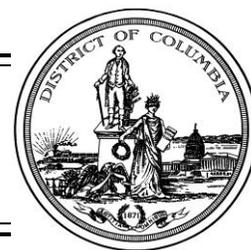

COMMITTEE ON EDUCATION
DAVID GROSSO, CHAIRPERSON
FISCAL YEAR 2017 COMMITTEE BUDGET REPORT



TO: Members of the Council of the District of Columbia

FROM: Councilmember David Grosso
Chairperson, Committee on Education

DATE: May 5, 2016

SUBJECT: Report and Recommendations of the Committee on Education on the Fiscal Year 2017
Budget for Agencies under Its Purview

The Committee on Education (Committee), having conducted hearings and received testimony on the Mayor’s proposed Fiscal Year 2017 (FY17) operating and capital budgets for the agencies under its purview, reports its recommendations for review and consideration by the Committee of the Whole. The Committee also comments on several sections in the Fiscal Year 2017 Budget Support Act of 2016, as proposed by the Mayor.

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I. EXECUTIVE SUMMARY

A. FISCAL YEAR 2017 AGENCY OPERATING BUDGET SUMMARY TABLE (DOLLARS IN THOUSANDS)

Fund Type	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
DC PUBLIC LIBRARY				
LOCAL FUND	55,926,547	56,372,556	1,351,252	57,723,808
FEDERAL GRANT FUND	918,531	924,058		924,058
SPECIAL PURPOSE REVENUE FUNDS	540,000	1,310,000		1,310,000
INTRA-DISTRICT FUNDS	17,300	17,300		17,300
Total Fund	57,402,378	58,623,914	1,351,252	59,975,166
DISTRICT OF COLUMBIA PUBLIC SCHOOLS				
LOCAL FUND	727,491,755	756,389,181		756,389,181
FEDERAL PAYMENTS	20,000,000	20,000,000		20,000,000
FEDERAL GRANT FUND	31,230,382	21,647,522		21,647,522
PRIVATE GRANT FUND		219,555		219,555
SPECIAL PURPOSE REVENUE FUNDS	7,137,686	6,109,069		6,109,069
INTRA-DISTRICT FUNDS	100,082,523	101,516,243		101,516,243
Total Fund	885,942,345	905,881,570		905,881,570
D.C. PUBLIC CHARTER SCHOOL BOARD				
SPECIAL PURPOSE REVENUE FUNDS	8,000,000	8,013,987		8,013,987
Total Fund	8,000,000	8,013,987		8,013,987
D.C. PUBLIC CHARTER SCHOOLS				
LOCAL FUND	677,743,501	723,717,252		723,717,252
Total Fund	677,743,501	723,717,252		723,717,252
STATE SUPERINTENDENT OF EDUCATION (OSSE)				
LOCAL FUND	137,959,522	142,523,210	24,379	142,547,589
DEDICATED TAXES	4,305,560	4,282,274		4,282,274
FEDERAL PAYMENTS	60,000,000	60,000,000		60,000,000
FEDERAL GRANT FUND	212,557,880	260,802,963		260,802,963
PRIVATE GRANT FUND	103,679			
SPECIAL PURPOSE REVENUE FUNDS	990,877	1,047,018		1,047,018
INTRA-DISTRICT FUNDS	38,116,007	37,802,382		37,802,382
Total Fund	454,033,526	506,457,847	24,379	506,482,226
DC STATE BOARD OF EDUCATION				
LOCAL FUND	1,153,625	1,229,308	150,908	1,380,216
PRIVATE DONATIONS	28,300	18,300		18,300
Total Fund	1,181,926	1,247,608	150,908	1,398,516
OFFICE FOR NON-PUBLIC TUITION				
LOCAL FUND	74,414,869	74,460,953		74,460,953
Total Fund	74,414,869	74,460,953		74,460,953
SPECIAL EDUCATION TRANSPORTATION				
LOCAL FUND	93,805,376	96,070,026	(111,724)	95,958,302
INTRA-DISTRICT FUNDS	3,500,000	3,000,000		3,000,000
Total Fund	97,305,376	99,070,026	(111,724)	98,958,302
DEPUTY MAYOR FOR EDUCATION				

LOCAL FUND	3,571,327	3,132,667	110,000	3,242,667
Total Fund	3,571,327	3,132,667	110,000	3,242,667
D.C. PUBLIC LIBRARY TRUST				
ENTERPRISE AND OTHER FUNDS - O TYPES	17,000	17,000		17,000
Total Fund	17,000	17,000		17,000
GROSS TOTAL	2,259,612,247	2,380,622,824	1,524,815	2,382,147,639

B. FISCAL YEAR 2017 AGENCY FULL-TIME EQUIVALENT TABLE

DC PUBLIC LIBRARY				
LOCAL FUND	593.09	547.30	1.50	548.80
FEDERAL GRANT FUND	5.00	4.00		4.00
Total Fund	598.09	551.30	1.50	552.80
DISTRICT OF COLUMBIA PUBLIC SCHOOLS				
LOCAL FUND	7,195.03	7,245.88		7,245.88
FEDERAL PAYMENTS	176.00	191.27		191.27
FEDERAL GRANT FUND	234.00	176.16		176.16
SPECIAL PURPOSE REVENUE FUNDS	12.50	9.80		9.80
INTRA-DISTRICT FUNDS	497.41	562.67		562.67
Total Fund	8,114.94	8,185.78		8,185.78
D.C. PUBLIC CHARTER SCHOOLS				
LOCAL FUND	1.00	1.00		1.00
Total Fund	1.00	1.00		1.00
STATE SUPERINTENDENT OF EDUCATION (OSSE)				
LOCAL FUND	237.27	259.36	(3.00)	256.36
DEDICATED TAXES	10.90	16.03		16.03
FEDERAL PAYMENTS	16.50	17.84		17.84
FEDERAL GRANT FUND	100.25	106.23		106.23
PRIVATE GRANT FUND	0.93			
SPECIAL PURPOSE REVENUE FUNDS		0.40		0.40
INTRA-DISTRICT FUNDS	4.15	3.40		3.40
Total Fund	370.00	403.26	(3.00)	400.26
DC STATE BOARD OF EDUCATION				
LOCAL FUND	19.00	19.00	2.00	21.00
Total Fund	19.00	19.00	2.00	21.00
OFFICE FOR NON-PUBLIC TUITION				
LOCAL FUND	18.00	18.00		18.00
Total Fund	18.00	18.00		18.00
SPECIAL EDUCATION TRANSPORTATION				
LOCAL FUND	1,396.03	1,393.68	(2.63)	1,391.06
Total Fund	1,396.03	1,393.68	(2.63)	1,391.06
DEPUTY MAYOR FOR EDUCATION				
LOCAL FUND	16.00	18.00	1.00	19.00

Total Fund	16.00	18.00	1.00	19.00
GROSS TOTAL	10,533.06	10,590.02	(1.13)	10,588.90

**C. FISCAL YEAR 2017 AGENCY CAPITAL BUDGET SUMMARY TABLE
(DOLLARS IN THOUSANDS)**

Owner Agency Name	Committee FY18	Committee FY18	Committee FY19	Committee FY20	Committee FY21	Committee FY22	Committee Sum	Variance
DC PUBLIC LIBRARY	47,645	75,000	70,850	37,000	16,000	2,000	248,495	1,150
DISTRICT OF COLUMBIA PUBLIC SCHOOLS	440,203	184,777	208,609	201,618	141,690	149,933	1,326,830	10,000
STATE SUPERINTENDENT OF EDUCATION (OSSE)	3,929	2,500	3,000	2,500	1,500	0	13,429	0
OFF PUBLIC ED FACILITIES MODERNIZATION	0	0	0	0	0	0	0	0
SPECIAL EDUCATION TRANSPORTATION	4,275	3,000	3,327	4,000	4,000	4,275	22,877	0
DEPUTY MAYOR FOR EDUCATION	0	0	0	0	0	0	0	0
GROSS TOTAL	496,052	265,277	285,786	245,118	163,190	156,208	1,611,630	11,150

D. SUMMARY OF COMMITTEE BUDGET RECOMMENDATIONS

The following summarizes the Committee's recommendations for the FY17 operating budget, full-time equivalents (FTEs), and capital budgets for the agencies and programs under its purview.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Operating Budget Recommendations

The Committee recommends adopting the FY17 operating budget as proposed by the Mayor with no changes.

Policy Recommendations

The Committee recommends the following policy changes:

1. Explore more inclusive ways to garner feedback and input from students during the budget process
2. Establish a strategic communications protocol for alerting school communities on environmental safety matters in DCPS facilities
3. Develop an appropriate strategy to provide additional targeted support to young women of color in DCPS schools
4. Require high schools to unbundle senior class fees and present "a la carte options"

Capital Budget Recommendations

The Committee recommends the following changes to the FY17-FY22 capital budget as proposed by the Mayor:

1. Reduce (GM303C) ADA Compliance by \$108,597 in FY17
2. Increase (YY160C) Adams ES by \$4,250,000 in FY17 for a small capital project – new HVAC system and new ceilings
3. Increase (YY176C) Aiton ES by \$300,000 in FY17 for a small capital project – new elevator
4. Increase (YY103C) Francis Stevens ES by \$3,000,000 in FY17 for small capital projects – auditorium modernization or new Welcome Center and replacement of exterior doors
5. Increase (YY182C) Garfield ES by \$1,700,000 in FY17 for small capital project – new windows
6. Increase (GR337C) Green ES (Malcolm X) by \$1,600,000 in FY17 for small capital project – new windows
7. Increase (YY165C) Jefferson MS by \$1,000,000 in FY17 for small capital projects – science lab upgrades and other related items
8. Increase (YY107C) Logan ES (Capitol Hill Montessori) by \$4,000,000 in FY17 for small capital projects – new HVAC system and new ceilings
9. Increase (YY190C) Murch ES by \$5,000,000 in FY17 for costs associated with full modernization of the facility
10. Increase (YY193C) Raymond ES by \$1,000,000 in FY17 for small capital project – new playground and replacement of exterior doors
11. Reduce (YY171C) Shepherd ES by \$12,441,403 in FY17

12. Increase (YY195C) Smothers ES by \$700,000 in FY17 for small capital projects – roof replacement and replacement of exterior doors

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Operating Budget Recommendations

The Committee recommends the following changes to the FY17 operating budget as proposed by the Mayor:

1. Reallocate \$1.8 million to increase child care subsidy rates to align rates with licensing ratios
2. Move 2.0 FTEs to the State Board of Education for the Office of the Ombudsman for Public Education
3. Move 1.0 FTE to the Office of the Deputy Mayor for Education per the Mayor's Errata Letter
4. Move 1.0 FTE to the Department of Human Services for the PASS Program
5. Reallocate \$200,000 to support college access and college readiness programs
6. Reduce Early Learning Division by \$350,000
7. Add \$1 million for Healthy Tots
8. Add \$727,000 for environmental literacy

Policy Recommendations

The Committee recommends the following policy changes:

1. Establish the UPSFF Technical Working Group
2. Report on plans to implement by July 1, 2018 the expansion of the IDEA Part C/Strong Start/DC Early Intervention Program included in the Enhanced Special Education Services Act of 2014
3. Publish statewide suspensions and expulsion guidelines or regulations
4. Continue with the early literacy grant program targeting reading success
5. Review statutory reporting requirements

Capital Budget Recommendations

The Committee recommends the adoption of FY17-FY22 capital budget as proposed by the Mayor with no changes.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOLS

Operating Budget Recommendations

The Committee recommends adopting the FY17 operating budget as proposed by the Mayor with no changes.

Policy Recommendations

The Committee has no policy recommendations.

Capital Budget Recommendations

There is no proposed capital budget for FY17-FY22 for public charter schools.

DISTRICT OF COLUMBIA PUBLIC LIBRARY

Operating Budget Recommendations

The Committee recommends adopting the FY17 operating budget as proposed by the Mayor with the following changes:

1. Add \$400,000 for general library collections
2. Restore 1.5 FTEs for 5 Teen Aide positions at .3 FTE
3. Add \$600,000 to provide additional funding support for the Books from Birth program
4. Add \$200,000 for the establishment of an Oral History Project
5. Add \$106,317 for on-going maintenance of the soon-to-be reopened Palisades Library
6. Add \$200,000 for opening day collections at the West End Library
7. Add \$50,000 for Palisades Library for the opening day collection

Policy Recommendations

The Committee recommends the following policy changes:

1. Establish an D.C. Oral History Project
2. Work with the OCFO to gain greater flexibility regarding the payments associated with Books from Birth

Capital Budget Recommendations

The Committee recommends the following changes to the FY17-FY22 capital budget as proposed by the Mayor:

1. Increase (CAV37C) Capitol View Library by \$50,000 in FY17 for the opening day collection
2. Restore \$450,000 to the Cleveland Park Library project per the Mayor's Errata Letter
3. Increase (CPL38C) Cleveland Park Library by \$1,100,000 in FY17 to support necessary capital improvements

D.C. PUBLIC LIBRARY TRUST

Operating Budget Recommendations

The Committee recommends adopting the FY17 operating budget as proposed by the Mayor with no changes.

Policy Recommendations

The Committee has no policy recommendations.

Capital Budget Recommendations

There is no proposed capital budget for FY17-FY22 for the D.C. Public Library Trust.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Operating Budget Recommendations

The Committee recommends adopting the FY17 operating budget as proposed by the Mayor with no changes.

Policy Recommendations

The Committee recommends the following policy changes:

1. Provide annual report on the use at-risk funds at public charter LEAs
2. Work to clarify legislative language on protocol for assets with charter school closure

Capital Budget Recommendations

There is no proposed capital budget for FY17-FY22 for the D.C. Public Charter School Board.

NON-PUBLIC TUITION

Operating Budget Recommendations

The Committee recommends adopting the FY17 operating budget as proposed by the Mayor with no changes.

Policy Recommendations

The Committee has no policy recommendations.

Capital Budget Recommendations

There is no proposed capital budget for FY17-FY22 for the Non-Public Tuition.

SPECIAL EDUCATION TRANSPORTATION

Operating Budget Recommendations

The Committee recommends adopting the FY17 operating budget as proposed by the Mayor with the following changes:

1. Reduce three (3) .875 FTE Bus Attendant positions

Policy Recommendations

The Committee has no policy recommendations.

Capital Budget Recommendations

The Committee recommends the adoption of FY17-FY22 capital budget as proposed by the Mayor with no changes.

STATE BOARD OF EDUCATION

Operating Budget Recommendations

The Committee recommends adopting the FY17 operating budget as proposed by the Mayor with the following changes:

1. Add funding for 2.0 FTEs for the Office of the Ombudsman for Public Education

Policy Recommendations

The Committee has no policy recommendations.

Capital Budget Recommendations

There is no proposed capital budget for FY17-FY22 for the State Board of Education.

DEPUTY MAYOR FOR EDUCATION

Operating Budget Recommendations

The Committee recommends adopting the FY17 operating budget as proposed by the Mayor with the following changes:

1. Add 1.0 FTE for the Deputy Mayor for Education per the Mayor's Errata Letter
2. Reduce non-personal services by \$50,000

Policy Recommendations

The Committee recommends the following policy changes:

1. Report on the work of the Cross Sector Collaboration Taskforce including the most recent list of recommendations
2. Study the need for transportation subsidies and assistance for adult learners who are ages 22 and older and are enrolled in publicly funded adult education programs

Capital Budget Recommendations

There is no proposed capital budget for FY17-FY22 for the Deputy Mayor for Education.

OTHER FISCAL YEAR 2017 RECOMMENDATIONS

Committee on Health and Human Services

1. Transfer \$107,871 to the Department of Human Services to increase 1.0 FTE for the PASS Program

II. AGENCY FISCAL YEAR 2017 BUDGET RECOMMENDATIONS

INTRODUCTION

Pursuant to Council Rules for Council Period 21, the Committee on Education is responsible for reviewing and making recommendations regarding the budgets for the following agencies and programs:

- District of Columbia Public Schools
- Office of the State Superintendent of Education
- District of Columbia Public Charter Schools
- District of Columbia Public Library
- District of Columbia Public Charter School Board
- Non-Public Tuition
- Special Education Transportation
- D.C. State Board of Education
- Deputy Mayor for Education

On March 24, 2016, Mayor Muriel Bowser submitted to the Council of the District of Columbia a proposed operating budget and financial plan for the upcoming fiscal year. The Committee held the following hearings to review the proposed FY17 budgets for those agencies under its purview:

April 12, 2016	Public Charter School Board and State Board of Education
April 13, 2016	DC Public Library and Deputy Mayor for Education
April 14, 2016	District of Columbia Public Schools – Public Witnesses
April 18, 2016	Office of the State Superintendent of Education, Non-Public Tuition, Special Education Transportation, and Public Charter School Payments
April 21, 2016	District of Columbia Public Schools – Government Witnesses

In preparation for these hearings, the Committee submitted a series of questions to the agencies in order to better understand the proposed budget as submitted to the Council. Responses submitted to the Committee have been made public on the D.C. Council website (www.dccouncil.us) and at the Committee on Education office (Suite 116) located in the John A. Wilson Building. A video recording of the hearings can be obtained through the Office of Cable Television or at <http://dccouncil.us/videos/archive/>.

Information offered in the agency submission, along with public testimony offered at the hearings, provided the Committee with critical guidance as it review the Mayor’s FY17 budget request and developed recommendations contained in this report.

A. DISTRICT OF COLUMBIA PUBLIC SCHOOLS

The mission of the District of Columbia Public Schools (DCPS) is to provide a world-class education that prepares all students, regardless of background or circumstance, for success in college, career, and life.

The DCPS budget is organized into three main divisions: Central Office, School Support, and Schools. Each of these three divisions is broken down into separate activities, all of which align to both the agency's spending plan and its organizational chart.

FISCAL YEAR 2017 OPERATING BUDGET

Mayor's Proposed Budget

The Mayor's FY17 budget proposal included \$905,881,570 in gross operating funds for DCPS, a 2.3 percent increase from the FY16 approved budget. The proposed budget supports 8,185.8 FTEs, a 70.9 FTE increase from FY16.

Local Funds (100)

The proposed FY17 budget for DCPS included \$756,389,181 in local funds, a \$28,897,426 increase from the FY16 approved budget. This increase is due to an increase in projected enrollment. The FY17 UPSFF at \$9,682 is a slight increase from the FY16 level (\$9,492).

Federal Grants (200)

The proposed FY17 budget for DCPS included \$21,648,000 in federal grants, a \$9,583,000 decrease from the FY16 approved budget. This decrease is due to expiring grants in fiscal year 2016 and projected award amounts.

Federal Payments (250)

The proposed FY17 budget for DCPS included \$20,000,000 in federal payments, which is no change from the FY16 approved budget and is aligned with the President's budget request.

Private Grants (400)

The proposed FY17 budget for DCPS included \$219,555 in private grants, which is an increase from the FY16 approved budget.

Special Purpose Revenue (600)

The proposed FY17 budget for DCPS included \$6,109,069 in special purpose revenue, a decrease of \$1,029,000. This decrease is primarily due to contracts associated with technical and system support.

Intra-District Funds (700)

The proposed FY17 budget for DCPS included \$101,516,000 in intra-district funds, an increase of \$1,433,720 from the FY16 approved budget. This increase is due to projected Memorandum of Understanding (MOU) agreements with other District agencies, primarily the Office of the State Superintendent of Education for services such as the provision of meals to students, education improvements for students, and other education-related initiatives.

Committee Comments & Analysis

At-Risk Funding

The proposed FY17 budget for DCPS includes a funding allocation for at-risk students within the UPSFF. The Fair Student Funding and School Based Budgeting Act of 2013 (“Fair Funding Act”) defines “at-risk” as any DCPS student or public charter school student who is identified as one or more of the following: (1) Homeless; (2) In the District’s foster care system; (3) Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or (4) A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled. FY17 marks the third fiscal year that this funding has been made available to local education agencies (“LEA”). For FY17, DCPS received \$52,707,859 in at-risk dollars for 24,858 students.

In addition to requiring that the at-risk allocation for DCPS and public charters schools be “provided on the basis of the count of students identified as at-risk,”¹ the legislation also required very specifically of DCPS that the at-risk funds be used “for the purpose of improving student achievement among at-risk students”² and that the at-risk funds allocated be “supplemental to the school’s gross budget and shall not supplant any Formula, federal, or other funds to which the school is entitled.”³ The provision regarding at-risk funds being used to “supplement, not supplant” is similar to the requirements for most of the federal K-12 programs including Title I, Title III and IDEA, which expressly states that educational services provided with those federal funds must be *in addition to* those services that the LEA and school provides to all of its children using local or state funding.⁴

In the FY16 budget report, the Committee expressed concern that there has not been enough money invested through the Uniform Per Student Funding Formula (“UPSFF”) to ensure that at-risk funds are being used solely to supplement investments in schools rather than supplant. For example, in the FY16 budget, several DCPS schools were using at-risk funds for general education teachers and even custodial supplies. While Chancellor Henderson stated at the FY15 performance oversight hearing that the FY17 budget would be different in this regard, the proposed budget transmitted to the Council has schools using at-risk funds for things like educational supplies, bilingual guidance counselors, Assistant Principals, and In-School Suspension Coordinators. The Committee is left to wonder, how then, in the absence of at-risk funds, would DCPS have funded some of these positions/initiatives that seem to be core to the educational effectiveness of a school?

In January 2014, the Office of the Deputy Mayor for Education (“DME”) released the District’s first comprehensive education adequacy study, *Cost of Student Achievement: Report of the DC Education Adequacy Study*. The adequacy study resulted from the DC Public Education Finance Reform Commission’s recommendation that the Mayor secure an in depth study of the city’s UPSFF which was first implemented in 1996. The market basket approach at that time included costs for nine general categories of school expenses (e.g., classroom staff, school administration, direct services, centralized management, and facility operations support); however, did not take academic performance standards into account. The DME contracted with The Finance Project (a Washington-based policy research and technical assistance firm) and their sub-contractor, Augenblick, Palaich and Associates (a Denver-based education research firm) to complete the adequacy study. The study found that the current funding through the UPSFF

¹ D.C. Code § 38-2905.01(a).

² D.C. Code § 38-2907.01 (b)(1).

³ D.C. Code § 38-2907.01 (b)(3).

⁴ U.S. Department of Education. “Title I Fiscal Issues: Maintenance of Effort; Comparability; Supplement, not Supplant; Carryover; Consolidating Funds in Schoolwide Programs; and Grantback Requirements” (February 2008)

<http://www.ed.gov/programs/titleiparta/fiscalguid.doc>

had not kept up with the cost of educating for students in DCPS and public charter schools. Thus, the study team recommended that the proposed UPSFF base funding level should reflect a combined cost of \$10,557 per student for instructional purposes and \$1,071 per student for facility maintenance and operations, totaling \$11,628.⁵ This recommended UPSFF was developed after local educators came together to identify, from the “ground up,” the resources required to meet the needs of students today. As the DME described at the time: “It is not just an update of the market based approach; it is a fundamental resetting of the formula.”⁶ The study also recommended adding a new at-risk weight of 0.37 for students at risk of academic failure. The recommended base allocation for at-risk was \$3,906. When the study was released the Gray Administration said that the budget proposal for the next school year will be based on the adequacy study, but the recommendations will likely have to be phased in over a period of several years to accommodate the “hefty price tag.”⁷ As you will see from the chart below, the District’s UPSFF base funding or at-risk funding is still not at the recommended levels.

Category	FY14	FY15	FY16	FY17 Proposed	Adequacy Study Recommendation
UPSFF Foundation	\$9,306	\$9,492	\$9,492	\$9,682	\$11,628
At-Risk Weight	N/A	0.219	0.219	0.22	0.37
At-Risk Allocation	N/A	\$2,079	\$2,079	\$2,120.36	\$3,906

Given this information, the Committee is not entirely surprised that DCPS is still struggling with how to use its at-risk funds to truly supplement investments made to schools. However, DCPS still must be held accountable for how it is spending its existing funds. During the public witness testimony at DCPS’ budget hearing, this issue was prevalently raised with the Committee. As with federal funds, supplanting was presumed in the following three scenarios: (1) where DCPS used at-risk funds to pay for something it supported in previous years with general dollars from the UPSFF; (2) where DCPS used at-risk funds to pay for something that people believe to be an entitlement based on DCPS policy; and (3) where DCPS used at-risk funds to pay for a service provided to all students. Here are a couple of examples: prior to at-risk funding, DCPS provided attendance counselors at all high schools and at Hart and Kramer Middle Schools. Funding for those positions have now been shifted to the at-risk line item across the system. Prior to at-risk funds, DCPS traditionally allocated Assistant Principals for Intervention to all Title I middle schools. However, in the proposed FY17 budget, the APs at Cardozo and Sousa are funded from at-risk funds, while the rest are funded with regular dollars from the UPSFF. Funding for middle grades excursions and exposure opportunities, social-emotional support, and clubs & activities is presumed to be an entitlement that all middle grades students, not just at-risk students have. And as part of a policy decision, DCPS provided all high schools with funding for extended hours for the school computer labs; however, some were paid for from regular funds and some schools used at-risk funds.

The Committee acknowledges that while the “supplement, not supplant” rule is important policy, it can be a conundrum for LEAs. Even if DCPS can show that it would not have provided a particular service if at-risk funds were not available to pay for it, Central Office and schools will always face criticism if an oversight entity or resident or reviewer thinks the service *should* be provided with regular funds. It is nearly

⁵ The Finance Project, *Cost of Student Achievement: Report of the DC Education Adequacy Study*, December 20, 2013. <http://dme.dc.gov/node/766112>

⁶ DME Letter to Stakeholders on Adequacy Study, January 24, 2014. <http://dme.dc.gov/node/766102>

⁷ Emma Brown, “Study recommends big increase in D.C. schools funding,” *The Washington Post*, January 28, 2014. https://www.washingtonpost.com/local/education/study-recommends-big-increase-in-dc-schools-funding/2014/01/28/c9aac84e-8848-11e3-a5bd-844629433ba3_story.html

impossible to say with any certainty exactly what constitutes supplanting because the analysis varies and is dependent upon the facts of a specific situation. The Committee does not want to curb innovation by driving DCPS to spend at-risk funds only on things that clearly look “extra” (i.e., field trips and external partnerships with organizations like City Year) as opposed to costs that link to the school’s core functions like Reading Intervention Specialists. The Committee is also not opposed to using at-risk funds to support comprehensive interventions, which could be important part of turning around struggling schools. There is something to say for an LEA comprehensively planning how to spend its funds depending on school needs, and not the origin of the funding source. However, the at-risk weight was designed with a clear purpose in mind – providing additional support and resources to schools for students who need it most. It is clear that school communities are concerned and want to learn more about how DCPS and other LEAs are using this funding to in fact improve student achievement among at-risk students, the methodology in determining how items land on which budgets, and the rationale for certain allocations. This is why the Committee on Education will hold a hearing in the Fall on this very matter to provide LEA leaders with the opportunity to clearly articulate their understanding of at-risk funds and how they have used them over the past three school years. The Committee anticipates that DCPS will participate in that discussion and will continue to monitor and work with DCPS on this issue for the FY18 budget. The Committee will also be raising the issue of fully funding the at-risk allocation with the Mayor and DME over the next year.

Extended Day, Extended Year and Afterschool Programming

Extended Day

For yet another year, DCPS’ proposed budget prioritizes investments in Extended Day programs. DCPS strongly believes that the additional instructional time has the potential to dramatically increase student performance. Last year, funds were allocated to expand Extended Day sites to all of the middle schools and to the lowest-performing schools, a total of 26 schools. During the FY15 performance oversight hearing, the Committee asked DCPS what academic outcomes, if any, were observed, from this investment last year. While test results were mixed, DCPS reported that the number one outcome observed was that reading comprehension scores went up in 7 of 8 of the middle schools/education campuses and in 14 of 18 of the elementary schools. Ultimately through the pilot and expansion of extended day program over the past four school years, DCPS said they have learned that the extended day programming was most successful when teachers across the school were deeply engaged in and committed to the work. For example, whole school models were typically more successful than programs at individual grades. Based on this information, DCPS chose to maintain and not expand extended day programming for the upcoming school year 2016-2017. The Committee is also pleased to see that DCPS is also responding to the needs of its individual school communities. There are several schools that were Extended Day sites in FY16, but will not be in FY17. Chancellor Henderson remarked that they listened to schools and in some case the Extended Day model simply was not working effectively.

School year 2014-2015 was a baseline year of implementing Partnership for Assessment of Readiness for College and Careers (“PARCC”) assessment, so the Committee will be interested to see what gains are observed when this school year’s results are released. Since Extended Day programs will extend the school day in most cases only until 4:15pm, the proposed FY17 budget for DCPS continues to fund out-of-school programming for students. In FY16, DCPS allocated \$9,100,000 in afterschool and Extended Day, and in FY17 allocated \$9,244,496.

Extended Year

In addition to Extended Day, DCPS has sought to provide its students with more time for learning and enrichment and help eliminate summer learning loss through an extended year calendar. During school

year 2015-2016, Raymond Education Campus piloted the extended year model. For school year 2016-2017, DCPS will move 10 additional schools to this calendar. By extending the school year, DCPS states that students will get the equivalent of an extra year of learning by the 8th grade. Specifically, the Extended Year calendar will have 200 student days, two weeks of intercession for students that need additional support, and breaks in October and June to accompany the normal winter and spring breaks. Teachers return the first week of August and school runs through the second week of July.

During the budget process, the Committee heard lots of criticism from parents and teachers about this initiative. While people have not necessarily been opposed to the concept, they do wish there was more engagement prior to the decision being made and more time to properly plan for an effective use of this additional time with students. The Committee asked Chancellor Henderson why DCPS did not give a year of planning to the 10 additional sites to draw lessons learned from Year 1 at Raymond. She said that there is always angst that comes with change, but that she and her staff believed that the students needed this immediately. School leaders and teachers have been working for weeks on plans for implementation. She pointed to Garfield Elementary in Ward 8 as an example where the principal has held 7 community meetings on extended year already. Further, DCPS polled the teachers at the 11 sites and 85% said, “Yes, we want to do this.” The other 15% have the opportunity to move to a different site within DCPS.

The Committee is supportive of DCPS’ extended calendar initiative. While the Department of Parks and Recreation (“DPR”) and other organizations offer summer camps, often times the slots are quickly filled or family finances are a barrier to participation. Many of our young scholars just end up sitting at home for those summer weeks, but could be continuing the spark of learning and innovation. The data shows that the “summer slide” that results in learning loss is real. In November, Chairman Grosso visited H.D. Cooke Elementary in Ward 1. The principal there reported that they ended the previous school year with 68% of her scholars reading on or above grade level after tremendous gains. But then at the start of this school year, they started back in the 30s. The principal and her academic team were independently working on a proposal for how they could engage students over the summer; they are now one of the 10 expansion sites. When it comes to quickening the pace of closing the achievement gap, the District cannot keep doing the same things and expect a different result. The Committee is interested to see how school communities innovate as a result of this additional time with their students, and of course, analyzing the impact as a result of this investment.

Afterschool Programming

During the FY15 performance oversight hearing for DCPS, the Committee heard testimony from parents about the long waitlists for afterschool programming. For instance, representatives from the parent teacher organization at Bruce Monroe Elementary at Parkview testified that they have a waitlist of over 75 students for aftercare. At the time, DCPS stated that they first noted that Bruce Monroe was overenrolled in September, in addition to a couple of other sites. They noted that filling teacher positions was not the problem, but rather filling aide positions that would allow for them to have additional slots. The Committee is pleased that DCPS doubled down on afterschool and committed to resolving this issue for families. The FY17 budget adds three new schools and expands access with more than 800 new slots across the system. Bruce Monroe will have 52 of those new slots in school year 2016-2017. Even with this expansion, the Committee is concerned that DCPS did not add additional capacity in the Office of Out of School Time to help manage afterschool programming. When this issue was raised during the budget hearing, DCPS assured the Committee that they would be able to manage the expansion with the existing staff. The Committee encourages DCPS to continue to monitor this and allocate additional resources if needed.

DCPS partners with several community based organizations (“CBO”) to provide afterschool services. Weeks after the budget hearing for DCPS, it was announced that the D.C. Trust, a non-profit that receives

millions from the District government to help support more than 70 afterschool and other programs to help at-risk youth, was bankrupt and will be dissolved to cover debts from exorbitant spending by staff.⁸ The Trust lacks funds this year to pay millions in promised grants as well as its own operating costs. As a result, its Board voted to dissolve beginning in May, directing the remaining cash to afterschool and other programs for only five more months. This would take the programs to the end of the fiscal year in September, but this is also the start of the school year. The Committee is truly concerned about how this news will impact DCPS' ability to continue serving families with afterschool services.

For years, Chairman Grosso has questioned the efficacy of the Trust in the wake of historical mismanagement. While the Trust provided funding for many critical activities afterschool and during summer, it was not clear that this was the best model for delivering this money. For this reason, Chairman Grosso met regularly with the Trust and pressed the agency for answers, such as last budget season when CBOs were facing cuts to their funding as a result the Mayor's proposed FY16 budget reduction for the D.C. Trust. With the dissolution of the Trust, it is imperative that the District government develop a new mechanism to fund afterschool programs, in a way that is stable, well-managed, and sufficiently resourced. The Committee will work to ensure that the \$4.92 million originally meant for the Trust remains in the FY17 budget for the same purpose so that afterschool programs do not experience any disruption in services, and that funding for summer programs, which the Trust will still administer, gets out as quickly as possible. The Committee also encourages DCPS to monitor this situation throughout the summer and utilize reserve funds, if necessary, to fill any gaps to service to families that may arise as a result of funding challenges for CBOs.

Professional Development for Teachers

One of the planned shifts within DCPS next school year is with regard to professional development for teachers. In February 2016, DCPS announced the launch of LEAP (LEarning together to Advance our Practice), a new approach to helping teachers improve instruction. According to DCPS, this new weekly professional development structure and curriculum will include learning experiences that develop teachers' content knowledge and ability to identify common student misunderstandings; techniques to help teachers more readily adapt the DCPS curriculum to individual learners (including Special Education and ESL students); protocols for analyzing student work to support lesson planning; and content-based guidance on how to conduct observations to prompt immediate improvement. In short LEAP is designed to help educators hone their practice as professionals through seeking help from experts, spending time reviewing their practice, and working with colleagues to gain valuable insights. DCPS says that LEAP was in response to feedback from teachers that the existing Districtwide Professional Development days were not particularly helpful for instruction and that they desired more support.

While professional development is normally not a central issue during the budget process, this year it was due to the impact LEAP would have on school positions, and thus school budgets. The basic staffing requirement for LEAP is that all core content teachers are supported by a content-specific leader: an Assistant Principal, Instructional Coach, or Teacher Leader. All principals were given flexibility to decide, in collaboration with their LSAT, staff, and school community, how to design their staffing structure to meet this requirement in a way that best fit their context and met their needs. According to DCPS, LEAP plans were developed at the school level and then submitted for review and approval by the school's instructional superintendent and the Office of Instructional Practice in Central Office. During budget hearings, the Committee heard testimony from several school communities criticizing the fact that content-

⁸ Aaron Davis, "Mismanagement has bankrupted a D.C. nonprofit, endangering programs for at-risk youths, board members say," *The Washington Post*, April 26, 2016 https://www.washingtonpost.com/local/dc-politics/mismanagement-has-bankrupted-a-dc-nonprofit-endangering-programs-for-at-risk-youth-board-members-say/2016/04/26/51f4a51c-0bb4-11e6-bfa1-4efa856caf2a_story.html

specific leaders must come from school budget although no additional funding was added. As a result, many public witnesses referred to LEAP as an “unfunded mandate.” The Committee believes some of the ire stems from the fact that when LEAP was first announced *The Washington Post* reported that the new teacher training effort would be funded in part by the \$5 million in savings as a result of Central Office moving away from the use of Master Educators (“ME”) for IMPACT evaluations. But when LSATs saw their school budgets there was no additional funding. This was a big impact for smaller schools.

The Committee asked DCPS about this during the hearing. DCPS’ Chief of Instructional Practice stated that no additional funding was added to school budgets for LEAP and that the news report was incorrect about the savings associated with the ME program. MEs were funded by a federal Teacher Incentive Fund grant that is ending. He went on to explain that based on current staffing (numbers of teachers and leaders), over 90% of schools were able to meet the LEAP requirements without adding any instructional leadership roles. Some of these schools did choose to add leadership roles or change their staffing in other ways, but those changes were made at the discretion of the principal and school community, not required by LEAP. For the remaining 10% of schools, DCPS worked with principals and instructional superintendents to develop plans that would work best for each school. In a few cases, a school was not able to meet the standard LEAP requirements without more significant shifts to its staffing, so Central Office did make exceptions to the policies so that these schools could implement the plan developed by the principal and instructional superintendent. Even with this the Committee noted that there were still some schools that continue to have concerns about the effects of the LEAP requirements on their school staffing. DCPS stated that are currently working with these schools and will make additional exceptions on a case-by-case basis. The Committee believes that LEAP is truly designed to help teachers grow, and appreciates that DCPS is working with schools to ensure this shift will not negatively impact schools. Chairman Grosso asked during the hearing how DCPS will evaluate the success of this initiative. They noted the following indicators: (1) do teachers find this useful; (2) are teacher’s skills and practices improving; and (3) are students learning more. The Committee looks forward to reviewing these outcomes next year.

English Language Learners

The enrollment of English Language Learners (“ELL”) in DCPS schools has increased by 27% in last five years, which is outpacing the growth of the general education population. New students, many of whom are unaccompanied minors, are arriving each day. Last year, 200 ELL students enrolled at DCPS schools after the October 5 enrollment count. During the performance oversight hearing, Chairman Grosso asked Chancellor Henderson what the trend in terms of enrollment looks like for school year 2015-2016. Chancellor Henderson reported that DCPS has 5,700 ELL students enrolled to-date and that 470 enrolled after the October 5 count.

During the budget hearing for the Office of the State Superintendent of Education (“OSSE”), the Superintendent and a representative from the DME stated that DCPS feels comfortable with their ELL projection for FY17. The Committee, however, is concerned. In FY15, OSSE projected DCPS to have 4,997 ELL students. In FY16, OSSE projected DCPS to have 5,252 ELL students; however, during the week of DCPS’ budget hearing they reported having 5,802 students currently enrolled. Therefore, the Committee is curious about OSSE’s FY17 projection which has DCPS at only 5,614 ELL students. One teacher who testified during the public witness portion of the DCPS budget hearing said two more ELL students just enrolled at her school in Ward 4 that week. The Committee acknowledges that students can enter and exit ELL status throughout a school year, but still asked about the methodology for setting projections for this population of students. DCPS stated that by looking at three year trends, every year about 600 students graduate from ELL status. The Committee also learned from DCPS that while the DME’s office said there is “true-up” for ELLs, DCPS does not receive money from that process. They are, however, able to use their ELL count for students that enroll up until December. This is only has a small

impact as from January through June they have had 200-400 new ELL students enroll. While DCPS believes the account to be fairly accurate, they did admit that there is gap in terms of funding levels. They receive about \$26 million for ELL students through the UPSFF, but spend about \$28 million each year. This is not particularly surprisingly as the 2014 adequacy study did also recommend an increase in the weight and UPSFF allocation for these students, which is outlined in the chart below.

Category	FY14	FY15	FY16	FY17 Proposed	Adequacy Study Recommendation
ELL Weight	0.45	0.49	0.49	0.49	0.61
ELL UPSFF Allocation	\$4,188	\$4,651	\$4,651	\$4,744.18	\$6,440

The Committee is deeply concerned about the performance and achievement of the ELL subgroup student population. On the school year 2014-2015 Partnership for the Assessment of Readiness for College and Careers (“PARCC”) assessment, 12% of DCPS’ 3rd-8th grade ELL students scored college and career ready on the English Language Arts exam and 19% scored college and career ready on the Math exam.⁹ Five percent of DCPS ELL high school students scored college and career ready on the PARCC English II exam and only 4% of DCPS ELL high school students scored college and career ready on the PARCC Math exam. While no single data point tells the entire story (for example, every year DCPS graduates about 500-600 students from ELL status into general education population, so they do not get credit for those students in terms of end of year assessments), the Committee is convinced that in order for DCPS to be successful they need to invest targeted resources for certain subgroup populations, especially ELL students. Federal sources from Title III funds only provide about \$520,000, so it is incumbent upon the District to provide the resources needed through local dollars. The Committee hopes the new LEA payment system that the DME is currently working on will help ensure that DCPS is receiving funding for all of the students it serves throughout the year.

Interagency Collaboration

When it comes to closing the achievement gap, the Committee knows that schools cannot do this work alone; therefore, it is often pushing for DCPS to engage in more interagency collaboration. The Committee is pleased to see this in two specific areas through the proposed FY17 budget. DCPS and DPR have identified pool management as an area where they can collaborate to improve the quality of service we offer in school year 2016-2017. DCPS and DPR are actively working together to establish an MOU for this effort. The schools participating in this agreement are Ballou, Cardozo, Dunbar, Roosevelt, and Woodson HS. The projected cost per school for pool operations management is \$105,000 per school. Beyond what is included in the MOU, an additional \$5,000 is included in each school’s budget to cover operating and programmatic pool supplies. Since the reopening of most of the DCPS high schools, communities have been pushing for more access to the new pools on those sites. During the budget hearing, the Committee asked whether this agreement with DPR would mean that the pools will be open more often to members of the community for use since DPR will be involved in the scheduling. DCPS confirmed that was the case. The other area of interagency collaboration is with regard to their partnership with the DC Public Library (“DCPL”). DCPS has been working with DCPL on a shared technical services agreement. Funds will be provided by DCPS exclusively for their own collection development, but DCPL will do the actual

⁹ Office of the State Superintendent of Education. “Partnership for Assessment of Readiness for College and Careers (PARCC) 2014-15 School Year Results (Grades 3-8 and High School)” <http://osse.dc.gov/node/1120842>

purchasing of additional library books and resources. DCPS stated that purchasing power created by this interagency collaboration will result in a cost savings due to DCPL’s existing relationship with publishers. In addition to just purchasing materials, DCPL will provide an operational platform for DCPS students to access the entire DCPL catalog from their school sites. The goal is for students to be able to request any book in the DCPL collection and have it delivered to their school. This expands student access beyond their staffed and stocked school library. Additionally, school sites will become remote access points for DCPL drop off services. The Committee is interested to see the impact of this partnership with DCPL not just on cost savings, but also on student achievement. Literacy is one area where DCPS has seen some gains in past years, but more must be done.

New Schools and Programs

Four years ago, DCPS went through yet another round of school consolidations closing 15 schools. At the time, DCPS acknowledged that given projected population increases some schools would need to reopen again. Chancellor Henderson remarked that she was creating an “accordion-like” system, expanding and contracting to meet the changing population. This has been shown true thus far. By next school year, DCPS will have opened 6 new schools in two years. Next year, the Ron Brown College Preparatory High School will open in Ward 7 enrolling 150 9th grade young men of color as part of the Empowering Males of Color program. This marks the first time that DCPS has opened a completely new high school in decades. DCPS will also reopen MacFarland Middle School in Ward 4 with a new 6th grade Dual Language program that will provide students from the dual language elementary schools an opportunity to continue their studies. In addition to brand new schools, DCPS plans to launch the re-envisioned Roosevelt High School with a global studies focus and a new 9th grade Dual Language program. They will introduce a Spanish dual language program at Houston Elementary in Ward 7 in PreK-3. And finally, Eliot Hine Middle School in Ward 6 will continue to provide rigorous curriculum with its newly minted status as an International Baccalaureate (“IB”) school.

Committee Recommendations

The Committee recommends a gross operating budget of \$905,881,570 and 8,185.8 FTEs. This is no change from the Mayor’s request.

Fiscal Year 2017 Operating Budget, By Source Type

Fund Type	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
LOCAL FUND	727,491,755	756,389,181		756,389,181
FEDERAL PAYMENTS	20,000,000	20,000,000		20,000,000
FEDERAL GRANT FUND	31,230,382	21,647,522		21,647,522
PRIVATE GRANT FUND		219,555		219,555
SPECIAL PURPOSE REVENUE FUNDS	7,137,686	6,109,069		6,109,069
INTRA-DISTRICT FUNDS	100,082,523	101,516,243		101,516,243
Total Funds	885,942,345	905,881,570		905,881,570

Fiscal Year 2017 Full-Time Equivalents, By Revenue Type

	FY16 FTE	FY17 Proposed FTE	FTE Change	Budget - FTE
LOCAL FUND	7,195.03	7,245.88		7,245.88
FEDERAL PAYMENTS	176.00	191.27		191.27
FEDERAL GRANT FUND	234.00	176.16		176.16
SPECIAL PURPOSE REVENUE FUNDS	12.50	9.80		9.80
INTRA-DISTRICT FUNDS	497.41	562.67		562.67
Total Fund	8,114.94	8,185.78		8,185.78

Fiscal Year 2017 Operating Budget, By Comptroller Source Group (Gross Funds)

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
11-REGULAR PAY - CONT FULL TIME	559,877,041	564,031,018		564,031,018
12-REGULAR PAY - OTHER	8,540,251	39,804,780		39,804,780
13-ADDITIONAL GROSS PAY	23,482,729	25,199,976		25,199,976
14-FRINGE BENEFITS - CURR PERSONNEL	79,139,197	77,938,248		77,938,248
15-OVERTIME PAY	1,383,023	1,221,105		1,221,105
Personal Services	672,422,240	708,195,126		708,195,126
20-SUPPLIES AND MATERIALS	16,154,861	13,460,571		13,460,571
30-ENERGY, COMM. AND BLDG RENTALS	22,021,483	21,943,343		21,943,343
31-TELEPHONE, TELEGRAPH, TELEGRAM, ETC	3,602,044	3,615,101		3,615,101
32-RENTALS - LAND AND STRUCTURES	7,108,122	7,056,340		7,056,340
34-SECURITY SERVICES	90,841	90,841		90,841
40-OTHER SERVICES AND CHARGES	18,613,730	17,570,134		17,570,134
41-CONTRACTUAL SERVICES - OTHER	120,035,882	116,170,356		116,170,356
50-SUBSIDIES AND TRANSFERS	12,441,042	6,182,189		6,182,189
70-EQUIPMENT & EQUIPMENT RENTAL	13,452,099	11,597,569		11,597,569
Nonpersonal Services	213,520,105	197,686,444		197,686,444
Gross Funds	885,942,345	905,881,570		905,881,570

Fiscal Year 2017 Operating Budget, By Program

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
C100	34,777,264	29,303,074		29,303,074
S100	709,496,983	747,921,535		747,921,535
SS00	141,668,099	128,656,961		128,656,961
Total Program	885,942,345	905,881,570		905,881,570

FISCAL YEAR 2017 CAPITAL BUDGET

Mayor’s Proposed Budget

The Mayor’s proposed budget for DCPS includes \$430,202,902 in capital funds for fiscal year 2017 with a six-year total for fiscal years 2017 through 2022 of \$1,316,829,657.

Committee Comments & Analysis

Background

Last year, the Committee was surprised to learn that twenty-four schools still had not been modernized even after the District had spent over a billion dollars in construction costs since the capital modernization process started in earnest in 2008. Thirteen of those were elementary schools, of which 7 are East of the River. Over the years, projects got more and more expensive, many saw expansion in their scopes of work beyond the traditional Phase I, and the ordering of school projects became progressively more political. School communities that were able to mobilize and effectively lobby the government went first. Communities that did not have the capacity or privilege to do so had their projects delayed.

During the FY15 performance oversight hearing for DCPS, the Committee and DCPS discussed establishing objective business rules with regard to school modernizations. That process was to take place over the course of this year and be implemented for the FY17 budget; however, after seeing the Mayor’s proposed FY16 capital budget for DCPS, the Committee could not in good conscience approve the budget as is and sought to implement more objective rules. The Committee engaged and worked with DCPS, the Deputy Mayor for Education (“DME”), and the Department of General Services (“DGS”) to develop an objective tool and plan for the CIP going forward. The objectives for possible changes were the following:

1. Ensure that the CIP reflects equity focused planning, aligns investments with student demand, upholds the values of community centered schools, and builds facilities to support quality educational programs;
2. Exercise greater discipline in managing the scope and budget for the projects; and
3. Increase transparency in the capital funding process, including delineating general stabilization fund categories such as roof repairs, boiler repairs, ADA compliance, and electrical upgrades to school specific projects.

As a result of that work, the Committee approved a CIP that prioritized projects in the 6-year CIP based on equity, student demand, community centered schools, and educational effectiveness. That tool is outlined in the Chart A below.

Chart A: FY16 Committee on Education Capital Tool

Equity (50%)	Date and Type of Last Major Construction (17.5%) - Evaluates date and type of last major construction. (Source: DGS/DCPS)
	FY08-FY15 Investments (15%) - Capital expenditures for modernization and small capital/stabilization for FY2008-FY2015 (as of May 20, 2015). (Source: DGS/ Office of Budget and Planning)
	Facility Condition (17.5%) - Evaluation of the facility condition based on the assessment submitted by DGS/DME for the 2014 Master Facilities Plan Supplemental. This does not take into account modernization or stabilization work planned or ongoing in FY15. (Source: DGS)

Demand (25%)	Enrollment Growth (12.5%) - Percentage of enrollment growth over the past three school years based on audited enrollment. (Source: DCPS/OSSE)
	Building Utilization (12.5%) - Percent of building utilization. (Source: DGS/DCPS)
Community (25%)	By Right Need (11.5%) - Evaluates in-boundary school age children as compared to building capacity. (Source: DME)
	Child Population Growth (11.5%) - Percent change in projected number of school age children in neighborhood cluster from 2014 to 2020. The different age range for each type of school was used. (Source: Office of Planning)
	Pre-K (2%) - Pre-K enrollment based on the SY2014-2015 enrollment audit results. (Source: DCPS/OSSE)

There were other factors the Committee considered outside of the analytical tool when considering recommendations for the CIP last year. The first was whether or not a school was currently under construction. In a similar vein, the Committee considered if a school would have already been under construction if there had not been the need for additional planning. The Committee also considered the scope and sequence of projects, particularly with regard to education campuses. Based on the recommendation of the Student Assignment and School Boundaries Review Process, schools such as Raymond Education Campus and West Education Campus are slated to become elementary schools after the opening of a new Ward 4 middle school. Thus, the Committee recommended that the modernizations of those education campuses should follow the completion of the new middle school despite where they fall in the rankings to ensure the modernization is for the appropriate age group that will be in that building for the next 30 years.

There were also financial considerations that the Committee analyzed. Recognizing that funds were limited and that there are still 24 schools that still have not seen modernization, the Committee is recommending that DCPS revert back to phased modernizations for elementary schools unless the school is an “open-concept” floor plan, the school is co-located with another agency whose facility is also being modernized, or the complexity of the project makes phasing almost impossible or cost prohibitive.

The Committee appreciated DCPS’ engagement and assistance as we crafted an objective tool to make proposed changes to the 6-year CIP. Although the CIP is a 6-year document, all parties acknowledged that cost estimates for schools listed in years FY18-21 were likely to change subject to the market price of materials and labor of that time. This may cause the need for reprogrammings to ensure projects are appropriately resourced, but the Committee was hopeful that for the next two fiscal years, the CIP will not see major changes. Going forward, the Committee also recommended that DCPS use this tool with updated data to inform changes in the future. At the time, there seemed to be some agreement.

FY17 Proposed Capital Budget

A couple of months after the passage of the FY16 budget, in July 2015, the D.C. Auditor’s office (“ODCA”) released a report, *The District’s School Modernization Program Has Failed to Comply with D.C. Code and Lacks Accountability, Transparency and Basic Financial Management*, which examined fiscal years 2010 through 2013 and \$1.2 billion in spending. Similar to an audit conducted in 2011 on school modernizations, this report revealed serious issues with the management of the District’s modernization program and noted that several of the program’s components were not in compliance with District law. Specifically, ODCA identified 3 major findings related to the program: (1) the Fenty and Gray Administrations, OPEFM, and DGS have failed to comply with requirements of the School Modernization Financing Act of 2006; (2) the District government failed to monitor school modernizations for compliance with statute, contracts, best

practices, and to secure cost savings; and (3) OPEFM/DGS failed to provide basic financial management, creating the risk that the District has not obtained maximum value for taxpayer dollars and the potential for the misuse of taxpayer funds. On Thursday, July 8, 2015, the Committee on Education and Committee on Transportation and the Environment held a joint public roundtable to discuss, among other things, the 2015 ODCA findings on the District's school modernization program. Chairpersons Grosso and Mary Cheh heard public testimony from a variety of individuals, including members of the school community, members of the construction community, and District residents.

Jeff Bonvechio, the Deputy Director for Capital Construction testified on behalf of DGS. In his testimony, Mr. Bonvechio stated that the phased approach to school modernizations is to blame for cost overruns in the program, and that this approach no longer effectively serves the needs of the District's schools, resulting in more complex and more expensive projects than initially envisioned. Mr. Bonvechio also testified that there is a need for an improved decision-making mechanism that clarifies the roles of DGS, DCPS, and the DME that is more transparent with respect to decisions affecting the queuing order of the CIP. According to testimony, DGS and DCPS agreed to abandon the phased modernization approach in favor of full modernizations on each project. Schools that were not up for full modernization would receive a small capital project. Dr. Nathaniel Beers, the Chief Operating Officer testified on behalf of DCPS. Dr. Beers recognized that DCPS can do better and must take a more active role in clarifying the decision making processes for the MFP, CIP, SIT Teams, and the development of the Ed. Spec., and that community input and transparency will improve these processes. Dr. Beers testified that going forward, DCPS will have responsibility for determining the program needs as well as the enrollment projections for the modernization project and that DCPS plans on taking over primary responsibility for the SIT process. Finally, DCPS will be working together with DGS to present new Ed. Specs. to the Mayor for approval.

After more conversation with DCPS and DGS after the July hearing, the Committee was not opposed to the move to full modernizations recognizing that some of the 16 schools slated for FY19 would need to move back and it would like take an additional 5 years to complete all of the schools that have not seen modernizations. That does not even take into account going back to the schools that had varying quality of Phase I work. In November 2015, the Committee on Education and Committee on Transportation and the Environment held another joint public roundtable to discuss DCPS school modernizations. The goal of this hearing was to receive an update from DCPS and DGS on their progress in terms of reforms since the last hearing in July. It was also an opportunity to receive an update on capital and stabilization projects from the summer, ongoing capital projects, and capital projects slated for FY16. Through that roundtable, it was understood that DCPS would be taking the lead on the development of FY17 CIP and that last year's Committee model would be the basis for prioritization with some updates.

There are some key highlights from the FY17-FY22 CIP that should be applauded. With the FY17-FY22 CIP, 98 school modernization projects will be completed out of DCPS' 112 schools. The FY17-FY22 CIP added \$220 million in FY17 and FY18 to "right-size" the allocations where needed. All DCPS middle schools will be complete by FY22. And all DCPS comprehensive and application high schools will be complete by FY22. As discussed during the hearing in July and November 2015, the modernization approach moves away from the phased summer blitz projects and aggressively moves towards 1-2 years of planning and design and 2 years of construction. DCPS also noted that the projects in the CIP were done using a prioritization model that was in part informed by the work last year. That model is outlined in Chart B below.

Chart B: DCPS' FY17 Prioritization Model

Group	Group Weight	Subcategory	Subcategory Weight
Equity	40%	% of Schools in Ward that have been modernized	15.0%
		% At Risk Students	15.0%
		% Spec. Ed Students	7.5%
		% ELL Students	2.5%
Student Demand	30%	Enrollment	10.0%
		Building Utilization	20.0%
Neighborhood Population	20%	# of Kids in Neighborhood Cluster	10.0%
		Estimated Relevant Age Pop.	10.0%
Building Condition/ Educational Effectiveness of Building	10%	FCI = Cost of fixing systems/cost of new construction	5.0%
		Sq. Ft. per student, open plan, and building history	5.0%

DCPS used this model to prioritize the 18 schools in the current DCPS portfolio that have not received a significant capital investment (modernization) and were not in the CIP plans for FY16 through FY18 in the FY16-FY21 CIP. To score each of the categories shown in Chart B, the school-level data for each of the categories was gathered and a score between 1 and 10 was given to the school for each of the categories. To avoid creating arbitrary cut-off points in the data, the raw score was determined by breaking the data down into 10 percentile groups based on normal distribution and standard deviation. This methodology was used to statistically create break points in the data for each of the categories. The percentile tells you where the school lands compared to other schools in the dataset. With this data, schools were inserted into the CIP based on the model, also taking into account the following factors: swing space availability, District priorities (middle schools were prioritized), and the anticipated cost of the project.

Comparing Chart A and Chart B, one can see that there are significant differences between the FY16 and proposed FY17 models. The Committee asked several questions on the record during the budget hearing to better understand DCPS' thinking and methodology. For instance, under the category of Equity, DCPS used a score for “% of schools in Ward that have been modernized.” Last year, the Committee purposefully did not use a Ward-based approach because it was believed to be too political. DCPS stated that they wanted to acknowledge that in the past the District has responded to those with the greatest voices, not necessarily the greatest need. However, this category will not necessarily be the best tool to use going forward especially as they come back to 35 Phase I projects. Under the category Neighborhood Population, DCPS used a score for “# of Kids in Neighborhood Cluster,” but the Committee noted that there were no calculation adjustments made for schools that are considered citywide and thus have no boundary or cluster. So schools like School Within a School or Banneker's fate is tied to the number of students in a geographic cluster that technically does not exist for them. This is the case for five of the 18 schools on the list. Last year, the Committee was sure to adjust for this so those schools would not be negatively impacted. DCPS said that they needed a mechanism that was consistent for all schools, but moving forward they would need to make an adjustment. Under the category “Student Demand,” DCPS used the current audited enrollment for the school, a static number. Last year, the Committee used a three-year enrollment growth, at the

suggestion of DCPS, recognizing that some schools do see dips. At the hearing DCPS stated that they do recognize the value of a trend, but also know that sometimes the trend is an effect of the current state of the building. Public witnesses raised concerns that the building condition and educational effectiveness of a building is such a small percentage of the rank – only accounting for 10%. DCPS responded that when you look at the 18 schools that have not been modernized it is hard differentiate building condition, but when they re-do the model for the 35 Phase I projects, it will be a major factor.

Middle schools were prioritized in the proposed CIP to align with the District’s vision to improve middle school options for families. The Committee is certainly supportive of our middle school work, however, not all schools that have middle grades –and intend to maintain those middle grades for the foreseeable future—were given this priority. This was raised continuously during the public witness testimony of the budget hearing. As far as we know, Adams, which is part of Oyster Adams, Browne Education Campus, Capitol Hill Montessori, and School Without Walls at Francis Stevens have no plans at this time to convert to just elementary grades. The Committee asked DCPS why a similar priority was not provided to these schools. DCPS clarified that the decision was to provide priority to the free-standing middle schools. Chancellor Henderson stated that in an ideal world, they would do them all, but that the pocketbook is fixed. The Committee certainly understands this, but is still disappointed with the methodology used to prioritize schools in the CIP.

Continuously during the budget hearing, DCPS stated that they did not believe their model was a good tool for prioritization with regard to future CIPs, and that they would need to create something new next year, starting the conversation this summer and come back in the Fall with something new. This is very frustrating not only for the Committee, but also for the public who engaged with the Committee over the past year to provide input to make last year’s model even better. The Committee understands that DCPS was trying to create a tool that worked for the 18 schools that have not been modernized; however, the purpose of an objective approach is to provide all school communities, not just those in the CIP, with some idea of where they land in the queue. Drastically changing the tool each year does not provide consistency nor does it instill public trust that the process is transparent and equitable. The Committee’s tool last year was not perfect, by any means, but it was better than what DCPS put forward this year. At the budget hearing, DCPS stated that they thought the results may have been different using their tool, but would not have known otherwise if they did not go through the process.

Committee’s Recommended FY17 Budget

The Committee decided to go back to the model from last year and update it to rank all of the schools in the DCPS portfolio. The Committee used various sources of information from government agencies for inputs, as well as the aggregate data curated by the 21st Century School Fund dating back to 1998. Data from the 21st Century School Fund was critical to filling gaps pertaining to gross square footage and capacity for certain facilities. Based on feedback from the public and DCPS, the following adjustments were made to the Committee’s model:

- The standard score used this year was 1 to 10 as opposed to 1 to 5. DCPS used 1 to 10 in its tool to bring out more defined variation given the number of schools that were being analyzed. The Committee feels that was good move and has followed suit.
- Instead of using capital expenditures for modernization and small capital/stabilization for FY2008-FY2015 (as of May 20, 2015), this year’s model utilizes FY1998-FY2015 investments per square foot. The data was provided by DCPS, DGS, and the Office of Budget and Finance.
- Weights in the Equity category were adjusted, recognizing that the Facility Condition Assessment data by DGS is flawed. Certain schools were not even included in the DGS data set. DGS stated that they are currently executing a new assessment that will be ready in June.

- Instead of a 3-year Enrollment Growth, the new model uses a 5-year Enrollment Growth average. This recognizes DCPS’ concern that sometimes the enrollment trend can be impacted by the condition of the building. The Committee also uses a 5-year Building Utilization average to maintain consistency in that category. The weights have also been adjusted slightly.
- Pre-K is no longer calculated in the Community category recognizing that it was only relevant to a portion of the schools in the DCPS portfolio.
- The percent of students considered “at-risk” as defined by the Fair Funding Act of 2014 is no longer a bonus category and has been moved to the Community category.
- The Community category has a new score for modernized square footage in the feeder pattern. This is the total number of modernized square feet in the feeder pattern divided by the total square footage of the feeder pattern. The SY14-15 feeder patter was utilized for this calculation.
- The weight for the Portables bonus was also adjusted.

Chart C: FY17 Committee on Education Capital Tool

Equity (60%)	Date and Type of Last Major Construction (25%) - Evaluates date and type of last major construction through FY15. (Source: DGS/DCPS)
	FY98-FY15 Investments Per Square Ft. (20%) - Capital expenditures for modernization and small capital/stabilization for FY1998-FY2015 per sq. ft. (Source: DGS/ Office of Budget and Planning/ 21 st Century School Fund)
	Facility Condition (15%) - Evaluation of the facility condition based on the assessment submitted by DGS/DME for the 2015 Master Facilities Plan Supplemental. This does not take into account modernization or stabilization work planned or ongoing in FY16. (Source: DGS)
Demand (20%)	Enrollment Growth (10%) – Average percentage of enrollment growth over the past five school years based on audited enrollment. (Source: DCPS/OSSE)
	Building Utilization (10%) – Average percent of building utilization over the past five school years. (Source: DGS/DCPS)
Community (20%)	By Right Need (5%) - Evaluates in-boundary school age children as compared to building capacity. (Source: DME)
	Child Population Growth (5%) - Percent change in projected number of school age children in neighborhood cluster from 2014 to 2020. The different age range for each type of school was used. (Source: Office of Planning)
	Modernized Square Ft. in Feeder (5%) – Total number of modernized square feet in the feeder pattern / Total square footage of the feeder pattern. The SY14-15 feeder patter was utilized for this calculation. (Source: 21 st Century School Fund)
	At-Risk (5%) – At-Risk enrollment based on the SY2015-2016 enrollment projection. (Source: DCPS/OSSE)

For most categories (FY98-FY15 Investments Per Sq Ft; Facility Condition; Enrollment Growth; Building Utilization; By Right Need; and At-Risk), each school currently open in DCPS’ inventory was provided a standard score of 1 to 10 based on the normal distribution or “bell curve” of the data. The score for Date and Type of Last Major Construction was calculated based on time elapsed since construction and construction type. The index, which was created in consultation with DCPS last year, recognizes that the scope of work for earlier phased modernization projects were limited in comparison to the Phase I projects for the past 3 years. The standard score for Child Population Growth was based on the normal distribution

within the school type cluster (elementary school, middle school, high school, and education campuses not slated to convert to an elementary school). See Attachment B for a complete index.

The maximum base score is 10. After calculating the base score, there is one bonus category: whether or not there are currently portables on the site of the school. Each school was provided a score of 1 if either category was true weighted at 50%. Therefore, the final maximum score is 10.5. Application and alternative high schools, as well as schools with citywide enrollment have an alternative score in recognition that several categories such as By-Right Need do not apply. Further, we acknowledge that DCPS Central Office rather than actual demand controls Enrollment Growth for these schools. See Attachment A for a complete ranking of the schools.

Given funding limitations, swing space, and planning that is already underway, the Committee decided not to make the widespread adjustments to the proposed FY17-FY22 CIP. As with last year, the Committee also considered the scope and sequence of projects, particularly with regard to education campuses. Based on the recommendation of the Student Assignment and School Boundaries Review Process, schools such as Raymond Education Campus and West Education Campus are slated to become elementary schools after the opening of a new Ward 4 middle school. Thus, the Committee recommended that the modernizations of those education campuses should follow the completion of the new middle school despite where they fall in the rankings to ensure the modernization is for the appropriate age group that will be in that building for the next 30 years.

Five of the 18 schools that have not been modernized were not included in the proposed CIP. In the absence of hundreds of millions of dollars, the Committee could not add them to the 6-year CIP this year. However, the Committee feels very strongly that schools that have already had some sort of modernization should not get a Phase 2 or 3 while there are still schools that have not had any work done, except for reasons including significant building utilization concerns or health and safety reasons. The Committee recommends re-prioritizing that funding to cover some necessary small capital projects of schools not included on the CIP or not slated for modernization for several years. The Committee’s proposed capital budget for DCPS reflects this priority.

Committee Recommendations

The Committee recommends a 6-year total capital budget of \$1,310,480,311 for DCPS, of which \$440,202,902 and 10.2 FTEs will be allocated for FY17. This is an increase of \$10,000,000 in the 6-year capital budget from the Mayor’s FY17 request. The increase of \$10,000,000 is due to a transfer from the Committee on Transportation and the Environment.

	Source	FY17	FY18	FY19	FY20	FY21	FY22	TOTAL
Proposed	GO Bonds	430,202,902	184,777,125	208,609,000	201,617,700	141,690,001	149,932,929	1,316,829,657
Committee	GO Bonds	440,202,902	184,777,125	208,609,000	201,617,700	141,690,001	149,932,929	1,316,829,657
Variance	GO Bonds	10,000,000	0	0	0	0	0	1,326,829,657

Below is a breakdown for each capital project in the FY16-FY22 Capital Improvement Plan for DCPS:

GM303C - ADA COMPLIANCE

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	2,500,000	2,820,000	1,600,000	1,000,000	1,700,000	0	9,620,000

Committee	GO Bonds	2,391,403	2,820,000	2,820,000	1,000,000	1,700,000	0	9,511,403
Variance	GO Bonds	(108,597)	0	0	0	0	0	(108,597)

The Committee directs a reduction of \$108,597 in ADA compliance in FY17 in order to accelerate certain small capital projects.

YY160C – ADAMS ES

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	0	0
Committee	GO Bonds	4,250,000	0	0	0	0	0	4,250,000
Variance	GO Bonds	4,250,000	0	0	0	0	0	4,250,000

The Committee directs an increase of \$4,250,000 in FY17 for the Adams campus of Oyster Adams ES for a small capital project – a new HVAC system and ceilings. Adams ranks number 27 on the Committee’s facility ranking analysis and was not included in the Mayor’s proposed FY17-22 CIP. A new HVAC system will greatly alleviate heating and cooling issues at Adams as they await full modernization.

YY176C - AITON ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	514,000	2,571,000	3,085,000
Committee	GO Bonds	300,000	0	0	0	514,000	2,571,000	3,385,000
Variance	GO Bonds	300,000	0	0	0	0	0	300,000

The Committee directs an increase of \$300,000 in FY17 for Aiton ES for a small capital project – a new elevator. Aiton ranks number 18 on the Committee’s facility ranking analysis and the modernization was not fully funded in the Mayor’s proposed FY17-22 CIP.

YY105C - ANNIE M. GODING ES

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	3,192,000	3,192,000
Committee	GO Bonds	0	0	0	0	0	3,192,000	3,192,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY177C - BANCROFT ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	43,296,000	23,647,000	0	0	0	0	66,943,000
Committee	GO Bonds	43,296,000	23,647,000	0	0	0	0	66,943,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY101C - BANNEKER HS MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	1,341,000	9,707,000	87,670,000	32,925,000	2,500,000	134,143,000
Committee	GO Bonds	0	1,341,000	9,707,000	87,670,000	32,925,000	2,500,000	134,143,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

GM102C - BOILER REPAIR

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	4,550,000	5,200,000	4,000,000	2,000,000	1,400,000	1,000,000	18,150,000
Committee	GO Bonds	4,550,000	5,200,000	4,000,000	2,000,000	1,400,000	1,000,000	18,150,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

YY142C - BRUCE MONROE @PARKVIEW ES MODERNIZATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	5,500,000	0	0	0	0	0	5,500,000
Committee	GO Bonds	5,500,000	0	0	0	0	0	5,500,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

TB237C - BURROUGHS ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	1,000,000	0	0	0	0	0	1,000,000
Committee	GO Bonds	1,000,000	0	0	0	0	0	1,000,000
Total	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

YY1SPC - CENTRALIZED SWING SPACE

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	8,386,000	10,300,000	4,921,000	150,000	0	14,036,000	37,793,000
Committee	GO Bonds	8,386,000	10,300,000	4,921,000	150,000	0	14,036,000	37,793,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

NX837C - COOLIDGE HS MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	59,000,000	44,757,000	54,958,000	0	0	0	158,715,000
Committee	GO Bonds	59,000,000	44,757,000	54,958,000	0	0	0	158,715,000
Variance	GO Bonds	0	0	0	0	0	0	0

The Committee has serious reservations about the timing of the Coolidge HS project. During the budget hearing, the Committee asked several questions about the timeline. Due to the size of the Coolidge facility, DCPS is conducting a feasibility study to determine what to do with one half of the building. For years, community members in Ward 4 have been advocating for another middle school in that area of the Ward. This would align with the recommendations from the Advisory Committee on Student Assignment and School Boundaries. DCPS stated that the feasibility study would not be complete until June 2016. At that time, DCPS would share the information with the community and make a decision on how to proceed. Until this process is done, DGS would not be able to move forward on contracting for design or actually putting a shovel in the ground to start construction. In comparison, Orr Elementary had \$4 million in FY16 for planning and design and \$28.3 million in FY17 to start its modernization. No feasibility study was required as DGS has already determined it is cheaper to build a new facility on the field next to the current school. When the Committee inquired about the status of Orr Elementary during a roundtable on modernizations in March 2016, the Committee was told that construction on Orr would not begin until Summer 2017. This would suggest that the Coolidge modernization would not begin until well after that time. The Committee believes that it is highly unlikely that DGS will expend \$59 million in FY17; however, the Committee could not identify another school modernization project that was shovel ready at this time.

YY178C - CW HARRIS ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	2,493,000	22,771,000	16,279,000	0	0	41,543,000
Committee	GO Bonds	0	2,493,000	22,771,000	16,279,000	0	0	41,543,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

T2247C - DCPS DCSTARS HW UPGRADE

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	3,700,000	3,700,000	3,700,000	3,000,000	3,000,000	3,000,000	20,100,000
Committee	GO Bonds	3,700,000	3,700,000	3,700,000	3,000,000	3,000,000	3,000,000	20,100,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

N8005C - DCPS - IT INFRASTRUCTURE UPGRADE

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	4,500,000	3,000,000	4,500,000	4,500,000	1,000,000	2,000,000	19,500,000
Committee	GO Bonds	4,500,000	3,000,000	4,500,000	4,500,000	1,000,000	2,000,000	19,500,000

Variance	GO Bonds	0	0	0	0	0	0	0
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This is no change from the Mayor's proposed budget.

YY1DHC - DOROTHY HEIGHT ES MODERNIZATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	4,173,000	4,173,000
Committee	GO Bonds	0	0	0	0	0	4,173,000	4,173,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

GI5PKC - EARLY ACTION PRE-K INITIATIVES

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	1,000,000	0	2,000,000		0	2,000,000	5,000,000
Committee	GO Bonds	1,000,000	0	2,000,000		0	2,000,000	5,000,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

YY180C - EATON ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	3,000,000	3,000,000
Committee	GO Bonds	0	0	0	0	0	3,000,000	3,000,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

YY181C - ELIOT-HINE JHS MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	3,683,000	49,247,000	33,604,000	0	0	86,534,000
Committee	GO Bonds	0	3,683,000	49,247,000	33,604,000	0	0	86,534,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

YY159C - ELLINGTON MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	13,164,000	0	0	0	0	0	13,164,000
Committee	GO Bonds	13,164,000	0	0	0	0	0	13,164,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

GM312C - ES/MS MODERNIZATION CAPITAL LABOR- PROG

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	8,966,513	7,067,173	9,900,000	8,500,000	7,300,001	13,700,000	55,433,687
Committee	GO Bonds	8,966,513	7,067,173	9,900,000	8,500,000	7,300,001	13,700,000	55,433,687
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

YY103C - FRANCIS/STEVENS ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	3,000,000	3,000,000
Committee	GO Bonds	3,000,000	0	0	0	0	3,000,000	6,000,000
Variance	GO Bonds	3,000,000	0	0	0	0	0	3,000,000

The Committee directs an increase of \$3,000,000 in FY17 for Francis Stevens ES for a small capital project – upgrades to the Auditorium or a new Welcome Center and exterior doors. Francis Stevens ranks number 20 on the Committee's facility ranking analysis and the modernization was not fully funded in the Mayor's proposed FY17-22 CIP.

YY182C - GARFIELD ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	3,210,000	3,210,000
Committee	GO Bonds	1,700,000	0	0	0	0	3,210,000	4,910,000
Variance	GO Bonds	1,700,000	0	0	0	0	0	1,700,000

The Committee directs an increase of \$1,700,000 in FY17 for Garfield ES for a small capital project – a window upgrade. Garfield ranks number 8 on the Committee's facility ranking analysis and the modernization was not fully funded in the Mayor's proposed FY17-22 CIP.

GM120C - GENERAL MISCELLANEOUS REPAIRS

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	3,800,000	5,428,125	4,000,000	2,900,350	4,800,000	3,200,000	24,128,475
Committee	GO Bonds	3,800,000	5,428,125	4,000,000	2,900,350	4,800,000	3,200,000	24,128,475
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

GR337C – GREEN ES (Malcolm X)

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	0	0
Committee	GO Bonds	1,600,000	0	0	0	0	0	1,600,000

Variance	GO Bonds	1,600,000	0	0	0	0	0	1,600,000
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The Committee directs an increase of \$1,600,000 in FY17 for Malcolm X ES at Green for a small capital project – a window upgrade. Malcolm X ranks number 17 on the Committee’s facility ranking analysis and the modernization was not included in the Mayor’s proposed FY17-22 CIP.

GAHSC - HEALTHY SCHOOL YARDS

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	2,000,000	0	0	2,000,000	4,000,000
Committee	GO Bonds	0	0	2,000,000	0	0	2,000,000	4,000,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

GM311C - HIGH SCHOOL LABOR- PROGRAM MANAGEMENT

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	3,233,486	5,438,827	3,200,000	4,300,000	6,000,000	0	22,172,313
Committee	GO Bonds	3,233,486	5,438,827	3,200,000	4,300,000	6,000,000	0	22,172,313
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY144C - HOUSTON ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	2,655,000	24,127,000	16,279,000	0	0	43,061,000
Committee	GO Bonds	0	2,655,000	24,127,000	16,279,000	0	0	43,061,000
Total	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY164C - HYDE ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	15,811,000	0	0	0	0	0	15,811,000
Committee	GO Bonds	15,811,000	0	0	0	0	0	15,811,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY165C - JEFFERSON MS MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	729,000	5,645,000	34,447,000	32,074,000	72,895,000
Committee	GO Bonds	1,000,000	0	729,000	5,645,000	34,447,000	32,074,000	73,895,000

Variance	GO Bonds	1,000,000	0	0	0	0	0	1,000,000
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The Committee directs an increase of \$1,000,000 in FY17 for Jefferson MS for a small capital projects including updates to the science labs. Jefferson ranks number 10 on the Committee’s facility ranking analysis and this small capital project is critical to teaching and learning.

YY185C - KIMBALL ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	17,000,000	17,000,000	0	0	0	0	34,000,000
Committee	GO Bonds	17,000,000	17,000,000	0	0	0	0	34,000,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

LIFE SAFETY – DCPS

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	1,336,500	1,300,000	1,425,000	1,500,000	1,000,000	1,500,000	8,061,500
Committee	GO Bonds	1,336,500	1,300,000	1,425,000	1,500,000	1,000,000	1,500,000	8,061,500
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY107C – LOGAN ES (Capitol Hill Montessori)

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	0	0
Committee	GO Bonds	4,000,000	0	0	0	0	0	4,000,000
Variance	GO Bonds	4,000,000	0	0	0	0	0	4,000,000

The Committee directs an increase of \$4,000,000 in FY17 for Logan ES for a small capital project – a new HVAC system and ceiling upgrade. Capitol Hill Montessori at Logan ranks number 4 on the Committee’s facility ranking analysis and the modernization was not included in the Mayor’s proposed FY17-22 CIP. A new HVAC system will greatly alleviate heating and cooling issues at Capitol Hill Montessori as they await full modernization.

GMI21C - MAJOR REPAIRS/MAINTENANCE

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	5,858,000	3,442,000	2,000,000	3,100,350	4,900,000	5,000,000	24,300,350
Committee	GO Bonds	5,858,000	3,442,000	2,000,000	3,100,350	4,900,000	5,000,000	24,300,350
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY1MRC - MARIE REED ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
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Proposed	GO Bonds	33,050,000	0	0	0	0	0	33,050,000
Committee	GO Bonds	33,050,000	0	0	0	0	0	33,050,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

MR337C - MAURY ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	10,600,000	1,000,000	0	0	0	0	11,600,000
Committee	GO Bonds	10,600,000	1,000,000	0	0	0	0	11,600,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY190C - MURCH ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	42,756,000	0	0	0	0	0	42,756,000
Committee	GO Bonds	47,756,000	0	0	0	0	0	47,756,000
Variance	GO Bonds	5,000,000	0	0	0	0	0	5,000,000

The Committee directs an increase of \$5,000,000 in FY17 for the Murch ES modernization. After further analysis with the builder for the project and the determination that Murch would need to swing offsite to UDC, this funding will ensure that the design to meet the schools space needs will not be negatively impact.

YY170C - ORR ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	28,359,000	14,636,000	0	0	0	0	42,995,000
Committee	GO Bonds	28,359,000	14,636,000	0	0	0	0	42,995,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY193C - RAYMOND ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	3,922,000	3,922,000
Committee	GO Bonds	1,000,000	0	0	0	0	3,922,000	4,922,000
Variance	GO Bonds	1,000,000	0	0	0	0	0	1,000,000

The Committee directs an increase of \$1,000,000 in FY17 for Raymond EC for a small capital projects—playground and exterior doors. Raymond ranks number 2 on the Committee’s facility ranking analysis and the modernization was not fully funded in the Mayor’s proposed FY17-22 CIP.

ROOF REPAIRS – DCPS

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	2,463,000	3,155,000	0	570,000	500,000	2,000,000	8,688,000
Committee	GO Bonds	2,463,000	3,155,000	0	570,000	500,000	2,000,000	8,688,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY171C - SHEPHERD ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	12,411,403	0	0	0	0	0	12,411,403
Committee	GO Bonds	0	0	0	0	0	0	0
Variance	GO Bonds	(12,411,403)	0	0	0	0	0	(12,411,403)

The Committee directs a reduction of \$12,411,403 from the Shepherd ES project in order to accelerate the small capital projects of schools that are later in the CIP or not included in the 6-year CIP. Shepherd has had a phased modernization and ranks 84 on the Committee’s facility ranking analysis.

YY195C - SMOTHERS ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	0	0	0	2,834,000	2,834,000
Committee	GO Bonds	700,000	0	0	0	0	2,834,000	3,534,000
Variance	GO Bonds	700,000	0	0	0	0	0	700,000

The Committee directs an increase of \$700,000 in FY17 for Smothers ES for a small capital projects—roof replacement and exterior doors. Smothers ranks number 7 on the Committee’s facility ranking analysis and the modernization was not fully funded in the Mayor’s proposed FY17-22 CIP.

GM313C - STABILIZATION CAPITAL LABOR- PROGRAM MG

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	3,100,000	3,100,000	3,000,000	3,000,000	3,000,000	3,100,000	18,300,000
Committee	GO Bonds	3,100,000	3,100,000	3,000,000	3,000,000	3,000,000	3,100,000	18,300,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor’s proposed budget.

YY1W4C - WARD 4 MIDDLE SCHOOL

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	36,288,000	16,914,000	0	0	0	0	53,202,000
Committee	GO Bonds	36,288,000	16,914,000	0	0	0	0	53,202,000
Variance	GO Bonds	0	0	0	0	0		0

This is no change from the Mayor’s proposed budget.

SG3W7C - WARD 7 SPECIALTY SCHOOL

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	40,443,000	0	0	0	0	0	40,443,000
Committee	GO Bonds	40,443,000	0	0	0	0	0	40,443,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

YY197C - WATKINS ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	14,351,000	0	0	0	0	0	14,351,000
Committee	GO Bonds	14,351,000	0	0	0	0	0	14,351,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

YY173C - WEST ES MODERNIZATION/RENOVATION

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	0	0	824,000	6,120,000	39,204,000	36,260,000	82,408,000
Committee	GO Bonds	0	0	824,000	6,120,000	39,204,000	36,260,000	82,408,000
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

SG106C - WINDOW REPLACEMENT

	Source	FY17	FY18	FY19	FY20	FY21	FY22	Total
Proposed	GO Bonds	3,750,000	2,700,000	0	1,500,000	0	660,929	8,610,929
Committee	GO Bonds	3,750,000	2,700,000	0	1,500,000	0	660,929	8,610,929
Variance	GO Bonds	0	0	0	0	0	0	0

This is no change from the Mayor's proposed budget.

POLICY RECOMMENDATIONS

The Committee recommends the following policy changes based on the analysis and discussion above and issues brought up during DCPS performance and budget oversight hearings this year.

1. Student Engagement in the Budget Process

DCPS has certainly made a lot of progress over the years with efforts to demystify its budget formulation process. The Committee commends the agency for launching a new site dpsdatacenter.com that allows the public to track the inputs that goes into a school budget allocation and adding new features to the tool this school year. However, there is always room for improvement. Over the past year, the Committee has heard from many students and one thing they have continuously asked for is increased student engagement

in the budget process. The Committee understands that DCPS held a student budget hearing this year, but that it was only for two students from each high school that were hand selected by their principal to participate. Students who were not selected still want the opportunity to engage with DCPS leadership about the budget and priorities. So far, they have presented some great ideas about what they think would best help them be college and career ready. In fact, one group of students recommended that a portion of money in the DCPS budget be set aside for participatory budgeting among students. Whether it is this or naming a student to school LSATs, the Committee believes DCPS should look into this matter further. Therefore, the Committee recommends that DCPS explore more inclusive ways to garner feedback and input from students during the budget process.

2. Improved Communication

While DCPS has certainly improved in terms of family and community engagement, there are still breakdowns in communication when very important decisions are made. This became very apparent through the performance and budget oversight process surrounding the issue of lead in the water. While the Department of General Services and the District Department of the Environment were responsible for testing the water sources in the schools, DCPS was not actively communicating to families when a water source was flagged in the schools for remediation and/or further tests. To its credit, DCPS has worked very swiftly over the past few weeks with its government partners to address this issue and improve communication. The Committee, however, recognizes that this is not a one-time issue. Annual lead testing will continue and thus, the Committee recommends that DCPS create a strategic communications protocol for alerting school communities when issues are detected. This protocol should be posted on the DCPS website so that families are knowledgeable of what steps will take place should lead be detected at their child's school. The Committee hopes that DCPS will have this information available by the joint hearing on this issue on June 22, 2016.

Additionally, the Committee recommends that DCPS update its website with more information about the on-goings in schools (i.e., sports games, SIT Team meetings, community meetings, etc.). At the March oversight roundtable on DCPS' summer 2016 modernization plan, the Committee noted that a community member reached out to the office to ask about the progress of the Duke Ellington renovation. When the Committee staff went to the website to see if they could refer her there for information, the site had not been updated with information since January 2015. Similarly, at the time, there was no information about the renovation of Ron Brown Middle School for the Empowering Males of Color high school program. The Committee understands the limited capacity of the staff that works on SIT Teams, but believes that agendas, meeting minutes, and project designs should be available to the public. This information would help alleviate misinformation about modernization projects and promote transparency. The Committee recommends that DCPS include more information on its website and specifically endeavor to post updates about school modernization projects within two weeks of a SIT Team or community meeting taking place.

3. Targeted Support for Young Women of Color

Last year, some Councilmembers and many public witnesses urged DCPS to expand the already launched Empowering Males of Color initiative to include young women as well. Recognizing that the challenges young women face are very different than young men, the Committee instead recommended that DCPS study and understand the specific challenges facing young women of color in its schools, and develop an appropriate strategy to address those needs and ensure that proposed programs or interventions are properly resourced. The Committee followed up with DCPS on this matter at the performance oversight hearing and DCPS did share the data they gathered on young women of color in DCPS. At the time and even through the budget process, DCPS had not yet identified what additional resources or programming was necessary to provide additional support to young women. The Committee recommends that DCPS continue

examining this issue and hopes that DCPS will have more to report at next year's performance oversight hearing.

4. Senior Class Fees

During the performance oversight hearing, Councilmember Alexander brought up this issue of senior class fees. Every year, Councilmembers receive requests from graduating seniors for assistance paying their senior class fees. Upon further examination, the Councilmember was concerned that students may not be allowed to participate in commencement ceremonies if they do not have the funds to pay their senior class fees, which often includes the cost of the cap and gown. As a result, Councilmember Alexander introduced legislation to require local education agencies to cover the costs of cap and gowns for seniors. Chancellor Henderson stated that DCPS always provides the caps and gowns for seniors who have financial hardship, but that real problem was that schools bundle all of the senior class expenditures (i.e., cap and gown, prom, senior trip, etc.) into one cost. The Chancellor stated that they need to provide a la carte options so that participating in senior activities is not so out of reach for all students. The Committee recommends that DCPS institute this policy for school year 2016-2017. Further, the Committee recommends that DCPS look into creating a hardship fund for senior fees to help alleviate costs for students.

5. Student Activity Funds

Student Activity Funds ("SAF") finance recognized extracurricular activities of the student body for which there is no allocation of funding from the annual appropriated budget. They are to be used to support or supplement the appropriated budget for normal school operations. Every DCPS school except Duke Ellington, Capitol Hill Montessori at Logan, and Fillmore have SAFs. While Central Office has improved its oversight of SAFs, the Committee is interested to learn more information about the SAFs, including how often audits are conducted and who provides training of principals and the policies and procedures of the SAFs. Therefore, the Committee recommends that DCPS submit a report by October 1, 2016 on the following:

- Information on each existing SAF under DCPS, including the status of the Fund and the date of the last audit of the SAF;
- The policies and procedures governing the SAFs including requirements on deposits and any restrictions on items that can be purchased with SAF funds; and
- The training provided to school-based staff on use of SAFs.

6. Capital Budget Formulation

The Committee is aware of DCPS' plans to engage in a conversation on Educational Specifications (Ed Spec) this summer that will set a master Ed Spec for each school type (elementary, middle, and high school). The Committee applauds this work as it will help significantly with modernization planning. Once this process is complete, Committee recommends that DCPS more proactively engage with the DGS on facility condition assessments of buildings. The Committee strongly believes that facility condition should be the basis for how we prioritize the queue for modernizations, small capital projects, and stabilization work. Without strong, accurate data from DGS on the facility condition assessment of DCPS buildings this cannot be fully achieved.

B. OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways so District of Columbia residents receive an excellent education and are prepared for success in college, careers, and life.

OSSE serves as the District of Columbia's State Education Agency (SEA). In this role, OSSE manages and distributes federal funding to education providers and exercises oversight responsibility over federal education programs and related grants administered in the District of Columbia to ensure quality and compliance.

In addition to its responsibilities as the SEA, OSSE has responsibility for developing and setting state-level standards and annually assessing student proficiency, ensuring universal access to childcare and pre-k programs, and providing funding and technical assistance to adult education providers and Local Education Agencies (LEAs) in achieving objectives. OSSE further ensures that the District of Columbia collects accurate and reliable data, and assesses meaningful interventions to ensure quality improvements and compliance with state and federal law.

OSSE is organized into the following divisions:

- Office of the Director
- Office of the Chief of Staff
- Office of the Chief Operating Officer
- Division of Early Learning
- Division of Elementary, Secondary, and Specialized Education
- Division of Postsecondary and Career Education
- Division of Data, Accountability, Assessment, and Research
- Division of Student Transportation
- Division of Statewide Athletics
- Systems Technology

NOTE: OSSE also administers the budgets for Special Education Transportation; Non-Public Tuition; and District of Columbia Public Charter School payments.

FISCAL YEAR 2017 OPERATING BUDGET

Mayor's Proposed Budget

The Mayor's FY17 budget proposal included \$506,457,847 in gross operating funds for OSSE, a \$52,424,000 (11.5%) increase from the FY16 approved budget. The proposed budget supports 403.3 FTEs, a 33.3 FTE increase from FY16.

Local Funds (100)

The proposed FY17 budget for OSSE included \$142,523,000 in local funds, a \$4,654,000 increase from the FY16 approved budget. This increase is due to a realigning of agency resources with operational goals.

Dedicated Taxes (110)

The proposed FY17 budget for OSSE included \$4,282,000 in dedicated taxes, a \$23,000 decrease from the FY16 approved budget. This decrease is due to projected adjustments in personal services costs.

Federal Grants (200)

The proposed FY17 budget for OSSE included \$260,803,000 in federal grants, a \$48,245,000 increase from the FY16 approved budget. This increase is due to projected grant awards and carryover from existing grants.

Federal Payments (250)

The proposed FY17 budget for OSSE included \$60,000,000 in federal payments. This is no change from the FY16 approved budget.

Private Grants (400)

The proposed FY17 budget for OSSE included \$0 in private grants, a \$104,000 decrease from the FY16 approved budget. This decrease is due to aligning the budget with projected grant awards.

Special Purpose Revenue Funds (600)

The proposed FY17 budget for OSSE included \$1,047,000 in special purpose revenue funds, a \$56,000 increase from the FY16 approved budget. This increase is to align with projected revenues for the State Athletic Acts Program and Office Fund.

Intra-District Funds (700)

The proposed FY17 budget for OSSE included \$37,802,000 in intra-district funds, a decrease of \$314,000 from the FY16 approved budget. This decrease is due to aligning resources with operational spending goals.

Committee Comments & Analysis

Data Infrastructure and Investments

In June 2015, the National Academy of Sciences National Research Council (“NRC”) released its report titled *An Evaluation of Public Schools of the District of Columbia: Reform in a Changing Landscape*, a five year evaluation of public education in the District since the passage of the Public Education Reform Amendment Act of 2007 (“PERAA”). The Committee was surprised that the final NRC report was not as quantitative-based as one would expect from that institution. However, within the report, the evaluators discuss that they had a very difficult time getting access to the necessary data. At a roundtable on the report, Councilmember Allen asked if this was due to the data not being available; the agencies simply not having the capacity to respond to the request; or the agencies simply filibustering. Staff from the NRC stated that there is not one central location for data on schools in D.C. It was not that people were not helpful during their evaluation process, but rather that the information was dispersed. In some cases the information is not available to the public, and in other cases NRC was told they have to go to each local education agency (“LEA”) to request the information.¹⁰ Without a central location for data it is hard to say what is being used, what is being collected, or what is even available. This was part of the impetus for one of the recommendations from the report being that the District of Columbia should have a comprehensive data warehouse that makes basic information about the school system available in one place that is readily accessible online to parents, the community, and researchers. That information should include both data on the school system as a whole and at more detailed levels. The Committee supported the NRC Committee’s recommendation for the creation of a data warehouse. At the time, Superintendent Kang testified that a data warehouse would require additional funding investments, but that OSSE planned to develop a roadmap for building out the data systems and infrastructure needed to accomplish this.

¹⁰ Since each charter school is its own local education agency (LEA), there are currently 64 different LEAs in the District of Columbia.

The Committee is pleased that not only does OSSE's new strategic plan reflect this commitment, but also so does the proposed FY17 budget for the agency. As part of its reorganization, OSSE has created a new Division of Data, Assessments, and Research. One of OSSE's strategic objectives is to provide high-quality data and analysis that will empower LEAs, CBOs, and providers to meet the needs of all learners and allow education partners to make informed policy decisions. The proposed FY17 budget includes \$1.1 million to support 10 additional FTEs to support data systems development and \$11.9 million in capital funds (discussed under Capital) for data systems infrastructure. At the budget hearing, Superintendent Kang stated that the operational investment will allow OSSE to effectively leverage the new data infrastructure and address a broader range of questions about the District's education system. In FY15, OSSE fulfilled more than 166 data requests; the additional FTEs will provide added capacity. The Committee is supportive of this budget initiative, but expressed concern during the hearing about OSSE's ability to recruit and retain the right talent for these roles. Superintendent Kang stated that OSSE has already started recruiting for the new data analyst roles and thus far have received a good response. The Committee looks forward to checking in on OSSE progress with regard to this strategic objective during the performance oversight hearings in 2017.

Early Literacy Intervention

One of OSSE's stated goals for FY16 was to have 75 percent of third graders be proficient or advanced in reading by 2016-2017. Across both DCPS and public charter schools, third grade proficiency scores had remained the lowest for all of the tested grades. While the Committee applauded the goal of OSSE, at the time, it was unable to identify any targeted investments included in the OSSE operating budget that would provide additional support to LEAs to make strides towards the 75 percent proficiency goal. Thus, the Committee was able to identify \$1,600,000 in FY16 for OSSE to implement an early literacy grant program targeting third grade reading success. The grant was directed toward organizations that provide a full continuum of early literacy intervention services for all grades Pre-K through 3rd and consist of developmentally appropriate components for all of these grades. This funding was intended to build capacity in our schools.

The Committee was pleased that OSSE was able to plan for and administer the grant competition for the Early Literacy Grant in the late summer and early Fall so that funds could be distributed in October at the start of the fiscal year. One of the Early Literacy grant recipients, The Literacy Lab, testified that due to the expediency of OSSE making the funding available, they were able to expand their literacy intervention program in 5 schools and launch in 8 new schools. They have hired 26 full-time literacy tutors who are now reaching additional 500 students at-risk of failing behind. The other grant recipient, Reading Partners, testified that thanks to the support from the grant, 82% of their students narrowed their achievement gap in reading, exiting their program having doubled their rate of learning. The proposed FY17 budget for OSSE maintains funding for the Early Literacy Grant at \$1.6 million. The Committee looks forward to reviewing the data on the impact of the grant funding in school year 2015-2016.

Early Learning

One of OSSE's proposed FY17 budget enhancements is \$3.6 million in the Division of Early Learning for improved child care slots. In pre-hearing questions, the Committee asked OSSE to provide a detailed accounting of the planned spending for the initiative, including any associated FTE allocation. OSSE responded that \$800,000 would be used to contract with a third party vendor to conduct background checks for child care providers in the District. The 2014 reauthorization of the federal Child Care Development Fund ("CCDF") requires background checks every three years for existing providers, and upon entry to the subsidy program for new providers. While providers currently pay for background checks, since everyone must be re-checked under CCDF, OSSE has agreed to cover the cost for one year. Another \$200,000 will be used to contract with a third party vendor to develop a consumer friendly website, which is also mandated by CCDF, that will share information about all child development facilities. During the hearing,

the Committee asked how this was different from OSSE’s current website, DC Child Care Connections. OSSE stated that their current website has no capacity to host the results of licensing and inspection visits, as well as any substantiated complaints, which is part of the CCDF requirements. The final \$2.6 million was described as for “improving the quality of early care and education through strategic investments that enhance the quality of care for our youngest and most vulnerable learners.”¹¹ That sounds great, but the Committee is unsure of what exactly that means and thus followed up at the hearing. OSSE stated that they are still working on a plan for what to do with those funds, but are considering the development of a shared services framework. OSSE staff further explained that these funds were loaded entirely into CSG 41, Contractual Services, and that it would simply be reprogrammed later.

The Committee was baffled that no one at OSSE could articulate on the record a solid plan to spend this money. It was especially interesting since a month prior to the hearing OSSE released a report on modeling the cost of child care in the District, with the purpose, according to OSSE, “to inform rate-setting and early care and education policies in the District of Columbia to ensure equal access to high quality child care for our youngest and most vulnerable residents.”¹² Further, two D.C. non-profits, DC Appleseed and DC Fiscal Policy Institute (“DCFPI”), also released a report in March called, *Solid Footing: Reinforcing the Early Care and Education Economy for Infants and Toddlers in DC*, which provided several recommendations for District policymakers to strategically invest in early care and education (“ECE”) providers and workers.¹³ The Committee asked OSSE to follow-up several days after the hearing with a more detailed plan.

OSSE stated that they planned to use the \$2.6 million to supplement current child care funding in “targeted” ways. OSSE intends to use \$800,000 to support the development of a “shared services” framework, which would offer providers support in executing certain administrative and business tasks (i.e., invoicing, payroll and fee collection) for their center or home. Study after study suggests that while early care centers and homes are in fact small businesses, many struggle with the business aspect of their work. Shared services harnesses economies of scale and economies of specialization to give providers more time to focus on children. Regions in states such as Colorado, Pennsylvania, California, New Hampshire, Virginia, Nebraska, and Tennessee have already established shared services alliances.¹⁴ If implemented well, this could provide much capacity to the District’s small centers and homes. The Committee’s only worry is that OSSE may “go it alone” and not leverage public-private investments for this initiative. A pilot public-private partnership was recommended in the DC Appleseed and DCFPI report. Several funders and private foundations including the Merage Foundation, the Annie E. Casey Foundation, and the William Penn Foundation have already invested in this area. The Committee does not believe that OSSE should take on a primary role in the ECE alliance, but hopes that this funding would act as seed money to launch the alliance.

For the remaining \$1.8 million of the \$2.6 million enhancement, OSSE stated that they would implement grants that will build capacity and incentivize quality improvements. OSSE did not provide detail on what the proposed grants could be used for by an ECE provider. In the past, grants have been used for everything from a facility expansion to playground equipment. It is questionable whether or not these types of grants have worked to actually improve quality in the past. Further, given OSSE’s proclaimed lack of capacity to implement the grants that are available under the Healthy Tots program, the Committee is not confident in

¹¹ OSSE Budget Hearing Responses to the Committee on Education.

¹² Office of the State Superintendent of Education, Modeling the Cost of Child Care in the District of Columbia, 2016. <http://osse.dc.gov/publication/modeling-cost-child-care-district-columbia-2016>

¹³ DC Appleseed & DC Fiscal Policy Institute, Solid Footing: Reinforcing the Early Care and Education Economy for Infants and Toddlers in DC, 2016. http://www.dcappleseed.com/wp-content/uploads/2016/03/Solid-Footing_Cost-of-ECE-Report_March-2016.pdf

¹⁴ <http://opportunities-exchange.org/>

its ability to run a new grant program for this initiative. It is not clear to the Committee how the District can increase the number of high-quality child care slots available, without ensuring that ECE centers and homes have the financial resources necessary to provide quality care. Grants are short term, however, an increase in the child care subsidy rate would have a far greater impact. For years, the Committee has heard from advocates and providers about the need to increase the child care subsidy rates. At the budget hearing, many public witnesses testified and asked that the subsidy be increased to cover the 30-34 percent gap between current rates and the median costs of care, as calculated by DC Appleseed and DCFPI.¹⁵ Obviously, such a recommendation comes at a hefty price tag, but the Committee believes there are incremental subsidy rate adjustments that OSSE could make to help close the gap. For instance, one of the findings reported in OSSE's report on cost modeling was that the gap between costs and revenue is largest for programs that serve infants, toddlers, and children with special needs.¹⁶ Even more interesting, was the finding that D.C.'s subsidy rates do not align with licensing ratios. Rates for children 12 to 30 months old are lower than for children birth to 12 months old, but the adult to child ratios are the same.¹⁷ We know that human capital is one of the largest cost drivers and expenditures for ECE providers, so fixing even just this issue would have a huge impact. Thus, the Committee recommends that the \$1.8 million designated for grants be otherwise spent increasing a portion of the child care subsidy to align rates with licensing ratios.

Strong Start

The District's early intervention program, Strong Start, is a statewide, comprehensive, coordinated, multidisciplinary system that provides early intervention therapeutic and other services for infants and toddlers with disabilities and developmental delays and their families. District law and the federal Individuals with Disabilities Education Act ("IDEA"), Part C, mandate that infants and toddlers with disabilities and their families receive coordinated services early enough to make a difference. These services must be flexible, culturally responsive, and most importantly, meet the needs of the child and the family. Over the past three years, OSSE significantly expanded the pool of children served by Strong Start. As of early December 2015, 917 children were receiving early intervention services. This is an increase of approximately 340 children compared to two years ago.

Strong Start is funded through federal IDEA funds and local funds. One of OSSE's FY17 budget enhancements was \$2.3 million for early intervention to assist OSSE in meeting the federal maintenance of effort ("MOE") requirement. In total, \$10.1 million in local funds were budgeted for this program for FY17. Advocates alerted the Committee in January 2016 to a budget pressure for the Strong Start program. There was also a budget pressure in FY15, so the Committee asked during the hearing whether the \$2.3 million was in fact an enhancement as it has been termed, or filling a necessary gap. Superintendent Kang stated that the MOE requires that the funding in FY17 be equivalent to how much was spent in FY16, so they pegged the FY17 increase to the actual expenditures from FY15. Chairman Grosso noted that federal MOE requires that funding matches the immediate preceding year, so it is strange that OSSE would budget for FY17 based on FY15 levels. Superintendent Kang said that since OSSE does not know the actual spend level for FY16, they utilized the most recent *completed* fiscal year to inform the FY17 budget. She did acknowledge that in FY15 Strong Start had a budget pressure, but that the proposed FY17 budget made up for that. OSSE would continue to monitor spending closely and adjust funding as needed. This method of budgeting seems incredibly illogical, especially for a program that has had budget pressures for multiple years. The Committee does not believe that the early intervention program is appropriately funded for FY17 and further believes that OSSE already knows this. Later in the budget hearing, Superintendent Kang

¹⁵ DC Appleseed & DC Fiscal Policy Institute, *Solid Footing: Reinforcing the Early Care and Education Economy for Infants and Toddlers in DC*, 2016, p.4.

¹⁶ OSSE, *Modeling the Cost of Child Care in the District of Columbia*, 2016, p. 6.

¹⁷ *Ibid.*

quickly mentioned that OSSE has budget pressure in FY16. When Chairman Grosso inquired about the source, the Superintendent stated she needed to get back to the Committee. Chairman Grosso remarked that it was probably Strong Start. Two days after the budget hearing, OSSE informed the Committee that Strong Start did in fact have a \$2.3 million budget pressure for FY16. The agency proposed using Healthy Tots money to fix the gap. When asked whether additional funds would be added for FY17 in light of this, OSSE stated that they believed Strong Start was appropriately funded for FY17.

Early intervention services are too important for there to be this uncertainty in funding year after year. Research on early intervention programs shows they produce long-lasting and substantial gains in outcomes, such as reducing the need for special education placement and preventing grade retention. There has to be a better way for OSSE to more accurately project the spending levels for Strong Start without needing to routinely resort to reprogrammings. The Committee will continue to monitor closely OSSE's work in early intervention. In addition to budgeting, the Committee is interested in how OSSE plans to increase capacity in order to implement the Enhanced Special Education Services Act of 2014, which directed the expansion of services to children who are 25% delayed in one area by July 2017, if funding was available. Currently, infants and toddlers are eligible for these services if they have a delay of 50% in one area or 25% in two or more areas. According to advocates, more than a thousand children will likely become eligible under the expanded eligibility, which will double the program and require more staff. Funding for this expansion was not included in the FY17 budget and OSSE states that it will not be ready to implement this provision until 2020. The fiscal impact for the legislation was projected at \$4 million in FY17 and at least \$11 million in FY18. If OSSE cannot properly project costs for Strong Start without the eligibility expansion, the Committee is concerned about what will happen in the future.

QRIS

OSSE finally launched the Quality Rating Improvement System ("QRIS") pilot that was discussed at length during the performance oversight hearing. The pilot includes 20 centers and homes and 4 DCPS schools. As part of the funding for QRIS in FY17, OSSE included a budget of \$500,000 for Quality Incentives. During the hearing, the Committee asked about what exactly that meant. OSSE stated that the Quality Incentive grant money could be used on things like materials for the classroom, facility enhancements and playground equipment. Pilot sites would get \$1,000 from this money just for participating in the QRIS pilot and the rest of the funding would be used for incentives as more centers and homes participated. As with the other \$1.8 million OSSE slated for incentives, OSSE's plans did not sound firm at the hearing, so the Committee asked for more detail. In the spending plan sent to the Committee, OSSE stated that \$12,500 would be spent on incentives for 25 QRIS pilot sites (\$500 x 25 sites). An additional \$102,000 would be spent on incentives for sites that will participate in the first year of the full implementation (\$1,000 x 102 sites). And the final \$385,500 would be spent on quality incentive grants to pilot and full implementation sites to address needs identified through the Continuous Quality Improvement Plan process. Admittedly, this plan seems ambitious given OSSE's past track record with trying to implement an enhanced QRIS system. When asked when they anticipate full implementation to begin, OSSE stated spring 2017. The full implementation and first round of reviews would then inform the Continuous Quality Improvement Plans ("CQIP"). The CQIPs in turn will inform who would receive a portion of the \$385,500. When asked when the CQIPs would be finished, the Committee was told summer 2017. Based on this timeline, the Committee is not confident that OSSE will be able to expend \$500,000 by the end of FY17 in a way that is meaningful for QRIS participants.

Student Wellness and Nutrition

Healthy Tots

In 2014, the Healthy Tots Act of 2013 was passed as part of the Budget Support Act of 2014. The Healthy Tots program provided subsidies to early childhood education centers for each healthy meal served and reimburses schools for additional meals that are not covered under federal school food programs. This enabled early care centers and homes to provide students with healthy food alternatives and additional meals. The Mayor's proposed FY16 budget not only eliminated the funding for the Healthy Tots program, but also repealed the legislation on which is based. The Council did not approve the repeal of Healthy Tots and fortunately the Committee on Transportation and the Environment identified \$3 million in operating funds that it transferred to the Committee for OSSE in order to continue the program.

While OSSE claims that the agency is supportive of Healthy Tots, its actions leave the Committee to question the commitment to the program. As mentioned above, in FY16, OSSE received approximately \$3 million in local funds to cover Healthy Tots activities. In response to pre-hearing budget questions, OSSE reported that the actual expenditures for Healthy Tots in FY16 would only be a mere \$400,000, leaving OSSE with a projected surplus of at least \$2.6 million in this program. When the Committee asked during the hearing why OSSE had such a large projected surplus, OSSE stated that while it had implemented the most immediate portions of Healthy Tots, they have not focused on the two grants for which funds are available under the legislation. Funds are available for: (1) child development facilities participating in the Child and Adult Care Food Program ("CACFP") to support physical activity, nutrition, gardens, natural play areas, and farm-to-preschool programs; and (2) incentives to increase participation in the Child and Adult Care Food Program by helping pay for costs associated with licensing, renewal, and other related expenses. The Committee often hears from centers and homes that meeting the requirements for CACFP is difficult, so the Committee is surprised that OSSE has not spent available funds to provide them with assistance. Further, it does not seem like OSSE has been spending the funds to even provide the reimbursement under the Tots program. When Chairman Grosso asked OSSE what is the expected expenditure for the program in FY17 and they stated only \$1 million, and therefore believe the money appropriated for the Healthy Schools Act is enough to cover both programs. The Committee will continue to monitor OSSE's implementation of Healthy Tots.

Emergency Epinephrine

An allergic reaction to food can range from a mild response such as an itchy mouth to anaphylaxis, a severe and potentially deadly reaction. Epinephrine, a self-injectable medication, is touted by experts as the drug of choice for first-line treatment for anaphylaxis reactions. It decreases swelling, helps to prevent or reverse cardiovascular collapse, helps in opening up airways, and stops further progression of the reaction. Treating anaphylaxis, however, is all about timing. Without immediate treatment, anaphylaxis can worsen quickly and lead to severe injury or death within 15 minutes. This window is often not enough time for emergency response units to arrive and administer this medication. For this reason, the Council has taken steps to increase access to epinephrine, especially in schools.

On March 9, 2016, Bill 21-5, the "Access to Emergency Epinephrine in Schools Amendment Act of 2015" officially became law in the District of Columbia. This legislation is intended to increase access to emergency epinephrine for students and adults in schools by requiring public schools and public charter schools to stock undesignated epinephrine auto-injectors ("EpiPens") in a secure, but easily accessible area. The fiscal impact associated with implementing this legislation this year is less than \$97,000; therefore, several Councilmembers supportive of the legislation asked the Mayor to continue her support for this law by making these funds available in the FY16 operating budget so that our schools are able to begin stocking undesignated EpiPens at the start of school year 2016-2017. The Committee is pleased the funding for this program was reprogrammed for FY16 and that it was included in the Mayor's proposed budget for FY17. The Committee is looking forward to swift implementation of this law by OSSE.

Suicide Prevention and School Climate Surveys

In April 2016, the Mayor signed into law Bill 21-361, the “Youth Suicide Prevention and School Climate Survey Amendment Act of 2015.” The legislation amends current law to strengthen D.C.’s efforts with regard to identifying, appropriately supporting, and referring students with mental and behavioral health concerns to behavioral health providers. Suicide is the third leading cause of death among youth aged 10 to 24 in the United States, and non-fatal suicide attempts result in approximately 157,000 youth receiving medical treatment from emergency departments for self-inflicted injuries. According to the results from the 2012 Youth Risk Behavior Survey, a survey of health-risk behaviors conducted in middle and high schools every two years in D.C. and around the United States, 28% of D.C. middle school girls seriously thought about killing themselves, 16% made a plan, and 13% attempted to do so.¹⁸ Overall, 13.4% of high school students in D.C. had attempted suicide within the previous 12 months of the date the survey was administered in 2012. That would equal an estimated 1,520 high school students who may attempt to end their lives in school year 2015-2016 if the results were applied to today’s enrollment. The results in D.C. were higher than the U.S. average.

These very high rates are cause for alarm, and we know that suicide is not the only mental and behavioral health concern when it comes to our students. The Chairman emphasized his previous discussions about about complex trauma, stress, and its impact on student achievement. More and more urban school districts around the country are realizing that in order to truly address the growing achievement and opportunity gap in education, they must also focus attention and resources on mental health for students. Bill 21-361 attempts to do just that. With regard to OSSE, the legislation directs the agency to develop and publish online written guidance to assist LEAs in developing and adopting policies and procedures for handling aspects of student mental and behavioral health. Finally, the legislation directs OSSE to implement a pilot program for collecting and evaluating school climate data annually through school climate surveys at select D.C. public and public charter schools serving grades 7-10. There is a small fiscal impact associated with the legislation beginning in FY17 for the implementation of the school climate survey pilot. The \$96,000 for one FTE was not included in the FY17 budget for OSSE. Given OSSE’s large number of vacancies, the Committee expects that OSSE will be able to fulfill this role internally, without the need for additional funding.

Post-Secondary Education and Workforce Readiness

OSSE’s office of Post-Secondary Education and Workforce Reading creates opportunities for residents to attend a post-secondary education, among other things. Central to their work in this regard is the college access and readiness programs which the Committee finds very valuable. For over a year, the Committee has pushed OSSE and LEAs to provide more college preparatory activities to students. If the District is to require that every junior and senior take the SAT, we should similarly provide robust access for students to take SAT prep courses which are known to improve outcomes for students. In the past, OSSE has been able to fill this gap in many ways with help from funding by the federal College Access Challenge grant. This was used to fund programs like OSSE Scholars, the FAFSA Completion tool, and the College Fact Finder. The grant ended in FY15, but OSSE had been able to use carryover funds to continue programming and initiatives. In FY16, Committee was able to identify \$450,000 in local dollars for these programs. The Committee is concerned that the Mayor’s proposed FY17 budget does not restore the funding loss by the ending of the federal grant. During the budget hearing, OSSE stated that there are no carryover funds from the federal grant in FY17 so they will use a portion of the DC TAG money that is allowable for administrative spend to fill the gap. This solution is clearly not sustainable. The Committee implores OSSE to prioritize the work of these college and career readiness programs.

¹⁸ Ost, Julie C. & Maurizi, Laura K. (2013). 2012 District of Columbia Youth Risk Behavior Survey Surveillance Report. Office of the State Superintendent of Education: Washington, DC.

21st Century Learning Grants

Several community-based organizations that provide direct services to youth in the District afterschool and during the summer testified at the budget hearing about OSSE's discontinuation of the 21st Century Learning Grants for this year. In total, it was about a \$900,000 loss for those grantees. OSSE explained that the 21st Century grant is a portion of the federal Elementary and Secondary Education Act programs. While OSSE does continue to receive funding for the grant, it has been trying to better align its grant cycles. In the past, grantees received a five year grant with the bulk of the funding coming in the early years and then tapering off thereafter, but the grant cycle with varying levels of funding made it difficult to manage the grant, not just internally, but also for grantees since the level of funding changed over time. So, OSSE has been working to align to a standardized three year grant cycle that provides the same amount of funds in each year. Through the combination of aligning with a new cycle and the amount of federal funds the District is receiving, OSSE stated that there were not enough funds remaining to do a new grant competition for this coming year. The Committee asked why then OSSE did not try to backfill the funding with local dollars. These organizations like Lifepieces to Masterpieces and Kid Power provide a very important service to our youth. Superintendent Kang stated that OSSE thought about using local funds, but that they have been engaging in a broader citywide conversation around out-of-school time. Since there were other funds for these purposes available outside of the OSSE budget through the D.C. Trust and other sources, they felt comfortable not doing so, but that they would continue to examine the situation.

This exchange at the OSSE budget hearing was of course before it was announced that the D.C. Trust, a non-profit that receives millions from the District government to help support more than 70 afterschool and other programs to help at-risk youth, was bankrupt and lacked funds this year to pay millions in promised grants as well as its own operating costs.¹⁹ As a result, its Board voted to dissolve beginning in May, directing the remaining cash to afterschool and other programs for only five more months. In light of this news, OSSE needs to certainly reexamine its position on providing the 21st Century Learning grant this year. While it is not appropriate for non-profits to rely totally on money they receive from the government to operate, these CBOs are providing a direct service to youth on behalf of the District government. The Committee will continue to work with OSSE to ensure that these organizations are not negatively impacted by these compounding factors.

Restorative Justice

For the past four years, the Committee has sought to promote alternatives to suspensions and expulsions in our public schools. OSSE has helped in this regard through its work to expose teachers and school communities to restorative justice practices. During school year 2014-2015, OSSE's Division of Elementary Secondary and Specialized Education ("ESSE") partnered with the Community Conferencing Center to host a professional development opportunity for LEAs on building a positive school climate through restorative practices. The training was followed by monthly Community of Practice meetings which allowed the participating DCPS and public charter schools the opportunity to share and reflect on the implementing practices to build safe and effective learning environments through positive relationship, connection, and accountability. This school year, in addition to continuing to host regular Community of Practice meetings, ESSE went deeper into this work partnering with DCPS, Restorative DC, and SchoolTalk Inc. The Restorative DC project focuses on implementing whole-school restorative practices in five pilot schools: Ballou HS, Maya Angelou PCS, Luke C. Moore HS, Hart MS, and Columbia Heights Education Campus. During DCPS budget hearing, Restorative DC reported that suspensions are down 50% across the four DCPS schools they have been working in. That is remarkable. Assistant Superintendent for

¹⁹ Aaron Davis, "Mismanagement has bankrupted a D.C. nonprofit, endangering programs for at-risk youths, board members say," *The Washington Post*, April 26, 2016 https://www.washingtonpost.com/local/dc-politics/mismanagement-has-bankrupted-a-dc-nonprofit-endangering-programs-for-at-risk-youth-board-members-say/2016/04/26/51f4a51c-0bb4-11e6-bfa1-4efa856caf2a_story.html

ESSE Amy Maisterra stated at the OSSE budget hearing that the Restorative DC work has a pretty immediate impact on suspensions in schools. In FY16, OSSE provided \$48,000 to this effort. The Committee asked what was budgeted to support this program in FY17. OSSE is hoping to double the number of sites for school year 2016-2017 and in follow-up responses to the Committee stated that they plan to invest approximately \$600,000 in Restorative DC in FY17. That would provide \$40,000 per site for the five existing schools, and \$80,000 per site for the five new sites. OSSE is also looking at how much schools should invest so that all parties have some “skin in the game.” At the DCPS budget hearing, Chancellor Henderson stated that schools could elect to use a portion of their at-risk funds for this partnership as they too have seen value in the restorative justice work. The Committee is pleased to see that this project will move forward next year in such a collaborative way. The Committee, however, would encourage OSSE to reach out to more public charter schools to see if they have interest in participating.

UPSFF Technical Working Group

In 2014, the “Fair Student Funding and School Based Budgeting Act of 2013” (“Fair Funding Act”) became law in the District of Columbia. In addition to making changes to the Uniform Per Student Funding Formula (“UPSFF”), the bill improves the UPSFF review process. In 2001, responsibility over the UPSFF revisions was placed in the State Education Office, now known as OSSE. Each year, staff and a Technical Working Group comprised of public officials and community members reviewed costs associated with education District students and presented the Mayor with recommendations regarding the Formula for the upcoming fiscal year. Following the enactment of PERRA, the Technical Working Group discontinued its role in overseeing the UPSFF. The last Technical Working Group report was issued in January 2008 in preparation for the FY09 budget.²⁰ In 2012, the Public Education Finance Reform Commission, which was created by the Council in 2010 to review the UPSFF and other related issue, recommended that the Mayor reestablish OSSE’s Technical Working Group in order to make regular revisions to the UPSFF as needed. Therefore, the Fair Funding Act required that “Beginning January 30, 2016, the Mayor shall submit to the Council a report every 2 years that reviews the Formula and includes recommendations for revisions to the Formula based upon a study of actual costs of education in the District of Columbia, research in education and education finance, and public comment.”²¹ The study of actual costs of education must include the following: (1) The relation of funding levels to student outcomes; (2) Maintenance of effort in specified areas of focus to promote continuity of effective practices; (3) Improved techniques for determining specific levels of funding needed to provide adequate special education services; (4) Improved measures of change in the cost of education; and (5) A review of the costs associated with serving at-risk students and of how at-risk students are identified.²²

OSSE is identified by name in the law as the entity not only responsible for the report, but also responsible for convening a working group, which shall be comprised of, at a minimum, representatives from DCPS, public charter schools, and the public, to solicit input and recommendations regarding revisions to the UPSFF. OSSE did not meet the deadline this year. On February 24, 2016, Superintendent Kang sent a letter to Chairman Grosso requesting a one-year extension to submit its report on January 30, 2017. The Chairman granted this request recognizing that with the change in Mayoral administrations, it would have been difficult for OSSE to put together a high-quality working group and develop a meaningful report. Unfortunately, since that time, the Committee has seen no movement by OSSE on this front. OSSE was to establish a UPSFF working group and provide a list of members by March 31, 2016, per the Superintendent’s letter. To the Committee’s knowledge, that has not happened. The Committee wants to avoid decisions regarding the UPSFF by the Mayor’s office being driven solely by revenue availability

²⁰ Committee on Education Report for Bill 20-309.

²¹ D.C. Official Code § 38-2911.

²² *Ibid.*

rather than a thoughtful review of educational costs. Therefore, the Committee has several policy recommendations in an effort to ensure that OSSE meets the deadline it set for itself.

Committee Recommendations

The Committee recommends a gross operating budget of \$508,482,226 and 400.26 FTEs for OSSE. This is a \$24,379 increase from the Mayor’s proposed budget.

Fiscal Year 2017 Operating Budget, By Source Type

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
LOCAL FUND	137,959,522	142,523,210	24,379	142,547,589
DEDICATED TAXES	4,305,560	4,282,274		4,282,274
FEDERAL PAYMENTS	60,000,000	60,000,000		60,000,000
FEDERAL GRANT FUND	212,557,880	260,802,963		260,802,963
PRIVATE GRANT FUND	103,679			
SPECIAL PURPOSE REVENUE FUNDS	990,877	1,047,018		1,047,018
INTRA-DISTRICT FUNDS	38,116,007	37,802,382		37,802,382
Total Fund	454,033,526	506,457,847	24,379	506,482,226

Fiscal Year 2017 Full-Time Equivalents, By Revenue Type

	FY16 FTE	FY17 Proposed FTE	FTE Change	Budget - FTE
LOCAL FUND	237.27	259.36	(3.00)	256.36
DEDICATED TAXES	10.90	16.03		16.03
FEDERAL PAYMENTS	16.50	17.84		17.84
FEDERAL GRANT FUND	100.25	106.23		106.23
PRIVATE GRANT FUND	0.93			
SPECIAL PURPOSE REVENUE FUNDS		0.40		0.40
INTRA-DISTRICT FUNDS	4.15	3.40		3.40
Total Fund	370.00	403.26	(3.00)	400.26

Fiscal Year 2017 Operating Budget, By Comptroller Source Group (Gross Funds)

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
11-REGULAR PAY - CONT FULL TIME	28,225,998	33,991,569	(289,743)	33,701,826
12-REGULAR PAY - OTHER	2,132,761	934,528		934,528
14-FRINGE BENEFITS - CURR PERSONNEL	6,834,463	7,334,349	(62,878)	7,271,471
Personal Services	37,193,222	42,260,446	(352,621)	41,907,825
20-SUPPLIES AND MATERIALS	355,958	354,873		354,873
30-ENERGY, COMM. AND BLDG RENTALS	19,814	17,367		17,367
31-TELEPHONE, TELEGRAPH, TELEGRAM, ETC	592,140	626,235		626,235
32-RENTALS - LAND AND STRUCTURES	4,680,929	4,855,923		4,855,923
34-SECURITY SERVICES	32,712	31,133		31,133

35-OCCUPANCY FIXED COSTS	54,768	25,783		25,783
40-OTHER SERVICES AND CHARGES	5,756,574	3,117,283	(2,150,000)	967,283
41-CONTRACTUAL SERVICES - OTHER	31,551,716	34,409,230		34,409,230
50-SUBSIDIES AND TRANSFERS	373,209,598	419,982,307	2,527,000	422,509,307
70-EQUIPMENT & EQUIPMENT RENTAL	586,095	777,268		777,268
Nonpersonal Services	416,840,304	464,197,402	377,000	464,574,402
Gross Funds	454,033,526	506,457,847	24,379	506,482,226

Fiscal Year 2017 Operating Budget, By Program

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
100F	1,931,639	1,939,209		1,939,209
D100	13,534,302			
D200	1,732,742			
D300	10,661,201			
D400	6,703,953			
D500	67,184,123			
D600	129,885,924			
D700	61,348,955			
D800	122,806,689			
D900	38,243,999			
E100		2,881,883		2,881,883
E200		12,826,750	(160,000)	12,666,750
E300		11,433,700	(73,516)	11,360,184
E400		6,476,796		6,476,796
E500		75,566,719	727,000	76,293,719
E600		199,588,404	(119,105)	199,469,299
E700		61,019,237	200,000	61,219,237
E800		133,360,812	(550,000)	132,810,812
E900		1,364,338		1,364,338
Total Program	454,033,526	506,457,847	24,379	506,482,226

Committee Adjustments to the Operating Budget

The Committee makes the following adjustments to the proposed FY17 operating budget for OSSE:

PROGRAM: *Data, Assessments, and Research (E200/E203)*

APPROPRIATION TITLE: Local Funds

CSG11 (regular pay)

The Committee directs a decrease of \$132,231 which are funds associated with the reduction of one FTE per the Mayor's Errata Letter.

CSG14 (fringe)

The Committee directs a decrease of \$27,769 which are funds associated with the reduction of one FTE per the Mayor's Errata Letter.

PROGRAM: *Business Operations (E300/E303)*

APPROPRIATION TITLE: Local Funds

CSG11 (regular pay)

The Committee directs a decrease of \$60,757 which are funds associated with the reduction of one Staff Assistant FTE.

CSG14 (fringe)

The Committee directs a decrease of \$12,759 which are funds associated with the reduction of one Staff Assistant FTE.

PROGRAM: *Elementary, Secondary, and Specialized Education (E600/E606)*

APPROPRIATION TITLE: Local Funds

CSG11 (regular pay)

The Committee directs a decrease of \$96,755 which are funds associated with the reduction of one Supervisory Policy Specialist FTE.

CSG14 (fringe)

The Committee directs a decrease of \$22,350 which are funds associated with the reduction of one Supervisory Policy Specialist FTE.

PROGRAM: *Early Learning (E800/E802)*

APPROPRIATION TITLE: *Local Funds*

CSG 40 (other services and charges)

The Committee directs a decrease of \$2,100,000 in other services and charges for the Office of Licensing and Compliance within the Division of Early Learning.

CSG50 (subsidies and transfers)

The Committee directs an increase of \$1,800,000 in subsidies and transfers for the Office of Licensing and Compliance within the Division of Early Learning to be used to increase the child care subsidy rates to align rates with licensing ratios.

PROGRAM: *Early Learning (E800/E805)*

APPROPRIATION TITLE: *Local Funds*

CSG 40 (other services and charges)

The Committee directs a decrease of \$250,000 in other services and charges for the Office of Professional Development within the Division of Early Learning.

PROGRAM: *Wellness and Nutrition Services (E500/E501)*

APPROPRIATION TITLE: *Local Funds*

CSG11 (regular pay)

The Committee directs an increase of \$57,000 in regular pay to provide environmental literacy specialists that work with public elementary schools and public charter elementary schools to help maintain school gardens and promote environmental literacy as outlined in the Environmental Literacy Specialist Pilot Program Amendment Act of 2015. This additional funding was identified by the Committee on Transportation and the Environment.

CSG50 (subsidies and transfers)

The Committee directs an increase of \$670,000 in subsidies and transfers for the Division of Wellness and Nutrition Services which should be used to support the environmental literacy program. This additional \$670,000 was identified as savings by the Committee on Transportation and the Environment and transferred to OSSE.

PROGRAM: *Post-Secondary Education and Career Education (E700/E707)*

APPROPRIATION TITLE: *Local Funds*

CSG 40 (other services and charges)

The Committee directs an increase of \$200,000 in other services and charges for the Office of Post-Secondary Education and Workforce Readiness. These additional funds were reallocated from savings in the Division of Early Learning. The Committee directs that these funds be used to support a programs impacted by the loss of the College Access Challenge grants.

Committee Adjustments to the FTE Authority

The Committee recommends reducing the proposed FTE authority for OSSE by 3.0 FTEs. Two of the FTEs are transferred to the State Board of Education for use by the Office of the Ombudsman for Public Education and 1.0 FTE is transferred to the Deputy Mayor for Education.

FISCAL YEAR 2017 CAPITAL BUDGET

Mayor's Proposed Budget

The Mayor's proposed budget included \$3,929,000 in capital funds for FY17 and a total of \$13,429,000 in capital funds for OSSE in the FY17-FY22 Capital Improvement Plan.

Committee Comments and Analysis

OSSE has become the central education-related data repository and reporting office within the District; however, the existing data systems are old and obsolete. As OSSE expands the scope of the Student Longitudinal Education Data System ("SLED") to include additional data, the need for enhancements in both SLED and the source data systems have become critical. The Committee was concerned that the Mayor's proposed FY16 budget did not allocate funds either in operating or capital to continue to support data systems. Thus, the Committee is supportive of Mayor's proposed \$11.9 million in capital dollars to overhaul the OSSE data systems and maintain capacity going forward. In addition, to the data infrastructure project, approximately \$4,500,000 of the proposed capital budget for OSSE will be used to implement Phase II of the Enterprise Grants Management System ("EGMS") which is providing additional functionality to the system in the areas of sub-receipting monitoring, system reporting, auditing, and user experience. The EGMS replaces the legacy application and replaces a manual, paper-based grant process that the agency was utilizing.

Committee Recommendations

The Committee recommends a capital budget of \$3,929,000 in capital funds for OSSE in FY17 and a total of \$13,429,000 in capital funds for OSSE in the FY17-FY22 Capital Improvement Plan. This is no change from the Mayor's request.

POLICY RECOMMENDATIONS

The Committee recommends the following policy changes based on the analysis and discussion above and issues brought up during OSSE performance and budget oversight hearings this year.

1. UPSFF Technical Working Group

The law requires periodic review of the Uniform Per Student Funding Formula (“UPSFF”). Pursuant to D.C. Official Code § 38-2911, “Beginning January 30, 2016, the Mayor shall submit to the Council a report every 2 years that reviews the Formula and includes recommendations for revisions to the Formula based upon a study of actual costs of education in the District of Columbia, research in education and education finance, and public comment.”²³ OSSE is the entity responsible for the development of the report. To assist in this regard, the law also requires OSSE to convene a working group, which shall be comprised of, at a minimum, representatives from DCPS, public charter schools, and the public, to solicit input and recommendations regarding revisions to the UPSFF. In February 2016, OSSE requested a one-year extension to submit the report on January 30, 2017. OSSE would establish a UPSFF working group and provide a list of members by March 31, 2016. Though the request for an extension was granted, OSSE does not seem to be meeting any milestones with regard to establishing the working group or beginning a review of the UPSFF. Therefore, the Committee recommends the following:

- By June 15, 2016, OSSE establish a UPSFF working group and provide a list of members to the public and the Council.
- By August 15, 2016, OSSE shall submit a report to the Council providing an update on the work of the UPSFF Working Group, including, but not limited to, meeting minutes.
- By October 15, 2016, OSSE shall submit a report to the Council providing an update on the work of the UPSFF Working Group, including, but not limited to, meeting minutes.
- By December 1, 2016, OSSE shall submit a report to the Council providing an update on the work of the UPSFF Working Group, including, but not limited to, meeting minutes.

2. Implementation of the Enhanced Special Education Services Act of 2014

The “Enhanced Special Education Services Act of 2014” directed the expansion services to children who are 25% delayed in one area by July 2017, if funding was available. Currently, infants and toddlers are eligible for these services if they have a delay of 50% in one area or 25% in two or more areas. According to advocates, more than a thousand children will likely become eligible under the expanded eligibility, which will double the program and require more staff. Funding for this expansion was not included in the FY17 budget and OSSE states that it will not be ready to implement this provision until 2020. Families, providers, and advocates have expressed that they believe this to simply be a delay tactic by OSSE and that they have no intent of ever expanding early intervention services. The Committee trusts OSSE’s intent, but would like to better understand how OSSE plans to build capacity over the next couple of years to be prepared for an expansion in 2020. Therefore, the Committee recommends that by October 1, 2016 and quarterly updates ending September 31, 2017 the Office of the State Superintendent of Education shall submit to the Council a report on a comprehensive plan and efforts to implement by July 1, 2018 the expansion of the IDEA Part C/Strong Start/DC Early Intervention Program included in the Enhanced Special Education Services Act of 2014. The reports shall include at a minimum a timeline, projected needs with supporting data, description of barriers, benchmark goals, and action steps on each of the following:

²³ D.C. Official Code § 38-2911.

(1) Program enhancements needed for implementation, including at a minimum service provider capacity, recruiting and retention strategies, and strategies for differentiated models of service for children with 25% to 50% delay in one developmental area; and

(2) Full Medicaid claiming and revenue (including Medicaid Fee-for-Service and Managed Care Organizations) for the IDEA Part C/Strong Start/DC Early Intervention Program.

3. Reducing Suspension and Expulsions

The Committee has engaged in an ongoing conversation about the need to reduce student suspensions and expulsions across our public schools. In June 2014, OSSE put out a report that included several recommendations on curbing out-of school suspensions and expulsions. One of the recommendations was that OSSE would work with stakeholders to finalize discipline-related regulations that establish basic standards for discipline. In February 2015, this was discussed on the record at the Pre-K Student Discipline Hearing. There were several starts and stops in the past, but the Committee was assured that either regulations or guidelines were coming. The Committee recommends that OSSE finally release these regulations so that a public discussion about the role of suspensions and expulsions can continue. The Committee would also like to note that on October 1, 2016, a comprehensive report from OSSE on suspensions and expulsions is due pursuant to D.C. Official Code § 38-236.

4. Early Literacy Grant

The Committee recommends that OSSE continue with the early literacy grant program targeting reading success. Per the FY16 Budget Support Act of 2015, a successful grantee will provide a full continuum of early literacy intervention services for all grades Pre-K through 3rd and must consist of developmentally appropriate components for all of these grades. The literacy program is to be delivered by professionally coached interventionists. Students must receive direct services daily and data on student progress must be collected at least monthly. The proposed intervention model must be comprehensive and present an evidence base consisting of positive findings in one or more experimental studies. This funding is intended to build capacity and may not be used to supplant existing services. LEAs are not eligible for this funding. This grant should be made available for use immediately in FY17; therefore, the Committee encourages OSSE to release the grant application this summer, if OSSE finds need to re-compete the grant. The Committee also recommends that OSSE publicly release the evaluation findings from Year 1 of the grant.

5. Review of Annual Reporting Requirements

OSSE is responsible for submitting several reports to the Council and other agencies throughout the year. Consistently, however, OSSE has experienced challenges in providing these documents in a timely fashion. For instance, the 2014 report on Pre-K was submitted to the Council in May of 2015 when it was due several months earlier. The Committee has offered several times to review the statutory reporting requirements, and if necessary, reducing the reporting burden on OSSE, especially those that are dated. In fact, this was discussed in the Committee's report for the FY16 budget. Once again the Committee recommends that OSSE submit a report to the Committee on all of OSSE's current reporting requirements as required by local statute. The report shall include at a minimum:

- The law establishing the reporting requirement;
- The frequency with which the report must be published; and
- A brief summary of what information and/or data the report is required to include.

6. New Budget Support Act Language

The Committee recommends for inclusion in the Budget Support Act the following reporting requirements for OSSE:

By June 15, 2016, OSSE shall provide to the Council:

- A report on the establishment of the UPSFF working, including a list of members and proposed meeting dates.

By August 15, 2016, OSSE shall provide to the Council:

- A report providing an update on the work of the UPSFF Working Group from June 15, 2016 to date, including, but not limited to, meeting minutes.

By October 1, 2016 and quarterly updates ending September 31, 2017 the Office of the State Superintendent of Education shall submit to the Council:

- A report on a comprehensive plan and efforts to implement by July 1, 2018 the expansion of the IDEA Part C/Strong Start/DC Early Intervention Program included in the Enhanced Special Education Services Act of 2014. The reports shall include at a minimum a timeline, projected needs with supporting data, description of barriers, benchmark goals, and action steps on each of the following:
 - (1) Program enhancements needed for implementation, including at a minimum service provider capacity, recruiting and retention strategies, and strategies for differentiated models of service for children with 25% to 50% delay in one developmental area; and
 - (2) Full Medicaid claiming and revenue (including Medicaid Fee-for-Service and Managed Care Organizations) for the IDEA Part C/Strong Start/DC Early Intervention Program.

By October 15, 2016, OSSE shall provide to the Council:

- A report providing an update on the work of the UPSFF Working Group from August 15, 2016 to date, including, but not limited to, meeting minutes.

By December 1, 2016, OSSE shall provide to the Council:

- A report providing an update on the work of the UPSFF Working Group from October 15, 2016 to date, including, but not limited to, meeting minutes.

C. DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOLS

The mission of the District of Columbia Public Charter Schools (DCPCS) is to provide an alternative free education for students who reside in the District of Columbia. Each charter school is a publicly funded, fully autonomous school and serves as its own local education agency. This budget represents the total amount of local funds provided to the charter schools as set forth by the uniform per student funding formula (UPSFF).

DCPCS is organized into the following program(s):

- DC Charter Schools

FISCAL YEAR 2017 OPERATING BUDGET

Mayor's Proposed Budget

The Mayor's FY17 budget proposal included \$723,717,252 in gross operating funds for DCPCS, a \$45,973,751 increase from the FY16 approved budget which reflects a 6.8% change. The proposed budget supports 1 FTEs, which is no change from FY16.

Local Funds (100)

DCPCS' budget proposal includes an increase of \$32,411,435 to support a projected increase to student enrollment and four additional charter schools. The budget proposal also includes an additional \$12,956 to support an existing FTE, which will cover increases to salary and Fringe Benefit costs.

Committee Comments and Analysis

Enrollment Projections for FY17

DCPCS' projected FY 2017 student enrollment is 40,953 students, which represents a 5.1 percent, or 1,991 student increase over the FY 2016 proposed enrollment of 38,962 students. The UPSFF system of funding public charter schools was established by the District of Columbia School Reform Act of 1995 and was designed to ensure that all public schools receive the same level of funding on a per-student basis, regardless of what neighborhood the school is in or where students live. The UPSFF is intended to cover all local education agency operational costs for D.C. traditional and public charter schools, including school-based instruction, student classroom support, utilities, administration, custodial services, and instructional support, such as curriculum and testing. The UPSFF is based on a foundation amount, which is then enhanced according to different weights for higher-cost grade levels and supplemental funding weights for students with special needs. Based on the proposed enrollment of 40,953 and a proposed gross budget of \$723,717,252.

Committee Recommendations

The Committee recommends a gross operating budget of \$723,717,252. This is no change from the Mayor's proposed budget.

Fiscal Year 2017 Operating Budget, By Source Type

Fund Type	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
LOCAL FUND	677,743,501	723,717,252		723,717,252

Fiscal Year 2017 Full-Time Equivalents, By Revenue Type

	FY16 FTE	FY17 Proposed FTE	FTE Change	Budget - FTE
LOCAL FUND	1.00	1.00		1.00
Total Fund	1.00	1.00		1.00

Fiscal Year 2017 Operating Budget, By Comptroller Source Group (Gross Funds)

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
11-REGULAR PAY - CONT FULL TIME	126,832	133,480		133,480
14-FRINGE BENEFITS - CURR PERSONNEL	28,664	34,972		34,972
Personal Services	155,496	168,451		168,451
40-OTHER SERVICES AND CHARGES	120,005	120,001		120,001
50-SUBSIDIES AND TRANSFERS	677,468,001	723,428,800		723,428,800
Nonpersonal Services	677,588,006	723,548,801		723,548,801
Gross Funds	677,743,501	723,717,252		723,717,252

Fiscal Year 2017 Operating Budget, By Program

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
1000	677,743,501	723,717,252		723,717,252
Total Program	677,743,501	723,717,252		723,717,252

Committee Adjustments to the FTE Authority

The Committee makes no changes to the proposed FTE authority for public charter schools.

FISCAL YEAR 2017 CAPITAL BUDGET

The proposed FY17 budget included no capital funds for DCPCS. The Committee has no recommended changes.

POLICY RECOMMENDATIONS

The Committee has no policy recommendations.

D. DISTRICT OF COLUMBIA PUBLIC LIBRARY

The District of Columbia Public Library (“DCPL”) supports children and adults with books and other library materials that foster success in school, reading and personal growth. DC Public Library includes a central library and 25 neighborhood libraries that provide services to children, youth, teens, and adults. “Space is the service” is new and enhanced library facilities that provides inspiring destinations for learning, exploration, and community. “Libraries are not their buildings” is how DCPL strives to reach users in increasingly surprising and convenient ways outside of the library buildings. Libraries are also engines of human capital development and libraries must plan for the rapidly evolving informational and educational needs of the residents of the District of Columbia.

FISCAL YEAR 2017 OPERATING BUDGET

Mayor’s Proposed Budget

The Mayor’s FY17 budget proposal included \$58,623,914 in gross operating funds for DCPL, a \$1,222,000 increase (2.1%) from the FY16 approved budget. The budget supports 551.3 FTEs, 46.8 fewer (-7.8%) than FY16.

Local Funds (100)

The proposed DCPL budget included \$57,683,000 in local funds, a \$1,216,000 increase from the FY16 approved budget. This includes increases in children and young adult services, adult services, adaptive services, public safety, and public service technology. Some decreases include property management, teens of distinction, neighborhood libraries, and the Martin Luther King Jr. Memorial Library. The local budget also reduces DCPL staff by 45.8 FTEs.

Federal Grants (200)

The proposed DCPL budget included \$924,000, in Federal Grants, a net increase of \$6,000, or an increase of 0.6%. This is due to a net increase of \$41,565 in the Library Services division primarily to support various Library Services and Technology Act projects. This adjustment includes increases of \$189,206 in Other Services and Charges and \$7,325 in Supplies, partially offset by a decrease of \$154,966 in equipment cost, and \$36,000 in personnel spending associated with the reduction of 1.0 FTE.

Special Purpose Revenue (600)

The proposed DCPL budget included \$1,310,000 in special purpose revenue funds, a net increase of \$770,000, or \$142.6%. This includes increases of \$702,000 in other services and charges, \$398,000 in equipment and \$2,500 in supplies, partially offset by a decrease of \$380,000 in contractual services. An increase of \$47,500 in business operations to support overtime expenses for security personnel is also included.

Intra-District Funds (700)

The proposed DCPL budget included \$17,300 in intra-district funds, which is an increase over the FY16 approved budget of \$0. The proposed intra-district funds is based on a Memorandum of Understanding with the D.C. Department on Disability Services’ Rehabilitation Services Administration to provide blind or low-vision individuals access to state and national papers, magazines, and wire feeds, as well as television listings.

Committee Comments and Analysis

Full Time Equivalent

The FY 17 budget proposes a reduction of about 46 FTEs, all of which are vacant unfunded positions. The funding for these positions was eliminated in FY16 with an associated \$992,000 reduction in the personal services budget. The Executive Director testified that the Library will have the capacity to open its doors with the proposed number of FTEs. This may result in fewer educational, cultural, and recreational programs for adults; fewer visits to schools, childcare centers and senior centers; fewer programs for children such as story time; and fewer custodial staff for daily maintenance and routine repairs at library facilities. Three libraries will be re-opening (Capitol View, Palisades, and West End) in FY17, and they will require additional staff to operate and execute programming. At least three FTEs will need to be restored to officially launch the teen advisory group in FY17, which will comprise of eight teens—one from each ward—who will use their expertise to develop the library’s teen services goals and standards and programming benchmarks.

Given that the public’s expressed desire to see the Library expand its hours of operation, the Committee is also concerned about how the FTE cut may impact library operating hours. The FTE reduction is broken down as follows: Library Services -41.7, including -2 from the Children and Young Adult Services, -15 from Martin Luther King Jr. Memorial Library, -18 from Neighborhood Libraries, -10 from the teens of distinction program, and -1 from Literacy Resources; and -4.1 positions from Business Operations, including -3 in Custodial Maintenance, -0.6 in Public Safety, and -0.5 in Public Service Technology. The Committee has concerns about the library’s ability to maintain current library hours in the long-term given the depth of the reduction.

Employee Training and Development

The budget for Employee Training and Development was cut for the second year in a row. DCPL spent \$775,000 on employee training in FY15, but was reduced in FY16 to nearly \$270,000. The FY17 budget cuts employee training further to \$251,387. This cut has unfortunately manifest itself in negative ways. At the budget oversight hearing, the Committee heard testimony from several community members who were offended by inappropriate remarks and behavior toward a Muslim patron at the Shaw Library by Library security staff. Islamophobia has no place in our libraries or in our city. One-step towards rectifying the situation is to increase the Employee Training and Development budget to fully support the entirety of the library’s workforce. The Committee was unable to restore all of the cuts to the Library budget, but will continue to advocate for this to be a priority in the budget process going forward.

Opening Day Collections and Property Management

As mentioned above, three neighborhood libraries will be reopening in FY17: Capitol View, Palisades, and West End. However, money was not appropriately allocated in the Mayor’s proposed FY17 budget to fully support the openings. Palisades will require one-time funds of \$50,000 to support its collections, and \$106,317 in recurring funds to support ongoing maintenance. Capitol View will also require one-time funds of \$50,000 to support its collections, and \$116,500 in recurring funds to support ongoing maintenance. West End Library will also require one-time funds of \$200,000 to support opening day collections, and \$98,655 in recurring funds to support ongoing maintenance. The Committee was able to identify one-time funds from the Committee on Transportation and the Environment, the Committee on Finance and Revenue, and the Committee on Health and Human Services to ensure that the Library has the resources necessary to open these libraries on-time, fully staff, and appropriated resourced.

Books from Birth

Through the FY16 Budget Support Act, the Committee on Education passed the “Books from Birth Establishment Amendment Act of 2015.” This legislation established a program at DCPL known as “Books

from Birth” whereby every registered child from birth to age five receives a free book in the mail through DCPL every month. The intent of the legislation was to close the “word gap” between children in affluent and impoverished communities, and encouraging reading between parents and children. DCPL has partnered with Dolly Parton’s Imagination Library to harness purchasing power and logistical expertise to execute the program. Thus far, the pace of registrations for Books from Birth has far exceeded expectations. In February, the Library reported that over 5,000 children have already registered. While the Mayor’s proposed FY17 budget does include funding for Books from Birth, the Executive Director testified that if registrations are to keep pace at approximately 100 children per day, DCPL will need an additional \$571,122. If registrations drop to 75 students per day, DCPL will require an additional \$502,145. The Committee believes the Books from Birth program is a great addition to DCPL’s Sing, Talk, and Read initiative. In collaboration with the Committee on Transportation and the Environment, the Committee was able to identify funds for this program to keep pace with enrollment.

Martin Luther King Jr. Memorial Library

When discussing the close of the current Martin Luther King Jr. Memorial Library (MLK) in preparation for renovation, DCPL noted a spending pressure in that nearly \$1.5 million had not been allocated for moving services from the current location into interim locations, neighborhood branches, and storage. The spending is not capital eligible, but DCPL did note that it is working with the City Administrator to identify ways to swap some capital for operating to bridge this connection. The Committee encourages the Executive to work with the library to ensure it has the necessary funding to complete the MLK move-out.

DCPS Shared Services

DCPL noted it is absolutely moving forward with a partnership with the District of Columbia Public School system for a shared-technical services partnership in which DCPL essentially takes over as the supplier for library services for DCPS. DCPL will concentrate on the purchase of school-owned materials, and will need to hire 2 staff members to get the program up and running. The Executive Director noted that DCPL and DCPS had been working very well together, as the new head of DCPS’ collections has helped implement shared technical services in other jurisdictions.

WiFi

During the FY15 performance oversight hearing, DCPL discussed its need to manage increased demand to its internet networks. Many individuals use libraries for its internet access, both wired and wireless and DCPL is witnessing exponential growth of network use. Much of this is due to some resident’s lack of wireless at their homes and DCPL is trying to address this issue. The Committee is excited with DCPL’s examination of how to better provide wireless internet services to District residents and finishing the “last mile” of broadband connectivity. DCPL noted that this could be accomplished in partnership with neighborhood library branches, whereby patrons check out portable “MiFi” devices to use in their homes. The Committee looks forward to collaborating on this project with DCPL.

Committee Recommendations

The Committee recommends a gross operating budget of \$59,975,166 and 552.80 FTEs for DCPL. This is an \$1,351,252 increase over the Mayor’s proposed budget.

Fiscal Year 2017 Operating Budget, By Source Type

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
LOCAL FUND	55,926,547	56,372,556	1,351,252	57,723,808
FEDERAL GRANT FUND	918,531	924,058		924,058
SPECIAL PURPOSE REVENUE FUNDS	540,000	1,310,000		1,310,000
INTRA-DISTRICT FUNDS	17,300	17,300		17,300

Total Fund	57,402,378	58,623,914	1,351,252	59,975,166
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Fiscal Year 2017 Full-Time Equivalents, By Revenue Type

	FY16 FTE	FY17 Proposed FTE	FTE Change	Budget - FTE
LOCAL FUND	593.09	547.30	1.50	548.80
FEDERAL GRANT FUND	5.00	4.00		4.00
Total Fund	598.09	551.30	1.50	552.80

Fiscal Year 2017 Operating Budget, By Comptroller Source Group (Gross Funds)

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
11-REGULAR PAY - CONT FULL TIME	26,880,518	31,879,277	35,795	31,915,072
12-REGULAR PAY - OTHER	6,168,528	2,095,399		2,095,399
13-ADDITIONAL GROSS PAY	914,730	842,000		842,000
14-FRINGE BENEFITS - CURR PERSONNEL	7,931,771	8,663,543	9,140	8,672,683
15-OVERTIME PAY	437,250	362,500		362,500
Personal Services	42,332,796	43,842,719	44,935	43,887,654
20-SUPPLIES AND MATERIALS	882,136	422,720	20,000	442,720
31-TELEPHONE, TELEGRAPH, TELEGRAM, ETC	50,000	50,000		50,000
32-RENTALS - LAND AND STRUCTURES	356,425			
40-OTHER SERVICES AND CHARGES	6,846,802	8,449,018	1,286,317	9,735,335
41-CONTRACTUAL SERVICES - OTHER	1,053,621	56,988		56,988
70-EQUIPMENT & EQUIPMENT RENTAL	5,880,599	5,802,469		5,802,469
Nonpersonal Services	15,069,582	14,781,195	1,306,317	16,087,512
Gross Funds	57,402,378	58,623,914	1,351,252	59,975,166

Fiscal Year 2017 Operating Budget, By Program

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
1000	8,530,192	8,428,787		8,428,787
100F	852,776	888,768		888,768
L200	398,414	390,933		390,933
L300	35,246,895	35,769,998	1,244,935	37,014,933
L400	12,374,101	13,145,429	106,317	13,251,746
Total Program	57,402,378	58,623,914	1,351,252	59,975,166

Committee Adjustments to the Operating Budget

The Committee makes the following adjustments to the proposed FY17 operating budget for DCPL:

PROGRAM: *Library Services (L300/L310)*
APPROPRIATION TITLE: *Local Funds*

CSG040 (other services and charges)

The Committee directs \$600,000 for the Books from Birth program to keep pace with registrations. These additional funds are a result of a transfer from the Committee on Transportation and the Environment.

PROGRAM: *Martin Luther King Jr. Memorial Library (L300/L320)*
APPROPRIATION TITLE: *Local Funds*

CSG040 (other services and charges)

The Committee directs \$180,000 for the D.C. Oral History Project. The purpose of this money is to partner with organizations to both collect oral histories and create a centralized location to publicly share current collections of oral histories.

CSG20 (supplies)

The Committee directs \$20,000 to be used on supplies for the D.C. Oral History Project.

PROGRAM: *Collections (L300/L380)*
APPROPRIATION TITLE: *Local Funds*

CSG070 (Equipment and equipment rentals)

The Committee directs an increase of \$650,000 for the collections. The Committee directs \$50,000 to be used for the opening day collection at Palisades Library; \$200,000 to be used for the opening day collections at the West End Library; and \$400,000 for general library collections. This will ensure DCPL can provide new and popular books for children, teens, and adults, as well as materials for world language and special collections. This increase is attributed to reallocations within the Committee on Education budget as well as transfers from the Committee on Transportation and the Environment and the Committee on Finance and Revenue.

PROGRAM: *Business Operations (L400/L410)*
APPROPRIATION TITLE: *Local Funds*

CSG040 (other services and charges)

The Committee directs \$106,317 in the Custodial and Maintenance activity for on-going maintenance needs at the soon-to-be reopened Palisades Library. These additional funds are a result of a transfer from the Committee on Transportation and the Environment.

Committee Adjustments to the FTE Authority

The Committee recommends restoring the proposed FTE authority for OSSE by 1.5 FTEs. The Committee directs \$44,935 to be spent on the salaries and fringe for five (5) teen aide positions at .3 FTE.

POLICY RECOMMENDATIONS

The Committee recommends the following policy changes based on the analysis and discussion above and issues brought up during performance and budget oversight hearings this year.

1. Oral History Grant

The Committee has allocated \$200,000 to the DC Public Library to administer a program supporting the collection and maintenance of oral histories in the District of Columbia. The purpose of this money is to partner with organizations to both collect oral histories and create a centralized location to publicly share current collections of oral histories. Oral histories are a vital component of a society that understands the value of remembering its history accurately. To that end the Committee has worked with DCPL and the D.C. Historical Society, Humanities D.C., the D.C. Historic Preservation Office, the D.C. Archives, the Anacostia Community Museum of the Smithsonian, and the Jewish Historical Society of Greater Washington to collect, preserve, and share oral histories from the District of Columbia.

Ultimately, the Committee is hoping that with the preservation of these important histories we can engage in a city-wide community dialogue similar to the Truth and Reconciliation approaches that took place in South Africa and more recently in Canada. The Committee spends significant time trying to better understand how to eliminate the academic achievement gap between our white students and our African American students. The Committee has come to realize that it will be difficult to eliminate the achievement gap without first taking an honest look into the historic treatment of African Americans in the District of Columbia, and examining the effects of the ensuing systemic racial disparities.

2. Books from Birth

During the FY2017 Budget Oversight Hearing, DCPL did note a challenge with its vendor, Dolly Parton's Imagination Library. The vendor typically requires payment for services when an order is placed, but the direction from the Office of the Chief Financial Officer to DCPL is that it is prohibited from paying for services until services are delivered. There can be up to a 60-day lapse from the time the order is placed until books are delivered, creating an operations challenge for the vendor. The Committee believes that this issue could be resolved between DCPL and the Office of the Chief Financial Officer before considering a legislative fix. Therefore, the Committee on Education directs the Office of the Chief Financial Officer to work with the District of Columbia Public Library to allow for greater flexibility regarding the payment for Books from Birth services.

FISCAL YEAR 2017 CAPITAL BUDGET

Mayor's Proposed Budget

The Mayor's proposed budget for DCPL includes \$46,495,000 in capital funds in FY17 with a six-year total for fiscal years 2017 through 2022 of \$247,345,000.

Committee Comments and Analysis

Martin Luther King, Jr. Memorial Library

The Mayor's proposed six-year CIP provides resources toward the complete modernization of the D.C. Public Library system, including the funding for the Martin Luther King, Jr. Memorial Library. The MLK Jr. Memorial Library is in need of substantial renovation and modernization. Capital Funding for this project has been maintained with construction ongoing in FY 2017 and project completion in FY 2020. This represents no change from the FY 2016 CIP. The total 6-year proposed funding is \$179,000,000. The Committee is supportive of this investment in the central library; however, remains concerned about spreading the cost over four years instead of two or three.

Cleveland Park Library

In the FY16 CIP, the Cleveland Park Library had an allocation of \$450,000 in FY17. The Mayor's proposed budget did not include that remaining \$450,000 in FY17. The Mayor's Errata letter restored the \$450,000 cut and the Committee on Transportation and the Environment transferred \$1,100,000 in FY17 to support other necessary capital improvements.

Lamond Riggs Library

The Lamond Riggs Library has no change from the FY16 CIP. It is still funded through GO bonds at \$5 million in FY20 and \$15 million in FY 2021 for a total of \$20,000,000. The Committee supports this project.

Southeast Library

The FY17-FY22 CIP accelerates the funding for planning and construction of this project. Planning is required due to the nature of the project in that the library is historic and bounded on all sides of the property—therefore it cannot be built up, and it cannot expand on its current footprint. Planning will help determine if the library can expand underground as part of a makeover of the Metro plaza in front of the current entrance. Proposed FY19 funding is now \$10,850,000 and FY20 funding remains \$12,500,000. The total proposed funding remains the same at \$23,000,000.

Southwest Library

Funding for Southwest in the FY 2017 CIP represents no change from the FY16 CIP with a total proposed budget of \$18,000,000. The Committee supports this project.

General Improvements

In FY15, the Library received \$5 million in capital funding for maintenance and repairs. The Mayor's proposed FY16 budget did not include a capital budget for maintenance. However, in partnership with the Committee on Transportation and the Environment, the Committee on Education restored \$1.4 million to the maintenance budget for FY16, which helped to fund "spruce ups" at Shepherd Park and Chevy Chase Libraries. During the performance oversight hearing, DCPL testified that its FY16 general maintenance budget was not sufficient to handle the repairs necessary. The Committee was therefore pleased to see that the Mayor's proposed CIP includes \$2 million in FY17 for maintenance, which DCPL believes to be sufficient. The average spend is \$1.7 million from this budget. In FYs 18-19, however, there is no funding for General Maintenance and \$1.5 million in FY20, \$1 million in FY21, and \$2 million in FY22 for a total budget of \$6.5 million. While the Committee supports this budget, the Committee also believes that for planning purposes, there is a need for the Library to have a stable general improvements budget over the 6-year CIP. The Committee encourages the Executive to examine ways to ensure this stability for DCPL.

Information Technology

The FY17 proposed CIP budget includes \$345,000 for Information Technology Modernization in FY 2017. This will support the replacement of public access and staff computers throughout the DCPL system. The Committee supports this investment.

Committee Recommendations

The Committee recommends a 6-year total capital budget of \$248,459,000 for the District of Columbia Public Library, of which \$47,645,000 will be allocated for FY17. The Committee directs the increase to be used as follows:

- \$50,000 in FY17 for the Capitol View Library opening day collections
- \$450,000 in FY17 to the Cleveland Park Library to restore cuts per the Mayor's Errata Letter
- \$1,100,000 in FY17 to the Cleveland Park Library to support necessary capital improvements

These funds are a result of a transfer from the Committee on Transportation and the Environment and the Committee on Health and Human Services.

E. D.C. PUBLIC LIBRARY TRUST

The District of Columbia Public Library Trust Fund includes two bequests that are administered by the District of Columbia Public Library and enables the Fund’s budget presentation to conform to that of the District’s Comprehensive Annual Financial Report. The agency trust funds are classified as fiduciary funds that show assets held by the District in a trustee capacity or as an agent for individuals, private organizations, and other governments. Such trust funds are custodial in nature, reporting only assets and liabilities. Since fiduciary funds cannot be used for the operations of the government, they are not included in the District’s government-wide financial statements.

The Trust contains the following 2 activities:

- Theodore W. Noyes Trust Fund
- The Georgetown Peabody Trust Fund

FISCAL YEAR 2017 OPERATING BUDGET

Mayor’s Proposed Budget

The Mayor’s proposed budget for the Trust included \$17,000 in Enterprise and other funds and 0 FTEs. The activities of the Trust are broken down as follows:

- Theodore W. Noyes Trust Fund—comprised of a bequest of \$7,000; and
- The Georgetown Peabody Trust Fund—is comprised of a bequest of \$10,000. The Peabody Library Association of Georgetown provided the funds by deed, gift of securities, cash, and other valuables in 1979 to support the Georgetown library branch and for other designated purposes.

Committee Recommendations

The Committee makes no changes to the budget as proposed.

Fiscal Year 2017 Operating Budget, By Source Type

Fund Type	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
ENTERPRISE AND OTHER FUNDS - O TYPES	17,000	17,000		17,000
Total Funds	17,000	17,000		17,000

F. DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

As an independent authorizer of public charter schools, the Public Charter School Board (“PCSB”) is responsible for chartering new schools through a comprehensive application review process; monitoring the existing charter schools for compliance with applicable local and federal laws; and, ensuring public charter schools are held accountable for both academic and non-academic performance.

The PCSB has one division:

- Agency Management

FISCAL YEAR 2017 OPERATING BUDGET

Mayor’s Proposed Budget

The Mayor’s FY17 budget proposal included \$8,013,987 in gross operating funds for PCSB, a \$13,987 (0.2 %) increase from the FY16 approved budget. The proposed budget supports 0 FTEs, which reflects a decrease made in the FY15 and FY16 budget. The budget is comprised entirely of Special Purpose Revenue funds.

Special Purpose Revenue (600)

The proposed PCSB budget includes \$8,013,987 in special purpose revenue funds, an increase of \$13,987 or 0.2 % from the FY16 approved budget. This increase is the result of the authorization granted under Section 38-1802.11(b)(2) of the District of Columbia Official Code that assesses schools a fee to cover operational costs.

Committee Comments and Analysis

Local Education Agency (“LEA”) Payment Initiative

During the budget hearing, the Committee and PCSB revived their conversation around LEA payments. The Mayor’s proposed FY17 Budget Support Act includes subtitles to address the payment schedule for charter schools (i.e., heavier weight on the first quarter payment to ensure more accuracy and timely distribution of funds) and clarify allocations for the at-risk funding weight. The new LEA payment process, which would streamline payments to public charter schools based on multiple enrollment counts throughout the year is projected to be ready for implementation by August 2016. The new payment initiative and subsequent legislative changes will alleviate the need for OSSE to make additional supplemental payments to LEAs because of under projections.

As part of this conversation, Chairman Grosso discussed the importance of the Common Lottery Board and the need to see data about where parents are choosing to lottery their students. He noted that this information will help to inform the education cluster leadership about demand, the impact of school openings and closings, and forecasting enrollment, but more importantly get transparent data to parents. PCSB explained that while the chairperson of the Board sits on the Common Lottery Board, the decisions about what data is released or not is a collective Common Lottery Board vote. While the Committee appreciates the independence of the Common Lottery Board and its due diligence in considering each and every data request, it still believes that certain data can begin to unpack trends in school choice to better inform the future financial needs for our children in school. The request for data is not in an effort to stifle choice and innovation, but rather better understand what type of choice and innovation families are actively seeking.

At-Risk Funding

The proposed FY17 budget for public charter schools includes a funding allocation for at-risk students within the UPSFF. The Fair Student Funding and School Based Budgeting Act of 2013 (“Fair Funding Act”) defines “at-risk” as any DCPS student or public charter school student who is identified as one or more of the following: (1) Homeless; (2) In the District’s foster care system; (3) Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or (4) A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled. FY17 marks the third fiscal year that this funding has been made available to local education agencies (“LEA”). Unlike DCPS, there are no requirements tied to the at-risk funding for public charter schools beyond that the allocation be “provided on the basis of the count of students identified as at-risk.”²⁴ However, this has not stopped the public from inquiring how the funds are being spent since the impetus for adding this new weight was to ensure schools had the resources necessary to eliminate the achievement gap for the most disadvantaged students.

In the FY16 budget report, the Committee requested that the PCSB submit a report on the distribution of at-risk funds to each LEA and a breakdown on how that money was spent. The report was due by October 1, 2015 and the PCSB submitted it timely. To fulfill the requirements of this report, PCSB issued a survey to all public charter LEAs. In total 27 of the 55 LEAs with PK-12 programs responded. The findings showed that schools used these funds in various ways based on the school and what issues it saw needing support for at-risk students. The vast majority of the funds were used for various enrichment activities, including before and after-school, academic interventions, social workers, behavioral specialists, and summer school programming. During the budget hearing this year, the Committee asked about PCSB’s reactions to the responses and if they felt the use of at-risk dollars was more or less effective than the specific summer school funding that used to exist. Mr. Pearson did not have any complaints about the at-risk funding, but stated that it is difficult when new schools open because the number of at-risk students that may enroll at a public charter school via the lottery is hard to predict.

The Committee appreciates the autonomy public charter schools have over its expenditures; however, the at-risk weight was designed with a clear purpose in mind – providing additional support and resources to schools for students who need it most. It is clear that school communities are concerned and want to learn more about how LEAs are using this funding. This is why the Committee on Education will hold a hearing in the Fall on this very matter to provide LEA leaders with the opportunity to clearly articulate their understanding of at-risk funds and how they have used them over the past three school years. The Committee will invite each PK-12 public charter school leader to participate in the discussion. The Committee knows that the current UPSFF weight and allocation for at-risk is currently not at the levels recommended by the last adequacy study (see chart below and the DCPS chapter for more details), but it cannot effectively advocate for an increase without an understanding of the weighs current impact.

Category	FY14	FY15	FY16	FY17 Proposed	Adequacy Study Recommendation²⁵
UPSFF Foundation	\$9,306	\$9,492	\$9,492	\$9,682	\$11,628
At-Risk Weight	N/A	0.219	0.219	0.22	0.37

²⁴ D.C. Code § 38-2905.01(a).

²⁵ The Finance Project, *Cost of Student Achievement: Report of the DC Education Adequacy Study*, December 20, 2013. <http://dme.dc.gov/node/766112>

At-Risk Allocation	N/A	\$2,079	\$2,079	\$2,120.36	\$3,906
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Opening and Closing of Schools

The Committee expressed its concerns regarding the opening and closing of schools including forecasting future enrollment and temporary displacement of students. In February 2016, the PCSB voted to close one school at the end of the academic year due to poor performance. That school had a total of 413 students spanning grades PK-8. While the PCSB vote took place prior to the deadline for the My School DC public education lottery applications, it was close timing—the Board finally voted on February 10 and the lottery deadline was March 1. This did not provide a lot of time for those families to consider their full range of options; however, PCSB stated that they conducted outreach to the families. From the lottery results, it is known that 300 of those students applied to the lottery. PCSB says they continue to do outreach.

In light of this situation, which is very similar to last year’s scenario that resulted in the Office of the State Superintendent of Education (“OSSE”) releasing revised enrollment projections for public charter schools and DCPS in the middle of the FY16 budget process, the Committee inquired about the enrollment forecast for public charter schools. OSSE estimates that charter school enrollment will increase by 2,000 students for school year 2016-2017. Chairman Grosso asked if the PCSB believes this is an accurate number. Mr. Pearson stated that he did believe this calculation was accurate with the opening of new schools, the closing of this one, and the number of charters that are adding a grade this coming year. In terms of school closings, OSSE raised concerns with the Committee that a legislative clarification was necessary with regard to the disposition of assets for closing schools. All assets such as computers, iPads, furniture, or supplies purchased with local UPSFF funding while a charter school is in operation reverts back to the D.C. government when the school closes. The mechanism for this transfer was clear until amendments to D.C.’s non-profit corporation law did not reflect federal or local requirements. Unfortunately, conforming amendments were not made in the education chapter of the D.C. Code during that time. During the budget hearing, PCSB agreed to work with OSSE and the Committee to draft language that would ensure any future school closings are completed properly.

Facility Financing

Within OSSE, the Office of Public Charter School Financing and Support (“OPCSFS”) manages several programs for public charter school facility financing, including the Revolving Direct Loan Fund for Public Charter School Improvement; the Revolving Credit Enhancement Fund; the Charter School Incubator Facility Initiative; and various Facility Incentive Grant programs. In addition, the OPCSFS manages the D.C.’s federal Charter Schools Program grant from the U.S. Department of Education. The Committee asked PCSB about their relationship and role with this office. Mr. Pearson stated that the office communicates with charter schools about funding available for credit enhancements and loans for facilities. He also noted that the PCSB nominates members to that oversee the applications and the fund, but the PCSB has no oversight and management authority for OPCSFS.

The Committee’s interest in OPCSFS and the credit and loan funds peaked upon seeing the Mayor’s proposed FY17 Budget Support Act swept \$9.4 million from a special purpose fund called the “Geneva Fund” to transfer \$4.4 million into the Charter School Credit Enhancement Fund and the remaining balance into the General Fund. For weeks after the budget was transmitted to the Council, the Committee inquired with PCSB, OSSE, the Office of Chief Financial Officer, and the Deputy Mayor for Education about the origin of the Geneva Fund and if the funds could in fact be swept as though they are local dollars. The Committee learned that the funds were from the settlement of *Securities and Exchange Commission vs. SBM Investment Certificates, Inc. et al.* The funds were set aside for the use of charter schools, though never dispersed over the years, and no one could provide a definitive response on what authority would allow the Mayor to sweep this funds for use in the General Fund. When asked about this at the budget

hearing, Mr. Pearson stated that he was only recently made aware of the Geneva Fund when the Executive contacted him about allocating the \$4.4 to the Charter School Credit Enhancement account and sweeping the remainder into the General Fund. The Committee continued to push on this matter. The Committee is thus pleased that included in the Mayor’s April 27, 2016 Errata Letter for the FY17 budget submission included a proposal to restore the funding from the Geneva Fund that went to the General Fund. The Geneva Funds will now be made available through the Charter School Credit Enhancement Fund. This is especially important to note given the fact that the Mayor’s proposed FY17 budget does not include an increase in the charter school facility allotment. Charter school leaders and supporters advocated for a 2% increase through the budget process. Unfortunately, the Committee was unable to identify that funding in operating dollars.

Committee Recommendations

The Committee recommends a gross operating budget of \$8,013,987 and 0 FTEs for PCSB. This is no change from the Mayor’s proposed budget.

Fiscal Year 2017 Operating Budget, By Source Type

Fund Type	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
SPECIAL PURPOSE REVENUE FUNDS	8,000,000	8,013,987		8,013,987
Total Funds	8,000,000	8,013,987		8,013,987

Fiscal Year 2017 Operating Budget, By Comptroller Source Group (Gross Funds)

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
50-SUBSIDIES AND TRANSFERS	8,000,000	8,013,987		8,013,987
Nonpersonal Services	8,000,000	8,013,987		8,013,987
Gross Funds	8,000,000	8,013,987		8,013,987

Fiscal Year 2017 Operating Budget, By Program

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
10	8,000,000	8,013,987		8,013,987
Total Program	8,000,000	8,013,987		8,013,987

Committee Adjustments to FTE Authority

The Committee makes no changes to the proposed FY17 operating budget for PCSB.

FISCAL YEAR 2017 CAPITAL BUDGET

The proposed FY17 budget included no capital funds for PCSB. The Committee has no recommended changes.

POLICY RECOMMENDATIONS

The Committee recommends the following policy changes based on the analysis and discussion above and issues brought up during PCSB performance and budget oversight hearings this year.

1. At-Risk Funds

In FY17, public charter school LEAs will receive additional funding to serve approximately 18,148 students who are identified as at-risk for academic failure. Annually, DCPS is required to report exactly how this money is spent. This is not the case for public charter schools; consequently, there is no way for the Committee to track how these public dollars are being utilized. The Committee recognizes the independence of the individual LEAs, but believes that in order to continue to support their receipt of at-risk funds and to advocate for additional funding, we need to understand the impact of at-risk funds on charter schools as well. During the oversight and budget hearing process, the Committee continued to receive testimony, calls, and correspondence from concerned parents and residents, and organizations about the use of at-risk spending dollars and how they are being allocated in their child's public charter school. Therefore, by October 1, 2016 the Committee requests that a report be submitted to the Committee on the distribution of at-risk funds to each LEA with a specific breakdown on projected spend plans, specifically on what programs, initiatives, and the enrichment activities it supported for school year 2016-2017.

2. Fiscal Management

The Committee recommends that the PCSB continue to take measurable steps toward implementing internal controls with current LEAs and charter applicants regarding financial management and transparency. As the authorizer, the Committee believes that they PCSB should be taking any and all steps it can to address poorly managed schools that are not transparent about their internal operations. The Committee hopes to take up Bill 21-115, the "Public Charter School Fiscal Transparency Amendment Act of 2015" prior to summer recess to provide PCSB with the additional legal authority it needs to make this possible. The Committee was unable to reach an agreement with OSSE and PCSB on clarification language around the disposition of assets during charter school closure for inclusion in the Budget Support Act for the Committee markup. The Committee recommends that PCSB continue to working with the Committee so that it may be included when the Committee of the Whole takes up the entire FY17 budget on May 17.

G. NON-PUBLIC TUITION

The mission of the Non-Public Tuition agency is to provide funding, oversight and leadership for required special education and related services for children with disability who attend special education schools and programs under the federal Individuals with Disabilities Education Act (IDEA).

Non-Public Tuition funds a variety of required specialized services, including instruction, related services, educational evaluations, and other supports and services provided by day and residential public and non-public special education schools and programs. The agency also funds students with disabilities who are District residents placed by the Child and Family Services Agency (CFSA) into foster homes and attending public schools in those jurisdictions. The budget also provides for supplemental payments to St. Coletta’s Public Charter School to cover the costs of students who require specialized services beyond what can be supported through the Uniform per Student Funding Formula (UPSFF).

Non-Public Tuition is organized into the following program(s):

- Non-Public Tuition

FISCAL YEAR 2017 OPERATING BUDGET

Mayor’s Proposed Budget

The Mayor’s FY17 budget proposal included \$74,460,953 in gross operating funds for Non-Public Tuition, a \$46,000 (0.1%) increase from the FY15 approved budget. The proposed budget supports 18 FTEs, which is no increase from FY16.

Local Funds (100)

The proposed FY17 budget for Non-Public Tuition included \$74,460,953 in local funds, a \$46,000 increase from the FY16 approved budget. This increase is primarily due adjustments in Fringe Benefit costs based on trend and comparative analyses and cost of living adjustments.

Committee Comments & Analysis

In the past, the Committee has continually expressed concern regarding over-budgeting in Non-Public Tuition, since surplus funds were regularly reprogrammed for non-educational purposes. However, after reviewing current (SY15-16) and projected (SY16-17) enrollments and subsequent conversations with OSSE, the Committee feels as though the proposed FY17 budget for Non-Public Tuition is appropriate. Enrollment in these programs is fairly fluid throughout the year as it is based on student need and the determination that those needs cannot be met by D.C. Public Schools or one of our public charter schools. There are currently approximately 900 students being served by these funds. Based on a review of current data trends, OSSE anticipates that the enrollment numbers for non-public tuition will stay constant and the proposed budget is consistent with that point.

Committee Recommendations

The Committee recommends a gross operating budget of \$74,460,953 for Non-Public Tuition. This is no change from the Mayor’s request.

Fiscal Year 2017 Operating Budget, By Source Type

Fund Type	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
LOCAL FUND	74,414,869	74,460,953		74,460,953

Total Funds	74,414,869	74,460,953		74,460,953
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Fiscal Year 2017 Full-Time Equivalents, By Revenue Type

	FY16 FTE	FY17 Proposed FTE	FTE Change	Budget - FTE
LOCAL FUND	18.00	18.00		18.00
Total Fund	18.00	18.00		18.00

Fiscal Year 2017 Operating Budget, By Comptroller Source Group (Gross Funds)

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
11-REGULAR PAY - CONT FULL TIME	1,456,403	1,483,821		1,483,821
14-FRINGE BENEFITS - CURR PERSONNEL	359,732	378,374		378,374
Personal Services	1,816,134	1,862,195		1,862,195
20-SUPPLIES AND MATERIALS	2,000	2,000		2,000
40-OTHER SERVICES AND CHARGES	12,000	12,000		12,000
41-CONTRACTUAL SERVICES - OTHER	1,000	1,023		1,023
50-SUBSIDIES AND TRANSFERS	72,558,735	72,558,735		72,558,735
70-EQUIPMENT & EQUIPMENT RENTAL	25,000	25,000		25,000
Nonpersonal Services	72,598,735	72,598,758		72,598,758
Gross Funds	74,414,869	74,460,953		74,460,953

Fiscal Year 2017 Operating Budget, By Program

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
1000	74,414,869	74,460,953		74,460,953
Total Program	74,414,869	74,460,953		74,460,953

Committee Adjustments to the Operating Budget

The Committee makes no adjustments to the proposed FY17 operating budget for Non-Public Tuition.

Committee Adjustments to the FTE Authority

The Committee makes no adjustments to the proposed FY17 FTE Authority for Non-Public Tuition.

H. SPECIAL EDUCATION TRANSPORTATION

The mission of the Office of the State Superintendent of Education (OSSE)'s Special Education Transportation, also known as the Department of Student Transportation (DOT), is to support learning opportunities by providing safe, on-time and efficient transportation services to eligible District of Columbia students.

The OSSE-DOT is primarily responsible for processing student transportation requests from Local Education Agencies; maintaining the means to transport eligible students safely and on time; and improving service levels by collaborating with stakeholder groups that include parents, school staff and special education advocates.

The Special Education Transportation agency is divided into three major divisions:

- Director's Office
- Bus and Terminal Operations
- Fleet Maintenance

FISCAL YEAR 2017 OPERATING BUDGET

Mayor's Proposed Budget

The Mayor's FY17 budget proposal included \$99,070,026 in gross operating funds for OSSE-DOT, a \$2,265,000 (1.8%) increase from the FY16 approved budget. The proposed budget supports 1,393.7 FTEs, a 2.4 FTE decrease from FY16.

Local Funds (100)

The proposed FY17 budget for OSSE-DOT included \$96,070,000 in local funds, a \$2,265,000 increase from the FY16 approved budget. This increase is primarily due to increases in personal services salary and fringe benefits, as well as a technical adjustment to reflect a reforecast of centralized fixed costs estimates along with increased operating cost.

Intra-District Funds (700)

The proposed FY17 budget for OSSE-DOT included \$3,000,000 in local funds, a \$500,000 decrease from the FY16 approved budget. This decrease reflects the projected Federal Medicaid Reimbursements within the Office of the Director program.

Committee Comments & Analysis

Special education transportation is a service provided to students who have such a requirement included within their individualized education plan ("IEP"). The need for transportation could be based on medical necessity, behavioral health concerns, or a lack of specialized services at the student's neighborhood school. Currently, OSSE-DOT services over 3,300 students, in 225 schools utilizing approximately 521 vehicles that travel a cumulative 34,000 miles per day. Additionally, they provide transportation services in the form of metro fare cards for eligible students and parent reimbursement.

For years, much of OSSE-DOT complaints have centered on late arrivals and the lack of real-time communication with families. Investment in GPS technology for the bus fleet has allowed for tracking on-time arrival in the morning and to homes after school. In FY16, OSSE-DOT rolled out student-specific notifications on its Automated Event Notification System that enables DOT to communicate schedule changes and delays with only the parents and guardians of the students affected by the change. DOT has sought to improve its responsiveness even further with the establishment of a Transportation Advisory

Council and a Customer Engagement Center.

During the hearing, the Committee inquired OSSE-DOT’s partnership with local education agencies outside of provide special education transportation. A public witness testified about transportation for field trips. He was concerned about his daughter’s school’s reliance on Metro given their recent maintenance issues and wanted to know why the buses at OSSE’ New York Avenue depot were not used during the school day for this purpose. OSSE-DOT Director Gretchen Brumley stated that DOT does provide field trip services for local education agency (“LEA”) partners. They charge \$38.70 per hour and there is no minimum number of hours that need to be booked. She stated that their rates were in fact cheaper than the Metro. Chairman Grosso mentioned that this may be a way to solve the Fillmore Arts problem with DCPS among other things. Director Brumley stated that OSSE-DOT was in conversations with DCPS and that they could more to promote these services to LEAs. The Committee agrees with that assessment and truly hopes that DOT will explore this further.

Committee Recommendations

The Committee recommends a gross operating budget of \$98,958,302 and 1,391.06 FTEs for OSSE DOT. This is a decrease of \$111,724 and 2.63 FTEs from the Mayor’s proposed.

Fiscal Year 2017 Operating Budget, By Source Type

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
LOCAL FUND	93,805,376	96,070,026	(111,724)	95,958,302
INTRA-DISTRICT FUNDS	3,500,000	3,000,000		3,000,000
Total Fund	97,305,376	99,070,026	(111,724)	98,958,302

Fiscal Year 2017 Full-Time Equivalents, By Revenue Type

	FY16 FTE	FY17 Propsed FTE	FTE Change	Budget - FTE
LOCAL FUND	1,396.03	1,393.68	(2.63)	1,391.06
Total Fund	1,396.03	1,393.68	(2.63)	1,391.06

Fiscal Year 2017 Operating Budget, By Comptroller Source Group (Gross Funds)

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
11-REGULAR PAY - CONT FULL TIME	17,403,506	17,852,597	(87,618)	17,764,979
12-REGULAR PAY - OTHER	42,952,610	46,629,491		46,629,491
14-FRINGE BENEFITS - CURR PERSONNEL	17,865,410	17,748,195	(24,106)	17,724,089
15-OVERTIME PAY	2,951,000	2,936,840		2,936,840
Personal Services	81,172,525	85,167,123	(111,724)	85,055,399
20-SUPPLIES AND MATERIALS	691,750	805,000		805,000
30-ENERGY, COMM. AND BLDG RENTALS	4,534,935	3,021,828		3,021,828
31-TELEPHONE, TELEGRAPH, TELEGRAM, ETC	481,937	482,764		482,764
32-RENTALS - LAND AND STRUCTURES	1,804,012	1,202,079		1,202,079
34-SECURITY SERVICES	546,712	436,981		436,981
35-OCCUPANCY FIXED COSTS	225,526	71,367		71,367

40-OTHER SERVICES AND CHARGES	4,072,446	3,751,201		3,751,201
41-CONTRACTUAL SERVICES - OTHER	3,015,532	3,659,446		3,659,446
50-SUBSIDIES AND TRANSFERS	410,000	197,237		197,237
70-EQUIPMENT & EQUIPMENT RENTAL	350,000	275,000		275,000
Nonpersonal Services	16,132,851	13,902,903		13,902,903
Gross Funds	97,305,376	99,070,026	(111,724)	98,958,302

Fiscal Year 2017 Operating Budget, By Program

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
T100	8,614,291	7,558,642		7,558,642
T200	2,368,756	2,376,031		2,376,031
T300	1,580,355	1,750,076		1,750,076
T400	575,115	650,921		650,921
T500	1,268,294	1,451,191		1,451,191
T600	74,845,554	77,620,495	(111,724)	77,508,771
T700	8,053,010	7,662,669		7,662,669
Total Program	97,305,376	99,070,026	(111,724)	98,958,302

Committee Adjustments to the Operating Budget

The Committee recommends the following adjustments to the proposed FY17 operating budget for Special Education Transportation.

PROGRAM: *Terminal Operations (E600/E620)*

APPROPRIATION TITLE: *Local Funds*

CSG11 (regular pay)

The Committee directs a decrease of \$62,265 which are funds associated with the reduction of two Bus Attendants at .875 FTE. The Committee recommends this funding be transferred to the Committee on Health and Human Services for use by the Department of Human Services for the PASS Program.

CSG14 (fringe)

The Committee directs a decrease of \$17,123 which are funds associated with the reduction of two Bus Attendants at .875 FTE. The Committee recommends this funding be transferred to the Committee on Health and Human Services for use by the Department of Human Services for the PASS Program.

PROGRAM: *Terminal Operations (E600/E630)*

APPROPRIATION TITLE: *Local Funds*

CSG11 (regular pay)

The Committee directs a decrease of \$25,393 which are funds associated with the reduction of one Bus Attendant at .875 FTE. The Committee recommends this funding be transferred in part to the Committee on Health and Human Services for use by the Department of Human Services for the PASS Program.

CSG14 (*fringe*)

The Committee directs a decrease of \$6,983 which are funds associated with the reduction of one Bus Attendant at .875 FTE. The Committee recommends this funding be transferred in part to the Committee on Health and Human Services for use by the Department of Human Services for the PASS Program.

Committee Adjustments to the FTE Authority

The Committee recommends reducing the proposed FY17 FTE Authority for Special Education Transportation by 2.625 FTEs.

FISCAL YEAR 2017 CAPITAL BUDGET

Mayor's Proposed Budget

The Mayor's proposed budget includes \$4,275,00 in FY17 and \$22,877,00 in capital funds for OSSE-DOT in FY17-FY22. These funds have been dedicated to the vehicle replacement program for the bus fleet.

Committee Comments & Analysis

Typically, the useful life of a school bus is 8 years. OSSE-DOT is seeking to achieve the goal of maintaining a healthy reliable fleet at 5 years of age or younger. Of the current fleet of approximately 670 vehicles, 385 are 2011 models or older. The Committee supports the continued replacement of vehicles to reduce maintenance costs and increase operating efficiency.

Committee Recommendations

The Committee recommends a capital budget of \$4,275,00 in FY17 and \$22,877,00 in capital funds for OSSE-DOT in FY17-FY22. This is no change from the Mayor's request.

I. STATE BOARD OF EDUCATION

The mission of the District of Columbia State Board of Education (“State Board”) is to provide policy leadership, support, advocacy, and oversight of public education to ensure that every student is valued and gains the skills and knowledge necessary to become informed, competent and contributing global citizens.

The State Board views its role in the achievement of this mission as one with shared responsibility, whereby it engages families, students, educators, community members, elected officials and business leaders to play a vital role in preparing every child for college and/or career success.

The State Board has only one program: the State Board of Education.

FISCAL YEAR 2017 OPERATING BUDGET

Mayor’s Proposed Budget

The Mayor’s FY17 budget proposal included \$1,247,608 in gross operating funds for the State Board, a \$66,000 increase from the FY16 approved budget. The proposed budget supports 19 FTEs, which is equal to the FY16 approved budget. The SBOE’s FY17 budget is comprised of \$1,229,000 in local funds and \$18,000 in private donations.

Committee Comments and Analysis

Agency Budget

The State Board has shortfall of over \$200,000 from the Board’s FY17 submission to the Mayor. The State Board challenged the Current Services Funding Level assumptions used to formulate the FY17 budget, noting that the funding level was already below the level of need to fulfill statutory requirements. The State Board has requested the restoration of \$201,814. In addition, given the small budget of the State Board, the absorption of a 3% COLA in FY16 has caused a significant deficiency of funds in the NPS budget, which is reflected in the FY17 budget. No additional funds were provided to fund the cost. This also causes problems for the agency’s compliance with the requirements of the Language Access Act. For instance, currently, the Ombudsman’s materials cannot be translated to the languages required by Language Access. This effectively shuts out students whose parents may speak a language other than English. The Committee was able to identify some funds for the SBOE, chiefly, funding for FTEs for the Office of the Ombudsman.

Every Student Succeeds Act Statutory Changes

Throughout the portions of the code that establish the State Board of Education and its functions, there are current references to the previous national education law, No Child Left Behind. In late 2015, the United States Congress passed an update to this law, known as the Every Student Succeeds Act. The State Board has been working with the National Association of State Boards of Education to examine the scope of work needed to comply with the law. This is the largest devolution of power to state and local governments on education policy. ESSA will require at least one non-testing measure of success for schools. The State Board has also started conversations with both the Deputy Mayor for Education and OSSE on timelines for ESSA actions. In order for the Board to consider implementation of the Every Student Succeeds Act, Council must update the relevant portions of the code. The Committee seeks to do that through the FY17 Budget Support Act of 2016.

Office of the Ombudsman and Chief Student Advocate

During the performance oversight hearing and throughout the year, the Committee has heard that the Ombudsman needs additional staff. Currently, in addition to the Ombudsman, she has 2.5 FTEs which is not nearly enough to respond to the overwhelming number of cases and calls they receive each year. The .5 FTE is shared with the Office of the Chief Student Advocate and during the budget hearing, it was noted that this individual works seven days a week to manage the intake volume. The Mayor’s proposed FY17 budget did not add any additional FTEs or funding to the SBOE for this purpose. The Committee supports the work of the Ombudsman and believes it adds value to the sometimes complicated education landscape in the District, by providing families with a neutral arbiter to help resolve issues with schools. Therefore, the Committee was able to identify funding for 2 vacant FTE positions for the Office of the Ombudsman.

The conversation around the roles of the two offices was broached at the FY15 performance oversight committee. Both the Ombudsman and Chief Student Advocate sent a joint letter to the Committee explaining the differences in roles, but the Committee still has concerns about how the roles are being implemented. As stated in the Committee’s performance oversight report, the Committee on Education report for Bill 20-314, the “Parent and Student Empowerment Amendment Act of 2013” which clarified the role of the Ombudsman and established the Office of the Student Advocate was very clear that these entities be separate and have separate functions to ensure that the needs of students and parents are not being compromised. The report states: “one office serves as the voice of the student while the other serves as the neutral arbiter.”²⁶ While the Committee has concerns, the Budget Support Act is not the appropriate vehicle for significant changes to the functions of these two offices. Other statutory changes were requested to ensure that both have the ability to complete and submit their required annual reports in a timely fashion. The Committee looks to make those updates in the recommended subtitles for the BSA.

Committee Recommendations

The Committee recommends a gross operating budget of \$1,398,516, a \$150,908 increase from the Mayor’s proposed FY17 budget. The Committee also recommends 21.0 FTEs.

Fiscal Year 2017 Operating Budget, By Source Type

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
LOCAL FUND	1,153,625	1,229,308	150,908	1,380,216
PRIVATE DONATIONS	28,300	18,300		18,300
Total Fund	1,181,926	1,247,608	150,908	1,398,516

Fiscal Year 2017 Full-Time Equivalents, By Revenue Type

	FY16 FTE	FY17 Proposed FTE	FTE Change	Budget - FTE
LOCAL FUND	19.00	19.00	2.00	21.00
Total Fund	19.00	19.00	2.00	21.00

²⁶ Committee on Education Committee Report for Bill 20-314. <http://lims.dccouncil.us/Download/29470/B20-0314-CommitteeReport.pdf>

Fiscal Year 2017 Operating Budget, By Comptroller Source Group (Gross Funds)

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
11-REGULAR PAY - CONT FULL TIME	615,643	696,397	125,757	822,154
12-REGULAR PAY - OTHER	232,889	187,467		187,467
14-FRINGE BENEFITS - CURR PERSONNEL	170,373	176,773	25,151	201,924
Personal Services	1,018,905	1,060,637	150,908	1,211,545
20-SUPPLIES AND MATERIALS	50,000	50,001		50,001
40-OTHER SERVICES AND CHARGES	92,220	96,370		96,370
50-SUBSIDIES AND TRANSFERS	18,800	35,600		35,600
70-EQUIPMENT & EQUIPMENT RENTAL	2,000	5,000		5,000
Nonpersonal Services	163,020	186,972		186,972
Gross Funds	1,181,926	1,247,608	150,908	1,398,516

Fiscal Year 2017 Operating Budget, By Program

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
SB00	1,181,926	1,247,608	150,908	1,398,516
Total Program	1,181,926	1,247,608	150,908	1,398,516

Committee Adjustments to the Operating Budget

The Committee makes the following adjustments to the proposed FY17 operating budget for the State Board of Education:

PROGRAM: *State Board of Education*

APPROPRIATION TITLE: *Local Funds*

CSG11 (regular pay)

The Committee directs an increase of \$125,757 to be directed to salaries for 2.0 FTEs to be used by the Office of the Ombudsman for Public Education. These funds are a result of a transfer from the Office of the State Superintendent of Education.

CSG14 (fringe)

The Committee directs an increase of \$25,151 to be directed to the fringe benefits associated with the 2.0 FTEs to be used by the Office of the Ombudsman for Public Education. These funds are a result of a transfer from the Office of the State Superintendent of Education.

POLICY RECOMMENDATIONS

The Committee has no policy recommendations for the State Board of Education at this time.

FISCAL YEAR 2017 CAPITAL BUDGET

The Mayor's proposed budget did not include any capital funding for SBOE.

J. DEPUTY MAYOR FOR EDUCATION

The Office of the Deputy Mayor for Education (“DME”) is responsible for developing and implementing the Mayor’s vision for academic excellence and supporting the education-related District Government agencies in creating and maintaining a high quality education continuum from early childhood to K-12 to postsecondary and the workforce.

The three major functions of the DME include: overseeing a District-wide education strategy; managing interagency and cross-sector coordination; providing oversight and/or support for the following education related agencies: DC Public Library (“DCPL”); DC Public Schools (“DCPS”); Office of the State Superintendent for Education (“OSSE”); Public Charter School Board (“PCSB”); Department of Parks and Recreation (“DPR”); and University of the District of Columbia (“UDC”).

DME has only one program:

- Department of Education

FISCAL YEAR 2017 OPERATING BUDGET

Mayor’s Proposed Budget

The Mayor’s FY17 budget proposal included \$3,132,667 in gross operating funds for DME, a \$3,571,327 decrease (-12.36 %) from the FY16 approved budget. The proposed budget supports 18 FTEs, which reflects an increase of 2 FTEs from FY16. The budget is comprised entirely of Local Funds.

Local Funds (100)

The proposed DME budget included \$3,132,667 in local funds, a \$488,660 decrease from the FY16 approved budget. This decrease in the DME’s budget proposal includes a net decrease of \$142,528 to align the budget with projected costs for salaries, Fringe Benefits, and other personal service adjustments and the loss of funding for two grants. This adjustment includes an increase of 2.0 Full-Time Equivalent (FTE) positions whose associated costs will be absorbed within the proposed budget. An increase of \$74,948 in contractual services to support the implementation of the My School DC (MSDC) lottery application by the Office of the Chief Technology; provide seasonal help for the School Lottery hotline; examine charter school facilities costs; and provide advertisement for EdFEST. In addition, the proposed budget reflects an increase of \$67,580 for the MSDC lottery, printing services, travel, and telecommunications expenses.

Committee Comments and Analysis

Staffing Capacity

The Mayor’s proposed FY17 budget includes funding to convert two contractors for My School DC into two FTEs. These positions are housed within the DME’s budget. There were no additional proposed FTEs for the DME, specifically. Given the breadth of issues, projects, and initiatives the Office of the Deputy for Education works on, and the fact that oversight for two additional entities were added to their portfolio over the past year (Department of Parks and Recreation and the D.C. Trust), the Committee asked about the capacity and staffing needs of the DME. During the budget hearing, the DME emphatically stated that her office has enough staff to accomplish the work that is being done. She continued that the My School DC FTEs are necessary for additional hotline staff to manage demand when the common lottery application is open. Given this, the Committee was interested to see in the Mayor’s Errata Letter dated April 27, 2016, the recommendation that 1 FTE and the associated \$160,000 for salary and fringe be transferred from the Office of the State Superintendent of Education (“OSSE”) to the DME to support that office’s “staffing

needs.” The Committee also learned of a reprogramming from the Department of Parks and Recreation to the DME with funds to cover additional staffing needs through temporary positions. In follow-up conversations with the DME, she noted the funding for an additional FTE is needed for an individual already working in her office on detail from DCPS. This proposed transfer would allow for that person to be permanently hired with the DME. She also provided additional detail on the temporary positions. The Committee does believe that the DME’s office has capacity challenges, but is concerned that this was not transparently discussed on the record.

UPSFF and Facility Funding

The law requires periodic review of the Uniform Per Student Funding Formula (“UPSFF”). Pursuant to D.C. Official Code § 38-2911, “Beginning January 30, 2016, the Mayor shall submit to the Council a report every 2 years that reviews the Formula and includes recommendations for revisions to the Formula based upon a study of actual costs of education in the District of Columbia, research in education and education finance, and public comment.”²⁷ The study of actual costs of education must include the following: (1) The relation of funding levels to student outcomes; (2) Maintenance of effort in specified areas of focus to promote continuity of effective practices; (3) Improved techniques for determining specific levels of funding needed to provide adequate special education services; (4) Improved measures of change in the cost of education; and (5) A review of the costs associated with serving at-risk students and of how at-risk students are identified.²⁸ OSSE is identified by name in the law as the entity not only responsible for the report, but also responsible for convening a working group, which shall be comprised of, at a minimum, representatives from DCPS, public charter schools, and the public, to solicit input and recommendations regarding revisions to the UPSFF. The Committee on Education revived the review and Technical Working Group process in order to avoid decisions by the Mayor’s office regarding the UPSFF being driven solely by revenue availability rather than a thoughtful review of educational costs. Unfortunately, this is what seems to be happening. During the budget hearing, public witnesses and public charter school leaders raised the issue of the lack of facilities funding increase in the Mayor’s proposed FY17 budget for public charter schools. When the Committee asked why this was not included, the DME responded that enhancements were made to address increased enrollment and additional investments in the UPSFF. She continued that public schools are seeing an increase of \$75 million in the Mayor’s proposed budget, with \$29 million going to DCPS and \$46 million going to public charter schools. This does not actually answer the facilities question. Further, the Committee is not sure that additional funding to match enrollment qualifies as a notable enhancement since it is required by law.

The Committee asks that the DME engage on the review of the UPSFF. Not only did OSSE not meet the deadline for UPSFF report as required, but the Working Group has not been established. When the Office of the Deputy Mayor for Education released the District’s first comprehensive education adequacy study, *Cost of Student Achievement: Report of the DC Education Adequacy Study*, in 2014, its recommendations regarding the UPSFF incorporated funding around facilities maintenance and operations which would alleviate the need for this separate facility funding for public charter schools. At the time, the public was told that the recommendations will likely have to be phased in over a period of several years to accommodate the “hefty price tag.”²⁹ At this time, it does not seem as though this is happening in any systematic way. As an example, the chart below is just a look at the District’s UPSFF base funding and at-risk weight and allocations as compared to what was recommended in the study. The Committee hopes to have more fruitful discussions over the coming year about this matter.

²⁷ D.C. Official Code § 38-2911.

²⁸ *Ibid.*

²⁹ Emma Brown, “Study recommends big increase in D.C. schools funding,” *The Washington Post*, January 28, 2014.

https://www.washingtonpost.com/local/education/study-recommends-big-increase-in-dc-schools-funding/2014/01/28/c9aac84e-8848-11e3-a5bd-844629433ba3_story.html

Category	FY14	FY15	FY16	FY17 Proposed	Adequacy Study Recommendation
UPSFF Foundation	\$9,306	\$9,492	\$9,492	\$9,682	\$11,628
At-Risk Weight	N/A	0.219	0.219	0.22	0.37
At-Risk Allocation	N/A	\$2,079	\$2,079	\$2,120.36	\$3,906

Common Lottery Board

During both the performance oversight and budget hearings for the DME, the Committee noted the importance of having data released by the D.C. Common Lottery Board (“CLB”)³⁰ for My School DC lottery results. The data that the CLB collects would provide the parents, education cluster leaders, the Council, the Office of Planning, OSSE, and the Chief Financial Officer valuable information to better plan and budget for education enrollment trends and growth in the city. The Committee is concerned about the amount of non-identifiable data that is available, but is not being made publicly available. The Committee asked the DME about this during our hearing. Echoing Mr. Pearson from the Public Charter School Board (“PCSB”), she stated that the CLB must vote to release any data requested from the common lottery. The members of the CLB include the DME, who serves as the chairperson, three representatives from public charter schools, three representatives from DCPS, and representatives from OSSE, PCSB, and My School DC as non-voting members. The Board meets quarterly and meetings minutes are available at the My School DC website.³¹ While the Committee appreciates the independence of the CLB, relying on a vote for every data request seems cumbersome. For this reason, the Committee is recommending a Budget Support Act subtitle requiring the CLB and My School DC to publicly post on an annual basis data broken down by school, grade level, and specific waitlist information and movement. It is the Committee’s understanding that the CLB has already met and discussed the release of some varying types of data sets, but not all forms or variables.

Mental and Behavioral Health

During the budget hearing, the Committee raised questions with the DME about special education services and what city leadership can do to improve how we are helping students with special needs to be in the best position to learn, graduate, and live meaningful lives. It is the Committee’s understanding that the Department of Behavioral Health’s (“DBH”) professionals are prohibited from being able to work with students who have Individualized Education Plans (“IEP”), thus limiting the capacity they can add to schools. This has resulted in schools contracting privately for these very important services. For example, during public witness testimony, leadership from Thurgood Marshall Public Charter School stated that they are considering having a private contracting firm work with them to hire additional social workers to assist with children who will benefit from services and with plans to overcome trauma that distracts from school and learning. Chairman Grosso asked the DME about the timeline, plan, and updates for placing clinicians in schools. The DME responded that she is taking a collaborative role with DBH to work toward developing a coordinated behavioral health system in public schools within the District of Columbia. The DME will work with the Office of the Deputy Mayor for Health and Human Services (DMHHS) and DBH to review how mental health resources are distributed to public schools for the 2016-17 school year to help resources align to student need. DBH has historically allocated its School Mental Health Program resources by referencing criteria such as enrollment, other behavioral health resources in the school, and the readiness of a school for using said services. In follow-up responses to the Committee, the DME noted that in

³⁰ D.C. Code § 38-194 and § 38-195.

³¹ <http://www.myschooldc.org/resources/common-lottery-board/>.

February 2016, in collaboration with the Department of Health's work on its school based health services program needs assessment, DBH established the Sub-Committee on Comprehensive Criteria for Allocation of Early Childhood and School-Based Behavioral Health Resources. This group is tasked with determining how to improve the resource allocation process, identifying and prioritizing schools and child development centers in the service of maximizing resources, and addressing overlapping and related needs. The DME along with other agency partners have been meeting and working through these important issues and will continue throughout the coming year.

The Committee also inquired about the Free Care Working Group and asked about the timeline and updates. The DME responded that in order to understand the scope of school health services in D.C. schools, staff from the Mayor's office and the Department of Health Care Finance have been meeting and planning with the LEAs, OSSE, PCSB, DBH, and DOH to gather a comprehensive list of health services offered in schools as of April 2016, with the goal of expanding the services schools can seek reimbursement for outside of a student's IEP. The most recent meeting was held on April 7, 2016 and during that time, participants reviewed and provided feedback on the comprehensive list of health services being delivered in schools. Based on the feedback provided during April's Free Care Rule Work Group meeting, DHCF will update the list of health services, and share the newer version.

Study Funding

The proposed FY17 budget for the DME includes \$50,000 to support an assessment of the children of incarcerated parents to determine their programmatic educational needs. The Committee held a hearing on October 27, 2015 on Bill 21-0319, the "Assessment on Children of Incarcerated Parents Act of 2015." Since that time, the Committee has been researching the issue, but intentionally has not moved the bill out of Committee because of the lack of clarity around how an assessment of this sort would actually work. Families would have to opt-in and self-identify since the status of family members, whether they are incarcerated or not, is not generally known to schools nor a third party researcher. During the budget hearing, the Committee asked about this assessment and the DME's plans. The Committee also asked who provided the fiscal impact statement indicating that this sort of assessment would cost \$50,000. Given the leg work needed to "recruit" participants, this seems a bit low. At the hearing, the DME stated that the intent is for the study to be contracted out and that they have received a positive feedback. The Committee asked the DME to follow-up with a more detailed response to the study including the fiscal impact and cost analysis, the timeline, and exactly what the DME expects to derive from it. In follow-up responses, the DME stated they have begun engaging with community stakeholders with a particular interest in the welfare of children with incarcerated parents, informed by the research of "A Shared Sentence," a report released by the Annie E. Casey Foundation and Kids Count on April 27, 2016.³² The DME responded that given challenges faced by students whose parents or guardians are incarcerated, she believes that there is desire to better understand what supports schools can provide to those young people and what policy changes, if any, can be made to mitigate those challenges. The Committee reviewed the Casey Foundation and Kids Count report the DME referenced when it was released. In addition to the analysis of the impact, the report provides recommendations to states and jurisdictions about how to best support these students. Instead of an additional assessment, the Committee recommends that the DME utilize the information from the Casey Foundation report to devise actionable solutions that can be implemented for this population.

Lead in Schools

In the oversight hearings, the Chairman also raised his concerns about how the DME responded to the Committee's questions about environmental safety audits of school buildings. There has been recent national coverage of federal investigations in Flint, Michigan, Pennsylvania, New Jersey, and other states coming forward to reveal data about high levels of lead in tested children and adults from contaminated

³² Annie E. Casey Foundation and Kids Count, "A Shared Sentence," April 27, 2016. <http://www.aecf.org/m/resourcedoc/aecf-asharedsentence-2016.pdf>

drinking water and lead based paint.³³ During the budget oversight hearings, the Committee inquired with the DME and other education sector agencies about the need for more rigorous testing standards in all schools through a process of testing each water source and not just taking random samples within the school buildings. He also stated that the communication between the agencies and to families needs to be vastly improved. During the budget hearing for the Department of General Services, this issue came up. Though the DME does not have oversight over DGS, the Director for that agency stated that they do not conduct testing at libraries and recreation centers. During the DME’s hearing, the Committee brought this up because young children are often at those facilities and they are on the purview of the DME. Despite what the DGS director stated, the DME said that the testing is currently ongoing. The Committee will be holding a joint hearing with the Committee on Transportation and the Environment on this issue in June. By that time, it is anticipated that every water source at all of the DCPS and public charter schools will have been tested.

Cross Sector Task Force

In December 2015, the DME convened the Cross Sector Collaboration Task Force. The Task Force is charged to develop clear and fair recommendations for the Mayor on how to improve the coherence among and collaboration across public schools to improve effectiveness and efficiency. They will focus efforts on recommending strategies and solutions for the identified goals that will have the most impact on improving student outcomes for all public school students in the District of Columbia.³⁴ At the performance oversight hearing for the DME, Chairman Grosso asked about the deliverable dates for the Task Force, noting that two years is a long time to deliberate before recommendations could be made. At the time, the DME assured the Committee that there would be status reports out of the Task Force every six months. During the budget hearing, the Committee raised further questions about the status of the Task Force and whether or not a discussion about school facilities siting and planning had been added to the scope of work for the group. The DME remarked that the group had been meeting, but that the issues the Task Force would take up has already been set. As noted in the performance oversight report, the Committee continues to be concerned about the progress of the Task Force. According to the materials on the DME website, at the April 26, 2016 meeting of the Task Force, which was the third meeting, the Task Force was still debating guiding principles for the group. After three meetings, there has not been much movement toward tackling the actual Task Force goals that were outlined. The Committee looks forward to reviewing the 6-month progress report that the Task Force will be issuing later this Fall.

Committee Recommendations

The Committee recommends a gross operating budget of \$3,242,667 and 19 FTEs for the DME. This is a \$110,000 increase from the Mayor’s proposed budget.

Fiscal Year 2017 Operating Budget, By Source Type

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
LOCAL FUND	3,571,327	3,132,667	110,000	3,242,667
Total Fund	3,571,327	3,132,667	110,000	3,242,667

³³ See reports at: <http://www.cnn.com/2016/01/05/health/flint-michigan-water-investigation/>;
<http://pittsburgh.cbslocal.com/2016/02/04/report-18-cities-in-pennsylvania-with-higher-lead-exposure-than-flint/>;
<http://www.nytimes.com/2016/03/10/nyregion/elevated-lead-levels-found-in-newark-schools-drinking-water.html?rref=collection%2Fsectioncollection%2Fnyregion&action=click&contentCollection=nyregion®ion=rank&module=package&version=highlights&contentPlacement=8&pgtype=sectionfront>.

³⁴ <http://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/Meeting%201%20Slide%20Deck.pdf>

Fiscal Year 2017 Full-Time Equivalents, By Revenue Type

	FY16 FTE	FY17 Proposed FTE	FTE Change	Budget - FTE
LOCAL FUND	16.00	18.00	1.00	19.00
Total Fund	16.00	18.00	1.00	19.00

Fiscal Year 2017 Operating Budget, By Comptroller Source Group (Gross Funds)

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
11-REGULAR PAY - CONT FULL TIME	1,676,181	1,595,295	136,170	1,731,465
12-REGULAR PAY - OTHER	72,535	79,646		79,646
14-FRINGE BENEFITS - CURR PERSONNEL	299,030	293,115	23,830	316,945
Personal Services	2,047,746	1,968,056	160,000	2,128,056
20-SUPPLIES AND MATERIALS	15,000	15,000		15,000
31-TELEPHONE, TELEGRAPH, TELEGRAM, ETC	8,155	8,200		8,200
40-OTHER SERVICES AND CHARGES	92,665	210,583	(50,000)	160,583
41-CONTRACTUAL SERVICES - OTHER	937,761	880,828		880,828
50-SUBSIDIES AND TRANSFERS	420,000			
70-EQUIPMENT & EQUIPMENT RENTAL	50,000	50,000		50,000
Nonpersonal Services	1,523,581	1,164,611	(50,000)	1,114,611
Gross Funds	3,571,327	3,132,667	110,000	3,242,667

Fiscal Year 2017 Operating Budget, By Program

	FY16 Approved	FY17 Proposed	Variance	FY17 Committee Revised
2000	3,571,327	3,132,667	110,000	3,242,667
Total Program	3,571,327	3,132,667	110,000	3,242,667

Committee Adjustments to the Operating Budget

The Committee makes the following adjustments to the proposed FY17 operating budget for the Deputy Mayor for Education:

PROGRAM: *Department of Education*

APPROPRIATION TITLE: *Local Funds*

CSG11 (regular pay)

The Committee directs an increase of \$132,231 to be directed to salaries for 1.0 FTE to be used by the Office of the Deputy for Education. These funds are a result of a transfer from the Office of the State Superintendent of Education.

CSG14 (fringe)

The Committee directs an increase of \$27,769 to be directed to the fringe benefits associated with the 1.0 FTE to be used by the Office of the Deputy Mayor for Education.

CSG40 (*other services and charges*)

The Committee directs a reduction of \$50,000 in Other Services and Charges.

FISCAL YEAR 2017 CAPITAL BUDGET

The Mayor's proposed budget did not include any capital funding for the DME.

POLICY RECOMMENDATIONS

The Committee recommends the following policy changes based on the analysis and discussion above and issues brought up during DME performance and budget oversight hearings this year.

1. Cross Sector Taskforce

Since performance and budget oversight hearings in 2015 and subsequent hearings and meetings thereafter, the Committee has requested updates and planning documents that include policy recommendations and timelines from the Cross Sector Collaboration Taskforce. During the performance and budget oversight hearings in 2016, the Task Force to date did not have progress updates to share, but noted that every six months over the course of the next two years there would be reports released. Given this timelines, the Committee requests that by October 1, 2016 the DME submits a detailed report from the Cross Sector Collaboration Task Force with regards to an update on the scope of the Task Force's work to date and the most recent list of recommendations the group has made or will make for either 2016 or for 2017.

2. Transportation Subsidy

Through OSSE AFE sub-grantees and adult public charter schools, D.C. makes an important investment in adult education. Adults enrolled in these programs are building their skills so they can move on to post-secondary education, training and family-sustaining jobs. However, learners report having to drop out of programs before completion due to the high cost of transportation getting to and from school. To fully capitalize on the city's investment, we must ensure that adult learners have the tools they need to get to school, so they can move on to the next step in their lives and build a sustainable future for themselves and their families. The Committee recommends that by October 1, 2016, through the DME's Transportation working group, a study be conducted with the assistance of OSSE and other relevant agencies, to detail the need for transportation subsidies and assistance for adult learners who are ages 22 and older and are enrolled in publicly funded adult education programs. The scope of this report should include, but may not be limited to:

- Assessing what subsidies are currently available to this population (through TANF, RSA, Medicaid, and/or other programs), the take-up rates of these resources, and whether local or Federal money is used to pay for them;
- The unmet need among adult learners; and
- The impact of higher transportation costs on attendance and enrollment in adult education programs.

At the conclusion of the study, the DME shall outline recommendations in the following areas:

- Ways to better leverage and connect qualifying individuals/providers to current resources, and the best ways to ensure that Federal money is utilized wherever possible;
- The best method of administering expanded access to subsidized transportation; and
- The cost associated with the recommended options for delivering transportation assistance, and new funding streams, both Federal and Local, that may be accessed to provide these services.

III. FISCAL YEAR 2017 BUDGET SUPPORT ACT RECOMMENDATIONS

On March 24, 2016, Chairman Mendelson introduced, on behalf of the Mayor, the “Fiscal Year 2017 Budget Support Act of 2016” (Bill 21-669). The Committee has provided comments on those subtitles related to its purview in addition to recommending new subtitles for inclusion.

A. RECOMMENDATIONS ON BUDGET SUPPORT ACT SUBTITLES PROPOSED BY THE MAYOR

The Committee provides comments on the following subtitles of the “Fiscal Year 2017 Budget Support Act of 2016”:

1. TITLE IV, SUBTITLE A. UNIFORM PER STUDENT FUNDING FORMULA FOR PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS AMENDMENT
2. TITLE IV, SUBTITLE B. DCPS CONTRACTING AND SPENDING FLEXIBILITY AMENDMENT
3. TITLE IV, SUBTITLE C. CLASSROOM ANIMAL FOR EDUCATIONAL PURPOSES
4. TITLE IV, SUBTITLE D. HEALTHY TOTS ACT AMENDMENTS
5. TITLE IV, SUBTITLE E. NATIONAL EXTERNAL DIPLOMA PROGRAM
6. TITLE IV, SUBTITLE F. FOSTER CARE EXTENDED ELIGIBILITY
7. TITLE IV, SUBTITLE G. PUBLIC CHARTER SCHOOL ADVANCE PAYMENT ADJUSTMENT
8. TITLE IV, SUBTITLE H. MY SCHOOL DC EDFEST SPONSORSHIP AND ADVERTISING AND COMMON LOTTERY BOARD FUND AMENDMENT
9. TITLE IV, SUBTITLE I. SCHOOL IMMUNIZATION REQUIREMENTS ENFORCEMENT PERIOD ADMENDMENT

1. TITLE IV, SUBTITLE A. UNIFORM PER STUDENT FUNDING FORMULA FOR PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS AMENDMENT

Purpose, Effect, and Impact on Existing Law

As introduced, this subtitle will amend the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools and Tax Conformity Clarification Amendment Act of 1998 to make certain adjustments to existing UPSFF weights while also eliminating some and adding others, including a weight for students at risk of academic failure. The increase in the foundation level has the effect of increasing the per pupil allocation for purposes of budget development for both DCPS and the public charter schools.

Committee Recommendation

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

Section by Section Analysis

Sec. 4001. States the Short Title

Sec. 4002. States the Code section for amendment and sets the foundation level and various weighting factors for per pupil allocation for Uniform per Pupil Spending for FY17.

Legislative Recommendations for the Committee of the Whole

Sec. 4001. Short title.

This subtitle may be cited as the “Funding for Public Schools and Public Charter Schools Amendment Act of 2016”.

Sec. 4002. The Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998, effective March 26, 1999 (D.C. Law 12-207; D.C. Official Code § 38-2901 *et seq.*), is amended as follows:

(a) Section 104 (D.C. Official Code § 38-2903) is amended by striking the phrase “\$9,492 per student for fiscal year 2015” and inserting the phrase "\$9,682 per student for Fiscal Year 2017" in its place.

(b) Section 105 (D.C. Official Code § 38-2904) is amended by striking the tabular array and inserting the following tabular array in its place:

“Grade Level	Weighting	Per Pupil Allocation in FY 2017
“Pre-Kindergarten 3	1.34	\$12,974
“Pre-Kindergarten 4	1.30	\$12,587
“Kindergarten	1.30	\$12,587
“Grades 1-5	1.00	\$9,682
“Grades 6-8	1.08	\$10,457
“Grades 9-12	1.22	\$11,812
“Alternative program	1.44	\$13,942
“Special education school	1.17	\$11,328
“Adult	0.89	\$8,617

(c) Section 106(c) (D.C. Official Code § 38-2905(c)) is amended to read as follows:

“(c) The supplemental allocations shall be calculated by applying weightings to the foundation level as follows:

“Special Education Add-ons:

“Level/ Program	Definition	Weighting	Per Pupil Supplemental Allocation FY 2017
“Level 1: Special Education	Eight hours or less per week of specialized services	0.97	\$9,392
“Level 2: Special Education	More than 8 hours and less than or equal to 16 hours per school week of specialized services	1.20	\$11,618
“Level 3: Special Education	More than 16 hours and less than or equal to 24 hours per school week of specialized services	1.97	\$19,074

“Level 4: Special Education	More than 24 hours per week of specialized services which may include instruction in a self-contained (dedicated) special education school other than residential placement	3.49	\$33,790
“Blackman Jones Compliance	Weighting provided in addition to special education level add-on weightings on a per-student basis for Blackman Jones compliance.	0.069	\$668
“Attorney’s Fees Supplement	Weighting provided in addition to special education level add-on weightings on a per-student basis for attorney’s fees.	0.089	\$862
“Residential	D.C. Public School or public charter school that provides students with room and board in a residential setting, in addition to their instructional program	1.67	\$16,169

“General Education Add-ons:

“Level/ Program	Definition	Weighting	Per Pupil Supplemental Allocation FY 2017
“ELL	Additional funding for English Language Learners.	0.49	\$4,744
“At-risk	Additional funding for students in foster care, who are homeless, on TANF or SNAP, or behind grade level.	0.219	\$2,120

“Residential Add-ons:

“Level/ Program	Definition	Weighting	Per Pupil Supplemental Allocation FY 2017
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“Level 1: Special Education - Residential	Additional funding to support the after-hours level 1 special education needs of students living in a D.C. Public School or public charter school that provides students with room and board in a residential setting	0.368	\$3,563
“Level 2: Special Education - Residential	Additional funding to support the after-hours level 2 special education needs of students living in a D.C. Public School or public charter school that provides students with room and board in a residential setting	1.337	\$12,945
“Level 3: Special Education - Residential	Additional funding to support the after-hours level 3 special education needs of students living in a D.C. Public School or public charter school that provides students with room and board in a residential setting	2.891	\$27,991
“Level 4: Special Education - Residential	Additional funding to support the after-hours level 4 special education needs of limited and non-English proficient students living in a D.C. Public School or public charter school that provides students with room and board in a residential setting	2.891	\$27,991
“LEP/NEP - Residential	Additional funding to support the after-hours limited and non-English proficiency needs of students living in a D.C. Public School or public charter school that provides students with room and board in a residential setting	0.668	\$6,468

“Special Education Add-ons for Students with Extended School Year (“ESY”) Indicated in Their Individualized Education Programs (“IEPs”):

“Level/ Program	Definition	Weighting	Per Pupil Supplemental Allocation FY 2017
“Special Education Level 1 ESY	Additional funding to support the summer school or program need for students who require ESY services in their IEPs.	0.063	\$610
“Special Education Level 2 ESY	Additional funding to support the summer school or program need for students who require ESY services in their IEPs	0.227	\$2,198
“Special Education Level 3 ESY	Additional funding to support the summer school or program need for students who require ESY services in their IEPs	0.491	\$4,754
“Special Education Level 4 ESY	Additional funding to support the summer school or program need for students who ESY services in their IEPs	0.491	\$4,754

..

(c) Section 115 (D.C. Official Code § 38-2913) is amended as follows:

- (1) Strike the phrase “Fiscal Year 2017” and insert the phrase “Fiscal Year 2020” in its place.
- (2) Strike the word “equal” and insert the word “equitable” in its place.

2. TITLE IV, SUBTITLE B. DCPS CONTRACTING AND SPENDING FLEXIBILITY AMENDMENT

Purpose, Effect, and Impact on Existing Law

This subtitle proposes to amend the D.C. Code to exempt contracts for professional development training, services, and goods valued at \$25,000 or less which support principal, teacher, and student achievement at DCPS from the competition requirements of the procurement law. The subtitle also would allow DCPS schools to reallocate funds between object classes within a school’s non-personal services object category

in the aggregate non-to-exceed amount of \$10,000 within each fiscal year. This subtitle would provide DCPS with more flexibility for contracting and spending and alleviate the need to delay critical purchases due to the timing of reprogrammings.

Committee Recommendation

The Committee recommends adoption of this proposed subtitle, with technical edits as suggested by the Office of the General Counsel.

Section by Section Analysis

Sec. 4011. States the short title

Sec. 4012. Amends Section 413(17) of the Procurement Practices Reform Act of 2010 to exempt contracts for professional development training, services, and goods valued at \$25,000 or less which support principal, teacher, and student achievement at DCPS from the competition requirements of the procurement law.

Sec. 4013. Authorizes DCPS schools to reallocate funds between object classes within a school's non-personal services object category in the aggregate non-to-exceed amount of \$10,000 within each fiscal year.

Legislative Recommendations for the Committee of the Whole

Sec. 4011. Short title.

This subtitle may be cited as the "DCPS Contracting and Spending Flexibility Amendment Act of 2016".

Sec. 4012. (a) Section 413(17) of the Procurement Practices Reform Act of 2010, effective April 8, 2011 (D.C. Law 18-371; D.C. Official Code § 2-354.13(17)), is amended to read as follows:

"(17) Professional development training, services, and goods valued at \$25,000 or less which support principal, teacher, and student achievement at District of Columbia Public Schools."

Section 4013. (a) Pursuant to rules promulgated by the Chief Financial Officer, each District of Columbia Public School may reallocate funds between object classes within a school's non-personal services object category in the aggregate not-to-exceed amount of \$10,000 within each fiscal year.

(b) For the purposes of this section the terms "object category" and "object class" shall have the same meaning as provided in D.C. Official Code § 47-361.

3. TITLE IV, SUBTITLE C. CLASSROOM ANIMAL FOR EDUCATIONAL PURPOSES

Purpose, Effect, and Impact on Existing Law

This subtitle proposes to amend the D.C. Code by clarifying that schools may possess animals for educational and instructional purposes as long as the school maintains a permit from the Mayor which that requires that the care and management of the animals complies with section 502 of the Animal Protection Amendment Act of 2008. Since 2012, the Council has continuously passed legislation on an emergency and temporary basis that would allow schools to possess animals for this purpose. This subtitle serves as the permanent legislation on this matter.

Committee Recommendation

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

Section by Section Analysis

Sec. 4021. States the short title.

Sec. 4022. Amends Section 9(h) of the Animal Control Act of 1979 by clarifying that educational institutions may possess animals for educational and instructional purposes.

Legislative Recommendations for the Committee of the Whole

Sec. 4021. Short title.

This subtitle may be cited as the “Classroom Animal for Educational Purposes Amendment Act of 2016”.

Sec. 4022. Section 9(h) of the Animal Control Act of 1979, effective October 18, 1979 (D.C. Law 3-30; D.C. Official Code § 8-1808(h)), is amended by adding a new paragraph (6) to read as follows:

“(6) Paragraph (1) of this subsection shall not apply to educational institutions that possess animals for educational and instructional purposes and that maintain a permit from the Mayor, which that requires that the care and management of the animals complies with section 502 of the Animal Protection Amendment Act of 2008, effective December 5, 2008 (D.C. Law 17-281; D.C. Official Code § 8-1851.02).”

4. TITLE IV, SUBTITLE D. HEALTHY TOTS AMENDMENTS

Purpose, Effect, and Impact on Existing Law

This subtitle proposes to amend the D.C. Code to allow child development facilities to become eligible to participate in the Child and Adult Care Food Program (CACDF) if 50 percent or more of their enrolled children are eligible for subsidized child care. This amendment also extends eligibility for an additional fiscal year. The amendments were contemplated to ensure infants and toddlers have consistent access to high-quality, nutritious meals and to provide local funding to supplement the existing federal CACFP reimbursement. Since this rule was already changed in OSSE’s rulemaking then it should also be changed in the BSA.

Committee Recommendation

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

Section by Section Analysis

Sec. 4XX Short title.

Sec. 4XX Amends the Healthy Tots Act of 2014 to allow child development facilities to become eligible to participate in the Child and Adult Care Food Program (CACDF) if 50 percent or more of their enrolled children are eligible for subsidized child care; and to allow for all meals to qualify under the Healthy Tots Act. This amendment is extended for an additional fiscal year.

Legislative Recommendations for the Committee of the Whole

Sec. 4031. Short title.

This subtitle may be cited as the “Healthy Tots Amendment Act of 2016”.

Sec. 4032. The Healthy Tots Act of 2014, effective February 26, 2015 (D.C. Law 20-155; D.C. Official Code § 38-281 *et seq.*), is amended as follows:

(a) Section 4073(c)(1)(B) (D.C. Official Code § 38-282(c)(1)(B)) is amended by striking the phrase “to receive free or reduced breakfasts” and inserting the phrase “for subsidized child care” in its place.

(b) Section 4073a (D.C. Official Code § 38-282.01) is amended as follows:

(1) Subsection (a) is amended by striking the phrase “to participate in the CACF Program, the facility shall participate in the program” and inserting the phrase “for subsidized child care, the facility shall participate in the CACF program” in its place.

(2) Subsection (c) is amended by striking the phrase “September 30, 2016” and inserting the phrase “September 30, 2017” in its place.

5. TITLE IV, SUBTITLE E. NATIONAL EXTERNAL DIPOLMA PROGRAM

Purpose, Effect, and Impact on Existing Law

This subtitle would amend the State Education Office Establishment Act of 2000, to allow for the Office of the State Superintendent of Education to recognize as valid diploma’s issued for National External Diploma earners from January 1, 1980 through February 5, 2016, in the District of Columbia. On January 20, 2016 the State Board of Education voted to approve regulations allowing OSSE to award a State Diploma for adult students who passed the General Education Development (GED) exam since January 2014, or completed the National External Diploma Program (NEDP).

Prior to the passing of the Public Education Reform Amendment Act of 2007, DCPS had diploma granting authority as a state education agency. DCPS operated many National External Diploma Programs and granted diplomas for NEDP completers between January 1, 1980 and February 5, 2016. The action of the Board transferred the responsibility of awarding diploma’s for NEDP completers from DCPS to OSSE. This subtitle codifies that those degrees are also officially recognized under the Superintendent’s new State Diploma-granting authority.

Committee Recommendation

The Committee recommends adoption of this proposed subtitle with technical edits as suggested by the Office of the General Counsel.

Section by Section Analysis

Sec. 4041. Short title.

Sec. 4042. Amends Section 7b of the State Education Office Establishment Act of 2000 to authorize OSSE to deem valid all diplomas awarded to residents who complete the requirements of the National External Diploma Program from January 1, 1980 through February 5, 2016 in the District of Columbia.

Legislative Recommendations for the Committee of the Whole

Sec. 4041. Short title.

This subtitle may be cited as the “National External Diploma Program Amendment Act of 2016”.

Sec. 4042. Section 7b of the State Education Office Establishment Act of 2000, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §§ 38-2608), is amended by adding a new subsection (g) to read as follows:

“(g) OSSE shall deem valid all diplomas awarded to residents who completed the requirements of the National External Diploma Program from January 1, 1980 through February 5, 2016 in the District of Columbia”.

6. TITLE IV, SUBTITLE F. FOSTER CARE EXTENDED ELIGIBILITY

Purpose, Effect, and Impact on Existing Law

This proposed subtitle amends the Day Care Policy Act of 1979 to extend eligibility for subsidized child care to foster parents who may no longer be working but have some form of verifiable income; teen parents under 21 years of age who themselves are in foster care or wards of the District; and foster parents who are not working but who are enrolled in a verified job training or education program. The Council has already passed this legislation on an emergency and temporary basis.

Committee Recommendation

The Committee recommends adoption of this proposed subtitle with technical edits as suggested by the Office of the General Counsel.

Section by Section Analysis

Sec. 4051. States the Short title

Sec. 4052. Amends Section 5a(a) of the Day Care Policy Act of 1979 to extend eligibility for subsidized child care to foster parents who may no longer be working but have some form of verifiable income; teen parents under 21 years of age who themselves are in foster care or wards of the District; and foster parents who are not working but who are enrolled in a verified job training or education program.

Legislative Recommendations for the Committee of the Whole

Sec. 4051. Short title.

This subtitle may be cited as the “Foster Care Extended Eligibility Amendment Act of 2016”.

Sec. 4052. Section 5a(a) of the Day Care Policy Act of 1979, effective April 13, 1999 (D.C. Law 12-216; D.C. Official Code § 4-404.01(a)), is amended as follows:

(a) Paragraph (4) is amended by striking the phrase "services; and" and inserting the phrase "services;" in its place.

(b) Paragraph (5) is amended by striking the phrase “child.” and inserting the phrase “child;” in its place.

(c) New paragraphs (6), (7), and (8) are added to read as follows:

“(6) Children of a teen parent under 21 years of age who is either in foster care or a ward of the District and is either working or enrolled in a verified job training or education program;

“(7) Children in foster care placement when the foster care provider is not working but receives some form of verifiable income, such as social security or disability, and the child care services are in the best interest of the child; and

“(8) Children in foster care placement when the foster care provider is not working but enrolled in a verified job training or education program, and the child care services are in the best interest of the child.”.

7. TITLE IV, SUBTITLE G. PUBLIC CHARTER SCHOOL ADVANCE PAYMENT ADJUSTMENT

Purpose, Effect, and Impact on Existing Law

This proposed subtitle ensures that public charter schools, and particularly new public charter LEAs, have sufficient funding before the start of the school year (in Quarter 1). It is an enhancement of the *current system* of providing funding to public charter schools based on the audited enrollment. This process “trues up” the LEA’s UPSFF budget based on projected enrollment against the October audited enrollment file. It does not address the main goals of the revised LEA payment process (which is creating the same methodology for calculating payments for DCPS or PCS, or that local resources to LEAs are based on the students they serve throughout the school year).

The table below shows the payment shares before and after the submission of the proposed subtitle in the BSA:

	Prior to BSA	As of FY17 BSA	
	Charter LEAs	Existing Charter LEAs	New Charter LEAs
Q1 payment based on projections	30%	35%	45%
Q2 payment based on Oct reported	25%	25%	25%
Q3 payment based on Oct reported	25%	20%	15%
Q4 payment based on final audit	20%	20%	15%

Committee Recommendation

The Committee recommends adoption of this proposed subtitle with technical edits as suggested by the Office of the General Counsel.

Section by Section Analysis

Sec 4061. States the short title.

Sec 4062. Section 107b(b) of the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998 (D.C. Official Code § 38-2906.02(b)) to establish changes in the percentage of payment for charter school LEAs to be weighted heavier in the first and second quarter payments.

Legislative Recommendations for the Committee of the Whole

SUBTITLE G. PUBLIC CHARTER SCHOOL ADVANCE PAYMENT ADJUSTMENT

Sec. 4061. Short title.

This subtitle may be cited as the "Public Charter School Advance Payment Adjustment Amendment Act of 2016".

Sec. 4062. Section 107b(b) of the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998, effective April 15, 2005 (D.C. Law 15-348, D.C. Official Code § 38-2906.02(b)), is amended as follows:

(a) Paragraph (1) is amended to read as follows:

"(1) The basis of the July 15 payment to a public charter school shall be the estimate used in the June 30 quarterly reports submitted by the eligible chartering authorities pursuant to § 38-1804.02(a), and shall be 35% of an existing school's entitlement, and 45% of the entitlement for a newly chartered school in its first school-year of operation. "

(b) Paragraph (2) is amended to read as follows:

"(2) The basis of the October 25 payment shall be the unaudited October enrollment numbers for that school contained in the reports submitted by the eligible chartering authorities on October 5, and shall be equal to 60% of an existing school's entitlement and 70% of the entitlement for a newly chartered school in its first school-year of operation., less amounts paid in July."

(c) Paragraph (3) is amended to read as follows:

"(3) The basis of the January 15 payment shall be the unaudited October enrollment numbers for that school contained in reports submitted by the eligible chartering authorities on October 5, and shall be equal to 80% of an existing school's entitlement and 85% of the entitlement for a newly chartered school in its first school-year of operation., less amounts paid in July and October."

8. TITLE IV, SUBTITLE H. MY SCHOOL DC EDFEST SPONSORSHIP AND ADVERTISING AND COMMON LOTTERY BOARD FUND AMENDMENT

Purpose, Effect, and Impact on Existing Law

This proposed subtitles instructs that all cash proceeds received from advertisements and sponsorships for EdFest be deposited in the Common Lottery Board Fund. The subtitle would also ensure that the Common Lottery Board Fund has sufficient resource to be able to operate. The Deputy Mayor for Education typically lapses a very small amount of money into the District general fund balance. This amendment would deposit thus funds into the Common Lottery Board Fund. Given the Common Lottery Board's programming takes place during the cross over from one fiscal year to the next, having these funds available allows for more effective planning and implementation.

Committee Recommendation

The Committee recommends that this subtitle be adopted, with technical changes, and combined with the Mayor's proposed Subtitle K that was outlined in the Errata Letter.

Section by Section Analysis

Sec 4071. States the short title.

Sec 4072. Amends Section 4122 of the My School DC EdFest Sponsorship and Advertising Act of 2015 to direct that all cash proceeds received from advertisements and sponsorships for EdFest be deposited in the Common Lottery Board.

Sec 4073. Amends Section 206 of the Department of Education Establishment Act of 2007 to direct leftover funds from the Office of Deputy Mayor for Education be deposited into the Common Lottery Board Fund.

Legislative Recommendations for the Committee of the Whole

Sec. 4071. Short title.

This subtitle may be cited as the "My School DC EdFest Sponsorship and Advertising and Common Lottery Board Fund Amendment Act of 2016".

Sec. 4072. Section 4122 of the My School DC EdFest Sponsorship and Advertising Act of 2015, effective October 22, 2015 (D.C. Law 21-36; 63 DCR 1164), is amended as follows:

(a) Subsection (f) is amended by striking the phrase "December 31" and inserting the phrase "April 30" in its place.

(b) A new subsection (g) is added to read as follows:

"(1)"The Chief Financial Officer shall deposit all cash proceeds received from advertisements and sponsorships pursuant to this section into the Common Lottery Board Fund established pursuant to § 206 of the Department of Education Establishment Act of 2007, effective February 26, 2015 (D.C. Law 20-155; D.C. Official Code § 38-195)."

Sec. 4073. Section 206 of the Department of Education Establishment Act of 2007, effective February 26, 2015 (D.C. Law 20-155; D.C. Official Code § 38-195), is amended as follows:

(a) Subsection (b) is amended as follows:

(1) Paragraph (4) is amended to read as follows:

“(4) Donations, including cash proceeds for DC EdFest deposited pursuant to § 4122(g) of the My School DC EdFest Sponsorship and Advertising Act of 2015, effective October 22, 2015 (D.C. Law 21-36; 62 DCR 10905).”.

(2) A new paragraph (5) is added to read as follows:

“(5) All unspent local funds at the end of the fiscal year.”.

(b) Subsection (c) is amended to read as follows:

“(c) (1) Money in the Fund shall be used for the continued development and improvement of the common lottery system, except as provided in paragraph (2) of this subsection.

“(2) Cash proceeds deposited pursuant to § 4122(g) of the My School DC EdFest Sponsorship and Advertising Act of 2015, effective October 22, 2015 (D.C. Law 21-36; 62 DCR 10905), shall first be used to fund My School DC EdFest. Any excess funds shall be used in accordance with paragraph (1) of this subsection.”.

9. TITLE IV, SUBTITLE I. SCHOOL IMMUNIZATION REQUIREMENTS ENFORCEMENT PERIOD ADMENDMENT

Purpose, Effect, and Impact on Existing Law

The proposed subtitle amends the D.C. Code to allow a student to attend school without certification of immunization for up to 20 days. If the student’s immunization treatment takes longer than this time period then the student may continue to attend school if, within this same 20 day time period, the school receives notification from the administrator of the immunization that the student is undergoing treatment.

Committee Recommendation

The Committee recommends adoption of this proposed subtitle with technical edits as suggested by the Office of the General Counsel.

Section by Section Analysis

Sec 4081. States the short title.

Sec 4082. Amends Section 6 of the Immunization of School Students Act of 1979 to increase the time period in which a student may attend school without certification of immunization.

Legislative Recommendations for the Committee of the Whole

Sec. 4081. Short Title.

This subtitle may be cited as the “School Immunization Requirements Enforcement Period Amendment Act of 2016.”

Sec. 4082. Section 6 of the Immunization of School Students Act of 1979, effective Sept. 28, 1979 (D.C. Law 3-20; D.C. Official Code § 38-505), is amended as follows:

(a) Section 6 is amended by striking the phrase “10 days” both times it appears and inserting “20 school days” in its place.

10. TITLE IV, SUBTITLE J. PUBLIC CHARTER SCHOOL AT RISK STUDENT AMENDMENT

Purpose, Effect, and Impact on Existing Law

The proposed subtitle amends the current supplemental payment process. Public charter LEAs have been entitled to receive additional funds for those students who receive new or changed designations after the District of Columbia’s annual enrollment audit report for new or increased individualized education plan (IEP) levels and new limited English Proficiency (LEP) designations. This subtitle does not amend supplemental for special education students; it amends two aspect of the current supplemental process:

1. At risk students are now included in the supplemental payment (late identification of audited at risk students after Oct 5). Charter LEAs will receive the full at risk weight of \$2,079.
2. New Limited English Proficiency (“LEP”) students will now receive the full LEP amount of \$4,651, as opposed to be pro-rated.

Committee Recommendation

The Committee recommends adoption of this proposed subtitle with technical edits as suggested by the Office of the General Counsel.

Section by Section Analysis

Sec 4091. Short title.

Sec 4092. Amends Section 107b of the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998 (D.C. Official Code § 38-2906.02) to include at-risk students in the supplemental payments made to charter schools and to allow new LEP students to receive the full at-risk amount.

Legislative Recommendations for the Committee of the Whole

Sec. 4092. Section 107b of the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998, effective April 15, 2005 (D.C. Law 15-348; D.C. Official Code § 38-2906.02), is amended as follows:

(a) Subsection (d)(1) is amended as follows:

(1) Designate the existing text as subparagraph (A).

(2) The newly designated subparagraph (A) is amended to read as follows:

“(A) Payments for special education, limited English proficient students, at-risk students, and other add-on components of the Funding Formula shall be included in the quarterly payments to public charter schools.”

(3) New subparagraphs (B) and (C) are added to read as follows:

“(B) Payments shall reflect one-quarter of the annual per student amount for each add-on; provided, that add-ons for special education students shall be added on a pro-rata basis from the date on which a public charter school begins to provide add-on services for such students, as set forth in subsection (g)(1) of this section.

“(C) Charter schools shall receive the full annual per pupil payment for at-risk or limited English proficient students who are enrolled by October 5 but not designated as at-risk or limited English proficient students until after October 5.”

(b) Subsection (g) is amended to read as follows:

“(g)(1) Charter schools may receive payment on a pro-rata basis from the date on which the school begins providing special education services to students enrolled by October 5, who are identified as requiring an individualized education program (“IEP”) or as needing an increased (IEP) after October 5.

(2) Upon application to and at the discretion of the Chief Financial Officer, the supplemental payments for the special education students available pursuant to paragraph (1) of this subsection shall be disbursed in addition to the quarterly payments made pursuant to subsection (a) of this section.

B. RECOMMENDATIONS FOR NEW BUDGET SUPPORT ACT SUBTITLES

The Committee on Education recommends the following new subtitles to be added to the “Fiscal Year 2017 Budget Support Act of 2016”:

1. TITLE IV, SUBTITLE K. CHANCELLOR OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS SALARY AND BENEFITS APPROVAL AMENDMENT
 2. TITLE IV, SUBTITLE L. HIGHER EDUCATION LICENSURE COMMISSION CLARIFICATION AMENDMENT ACT OF 2016
 3. TITLE IV, SUBTITLE M. TRAFFIC CONTROL INVESTIGATIONS FOR NEW SCHOOLS AMENDMENT
 4. TITLE IV, SUBTITLE N. EXCESS SCHOOL FACILITIES EXISTING TENANT PREFERENCE
 5. TITLE IV, SUBTITLE O. SUBSTITUTE TEACHER LEAVE CLARIFICATION AMENDMENT
 6. TITLE IV, SUBTITLE P. COMMON LOTTERY BOARD REPORTING AMENDMENT
 7. TITLE IV, SUBTITLE Q. REPORTING REQUIREMENTS
 8. TITLE IV, SUBTITLE R. STATE BOARD OF EDUCATION AMENDMENT
-
1. **TITLE IV, SUBTITLE K. CHANCELLOR OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS SALARY AND BENEFITS APPROVAL AMENDMENT**

Purpose, Effect, and Impact on Existing Law

This subtitle would amend amends Section 1052(b) of the District of Columbia Government Comprehensive Merit Personnel Act of 1978 to provide a salary adjustment for the Chancellor of the District of Columbia Public Schools. The Council has already passed this legislation on an emergency and temporary basis.

Committee Recommendation

The Committee recommends including this new subtitle as part of the FY17 Budget Support Act. Based on the dramatic improvements achieved under the steady leadership of the Chancellor Henderson and the commitment to continuing the progress of DCPS, the Mayor signed a new contract that increases the Chancellor’s present salary and provides certain benefits not currently provided under the District of Columbia Government Comprehensive Merit Personnel Act. The Chancellor’s previous contract expired, and the new contract was signed effective January 2, 2016.

On February 2, 2016, the Council passed the Chancellor of the District of Columbia Public Schools Salary and Benefits Approval Emergency Amendment Act of 2016, effective February 18, 2016 (D.C. Act 21-313; 63 DCR 2197). It expires on April 1, 2016. Temporary legislation, the Chancellor of the District of Columbia Public Schools Salary and Benefits Approval Temporary Amendment Act of 2016, signed by the Mayor on March 3, 2016 (D.C. Act 21-323; 63 DCR 3652), was recently transmitted to Congress for the 30-day review period required by section 602(c)(1) of the District of Columbia Home Rule Act, approved December 24, 1973 (87 Stat. 813; D.C. Official Code § 1-206.02(c)(1)). It is projected to become law on April 28, 2016, 27 days after the expiration of the Emergency Act. A Congressional review emergency is needed to prevent a gap in the law as the Chancellor has already begun receiving the salary and benefits agreed to under the new contract and as provided in the Emergency Act.

Section-by-Section Analysis

Sec. 4101. States the short title.

Sec. 4102. Amends Section 1052(b) of the District of Columbia Government Comprehensive Merit Personnel Act of 1978 to provide a salary adjustment for the Chancellor of the District of Columbia Public Schools.

Legislative Recommendations for Committee of the Whole

Sec. 4101. Short title.

This subtitle may be cited as the “Chancellor of the District of Columbia Public Schools Salary and Benefits Approval Amendment Act of 2016.”

Sec. 4102. Section 1052(b) of the District of Columbia Government Comprehensive Merit Personnel Act of 1978, effective June 10, 1998 (D.C. Law 12-124; D.C. Official Code § 1-610.52(b)), is amended as follows:

(a) Paragraph (2) is amended by striking the phrase “the Chancellor of the District of Columbia Public Schools Kaya Henderson (\$284,000),” and inserting the phrase “the Chancellor of the District of Columbia Public Schools Kaya Henderson (\$292,520),” in its place.

(b) Paragraph (3) is amended as follows:

(1) Designate the existing text as subparagraph (A).

(2) A new subparagraph (B) is added to read as follows:

“(B)(i) Notwithstanding subparagraph (A) of this paragraph and the Bonus and Special Pay Limitation Act of 2015, effective October 22, 2015 (D.C. Law 21-36; 62 DCR 10905), the Chancellor may be paid a recognition and renewal bonus of 5% of her annual base salary in 2016 and a performance bonus of up to 10% of her annual base salary for goals achieved by the end of the 2015-2016 school year.

“(ii) In addition to such other benefits as the Chancellor may be entitled to receive under existing law or regulation, and notwithstanding subparagraph (A) of this paragraph and section 1058, the Mayor may make a separation payment to the Chancellor of up to 24 weeks of the Chancellor’s base salary if the Chancellor’s contract is terminated for a reason other than criminal conduct, gross dereliction of duty, or gross misconduct, and the Mayor may make a payment to the Chancellor’s executors, legal representatives or administrators in the amount of 1/12 of the Chancellor’s annual salary if the Chancellor dies during her term of employment.”

2. TITLE IV, SUBTITLE L. HIGHER EDUCATION LICENSURE COMMISSION CLARIFICATION AMENDMENT ACT OF 2016

Purpose, Effect, and Impact on Existing Law

This subtitle would amend the Education Licensure Commission Act of 1976 to provide a waiver from the naming prohibition for any educational institutions providing degree-granting or non-degree-granting online instruction to residents of the District through an online presence that is authorized to operate under a reciprocity agreement. The Council passed the Higher Education Licensure Commission Amendment Act of 2015, effective February 27, 2016 (D.C. Law 21-74), which provided the Higher Education Licensure Commission (“HELIC”) with the authority to authorize distance education programs and enter into reciprocity agreements with other jurisdictions regarding licensing online distance education programs, which would result in ensuring security and consumer protections while making the process and costs for providing distance education far less involved. Since then, the HELIC has been preparing its application to enter into the State Authorization Reciprocity Agreement (SARA). However, in preparing the application to enter into SARA, the HELIC learned that it is statutorily prohibited from complying with the SARA membership requirements as the HELIC cannot authorize any educational institution to operate in the District if the institution’s title contains the words “United States, federal, American, national, or

civil service, or any other words which might reasonably imply an official connection with the government of the United States, . . . or the government of the District of Columbia[.]” (D.C. Code 38-1309). In order to join SARA, the HELC must agree to abide by SARA policies and procedures which includes not imposing additional regulatory requirements on SARA-approved institutions that want to provide distance education in the District. Thus, the need for the waiver. The Council has already passed this measure on an emergency and temporary basis.

Committee Recommendation

The Committee recommends including this new subtitle as part of the FY17 Budget Support Act. The District of Columbia seeks to ensure that a wide array of post-secondary learning opportunities is available for our residents. Across the country, at least seven million students are using online technology to access post-secondary courses. The rapid growth of distance education has brought to the forefront the need to provide a coherent and comprehensive structure that focuses on consumer protection and security while maintaining the unique features of online distances learning. Students in online distance education programs require stronger protections because they are completing their courses and programs outside of the visibility of traditional oversight and monitoring structures. Many other states have already taken the step to protect their residents and the District must move forward to keep up with best practices in postsecondary licensing.

Section-by-Section Analysis

Sec. 4201. States the short title.

Sec. 4202. Amends the Education Licensure Commission Act of 1976 to provide a waiver from the naming prohibition for any educational institutions providing degree-granting or non-degree-granting online instruction to residents of the District through an online presence that is authorized to operate under a reciprocity agreement; and other clarifying amendments to the Higher Education Licensure Commission.

Legislative Recommendations for Committee of the Whole

Sec. 4201. Short title.

This subtitle may be cited as the “Higher Education Licensure Commission Clarification Amendment Act of 2016”.

Sec. 4202. The Education Licensure Commission Act of 1976, effective April 6, 1977 (D.C. Law 1-104; D.C. Official Code § 38-1301 *et seq.*), is amended as follows:

(a) Section 201 (D.C. Official Code § 38-1302) is amended as follows:

(1) Paragraph (4)(C) is amended by striking the phrase “through agents offers” and inserting the phrase “through agents or an online presence offers” in its place.

(2) A new paragraph (17) is added to read as follows:

“(17) “Reciprocity agreement” means an agreement joined by the District of Columbia with other member states, districts, or U.S. territories that establishes national standards for interstate offering of postsecondary distance education courses and programs.”.

(b) Section 6(b)(3) (D.C. Official Code § 38-1306(b)(3)) is amended by striking the phrase “45-day” both times it appears and inserting the phrase “14-day” in its place.

(c) Section 7 (D.C. Official Code § 38-1307) is amended to read as follows:

“Sec. 7. Higher Education Licensure Commission — Functions.

“In addition to those duties specified in other sections of this act, the Commission shall:

“(1) Advise the Mayor and the Council with respect to the postsecondary educational needs of the District of Columbia;

“(2) File with the Mayor and the Council quarterly reports relating to:

“(A) The educational institutions granted or denied licenses under this act during the reporting period; and

“(B) Other matters that come under the Commission's purview;

“(3) Receive, and cause to be maintained, copies of student academic records in conformity with the following provisions:

“(A) In the event an educational institution operating in the District, or any educational institution licensed under this act operating outside of the District, proposes to discontinue its operation and has no other repository for its records, the chief administrative officer, by whatever title designated, of the institution shall cause to be filed with the Commission the original or legible true copies of all records of the institution specified by the Commission. The records shall include, at a minimum, the academic records of each former student;

“(B) The Commission shall maintain and dispose of the records in accordance with the provisions of the District of Columbia Public Records Management Act of 1985, effective September 5, 1985 (D.C. Law 6-19; D.C. Official Code § 2-1701 *et seq.*). Academic records shall be maintained for at least 50 years from the date the student attended the institution;

“(C) The Commission is authorized to charge an institution for all costs involved in the transfer of records;

“(4)(A) In the event it appears to the Commission that the records of an institution discontinuing its operations are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Commission, the Commission may apply to the Superior Court of the District of Columbia for an order authorizing the Commission to seize and take possession of the records;

“(B) Any chief officer or member of a governing board of an institution who willfully fails to comply with the provisions of this subsection or willfully aids and abets any person in a scheme to avoid the requirements of this subsection may be held personally liable for all costs and damages resulting from the conduct, in addition to other penalties provided by this act.

“(5) Have the authority to enter into reciprocity agreements with other jurisdictions that relate to the authorization of postsecondary educational institutions that provide degree-granting or non-degree-granting online instruction to residents of the District; and

“(6) Have the authority to enter into agreements with degree-granting educational institutions operating in the District of Columbia that are otherwise conditionally exempt pursuant to section 10 for the purpose of ensuring consistent consumer protection in interstate distance education delivery of higher education.”.

(d) Section 9 (D.C. Official Code § 38-1309) is amended as follows:

(1) Subsection (a-1) is repealed.

(2) Subsection (c-1) is amended by adding a new paragraph (3) to read as follows:

“(3) Paragraph (1) of this subsection shall not apply to a postsecondary educational institution that provides degree-granting or non-degree-granting online instruction to residents of the District through an online presence and that is authorized to operate in the District pursuant to a reciprocity agreement.”.

(e) A new section 9a is added to read as follows:

“Sec. 9a. Delivery of online instruction by a postsecondary educational institution.

“(a) A postsecondary educational institution may provide degree-granting or non-degree-granting online instruction to residents of the District through an online presence.

“(b) An educational institution that provides degree-granting or non-degree-granting online instruction to residents of the District through an online presence shall be deemed to be operating in the District, and shall either be:

“(1) Licensed by the Commission in accordance with this act; or

“(2) Authorized to operate in the District pursuant to a reciprocity agreement.”.

3. TITLE IV, SUBTITLE M. TRAFFIC CONTROL INVESTIGATIONS FOR NEW SCHOOLS AMENDMENT

Purpose, Effect, and Impact on Existing Law

This subtitle would amend Section 2 of the School Proximity Traffic Calming Act of 2000 to instruct the District Department of Transportation (“DDOT”) to complete traffic control investigations when new schools (DCPS or public charter schools) open to determine if any new traffic control devices (i.e, stop light, speed bump, additional signage, etc.) are needed as a result the school being present. While DDOT is responsible for conducting traffic control studies there is no present language in the D.C. Code ensures this happens systematically when new schools open.

Committee Recommendation

The Committee recommends including this new subtitle as part of the FY17 Budget Support Act.

Section-by-Section Analysis

Sec. 4301. States the short title.

Sec. 4302. Amends Section 2 of the School Proximity Traffic Calming Act of 2000 to require DDOT to complete the investigation required in subsection (a) of this section for a new school no later than 60 days after the first day on which students begin classes at the school.

Legislative Recommendations for Committee of the Whole

Sec. 4301. Short title.

This subtitle may be cited as the “Traffic Control Investigation for New Schools Amendment Act of 2016”.

Sec. 4302. Section 2 of the School Proximity Traffic Calming Act of 2000, effective May 23, 2000 (D.C. Law 13-111, D.C. Official Code § 38-3101), is amended to read as follows:

(a) Subsection (a) is amended by striking the word “Mayor” and inserting the phrase “District Department of Transportation (“DDOT”)” in its place.

(b) A new subsection (a-1) is added to read as follows:

“(a-1) Beginning July 31, 2016, the DDOT shall complete the investigation required in subsection (a) of this section for a new school no later than 60 days after the first day on which students begin classes at the school.

“(1) The District of Columbia Public Schools and the Public School Charter Board shall notify the DDOT of a new school no later than 90 days before the first day on which students will begin classes at the school.

“(2) For the purposes of this subsection, the term “new school” means:

“(A) A school located in a never-before-occupied structure, except for a structure erected in an existing school zone; or

“(B) A school located in a preexisting structure that has not been used as a District of Columbia Public School or public charter school within the last 5 years.”

(c) Subsections (b), (c), (d), and (e)(2) are amended by striking the word “Mayor” wherever it appears and inserting the word “DDOT” in its place.

(d) A new subsection (d-1) is added to read as follows:

“(d-1) A public charter school shall coordinate with the Metropolitan Police Department to provide the DDOT with the information in subsections (c)(1) and (c)(2) of this section within 15 days from the date of the request.”

(e) Subsection (f) is amended by striking the phrase “District Department of Transportation” and inserting the word “DDOT” in its place.

(f) Subsection (f-1) is amended to read as follows:

“(f-1) The DDOT shall provide, by July 31st of each year, recommendations to the Mayor, the Council, the Chancellor of the District of Columbia Public Schools, the Public Charter School Board, and the Chief of the Metropolitan Police Department on the deployment of school crossing guards, taking into account the impact of school closings and reconfigurations, projected enrollment, traffic conditions, investigations conducted pursuant to subsection (a) and (a-1), and all other relevant factors.”.

4. TITLE IV, SUBTITLE N. EXCESS SCHOOL FACILITIES EXISTING TENANT PREFERENCE

Purpose, Effect, and Impact on Existing Law

This subtitle would amend Section 2209(b)(1) of the District of Columbia School Reform Act of 1995 to deem an existing tenant of an excess school facility, other than an eligible entity, to be an eligible entity and given the same preference as an eligible entity in the right of first offer process if the existing tenant is a nonprofit elementary or secondary school incorporated in the District and has continuously occupied the facility since December 20, 2008.

Committee Recommendation

The Committee recommends including this new subtitle as part of the FY17 Budget Support Act. In 2013, the Council passed the “Comprehensive Planning and Utilization of School Facilities Act of 2013.”³⁵ The legislation amended the language from the Landrieu Act of 2004 regarding the right of first offer process for available surplus school buildings by providing for an order of priority for those applying to occupy the school facilities. In particular, the order is the following:

- First, an existing tenant that is a public charter school that has occupied all, or substantially all of the facility or property;
- Second, a public charter school that the Public Charter school Board has determined to be high-performing and financially sound; and
- Third, any other eligible entity, only if the existing tenant or other charter schools have been giving the opportunity to bid and either none were selected or there were no offers.

Notably, the 2013 legislation did not provided any exceptions for current non-public charter school entities currently leasing a school building prior to the passage of the law. Such an exemption was included in the Landrieu Act. This subtitle would reinstate a very limited exception for qualifying entities that have been occupying a school facility since 2008.

Section-by-Section Analysis

Sec. 4401 States the short title.

Sec. 4402 Amends Section 2209(b)(1) of the District of Columbia School Reform Act of 1995 to deem an existing tenant of an excess school facility, other than an eligible entity, to be an eligible entity and given the same preference as an eligible entity in the right of first offer process if the existing tenant is a nonprofit elementary or secondary school incorporated in the District and has continuously occupied the facility since December 20, 2008.

Legislative Recommendations for Committee of the Whole

Sec. 4401. Short title.

³⁵ D.C. Law 20-114, effective June 21, 2014.

This subtitle may be cited as the “Excess School Facilities Existing Tenant Preference Amendment Act of 2016”.

Sec. 4402. Section 2209(b)(1) of the District of Columbia School Reform Act of 1995, approved April 26, 1996 (110 Stat. 1321; D.C. Official Code § 38-1802.09(b)(1)), is amended by adding a new subparagraph (B-i) to read as follows:

“(B-i) For the purposes of this paragraph, an existing tenant of an excess school facility, other than an eligible entity, shall be deemed to be an eligible entity and given the same preference as an eligible entity under subparagraph (A)(ii)(II) of this paragraph if:

“(i) The existing tenant is a nonprofit elementary or secondary school incorporated in the District; and

“(ii) The existing tenant has continuously occupied all or substantially all of the excess school facility or property since December 30, 2008.”.

5. TITLE IV, SUBTITLE O. SUBSTITUTE TEACHER LEAVE CLARIFICATION AMENDMENT

Purpose, Effect, and Impact on Existing Law

This subtitle would amend Section 2 of the Accrued Sick and Safe Leave Act of 2008 to exempt a substitute teacher or substitute aide who is employed by the District of Columbia Public Schools for a period of 30 or fewer consecutive work days from accruing paid sick leave. This subtitle is a clarification of the earlier law as the Council never intended for someone who worked intermittently for an employer—maybe three or four times a month—to be able to accrue or take sick leave. Currently, substitute teachers and aides are accruing sick leave with no practical mechanism for them to actually exercise that option as they are not full-time or long-term employees of the system. Our public schools would essentially need to call “a substitute for a substitute” if this is not amended. This clarification would not impact long-term substitutes who fill-in for a permanent teacher that will be out for longer than 30 days. At that time, a DCPS school has the ability to hire a termed employee that are granted full benefits for the period of employment. The Council passed this provision on an emergency and temporary basis through the FY15 Budget Support Technical Amendment Act of 2015. The Committee on Education held a hearing on a similar bill on January 29, 2016.

Committee Recommendation

The Committee recommends including this new subtitle as part of the FY17 Budget Support Act.

Section-by-Section Analysis

Sec. 4501 States the short title.

Sec. 4502 Amends Section 2 of the Accrued Sick and Safe Leave Act of 2008 to exempt a substitute teacher or substitute aide who is employed by the District of Columbia Public Schools for a period of 30 or fewer consecutive work days from accruing paid sick leave.

Legislative Recommendations for Committee of the Whole

Sec. 4501. Short title.

This subtitle may be cited as the “Substitute Teacher Leave Clarification Amendment Act of 2016”.

Sec. 4502. Section 2 of the Accrued Sick and Safe Leave Act of 2008, effective May 13, 2008 (D.C. Law 17-152; D.C. Official Code § 32-131.01 *et seq.*), is amended as follows:

(b) Paragraph (2) is amended as follows:

(1) Subparagraph (E) is amended by striking the word “or”.

(2) Subparagraph (F) is amended by striking the period at the end and inserting the phrase “; or” in its place.

(3) A new subparagraph (G) to read as follows:

“(G) A substitute teacher or substitute aide who is employed by the District of Columbia Public Schools for a period of 30 or fewer consecutive work days.”.

(c) New paragraphs (9) and (10) are added to read as follows:

“(9) “Substitute aide” means an individual who is employed by District of Columbia Public Schools to provide instructional assistance (general, specialized, or concentrated) to students on a temporary basis when the regular instructional aide is unavailable. The term “substitute aide” does not include an individual employed by District of Columbia Public Schools on a term or full-time assignment.

“(10) “Substitute teacher” means an individual who is employed by District of Columbia Public Schools to work as a classroom teacher on a temporary basis when the regular teacher is unavailable. The term “substitute teacher” does not include an individual employed by District of Columbia Public Schools on a term or full-time assignment.”.

6. TITLE IV, SUBTITLE P. COMMON LOTTERY BOARD REPORTING AMENDMENT

Purpose, Effect, and Impact on Existing Law

This subtitle amends the Common Lottery Board requirements by adding a section mandating My School DC Lottery data to be posted publicly. It will require that one month after the common lottery deadline the Common Lottery Board publicly posts the number of common lottery applicants a public or public charter school had by grade; the number of students the school is able to admit, per grade, the number of common lottery applicants that were matched to a school; the number of applicants on a school waitlist, and the number of waitlisted applicants given an offer of admission after the common lottery deadline. During the performance and budget oversight hearings, it was apparent to the Committee that information to inform parents on waitlist information and availability of slots is not publically available. When questioning the DME and the PCSB, it was made clear to Chairman Grosso that this information does exist and the release of it would require a vote by the Common Lottery Board members. The Committee feels that this data does not impact or harm any schools individually or school sectors and it should be made publically available for analysis and use.

Committee Recommendation

The Committee recommends including this new subtitle as part of the FY17 Budget Support Act.

Section by Section Analysis

Sec. 4601. Short Title.

Sec. 4602. Amends the D.C. Code to require that one month after the common lottery deadline the Common Lottery Board publicly posts the number of common lottery applicants a public or public charter school had by grade; the number of students the school is able to admit, per grade, the number of common lottery applicants that were matched to a school; the number of applicants on a school waitlist, and the number of waitlisted applicants given an offer of admission after the common lottery deadline.

SUBTITLE P. COMMON LOTTERY BOARD REPORTING AMENDMENT

Sec. 4601. Short title.

This subtitle may be cited as the “Common Lottery Board Reporting Amendment Act of 2016”.

Sec. 4602. Section 205 of the Department of Education Establishment Act of 2007, effective February 26, 2015 (D.C. Law 20-155; D.C. Official Code § 38-195), is amended by adding a new subsection (d) to read as follows:

“(d)(1) Beginning 2017, no later than one month after the common lottery deadline each year, the CLB shall publicly post the following data, organized by school:

“(A) The number of common lottery applicants the school received, per grade at the school;

“(B) The number of students the school is able to admit, per grade at the school;

“(C) The number of common lottery applicants that were matched with the school;

“(D) The number of applicants placed on the school’s waitlist; and

“(E) The number of waitlisted applicants given an offer of admission after the common lottery deadline; provided, that the CLB shall publically post an update to this information no later than October 5 each year.

“(2) For the purposes of this subsection the term:

“(A) “Common lottery” means the annual public school admissions program implemented by the Department of Education pursuant to subsection (a)(1)(A) of this section.

“(B) “Common lottery deadline” means the date on which the Department of Education sends notice to students of the common lottery results.”.

7. TITLE IV, SUBTITLE Q. REPORTING REQUIREMENTS

Purpose, Effect, and Impact on Existing Law,

As part of the FY17 budget review process, each of the agencies under the purview of the Committee submitted information on the record and testified at hearings about initiatives planned for the upcoming fiscal year, including associated costs or savings. In addition, agencies offered insights into ongoing planning efforts that will have direct impacts on service delivery and FY17. Requiring each of these agencies to submit report to the Council on these various efforts will not only ensure smooth implementation but will provide accountability and oversight with respect to agency spending.

Committee Recommendation

The Committee recommends including this new subtitle as part of the FY17 Budget Support Act.

Section-by-Section Analysis

Sec. 4701. States the short title.

Sec. 4702. Sets forth reporting requirements for the Office of the State Superintendent of Education.

Sec. 4703. Sets forth reporting requirements for the Public Charter School Board.

Sec. 4704. Sets forth reporting requirements for the Deputy Mayor for Education.

Sec. 4705. Sets forth reporting requirements for the District of Columbia Public Schools.

Sec. 4701. Short title.

This subtitle may be cited as the “Education Reporting Requirements Act of 2016.”

Sec. 4702. Office of the State Superintendent of Education Reporting Requirements.

(a) By June 15, 2016, the Office of the State Superintendent of Education shall submit to the Council a report on the establishment of the Uniform Per Student Funding Formula (“UPSFF”) Working Group pursuant to section 112 of the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998, effective March 26, 1999 (D.C. Law 12-207; D.C. Official Code § 38-2911), including a list of members and proposed meeting dates.

(b) By August 15, 2016, the Office of the State Superintendent of Education shall submit to the Council a report on the status of work conducted by the UPSFF Working Group from June 15, 2016 to date, including, but not limited to, meeting minutes.

(c) By October 1, 2016 and quarterly thereafter through September 30, 2017, the Office of the State Superintendent of Education shall submit to the Council a report on a comprehensive plan and efforts to implement by July 1, 2018 the expansion of the IDEA Part C/Strong Start/DC Early Intervention Program included in the Enhanced Special Education Services Act of 2014 (D.C. Law 20-195, effective from Mar 10, 2015). The reports shall include at a minimum a timeline, projected needs with supporting data, description of barriers, benchmark goals, and action steps on each of the following:

(1) Program enhancements needed for implementation, including at a minimum service provider capacity, recruiting and retention strategies, and strategies for differentiated models of service for children with 25% to 50% delay in one developmental area; and

(2) Full Medicaid claiming and revenue (including Medicaid Fee-for-Service and Managed Care Organizations) for the IDEA Part C/Strong Start/DC Early Intervention Program.

(d) By October 15, 2016, the Office of the State Superintendent of Education shall submit to the Council a report on the status of work conducted by the UPSFF Working Group from August 15, 2016 to date, including, but not limited to, meeting minutes.

(e) By December 1, 2016, the Office of the State Superintendent of Education shall submit to the Council a report on the following status of work conducted by the UPSFF Working Group from October 15, 2016 to date, including, but not limited to, meeting minutes.

Sec. 4703. Public Charter School Board Reporting Requirements.

By October 1, 2016, the Public Charter School Board shall submit to the Council a report on the distribution of at-risk funds to each local education agency (“LEA”) it oversees for students in pre-k through grade 12 for school year 2016-2017, which shall include, at a minimum, the projected allocation of at-risk funds to each LEA and a breakdown of the intended use of the funds, including a description on the programs, initiatives, and the enrichment activities it is being used to support.

Sec. 4704. Deputy Mayor for Education Reporting Requirements.

By October 1, 2016, the Deputy Mayor for Education shall report to the Council on the following:

(1) An update on the Deputy Mayor’s convened Cross Sector Collaboration Task Force’s work in Fiscal Year 2016, and the most recent list of recommendations for the Mayor and the Council;

(2) The need for transportation subsidies and assistance for adult learners who are ages 22 and older and enrolled in publicly funded adult education programs. This report shall include, among other things:

(A) An assessment of what subsidies are currently available to this population through government assistance programs, the usage rates of these resources, and whether local or federal money is used to pay for them;

(B) An assessment of the unmet need for transportation subsidies among adult learners, and the impact of increased transportation costs on attendance and enrollment in adult education programs.

(C) Recommendations on:

(i) Ways to better leverage and connect qualifying adult learners and transportation providers to existing resources, and the best ways to ensure that federal money is utilized wherever possible; and

(ii) Ways that the government, District of Columbia Public Schools, and public charter schools can provide broader access to subsidized transportation opportunities; and

(D) The cost associated with recommendations for delivering transportation assistance, and an assessment of new federal and local funding streams that may be accessed to provide these services; and

(3) A proposed plan for schools where students are suffering from safe passage issues of bullying, violence, or other impediments to getting to and from school and recommendations for best practices for improved safe passage policies that schools can adopt.

Sec. 4705. District of Columbia Public Schools Reporting Requirements.

By October 1, 2016, the District of Columbia Public Schools shall submit to the Council a report on Student Activity Funds. The report shall include the following: information on each existing Student Activity Fund under DCPS, including the status of the Fund and the date of the last audit of the Fund; the policies and procedures governing Student Activity Funds including requirements on deposits and any restrictions on items that can be purchased with Student Activity Fund monies; and a description of the training provided to school-based staff on use of SAFs.

8. TITLE IV, SUBTITLE R. STATE BOARD OF EDUCATION AMENDMENT

Purpose, Effect, and Impact on Existing Law,

The State Board of Education Amendment Act of 2017 removes references to the previous national education law, known as No Child Left Behind. It replaces those references to conform to the current national education law, known as the Every Student Succeeds Act. Before the State Board can consider changes to the state accountability plan, these statutory updates are needed. Further, updates are made to make required changes to the portions of the code that deal with reporting requirements for the Ombudsman for Public Education and the Chief Student Advocate. The changes allow an additional 30 days for both offices to issue their reports. These issues were presented at both the FY15 Performance Oversight and FY17 Budget Hearings.

Committee Recommendation

The Committee recommends including this new subtitle as part of the FY17 Budget Support Act.

Section-by-Section Analysis

Sec. 4801. States the short title.

Sec. 4802. Amends the Public Education Reform Amendment Act of 2007 to strike references to No Child Left Behind and provide the State Board with access to public comments submitted during a public comment period on all regulations, policies, guidance, or other official actions submitted for its approval.

Sec. 4803. Amends Section 203 of the Parent and Student Empowerment Amendment Act of 2013 to amend the reporting requirements for the Chief Student Advocate and amend the responsibilities of that position.

Legislative Recommendations for Committee of the Whole

Sec. 4801. Short title.

This subtitle may be cited as the “State Board of Education Amendment Act of 2016”.

Sec. 4802. The Public Education Reform Amendment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-2651 *et seq.*), is amended as follows:

(a) Section 403 (D.C. Official Code § 38-2652) is amended as follows:

(1) Subsection (a) is amended as follows:

(A) Paragraph (5) is amended as follows:

(i) The lead-in language, is amended by striking the phrase “a state definition” and inserting the phrase “state definitions” in its place.

(ii) Subparagraphs (A) and (B) are repealed.

(iii) Subparagraph (C) is amended by striking the word “achievement” and inserting the phrase “knowledge, understanding, and skills” in its place;

(iv) A new subparagraph (D) is amended to read as follows:

“(D) Long-term goals and measurements of interim progress towards meeting those goals as defined by Section 1111 (c)(4)(A) of the Every Student Succeeds Act.”

(B) Paragraph (7) is amended as follows:

(i) The lead-in language is amended to read as follows:

“(7) Approve the statewide accountability system for the District of Columbia developed by the chief state school officer, after consultation with the State Board of Education.”.

(ii) Subparagraph (A) is amended by striking the phrase “that will ensure all local education agencies make adequate yearly progress” and inserting “, which shall include measurements of interim progress toward meeting such goals”.

(iii) Subparagraph (B) is amended by striking the phrase “a system of sanctions and rewards” and inserting “non-academic standards” in its place.

(C) Paragraph (12) is amended by striking the phrase “, pursuant to the NCLB Act”.

(D) New paragraph (17) is added to read as follows:

“(17) Have access to public comments submitted during a public comment period on all regulations, policies, guidance or other official actions submitted for its approval.”.

(2) Subsection (b) is amended by striking the phrase “which may be conducted at a location in a ward” and inserting “at a location in the District designated by the State Board of Education” in its place.

(b) Section 604(15) (D.C. Official Code § 38-353(15)) is amended as follows:

(1) The lead-in language is amended by striking the number “90” and inserting the number “120” in its place.

(2) Subparagraph (D) is repealed.

(3) Subparagraph (E) is amended by striking the semicolon at the end and inserting the phrase “; and” in its place.

(4) Subparagraph (F) is amended by striking the semicolon at the end and inserting the phrase “; and” in its place.

Sec. 4803 Section 203 of the Parent and Student Empowerment Amendment Act of 2013, effective February 22, 2014 (D.C. Official Code § 38-371), is amended as follows:

(a) Paragraph (6) is amended by striking the phrase “s student’s” and inserting the phrase “a student’s” in its place..

(b) Paragraph (9) is amended as follows:

(1) The lead-in language is amended by striking the number “90” and inserting the number “120” in its place.

(2) Subparagraph (C) is amended by striking the word “and” at the end.

(3) New subparagraphs (E), (F) and (G) are added to read as follows:

“(E) “Students represented through formal or administrative proceedings;”

“(F) “Information sessions held and trainings conducted by ward;

“(G) Complaints, concerns, or other inquiries referred to District agencies, including the name of the agency, office, or organization to which the referral was made; and”.

IV. COMMITTEE ACTION AND VOTE

On May 5, 2016, at 2:00 p.m., the Committee met in the Council Chamber (Room 500) of the John A. Wilson Building to consider and vote on the Committee's proposed FY17 operating and capital budgets for the following:

- District of Columbia Public Schools
- Office of the State Superintendent
- District of Columbia Public Charter Schools
- District of Columbia Public Library
- District of Columbia Public Charter School Board
- Non-Public Tuition
- Special Education Transportation
- D.C. State Board of Education
- Deputy Mayor for Education
- D.C. Public Library Trust

The agenda also included a review and vote on the Committee's recommendations for the FY17 Budget Request and Support Acts and the FY15 Performance Oversight Report. Committee Chairperson Grosso determined the presence of a quorum consisting of himself and Councilmembers -----.

Statements for the Record:

Chairperson Grosso: Chairperson Grosso provided an overview of the Committee's recommendations for the FY17 budget for the agencies under the Committee's purview. Specifically, he summarized the operating and capital recommendations for each agency.

Committee Chairperson Grosso moved the on the recommended operating and capital budgets for the agencies under its purview as presented in the Committee's FY17 Committee Budget Report, as well as the Committee's recommendations for the FY17 Budget Request and Support Acts and opened the floor for discussion.

Members in favor:	Committee Chairperson Grosso, and Councilmembers -----
Members opposed:	None
Members abstaining:	None
Members absent:	None

The Committee's recommended operating and capital budget for agencies under its purview as presented in the Committee's FY17 Committee Budget Report, as well as the Committee's recommendation for the FY17 Budget Request Act and FY17 Budget Support Act recommendations were adopted by a X-X vote.

V. ATTACHMENTS

- A. Complete Ranking of Schools for the Capital Budget
- B. Index for the Objective Tool for the Capital Budget

				Base Categories									Bonus				
Overall Ranking	School	Type	Ward	Equity (60%)			Demand (20%)		Community (20%)				Portables	Base Score (Max: 10)	Adjusted Base	Bonus Score (Max: 0.5)	Final Score (Max: 10.5)
				Date and Type of Last Construction	FY98-15 Investments per sq. ft.	Facility Condition	5-year Average Building Utilization	5-year Average Enrollment Growth	Child Pop. Growth	By-Right Need	Modern-ized Sq. Ft. in Feeder	At-Risk					
Weights ->				25.0%	20.0%	15.0%	10.0%	10.0%	5.0%	5.0%	5.0%	5.0%	50%	100.0%			Base + Bonus
1	Orr	Elementary School	8	10	10	10	9	9	4	4	6	8	-	8.90	-	-	8.90
2	Raymond	Education Campus	4	10	10	10	6	8	8	6	3	5	-	8.50	-	-	8.50
3	C. W. Harris	Elementary School	7	10	10	8	5	8	2	10	8	9	-	8.45	-	-	8.45
4	Capitol Hill Montessori	City-Wide	6	10	8	7	4	10	-	-	9	2	1	7.10	7.89	0.5	8.39
5	West Education Campus	Education Campus	4	10	10	9	5	7	8	9	3	4	-	8.25	-	-	8.25
6	Kimball	Elementary School	7	10	10	10	4	6	2	8	6	8	-	8.20	-	-	8.20
7	Smothers	Elementary School	7	10	9	9	6	6	3	8	8	8	-	8.20	-	-	8.20
8	Garfield	Elementary School	8	10	9	9	4	8	1	10	7	9	-	8.20	-	-	8.20
9	Murch	Elementary School	3	10	9	8	10	6	6	3	1	1	1	7.65	-	0.5	8.15
10	Jefferson	Middle School	6	10	10	10	2	4	10	2	9	9	-	8.10	-	-	8.10
11	Marie Reed	Elementary School	1	10	9	10	6	5	10	2	4	3	-	7.85	-	-	7.85
12	Banneker	City-Wide	1	10	9	9	4	5	-	-	5	3	-	6.95	7.72	-	7.72
13	Houston	Elementary School	7	10	8	9	3	7	5	4	8	8	-	7.70	-	-	7.70
14	Bancroft	Elementary School	1	10	9	9	7	5	9	4	1	3	-	7.70	-	-	7.70
15	Garrison	Elementary School	2	10	9	8	4	5	10	6	4	5	-	7.65	-	-	7.65
16	Watkins	Elementary School	6	10	8	10	7	2	7	3	9	3	-	7.60	-	-	7.60
17	Malcolm X	Elementary School	8	10	10	10	2	2	2	4	7	10	-	7.55	-	-	7.55
18	Aiton	Elementary School	7	10	10	7	3	3	5	5	8	9	-	7.50	-	-	7.50
19	Lafayette	Elementary School	4	10	7	9	10	3	1	6	1	1	1	7.00	-	0.5	7.50
20	Francis Stevens	Education Campus	2	10	9	5	5	10	10	1	4	3	-	7.45	-	-	7.45
21	Coolidge	High School	4	10	9	10	1	1	7	4	10	8	-	7.45	-	-	7.45
22	Washington Met	City-Wide	1	10	10	10	3	1	-	-	5	1	-	6.70	7.44	-	7.44
23	Eliot Hine	Middle School	6	10	10	7	1	1	9	1	9	6	-	7.00	-	-	7.00
24	Browne	Education Campus	5	10	10	6	2	2	2	4	9	7	-	6.90	-	-	6.90
25	School-Within-School	City-Wide	6	7	8	8	2	10	-	-	5	2	-	6.10	6.78	-	6.78
26	Eaton	Elementary School	3	10	9	3	10	4	7	2	1	1	-	6.70	-	-	6.70
27	Adams	Middle School	1	10	8	10	2	3	8	1	1	2	-	6.70	-	-	6.70
28	Truesdell	Education Campus	4	5	7	4	8	9	8	7	3	6	1	6.15	-	0.5	6.65
29	Burrville	Elementary School	7	6	8	8	8	2	5	7	8	7	-	6.65	-	-	6.65
30	J. O. Wilson	Elementary School	6	6	8	6	7	8	9	2	9	1	-	6.55	-	-	6.55
31	Tubman	Elementary School	1	6	8	4	9	5	9	8	4	6	-	6.45	-	-	6.45
32	Thomas	Elementary School	7	5	7	6	5	10	3	10	8	7	-	6.45	-	-	6.45
33	Maury	Elementary School	6	5	6	3	10	8	9	5	9	2	1	5.95	-	0.5	6.45
34	Drew	Elementary School	7	6	7	7	2	9	5	4	8	10	-	6.40	-	-	6.40
35	Ludlow Taylor	Elementary School	6	5	6	7	7	9	9	3	9	3	-	6.30	-	-	6.30
36	Leckie	Elementary School	8	5	9	1	7	9	3	3	7	5	1	5.70	-	0.5	6.20
37	Simon	Elementary School	8	5	6	7	7	6	3	10	7	8	-	6.20	-	-	6.20
38	Hendley	Elementary School	8	5	5	6	6	9	3	10	7	10	-	6.15	-	-	6.15
39	Seaton	Elementary School	6	5	7	6	7	6	10	6	4	5	-	6.10	-	-	6.10
40	LaSalle Backus	Elementary School	4	5	5	7	6	6	10	6	10	5	-	6.05	-	-	6.05
41	Ketcham	Elementary School	8	5	6	4	8	7	4	9	6	10	-	6.00	-	-	6.00

				Base Categories									Bonus				
Overall Ranking	School	Type	Ward	Equity (60%)			Demand (20%)		Community (20%)				Portables	Base Score (Max: 10)	Adjusted Base	Bonus Score (Max: 0.5)	Final Score (Max: 10.5)
				Date and Type of Last Construction	FY98-15 Investments per sq. ft.	Facility Condition	5-year Average Building Utilization	5-year Average Enrollment Growth	Child Pop. Growth	By-Right Need	Modern-ized Sq. Ft. in Feeder	At-Risk					
Weights ->				25.0%	20.0%	15.0%	10.0%	10.0%	5.0%	5.0%	5.0%	5.0%	50%	100.0%			Base + Bonus
42	Peabody	Elementary School	6	5	5	5	9	10	7	3	9	2	-	5.95	-	-	5.95
43	Tyler	Elementary School	6	6	8	3	7	7	5	1	9	4	-	5.90	-	-	5.90
44	Johnson	Middle School	8	5	6	10	1	6	5	4	7	9	-	5.90	-	-	5.90
45	Amidon Bowen	Elementary School	2	5	7	4	5	9	4	3	9	8	-	5.85	-	-	5.85
46	King	Elementary School	8	6	8	1	6	6	3	8	7	10	-	5.85	-	-	5.85
47	Powell	Elementary School	4	1	3	8	10	10	8	9	4	4	1	5.30	-	0.5	5.80
48	Nalle	Elementary School	7	5	6	4	8	6	2	8	8	8	-	5.75	-	-	5.75
49	Beers	Elementary School	7	5	5	5	9	6	4	6	6	6	-	5.60	-	-	5.60
50	Plummer	Elementary School	7	4	5	5	5	10	2	7	6	10	-	5.50	-	-	5.50
51	Payne	Elementary School	6	4	4	8	5	7	5	5	9	6	-	5.45	-	-	5.45
52	Kelly Miller	Middle School	7	3	3	6	4	9	2	10	8	7	1	4.90	-	0.5	5.40
53	Brent	Elementary School	6	6	7	1	9	5	5	2	9	2	-	5.35	-	-	5.35
54	Hart Middle	Middle School	8	5	8	6	2	1	4	6	7	9	-	5.35	-	-	5.35
55	Brightwood	Education Campus	4	3	3	1	10	7	8	7	10	5	1	4.70	-	0.5	5.20
56	Langdon	Elementary School	5	4	5	10	3	3	7	7	2	6	-	5.20	-	-	5.20
57	Barnard	Elementary School	4	3	3	1	10	8	8	10	3	5	1	4.60	-	0.5	5.10
58	Bruce Monroe	Elementary School	1	5	6	3	5	4	9	8	4	5	-	5.10	-	-	5.10
59	Whittier	Education Campus	4	5	7	1	4	4	6	7	10	6	-	5.05	-	-	5.05
60	Patterson	Elementary School	8	3	2	6	9	7	3	8	7	10	-	5.05	-	-	5.05
61	Burroughs	Elementary School	5	5	6	4	2	8	7	3	2	6	-	4.95	-	-	4.95
62	Langley	Elementary School	5	4	6	8	3	1	7	7	2	7	-	4.95	-	-	4.95
63	Stanton	Elementary School	8	1	4	7	6	10	1	7	6	10	-	4.90	-	-	4.90
64	Ross	Elementary School	2	5	6	1	8	5	10	2	4	2	-	4.80	-	-	4.80
65	Kramer	Middle School	8	4	5	7	2	3	1	9	6	9	-	4.80	-	-	4.80
66	Eastern	High School	6	2	5	1	4	10	10	6	9	7	-	4.65	-	-	4.65
67	Miner	Elementary School	6	3	7	1	5	2	9	5	9	8	-	4.55	-	-	4.55
68	Savoy	Elementary School	8	2	2	6	7	4	6	9	6	9	-	4.40	-	-	4.40
69	Bunker Hill	Elementary School	5	5	7	5	1	1	1	8	2	5	-	4.40	-	-	4.40
70	Takoma	Education Campus	4	1	5	1	8	9	6	5	10	4	-	4.35	-	-	4.35
71	Stuart Hobson	Middle School	6	1	2	7	8	4	9	1	9	3	-	4.00	-	-	4.00
72	Thomson	Elementary School	2	2	3	4	8	2	7	5	9	4	-	3.95	-	-	3.95
73	Turner	Elementary School	8	1	4	1	4	9	2	9	7	10	-	3.90	-	-	3.90
74	Moten	Elementary School	8	1	3	1	5	8	6	9	6	10	-	3.85	-	-	3.85
75	Key Elementary	Elementary School	3	3	4	1	10	3	1	4	1	1	1	3.35	-	0.5	3.85
76	Columbia Heights	Education Campus	1	2	4	1	9	6	7	1	4	6	-	3.85	-	-	3.85
77	Hyde Addison	Elementary School	2	4	1	6	9	4	5	1	1	2	-	3.85	-	-	3.85
78	Oyster	Elementary School	3	3	5	1	10	3	8	1	1	2	-	3.80	-	-	3.80
79	Stoddert	Elementary School	3	2	1	1	10	7	10	3	1	1	1	3.30	-	0.5	3.80
80	Duke Ellington	City-Wide	2	1	6	4	1	4	-	-	5	3	1	2.95	3.28	0.5	3.78
81	Deal Middle	Middle School	3	2	3	1	8	8	3	2	1	2	1	3.25	-	0.5	3.75

				Base Categories									Bonus				
Overall Ranking	School	Type	Ward	Equity (60%)			Demand (20%)		Community (20%)				Portables	Base Score (Max: 10)	Adjusted Base	Bonus Score (Max: 0.5)	Final Score (Max: 10.5)
				Date and Type of Last Construction	FY98-15 Investments per sq. ft.	Facility Condition	5-year Average Building Utilization	5-year Average Enrollment Growth	Child Pop. Growth	By-Right Need	Modern-ized Sq. Ft. in Feeder	At-Risk					
Weights ->				25.0%	20.0%	15.0%	10.0%	10.0%	5.0%	5.0%	5.0%	5.0%	50%	100.0%			Base + Bonus
82	Cleveland	Elementary School	1	3	2	1	9	4	10	3	4	4	-	3.65	-	-	3.65
83	Roosevelt	High School	4	1	3	1	4	10	3	8	3	10	-	3.60	-	-	3.60
84	Shepherd	Elementary School	4	4	4	4	6	3	1	1	1	2	-	3.55	-	-	3.55
85	H D Cooke	Elementary School	1	2	2	1	8	4	10	5	4	6	-	3.50	-	-	3.50
86	Cardozo	Education Campus	1	1	3	1	3	10	8	5	4	7	-	3.50	-	-	3.50
87	Hearst	Elementary School	3	1	1	7	7	7	7	1	1	2	-	3.45	-	-	3.45
88	Sousa	Middle School	7	2	4	5	2	1	1	6	6	8	-	3.40	-	-	3.40
89	Luke C. Moore	City-Wide	5	2	4	1	9	4	-	-	5	1	-	3.05	3.39	-	3.39
90	Janney	Elementary School	3	2	2	1	8	8	2	3	1	7	-	3.30	-	-	3.30
91	McKinley Middle	Middle School	5	1	4	1	1	9	6	7	2	6	-	3.25	-	-	3.25
92	Randle Highland	Elementary School	7	3	3	1	5	2	4	5	6	6	-	3.25	-	-	3.25
93	Wilson High	High School	3	2	2	1	9	5	9	2	1	3	-	3.20	-	-	3.20
94	Anacostia	High School	8	1	3	1	6	1	2	10	6	10	-	3.10	-	-	3.10
95	McKinley Tech	City-Wide	5	3	4	1	3	3	-	-	5	4	-	2.75	3.06	-	3.06
96	School Without Walls	City-Wide	2	2	1	1	10	5	-	-	5	3	-	2.75	3.06	-	3.06
97	Woodson	High School	7	2	2	1	4	2	1	10	8	8	-	3.00	-	-	3.00
98	Noyes	Elementary School	5	3	1	1	3	2	7	10	2	7	-	2.90	-	-	2.90
99	Walker Jones	Education Campus	6	2	2	1	3	5	6	4	2	8	-	2.85	-	-	2.85
100	Hardy	Middle School	2	2	1	4	6	2	10	1	1	3	-	2.85	-	-	2.85
101	Phelps	City-Wide	5	2	1	5	3	3	-	-	5	5	-	2.55	2.83	-	2.83
102	Wheatley	Education Campus	5	2	1	1	7	1	2	9	2	9	-	2.75	-	-	2.75
103	Dunbar	High School	5	1	1	1	2	7	6	9	2	8	-	2.75	-	-	2.75
104	Mann	Elementary School	3	1	1	4	6	7	1	2	1	1	-	2.60	-	-	2.60
105	Van Ness	Elementary School	6	1	5	1	1	3	0	0	9	3	-	2.40	-	-	2.40
106	Ballou	High School	8	1	2	1	1	1	4	7	7	10	-	2.40	-	-	2.40
107	Brookland	Middle School	5	1	1	1	3	2	6	0	2	5	-	1.75	-	-	1.75
108	River Terrace	City-Wide	7	1	2	1	1	1	-	-	5	4	-	1.45	1.61	-	1.61
109	MacFarland	Middle School	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
110	Ron Brown	City Wide	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111	Dorothy Height	City-Wide	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Highlight = In CIP	Highlight = In CIP, not fully funded				Man. Entry											

Date and Type of Last Construction		FY98-15 Investments per Sq. Ft		Facility Condition		5 Year Average Annual Enrollment Growth		5-Year Average Building Utilization		By-Right Need	
Phase 0 (never touched)	10	\$0 - \$1.56	10	Average Score		11.9% - 37.6%	10	101.5% - 137.9%	10	240% - 314%	10
Phase I: 15+ years ago	9	\$1.57 - \$18.97	9	4.33 - 6.56 (Poor)	10	8.2% - 11.8%	9	91.8% - 101.4%	9	195% - 239%	9
Phase I: 12-14 years ago	8	\$18.98 - \$64.03	8	3.80 - 4.32 (Poor)	9	6.9% - 8.1%	8	88.2% - 91.7%	8	174% - 194%	8
Phase 1: 9-11 years ago	7	\$64.04 - \$94.30	7	2.88 - 3.79 (Fair)	8	5.3% - 6.8%	7	83.5% - 88.1%	7	159% - 173%	7
Phase I: 6-9 years ago	6	\$94.31 - \$178.84	6	2.38 - 2.87 (Fair)	7	3.1% - 5.2%	6	79.6% - 83.4%	6	137% - 158%	6
Phase I: 3-6 years ago	5	\$178.85 - \$240.18	5	1.87 - 2.37 (Fair)	6	1.5% - 3.0%	5	74.3% - 79.5%	5	114% - 136%	5
Phase I: 0-2 years ago	4	\$240.19 - \$277.62	4	1.79 - 1.86 (Fair)	5	0.2% - 1.4%	4	64.5% - 74.2%	4	99% - 113%	4
Phase II	4	\$277.63 - \$356.41	3	1.41 - 1.78 (Good)	4	(-1.7%) - 0.1%	3	55.2% - 64.4%	3	74% - 98%	3
Full: 10+ years ago	3	\$356.42 - \$433.91	2	1.01 - 1.40 (Good)	3	(-4.7%) - (-1.8%)	2	42.7% - 55.1%	2	61% - 73%	2
Full: 5-9 years ago	2	\$433.92 - \$572.61	1	1 (Good)	1	(-11.5%) - (-4.8%)	1	3.9% - 42.6%	1	32% - 60%	1
Full: 0-4 years ago	1										

Child Population Growth 2014-2020											
Elementary Schools		Middle Schools		Education Campuses		High Schools		Modernized Feeder		At Risk	
Change in 4-10 y/o pop.		Change in 11-13 y/o pop.		Change in 4-13 y/o pop.		Change in 14-17 y/o pop.		Square Footage		SY15-16 Projection	
90.2% - 169.0%	10	66.4% - 71.6%	10	211%	10	38.7% - 47.5%	10	Coolidge HS	32.7% (10)	83% - 93%	10
77.8% - 90.1%	9	61.0% - 66.3%	9	94%	8	30.6% - 38.6%	9	Eastern HS	33.1% (9)	78% - 82%	9
66.9% - 77.7%	8	56.3% - 60.9%	8	66%	6	21.9% - 30.5%	8	Woodson HS	39.9% (8)	74% - 77%	8
53.8% - 66.8%	7	45.2% - 56.2%	7	32%	2	14.5% - 21.8%	7	Ballou HS	40.0% (7)	64% - 73%	7
42.1% - 53.7%	6	36.6% - 45.1%	6			13.4% - 14.4%	6	Anacostia HS	48.3% (6)	54% - 63%	6
33.0% - 42.0%	5	28.0% - 36.5%	5			6.7% - 13.3%	5	City-Wide	54.2% (5)	47% - 53%	5
25.0% - 32.9%	4	24.6% - 27.9%	4			2.7% - 6.6%	4	Cardozo HS (9-12)	57.7% (4)	36% - 46%	4
17.0% - 24.9%	3	11.8% - 24.5%	3			(-5.0%) - 2.6%	3	Roosevelt HS	65.5% (3)	20% - 35%	3
14.8% - 16.9%	2	8.1% - 11.7%	2			(-14.5%) - (-5.1%)	2	Dunbar HS	66.1% (2)	6% - 19%	2
(-38.5%) - 14.7%	1	5.2% - 8.0%	1			(-16.3%) - (-14.6%)	1	Wilson High	70.0% (1)	0% - 5%	1

Portables: If a facility uses portables it receives a 0.5 point bonus.

Facility Condition Manual Entries (not included on DGS Facilities Sheet): Ballou High, Brookland, Cardozo, Capitol Hill Montessori, Dunbar High, Malcolm X, MacFarland, Miner, Randle Highland, River Terrace, Van Ness, and Woodson.