FY11 PERFORMANCE PLAN
Office of the State Superintendent of Education

MISSION
As the State Education Agency for DC, the Office of the State Superintendent of Education (OSSE) sets statewide policies, provides resources and support, and exercises accountability for all public education in DC.

SUMMARY OF SERVICES
The Office of the State Superintendent of Education (OSSE) serves as the District of Columbia's State Education Agency (SEA), thereby granting OSSE oversight responsibility over all federal education programs and related grants administered in the District of Columbia. OSSE is responsible for developing state-level standards aligned with school, college, and workforce readiness expectations; providing the resources and supports to assist childcare, pre-kindergarten, and adult education providers and Local Education Agencies (LEAs) in achieving these objectives; ensuring the state collects and reports accurate and reliable data; and for administering meaningful state-level sanctions and interventions to ensure quality and compliance with both state and federal law.

PERFORMANCE PLAN DIVISIONS:
- Early Childhood Education
- Postsecondary Education and Workforce Readiness
- Special Education
- Elementary and Secondary Education
- Office of the Director

AGENCY WORKLOAD MEASURES

Measure	FY08 Actual	FY09 Actual	FY10 YTD
# of Students served by the Child Care Subsidy Program	Not Available	19,927	19,090
# of licensed child care programs in the District	Not Available	499	474
# of students eligible for education in the District[1]	Not Available	Not Available	Not Available
# of students requesting an Individualized Education Plan	Not Available	Not Available	Not Available
# of annual high school graduates	Not Available	Not Available	Not Available

Early Childhood Education

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[1] Establishment of school attendance requirements as defined by DC Code §38-202.

SUMMARY OF SERVICES:

ECE provides leadership and coordination to ensure access to high-quality early childhood development programs for all District of Columbia children from birth to kindergarten entrance. ECE works to develop an effective early childhood education system by implementing high standards for programs and professionals; creating supports to meet standards; adhering to rigorous accountability measures; engaging community stakeholders, and securing strong financial supports.

OBJECTIVE 1: Provide access to high-quality early learning opportunities for all eligible children from birth through kindergarten entrance.[2]

INITIATIVE 1.1 Revise and release an updated quality rating system for participating early childhood and afterschool programs
In FY10, ECE created an internal workgroup to conduct a self-study of current the Quality Rating and Improvement System (QRIS) known as "Going for the Gold". With support from the Federal Child Care Bureau's National Child Care Information Center (NCCIC), this workgroup developed a timeline for this initiative and reviewed national QRIS models. A consultant was identified to help facilitate this process. ECE also created an external workgroup and hosted a public forum to inform the community about the plan, timeline, process, vision and rationale for change.
In FY11, ECE will implement revisions and launch the new QRIS. Revisions will:
- Streamline QRIS application and monitoring process
- Increase transparency, partnerships and awareness
- Provide meaningful incentives and supports for programs

Through this initiative, ECE will create a more comprehensive and transparent system to assess programs, support improvements, and communicate the level of quality in participating early childhood and afterschool programs. (Felicia DeHaney, 9/30/11)

INITIATIVE 1.2: Administer the Pre-k Enhancement and Expansion Program and ensure by 2014 at least 25% of Pre-k expansion occurs in community-based organizations.
In FY2011, ECE will provide ongoing strategic planning, program support, and collaboration with partners. ECE will evaluate, report, and monitor compliance for the expansion of the Pre-k Enhancement and Expansion Act across DC Public Schools, Public Charter Schools, Community Based Programs, and Head Start. This will be achieved through the establishment of the Pre-k regulatory standards, administration of the Pre-k Assistance Fund and evaluation of programs using nationally recognized assessment tools. This initiative will ensure that Pre-k programs are continuously meeting high quality standards and have access to resources to support improvements. It also increases the availability of Pre-k classrooms in community-based programs. (Felicia DeHaney, 9/30/11)

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[2] The Child Care Subsidy Program also serves children with special needs through age eighteen.

INITIATIVE 1.3: ECE will lead and coordinate activities that support the development of a high-quality and comprehensive early childhood system.
ECE will develop a web-based statewide Professional Registry, provide additional resources to support the implementation of the Early Learning Standards across all program sectors and establish the DC Early Childhood Advisory Council (ECAC). The registry will clearly articulate the initial and ongoing requirements for professionals in the field. The statewide implementation of the Early Learning Standards ensures that all programs across DC are able to design learning experiences for young children based on their individual and developmental needs. The establishment of ECAC will facilitate ongoing communication between key stakeholders and develop statewide initiatives that support young children and their families. (Felicia DeHaney, 9/30/11)

OBJECTIVE 2: Administer assurance and compliance programs to ensure safe, high-quality early learning environments.

INITIATIVE 2.1: Revise and propose amendments to The Eligibility Determinations Policies for Subsidized Child Care.
The Eligibility Determinations Policies for Subsidized Child Care establishes the eligibility criteria for fiscal and placement child care resources for individuals with priority of need. ECE will revise the current Eligibility Determination policies to adhere to local and federal regulations and conform to current best practices. Revisions will provide an additional layer of protection to ensure that only eligible families continue to have access to subsidized child care slots. (Larry Carr, 9/30/11)

OBJECTIVE 3: Gather and report high-quality educational data for internal and external consumers.

INITIATIVE 3.1: Refine current business process for all divisions within ECE.
ECE completed business processes for all its divisions on May 30, 2010. Further discussion and modifications with all divisions are needed throughout FY 2010 and FY 2011 due to the new ECE information management system. For example, the potential adoption of DC One Card system into the system will bring significant positive impact on ECE's program operations. To expand this effort, in 2011 ECE will revise agency-wide analysis of workflow and data reporting requirements. This will reduce overlaps and redundancy in information requested from programs, and enable ECE to provide reports and track deliverables more efficiently. (Ellen Yung-Fatah, 9/30/11)

INITIATIVE 3.2: Develop a high-quality data system that reflects the current needs of the organization.
In 2010 ECE conducted a business process analysis and used the information to create the framework for a newly enhanced data collection system. This database system was not developed in 2010 due to multiple external factors beyond the control of ECE and OSSE/OCIO. Per funding availability, this work will continue during FY 2011. ECE will develop a new data system that incorporates information collected during a business

process analysis. The agency will also develop and implement policies and procedures for data entry and verification. Through this initiative, ECE will be able to meet the needs of the programs they serve in a more efficient manner. (Ellen Yung-Fatah, 9/30/11)

INITIATIVE 3.3: Implement and train staff on a new data system.
In 2010, OSSE's Project Manager for the new data system presented an overview to all ECE staff and has shared information of the progress in ECE's newsletter. Expanding on this initiative in 2011, ECE, in collaboration with the OSSE/Office of the Chief Information Officer (OCIO), will develop trainings for all ECE staff, staff of the Department of Human Services Child Care Services Division, and providers in the Child Care Subsidy Program on the new EIMS to ensure data accuracy and integrity. (Ellen Yung-Fatah, 9/30/11)

INITIATIVE 3.5: Develop a data quality review process.
In 2010, ECE developed Data Management Guidelines that included specific Data Quality Assurance processes. The guidelines recommended that all documents received or collected by ECE Units be scanned and saved for future audits and quality assurance. In 2011 ECE will develop a procedure for monitoring the implementation of the new data system to ensure high-quality data is entered and maintained. Additionally, ECE will develop a procedure to report any issues involving data entry and/or navigation of the new data system. ECE will provide technical assistance for each Unit to establish its data verification procedures to assure data accuracy and integrity in its business process. ECE also will conduct additional quality assurance verification to ensure the accuracy and integrity of collected data (e.g. using MAR Geocoder to verify providers' addresses) on a quarterly basis. The Guidelines will continue to be refined in FY 2011 until the new ECE Information Management System is implemented. (Ellen Yung-Fatah, 9/30/11)

OBJECTIVE 4: Ensure accurate and timely disbursement and/or reimbursement of funds to sub grantees.

FY11 INITIATIVE 4.1: Refine and implement an internal grants/invoice tracking and monitoring system.
In 2010 ECE created a more efficient and centralized monitoring process so grants across all units are monitored using the same protocols and tools. ECE will continue refining the current internal grants/invoices tracking and monitoring system to ensure timeliness and accuracy of all actions. ECE will provide analysis of all grant/invoice actions monthly. Through this initiative, ECE grantees performing a wide array of services for the community will continue to be paid on time. (Ellen Yung-Fatah, 9/30/11)

PROPOSED KEY PERFORMANCE INDICATORS– Early Childhood Education

Measure	FY2009 Actual	FY2010 Projection	FY2010 YTD	FY2011 Projection	FY2012 Projection	FY2013 Projection

Measure	FY2009 Actual	FY2010 Projection	FY2010 YTD	FY2011 Projection	FY2012 Projection	FY2013 Projection
% of Pre-k programs that meet high-quality program requirements[3] as defined by the 2007 Pre-k Enhancement and Expansion Amendment Act of 2008 Legislation[4]	91.30%	20%	91.30%	40%	60%	75%
% of Pre-k teachers who meet the revised early childhood teacher qualifications[5]	67%	50%	100%	60%	70%	85%
% of licensed child care centers improving at least one rating level (measured annually)[6]	2.7%	+5%	3.8%	+5%	+5%	+5%
% of licensed child care providers participating in Quality Rating System	45%	+5%	60%	+5%	+5%	+5%
% of grant funds reimbursed to providers within 35 days of invoice receipt[7]	Not Available	85%	89%	90%	95%	98%

Postsecondary Education and Workforce Readiness

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[3] Requirements include: Low Adult-to-child ratio; Comprehensive curricula that is aligned with the District of Columbia aligned with Early Learning Standards; Accreditation by a national accrediting body approved by OSSE; minimum hours and days of operation; Valid and reliable assessments that meet accepted standards of technical adequacy to measure education objectives and outcomes; Highly-qualified teachers; Professional development and training; Parental support and involvement; Coordinated support services; Inclusion of children with disabilities; Facilities requirements; Licensure requirements.

[4] This number reflects the number of Community-based programs currently meeting this requirement. With the pending promulgation of the Pre-k regulations, OSSE will be in a position to provide data on other sectors (DCPS and DC Public Charter Schools) in subsequent reports.

[5] The projections for this number included an adjustment period to bring teachers into compliance with qualification requirements. However, due to the already high standards in place in all sectors, all teachers are currently meeting these requirements.

[6] As defined by the Quality Rating System (QRS), which is DC's Tiered Rate Reimbursement System called "Going for the Gold" which features three ascending levels of quality: Bronze, Silver, and Gold. These tiers are tied to quality indicators, and participants are awarded higher rates based on their ability to meet specified quality criteria for each of three tiers.

[7] OSSE changed the definition of "timely" from 25 to 35 days because sub-recipients reimbursed with federal funds are subject to different payment guidelines and timelines than vendors paid from local funds. Revised guidance clarified that OSSE is not required to process reimbursements to federal grant sub-recipients within 30 days. In turn, OSSE has revised internal expectations to pay this subset of sub-recipients within 35 days. The longer timeframe is required because grant managers take additional steps (reviews for allowability and to prevent deficiencies) to review and approve federal reimbursements.

SUMMARY OF SERVICES:

The Postsecondary Education and Workforce Readiness Department within OSSE helps District of Columbia residents acquire the skills and credentials needed to be productive workers, family members, and citizens. The unit is composed of the following: The State Higher Education Executive Office (SHEEO) that has oversight of higher education policy issues in the District; the Higher Education Financial Services & Preparatory Programs that provides various need and merit-based financial-aid to residents; the Career and Technical Education Program that uses Federal granted Carl D. Perkins funds to foster rebirth and renewal of career-technical education; the GED Testing Center that administers the General Education Development Credential exam; the Adult and Family Education Program that provides services for residents to enhance their literacy, mathematical, and critical thinking skills for academic and professional development; the Education Licensure Commission that sets regulations for postsecondary institutions; and the Correctional Education program that includes the delivery of the Workforce Community Transition Training for Incarcerated Individuals.

OBJECTIVE 1: Promote a college-going culture and reduce financial barriers to higher education.

INITIATIVE 1.1: Develop and produce a webinar that delivers pertinent information about state and federal financial aid that will be available on demand to college access professions.

The Higher Education Financial Services & Preparatory Programs (HEFS & P2) department is responsible for managing and disbursing OSSE's merit and need-based financial aid to qualified District residents pursuing higher education. In FY 2011, in addition to the citywide college access providers' financial aid training, HEFS will move to ensure that financial aid training materials will be readily available as an online reference.

(Rehva Jones, William Henderson, April 2011)

INITIATIVE 1.2: Enhance functionality of DC OneApp interface with DC Office of Tax & Revenue's Data Warehouse.

The DC OneApp is the District of Columbia's online application for state higher education grant aid. Proof of domicile is a requirement of all grant programs administered by OSSE/HEFS. The District of Columbia's Income Tax Return (D40) fulfills domicile requirements for parents who file taxes within the District. This enhancement will improve HEFS' customer service to parents by eliminating two trips to the Office of Tax and Revenue and allow for even faster processing of student applications. (Rehva Jones/William Henderson, March 2011)

INITIATIVE 1.3: Develop and disseminate high school feedback reports on college enrollment and persistence.

One of the first steps toward using information to improve the alignment between high school and college is to provide secondary schools with information about the success of their former students in college. As students from a given high school may attend colleges throughout a state or region, these reports are most effectively developed at the

state level so that they are as inclusive as possible and provide a comprehensive picture of students' performance in college. For two years, the HEFS team has worked to provide data and technical assistance to schools and college access providers to understand the college-going trends and outcomes of the students they serve. The District's college-going data housed in the DC OneApp combined with more high school-specific data can produce a complete picture to principals, teachers and college access providers about their students' preparation for and success in college. The DC High School Feedback Report will consist of the following deliverables that will be presented to high school principals and college access providers: DC OneApp college enrollment rates by high school (DCPS & DCPCS); AP and SAT results by high school (average scores and number of participants); Student self reported high school grade point average (GPA); Colleges attended; Year to Year enrollment; Satisfactory Academic Progress (SAP); All high school averages; and Ward averages. (Rehva Jones/Renee Faulkner May 2011)

OBJECTIVE 2: Ensure that quality postsecondary institutions are available to District of Columbia consumers.

INITIATIVE 2.1: Update the Education Licensure Commission's (ELC) regulations.
The ELC will update regulations for degree and non-degree granting institutions and revise the ELC's own governance procedures. The regulations are updated to provide clarity to licensees and regulators regarding compliance and monitoring standards and to establish a new fee structure. The initiative should remain until all of the chapters of the regulations are updated.
 (Robin Jenkins, January 2011)

INITIATIVE 2.2: Provide verification of licensure and program offerings of DC postsecondary institutions online.
As part of a continuing effort, the ELC staff will finalize a webpage containing institutional profiles of all postsecondary institutions within the District. Each profile will include the name, location, program offerings, student enrollment, and licensure status of the institution.   (Robin Jenkins, September 2011)

INITATIVE 2.3: Provide an automated application process.
The ELC staff will work with OSSE - IT and external consultants to develop an automated application system for renewal applicants to better serve DC student consumers, institutional applicants, and ELC staff. The system will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the Commission. (Robin Jenkins, September 2011)

OBJECTIVE 3: Provide educational and career advancement opportunities for adult learners with varying literacy levels.

INITIATIVE 3.1: Use needs assessment data to explore and/or establish partnerships with other DC government, public, private or community-based agencies.

The Adult and Family Education staff will update the map and summary of grant awards to reflect those made in FY2010 and include any new partners identified or established in FY11.

In addition, POWER will explore and/or establish partnerships (as evidenced by Memorandums of Understanding, meeting agendas, and/or plans for service integration) with other agencies to address the needs of residents in the city's priority areas. The map, an updated summary of the needs assessment, and listing/description of OSSE Adult and Family Education partnerships and/or collaborations will be available on OSSE website. These resources enable the agency to coordinate the provision of adult literacy, ancillary services and/or workforce and/or postsecondary transition services to youth, adults and families residing in city's priority areas (e.g. Focused Improvement Areas, New Communities, Neighborhood Investment Fund (NIF) areas, and Public Housing Communities). (Michelle Johnson, June 30, 2011)

INITIATIVE 3.2:   Provide guidance to GED preparation programs on the new GED assessment scheduled for release in 2012.

The agency will provide on-site information sessions and distribute literature to all GED preparation programs to ensure a successful transition to the new exam in 2013. As part of this effort, District residents must be made aware of key changes to the GED credit structure. (Phil PremDas, September 2011)

PROPOSED KEY PERFORMANCE INDICATORS─ Postsecondary Education and Workforce Readiness

Measure	FY2009 Actual	FY2010 Target	FY2010 YTD	FY2011 Projection	FY2012 Projection	FY2013 Projection

Measure	FY2009 Actual	FY2010 Target	FY2010 YTD	FY2011 Projection	FY2012 Projection	FY2013 Projection
# of award letters provided to high school students during the semi-annual school events	289	400	Not Available	500	600	700
Average # of counseling hours provided to District residents per completed DC OneApp & FAFSA application	Not Available	3 hours per person	3 hours per person	2 hours per person	1 hour per person	1 hour per person
% of DCPS and DCPCS graduates who complete a DC OneApp by June 30th	Not Available	30%	Not Available	40%	50%	60%
% of Education Licensure applications processed and presented to the Education Licensure Commission within 60 days of receipt[8]	65%	80%		85%	90%	90%
% of postsecondary institutions evaluated every five years	69%	75%	75%	80%	85%	90%
% of complaints received by the Education Licensure Commission investigated and resolved within 90 days	43%[9]	70%	50% (2 complaints received)	75%	80%	85%
# of adult learners served annually in OSSE-funded literacy programs completing a valid pre-test and 12+ hours of instruction	3,920	4,116 (5% increase)	4357 (5.7%)	4,322 (5% increase)	4,538 (5% increase)	4765 (5% increase)
% of enrolled adult learners who complete an educational functional literacy level	29.90%	33%	32%	36%	39%	42% (3% increase)
% of grant funds reimbursed to sub-grantees within 35 days of receiving a complete reimbursement request[10, 11]	Not Available	Baseline	TBD	5% increase	5% increase	5% increase

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[8] Fewer staff, resources and training were available in FY-09 and impacted application processing, evaluations and complaint investigations.

[9] Fewer staff resources and training were available in FY 09 and impacted application processing, evaluations and complaint investigations

[10] Per the Office of Special Education Programs (OSEP), LEAs must correct identified noncompliance as soon as possible but no case later than one year from identification. Therefore, reported correction of noncompliance is based on findings of noncompliance made in the previous year. Further the identification and correction of noncompliance is aligned with the Federal Fiscal Year (July 1-June 30).

[11] OSSE changed the definition of "timely" from 25 to 35 days because sub-recipients reimbursed with federal funds are subject to different payment guidelines and timelines than vendors paid from local funds. Revised guidance clarified that OSSE is not required to process reimbursements to federal grant sub-recipients within 30 days. In turn, OSSE has revised internal expectations to pay this subset of sub-recipients within 35 days. The longer timeframe is

Special Education

SUMMARY OF SERVICES:
The Division of Special Education (DSE) is responsible for ensuring the delivery of timely, legally compliant, and high quality services to children with disabilities from birth through age 22 who reside in the District of Columbia. The DSE ensures Local Educational Agency (LEA) compliance with the Individuals with Disabilities Education Act (IDEA, at 20 U.S.C. § 1400, et seq.) Part B and serves as the lead agency for implementation of IDEA Part C (Early Intervention Program for Infants and Toddlers with Disabilities). As such, the OSSE Division of Special Education oversees the development and promulgation of state policy governing special education; the monitoring of LEAs, nonpublic, and early intervention providers to ensure compliance; allocation and administration of IDEA grant funds to LEAs; provision of training and technical assistance to LEAs and providers; and investigation and resolution of state complaints relating to special education.

OBJECTIVE 1: Ensure accurate and timely disbursement and/or reimbursement of funds to sub-grantees.

INITIATIVE 1.1: Develop an annual IDEA Part B and Part C[12] grant allocations milestones calendar to issue to sub-grantees.
In FY 10, the Division of Special Education established a grant management system for IDEA Part B sub-recipients. In FY11, the Division will create and issue an annual calendar for Part B fund distribution and reimbursement and circulate it to all local education agencies (LEAs). The calendar will include grant application deadlines, grant award notification timelines, and fund reimbursement deadlines. The Division will also create an annual calendar for Part C fund management that addresses critical timelines for procurement, finalization of contracts, and memoranda of agreement with Part C service providers. (Manager: Charity Hallman, Jerri Johnston-Stewart. Completion Date: January 1, 2011)

OBJECTIVE 2: Ensure sub-grantee compliance with federal grant requirements.

INITIATIVE 2.1: Develop an annual fiscal and programmatic monitoring calendar and related tools to issue to sub grantees.
In FY10, the Division of Special Education created and utilized a fiscal and programmatic monitoring calendar for IDEA Part B sub-recipients and Part C providers designed to conduct required Part B and Part C monitoring activities. The Division will update and issue this calendar and related monitoring tools to address all federally required supervision and monitoring components, including the monitoring of LEAs for compliance with Part B program and fiscal requirements and monitoring agencies,

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required because grant managers take additional steps (reviews for allowability and to prevent deficiencies) to review and approve federal reimbursements.

[12] The Individuals with Disabilities Education Act (IDEA) includes Part C funding (early intervention services for eligible children, birth through age 2) and Part B funding (special education services for eligible children, age 3 through 21).

institutions, and organizations used by the SEA to carry out Part C functions. (Manager: Charity Hallman, Melanie Byrd. Completion Date: October 30, 2010)

OBJECTIVE 3: Gather and report high-quality special education data for internal and external consumers to ensure that meaningful data serve as the foundation for continued special reform efforts.

> **INITIATIVE 3.1: Modify Special Education Data System (SEDS) and related applications to ensure alignment between collected data elements and federal reporting requirements for IDEA Part B.**
> Beginning in FY11, the Division will annually update a data matrix in collaboration with federal technical assistance providers to document data elements required to meet all federal reporting requirements. This matrix will serve as the basis for ongoing SEDS development. (Manager: Tameria Lewis. Completion Date: October 30, 2010).
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> **INITIATIVE 3.2: Update and distribute a data collection calendar aligned with federal reporting requirements to LEAs.**
> The Division of Special Education will issue a comprehensive LEA reporting calendar for Part B data collection activities. The calendar will include all federally required data collection elements and relevant timeframes. (Manager: Tameria Lewis. Completion Date: October 30, 2010; ongoing thereafter)
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> **INITIATIVE 3.3: Provide high-quality training and technical assistance to ensure full usage of the Special Education Data System (SEDS) and related database applications.**
> The Division of Special Education will develop and implement an annual training schedule with regular training opportunities for all key stakeholder groups to improve compliance and ensure timely access to appropriate services for students with disabilities. (Manager: Tameria Lewis. Completion Date: September 30, 2010.)

OBJECTIVE 4: **Develop and issue high-quality special education policy that ensures the delivery of effective specialized instruction for children with disabilities.**

> **INITIATIVE 4.1: Ensure alignment between policy issuance and related data systems.**
> The Division of Special Education will conduct internal and external working sessions with key stakeholders to ensure that policies and data systems are aligned and promote best practice by being accessible and intuitive for the LEA user community, to improve compliance and ensure timely access to appropriate services for students with disabilities. (Manager: Amy Maisterra. Completion Date: October 30, 2010; ongoing thereafter)
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> **INITIATIVE 4.2: Provide high-quality training and technical assistance to ensure full implementation of new policies.**
> The Division of Special Education will conduct a professional development series developed based on a review of quantitative performance data and qualitative feedback from LEA needs assessments and training evaluations. The Division will also develop

and issue a practitioner toolkit on Least Restrictive Environment and will collaborate with the Division of Elementary and Secondary Education to issue a toolkit on Response to Intervention. (Manager: Chandra Williams. Completion Date: June 30, 2010.)

PROPOSED KEY PERFORMANCE INDICATORS– Special Education

Measure	FY2009 Actual	FY2010 Target	FY2010 YTD	FY2011 Projection	FY2012 Projection	FY2013 Projection

% of sub-grantee respondents reporting that technical assistance significantly improved their content knowledge	Not Available	Baseline	95%	95 % or above	95 % or above	95 % or above
% of grant funds reimbursed to sub-grantees within 35 days of receipt of a complete reimbursement request[13]	Not Available	85%	74%	90%	95%	95%
% of Local Education Agency (LEA) findings of noncompliance identified and resolved within one year (IDEA Part B) [14]	Not Available	100%	100%	100%	100%	100%
% of youth with IEPs graduating from high school with a regular diploma.	Not Available [15]	70%	Not Available [16]	80%	90%	95%
% timely completion of state complaint investigations[17]	Not Available	100%	83%	100%	100%	100%
% completion of monitoring visits and related reports for nonpublic programs (day and residential) serving DC children that must be monitored within the year[18]	95%	100% of nonpublic programs identified for monitoring	95%	100% of nonpublic programs identified for monitoring	100% of nonpublic programs identified for monitoring	100% of nonpublic programs identified for monitoring

Elementary and Secondary Education

SUMMARY OF SERVICES:

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[13] OSSE changed the definition of "timely" from 25 to 45 days because sub-recipients reimbursed with federal funds are subject to different payment guidelines and timelines than vendors paid from local funds. Revised guidance clarified that OSSE is not required to process reimbursements to federal grant sub-recipients within 30 days. In turn, OSSE has revised internal expectations to pay this subset of sub-recipients within 35 days. The longer timeframe is required because grant managers take additional steps (reviews for allowability and to prevent deficiencies) to review and approve federal reimbursements.

[14] Per the Office of Special Education Programs (OSEP), LEAs must correct identified noncompliance as soon as possible but no case later than one year from identification. Therefore, reported correction of noncompliance is based on findings of noncompliance made in the previous year. Further the identification and correction of noncompliance is aligned with the Federal Fiscal Year (July 1-June 30).

[16] These Data are calculated at the end of each school year annually and reported to OSEP in the following year. Preliminary data related to this KPI will be calculated for OSSE's Annual Performance Report submitted to OSEP in February, 2011 and published in April, 2011.

[17] Per IDEA, OSSE must investigate all state complaints and issue letters of findings within 60 days of receipt.

[18] Per DC law, all nonpublic programs (residential and day) serving District children must be monitored once every three years. The DSE will monitor one-third of all nonpublic programs annually after establishing a baseline in 2009-2010 via monitoring of all placement sites.

The Elementary and Secondary Education Division (ELSEC) within the Office of the State Superintendent of Education (OSSE) provides guidance and assistance to local education agencies in their efforts to meet state standards for K-12 programs. This division also oversees the administration of federal grants for K-12 programs, school accountability and school improvement, student testing, and accreditation of educator preparation programs at post-secondary institutions, LEAs and non-profit agencies in the District of Columbia. Additionally, ELSEC issues state licenses to teachers, school administrators and service providers, and maintains data on highly qualified teachers.

OBJECTIVE 1: Improve teacher quality.

> **INITIATIVE 1.1: Identify teachers needing additional support and training to become highly qualified.**
> Collect, analyze, and monitor data from local education agencies (LEAs) to track their teachers' highly-qualified status and ensure compliance with prescribed timeframes. Beginning in FY10, LEAs submitted data on teacher qualification and assignments and LEAs not meeting the federal requirements that were monitored through quarterly reporting. In FY11, staff will continue to monitor progress within LEAs by collecting quarterly progress reports from all LEAs with teachers who are not highly qualified in one or more levels or subject areas they teach. Additionally, LEAs with teachers who are not highly qualified must create Corrective Action Plans for OSSE's review that will describe how they intend to become fully compliant with the federal requirement for 100% of teachers to be highly qualified. (Program Manager: Jeremy Skinner, Director of Teaching and Learning. Beginning June 2010, quarterly thereafter)

> **INITIATIVE 1.2: Provide uniform and accessible technical assistance and training to LEAs.**
> OSSE began developing and implementing technical assistance and training sessions on specific topical areas of need (e.g., implementing state standards) to improve LEA understanding of programmatic requirements in FY10. In FY11, technical assistance and training sessions will expand to cover teacher equity provisions of Title I and teacher evaluation systems. (Oversight Manager: Cathie Carothers, Assistant Superintendent. of Elementary and Secondary Education, 09-30-11)

> **INITIATIVE 1.3: Identify inequitable distributions of highly-qualified and highly-effective teachers and provide individualized technical assistance to LEAs.**
> **The Division intends to** analyze data from LEAs to determine the extent to which students in schools with higher percentages of low-income and/or minority students are taught by a higher rate of unqualified and/or ineffective teachers. In FY11, staff will publish a report comparing teacher equity data across all LEAs in the 2008-09 and 2009-10 school years. OSSE will also develop and implement individualized technical assistance and training sessions to support LEAs in their federally-mandated efforts to increase teacher equity. (Program Manager: Jeremy Skinner, Director of Teaching and Learning, 12-31-10)

> **INITIATIVE 1.4: Develop and distribute guidelines for teacher evaluation and professional development.**

Develop and disseminate state guidelines for teacher evaluation systems for LEAs and link these guidelines with a parallel framework for professional development to improve teacher quality across all local educational agencies. OSSE will publish these guidelines and provide technical assistance to LEAs in creating or revising teacher evaluation systems to incorporate the guidelines. (Program Manager: Jeremy Skinner, Director of Teaching and Learning, 03-31-11)

OBJECTIVE 2: Increase information and options for parents.

INITIATIVE 2.1: Provide support to LEAs in appropriately implementing the choice and Supplemental Education Services (SES) requirements of the Elementary and Secondary Education Act (*ESEA*).
The Elementary and Secondary Education Division will provide technical assistance and issue guidance to LEAs on choice and SES requirements (e.g., improving parental outreach, implementing school choice, utilizing SES providers, promoting successful practices to enroll students, sustaining their participation in SES services, and evaluating SES provider effectiveness). In addition, the division will recruit, select, and approve SES providers to enable LEAs to meet parental notifications of choice and SES requirements.

This initiative began in FY10, with general technical assistance and guidance provided to all LEAs. In FY11, the focus of guidance and technical assistance will be best practices and maximizing the participation of low-income students in SES. (Program Manager: Jeremy Skinner, Director of Teaching and Learning, 06-30-11)

OBJECTIVE 3: Improve implementation of school wide services to increase overall student achievement.

INITIATIVE 3.1: Develop and make available technical assistance resources to better inform LEAs of grant requirements.
OSEE will develop and issue guidance in the form of Frequently Asked Questions documents, guidance documents, webinars, etc. to familiarize LEAs with federal grant programmatic and fiscal requirements. Materials will continue to be sent directly to LEAs as well as made publicly available on OSSE's website. In FY10, OSSE provided school improvement grant requirements, requirements for documenting staff's time and effort, and the process for notifying the state education office of a public charter school's expansion, among other things. The division also conducted on-site monitoring of nearly 40% of LEAs (about 20 LEAs) in FY10, which included review of school wide program requirements. In FY11, the agency will collect aggregate data from these activities and analyze it to inform ongoing guidance and technical assistance to LEAs. For example, because on-site monitoring uncovered the need for additional guidance on the development and evaluation of school wide plans, school wide planning guidance will be developed. (Program Manager: Jeremy Skinner, Director of Teaching and Learning, 06-30-11)

INITIATIVE 3.2: Improve LEA school wide plans.
Develop written guidance and conduct webinars to instruct LEAs on how to develop

and/or amend school wide plans that meet all federal requirements. This initiative began in FY10, as described in Initiative 3.1 In FY11; all LEA school wide plans will be rated on an OSSE-developed scale during a school wide-plan specific process of desktop monitoring. The data will inform a series of sessions to be developed and implemented over the course of the school year to cover all 10 required components of school wide plans and best practices in using school wide plans to improve student achievement (Program Manager: Jeremy Skinner, Director of Teaching and Learning, 06-30-11)

OBJECTIVE 4:   Ensure sub-grantee compliance with federal requirements.

    INITIATIVE 4.1: Devise online tools to provide LEAs, students and parents with accessible information.
Design, develop, and publish online information, resources and tools for LEAs specific to program requirements and implementation, and usable, user-friendly information for students and parents throughout the fiscal year. In FY10, information was made available on the agency website. In FY11, the division will continue to develop a more user-friendly format and structure on the website for providing guidance, information, and data to LEAs, students, and parents. (Oversight Manager: Cathie Carothers, Assistant Superintendent of Elementary and Secondary Education, 06-30-11)

OBJECTIVE 5: Ensure accurate and timely disbursement and/or reimbursement of funds to sub-grantees.

    INITIATIVE 5.1: Track and analyze sub-grantees' expenditures.
Implement the Payment Tracking System (PTS) throughout all Elementary and Secondary Programs to review and track sub-grantee expenditures for allowability and approval for payment. All programs are required to use the PTS since September 2009. Expenditure tracking and a cross-program analysis of expenditure data will be ongoing throughout fiscal year 2010. In FY11, monthly data reports will be created and analyzed to monitor and improve the reimbursement process to ensure timely payment for allowable expenditures. (Oversight Manager: Cathie Carothers, Assistant Superintendent of Elementary and Secondary Education, monthly in FY11).

    INITIATIVE 5.2: Provide sub-grantees with reconciliation reports.
Develop an online tool for LEAs and sub-grantees to check the financial status of their grants by program: allocation amounts, draw down totals, balances, and dates of fund availability. In FY10, these reports were piloted with ARRA grant programs across this and other divisions. In FY11, these reports will be provided to all LEAs at least quarterly and available to LEAs from individual program contacts upon request. (Oversight Manager: Cathie Carothers, Assistant Superintendent of Elementary and Secondary Education, September 2011)

PROPOSED KEY PERFORMANCE INDICATORS– Elementary and Secondary Education

Measure	FY2009	FY2010	FY2010	FY2011	FY2012	FY2013

	Actual	Target	YTD	Projection	Projection	Projection
% of core subject classes taught by highly qualified teachers[19]	66%	100%	Not Available	100%	100%	100%
% of paraprofessionals deemed highly qualified[20]	67%	100%	Not Available	100%	100%	100%
% of applicable grantees meeting the SES and choice requirements.	50%	60%	80%	70%	75%	90%
% of sub-grantees meeting School wide Program compliance requirements	Not Available	Baseline	60%	50%	65%	90%
% of grants who expend 80% or more of their grant funds within the initial period of funding availability	Not Available	70%	Not Available	80%	90%	100%
% of grant funds reimbursed to sub-grantees within 35 days of receipt of a complete reimbursement request[21]	Not Available	90%	24%	95%	100%	100%

Office of the Director

SUMMARY OF SERVICES

The Office of the Director consists of three distinct divisions. The Business Support Services Division is responsible for organizational development, processing and procuring goods and services, managing workforce development, and administering the Student Hearing Office. The Office of the Chief Technology Officer serves internal customers through the deployment and management of technological applications and systems as well as external customers through the administration of a call center. The Office of Public Charter School Financing and Support

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[19] Numbers will vary each school year.

[20] "% of teachers deemed highly qualified "was replaced with "% of paraprofessionals deemed highly qualified." to match Federal reporting requirements outlined amended by No Child Left Behind. States are required to have 100% compliance. Data is based on the number of classes taught as opposed to the number of teachers because one teacher can be highly qualified in one subject of class, but not in another.

[21] OSSE changed the definition of "timely" from 25 to 35 days because sub-recipients reimbursed with federal funds are subject to different payment guidelines and timelines than vendors paid from local funds. Revised guidance clarified that OSSE is not required to process reimbursements to federal grant sub-recipients within 30 days. In turn, OSSE has revised internal expectations to pay this subset of sub-recipients within 35 days. The longer timeframe is required because grant managers take additional steps (reviews for allowability and to prevent deficiencies) to review and approve federal reimbursements.

(OPCSFS) serves external customers by managing several federally funded programs to provide facility funding to the District's charter schools. In addition, OPCSFS leverages federal and local funds to provide technical assistance and grants to improve public charter school quality.

OBJECTIVE 1: Ensure that high-quality public charter schools have access to affordable facilities suitable for learning.

> **INITIATIVE 1.1:   Award $9.5 million of federal payment funds to new charter schools for innovative human capital initiatives.**
> The Office of Public Charter School Financing and Support will develop Requests for Applications for two new grant programs, funded by the FY 2011 Federal Payment for DC public charter schools. The first grant program, totaling approximately $8.2 million will award up to $300 per student to charter schools to cover innovative teacher compensation programs which support quality instruction. The second grant of approximately $800,000 will be awarded to a consortium of DC public charter schools to support the development of a merit pay for performance system. This second grant will leverage significant private funding. (Stefan Huh – Grant #1 by 1/31/2011; Grant #2 by 6/30/2011).

> **INITIATIVE 1.2: Implement the Charter School Incubator Initiative to provide new charter school campuses with temporary space.**
> New public charter schools are in need of high-quality temporary facility space. The Office of Public Charter School Financing and Support will leverage the Department of Education's Credit Enhancement Grant to secure financing to 1) refinance $5.2 million of existing debt of the Charter School Incubator Initiative, and 2) secure at least $5 million of additional financing for renovations to the Birney and Draper incubators. This is an ongoing program within OPCSFS. OPCFS just closed on additional financing for our Birney incubator. For FY 2011, the deliverables are both – refinancing approximately $5.2 million of debt, and securing at least $5 million of additional financing for new construction and renovations. (Stefan Huh, September 30, 2011)

OBJECTIVE 2: Provide effective and efficient operational support services to achieve program goals.

> **INITIATIVE 2.1: Create paperless PASS procedures for OSSE staff.**
> Transition OSSE to a paperless procurement and invoicing process by increasing the program staff roles in the District's Procurement Automated Support System (PASS) and utilize the system as designed. These changes will improve visibility, accessibility, and accountability. (Carole Lee. September 2011)

> **INITIATIVE 2.2: Institute appropriates checks and balances regarding use of Direct Voucher payments.**

Ensure that Direct Voucher (DV) is the proper mechanism for payment to vendors; encourage and assist program staff in procuring services for payment via purchase order; track all DV payment requests submitted to the Agency Fiscal Office. (Carole Lee. September 2011)

OBJECTIVE 3: Attract and retain a qualified workforce.

INITIATIVE 3.1: Implement an agency-wide non-supervisory training program.
Provide OSSE non-supervisory employees with information on OSSE/DC Government policies & procedures. During the FY 2010 year, the OSSE Human Resources department launched a Supervisory Agency Training Program for supervisors and managers who hold or have the potential to hold OSSE supervisory positions. For FY11, OSSE Human Resources will focus on the non-supervisory employees. The program aims to teach participants about performance management, risk management, diversity, EEO, recruitment, and progressive discipline. The end goal of the program is to provide managers with the recourses and tools to effectively manage a diverse workforce. (RaeShawn Crosson-Settles. May 2011)

INITIATIVE 3.2: Implement an employee wellness program.
OSSE is establishing the Employee Wellness Program to support employee wellness and job satisfaction. An effectively designed, implemented and managed employee wellness program can significantly reduce the cost of employee healthcare and improve absenteeism rates while also increasing productivity. The goal is to assist employees in increasing job satisfaction and reducing workplace stress. The Wellness program will include the following: fitness; nutrition; financial planning; stress management; mind-body health; career planning; and continued learning. (RaeShawn Crosson-Settles. March 2011)

INITIATIVE 3.3: Implement succession planning program for the Office of the Chief Operating Office.
OSSE will document processes and procedures for all areas within the Office of the Chief Operating Office (OCOO) including invoicing, facilities, student residency payments, human resources and procurement to insure that functionality will continue when OCOO leadership changes occur. (RaeShawn Crosson-Settles. September 2011.)

OBJECTIVE 4: Provide quality goods and service to OSSE customers through a streamlined procurement process that is responsive to the needs of its customers and suppliers.

INITIATIVE 4.1: Establish a baseline for processing timelines for all OSSE procurements $\leq$ the $25,000.00 delegated authority afforded to the Agency Contracting Officer.
Realign the Contracting Unit to ensure that capacity exists to meet the procurement needs of the program staff. PASS training and accessibility will be rolled out to allow program staff to follow requests throughout the procurement cycle. PASS Analysis will be used to

provide report of timeliness. (Carole Lee. September 2011)

INITIATIVE 4.2: Implement quarterly trainings for OSSE staff on relevant procurement topics.
The OSSE contracting office will facilitate training for new employees quarterly to provide a clear understanding of the procurement process and to assist program staff in the development of required documents for solicitations. Trainings will discuss the duties and responsibilities of Contract Administrators (CA) and the process for developing complete and accurate Statements of Work (SOW). (Carole Lee. September 2011)

OBJECTIVE 5: Support and administer special education administrative due process hearings.

INITIATIVE 5.1: Enhance the office docketing system.
The Student Hearing Office continues to utilize and improve the iSight Docketing System. In August of FY10, the office implemented Phase II of the iSight Docketing System. This milestone enhanced the ability of current system users to navigate the system more efficiently and increased all user productivity in administering cases, managing case related documents and in the production of operational and management reports. In FY11 the Docketing System will be upgraded to support the scheduling and management of mediation requests. The impact of Phase II and general upgrades will be monitored based on user feedback during FY11. (Dakarai Thompson, September 2011)

INITIATIVE 5.2: Modernize office records intake, storage, retrieval, and disposal.
In FY10, the Student Hearing Office implemented a Quickbase record retrieval database. This database provides the user with file locations and general information regarding for each record created. Through its modernization efforts the Student Hearing Office organized 33,118 case files and numerous loose documents. There were a total of 21,617 case files transferred to the Federal Records Center during the implementation of the records program archiving initiative. FY10 marked the first full year of the implementation of hearing audio records storage onto a secure server under an MOU agreement with OCTO. The SHO has since its inception of the program has uploaded 662 hearings onto the server. In FY11, the SHO will continue monitoring response rates for external records requests. (Aaron Jacobs, September 2011)

OBJECTIVE 6: Ensure the day-to-day availability and operability of OSSE systems.

INITIATIVE 6.1: Upgrade Department of Transportation's LAN/WAN/VOIP.
Upgrade the cabling, network equipment and telephony gear in each of the bus terminals to provide increased uptime and availability. This will enable us to provide better service to District students who use our transportation services. (Thomas Fontenot, June 2011)

INITIATIVE 6.2: **Consolidate Roaming Personal Printers.**
Remove and sunset all personal and non-networkable printers, scanners and fax machines (numbering 50-75). This will allow for better economies when purchasing toner and

supplies and will cut down on the maintenance and undue costs to maintain a large number of individual devices currently being used by OSSE employees. Strategically deploy large network MFPs across the agency to support the printing needs of the programs. (Sean Braunstein, October 2011)

OBJECTIVE 7: Assist all OSSE departments in deploying technology that reduces their costs and expands their service delivery capacity.

INITIATIVE 7.1: Move the OSSE Tier 1 Help Desk to OCTO.

This initiative will improve performance and reduce costs to the agency by eliminating contract staff while building in-house technical knowledge and expertise. The first year's cost savings will be approximately 125k. We will be establishing formal service level agreements with OCTO to ensure that our customers receive support during core business hours. (Matt Brownlee, March 2011)

INITIATIVE 7.2: Standardize on Common Core Technologies.

Standardize on a common set of technology standards for hardware, software and data so that we can share data and code across the OSSE enterprise. These standards will be documented and rolled out to the agency so that it is understood and easy to follow. This common tool set will make it easier and faster to deploy technology to share data and upload to the LDS. (Don Davis, expected September 2011)

PROPOSED KEY PERFORMANCE INDICATORS─ Office of the Director

Measure	FY2009 Actual	F20 10 Target	FY2010 YTD	FY2011 Projection	FY2012 Projection	FY2013 Projection
# of square feet financed by the Office of Public Charter School Financing and Support (OPCSFS)	Not Available	100,000	Not Available	100,000	100,000	TBD
$ of facility debt and capital funds leveraged by OPCSFS	Not Available	$25,000,000	Not Available	$29,000,000	$32,000,000	TBD
Rate of OPCSFS' timely interest and principal repayments	Not Available	85%	Not Available	90%	95%	TBD
% of available facility grant funding committed during the given FY	Not Available	80%	Not Available	90%	100%	TBD
% of vendor invoices paid within 30 calendar days of receipt	Not Available	80%	Not Available	85%	90%	TBD
Average # of highly-qualified applicants (as deemed by DCHR standards) per OSSE position hired	2	5	Not Available	8	10	TBD

Measure	FY2009 Actual	F20 10 Target	FY2010 YTD	FY2011 Projection	FY2012 Projection	FY2013 Projection
OSSE's employee retention rate	Not Available	60%	Not Available	70%	80%	TBD
% timely issuance of Hearing Officer Determinations/ Orders	91.51%	92%%	97%	93%	95%	TBD
% of Student Hearing Office document/ information requests processed within 30 calendar days	86%	96%	92%	97%	98%	TBD
Average annual printing cost per OSSE employee	Not Available	$350	$400	$300	$280	$275
% of IT helpdesk calls answered within service level agreement	Not Available	90%	95%	92%	94%	95%
% of subgrantee's budget spent on programmatic costs [22]	Not Available	Not Available	Not Available	65%	65%	65%
% of scheduled monitoring reports as defined in agency monitoring plan completed for each grant award[23]	Not Available	Not Available	Not Available	100%	100%	100%

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[22] The Wise Giving Alliance of the Better Business Bureau identifies 65% to be an industry standard for this measure http://www.bbb.org/us/Charity-Standards/. This metric measures all subgrantees' programmatic costs as a percentage of their overall costs.
[23] Pursuant to 11.4 of the Grants Manual and Source Book all District agencies must complete monitoring reports. All District agencies should be in compliance with this standard. The standard is 100%.