

Deputy Mayor for Education (DME) FY13 Oversight Questions

General Questions

Q1: Please provide a current organization chart for DME and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY13 or to date in FY14.

See Attachment A for organizational chart. DME has 12 Full-Time Equivalents in FY 14 but currently only has 10 employees. As indicated below, there are two vacancies.

Table of Current Employees

Staff	Position Title
Abigail Smith	Deputy Mayor
Scheherazade Salimi	Chief of Staff
Tara Lynch	Special Assistant/Office Manager
Miriam Calderon	Senior Policy Advisor – Early Childhood
Jennifer Comey	Senior Policy Advisor – Data Analysis
Celine Fejeran	Senior Policy Advisor – Disconnected Youth
Judi Greenberg	Special Assistant
Claudia Lujan	Senior Policy Advisor – Joint Planning
Gerren Price	Senior Policy Advisor – Truancy and Dropout Prevention
Cecilia Kaltz	Data Analyst - Education Pioneer Fellow

- **Deputy Mayor for Education:** Leads and oversees high impact, cross-sector education policy initiatives on behalf of the Mayor.
- **Chief of Staff:** Responsible for oversight of day-to-day operations, budget, performance monitoring and compliance, and inter-governmental relations. Advises Deputy Mayor on issues involving special education.
- **Special Assistant/Office Manager:** Responsible for scheduling, human resources, procurement, constituent services, managing agency spending, and administrative support.
- **Senior Policy Advisor for Early Childhood:** Responsible for advising the Deputy Mayor on all aspects of early childhood development and education and implementing key initiatives pursuant to the Mayor’s Early Success Framework.
- **Senior Policy Advisor for Data Analysis:** Responsible for the development of the supply, demand and need data set (SDN) and for providing support to the Deputy Mayor on initiatives that require significant data analysis. Facilitates inter-agency coordination for projects that involve cross-sector data analysis.
- **Senior Policy Advisor for Disconnected Youth:** Leads work on developing a Re-engagement Center for the District as well as work to develop alternative paths to graduation for students who are off-track or who have dropped out of school. Provides support to Raise DC.
- **Special Assistant:** Manages special projects for the DME including the Adequacy Study, DME’s performance reporting, and other special projects as assigned.
- **Senior Policy Advisor for Joint Planning:** Leads work on common lottery and student assignment, and advises Deputy Mayor on strategic planning around school supply and programming.

- **Senior Policy Advisor for Truancy:** Leads DME's work on the Truancy Taskforce and manages inter-agency coordination around anti-truancy initiatives.
- **Data Analyst (Education Pioneer Fellow):** Supports Senior Policy Advisor for Data in all aspects of SDN development and data analysis. Provides support for DME initiatives that require significant data analysis.

Q2: Please provide the agency's performance plan for FY13. Did DME meet the objectives set forth in the FY13 performance plan? Please provide a narrative description of what actions the agency undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

DME's FY13 Performance Plan objectives and the outcomes of individual initiatives are detailed below. For each objective and initiative, DME management meets periodically with responsible staff to review work plans and track progress. DME management also provides support to staff as needed to achieve objectives.

OBJECTIVE 1: Special Education. Reduce nonpublic enrollment and associated budget.

INITIATIVE 1.1: DME will continue to identify impediments to providing high-quality, special education service delivery in the District and charter sectors and will address barriers in collaboration with the Office of the State Superintendent of Education (OSSE), the Public Charter School Board (PCSB), and the charter community.

FULLY ACHIEVED: The American Institutes for Research (AIR) report was issued. Based on recommendations in the report, OSSE has piloted a quality improvement tool for Local Education Agencies (LEAs) that helps schools identify quality gaps in special education programming and offers technical assistance to support schools in using the tool. OSSE also piloted a consortium of high quality related service providers available to all Local Education Agencies (LEAs). The pilot was expanded in FY14. Ivymount opened an autism classroom in school year 2013-2014 at School Within School. DCPS and Ivymount have also memorialized their planned partnership at Stevens School in a Memorandum of Understanding that will be part of the lease agreement for the Stevens site. Finally, DME continues to track non-public enrollment data, trends, and costs on a monthly basis.

OBJECTIVE 2: Early Childhood. DME will improve kindergarten readiness within the District by emphasizing service quality, coordination, and collaboration.

INITIATIVE 2.1: Assess all young children's academic, social, and emotional functioning at kindergarten entry.

PARTIALLY ACHIEVED: DME worked with OSSE to develop and begin implementation of a Kindergarten Entrance Assessment (KEA) strategy. This included development of a pilot of a KEA which was implemented this fall as well as the development of a plan to measure kindergarten readiness at the end of pre-K in all classrooms this spring. Finally, the District joined a consortium of states that received \$6.1 million to develop a KEA that will be available to the District for free beginning in 2016 and will be aligned to the District's early learning and development standards.

INITIATIVE 2.2: Support the work of the State Early Childhood Development Coordinating Council (SECDCC)

FULLY ACHIEVED: DME and the Office of the Deputy Mayor for Health and Human Services (DMHHS) continued to support the SECDCC in meeting several key deliverables, including the following: meeting all federally mandated deliverables; the launch of an early literacy campaign in collaboration with DCPL called Sing, Talk, and Read; activities that worked to raise awareness regarding the importance of developmental screenings among parents, and improved the ability of early childhood professionals to conduct developmental screenings; launch of a web portal through the www.learnDC.org website in order to provide information about the many health, early care and education, and family resources available in the District. The website was designed to help parents, families, caregivers, and early childhood educators better understand the needs of young children, available programs, and how to connect with programs and services. The SECDCC also collaborated with DME and DMHHS and other agencies to commission key reports that made recommendations related to enhancing the early childhood system in the District. These reports also helped inform the development of the District's Race to the Top-Early Learning Challenge grant application.

INITIATIVE 2.3: Increase collaboration across agencies to improve Early Childhood efforts in the District.

FULLY ACHIEVED: DME coordinated DC agencies' early childhood efforts through participation in the SECDCC. In addition, The DME and DMHHS coordinated the preparation of a Race to the Top Early Learning Challenge (RTTT-ELC) application which involved intensive collaboration with several District agencies, including several agencies within the Health and Human Services Cluster. The RTTT-ELC grant application included a comprehensive strategy for building an early childhood education system across all District agencies that touch young children. In addition the application led to the creation of an early success council which will be an inter-governmental coordinating body shared by DME and DMHHS for the purpose of aligning agencies in the support of early learning goals and the implementation of the Mayor's Early Success Framework. See below for more information on DME's early childhood work.

OBJECTIVE 3: School Quality. Empower families to access high quality school options.

INITIATIVE 3.1: Determine feasibility of creating a unified school quality data system to help city residents make effective use of education data.

FULLY ACHIEVED: DME provided oversight and support to OSSE during their process to develop and launch the first state-wide school report cards and profiles on LearnDC.org. These report cards and profiles allow parents to measure school quality across sectors, and the upcoming common lottery system will explicitly link to these report cards and profiles to help inform parents when they are choosing schools. With DME oversight and assistance, OSSE worked closely with the DCPS, PCSB, charter LEA representatives, and the State Board of Education to identify metrics to be included in the school report cards and profiles. OSSE also conducted significant outreach to families to solicit their feedback about the information provided in the report cards and profiles through citywide events, an on-line survey, and focus groups. The report cards and profiles will be updated quarterly.

DME also supported the work of PCSB, DCPS and OSSE to create new equity reports that allow parents to compare discipline, attendance, and mobility metrics across schools in both sectors. The equity reports are also included in the LearnDC.org data base.

OBJECTIVE 4: Disconnected Youth. Reconnect disconnected youth (ages 16-24) and expand the number of alternative options available to over-age, under credited in-school youth.

INITIATIVE 4.1: Review funding streams.

FULLY ACHIEVED: The information collected through this project informed the development of the Raise DC Disconnected Youth Change Network action plan and the Children's Budget.

INITIATIVE 4.2: Collaborate with the DC Department of Human Resources (DCHR) and the Department of Employment Services (DOES) to convene agencies and non-government partners to implement mentoring and hiring pipelines that connect youth to entry-level job opportunities.

NOT ACHIEVED: This initiative was removed from the scope of work due to capacity constraints.

INITIATIVE 4.3: Develop and implement a city-wide action plan for reconnecting disconnected youth to education.

FULLY ACHIEVED: The Raise DC Change Network has developed an action plan around strategies to reconnect youth without a high school diploma/GED back to educational programs. In addition, DME is spear-heading the development of a reengagement center in the District, and is leading work to identify pathways to graduation for youth who are off-track. Both of these initiatives are described in more detail below.

OBJECTIVE 5: Facilities Planning. Manage development of a master facilities plan, which will guide school facilities modernization and improvements.

INITIATIVE 5.1: Develop a reliable and comprehensive set of school facilities-related data.

FULLY ACHIEVED: The Deputy Mayor for Education (DME) completed and delivered the 2013 Master Facilities Plan in March 2013. Council approved the plan as part of the 2014 Budget Support Act. The plan is grounded in a comprehensive set of school facilities-related data including, for the first time, charter school facilities data. The DME also owns the database that is the foundation of the Master Facilities Plan.

INITIATIVE 5.2: Re-establish a consolidated and up-to-date inventory of school facility assets.

FULLY ACHIEVED: The DME worked closely with the Department of General Services (DGS) to develop and consolidate new facilities conditions assessments for all DCPS school facilities. DGS contractors completed the conditions assessments during the summer of 2013. As of September 30th, DGS' facilities inventory, iPlan, contains all of the new conditions information. DCPS and DCPEP are using this information along with the 2013 Master Facilities Plan to update the DCPS Capital Improvement Plan (CIP).

OBJECTIVE 6: Cradle-to-Career Partnership. Manage the continued development of the Raise DC partnership to drive alignment of citywide efforts towards improving outcomes for young people at each stage of the cradle-to-career continuum.

INITIATIVE 6.1: Publish the Raise DC Baseline Report Card.

FULLY ACHIEVED: The Baseline Report Card was published in February 2013.

INITIATIVE 6.2: Develop and implement a city-wide action plan for increasing the number of youth who engage in a work experience.

FULLY ACHIEVED: The Youth Employment Change Network has developed and is beginning to implement its action plan. This work is now being led by the WIC.

Q3: Please provide the agency's performance plan for FY14. What steps has the agency taken to date in FY14 to meet the objectives set forth in the FY14 performance plan?

The Objectives from DME's FY14 performance plan, along with status updates of each initiative, follow:

OBJECTIVE 1: Special Education. Reduce nonpublic enrollment and associated budget

INITIATIVE 1.1: DME will provide oversight and coordinate resolution of inter-District impediments to providing high-quality, special education service delivery in the District and charter sectors.

STATUS UPDATE: DME continues to work with OSSE and DCPS to oversee and track non-public enrollment data, trends, and costs on a monthly basis. In addition, DME is working to ensure that special education funding is adequate based on the findings and recommendations of the DC Education Adequacy Study. This involves the implementation of updated weights for special education levels 1-4 in the Uniform per Student Funding Formula (UPSFF). Finally, DME will continue to facilitate inter-agency coordination around special education initiatives as needed.

OBJECTIVE 2: Early Childhood. DME will improve kindergarten readiness within the District by emphasizing service quality, coordination, and collaboration.

INITIATIVE 2.1: Assess all young children's academic, social, and emotional functioning at kindergarten entry.

STATUS UPDATE: As stated above, DME, in collaboration with OSSE, is working as part of a 10 state consortium to develop a state of the art KEA. This consortium successfully won a \$6.1 million Enhanced Assessment Grant from the U.S. Department of Education to support this work. The assessment will generate a child profile of learning and development at kindergarten entry, and continue through third grade, making information available to both teachers and families to inform teaching and learning, as well as help track trends in learning and development and inform efforts to improve program quality. This tool will be piloted in the District in FY15. In the interim, OSSE and DME are planning for implementation of a complimentary assessment of kindergarten entry readiness at the end of pre-K. This

assessment will be phased in over two years and provide population level data on how young children are developing in communities in the District. The first administration of this assessment will commence this April in pre-k 4 classrooms in charters, DCPS, and community-based programs.

INITIATIVE 2.2: Prepare and submit an application for the competitive, federal Race to Top – Early Learning Challenge program.

STATUS UPDATE: The District submitted its RTTT-ELC grant application in October and was notified by the U.S. Department of Education in December that it was not awarded a grant. DME and OSSE are committed to advancing the strategies outlined in the District’s application and are collaborating on an implementation plan that prioritizes key activities outlined in the grant application.

INITIATIVE 2.3: Develop and implement a governance strategy to improve Early Childhood efforts in the District.

STATUS UPDATE: The DME, in collaboration with DMHHS, worked to establish the Early Success Council to be co-chaired by the DME and DMHHS as a governance structure for the birth to five system and as the entity responsible for meeting the goals outlined in the Mayor’s Early Success Framework. The Council was established by Mayor’s Order in October 2013, and brings together multiple District agencies to coordinate and align planning, policy, program, and funding decisions related to young children. The Early Success Council will reduce duplication of efforts between District agencies across the early childhood spectrum and maximize efficiency of supports and services for children, from birth to age eight, and their families. The first meeting of the Early Success Council will take place in February, 2014. In addition, DME, in collaboration with DMHHS, is working to reconstitute the SECDCC, a statutorily mandated advisory body which includes private sector partners, and as part of that effort, has ensured alignment with Raise DC’s early childhood related activities. (Raise DC is the Mayor’s Cradle-to-Career Partnership.)

OBJECTIVE 3: Joint Planning and School Quality. Increase coordination across public school sectors so that the District can achieve optimal allocation and leveraging of public education assets and resources, resulting in increased cross-sector equity, access, and school quality.

INITIATIVE 3.1: Coordinate the development of a common lottery system for all public schools of choice, including charters, DCPS out-of-boundary, DCPS specialized high schools, and DCPS PreK.

STATUS UPDATE: The informational website (www.myschooldc.org) for the common lottery and application launched in November 2013, with 42 charter Local Education Agencies (LEAs) participating, representing 95% of total seats. The common application opened on December 16, 2013. The deadline for high school applications is February 3, 2014 and PK-8th grade applications are due March 3, 2014. Lottery results for SY14-15 will be released on March 31, 2014. (To date, 75% of all PK-12 LEAs have opted in to the Common Lottery; 67% of all LEAs have opted in.)

INITIATIVE 3.2: Develop a supply, demand, and need dataset for public schools.

STATUS UPDATE: The DME has compiled the first phase of historic and current school-level data for DCPS and public charter schools that includes such information as enrollment, locations, DC-CAS

proficiency, student demographics, and facility information matched longitudinally between 2010 and 2013. In addition, the DME has begun collecting the second phase of data that includes post-secondary and discipline data.

DME has begun to use the supply, demand, and need data system to identify programmatic needs in areas with surplus buildings. We have also met periodically with PCSB and DCPS to discuss data from the SDN in connection with planning around school supply.

INITIATIVE 3.3 Release the DC Education Adequacy Study and utilize its findings in the development of the FY15 budget.

STATUS UPDATE: The DME released the DC Education Adequacy Study's findings and draft recommendations on 10/1/13. The DME collected and reviewed stakeholder feedback received following this initial release. Based on this feedback, study team made some revisions to the study analysis and recommendations. The final DC Education Adequacy Study, *Cost of Student Achievement: Report of the DC Education Adequacy Study*, was released 1/27/14. As the city works to develop the FY15 budget, the DME will consult these study recommendations along with the stakeholder feedback.

OBJECTIVE 4: Reconnecting Youth. Increase collaboration across agencies and key stakeholders to develop strategies to re-engage youth who are falling off track to graduation and who are currently disconnected.

INITIATIVE 4.1: Continue to co-chair and provide support to the Truancy Task Force.

STATUS UPDATE: DME continues to serve as the Co-Chair to the Truancy Task Force (along with DMHHS) and continues to support the work of the Task Force to leverage and coordinate truancy reduction programs and services across the District. This includes support of the expansion of the Parent Adolescent Support Services (PASS) program that is administered by the Department of Human Services (DHS). With an additional \$1M in funding during FY14, the program will be able to nearly double its existing capacity and will be available as an early intervention strategy for youth at targeted schools. Also, the DME has provided support to the District Department of Transportation (DDOT) in the expansion of the Student Transit Subsidy Program which now includes free bus service for DC students. Finally, by establishing baseline data and streamlining the data collection process for the Truancy Task Force, the DME has set the foundation for more robust sharing and analysis of real-time attendance data throughout the course of the school year. This data will help the DME to ensure that truancy interventions are effective and will help drive future policy decisions.

INITIATIVE 4.2: Manage the Graduation Pathways Project.

STATUS UPDATE: To date, the Graduation Pathways working group has undergone initial rounds of data collection and analyses to determine key segments of students who are off-track to graduation – including isolating the variables most predictive of being off-track and estimating the value-added of individual high schools in changing predicted graduation patterns. This analysis will inform the identification of program elements and approaches tied to improving graduation outcomes for these key student segments, gaps in programming that must be addressed, and targeted strategies for adapting or expanding existing programs and creating new program capacity.

INITIATIVE 4.3: Oversee the development of a youth re-engagement mechanism.

STATUS UPDATE: DME is working closely with agency partners, including the Department of Employment Services (DOES) and the Office of the State Superintendent of Education (OSSE), to implement the Re-Engagement Center (REC) Feasibility Study recommendations. As part of the initial phase of this work, DME has identified OSSE as the lead agency to manage the REC and is working closely with them to secure resources, including staff, and to set up a location for the REC in collaboration with DOES. The REC will be launched in September 2014.

OBJECTIVE 5: Facilities Planning. Support strategic use of school buildings for high quality instruction.

INITIATIVE 5.1: Support DGS' release of Requests for Offers (RFO) for vacant school facilities.

STATUS UPDATE: The DME has worked closely with DGS since the summer of 2013 on the Request for Offer (RFO) process whereby public charter schools can submit proposals for vacant properties. DME has provided support in community outreach, solicitation, evaluation, award, lease negotiation and final Council approval. DME and DGS submitted the first round of long-term lease RFOs for four former DCPS buildings in July 2013, and, so far, DGS with the DME's assistance awarded three of the buildings to public charter schools. Another round of two RFOs was released in October 2013 and DME and DGS are currently reviewing the public charter school proposals with an intent to award in the near future. The next round of long-term lease RFOs will occur in the winter of 2014.

INITIATIVE 5.2: Re-establish a consolidated and up-to-date inventory of school facility assets.

STATUS UPDATE: Condition assessments were completed on 123 DCPS facilities and the corresponding data has been uploaded into iPlan, DGS's asset management database. The assessment data is available via iPlan and hard copy reports that DGS maintains. DME has access to the iPlan system.

OBJECTIVE 6: Raise DC. Support the continued development of the Raise DC partnership.

INITIATIVE 6.1: Coordinate continued District agency engagement in Raise DC.

STATUS UPDATE: DME has continued to support the engagement of key youth-serving agencies on Raise DC's Leadership Council and related change networks (agency membership can be found on Raise DC's website, <http://raisedc.net>). DME is also working closely with Raise DC's Executive Director to secure government co-leadership of each change network.

- Q4: Please provide the following budget information for DME, including the approved budget, revised budget, and expenditures, for FY13 and to date in FY14:
- At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
 - At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
 - At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.

[NOTE: for electronic submission please submit raw data (i.e. CFO data dump)]

See Attachment B.

- Q5: Please provide a complete accounting of all intra-district transfers received by or transferred from DME during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within DME the transfer affected.

See Attachment C.

- Q6: Please provide a complete accounting of all reprogrammings received by or transferred from the DME during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

DME did not have any reprogramming in FY13 or to date in FY14.

- Q7: Please provide a list of all DME's fixed costs budget and actual dollars spent for FY13 and to date in FY14. Include the source of funding and the percentage of these costs assigned to each DME program. Please provide the percentage change between DME's fixed costs budget for these years and a narrative explanation for any changes.

See Attachment D. Note that the primary fixed costs expenditures for DME are covered under an MOU for support services (i.e. IT support, transportation, etc.). These expenses are not always budgeted as "fixed cost" line items but are budgeted as part of NPS expenses.

- Q8: Please provide the capital budget for DME and all programs under its purview during FY13 and FY14, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY13 and FY14. Did any of the capital projects undertaken in FY13 or FY14 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.

See capital budget summary information below.

To date, the DME has not incurred capital expenditures in FY14. DME has FY14 capital dollars of \$6 million budgeted to support a grant to a language immersion charter middle or high school. The Mayor's Office of Budget and Finance is awaiting guidance from the Office of the Chief Financial Officer on whether these funds are capital eligible. DME is prepared to issue an RFP if the OCFO determines that the funds are in fact capital eligible.

In FY13, capital funds in the amount of \$444,822 (appropriated in AY11) were expended. DME's FY13 capital budget expenditures supported DME's work on a Master Facilities Plan for public schools. The DME completed and submitted a final Master Facilities Plan to Council in March 2013. DME's FY13 capital budget and expenditures had no impact on DME's FY13 operating budget.

Fiscal Year	Approp Year	Approp Fund	Budget	Expenditure	Expenditure Description
2013	2011	0300	\$ -	\$ 444,822	Facilities planning for public & charter schools intra-District with DGS
2014	2014	0300	\$ 6,000,000	-	

Q9: Please provide a current list of all properties supported by the DME budget. Please indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).

DME budget does not support any property with its budget.

Q10: Please describe any spending pressures that existed in FY13. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

DME did not have any spending pressures in FY 13.

Q11: Please identify potential areas where spending pressures may exist in FY14? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY14 budget.

DME does not currently have, nor does it anticipate any spending pressures for FY 14.

Q12: Please provide a list of all FY13 full-time equivalent positions for DME, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

Current FTEs are as follows. Note that in FY 13 DME had 11 FTEs and in FY 14 it has 12.

Position Title	Employee Name	Date of Hire	Salary/Fringe	Grade/Step	Job Status/Source of Funds
Deputy Mayor	Abigail Smith	4/10/13	\$184,469/44,641	E5	Continuing/Local
Chief of Staff	Scheherazade Salimi	3/28/11	\$118,450/28,665	09/00	Continuing/Local
Special Assistant/Office Manager	Tara Lynch	10/1/93	\$98,893/23,932	14/05	Continuing/Local
Capital	Vacant		\$97,850/23,680	08/00	Continuing/Local

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Programs Manager					
Senior Policy Advisor – Joint Planning	Claudia Lujan	11/17/2013 (detailed by DCPS starting in April 2013)	\$119,114/28,826	MS14	Continuing/Local
Senior Policy Advisor – Early Childhood	Miriam Calderon	7/8/13	\$112,937/27,331	09/00	Continuing/Local
Senior Policy Advisor – Disconnected Youth	Celine Fejeran	5/9/11	\$84,975/20,564	07/00	Continuing/Local
Senior Policy Advisor - Data	Jennifer Comey	5/15/13	\$116,390/28,166	08/00	Continuing/Local
Special Assistant	Judith Greenberg	8/25/2013 (detailed by the City Administrator starting in April 2013)	\$115,000/27,830	09/00	Continuing/Local
Data Analyst – (Education Pioneer)	Cecilia Kaltz	7/1/13	\$68,371/16,546	12/03	Term/Local
Senior Policy Analyst – Truancy	Gerren Price	10/20/2013	\$103,000/24,926	MS15	Continuing/Local
Policy Analyst -	Vacant			09/00	Continuing/Local

Q13: How many vacancies were posted for DME during FY13? To date in FY14? Which positions? Why was the position vacated? In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

In FY 13 DME had several vacancies due to the transition of leadership at DME starting in the fall of 2012. In FY 13, there were 6 vacant positions. Some of these positions do not align to current positions due to the fact that Deputy Mayor Smith made changes to position titles to reflect her priorities for the office. The positions that were vacated are as follows: Senior Policy Advisor for Early Childhood Education; Senior Policy Advisor for Special Education; Special Assistant for External Affairs; Deputy Chief of Staff; Senior Policy Advisor for Disconnected Youth and Workforce Development; and Senior Policy Advisor for School Quality. See chart above for current position titles and hire dates.

In FY 14, DME has a total of two vacancies. The Capital Projects Manager position has been vacant since November of 2013. DME has held several interviews with potential candidates and plans to fill the

position by the end of February. In addition, DME is in the process of hiring someone to work on the common lottery -- My School DC.

Q14: How many employee performance evaluations were completed in FY13 and how was performance measured against position descriptions? To date in FY14? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

Due to the transitions that took place in FY 13, including the transition of the Deputy Mayor who set new priorities for the office, DME did not complete formal performance evaluations in PeopleSoft. The performance plans that were previously created did not fit employees' current work plans. Therefore, DME developed its own internal performance system whereby employees were evaluated on their current work plans. For FY 14, all DME employees have a current plan in PeopleSoft and will be evaluated according to those plans. DME will also continue to use its internal performance management system.

Q15: Please provide the Committee with the following:

- A list of all employees who receive cellphones, personal digital assistants, or similar communication devices at agency expense and the cost per each employee;

Employee	Cell #/Mifi	Cost per month
Jennifer Comey	341-4694 Cell	54.21
Celine Fejeran	340-7706 Cell	93.65
Cecilia Kaltz	257-4056 Cell	65.13
Tara Lynch	257-8018 Cell	65.13
	505-0328 MiFi	26.24
Gerren Price	251-8914 Cell	72.50
Scheherazade Salimi	258-4755Cell	65.13
	699-1622 MiFi	26.24
Abigail Smith	286-9254 Cell	68.63
	999-0574 MiFi	34.99
Spare	288-9861	53.51
Spare	431-5385	53.51
Spare	486-2502	53.51
Spare	701-9289	53.51

- A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY13 and to date in FY14, and the amount; and, DME had no employees receiving bonuses, special pay, additional compensation, or hiring incentives in FY13 nor to date in FY14.
- A list of travel expenses for FY13 and to date in FY14, arranged by employee.

Employee	Date of Travel	Destination/Reason	Cost	
De'Shawn Wright	10/22/2012	New York City/Broad	Amtrak	\$117.00
		Prize for Urban Education	Fee to change ticket	\$ 57.00

Celine Fejeran	9/25-27/2013	Dallas, TX/Strive 2013	Airfare	\$447.60
		Cradle-to-Career Network	Hotel	\$412.62
		Convening	Per Diem	\$177.50
Celine Fejeran	12/10-13/2013	Los Angeles, CA/National	Airfare	\$381.80
		League of Cities Re-engagement Plus Convening	Hotel	\$307.74
Cecilia Kaltz	1/15-18/2014	Memphis, TN/Education	Airfare	\$611.50
		Pioneers Training	Hotel	\$450.00

Q16: Please provide the following information for all grants awarded to DME during FY13 and to date in FY14:

- Grant Number/Title;
- Approved Budget Authority;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the grant;
- Grant deliverables;
- Grant outcomes, including grantee performance;
- Any corrective actions taken or technical assistance provided;
- DME program and activity supported by the grant;
- DME employee responsible for grant deliverables; and
- Source of funds.

DME was not awarded any grants in FY 13 nor to date in FY14.

Q17: Please provide the following information for all grants/subgrants awarded by DME during FY13 and to date in FY14:

- Grant Number/Title;
- Approved Budget Authority;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the grant;
- Grant deliverables;
- Grant outcomes, including grantee/subgrantee performance;
- Any corrective actions taken or technical assistance provided;
- DME employee/s responsible for overseeing the grant; and
- Source of funds.

DME did not award any grants/sub-grants in FY13 nor to date in FY14.

Q18: Please provide the following information for all contracts awarded by DME during FY13 and to date in FY14:

- Contract number;
- Approved Budget Authority;
- Funding Source;
- Whether it was competitively bid or sole sourced;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the contract;
- Name of the vendor;
- Contract deliverables;
- Contract outcomes;
- Any corrective actions taken or technical assistance provided; and
- DME employee/s responsible for overseeing the contract.

A. Youth Re-engagement Center Feasibility Study – FY13

Contract number: N/A

Approved Budget Authority: \$19,525

Funding Source: Local

Competitively Bid or Sole Sourced: Competitively bid

Expenditures: \$19,525

Purpose of Contract: To conduct a study to determine the feasibility of opening a youth re-engagement center in the District

Vendor: National League of Cities

Contract deliverables:

Deliverables
Initial meeting with DME to outline
Conduct bi-weekly meetings with DME to solicit input, provide briefings/status updates and share draft documents
Provide draft to DME
Provide final study and executive summary to DME
Present findings and recommendations to DME
Provide briefing documents to DME

Outcomes: All deliverables were met

Corrective Action Taken or technical assistance provided: None

DME employee responsible for overseeing the contract: Celine Fejeran

B. Education Pioneer Graduate School Yearlong Placement Program – FY13

Contract Number: N/A

Approved Budget Authority: \$10,000

Funding Source: Local

Competitively Bid or Sole Sourced: Sole Sourced

Expenditures: \$10,000

Purpose of Contract: The Education Pioneers Graduate School Yearlong Placement is a full-time, twelve month program where individuals work with education organizations and train under existing education leaders. There was a one-time processing fee to be assigned a fellow.

Vendor: Education Pioneers

Contract deliverables: N/A

Outcomes: N/A

Corrective Action Taken or technical assistance provided: None

DME employee responsible for overseeing the contract: Scheherazade Salimi

C. Communications – FY13

Contract Number: N/A

Approved Budget: \$100,000

Funding Source: Local

Competitively Bid or Sole Sourced: Competitively Bid in FY 12 and continued into FY13

Expenditures: \$93,910.03

Purpose of Contract: To assist with developing and implementing a strategic communications plan to support the work of the office. To provide on-going communications support as needed to DME.

Vendor: Reingold Link, LLC

Contract deliverables:

Deliverables
Initial planning meetings with DME staff to discuss goals and deliverables under contract.
Comprehensive strategic communications plan for DME (“DME Communications Plan) that includes strategies to meet DME’s communications needs and goals, and an implementation plan for meeting identified needs and goals. Strategies should address, at a minimum: (1) promoting DME’s work and five priority areas to the public; (2) developing a coherent messaging strategy around DME’s priority areas; (3) any other communications-related needs identified by DME staff in the initial planning meeting. The DME Communications Plan should include a social media strategy and a plan for implementing the social media strategy (including the creation of a content calendar). The DME Communications Plan should also include a framework and methodology for evaluating implementation of the plan.
Strategic communications advice, technical assistance, and support for implementation of the DME Communications Plan.
Draft press release.
Draft opinion articles and place opinion articles.
Report layout and graphic design services.
Branding graphics and logo.

Presentation editing and layout.
Messaging memorandum and/or talking points memorandum.
Press kits including fact sheets, one-page program descriptions, brochures on programs or policies, and/or other electronic or hard copy materials.
Media report based on monitoring of print, television, radio, and online media, including social media sources. This shall include analysis and recommendations for DME response to content. The focus of monitoring shall be any content relating to DME, its priority areas, or related-announcements.
Plan press conferences, media availabilities, and other strategic communications events for DME. Planning will include venue selection, logistics, audio-visual needs, invitations, RSVPs, media check-in, and web-casting (as necessary). May include archiving video from press events and making video available to DME staff and the public.
Progress report

Outcomes: All deliverables were met

Corrective Action Taken: None

DME employee responsible for overseeing the contract: Marc Bleyer

D. Adequacy Study – FY13

Contract number: 77318

Approved Budget Authority: \$435,750.94 Funding Source: Local

Competitively Bid or Sole Sourced: Competitively bid

Expenditures: \$435,746.93

Purpose of Contract: Continuation from FY12 – To produce and deliver to the Mayor an adequacy study and recommendations for revision of the Uniform Per Student Funding Formula (UPSFF)

Vendor: The Finance Project

Contract deliverables:

Deliverables
Meet with DME to outline a meeting schedule for soliciting stakeholder input and providing briefings/status reports regarding the contract deliverables.
Select and convene Adequacy Study staff in consultation with DME.
The contractor shall develop a detailed plan for the study, including a description of how it would undertake each part of the study and then use the results to make recommendations for changes to the Uniform Per Student Funding Formula (“UPSFF”).
Conduct monthly meetings/conference calls with the Contract Administrator (“CA”)

within the DME to solicit input, provide briefings/status updates and share draft document of the Adequacy Study.
Create a preliminary draft of the Adequacy Study and convene stakeholders to share the draft and collect feedback.
Submit revised draft of the Adequacy Study to DME.
Submit final Adequacy Study to the DME.
Submit final briefing documents and executive summary to the DME.
Submit final summary of work to DME.
The Contractor shall organize and facilitate at least 2 stakeholder meetings to present its approach to the Adequacy Study, findings, and recommendations. One meeting shall include government stakeholders, and another meeting shall be held for community stakeholders.

Outcomes: All deliverables met

Corrective Action Taken: None

DME employee responsible for overseeing the contract: Judi Greenberg

E. Adequacy Study

Contract Number: 77318

Approved Budget Authority: \$13,045

Funding Source: Local

Competitively bid or Sole Source: Competitively bid

Expenditures: \$13,045

Purpose of Contract: Extension of FY13 contract to complete the DC Education Adequacy Study

Name of Vendor: The Finance Project

Contract deliverables: Same as deliverables listed above (D.)

Deliverables
Meet with DME to outline a meeting schedule for soliciting stakeholder input and providing briefings/status reports regarding the contract deliverables.
Select and convene Adequacy Study staff in consultation with DME.
The contractor shall develop a detailed plan for the study, including a description of how it would undertake each part of the study and then use the results to make recommendations for changes to the Uniform Per Student Funding Formula (“UPSFF”).
Conduct monthly meetings/conference calls with the Contract Administrator (“CA”) within the DME to solicit input, provide briefings/status updates and share draft document of the Adequacy Study.
Create a preliminary draft of the Adequacy Study and convene stakeholders to share the

draft and collect feedback.
Submit revised draft of the Adequacy Study to DME.
Submit final Adequacy Study to the DME.
Submit final briefing documents and executive summary to the DME.
Submit final summary of work to DME.
The Contractor shall organize and facilitate at least 2 stakeholder meetings to present its approach to the Adequacy Study, findings, and recommendations. One meeting shall include government stakeholders, and another meeting shall be held for community stakeholders.

Contract outcomes: All deliverables were met
 Corrective Actions taken: None
 DME employee responsible for overseeing the contract: Judi Greenberg

F. UPSFF Interactive Electronic Tool – FY14

Contract Number: N/A
 Approved Budget Authority: \$35,000
 Funding Source: Local
 Competitively bid or sole sourced: Sole sourced
 Expenditures: \$35,000
 Purpose of Contract: To develop a UPSFF Interactive Modeling Calculator (IMC) in MS Excel software format to derive the Uniform Per Student Funding Formula (UPSFF) based on various scenarios of funding sources of funding resources and costs.
 Name of Vendor: Augenblick, Palaich and Associates
 Contract deliverables:

Deliverables
Phase I IMC
Training on Phase I IMC
Phase II IMC
Training on Phase II IMC
Written Instructions on use of the final IMC (Phase I and Phase II combined)
Draft user agreement(s)

Contract outcomes: Deliverables are on track
 Corrective Actions taken: None
 DME employee responsible for overseeing the contract: Judi Greenberg

Q19: Please provide the following information for all contract modifications made by DME during FY13 and to date in FY14, broken down by DME program and activity:

- Name of the vendor;
- Purpose and reason of the contract modification;

- employee/s responsible for overseeing the contract;
- Modification cost, including budgeted amount and actual spent; and
- Funding source.

A. Communications

Name of Vendor: Reingold Link, LLC
 Purpose and reason of the contract modification: Needed additional communication services
 Employee responsible for overseeing the contract: Marc Bleyer
 Modification cost/actual funds spent: \$30,000
 Funding Source: Local

B. Adequacy Study

Name of Vendor: The Finance Project
 Purpose and reason of the contract modification: Additional analysis required on the DC Education Adequacy Study
 Employee responsible for overseeing the contract: Judi Greenberg
 Modification cost/actual funds spent: \$14,993 modification cost; \$13,045 pre-encumbered but not yet spent
 Funding Source: Local

C. Adequacy Study

Name of Vendor: The Finance Project
 Purpose and reason of the contract modification: Extend the period of performance for additional analysis
 Employee responsible for overseeing the contract: Judi Greenberg
 Modification cost/actual funds spent: No cost extension
 Funding Source: Local

Q20: Please provide the following information for all purchase card transactions during FY13 and to date in FY14:

- Employee that made the transaction;
- Transaction amount; and,
- Transaction purpose.

All transactions are made by Tara Lynch who manages the purchase card. Transactions are made with the approval of Scheherazade Salimi, Chief of Staff.

Date of Transaction	Transaction Amount	Vendor	Purpose	NOTES
10/16/2012	\$117.00	Amtrak	Train ticket for employee (De’Shawn Wright) travel	
10/19/2012	\$57.00	Amtrak	Train ticket adjustment for	

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			employee (De'Shawn Wright) travel	
11/19/2012	\$48.97	Metropolitan Office Products	Office Supplies	
11/28/2012	\$12.17	Staples	Name badges were needed for a meeting	
12/03/2012	\$178.00	Document Managers	Business Cards for 2 employees	
12/26/2012	\$177.33	Metropolitan Office Products	Office Supplies	
2/6/2013	\$260.44	American Business Supply	Office Supplies	
2/15/2013	\$425.00	Champions for Change	Registration fee for conference employee was attending (Celine Fejeran)	This transaction was credited back to the account on 3/12/13 for cancellation due to the weather
2/19/2013	\$159.98	Metropolitan Office Products	Office Supplies	
2/19/2013	\$403.80	Delta Airlines	Airfare for employee (Celine Fejeran) travel to conference	This transaction was credited back to the account on 3/7/13 for flight cancellation due to weather
3/21/2013	\$1,778.87	Metropolitan Office Products	Office Supplies	
4/8/2013	\$178.00	Document Managers	Business Cards for 2 employees	
4/17/2013	\$1,222.35	American Business Supply	Office Supplies	
5/16/2013	\$24.00	Survey Monkey	Online survey program for capital project	
5/17/2013	\$2,199.98	Metropolitan Office Products	2 Microsoft Surface computers	
6/16/2013	\$24.00	Survey Monkey	Online survey program for capital project	This was month #2 of the survey
6/28/2013	\$245.00	Staples	2 keyboards for the Microsoft Surface	
7/15/2013	\$1,270.09	Metropolitan Office Products	Office Supplies	

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7/18/2013	\$2,108.00	IBM	IBM SPSS Software	
7/27/2013	\$249.95	Staples	Equipment	
8/5/2013	\$1,038.79	Dell	Laptop for Employee	
8/19/2013	\$461.78	Metropolitan Office Products	Office Supplies	
9/13/2013	\$447.60	USAirways	Airline Ticket for employee (Celine Fejeran) for conference	
9/20/2013	\$20.90	Staples	Office Supply	
9/26/2013	\$2,179.10	Metropolitan Office Products	Office Supplies	
9/27/2013	\$412.62	Fairmont Hotel	Hotel for employee (Celine Fejeran) for travel	
9/27/2013	\$1,388.38	American Business Supply	Office Supplies	
9/30/2013	\$2,489.17	Metropolitan Office Products	Office Supplies	
11/7/2013	\$1,732.36	Multicultural Community Services	Translation and Interpretation Services for Community Meeting	
11/14/2013	\$381.80	Delta Airlines	Airfare for employee (Celine Fejeran) for travel	
11/18/2013	\$105.02	The Corporate Connection	Notary supplies for employee (Tara Lynch)	
12/14/2013	\$307.74	Marriott JW Hotel Los Angeles, CA	Hotel for employee (Celine Fejeran) for travel	
12/20/2013	\$863.97	Metropolitan Office Products	Office Supplies	
1/6/2014	\$10.17	GoDaddy.com	Purchase of URL for Boundaries Project	
1/6/2014	\$611.50	USAirways	Airline Ticket for employee (Abigail Smith) for travel	This cost will be reimbursed back to DME by Aspen Institute once conference is complete
1/8/2014	\$21.99	Cheaptix	Fee for purchasing employee airline ticket	
1/8/2014	\$667.50	USAirways	Airline Ticket for employee (Cecilia	

			Kaltz) for travel	
1/19/2014	\$450.00	Madison Hotel Memphis, TN	Hotel cost for employee (Cecilia Kaltz) for travel	

Q21: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DME during FY13 and to date in FY14. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

DME had no investigations, reviews or program/fiscal audits conducted on programs and activities during FY13 and to date in FY14.

Q22: Please provide a citation of all regulations that were reviewed and/or revised in FY13 and FY14 to date.

See chart below.

Title-Subtitle/Chapter Number	Chapter Heading (DCR Cite)	Status Reviewed
5-A21	COMPULSORY EDUCATION AND SCHOOL ATTENDANCE (60 DCR 9725 and 61 DCR 222)	Proposed & Final
5-A27	INTERSCHOLASTIC ATHLETICS (60 DCR 16052)	Proposed & Final
5A-31	EARLY INTERVENTION PROGRAM FOR INFANTS AND TODDLERS WITH DISABILITIES (60 DCR 5614)	Proposed & Final
5E-30	ORIGINAL EDUCATION-SPECIAL EDUCATION POLICY-LEA RESPONSIBILITY – REPORTS OF CHILD COUNT (60 DCR 12222 & 60 DCR 16078)	Proposed & Emergency & 2 nd Proposed
22-B30	PUBLIC HEALTH AND MEDICINE – CENTRAL REFERRAL BUREAU; HEALTH CARE FEES (Repeal) (44 DCR 5501, 60 DCR 771, 60 DCR 5614)	Proposed & Final
29-3	PUBLIC WELFARE – CHILD DEVELOPMENT FACILITIES (57 DCR 984)	Proposed & Final

	MONTESSORI SCHOOLS – (60 DCR 12384.)	
29-18	PUBLIC WELFARE –HEARING PROCEDURES FOR THE EARLY INTERVENTION SERVICES PROGRAM (60 DCR 771, 60 DCR 5614	Proposed & Final
5A-1	CHILD DEVELOPMENT FACILITIES (based on 29-3; 16-3602)	Proposed and under review
5A-25	STANDARDS FOR STUDENT CODE OF CONDUCT	Proposed and reviewed
5-A32	SPECIAL EDUCATION DISPUTE RESOLUTION (STUDENT HEARING OFFICE)	Proposed and reviewed
5A-50	NON RESIDENTS ATTENDING DISTRICT OF COLUMBIA PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS (combining A-50 and A-51)	Proposed and reviewed

Planning and Facilities

Q23: Please list all of the former school buildings that have been released under the RFO process for the first time in FY13 and FY14 to date. Additionally, please describe your efforts to jointly engage both DCPS and Public Charter Schools in determining supply, need and demand for school buildings.

DME and DGS released the first round of long-term lease RFOs for four former DCPS buildings on July 15, 2013. The buildings included Hamilton, Young, Winston, and Shaed. Three of the four buildings have since been awarded: Hamilton to KIPP DC, Young to Two Rivers, and Shaed to Inspired Teaching and Lee Montessori School. The second round of RFOs was released on October 24, 2013, and included Shadd and Sharpe Health. DME and DGS are currently reviewing proposals.

DME has begun to use the SDN data system to identify programmatic needs in areas with surplus buildings. We have also met periodically with PCSB and DCPS to discuss data from the SDN in connection with planning around school supply.

Q24: Please provide an update on the development of a 5-year master facilities plan and the collaboration with DGS, including an update on the web-based information portal for facilities-related data, portal address, how it is maintained and the efforts made by the DME to inform the public of this site. Additionally, please update the Committee on the conditions assessment conducted by 4tell Solutions, that begin in September 2012 and was set to be completed by May 2013.

The 5-year Master Facilities Plan was submitted to the Council in March last year. As we informed the Council when the MFP was released, we decided not to pursue the web portal due to cost considerations.

The conditions assessments are complete and consolidated in DGS' iPlan database.

Q25: In light of DME taking responsibility for the current student assignment and school boundaries review process, please provide an update and a timeline on how DME is working with DCPS, PCS and DGS to prepare for changes LEAs may need to their facilities.

It is too early in the process to know what impact potential policies will have on our facility needs. We have representatives from DCPS and PCSB on the DC Advisory Committee on Student Assignment to flag any issues that may arise with regard to facilities planning early in the process. As the Committee begins to develop scenarios, we anticipate engaging DGS more substantively on this issue beginning in late March and early April.

DME Programmatic Initiatives

Q26: Please describe the Office's efforts to enhance interagency cooperation for the agencies under its purview and the other Deputy Mayors' offices to address and coordinate education policies, programs, and initiatives across the District's public education system.

Each of the initiatives described below involves significant inter-agency cooperation both within the education cluster and across clusters that fall under other Deputy Mayors' offices. In addition, DME's work on the adequacy study, the common lottery, and coordinating the District's RTT-ELC grant application, has been undertaken with extensive engagement and coordination with education cluster agencies as well as agencies outside the cluster.

Q27: Please provide an update on the DME's efforts to establish and implement the Cradle to Career Partnership program (RAISE DC). In your response, please provide how this program is broken down for different age groups. In addition, please describe the work of the DME in developing programs/policies and soliciting partnerships for each age category within these programs.

Raise DC, the city's multi-sector partnership, focuses on aligning citywide efforts to improve outcomes for young people at each stage of the cradle-to-career continuum. The partnership convenes around five citywide goals, each of which targets a particular age category along the continuum:

- Every child enters kindergarten ready to learn (ages 0-5),
- Every child graduates from high school on time and prepared for post-secondary success (ages 5-18),
- Every youth who is not in school reconnects to education, training, or employment opportunities (ages 16-24),
- Every youth attains a post-secondary credential (ages 18-24), and
- Every youth is prepared for a career (ages 20-24).

Raise DC is led by a 27-member Leadership Council, comprised of leaders from District agencies, private industry, educational institutions, non-profit organizations, and philanthropy. Aligned with the Raise DC goal areas are "change networks" (or working groups) that convene a diverse group of District youth-serving agencies, direct-service organizations, funders, and other stakeholders to analyze data on effective practices and to formulate and implement action plans with the aim of bringing successful practices to scale.

Mirroring other cradle-to-career communities across the country, a backbone organization is critical to guiding alignment among a broad range of partners, providing operational capacity to advance work streams for both the Leadership Council and the change networks (including data analysis and facilitation support), and ensuring long-term sustainability of the partnership. In Summer 2013, this backbone function transitioned from the DME to the Community Foundation for the National Capital Region (CFNCR).

DME remains a committed member of the Raise DC Leadership Council and actively contributes to the goals of Raise DC by ensuring participation of youth-serving District agencies on each change network and by supporting the adoption of the partnership's outcome metrics by individual agencies to help guide their work.

Q28: Please describe the DME's efforts to capture disconnected youth and connect them with adult learning, GED, workforce development, and other programs. What partnerships or collaborations with community partners and other District government agencies does the DME utilize to capture these individuals and promote workforce development? What is the status of the Reengagement Center that was to be developed as a part of RAISE DC?

In alignment with the Raise DC goal to reconnect disconnected youth, DME contracted with the National League of Cities Institute for Youth, Education and Families (NLC-IYEF) to conduct a feasibility study for opening a youth REC in the District and, from its analyses, outline a set of recommendations.

As stated above, DME is working closely with agency partners, including DOES and OSSE, to implement the REC Feasibility Study recommendations. As part of the initial phase of this work, DME has identified OSSE as the lead agency to manage the REC and is working closely with them to secure resources, including staff, and to set up a location for the REC in collaboration with DOES. The REC will be launched in September 2014.

As stated above, in addition to overseeing the launch of a District REC for out-of-school youth, DME is managing the Graduation Pathways Project. In collaboration with DCPS, PCSB, OSSE, and individual charter LEAs, the Graduation Pathways Project aims to better understand key segments of high school students who fall off-track to graduation and to identify which programs are serving these segments of students well and where there are gaps in program offerings. Using these analyses, partners will collaboratively generate strategies that can help improve their 4-year graduation rate to include:

- Expansion of opportunities for off-track students to graduate in 5- or 6-years; and
- Identification of re-engagement opportunities to serve students who have already dropped out of high school.

Q29: Please describe any efforts, initiatives, programs, or policies regarding workforce development that were developed or implemented by the DME in FY13 and to date in FY14. In your response please indicate who in your office is responsible for overseeing these programs, the number of individuals who took part in each program, and a narrative description of the results and outcomes of this program.

DME has served as an education partner in citywide workforce development efforts, including the Workforce Investment Council and the Raise DC Youth Employment Change Network. Additionally, DME has been an active member of the Career and Technical Educational Task Force, contributing both to the development and implementation of its Strategic Plan to strengthen the quality, structure, and student outcomes of CTE programs and to ensure that they are closely aligned with high-demand, high-wage careers in the District.

Q30: What programs and initiatives are currently underway by the DME to promote and improve early childhood education in the District? How does the DME work with and coordinate the agencies under their purview to ensure access to early childhood education, maximize the benefits of early childhood education, and promote school readiness? Additionally, please provide an update on the early childhood resource map that would highlight all potential linkages and barriers that you said you would produce during Spring 2013.

As stated above, DME is overseeing and supporting OSSE's implementation of a comprehensive assessment to measure Kindergarten readiness for the purpose of obtaining a broad perspective on the developmental strengths and needs of young children in the District. This will lead to better tracking of trends in children's learning and allow for the alignment of financial and professional development resources to early childhood program needs. Currently, DME and OSSE are working with a 10 state consortium to develop this kindergarten entry assessment and an implementation plan. This consortium successfully won a \$6.1 million Enhanced Assessment Grant from the U.S. Department of Education to support this work. This tool will be piloted in the District in FY15, and ready for full implementation in FY16.

In addition to work on the KEA, DME has supported OSSE in the allocation of the \$11 million in new money that the Mayor allocated in FY 14 to support additional infant and toddler capacity across the District. To date, this investment has been used to increase reimbursement rates to infant and toddler providers. A portion of funds will also be allocated to providers to support facilities related improvements necessary to create more infant and toddler slots.

In order to improve inter-agency coordination, DME, in collaboration with DMHHS, worked to establish the Early Success Council (ESC). The ESC will be co-chaired by the DME and DMHHS and will serve as a governance structure for the District's early birth to five system, and the entity responsible for meeting the goals outlined in the Mayor's Early Success Framework. The Council was established by Mayor's Order in October 2013, and brings together District agencies to align planning, policy, program, and funding decisions. The first meeting of the Early Success Council will take place in February, 2014.

With regard to the resource map, DME worked closely with the SECDCC on a study the SECDCC commissioned to examine linkages and barriers to collaboration and coordination of birth to five services. Using the Early Success Framework as a guide, this report provides an overview of programs that serve young children birth to eight years of age and their families in the District. The report identifies current connections and collaborations among these programs, as well as barriers to collaboration. The report also addresses additional areas of collaboration needed to achieve the Early Success Framework's goals and to address service challenges among individual agencies and programs.

Q31: Please list the outcomes and objectives of the SECDCC. Please provide a narrative response regarding the outcomes that have been met in FY13 or will be met in FY14.

The SECDCC's purpose and objectives were established in the Pre-K Acceleration and Clarification Emergency Amendment Act of 2010, namely to improve collaboration and coordination among entities providing early childhood services, improve school readiness, assist in the planning and development of a comprehensive early childhood system, and comply with requirements of the federal Head Start Act. The SECDCC was established in June 2011 and expired in June 2013. A major focus of the SECDCC during this time period was to meet the requirements of a federal grant that focused on supporting the SECDCC in developing a high-quality, comprehensive system of early childhood development and care for the District. More specifically, the SECDCC achieved the following outcomes: the launch of an early literacy campaign in collaboration with DCPL called Sing, Talk, and Read; activities that worked to raise awareness regarding the importance of developmental screenings among parents, and improved the ability of early childhood professionals to conduct developmental screenings; launch of a web portal through the www.learnDC.org website in order to provide information about the many health, early care and education, and family resources available in the District. The website was designed to help parents, families, caregivers, and early childhood educators better understand the needs of young children, available programs, and how to connect with programs and services. The SECDCC also collaborated with DME and DMHHS and other agencies to commission key reports that made recommendations related to enhancing the early childhood system in the District. These reports also helped inform the development of the District's Race to the Top-Early Learning Challenge grant application. DME, in collaboration with DMHHS is currently working to reconstitute the SECDCC; the first meeting is scheduled for March 2014.

Q32: Please provide an update on the work of the Truancy Task Force. At a minimum, please include the following:

- The name and organization of each member of the Task Force;
- A list of each meeting of the task force, including the meeting of any subcommittees;
- The minutes from each meeting of the task force, including the meetings of any subcommittees;
- The goals of the Task Force for FY13 and FY14 including how they were developed and any agreed upon work plan for achieving the goals;
- An update on any programs or policies implemented by the Task Force including the number of youth served by the programs, a narrative description of each program, a narrative description of the outcome of each program, and any changes made in FY13 or to date in FY14;
- How the Commission communicates with residents, advocates, and interested stakeholders including an explanation of the methods and frequency of communication the Commission has with these individuals. Additionally, please describe any outreach and/or education efforts that the Commission has made to engage the public in its work in FY13 and to date in FY14; and,
- Any efforts undertaken by the Task Force to directly involve youth in their work.

A. Name and organization of each member of the Task Force

See Attachment E for the name and organization of each member of the Task Force.

B. A list of each meeting of the Task Force, including the meetings of any subcommittees

Truancy Task Force Meetings

December 5, 2012
February 6, 2013
April 3, 2013
June 5, 2013
July 30, 2013
December 19, 2013

Steering Committee Meetings

November 19, 2012
January 16, 2013
April 7, 2013
June 19, 2013
July 17, 2013
September 18, 2013
December 4, 2013

Data Committee Meetings

October 31, 2012
January 29, 2013
February 26, 2013
March 26, 2013
April 30, 2013
May 28, 2013
June 25, 2013
July 30, 2013
August 27, 2013
September 24, 2013
October 29, 2013
November 26, 2013
January 14, 2014

C. The minutes from each meeting of the task force, including the meetings of any subcommittees

There are no minutes for task force or subcommittee meetings. Agendas for the above-mentioned meetings are included in Attachment F.

D. The goals of the Task Force for FY13 and FY14 including how they were developed and any agreed upon work plan for achieving the goals.

The goal of the Truancy Task Force is to support a coordinated effort across government agencies and community stakeholders to reduce truancy by:

1. Leveraging existing programs, resources, and structures to ensure that they are employing truancy reduction strategies that are measurable;
2. Assessing program impact and effectiveness and making real-time adjustments as necessary.

These goals were originally developed during the early part of FY13 and have been refined based on feedback from participating stakeholders. Throughout FY14, there has been a concerted effort to streamline data collection, reporting, and analysis to ensure that we are able to best leverage resources, monitor program implementation, and ensure compliance with the Attendance Accountability Act (AAA).

- E. An update on any programs or policies implemented by the Task Force including the number of youth served by the programs, a narrative description of each program, a narrative description of the outcome of each program, and any changes made in FY13 or to date in FY14

Two programs that were initially implemented by the Truancy Task Force during the 2011-2012 school year, moved towards their conclusion during FY13. Both the High School Case Management Program and the Truancy Court Diversion Program (TCDP) commenced in FY12 and ended in FY13.

Rather than focus on the development of new programs during FY13, the Task Force primarily worked to ensure all affected agencies were prepared for the full implementation of the Attendance Accountability Amendment Act of 2013 (AAA), supported and expanded existing programs, leveraged existing programs and resources, and established a data protocol to ensure the effective collection of data to monitor programmatic success and ensure accountability to the AAA.

Implementation of the AAA

The Task Force was responsible for convening on-going meetings with various agency representatives to ensure that each agency was prepared for the full implementation of the AAA by the start of the 2013-2014 school year. Through collaboration among various government agencies and other partners, the Task Force was able to ensure that the truancy referral process was streamlined and that its business practices were clearly defined. These efforts have enabled DCPS and PCSB to more effectively ensure that schools are staffed and trained appropriately to carry out required interventions and to make the required referrals in a timely fashion. The improved relationship between DCPS, PCSB, the Child and Family Services Agency (CFSA), and the Court Social Services Division (CSSD) has enabled students and families in need to be more readily identified and assisted. The development of a triage unit within CFSA has allowed for cases to be investigated more efficiently.

Additionally, other agencies have taken active steps to ensure that they are able to meet the requirements of the AAA. OSSE developed and is now sending a Truancy Guide to students and parents once the 10th unexcused absence is reached. DCPS and the Metropolitan Police Department (MPD) are now sending a joint letter to parents warning of their students' potential referral to court by the 10th absence, and the Office of the Attorney General (OAG) is sending letters to parents by the 15th absence.

Throughout FY14, the Task Force will continue to monitor progress and work to identify and remove barriers to implementation.

Expansion of existing programs

The Task Force worked to provide support needed to expand existing programs and resources to students and families.

The Task Force worked with the District Department of Transportation (DDOT) to support the expansion of the DDOT Student Transportation Subsidy Program (STSP) and specifically the implementation of the “Ride Free on Bus” program that allows students to ride the bus for free by flashing their DC One Card or DDOT Transportation card.

Additionally, the Mayor allocated \$1 million to the Deputy Mayor for Health and Human Services to expand the PASS program. This program is being administered by DHS. This expansion will allow the PASS program to more than double its capacity in FY14 and provides PASS with an opportunity to serve as an early intervention strategy, rather than just a diversion option. Throughout FY14, students who are 1st time or repeat 9th graders at Anacostia and Dunbar SHS, and middle school students at Maya Angelou and Friendship PCS, will be eligible for participation in the PASS program.

Finally, the Justice Grants Administration (JGA) Truancy Reduction Program has expanded its operations and is now operating in a total of 48 schools (up from 16 in SY12-13).

Leveraging existing programs to improve attendance

During FY13, the Task Force partnered with DOES to implement an attendance policy for SYEP 2013 participants. For the first time in the program’s 35-year history, a student’s attendance was tied to their eligibility for a space in the program. More than 43% of youth who were previously considered “chronically truant” showed improved attendance after being made aware of the fact that their attendance was tied to job eligibility, and did not accumulate additional unexcused absences for the rest of the school year. Youth who failed to improve were required to attend the SYEP Truancy Summit to learn about the importance of attending school, the current policies, and rules around attendance and the AAA, and what resources they could access to overcome their attendance challenges. The Task Force is continuing to work with DOES to expand this partnership through FY14 and is working to identify additional opportunities for engagement with other youth-serving agencies.

Standardized metrics and timeline for reporting data

The Truancy Task Force Data Committee met regularly throughout FY13 and focused on establishing uniform data collection protocols that would allow the Task Force to better track baseline student attendance data and AAA accountability data points and outcomes.

By focusing on these specific areas, the Task Force has paved the way for expanded involvement and monitoring of truancy initiatives during FY14 and beyond.

Conclusion of the High School Case Management Program

The High School Case Management Program was initially implemented by the Task Force in FY12 and concluded during FY13. The High School Case Management program was a formal partnership between seven DCPS high schools that were identified due to their high chronic truancy rates.

With the understanding that truancy is not merely a reflection of the individual student, but that it is often rooted in family circumstances, and that family human service needs in many domains (e.g., child care, mental health, substance use, unemployment, and poverty) can all generate barriers to

school attendance, the High School Case Management Program was designed to address chronic truancy through a holistic, family-based approach to intervention.

Throughout FY13, a total of 70 families representing 81 students from Anacostia, Ballou, Cardozo, Dunbar, Roosevelt, Woodson and Spingarn High Schools were served by the program. Of the 70 active cases, 36 (48.6%) of these cases were closed successfully, meaning the students in question attended school for a total of four weeks with no more than one unexcused absence. Of the 81 youth served, 22 (72.8%) of them showed improvement in their In-Seat Attendance (ISA) as reflected in the chart below.

High School Case Management Program – FY 13							
School	Anacostia	Ballou	Cardozo	Dunbar	Roosevelt	Woodson	Spingarn
# of Youth Served	9	7	20	11	12	13	9
# of Youth with Improved ISA	3	0	3	7	4	4	1

Conclusion of the Truancy Court Diversion Program (TCDP)

The Truancy Court Diversion Program (TCDP) was first implemented by the Task Force during FY12 and was managed by the Criminal Justice Coordinating Council (CJCC). The program was a collaborative effort of the District’s criminal justice, education and human services agencies and was designed to identify middle school students who are at risk of becoming chronically truant and to assist them and their families in overcoming barriers to school attendance.

In the spring 2012 cohort, 15 students participated in the program. According to an evaluation conducted by the Urban Institute, 100% of participants at Johnson Middle School (which served as a host site) increased their average daily attendance after participating in the program. In the fall 2013 cohort, 20 students participated. Outcomes for the current iteration of the program are being finalized as the TCDP sites are in the process of holding commencement ceremonies.

In FY 2013, the TCDP expanded from two middle schools to a total of six, which included: Browne Educational Campus, Eliot-Hine Middle School, Johnson Middle School, Kramer Middle School, LaSalle-Backus Educational Campus, and Shaw Middle School.

There were three cohorts of students who participated during the spring of 2012, the fall of 2012, and the spring of 2013. Over the course of the three (3) cohorts a total of 65 students participated in TCDP.

When looking at the Average Daily Attendance (ADA) at the end of the program in comparison to the ADA at the beginning of the program, approximately 60% of the participants experienced an increase in ADA.

F. How the Commission communicates with residents, advocates, and interested stakeholders including an explanation of the methods and frequency of communication the Commission has with these individuals. Additionally, please describe any outreach and/or education efforts that the Commission has made to engage the public in its work in FY13 and to date in FY14

The Truancy Task Force Steering Committee is made up of representatives from various government agencies. All of these agencies, along with the DME and DMHHS manage various communications with residents, advocates, and interested stakeholders on a continual basis.

Additionally, CJCC, a Task Force member, holds quarterly public meetings where it discusses the work of the Truancy Task Force as well as its other projects, and conducts regular outreach to interested residents, advocates, and key stakeholders.

G. Any efforts undertaken by the Task Force to directly involve youth in their work

The Task Force worked closely with youth participants in the DOES Support Staff Program to develop and support the creation of multimedia content stressing the importance of school attendance and informing youth about the new SYEP attendance policy. The Task Force also worked with DOES and the DCPS to host the 2013 SYEP Truancy Summit for youth participants in the SYEP who struggled with school attendance during the last two quarters of the 2012-2013 school year. Former DCPS students who previously faced attendance issues, but were able to overcome their obstacles, were featured during these workshops to better connect to participating youth.

Q33: Please describe the DME's work in improving the administration of special education in the District. Please describe any programs, policies, or initiatives undertaken in FY13 and to date in FY14. How has the DME worked to improve the internal capacity of DCPS to meet the needs of these students and to reduce non-public and non-District placement?

Early in his term, the Mayor's set a goal of significantly increasing the capacity of local public schools to serve students with disabilities, and reducing the District's reliance on segregated non-public placements for students who can benefit from instruction in the general education setting. At the beginning of the Mayor's term, the DME worked closely with OSSE and DCPS to develop strategies to meet the Mayor's goal. These strategies were subsequently embedded in OSSE and DCPS' strategic plans, and include various initiatives including building new special education classrooms within DCPS schools, providing rigorous professional development opportunities for educators, improving the process for developing and implementing IEPs, and creating more robust transition planning, among other initiatives. Since that time, DME has served chiefly as a coordinator to ensure smooth implementation of DCPS and OSSE's strategic plans for initiatives that require significant collaboration with other agencies and non-governmental partners.

Q34: One of the DME's listed objectives in the FY13 Performance Plan is to reduce nonpublic enrollment and the associated budget. Please detail the steps DME has taken to do so in the LEAs. Additionally, please provide an update on the study conducted by the American Institutes for Research and how you will collaborate with OSEE to implement the opportunities presented.

Please see response to question 33 above. With regard to the AIR report, OSSE has already implemented strategies that grew out of the recommendations of that report, including developing a quality assessment tool that LEAs can use to assess their progress against quality indicators identified in the study. The tool is web-based and is accompanied by an on-line library of best practices and other resources. OSSE is also in the process of incorporating the quality assessment tool into its technical assistance framework. In addition to the web-based tool, OSSE is implementing other recommendations from the study, such as providing professional development courses that are tailored to needs identified by LEAs during the course of the study.

Q35: Please provide an update on the partnership with OSSE and DCPS to develop an innovative public-private partnership with Ivymount, including how the professional development of special education teachers in both DCPS and public charter schools.

The District and the development team for the Stevens site, consisting of Akridge, Argos and IvyMount, are currently negotiating a term sheet and land disposition agreement. In addition, DCPS and Ivymount executed a Letter of Intent regarding their partnership at the Stevens site, which includes professional development of special education teachers within DCPS as a component (over time, as the partnership grows, professional development opportunities for other LEAs will be explored in partnership with OSSE). DMPED expects to introduce legislation to support the project to Council in Spring 2014 and, pending approval of the disposition by Council, the team will begin its pre-development efforts in Summer 2014. DCPS is piloting the partnership with Ivymount at School Within School this school year.

Q36: Per the Committee's roundtable on School Safety and Emergency Preparedness in the District of Columbia, please provide: a list of all safety concerns; roles of each agency involved in school safety and emergency preparedness. Additionally, please provide an update on the environmental and safety audits conducted in schools in FY12, FY13, and to date in FY14.

School safety and emergency preparedness involves close coordination between multiple District agencies.

As Deputy Mayor Smith testified at the roundtable on Emergency Preparedness and School Safety, District agencies involved in school safety planning work together to ensure that students are safe on the way to and from school, and at after school events and activities.

- **DDOT** operates the Safe Routes to School Program, which was established pursuant to federal legislation in 2005. The Safe Routes to School Program is available for schools with students in grades K-8, and involves a planning assistance program that helps schools identify barriers to safe walking and biking to school, and to develop an action plan to address those barriers. DDOT also deploys crossing guards to various intersections according to need.
- **MPD** deploys SROs and, for DCPS, contractual security guards. SROs are sworn police officers with specialized training and experience in working with youth. SROs serve as a resource to school staff, and are available to assist with:
 - Coordinating mediations and response to conflicts;

- Providing mentoring and outreach programs, such as seminars and assemblies on public safety topics, including bullying, drug use, and gangs, and other issues, such as transitioning to the ninth grade;
- Coordinating the Safe Passage Program to provide safe routes for youth to and from schools in collaboration with the Metro Transit Authority Police;
- Providing support to at-risk youth, such as home visits to chronic truants, visits to group homes and seminars to designated youth; and
- Visiting and working with the schools that feed into middle and high schools. MPD is focused on protecting students from criminal activity on their way to and from school.

MPD also manages the security guard contract for DCPS. Generally speaking, security guards are responsible for controlling entry to and exit from schools, assisting with emergency situations and incident investigations, providing protection and security services for employees, students and visitors, and preventing and reporting safety and security risks. Security personnel are typically the first on the scene if there is an incident at a school. If an incident is serious in nature, an SRO or district officer may be called to the scene. Many public charter schools also employ or contract with security guards to serve similar needs on their campuses. However, MPD does not manage contract security for charter schools. Charters have the flexibility to fund their own individual programs and services, including investments in security, as they see fit with their UPSFF dollars.

- **DCPS'** Office of School Security oversee day to day school safety issues in DCPS schools and is responsible for preventing, detecting, and investigating criminal and illegal activity on public school property.
- **PCSB** has recently dedicated a staff member to serve as a focal point for school security and emergency preparedness issues in public charter schools, and to act as a liaison with District government agencies.

With regard to emergency preparedness, the District Response Plan (DPR) establishes the concepts and policies under which elements of the District government, including schools, will operate before, during and after an emergency. The DPR identifies 18 areas of functional responsibility, called ESFs. Primary District agencies are designated to lead each ESF based on departmental authorities, resources and capabilities in particular functional areas. These are listed below:

- ESF #1—Transportation- District Department of Transportation (DDOT)
- ESF #2—Communications- Office of Unified Communication (OUC)
- ESF #3—Public Works and Engineering- Department of Public Works (DPW)
- ESF #4—Firefighting- Fire and Emergency Medical Services (FEMS) Department
- ESF #5—Emergency Management- Homeland Security and Emergency Management Agency (HSEMA)
- ESF #6—Mass Care, Emergency Assistance, Housing and Human Services- Department of Human Services (DHS)
- ESF #7—Resource Support- Office of Contracts and Procurement (OCP)
- ESF #8—Public Health and Medical Services- Department of Health (DOH)
- ESF #9—Search and Rescue- Fire and Emergency Medical Services (FEMS) Department

ESF #10—Oil and Hazardous Materials Response- Fire and Emergency Medical Services (FEMS) Department
ESF #11—Food- Department of Human Services (DHS)
ESF #12—Energy- Department of the Environment
ESF #13—Law Enforcement- Metropolitan Police Department (MPD)
ESF #14—Long-Term Community Recovery and Mitigation- Homeland Security and Emergency Management Agency (HSEMA)
ESF #15—External Affairs- Executive Office of Mayor (EOM)
ESF #16—Volunteer and Donations Management- Serve DC

In terms of safety concerns, the safe passage of students to and from school, reduction of violent and disruptive incidents during the school day and at after school activities, keeping school buildings safe and secure from property theft and other crimes, and ensuring that all schools have clear and effective plans in the event there is a school safety incident or emergency, are among the top priorities for every agency involved in school safety and emergency preparedness.

Update on environmental and safety audits:

Violation Abatement Management Inspections are in progress for FY14. SY13 inspections resulted in 716 Level 1* Issues (Local) and 659 Level 2 (DGS) issues cited.

Safety and Health Inspections are in progress for SY14. In SY13, there were 126 buildings inspected and 300 Level 1 and 1,172 Level 2 Issues cited.

Playground Inspections are currently in progress for all playground equipment.

Indoor Air Quality Assessments were completed in SY13. There were 108 occupied school buildings assessed with 748 total recommendations. Radon testing is currently underway at schools for FY14.

Level 1* issue means that the matter is addressed at a school administration or custodial level.

Level 2* issue means that the matter is addressed by the Department of General Services (DGS).

Q37: Please provide an update on the creation and implementation of a unified school quality data system, include details on promotion and launch of the system.

As stated above, DME provided oversight and support to OSSE during their process to develop and launch the first state-wide school report cards and profiles on LearnDC.org. These report cards and profiles allow parents to measure school quality across sectors and directly compare schools. MySchool DC, the new common lottery system, links to these report cards and profiles to help inform parents when they are choosing schools. The new equity report metrics spearheaded by PCSB, DCPS, OSSE, and DME are also now included in LearnDC.org, and they allow parents to compare discipline, attendance, and mobility metrics across schools. The DME is supporting the process of creating the second year of equity reports as well. OSSE conducted significant outreach to families to solicit their feedback about the information provided in the LearnDC.org report cards and profiles through citywide events, an on-line survey, and

focus groups. The report cards and profiles are being updated quarterly.

In addition, the DME has completed the first phase of a school-level data system of DCPS and public charter schools that the DME uses for internal strategic policy decisions. The first phase of the data systems consists of enrollment, school addresses, DC-CAS proficiency, student demographics, and facilities information matched longitudinally between 2010 and 2013. The first phase also includes some neighborhood-level information such as Office of Planning child population projections. The DME has started the second phase of data collection that will include additional student demographics, facility conditions assessments, post-secondary information, and discipline. As stated above, DME has begun to use the supply, demand, and need data system to identify programmatic needs in areas with surplus buildings. We have also met periodically with PCSB and DCPS to discuss data from the SDN in connection with planning around school supply.