests to the SEA through the state contact.
11/12	Enhanced transparency and public comment during Special Education policy formulation	• OSSE posts every proposed regulation or policy for public comment and holds two public hearings. • OSSE maintains a policy FAQ email address, distributed to all LEAs, monitored on a daily basis
11/12	Greater use of evaluations to improve training and technical assistance	• OSSE conducts training evaluations after all training sessions; these are used to inform planning for upcoming trainings
11/12	Overall increased community involvement and participation from LEAs and stakeholders	• OSSE publishes a monthly LEA newsletter which provides stakeholders with information about upcoming events and contact information • OSSE hosts monthly Part C provider meetings to ensure information sharing and problem-solving • OSSE hosts quarterly LEA special education meetings to provide leaders and staff with important information and training • OSSE facilitates regular meetings with two advisory groups: the Part C Interagency Coordinating Council (ICC) and the Part B Special Education Advisory Panel (SAP)

	Data Management	
12	Community Partnerships	• OSSE has developed partnerships with the research community to ensure that more research and reports are issued on the inputs of D.C. education • Develop strategies that lead to improved student achievement.
12	Performance Measures and Outcome Reports	• OSSE has developed performance measures and outcome reports for all funded programs including subsidized CBO early childcare, K12 programs, special education programs, grant compliance, CTE programs, literacy programs, and postsecondary outcomes for students.

16) **Please list each policy initiative of your agency during FY11 and FY12, to date. For each initiative please provide:**

a) **A detailed description of the program;**
b) **The name of the employee who is responsible for the program;**
c) **The total number of FTE's assigned to the program; and**
d) **The amount of funding budgeted to the program.**

RESPONSE:

EARLY CHILDHOOD EDUCATION
School Preparedness
   a) This team oversees professional development, Quality Rating Improvement Systems (QRIS), and Pre-k programs. These programs provide scholarships and continued learning opportunities for the early childhood workforce and promotes high quality programs and services for young children and their families.
   b) Marica Cox: Oversees school preparedness
   c) 21 FTEs
   d) $5.4 million

Licensing and Compliance
   a) This team oversees child care licensing, subsidies and investigations. These systems and supports ensure safe and healthy environments for young children and provide financial support for low income families seeking child care services.
   b) Larry Carr: Oversees licensing and compliance
   c) 21 FTEs
   d) $80 million

Family and Community Engagement
   a) This program is the connection to communities and families to share information about early childhood programs, services, and initiatives. This program ensures the engagement of families and communities to support early childhood development and school readiness.
   b) Dale Brown: Oversees family and community engagement

c) 2FTEs

d) $948,965

ELEMENTARY AND SECONDARY EDUCATION

Accreditation

    a) The Accreditation Unit is responsible for the development of policies or directives setting forth objective and verifiable standards for the approval, renewal, and revocation of approval of educator preparation and practicing teacher programs in the District of Columbia. Since the implementation of a new pathway for alternate route licensure programs as authorized by teacher licensure regulations effective January 9, 2009, OSSE has seen an increase in the number of high quality educator preparation programs offered in the District of Columbia. Prior to 2009, seven institutions of higher education were approved program providers. Currently, there are 13 approved program providers, including six non-profit agencies (two of the six programs were approved in FY 11). OSSE currently has two additional non-profit programs seeking state accreditation, and if approved would bring the total number of approved providers to fifteen. These programs cover all teaching subject areas, as well as programs for school administrators and support personnel (librarians, counselors and psychologists). Using Race to the Top funds, OSSE plans to create a Teacher Preparation Program Report Card that will include the linkage of a program's graduates/completers to the students they're serving in DC to better assess program quality and impact on student achievement.

    b) Person Responsible: Orman Feres

    c) Total FTEs: 2

    d) Budget: $12,500

Licensure

    a) The licensure unit is responsible for accurately processing licensure applications for teachers, school-based service providers (librarians, counselors, psychologists), and school administrators. In FY 2011, the licensure team processed 2886 applications and serviced 3923 walk-in and email clients.

    b) Person Responsible: Anthony Graham

    c) Total FTEs: 4.5

    d) Budget: $105,377

Educator Quality

    a) The Educator Licensure and Accreditation (ELA) unit implements processes related to the selection of the District of Columbia Teacher of the Year and the Milken Educator Awards. In addition, we also manage the National Board Certification subsidy fund program that provides up to $1250 in federal funds to teachers pursuing this prestigious national certification. Also, The ELA unit is the responsible office for the collection and reporting of statewide educator quality data that provides data for 14 federal reports, and various DC reports and researcher requests. Data includes educator demographic, salary, evaluation, licensure and highly qualified information.

    b) Person Responsible: Erika Lomax

       c) Total FTEs: 1.5
       d) Budget: $18,500

Race to the Top
       a) On August 24, 2010, the District of Columbia was one of 12 states awarded a Race to the Top grant by the U.S. Department of Education. This program required the District to develop a comprehensive reform initiative built around four assurance areas:
          o *Standards and assessments* – Supporting LEAs in transitioning to the Common Core Standards which provide LEAs with rigorous college and career ready expectations in reading and math.
          o *Data Access and Use* – Supporting LEAs in developing instructional improvement systems that help LEAs use data to inform instruction.
          o *Great teachers & leaders* - Improving the evaluation systems and building the supports necessary for our teachers and leaders to make sure all children have effective teachers and leaders.
          o *Turning around the lowest-performing schools* - Supporting the District LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.
       b) Person Responsible: Khalid Randolph
       c) Total FTEs: 4.0
       d) Budget: $74,998,962

Services for Transitory/Homeless Students
       a) Community Learning and School Support (CLASS) staff work to address problems that homeless children and youth face in enrolling, attending, and succeeding in school. The program has launched an extensive technical assistance initiative that has resulted in the identification of an additional 2000 homeless students over the past due two school years. This is increase is believed to be due to increased awareness, improved data collection and increasing economic challenges in the District. LEAs have received guidance during FY10 and FY11 to increase homeless students' participation in graduation activities and improve student access to funding for higher education. OSSE's Transitory/Homeless Program is currently working on the implementation of a data sharing agreement that will reduce the reporting burden on LEAs, shelters and CBOs and that will ensure that homeless students are identified and served in a timely manner. Staff are also working to identify foster students who may be eligible for transitory student services. OSSE's liaison provides technical assistance and guidance to more than 150 school level homeless liaisons, multiple shelters, and various community organizations serving more than 3500 students.
       b) Person Responsible: Ja'sent Brown
       c) Total FTEs: 1.1
       d) Budget: $80,659.00

Alternative Education and Services for Neglected and Delinquent Students

a) In accordance with Title I-Part D of the ESEA as amended, this program works to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet.   ELSEC staff are currently working with the Office of General Counsel to expand the definition of alternative education and to develop guidance to increase learning opportunities for the students who are not succeeding in the traditional classroom. In FY2011, more than 1000 students were adjudicated and were in residential programs.

b) Person Responsible: Sheryl Hamilton

c) Total FTEs: 0.8

d) Budget: $66,840.00

Community Learning Program

a) The Community Learning program provides oversight for the federally funded 21st Century Community Learning Program implemented at 43 program sites across the District. Program staff provide professional development for these centers which provide academic enrichment during extended learning periods (i.e. afterschool, before school, weekends, holidays). FY12 activities will focus on building more partnerships with community stakeholders. Staff is also working to implement data policies in compliance with local and federal requirements that will provide information requested by community stakeholders including truancy and disciplinary data.

b) Person Responsible: Sheryl Hamilton

c) Total FTEs: 2.1

d) Budget: $139,766.00

Homeschooling

a) The Homeschooling Unit administers and implements the District of Columbia's Home Schooling Program as detailed in chapter 52 of the DCHR. ELSE is working with the IT department to establish a more effective data management system that will better enable OSSE to monitor compliance. In addition, staff is developing guidance for homeschooling families regarding the process for portfolio reviews, a process that is implemented at the discretion of the OSSE in accordance with 5206.1 of the DCHR.

b) Person Responsible: Stephanie Thomas

c) Total FTEs: 0.2

d) Budget: $16,710.00

Educational Technology Program

a) ELSE staff provide oversight for the Enhancing Education through Technology program currently implemented at 4 charter schools and DCPS with the purpose of providing guidance and to Leas in support of the implementation and \ of comprehensive systems that use technology in elementary schools and secondary schools to improve student academic achievement. As members of the Education Technology Directors Association, OSSE staff will be working to address the issue of technology readiness for school participation in the computer-based assessment

systems they will be deploying starting in the 2014-15 school year. Among our activities has been advising the consortia and their contractor in developing a Technology Readiness Tool to assess school technology access and capacity. We believe the issue of sufficient access to technology, broadband, technical support and professional development is critically important for the consortia to address, with a clear focus on the potential impact on teaching and learning. Program staff will identify official State Readiness Coordinators (SAC) and teams to support implementation of the Technology Readiness Tool in the District.

b) Person Responsible: Valerie Brown
c) Total FTEs: 0.2
d) Budget: $16,710.00

Charter School Financing & Support

a) The Charter School Financing & Support unit is responsible for funding District of Columbia public charter schools in the areas of facility financing, start-up and implementation and quality programs. In FY 11, the unit provided over $36.2 million District of Columbia public charter schools for school construction, acquisition and renovation of 22 school facilities. In addition, the unit provided $3.45 million to improve targeted reading and math instruction in charter schools as well as $1.2 million to assist charter schools to increase the number of new campuses, thereby enhancing the number of seats available to students and families seeking a high quality education.
b) Person Responsible: Renee Evans
c) Total FTEs: 9
d) Budget: $23,673,235

Transition to Common Core State Standards

a) The Department of Standards, Assessment and Accountability (SEA) lead the state-wide implantation of the Common Core State Standards by providing analysis of the standards and professional development on the differentiating of instruction for the school year 2011 – 2012. SEA created a state team to review A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas in preparation for the adoption of the Next Generation Science Standards and will work with DCPS STEM Director and Science Specialist to lead an Elementary STEM Celebration for K-5 and work with various stakeholders and partners to promote awareness for STEM education in spring 2012. SEA will also undertake the review and revision of the graduation requirements in partnership with the State Board of Education and completed a comparative states analysis and policy brief to be voted on in 2012 with a phase in approach beginning 2012 – 2013.
b) Person Responsible: Tamara Reavis
c) Total FTEs: 3.0
d) Budget: $800,000

Assessments and Accountability

a) The Department of Standards, Assessments and Accountability is responsible for the design, development and administration of all state required assessments; calculating and reporting assessment results, accountability determinations; and participating in three assessment consortia to design and develop the next generation of assessments. SEA completed a comparative states analysis to update the Test Security Policy and Manual and in consultation with our Technical Advisory Committee increased rigor in the forensic data analysis to be implemented in school year 2010 – 2011 and 2011 – 2012. For the 2012 DC CASS administration, OSSE will transition the DC CASS in reading and composition to align to the Common Core State Standards in partnership with our vendor. OSSE will also offer DC CASS Reading in grades 2 and 9 and DC CASS math in grade 2 for the 2012 administration. This is optional for all Leas, with DCPS planning to administer in all schools and 15 charters to participate. SEA will align current entry points for DC CASS Alt in reading to the Common Core State Standards for use in 2011 – 2012 school years.
b) Person Responsible: Tamara Reavis
c) Total FTEs: 4.0
d) Budget: $4.2 million

POST-SECONDARY AND CAREER EDUCATION

Higher Education Financial Services (HEFTS):
a) "Smart College Choice" Initiative– This Initiative targets 9th to 12th graders to get them and their parents developing plans for college. The goal is increase access to and success in college for DC residents through efforts: Two colleges Expose offered twice a year to expose students to the college landscape and a PR campaign advising students about graduation rates.
b) Ken Howard is the "Smart College Choice" Initiative manager.
c) 2 FTEs
d) $30K (Federal)

DOTAGE High School Blitz
a) Outreach campaign targets the DC Public and Charter schools to make students aware of the both the financial aid opportunities available to them and to enable students to apply and obtain early award approval. This was done in two phases: informational and then direct application resulting in award approval.
b) Sir Walter Hemphill is the DCTAG High School Blitz program coordinator
c) 4 FTEs
d) None

OSSE Pre-College Workshops
a) Workshops, trade shows and various other types of outreach activities were conducted throughout the city for parental groups, college financial aid counselors, high school counselors; college access provider organizations, Congressional Offices, various District Government agencies (both for staff

and clients), private school groups, fraternities and sororities, numerous churches, major public events and others. The sessions were conducted to make the public aware of the benefits of both the federal and district forms of financial assistance that is available to assist with the financial burden of higher education.

b) Kenneth Howard is the Pre-College Workshop manager
c) 4 FTEs
d) None

DCTAG Administration

a) The DC Tuition Assistance Program (DCTAG): District residents are provided grants up to $10,000 toward the difference between in-state and out-of-state tuition at public four-year colleges and universities throughout the US, USVI and Puerto Rico. DCTAG also provides up to $2,500 per academic year toward tuition at private colleges in the Washington, DC Metropolitan area, private Historically Black Colleges and Universities (HBCUs) nationwide and two-year colleges nationwide. Currently DCTAG has students attending over 600 colleges and universities.
b) William Henderson in the DCTAG Program Manager
c) 8 FTEs
d) $32M

DCTAG Boot Camp

a) This is an annual workshop in collaboration with the District of Columbia College Access Program (DC-CAP) OSSE will be hosting an, "The Pre-College Experience" on July 14th and 28th, 2012. This event is specifically designed for first-year DCTAG freshmen and their parents in order to provide them with information on how to be successful in college.
b) Ken Howard is the DCTAG Boot Camp Program Manager
c) 1.5 FTEs
d) None

College Access Challenge Grant Administration

a) The College Access Challenge Grant ("CACG") Program is a formula grant program administered by the United States Department of Education that is designed to foster partnerships among Federal, State and local government entities and philanthropic organizations to significantly increase the number of underrepresented students who enter and remain in postsecondary education.
b) Melissa McKnight in the College Access Challenge Grant Program Coordinator
c) 1 FTE
d) $2.25M

College Retention Initiative

a) Pilot program aimed at increasing retention rates at three universities who serve DCTAG students by linking students with peer mentors to assist them in navigating the college experience and ensuring they take advantage of all available campus and community resources.
b) Melissa McKnight is the College Retention Program Coordinator

c) 3.5 FTEs

d) $50K

Adult and Family Education

a) The Adult and Family Education office grants federal and local dollars to 22 community-based organizations for the provision of adult education services including Adult Basic Education (ABE), English literacy programs (ESL), GED/NEDP preparation, and workforce literacy. Its goal is to provide educational and career advancement opportunities for adult learners with varying literacy levels

b) Julia Michelle Johnson is the State Director of Adult and Family Education

c) 4

d) $5,122,182.31

GED Testing and Verifications (GEDTV)

a) GEDTV is the single source for administering the Official GED Tests and issuing authentic GED credentials in the District of Columbia. GEDTV is also responsible for the maintenance and storage of GED testing records and for verifying scores in response to pubic inquiries.

b) Philip PremDas is the GED Administrator and Chief Examiner for DC

c) 3

d) $333,737.63

Education Licensure Commission

a) The ELC is a five-member Mayoral appointed regulatory authority. The ELC evaluates institutions for quality, ethical business practices, fiscal responsibility, health, and safety to protect students against deceptive, unethical and fraudulent educational institutions. Its objective is to measurably improve the operational quality of the Education Licensure Commission as it exercises regulatory authority over postsecondary institutions operating in the District to ensure educational excellence and consumer protection.

b) Robin Jenkins is Director of the ELC

c) 4

d) $478,331.89

DIVISION OF SPECIALIZED EDUCATION

Office of the Assistant Superintendent

a) This Office provides general oversight and guidance, while supporting the Division of Specialized Education units below in pursuit of OSSE's mission and all special education programs.

b) Dr. Amy Maisterra is the Assistant Superintendent of Specialized Education

c) 6 FTEs

d) $1.3 M

Training and Technical Assistance (TTA)

a) TTA is responsible for providing training and technical assistance to LEAs and other public agencies serving students with disabilities to ensure staff of

those agencies are equipped to meet the needs of students and ensure compliance with all aspects of IDEA.

    b) Chandra Williams is the Director of Training and Technical Assistance

    c) 9 FTEs

    d) $1.5M

IDEA Part C Early Intervention Program

    a) This program is responsible for the implementation and oversight of a statewide, comprehensive, coordinated, multidisciplinary, and interagency system of early intervention services for infants and toddlers with disabilities and their families.

    b) Jerri Johnson-Stewart is the Director of the IDEA Part C Early Intervention Program

    c) 18 FTEs

    d) $2.6M

Policy and System Initiative

    a) This program is responsible for developing and revising special education policies and regulations, coordinating with internal District government agencies and community partners to ensure that all District students receive FAPE, and developing and administering procedures to ensure that students are educated in the least restrictive environment appropriate to meet their needs.

    b) Yuliana Del Arroyo, Yvonne Smith, and Grace Chien are the managers of this program.

    c) 9 FTEs

    d) $1.4 M

Fiscal Policy and Grants Management (OFPGM)

    a) OFPGM is responsible for developing and implementing Parts B and C of IDEA's fiscal grant policies and procedures, developing and managing the application process and the allocation of flow-through grant funds to IDEA sub-recipients, resolving past federal A-133 audit findings, and developing and managing the DSE's local, court ordered, and federal funds.

    b) Zita Rostas is the is the Director of OFPGM

    c) 6 FTEs

    d) $21M

Monitoring and Compliance Unit

    a) This program is responsible for ensuring full implementation of Individuals with Disabilities Education Act requirements (IDEA) in all LEAs, through the establishment of a system of monitoring.

    b) Mary Boatright is the Director of Monitoring and Compliance

    c) 13 FTEs

      d) $1.4M

Blackman Jones
      a) These funds ensure adherence to the Blackman-Jones Consent Decree and Alternative Dispute Resolution (ADR) agreements related to federal civil class actions No. 97-1692 & 97- 2402, Mikeisha Blackman, et al., v. District of Columbia, et al. The division is responsible for managing the expenditure of these funds.
      b) Dr. Amy Maisterra provides management and oversight of the Blackman-Jones funds.
      c) 0 FTEs
      d) $8.2M

Incarcerated Youth
      a) These funds for Incarcerated Youth are administered through an intra-District agreement with the District of Columbia Public Schools. These funds are used to ensure compliance with IDEA for incarcerated students attending the DC Jail School and continued compliance with the J.C. vs Vance case
      b) Dr. Amy Maisterra provides management and oversight of the Incarcerated Youth funds.
      c) 0 FTEs
      d) $0.9M

WELLNESS AND NUTRITION
School Programs
      a) This team oversees the following U.S. Department of Agriculture (USDA) programs; National School Lunch, School Breakfast, After School Snack, Summer Food Service, Food Distribution, Fresh Fruits and Vegetables and The Emergency Food Assistance Program. In addition, this team oversees the administration of the school meals portion of the DC Healthy Schools Act. These programs serve to improve the health of DC children by providing nutritious meals and milk in schools and during the summer.
      b) Latisha Savoy is the School Programs Manager
      c) 11 FTEs
      d) $39M

Child and Adult Care Food Program
      a) This team oversees the following U.S. Department of Agriculture (USDA) programs; Child Care Food, Adult Day Care Food, At Risk Snack Program, and After School Supper Program. These programs ensure that children and adults in licensed day care facilities and in afterschool programs have nutritious meals each day.
      b) Norma Birckhead is the Child and Adult Care Food Program Manager
      c) 5 FTEs
      d) $7.8M

Nutrition Programs
     a) This team oversees the nutrition, farm-to-school, school gardens, health and wellness and environmental components of the USDA School and Child and Adult Care Food Programs and the DC Healthy Schools Act. This team works to improve the health, wellness and nutrition of DC children.
     b) Dawanna James-Holly is the Nutrition Program Manager
     c) 4 FTEs
     d) $1M

Healthy Youth Development
     a) This team works with schools, students, families and community based organizations in order to improve the overall health of students in the D.C. schools. They are responsible for the U.S Department of Health and Human Services Adolescent Health and Personal Responsibility Education Program grants and the physical and health education components of the DC Healthy Schools Act.
     b) Sandra Schlicker is responsible for this program
     c) 5 FTEs
     d) $2M

Statewide Athletics
     a) This team coordinates LEA sports programs and guides the development of an athletic program that will provide the best possible academic, health and physical education experiences for each student.
     b) Clark Ray is responsible for this program
     c) 1 FTEs
     d) 0

17) **Please provide a list of all studies, research papers, and analyses the agency prepared, or contracted for, during FY11 and FY12, to date. Please state the status and purpose of each.**

RESPONSE:

EARLY CHILDHOOD EDUCATION
- In FY 11, OSSE conducted the *Risk and Reach Assessment* to assess ECE programs to assure services provided are reaching the families with the greatest needs by comparing the prevalence of selected risk factors in families with young children (by Ward and zip code) to the availability/reach of the supports and services ECE provides. This Assessment is available at: http://osse.dc.gov/service/early-childhood-education

- In FY11, OSSE conducted the *Pre-kindergarten Capacity Audit 2011*, an annual capacity audit of pre-k programs in all sectors in accordance with the Pre-K Enhancement and Expansion Amendment Act of 2008. Data from this audit informs the enhancement and expansion initiatives of OSSE. This Audit is available at: http://osse.dc.gov/service/early-childhood-education

- In FY 11, OSSE submitted *regular reports to the federal government* as a grant requirement for the Child Care and Development Fund, Head Start, and the

American Recovery and Reinvestment Act of 2009. OSSE uses the advanced statistical analysis services of our research partners to respond to these federal requests as well as to conduct sophisticated statistical analysis and data computations to inform OSSE strategic planning. These reports are available at: http://osse.dc.gov/service/early-childhood-education

- In FY11, OSSE conducted an *Evaluation of the Pre-Kindergarten Enhancement and Expansion Program 2010-2011* and *Evaluation of the Child Care Subsidy Program 2010-2011*. These evaluations assessed the quality of pre-kindergarten classrooms and Child Care Subsidy. The data collected are used to evaluate providers, inform quality improvement and identify professional development needs. These evaluations are available at:http://osse.dc.gov/service/early-childhood-education

- In FY11, OSSE submitted *annual expansion and enhancement reports* that detail the achievements as measured against the benchmarks developed the previous year. This report will be available online march 2012.

ELEMENTARY AND SECONDARY EDUCATION
In FY11, OSSE conducted a school wide growth analysis entitled "Academic Growth in the District of Columbia: 2009-2010 and 2010 – 2011." This analysis was used to assess the performance of DC schools in terms of their ability to improve student achievement. The analysis has not yet been released, but OSSE hopes to release it this spring.

- For FY12, OSSE is participating in an ongoing study by Mathematica, commissioned by the U.S. Department of Education, on school turnarounds under the School Improvement Grant and Race to the Top programs. This analysis will be used to examine how Race to the Top and School Improvement Grant programs are implemented and whether they improve student outcomes. The expected completion date is 2014.

- For FY12, OSSE is working with the Surveys of Enacted Curriculum and Council of Chief State School Officers to conduct a consequential validity study of the District of Columbia Comprehensive Assessment System. This analysis will be used to determine the consequential validity of the DC CAS for Peer Review. The expected completion date for the first report is June 2012, and the study is ongoing for subsequent years.

- For FY12, OSSE has been notified of its inclusion in a Teacher Equity study to be completed in 2012 by the U.S. Department of Education through a contract with American Institutes for Research. This study will be used to analyze information on state and district efforts to measure and improve teacher quality for low-income and/or minority students. The expected completion date is March 2013.

- For FY 12, OSSE is completing a study of the impact of 21st Century Community Learning Centers impact on student achievement to be completed by December 2012. The information will used to identify best practices to be shared with community based organizations serving District students. The expected completion date is to be completed by December 2012.

POST-SECONDARY & CAREER EDUCATION

- In FY11, OSSE commissioned the Fuller Study, "Workforce Trends In and Occupational Forecasts for the District of Columbia 2010 – 2020". This analysis was used to define the true workforce and job openings specifically of the District of Columbia over the next ten years. In particular, the needs of the federal government with a 28% retirement and vacancy rate within the District of Columbia. This information was made available to all stakeholders such as: DOES, DCPS, DCPCHS, DC City Council, Brookings Institution, Federal City Council, D.C. Chamber, WIC, etc. The analysis is available at Office of Post-Secondary and Career Education, 810 First Street, NE Third Floor, Attn: Monica L. Freeman at monical.freeman@dc.gov.

- For FY 12, OSSE will prepare an annual analysis of the work of the Adult and Family Literacy team as part of the department's reporting requirements to the U.S. Department of Education. The analysis includes the number of adults participating in adult literacy programs, the demographics on program participants, the educational levels that are attained in the given year, and the degree to which the Adult and Family Literacy department has met established goals. The expected completion date is December 31, 2012.

DIVISION OF SPECIALIZED EDUCATION
- In FY 12, OSSE contracted with American Institutes for Research (AIR) to conduct a Special Education Quality Review Study: *Innovation in Special Education*. The goal of this study is to identify best practices for serving students with disabilities and to identify replicable models for special education service delivery that can be brought to scale in the District. AIR will also assess challenges to special education service delivery and provide recommendations for system and school-level reform to support improved service delivery for students with disabilities. By identifying these strategies and approaches, it is our hope that this work will create a common understanding of program quality among District stakeholders and a road-map for expanding high quality special education options for students. The expected completion date is January 2013.

WELLNESS AND NUTRITION SERVICES
- In FY11, OSSE contracted with Macro International to administer the 2010 CDC Youth Risk Behavior Survey in DCPS. Data from this survey is utilized by OSSE in working with schools to improve their health programs. Results of this survey for DCPS high school students are available at http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/YRBSHSDescriptivesldies.pdf

- In FY11 and again in FY12, OSSE developed an online School Health Profile that each school is required by the Healthy Schools Act to complete annually. Data from this questionnaire are utilized by OSSE in working with the schools to continually improve their school health programs and to update the Mayor, the Council and the Healthy Schools and Youth Commission. The FY11 report is available at http://osse.dc.gov/publication/healthy-school-act-report-city-council

18) **Please explain the impact on your agency of any legislation passed at the federal level during FY11 or FY12, to date.**

US Department of Education amended the Family Education Right and Privacy Act (FERPA) regulations to clarify the limited circumstances under which SEAs and LEAs may disclose student information to assess the effectiveness of State and Federally-funded education programs. The regulations were amended to ensure that finite resources are invested wisely by providing SEAs and LEAs the ability to disclose student data to evaluate the effectiveness of publicly-funded education programs. The impact to OSSE is that OSSE can now:

- Conduct studies for or on behalf of LEAs in State
- Designate post-secondary institution as authorized rep in evaluating preparedness of high school grads
- Provide information to state or federally-funded early childhood education programs on how well their students perform in kindergarten

19) **Please list all regulations for which the agency is responsible for oversight or implementation. Please list by chapter and subject heading, including the date of the most recent revision.**

   RESPONSE:

   CHAPTER, SUBJECT HEADING, DATE OF REVISION
   - 5-A21, COMPULSORY EDUCATION AND SCHOOL ATTENDANCE, 11/20/2009
   - 5-A23, STATE-WIDE ACADEMIC ASSESSMENTS, 5/22/2009
   - 5-A27, INTERSCHOLASTIC ATHLETICS, 12/16/2011
   - 5-A28, CERTIFICATES OF APPROVAL FOR NONPUBLIC SPECIAL EDUCATION SCHOOLS AND PROGRAMS SERVING STUDENTS WITH DISABILITIES FUNDED BY THE DISTRICT OF COLUMBIA AND SPECIAL EDUCATION RATES, 10/8/2010
   - 5-A28, NONPUBLIC SPECIAL EDUCATION SCHOOLS AND PROGRAMS SERVING STUDENTS WITH DISABILITIES FUNDED BY THE DISTRICT OF COLUMBIA AND SPECIAL EDUCATION RATES, 7/1/2011
   - 5-A34, PRE-K ENHANCEMENT AND EXPANSION PROGRAM ASSISTANCE GRANTS 10/15/2010
   - 5-A50, RESIDENCY VERIFICATION FOR PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS, 3/27/2009
   - 5-A51, NON RESIDENTS ATTENDING DISTRICT OF COLUMBIA PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS, 4/3/2009
   - 5-A54, APPEAL PROCEDURES FOR DENIAL OF A PETITION TO ESTABLISH A DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL, 5/22/2009
   - 5-A80, POSTSECONDARY DEGREE GRANTING EDUCATIONAL INSTITUTIONS, 3/18/2011
   - 5-A81, POSTSECONDARY NON-DEGREE SCHOOLS, 1/27/2012
   - 5-A82, ORGANIZATION AND PROCEDURES OF THE EDUCATION LICENSURE COMMISSION, 1/18/1991
   - 5-B24, STUDENT RIGHTS AND RESPONSIBILITIES, 8/20/2010
   - 5-B25, STUDENT DISCIPLINE, 8/14/2009
   - 5-B34, FREEDOM OF INFORMATION, 6/5/2009
   - 5-C25, CREDIT ENHANCEMENT FUND GRANTS, 10/19/2001
   - 5-C26, CREDIT ENHANCEMENT FUND COMMITTEE GRANTS, 10/26/2001
   - 5-E3, EDUCATIONAL AND OPERATING POLICIES, 11/20/2009
   - 5-E4, COMMUNITY INVOLVEMENT IN EDUCATION, 8/1/2003
   - 5-E5, ADMINISTRATION AND MANAGEMENT, 11/27/2002

- 5-E6, LABOR RELATIONS, 2/3/1978
- 5-E7, COLLECTIVE BARGAINING, 5/5/1978
- 5-E8, EMPLOYEE GRIEVANCE PROCEDURES, 8/2/2002
- 5-E9, PUBLIC CHARTER SCHOOL POLICIES, 10/3/2008
- 5-E10, GENERAL PERSONNEL POLICIES, 1/1/2009
- 5-E11, CLASSIFICATION, COMPENSATION, AND PROMOTION, 6/23/2000
- 5-E12, LEAVE AND BENEFITS, 1/29/1999
- 5-E13, CONDITIONS OF EMPLOYMENT, 1/9/2009
- 5-E14, ADVERSE ACTIONS, 8/2/2002
- 5-E15, REDUCTION IN FORCE, 6/28/2002
- 5-E16, LICENSE REQUIREMENTS, 1/9/2009
- 5-E20, ADMISSION OF STUDENTS, 11/20/2009
- 5-E21, ATTENDANCE AND TRANSFERS, 1/6/2012
- 5-E22, GRADES, PROMOTION, AND GRADUATION, 9/30/2011
- 5-E23, CURRICULUM AND TESTING, 9/14/2011
- 5-E24, STUDENT RIGHTS AND RESPONSIBILITIES, 8/20/2010
- 5-E26, STUDENT RECORDS, 2/18/2000
- 5-E27, INTERSCHOLASTIC ATHLETICS, 12/16/2011
- 5-E30, EDUCATION OF THE HANDICAPPED, 1/22/2010
- 5-E31, EDUCATION OF LANGUAGE MINORITY STUDENTS, 10/1/1993
- 5-E34, FREEDOM OF INFORMATION, (reserved)
- 5-E35, SCHOOL BUILDING AND GROUNDS, 11/23/2005
- 5-E36, CLOSING PUBLIC SCHOOL BUILDINGS, 7/29/1990
- 5-E37, PROCUREMENT AND NEGOTIATED SERVICES CONTRACTS, 3/31/2006
- 5-E38, STATE EDUCATION AGENCY FUNCTIONS OF THE BOARD OF EDUCATION, 10/8/2010
- 5-E50, RESIDENCY VERIFICATION FOR PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS, (reserved)
- 5-E52, DISTRICT OF COLUMBIA HOME SCHOOLING, 7/25/2008
- 5-E53, PUBLIC SCHOOL IMMUNIZATION PROCEDURES AND REQUIREMENTS, 10/3/2008
- 29-3, CHILD DEVELOPMENT FACILITIES, 1/22/2010

20) **Did the agency meet the objectives set forth in the performance plan for FY11? Please provide a narrative description of what actions the agency undertook to meet the key performance indicators or any reasons why such indicators were not met.**

RESPONSE:

Please see the attached FY11 Performance Plan Close-out.

21) **Please list and describe any ongoing investigations, studies, audits, or reports on your agency or any employee of your agency, or any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed during FY11 or FY12, to date.**

RESPONSE:

- Currently, OSSE has no outstanding 'Management Alert Reports' or 'Reports of Investigations' outstanding.

- In FY12, the United States Department of Justice Investigation commenced investigation of an allegation that District of Columbia Public Charter Schools engage in discrimination against disabled students in their enrollment process. The allegation is confirmed as the investigation is ongoing. Reference: DJ 169-16-9/Bazelon Center for Mental Health

- In FY11, the District of Columbia Office of Inspector General (OIG) completed the investigation of anonymous complaint alleging improper hiring of family members and identified a DOT bus driver alleged never to have driven a bus. Reference: OIG inquiry 9/2011.

- In FY11, the OIG completed the investigation of an employee maintaining outside employment that potentially conflicted with a tour of duty without taking leave. The investigation found that the concerns were not substantiated. Reference: OIG inquiry 3/2011.

- In FY11 and FY12, the OIG issued executive summaries in OSSE personnel misconduct investigations: 6/2011; 8/2011; 1/2012; 1/2012. As a result, OSSE received, verified, and issued Notices of Termination.

22) **Please identify all recommendations identified by the Office of the Inspector General, D.C. Auditor, or other federal or local oversight entities during the previous 3 years. Please note what actions have been taken to address these recommendations.**

RESPONSE:

OSSE has no outstanding no outstanding recommendations or findings from the D.C. Office of Inspector General from FY2010-FY2012 that remain outstanding or that have not been implemented. OSSE has had the following recommendations issue within the past three years and has resolved each one as indicated:

US Department of Education
i) Please see Attachment 24 – Federal Finding Summary (2009-2012). The attached chart shows all of OSSE's federal findings for the previous three years, 2009 to 2012. OSSE considers all findings "resolved," and the agency is waiting for closure confirmation from the US Department of Education. This federal confirmation can take varying lengths of time. OSSE would like to point out that it had only five A-133 Single Audit findings in its last audit (2010) and zero questioned costs. This is a substantial improvement from previous years.

ii) In FY11, the U.S. Government Accountability Office, 11/ 2010, issued a report on District of Columbia Education: "Agencies Have Enhanced Internal Controls Over Federal Payments for School Improvement, But More Consistent Monitoring Needed", Report GAO-11-16. The report contained two recommendations for executive action: one for OSSE, one for DCPS.

  - *Recommendation for OSSE:* (Mayor) Direct the State Superintendent of Education to establish and implement written policies and procedures for monitoring federal payment grantees. These policies and procedures, which can draw from OSSE's general monitoring practices, should outline OSSE's practices

for how staff should document and maintain records of monitoring activities and identify other measures to ensure that grant monitoring is appropriately and consistently implemented.

- *Response:* The Office of Public Charter School Financing and Support (OPCSFS) has developed on-site monitoring tools, consolidated monitoring schedule, findings report, tracking receipt of progress reports, and grant file checklists. OSSE is currently finalizing the consolidation of all tools with our federal monitoring guidance for a comprehensive OPCSFS monitoring handbook.

District of Columbia Auditor (re: Early Childhood Education)

iii) In FY10, the DC Auditor issued a finding on whether OSSE performed periodic reviews of data in its participant database and whether OSSE obtained complete information to make proper income eligibility determinations. In response, OSSE completed an audit of payment authorizations in June 2010. The findings were used to update internal trainings and procedures, as well as the facilitation of a review of internal control eligibility determination procedures to determine accuracy. The DC auditor closed this finding.

iv) In FY10, the DC Auditor issued a finding on whether OSSE had properly identified federal award information to its sub-recipients. In response, OSSE changed the format if its grant award notification documents. As of June 2010, all OSSE grant award notification documents include the "CFDA#" as part of the issuance process. The DC auditor closed this finding.

23) **What has the agency done in the past year to make the activities of the agency more transparent to the public? In addition, please identify ways in which the activities of the agency and information retained by the agency could be made more transparent.**

RESPONSE:

With the recent additions of the Communications, Intergovernmental Affairs, and Data Management Team Directors, OSSE is well poised to bring full transparency to OSSE activities for the benefit of students, families, educators, and policymakers alike:

Policies
The Office of the State Superintendent of Education is poised to provide both the full transparency for and proactive disclosure of agency activities, events and programs to the benefit of District students, families, educators, and policymakers alike.

- *The OSSE Division of Communications* hired a new Director and specialists with expertise in education, public engagement, marketing and media relations to expand outreach capacity, agency transparency and public reach throughout the District of Columbia. The division also revamped the agency website, launched several social media platforms and established ward-specific neighborhood and community email list serves to encourage two-way public dialogue and feedback.

- *The OSSE Division of Data Management* hired a new Director to analyze existing agency information, receive reporting data from agency divisions and create

new assessment systems to measure results for full transparency and accountability to the public.

- *The OSSE Division of Intergovernmental Affairs* hired a new Director to cultivate a culture of transparency by connecting the agency to city elected officials as well as inter-agency and external stakeholders. As primary liaison to the Executive Office of the Mayor and D.C. Council, the division also distributes monthly newsletters to District stakeholders and scheduled bi-monthly meetings with Ward Councilmembers to address ongoing issues and requests relevant to ward constituents.

- *The OSSE Division of Student Transportation* hired a new Director to oversee performance metrics and increase public transparency by installing a comprehensive navigation system to monitor student travel, analyze bus route efficiency, improve operations and provide real-time response to the agency and public through the division's parent resource call center.

Data

OSSE will focus on making existing public information (e.g. school report cards) more usable and meaningful over time. Additionally OSSE developed partnerships with the research community to ensure that more research and reports are issued on the inputs of D.C. education, including strategies that lead to improved student achievement.

Finally OSSE will develop performance measures and outcome reports for all funded programs including subsidized CBO early childcare, K12 programs, special education programs, grant compliance, CTE programs, literacy programs, and postsecondary outcomes for students.

24) **Please identify any statutory or regulatory impediments to your agency's operations.**

RESPONSE:

Potential statutory or regulatory impediments to OSSE operations affect the Divisions of Early Childhood Education:

EARLY CHILDHOOD EDUCATION
- *Revising Civil Infractions* - The Civil Infractions, DCMR, Title 16, Chapter 36, were not revised in 2007 when the Department of Health revised DCMR, Title 29, Chapter 3. This resulted in a system where the civil infractions were not aligned with the D.C. child development facility regulations. The Civil Infractions Regulations must be revised and updated to reflect OSSE oversight of child development facilities and to bring the civil infractions into accordance with the child development facility regulations. The prior administration elected not to move forward on revising and updating the civil infractions, which greatly hampers the ability of the Child Care Licensing Unit to enforce infractions short of summary suspensions.

25) **How does the agency solicit feedback from customers? Please describe.**

The Office of the State Superintendent of Education has multiple measures in place to invite, facilitate, encourage and implement feedback from customers and create a proactive platform for two-way communication with the public.

- *Focus Groups* specific to each division's programs meet regularly for stakeholder engagement, planning and information sharing.
- *Working Groups* have been established for inter-division, inter-agency and external organization leaders to receive input from program managers and administrators on current strengths and areas for improvement.
- *Customer Service Surveys* have been distributed electronically and paper feedback forms are prominently displayed in reception areas of each division. Assessment and evaluation surveys are also distributed among division-specific mailing lists throughout the agency on behalf of customers without digital access.
- *Neighborhood and Community Email List Serves* are frequently utilized to submit agency information, monitor trending topics of discussion and provide responses when appropriate.
- *Social Media Platforms* have been launched to create a real-time forum for feedback and a virtual clearinghouse for responses and solutions to customer questions.
- *A Language Access Line Translation Service* has been retained to provide full-time interpreter access to Non-English Speakers needing assistance. Additionally, Limited English Proficiency (LEP) protocol has also been instituted by our agency customer service team and published in our agency wide communications and style guide.

a) **What has the agency learned from this feedback?**

RESPONSE:

As a result of directly receiving regular feedback, OSSE was able to validate the practices and services that work, as well as better identify areas that needed improvement, directly from the customers for which the services were intended. By fostering an environment of two-way communication, we were able to instantly course-correct and improve services based on customer feedback, as well as follow up to see if the changes provided the intended results.

b) **How has the agency changed its practices as a result of such feedback?**

RESPONSE:

As a result of directly receiving regular feedback, our agency has been able to implement many of the suggestions proposed by our customers, decreasing redundancy, increasing productivity and participation, saving money, promoting collaboration and providing a sense of 'ownership' in that customers feel vested in the decision-making process.

26) **Does OSSE have a plan to improve the quality of and access to career and technical education programs for students? If so, please provide details, including whether or not OSSE will ensure that all career and technical education programs provide students with professional certification and/or college credit.**

RESPONSE:

OSSE is committed to improving the quality of and the accessibility to career and technical education for public school students and adults in public school facilities.

- *Microsoft IT Academy* – OSSE is working with the Community College of UDC and DCPS through HD Woodson Senior High School to establish a pilot program for a Microsoft IT Academy. With financial support from OSSE and in-kind support from Microsoft this 90 day pilot program will serve 28 high school students during the day and 28 DC adults after school hours in introductory Microsoft Skills. Each successful graduate will be certified by Microsoft. Should this program prove successful OSSE will endeavor to work with DCPS, DCPCHS and UDC/CC to expand this program to more high school students through the core curriculum and more adults in after school programs. Also, OSSE will work with partners to expand course offerings to go beyond introductory IT skills and layer more advanced courses for both students and adults in all communities.

- *P20 Consideration of Career and Technical Education* –There is an on-going discussion concerning the future of all Career and Technical education in both DCPS and DCPCS as part of the P-20 Initiative and under the leadership of the Office of the Deputy Mayor for Education. Long term plans to standardize the delivery of career and technical education to students and adults include: certifications, partnerships with industry through the Wigand dual enrollment with higher education with college credit.

- *Perkins Fund from the US Department of Labor* – OSSE is the State recipient for Federal Perkins money. This money goes to the DCPS as well as directly to applicants from DCPCS. OSSE is moving toward a more strategic application and use of these funds. Please see attached chart.

CTE Program Area	OSSE's Goals for Career and Technical Education Program Quality in D.C. FY 2012—2017
Career Pathways	- Provide technical assistance to LEAs on the development of programs of study - Provide guidance on "high need and high wage" targeted fields
Articulation Agreements	- Provide guidance and support for post-secondary articulation agreements. They are agreements between high schools and colleges, technical schools and universities for dual enrollment purposes. OSSE provides guidance in the conversation between the high schools and institutions
Career and Technical Student Organizations (CTSO)	- Provide state level leadership in the oversight of Career and Technical Student Organizations.
Industry Certifications	- Provide state level training on industry certification preparation of students and

	PD for faculty
Business Partnerships	- Create business partnerships to offer D.C. students access to opportunities: internships, employment, job shadowing, apprenticeships, mentors and financial supports
Industry Councils	- Create councils that provide industry guidance on curriculum, workforce trends, and expectations of graduates
Programs of Study	- To create benchmark of a sequence of courses that will offer students: (1) preparation for industry certification exams (2) courses that may be considered for articulation with colleges and universities (3) offer students a continuum of coursework for college and/or career success

27) **OSSE has proposed regulations regarding student discipline that would apply to all LEAs. When will OSSE promulgate final regulations regarding student discipline that will apply to at all LEAs?**

RESPONSE:

OSSE anticipates issuing revised proposed regulations with final promulgation no later than the end of FY12.

28) **Please quantify the number of homeless students identified through OSSE's McKinney-Vento program in the:**

a) **2008-09 school year;**
b) **2009-10 school year;**
c) **2010-11 school year; and**
d) **2011-2012 school year, to date.**

RESPONSE:

School Year	Number of homeless students
2008-09	950
2009-10	2,477
2010-11	3,058
2011-12	Data not yet available

29) **Please provide the following information regarding DC foster children who are enrolled in out-of-District (e.g., Maryland) public schools.**

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

RESPONSE:

As of January 31, 2012, there are approximately 352 children in foster care for whom OSSE processes payments and who are currently enrolled in out-of-District public schools or residential treatment centers and receiving general education services. This figure is based on data OSSE receives from the Child and Family Services Agency.

Surrounding County Public Schools	Number of Students
Anne Arundel Public Schools	2
Baltimore City Public Schools	2
Charles County Public Schools	27
Dorchester County Public Schools	1
Fairfax County Public Schools	2
Howard County Public Schools	3
Montgomery County Public Schools	9
Prince Georges County Public Schools	285
Prince William County Public Schools	1
St. Charles County Public Schools	1
Out of State County Public Schools	**Number of Students**
Brunswick County Public Schools (North Carolina)	2
Carrollton-Farmers Independent School District (Texas)	1
Gwinnett County Public Schools (Georgia)	1
Henrico County Public Schools (Richmond, VA)	1
Kemper County Public Schools (Mississippi)	1
Middletown City Public Schools (New York)	1
New York Public Schools	1
Pittsburg Unified School District (California)	3
Residential Treatment Centers	**Number of Students**
Devereux Georgia	1
Grafton	1
Jackson Feild Homes (correct spelling of school name)	1
St. Ann's Infant Home	3
Youth for Tomorrow	1
Youth Villages	1
Total	**352**

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

RESPONSE:

The number of foster children currently enrolled in out-of-District public schools and receiving special education services is approximately 114. This figure is based on preliminary Annual Enrollment Audit data and the most recent invoice from Prince George's County Public school and includes enrollments in the following counties: Anne Arundel, Charles, Fairfax, Henrico, Howard, Montgomery and Prince George's.

c) What data does OSSE track regarding foster children enrolled in out-of-District public schools? Does OSSE have plans to track any additional data?

RESPONSE:

OSSE currently tracks data regarding foster children enrolled in out-of-District public schools through the invoice-verification process. Each time an invoice is received from a surrounding jurisdiction, OSSE sends it to the Child and Family Services Agency (CFSA) for verification that each student is under CFSA jurisdiction. This is done both to confirm District residency prior to invoice payment and because, under Maryland law, surrounding counties are not permitted to charge the District for children living in pre-adoptive foster homes or in homes where guardianship has been finalized.

Future Plans to Track Data
In terms of educational data, OSSE has been working closely with the Child and Family Services Agency develop mechanisms to track and improve educational outcomes and educational stability for all foster children, not just children attending schools in surrounding jurisdictions. OSSE and CFSA staff are in routine communication and are also key members of a workgroup convened regularly by the D.C. Superior Court Family Division.

Among the most recent efforts in this arena was the attendance of a team of OSSE, CFSA and D.C. Superior Court representatives at a National Foster Care Education meeting convened by the U.S. Department of Education and the U.S. Department of Health and Human Services and the development of a joint action plan. Over the course of 2012, in addition to other goals, OSSE and CFSA will be determining the most efficient way to establish routine, systemic information exchange between CFSA's FACES system and the State Longitudinal Education Database (SLED). Once this connection has been established we will begin developing reports to track educational outcomes of children under CFSA supervision and will be determining the feasibility of developing a tool to track how many school changes are experienced by children in foster care.

d) 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. Please break out whether the cost of tuition includes the cost of transportation to school.

RESPONSE:

Please see charts below. Unless noted as an additional charge, transportation is included in the cost of tuition. Please also note that Anne Arundel, Henrico and Montgomery County have not yet not yet submitted their School Year 2011-12 rates to OSSE. Many surrounding jurisdictions invoice OSSE on a semester or quarterly basis. Rates for Montgomery County SY 2010-11 are provided below.

Baltimore City

School Year = 180 days	Annual Tuition
All Grades/General and Special Education	$ 4,660.00

Baltimore County

School Year = 187 days	Annual Tuition	Annual Bus Transportation	Total Annual Cost for Bus-Riders
Half-Day Kindergarten	$ 6,364.00	$ 561.00	$ 6,925.00
Full-Day Kindergarten	$ 9,431.00	$ 561.00	$ 9,992.00
Elementary	$ 9,431.00	$ 561.00	$ 9,992.00
Secondary	$ 9,234.00	$ 561.00	$ 9,795.00
Half-Day Kindergarten (Special Education)	$ 12,498.00	$ 10,208.33	$ 22,706.33
Full-Day Kindergarten (Special Education)	$ 21,699.00	$ 10,208.33	$ 31,907.33
Elementary School (Special Education)	$ 21,699.00	$ 10,208.33	$ 31,907.33
Secondary School (Special Education)	$ 21,108.00	$ 10,208.33	$ 31,316.33

Notes: All annual tuition figures include State of Maryland per pupil cost of $3,297.00. General education costs are multiplied by three (3) to determine special education costs. Regular bus transportation is $3.00/day. Special education bus transportation is $54.59. Historically OSSE has not been charged transportation fees.

Charles County

School Year = 180 days	Annual Tuition
Regular Education	$ 11,125.00
Regular Education + Speech Services Only	$ 16,935.00
Regular Education + School Based Services (OT, PT, etc.)	$ 20,660.00
Regionalized Services (regional programs)	$ 26,000.00

Notes: The full cost of any special support services such as instructional aides or nurses are assessed to OSSE at cost.

Fairfax County

General Education and Level 2 Special `Education Tuition		Additional Special Education Charges	
School Year = 183 days	Annual Tuition	Program or Service	Annual
Kindergarten-Full Day	$ 9,854.00	Level 1 Special Education Service - Category	$ 6,851.00
Elementary School	$ 9,854.00	Level 1 Special Education Service - Category B	$ 7,494.00
Middle School	$ 9,989.00	Level 1 Special Education Service - Deaf or Hard of Hearing	$ 10,911.00
High School	$ 10,964.00	Level 1 Special Education	$ 3,999.00

		Service - Speech and Language	
Alternative High School	$ 15,313.00	Level 1 Special Education Service - Vision	$ 9,853.00
Court or Agency Programs	$ 17,296.00	Related Services - Adaptive Physical Education	$ 4,629.00
Special Education Preschool	$ 24,209.00	Related Services - Audiology	$ 10,911.00
Level 2 Special Education Service - Category A	$ 21,761.00	Career and Transition	$ 6,882.00
Level 2 Special Education Service - Category B	$ 30,666.00	Instructional Technology	$ 3,004.00
Level 2 Special Education Service - Deaf or Hard of Hearing	$ 27,382.00	Therapy (OT, PT)	$ 4,882.00

Notes: Level 1 special education students receive special education services < 50% of their school day. Level 2 special education students receive special education services > 50% of their school day. Base tuition for Level 1 students is the same as the general education tuition plus the cost of services prescribed by the IEP.

Howard County	
School Year = 182 days	**Annual Tuition**
Elementary/Secondary	$ 13,660.00
Special Education	$ 40,980.00

Montgomery County (SY 10-11 rates)	
SY 10-11 School Year = 184 days	**Annual Tuition**
Elementary	$ 13,853.00
Secondary	$ 13,452.00
Special Education	$ 30,161.00

Prince George's County				
School Year = 181 days	**General Education**	**Inside General Education > 80%**	**Inside General Education 40-79%**	**Inside General Education < 40%**
Pre-K and 3-year olds except Head Start	$ 5,548.50	$ 7,169.40	$ 12,032.10	$ 21,757.50
Pre-school, Kindergarten and Elementary	$ 11,097.00	$ 14,338.80	$ 24,064.20	$ 43,515.00
Secondary	$ 11,196.00	$ 14,427.90	$ 24,123.60	$ 43,515.00

Note: The District is required to contract directly for extraordinary services like full-time nursing.

V. Contracting and Procurement

30) **Please list each contract, procurement, lease, and grant ("contract") awarded, entered into, extended and option years exercised, by your agency during FY11 and FY12, to date. For each contract, please provide the following information, where applicable:**

   a) **The name of the contracting party;**
   b) **The nature of the contract, including the end product or service;**
   c) **The dollar amount of the contract, including budgeted amount and actually spent;**
   d) **The price and fee structure for each contract exceeding $1 million or for multiple years;**
   e) **The term of the contract;**
   f) **Whether the contract was competitively bid or not;**
   g) **The name of the agency's contract monitor and the results of any monitoring activity; and**
   h) **Funding source.**

   RESPONSE:

   See the following—
   - Attachment 18 – DOT FY11 Small and Large Purchases
   - Attachment 19 – DOT FY12 Small and Large Purchases
   - Attachment 20 – OSSE FY11 Small Purchases
   - Attachment 21 – OSSE FY12 Large Purchases
   - Attachment 22 – OSSE FY12 Small and Large Purchases

31) **Please provide a list of all MOUs currently in place, all MOUs entered into within the last year, and any MOUs planned for the coming year.**

   RESPONSE:

   See Attachment 23 – OSSE MOUs

32) **For contracts above $100,000, please report on each contracting party's compliance with First Source requirements detailing the contracting party's number of new hires during FY 11, and FY 12 to date, and the percentage which were District residents.**

RESPONSE:

All contracts that are above $100,000.00 that are executed under the Blackman Jones Consent Decree are exempt for this requirement. For all other contracts that are above $100,000.00, First Source compliance is monitored by the Office of Contracting and Procurement.

VI. Data Collection and Reporting

33) **Please identify all electronic databases maintained by your agency, including the following:**

   a) **A detailed description of the information tracked within each system, including all systems used by OSSE to collect data from sub-grantees, whether for compliance and oversight or for monitoring and performance;**

b) **Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system;**
c) **The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and**
d) **How data is managed across the agency to ensure quality, consistency and accountability.**

RESPONSE:

The below chart details OSSE's electronic databases. Quality is managed through internal and external error reports that are distributed daily.

System Name	Description	User Base/Persons who have access	# of users	Internal \ Public	Age of the System
Accela	Licensing Database	LEA's	100	Internal	1
ACH Registration	This is an online system allows Special Education Vendors to enroll in ACH Payment method - Related to BITSEE	Special Education Vendors	15	Public	2
Adult/Family Education Monitoring	Adult/Family Education Grantee Monitoring Instrument	OSSE Staff	7	Internal	1
BITSEE	Billing Invoice Tracking System for Spec Education	OSSE Staff	20	Internal	2
Blackman Jones DB	This application is the system of record for Settlement Agreements and Hearing Office Agreements	LEA's	100	Internal	2
CDC School Health Profile	Data required by the CDC from LEAs	LEA's	100	Internal	1
Cohort Graduation Rate Data Validation	OSSE Graduation Collection Tool	ElSec	200+	Internal	1
DC OneApp	DC OneApp is the District's online application for funding that District residents use to apply for the District of Columbia's state level higher education	Students	9000	Public	6+

System Name	Description	User Base/Persons who have access	# of users	Internal \ Public	Age of the System
	grant programs: DCTAG, DCLEAP and DC Adoption.				
DOT DOLPHIN	DOT Fleet System being replaced by FasterWeb	OSSE Staff	5	Internal	4+
DOT FasterWeb	DOT Fleet System	OSSE Staff	12	Internal	1
DOT NAVMAN AVL	DOT Automatic Vehicle Locator System	OSSE Staff	12	Internal	1
DOT Parent Call Center	Help Desk App for the parent call center in DOT	OSSE Staff	12	Internal	2
DOT TMS	Middle ware for Transportation	OSSE Staff	12	Internal	5+
DOT Trapeze	DOT Student Routing & Scheduling System	OSSE Staff	12	Internal	2
DOT-OI	DOT Office of Investigation Database	OSSE Staff	10	Internal	4+
Early Steps and Stages	Infants and Toddlers Special Education	OSSE Staff and LEAs	15	Internal/	
EasyIEP	IEP SEDS Tool- source system for LEAs and other service providers to input/track information any services provided to Special Education Students.	OSSE Staff and LEAs	100	Public	3+
ECE-ESCR	ESCR is the 1st phase of EIMS. It used to audit ECE subsidy cases	OSSE Staff	20	Internal	1
ECE-Subsidy	ECE Information Management System (Subsidy Module)	Public	350	Public	1
EER	Employed Educator Report: Tracks the highly qualified teacher status (HQT).	OSSE Staff	12	Internal	2

System Name	Description	User Base/Persons who have access	# of users	Internal \ Public	Age of the System
ELIS	Education Licensure Information System: It currently serves as the state system of record for individuals seeking licensure in the District of Columbia. This dbase collects teacher degree information, license test scores, licenses issued, program completion, and other general information pertaining to a specific DC license seeker. This is also one of the source systems that feed data to formulate highly qualified status assessments for educators employed in the District of Columbia.	Public	unlimited	Public	3+
ELL / LEP	English Language Learners/Limit English Proficient	OSSE Staff	12	Internal	2
For the Record	SHO - Records the hearing meetings	OSSE Staff	50	Internal	4
GED Plus	GED Records management	OSSE Staff	4	Internal	5+
IDCT	Interim Data Collection Tool (IDCT) (Edfacts-Historic data)	OSSE Staff	100	Public	2
LACES	Literacy Adult Community Education System wWw.literacypro.com	Public	unlimited	Public	3+
Millineum	Document Management System used by WNS, HEFS, BITTSE, and Licensure	OSSE Staff	30	Internal	4+
NCLB	No Child Left behind school, LEA and State reports	Public	unlimited	Public	4+

System Name	Description	User Base/Persons who have access	# of users	Internal \ Public	Age of the System
NSACPS	Nutrition Services Applications and Claims Management System	OSSE Staff	20	Internal	5+
OSSE Corrective Action Plan (CAP)	centralized view of agency-wide CAP Findings	OSSE Staff	16	Internal	2
OSSE FTP	Outside LEA file sharing	Public	100	Public	1
OSSE Upload	WEB Based secure file sharing	Public	100	Public	1
Payment Tracking System	OSSE Payment Tracking System	OSSE Staff	10+	Internal	2
Police Truancy	Collects Truant student reports by police	OSSE Staff	10	Internal	2
Portfol	Stores Financial information for the direct loans and credit enhancements to the charter schools and is used by the Office of Public Charter School Financing and Support	OSSE Staff	5	Internal	3
Pre-K	Tracks Pre-K classroom facilities and provides funding	OSSE Staff	12	Internal	3+
Race To The Top	Information and Document Management (Internal use)	Public	unlimited	Public	1
School Health Profile (local)	Google Site Application	Public	300+	Public	1
SEDS Data Exchange	DSE Special Education Data as received from DCPS/PCSB and updated from EasyIEP. System Provides Performance,	Public	2000	Public	3

System Name	Description	User Base/Persons who have access	# of users	Internal \ Public	Age of the System
	Auditing and Error reporting and send data back to DCPS. System also send data to SHO, BITSEE, Blackman-Jones DB.				
SEDS Help Desk	Help Desk to assist IEP - PCG reference Applications	OSSE Staff	12	Internal	1
SHO Docketing (iSight)	Student Hearing Office - Document Management System	OSSE Staff	20	Internal	3+
SLED	State Education Longitudinal Data	OSSE Staff	12	Internal	3
SLIMS	School and LEA Information Management System	OSSE Staff	12	Internal	2
TDMS	Time Distribution Management system (+ Grant Mgmt)	OSSE Staff	30	Internal	3
TRS	Training and registration system for Special Education Data System (SEDS)	OSSE Staff and LEAs	unlimited	Public	2+
Unique Student Identifier (USI)	Unique Student Identifier	LEA's	6	Internal	1

34) **Please identify all federal data reporting requirements across all programs. Who at OSSE ensures the agency collects and reports all data required by federal agencies on a timely basis?**

RESPONSE:

OSSE has established a new office of data management that is responsible for ensuring that OSSE programs satisfy federal reporting requirements on a timely basis.

Reporting requirements include:
- EDFacts consists of many required files including but not limited to—
    - C004 — Children with Disabilities (IDEA) Not Participating in Assessments v8.0 Word
    - C005 — Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting v8.0 Word
    - C006 — Children with Disabilities (IDEA) Suspensions/Expulsions v8.0 Word
    - C007 — Children with Disabilities (IDEA) Reasons for Unilateral Removal v8.0 Word

- C009 — Children with Disabilities (IDEA) Exiting Special Education v8.0 Word
- C010 — Public School Choice v8.0 Word
- C032 — Dropouts v8.0 Word
- C033 — Free Reduced Price Lunch v8.1 Word
- C040 — Graduates/Completers v8.0 Word
- C041 — Graduates/Completers v8.0 Word
- C043 — Homeless Served (McKinney-Vento) File Specifications v8.0 Word
- C045 — Immigrant File Specifications v8.0 Word
- C046 — LEP Students in LEP Program v8.0 Word
- C050 — Title III Limited English Proficiency (LEP) English Language Proficiency Results File Specifications v8.0 Word
- C052 — Membership v8.1 Word
- C059 — Staff FTE v8.1 Word
- C063 — Teacher Quality in Elementary Classes File Specifications v8.0 Word
- C064 — Teacher Quality in Core Secondary Classes File Specifications v8.0 Word
- C067 — Title III Teachers File Specifications v8.0 Word
- C070 — Special Education Teachers (FTE) v8.0 Word
- C082 — CTE Concentrators Exiting File Specifications v8.0 Word
- C083 — CTE Concentrator Graduates File Specifications v8.0 Word
- C088 — Children with Disabilities (IDEA) Disciplinary Removals v8.0 Word
- C099 — Special Education Related Services Personnel v8.0 Word
- C103 — Accountability File Specifications v8.0 Word
- C109 — AMO Mathematics Status File Specifications v8.0 Word
- C110 — Reading/Language Arts Participation Status File Specifications v8.0 Word
- C111 — AMO Reading/Language Arts Status File Specifications v8.0 Word
- C112 — Special Education Paraprofessionals v8.0 Word
- C116 — Title III LEP Students Served File Specifications v8.0 Word
- C121 — Migrant Students Eligible- 12 Months File Specifications v8.0 Word
- C122 — MEP Students Eligible and Served – Summer/Intersession File Specifications v8.0 Word
- C126 — Title III Former LEP Students File Specifications v8.0 Word
- C128 — Supplemental Educational Services File Specifications v8.0 Word
- C129 — CCD School v8.0 Word
- C130 — ESEA Status v8.0 Word
- C131 — LEA End of School Year Status v8.0 Word
- C132 — School End of School Year Status File Specifications v8.0 Word
- C137 — LEP English Language Proficiency Test File Specifications v8.0 Word
- C138 — Title III LEP English Language Proficiency Test File Specifications v8.0 Word
- C139 — LEP English Language Proficiency Results File Specifications v8.0 Word
- C141 — LEP Enrolled File Specifications v8.0 Word
- C142 — CTE Concentrators Academic Attainment File Specifications v8.0 Word
- C143 — Children with Disabilities (IDEA) Total Disciplinary Removals v8.0 Word
- C144 — Educational Services During Expulsion v8.0 Word
- C146 — Children with Disabilities (IDEA) Alternate Assessment Caps File Specifications v8.0 Word
- C152 — Corrective Actions File Specifications v8.0 Word

- o C153 — Restructuring Actions File Specifications v8.0 Word
- o C154 — CTE Concentrators Graduation Rate File Specifications v8.0 Word
- o C155 — CTE Participants in Programs for Non-traditional File Specifications v8.0 Word
- o C156 — CTE Concentrators in Programs for Non-traditional v8.0 Word
- o C157 — CTE Concentrators Technical Skills v8.0 Word
- o C159 — Average Scale Scores v8.0 Word
- o C167 — School Improvement Grants v8.0 Word
- o C170 — LEA Subgrant Status File Specifications v8.0 Word
- o N029 — Directory v8.0 Word
- o X029 — Directory v8.0 Word
- o N039 — Grades Offered v8.0 Word
- o C002 — Children With Disabilities (IDEA) School Age v8.1 Word
- o C089 — Children with Disabilities (IDEA) Early Childhood v8.0 Word
- Comprehensive Performance Reports (CPSR 1 and 2)
- Special Education Annual Performance Reports (APR)
- Race to the Top quarterly and annual performance reports
- SFSF Reports
- High risk status update report
- Civil Rights Data Collection
- Reports as required by other grants to OSSE (e.g. Title 5b)

35) **Please report on the status of expenditures of FFY10 (federal fiscal year 2010) federal grants.**

RESPONSE:

See Attachment 24 - OSSE FFY10 Federal Grants.

36) **Please report on the status of expenditures of FFY11 federal grants.**

RESPONSE:

See Attachment 25 - OSSE FFY11 Federal Grants.

37) **What is your plan for expending federal grants that distributes the expenditures throughout the two- year grant cycle, as opposed to spending the funds at the very end of the award cycle?**

RESPONSE:

OSSE will track federal grant expenditures on a quarterly basis and follow up with subrecipients to ensure that they expend the majority of their funds in the first year of the grant. Although under the Tydings Amendment there is an additional 12 months to obligate funds beyond the first year of the grant, OSSE will work to maximize the use of federal funds during the first year of the grant cycle.

38) **Please describe how OSSE manages data requests to sub-grantees, including:**

a) **What measures does OSSE take to ensure no duplication of requests for data from LEAs and other sub-grantees?**

RESPONSE:

OSSE is in the process of developing policies and conducting research in preparation for publishing a comprehensive annual data collection handbook for SY12-13. This handbook will describe every element that OSSE needs from LEAs over the course of the year and how each element will be collected. It will be published prior to the start of the school year to give LEAs time to prepare their systems. Its unified nature will allow elimination of all duplicated requests and increase accuracy and efficiency.

b) How does OSSE work with sub-grantees so they have the capacity to collect and report data?

RESPONSE:

OSSE is defining requirements for elements and collection policies well in advance to provide LEAs with comprehensive information on what data is requested, when, and in what format. OSSE recognizes that LEAs have the autonomy to determine their internal data systems and so will not attempt to configure LEA systems but will ensure that vendors of DC data systems have comprehensive information on reporting requirements as is standard practice in other states.

c) What obstacles prevent the timely collection of accurate data for reporting requirements?

RESPONSE:

In the past, a lack of policy capacity and clarity has impacted data collection. With the establishment and build-up of a permanent data management team under the leadership of Jeffrey Noel, LEAs will experience an improved approach to data collection and reporting in SY12-13.

39) **Please provide the following data regarding college preparation, application, and enrollment:**

a) **Total number and percent of public school students in the graduating class of 2011 (DCPS and public charter school combined) who took the SAT;**
b) **Total number and percent of public charter school students in the graduating class of 2011 who took the SAT;**
c) **Total number and percent of DCPS students in the graduating class of 2011 who took the SAT;**
d) **Number of public school students in the graduating class of 2011 (DCPS and public charter school combined),** *by school,* **who took the SAT;**
e) **Total number and percent of public school students (DCPS and public charter school combined) in the graduating class of 2011 who applied to a post-secondary school;**
f) **Total number and percent of public charter school students in the graduating class of 2011 applied to a post-secondary school;**
g) **Total number and percent of DCPS students in the graduating class of 2011 who applied to a post-secondary school;**
h) **Number of public school students in the graduating class of 2011 (DCPS and public charter school combined),** *by school,* **who applied to a post-secondary school;**

i) **Total number and percent of public school students in the graduating class of 2011 (DCPS and public charter school combined) who enrolled in a post-secondary school;**

j) **Total number and percent of public charter school students in the graduating class of 2011 who enrolled in a post-secondary school;**

k) **Total number and percent of DCPS students in the graduating class of 2011 who enrolled in a post-secondary school; and**

l) **Number of public school students in the graduating class of 2011 (DCPS and public charter school combined), *by school*, who enrolled in a post-secondary school.**

RESPONSE:

School	SAT Test Takers	College Enrollees Fall 2011	Class of 2010	Percent took SAT	Percent Enrolling in College
DCPS Schools					
ANACOSTIA	44	73	140	31.43%	52.14%
BALLOU	124	102	207	59.90%	49.28%
BANNEKER	90	82	90	100.00%	91.11%
CARDOZO	46	61	84	54.76%	72.62%
COLUMBIA HEIGHTS EDUCATION CAMPUS	178	90	213	83.57%	42.25%
COOLIDGE	105	83	146	71.92%	56.85%
ELLINGTON SCHOOL OF THE ARTS	83	89	93	89.25%	95.70%
DUNBAR PRE-ENGINEERING SWSC	24	16	27	88.89%	59.26%
DUNBAR-PAUL LAURENCE	67	82	102	65.69%	80.39%
EASTERN HS	48	69	131	36.64%	52.67%
LUKE C MOORE HS	10	29	60	16.67%	48.33%
MCKINLEY SHS	155	164	164	94.51%	100.00%
ROOSEVELT	52	70	91	57.14%	76.92%
SCHOOL WITHOUT WALLS	101	100	102	99.02%	98.04%
SPINGARN	28	35	67	41.79%	52.24%
WOODROW WILSON SHS	238	248	299	79.60%	82.94%
WOODSON BUSINESS AND FINANCE ACADEMY SWSC	20	24	26	76.92%	92.31%
WOODSON HD@FLETCHER JOHNSON	47	22	106	44.34%	20.75%
DCPS Total	**1460**	**1439**	**2148**	**66.99%**	**66.99%**
Public Charter Schools					
BOOKER T. WASHINGTON PCS	2	27	68	2.94%	39.71%
CESAR CHAVEZ PCS - CAPITOL HILL CAMPUS	60	47	71	84.51%	66.20%
CESAR CHAVEZ PCS - PARKSIDE CAMPUS	51	27	61	83.61%	44.26%

50

FRIENDSHIP COLLEGIATE ACADEMY PCS - WOODSON CAMPUS	252	160	299	84.28%	53.51%
HOSPITALITY PCS	17	18	20	85.00%	90.00%
Hyde	45	29	55	81.82%	52.73%
IDEA	29	22	45	64.44%	48.89%
IDEAL	15	10	29	51.72%	34.48%
MAYA ANGELOU PCS - EVANS CAMPUS	5	25	28	17.86%	89.29%
MAYA ANGELOU PCS - SHAW CAMPUS	14	13	18	77.78%	72.22%
OPTIONS PUBLIC CHARTER SCHOOL	0	0	25	0.00%	0.00%
SCHOOL FOR EDUCATIONAL EVOLUTION & DEVELOPMENT	32	30	37	86.49%	81.08%
THURGOOD MARSHALL ACADEMY	48	50	50	96.00%	100.00%
WASHINGTON MATH, SCIENCE AND TECHNOLOGY (WMST) PCS	64	55	86	74.42%	63.95%
WILLIAM E. DOAR, JR. PCS - MIDDLE AND HIGH SCHOOLS CAMPUS	9	6	14	64.29%	42.86%
Public Charter School Total	**643**	**519**	**906**	**70.97%**	**57.28%**
D.C. Total	**2103**	**1958**	**3054**	**68.86%**	**64.11%**

**Postsecondary enrollment is based on the national student clearinghouse that has information from 93% of colleges.

For Questions 39d through 39h, OSSE does not collect college application rates. Additionally, post-secondary enrollment data for the Class of 2011 will be available spring 2012.

40) **Please describe the current status of the SLED and provide the following information:**

a) **What has been done on SLED in FY11 and FY12, to date? What has been delivered?**

RESPONSE

SLED is currently live and available to a certain number of OSSE staff.

SLED contains the USI (Unique Student Identifier), student level annual enrollment data from 2001 through 2010, school entrance and exit data (including graduation and dropout data), student level assessment scores from 2006, student level SAT, and AP data from 2000 to present, Direct Certification for free meals, Wards level summaries, 2006 graduation cohort information, student mobility by month, special education eligibility and disability types. OSSE is currently loading homeless data and CFSA foster children data.

In FY11 SLED generated numerous reports. In addition, the number of data errors was reduced from 20,000 to 5,000 between September and October 2011. In FY12, a new SLED contractor was selected to expedite completion of this project, a contract will go to the Council of the District of Columbia for approval soon.

    b) **Which Race to the Top projects involves data systems and how are they being integrated with SLED?**

RESPONSE:

Race to the Top (RttT) has a substantial number of projects that involve data systems:
- DC committed under Race to the Top to make more information publicly available and SLED is the source of that data.
- DC committed to a value added measure and a school-wide growth measure for teachers and schools respectively and SLED is the source of that data.
- OSSE committed under Race to the Top to create research ready data sets and SLED is the source for this data.
- OSSE committed to creating a teacher prep program scorecard and a leader preparation program scorecard and those will be run out of SLED.
- DC schools committed to data driven instruction and SLED will become the source of many data elements for schools.

Additionally, the instructional improvement system grant funded several systems – some of which will directly provide information to SLED. The new assessments committed to under common core will provide performance reports that will be disseminated to LEAs through SLED. The new teacher pipelines created under RTTT will have outcomes tracked through SLED. The instructional resources created under the teacher training grant will be made available to LEAs through the same portal as SLED. Finally, DME has set up Pathways to perform P20 coordination as required by Race to the Top and the educational indicators for Pathways are being pulled from SLED.

VII. Special Education

41) **Please list all non-public institutions providing special education services to District students in FY11 and FY12, to date. For each institution, please provide the following information:**
   a) **The state in which the institution is located;**
   b) **The date of OSSE's most recent monitoring visit;**
   c) **The date of expiration for the institution's Certificate of Approval;**
   d) **The number of students served in FY11;**
   e) **Total payments made for services rendered in FY11;**
   f) **For those that have a provisional COA, provide the provisions they must meet; and**
   g) **Please provide a separate list including the same information for FY12, to date.**

RESPONSE:
See the following-
- Attachment 26 – Non-Public Institutions

42) **If OSSE spends less than anticipated on its non-public school budget because fewer students than anticipated attend nonpublic schools, what provisions (if any), exist to**

ensure some portion of the savings is reinvested in special education programming in the community

RESPONSE:

The fund from which nonpublic tuition and services are paid is an agency separate and apart from OSSE. There are currently no provisions existing under District law that permit OSSE to reinvest these funds into special education programming in the community without a reprogramming. Savings realized in FY10 went back into the General Fund. OSSE has been in close communication with the Office of the Deputy Mayor for Education (DME) to develop plans for how current and future savings could be reinvested.

43) **Please describe what OSSE has done in FY11 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 include the following for FY10, FY11 and FY12, to date:**

   a) **Number of screenings completed, overall and by ward;**
   b) **Number of evaluations completed, by ward;**
   c) **The number of children age birth to three that received EI services;**
   d) **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); and**
   e) **Number and percentage of completed screenings that resulted in no recommendation for further evaluation, by referral source, and by Ward.**

RESPONSE:

- In FY11, several steps were taken to increase the number of infants and toddlers receiving Early Intervention Services:

  o A District-wide advertising campaign "Strong Start" was launched in an effort to increase awareness about the DC Early Intervention Program and the services provided.

  o Early intervention Part C program overview and referral process training for staff at hospitals, child care centers, Child and Family Services Administration (CFSA), Medicaid MCOs, Department of Health (DOH), and primary referral sources;

  o Online Ages and Stages Questionnaire training for government agency and community partners; and

  o Vision and hearing trainings for DC EIP's Child Find sites as well as Early Head Start centers.

- The District of Columbia Child Find Program locates, identifies, and refers as early as possible, children birth to three who may have developmental delays in one or more of the following areas: speech, language, fine and/or gross motor, social/emotional, vision and hearing. The screening tool used for developmental screenings is the ASQ-3. If there is an indication that a child may have problems in any of these areas, he or she is

# of Infants and Toddlers with Completed Screenings by Ward and Fiscal Year
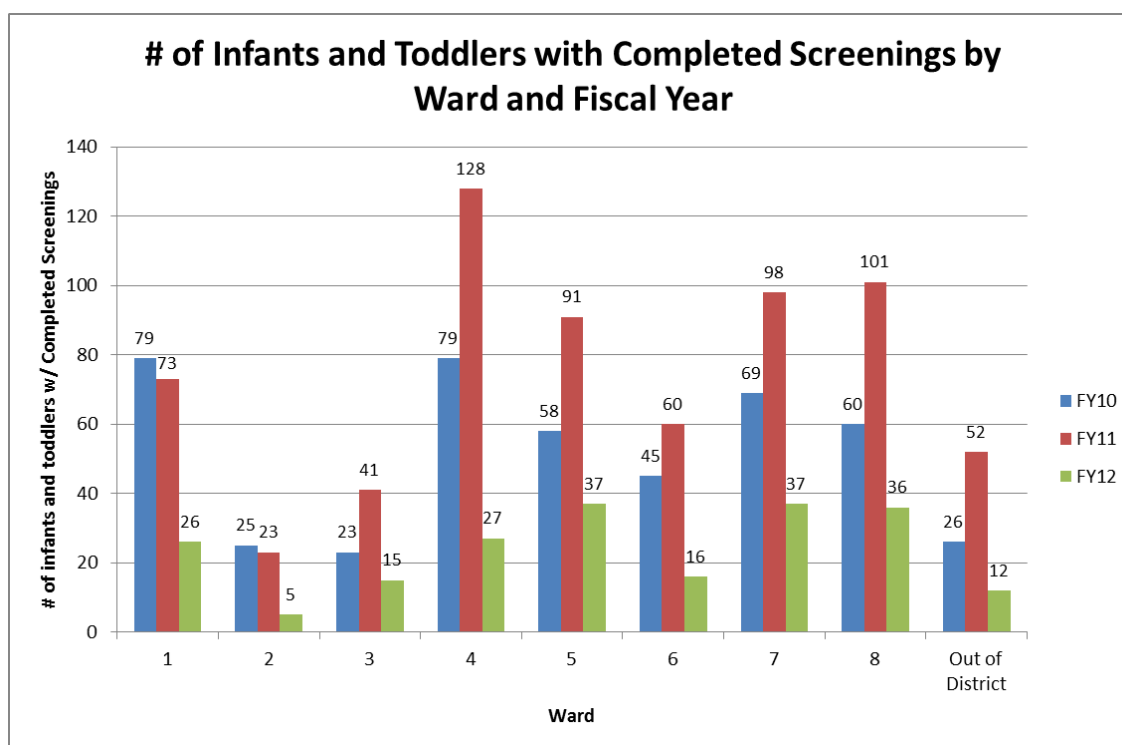
referred to the DC Early Intervention Program (DC EIP). The DC EIP has conducted outreach to community stakeholders to provide information on the process for referring children to DC EIP.

a) *Number of screenings completed, overall and by ward;*

   Note: FY12 data are from October 1, 2011 – January 25, 2012

Ward	FY10	FY11	FY12
1	79	73	26
2	25	23	5
3	23	41	15
4	79	128	27
5	58	91	37
6	45	60	16
7	69	98	37
8	60	101	36
Out of District	26	52	12
Totals	**464**	**667**	**211**

Total # of Infants and Toddlers with Completed Screenings by Fiscal Year
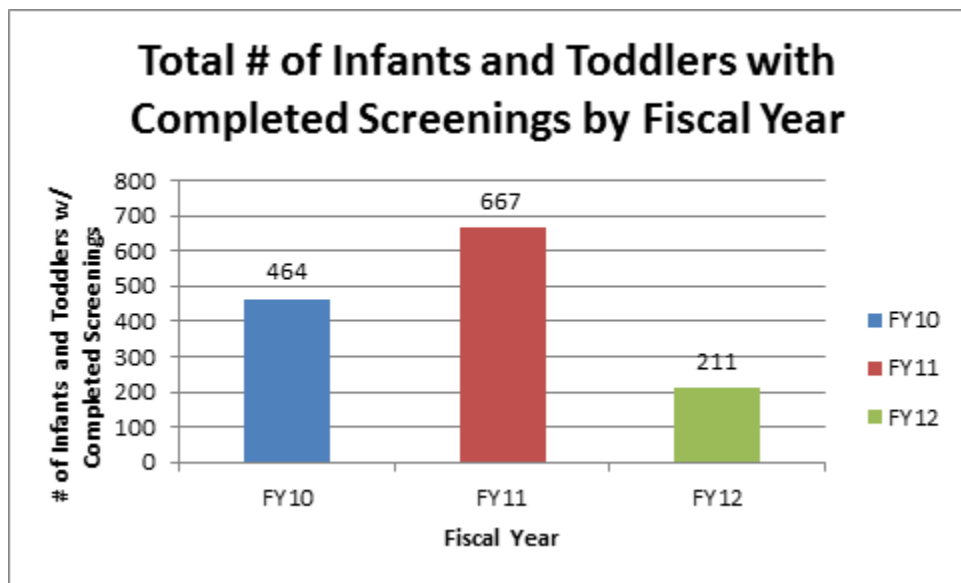
b) *Number of evaluations completed, by ward;*

Note: FY12 data are from October 1, 2011 – January 25, 2012

WARD	FY10	FY11	FY12
1	101	96	32
2	32	38	15
3	35	40	23
4	91	159	53
5	65	92	38
6	57	71	24
7	83	133	45
8	89	113	61
Out of District	35	48	17
Total	588	790	308

# of Infants and Toddlers Evaluated by Ward and Fiscal Year
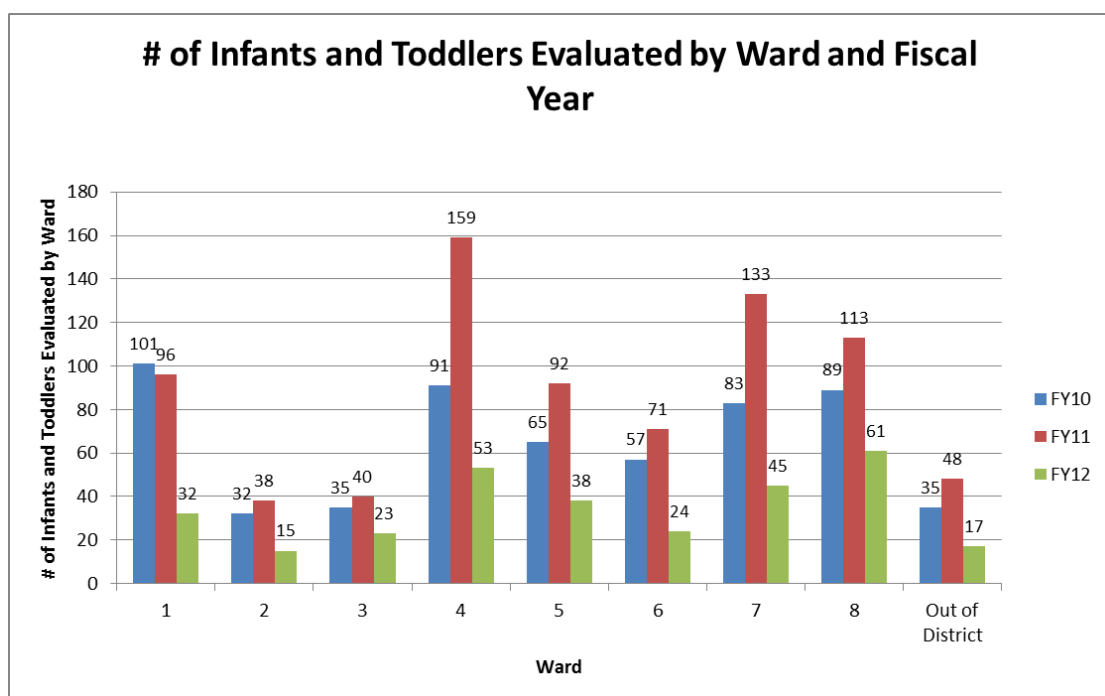
c) *The number of children age birth to three that received EI services;*

The Early Intervention (EI) Program reports annually to the US Department of Education, Office of Special Education Programs, on the number of children served in the Early Intervention Program. The federal fiscal year (FFY) reporting period is from July 1st to June 30th each year. The child count data provided below is based on the number of children served in the EI Program on December 1st of each year.

	Children Served by DC Early Intervention Program		
	12/1/09 Child Count	*12/1/10 Child Count*	*12/1/11 Child Count*
TOTAL	*331*	*399*	*467*

d) *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); and*

Note: FY12 data are from October 1, 2011 – January 25, 2012

Referral Source	FY10		FY11		FY12	
	Number	Percent	Number	Percent	Number	Percent
CBO	23	4%	57	4%	24	5%
CFSA	197	33%	515	37%	143	28%
Child Dev. Center	25	4%	43	3%	17	3%
Clinic	13	2%	104	7%	84	17%

Referral Source	FY10 Number	FY10 Percent	FY11 Number	FY11 Percent	FY12 Number	FY12 Percent
DMH	1	0%	6	0%	2	0%
DOH	3	0%	5	0%	5	1%
Early Stages	1	0%	3	0%	8	2%
Hospital	160	26%	307	22%	95	19%
Mary's Center	67	11%	91	7%	24	5%
MCO	14	2%	21	2%	2	0%
Other	2	0%	6	0%	5	1%
Parent	81	13%	190	14%	89	18%
Physician Office	18	3%	42	3%	9	2%
Private Insurance	0	0%	1	0%	0	0%
Totals	**605**	100%	**1391**	100%	**507**	100%

e) **Number and percentage of completed screenings that resulted in no recommendation for further evaluation, by referral source, and by Ward.**

Note: FY12 data are from October 1, 2011 – January 25, 2012

Referral Source	FY10		FY11		FY12	
	Number	Percent	Number	Percent	Number	Percent
CBO	5	5%	8	4%	4	8%
CFSA	34	32%	100	47%	18	38%
Child Dev. Center	0	0%	12	6%	1	2%
Clinic	6	6%	7	3%	7	15%
DMH	0	0%	1	0%	0	0%
DOH	0	0%	1	0%	0	0%
Early Stages	0	0%	1	0%	2	4%
Hospital	24	23%	10	5%	2	4%
Mary's Center	2	2%	3	1%	0	0%
MCO	1	1%	2	1%	1	2%
Other	0	0%	2	1%	1	2%
Parent	30	29%	58	27%	12	25%
Physician Office	2	2%	8	4%	0	0%
Private Insurance	1	1%	0	0%	0	0%
Totals	**105**	100%	**213**	100%	**48**	100%

Ward	FY10		FY11		FY12	
	Number	Percent	Number	Percent	Number	Percent
1	13	12%	18	8%	3	6%
2	3	3%	4	2%	2	4%
3	4	4%	18	8%	3	6%
4	8	8%	28	13%	7	15%
5	15	14%	30	14%	12	25%
6	9	9%	23	11%	0	0%
7	16	15%	30	14%	7	15%

8	27	26%	42	20%	11	23%
Out of District	10	10%	20	9%	3	6%
Totals	**105**	100%	**213**	100%	**48**	100%

44) **What screening measures and/or trainings are in place to help child care providers identify the presence of disabilities?**

RESPONSE:

- The District of Columbia Department of Health, Public Schools, Early Head Start and Early Intervention Programs have all concurred on the merits of standardized implementation of the Ages and Stages Questionnaire as the universal screening tool for infants and young children living in the District.
- In August 2009 OSSE initiated a Part C Child Find Plan with the goal of increasing the number of children appropriately referred to the Part C System.
- In September 2011 OSSE launched the Strong Start DC Early Intervention campaign that will bring attention to the signs of developmental disabilities and delays in children from birth to age three, highlights the long term benefits of early intervention and provides information on access to services. Radio and television commercials along with Metro transit ads and other educational materials were developed for this campaign for DC residents and to help reinforce the importance of early intervention.
- Strong Start toolkit materials were designed to help organizations and stakeholders reach parents, grandparents, caregivers, and health care providers, with information about Strong Start. These toolkits are available on the OSSE website. The toolkit includes factsheets, road maps, outreach tips, print PSAs/Flyers, infant and toddler developmental charts, and banner ads.
- The Early Intervention Program is currently utilizing three (3) screening tools: The Ages and Stages Questionnaire 3 (ASQ-3) Online version, Ages and Stages Questionnaire: Social Emotional (ASQ:SE), and the Modified Checklist for Autism in Toddlers (M-CHAT). With the implementation of these screening tools, training was provided to community partners, agencies, and providers.

45) **How much did OSSE spend in FY 2012 on special education transportation for children in foster care?**

RESPONSE:

DOT currently transports 314 foster students on 210 unique routes. Based on a per student cost, the District spends approximately $10,000,000 to transport foster care children.

a) **How many of those children were placed in out-of-District foster homes?**

RESPONSE:

Of the 314 foster care students, that DOT transports, 168 students are currently placed outside of district schools.

b) **If possible, please break down by how far the child's foster home was from the District.**

RESPONSE:

Currently, 80 students live outside of the District and are transported back into the District.

Note: Distances are for one-way only, determined by measuring terminal-to-house-to-school.

Longest distances:
-59 miles, student lives and goes to school in Baltimore
-45 miles, student lives in Accokeek, VA and goes to school in NW DC
-42 miles, Upper Marlboro to Kemp Hill, MD

Shortest distances:
-4.5 miles NE DC to SE DC (NY Ave terminal)
-9 miles, NE DC to SE DC (Adams place terminal)
-10 miles, NE DC to NW DC (NY Ave terminal)

Average distance: 25 miles

46) **Does OSSE receive federal IDEA funding for DC foster children enrolled in out-of-District public schools who receive special education? If so, how much funding did OSSE receive in FY 2012 for those children?**

RESPONSE:

OSSE does not receive IDEA funding for DC foster children who are enrolled in out-of-District public schools and receive special education services. Children in this category are included in the Child Count figures reported to the U.S. Department of Education under the District of Columbia Public Schools (DCPS) because DCPS is the Local Education Agency (LEA) that is currently responsible for ensuring an Free and Appropriate Public Education (FAPE) for this group of students under IDEA.

47) **Please describe OSSE's activities to ensure that no LEA discriminates against any student with a disability.**

RESPONSE:

This responsibility to ensure no LEA discriminates against any student with a disability intersects with a number of divisions within OSSE. All local education agencies are required by local and federal law to provide assurances to OSSE and the PCSB that they do not discriminate against students with disabilities. OSSE provides technical assistance as well as monitoring efforts to ensure LEAs consistently conform to these requirements.

As part of its obligations under the Individuals with Disabilities Education Act, OSSE conducts an annual review of data to determine if LEAs are disproportionately identifying students, by race or ethnicity, as eligible for special education and related services or as eligible for special education and related services in a specific disability category. Following further

review of information related to LEAs' policies, procedures and practices surrounding eligibility determinations, OSSE issues findings of noncompliance to LEAs that identified that disproportionate representation was the result of inappropriate identification.

OSSE also conducts an annual review of data to identify LEAs which have a significant discrepancy in the in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and, LEAs which have a significant discrepancy in the rates of suspensions and expulsions of greater than 10 school days in a school year of children with disabilities by race and ethnicity.   OSSE reviews LEA's policies, procedures, and practices related to discipline and the use of positive behavioral supports and interventions to determine if they comply with IDEA requirements. If OSSE identifies noncompliance, the agency issues findings to the LEAs requiring correction.

48) **Please describe OSSE's activities to ensure that all LEAs can provide an adequate continuum of special education services, including self-contained classrooms, self-contained schools, and home instruction. How is OSSE providing support to and oversight of LEAs on this issue?**

RESPONSE:

The Quality Assurance and Monitoring Unit within OSSE's Division of Special Education conducts an onsite monitoring visit to DCPS once per year, and visits all other LEAs once every three years. As part of the onsite monitoring review, OSSE monitors investigate and determine whether the LEA offers a full continuum of alternative placements according to IDEA requirements. As a result of the onsite monitoring visits conducted during the 2010 – 2011 school year, OSSE issued findings of noncompliance with the requirement to provide a continuum of alternative placements to nine LEAs. OSSE continues to monitor the efforts of these LEAs to provide a continuum of alternative placements and correct this noncompliance.