



FY10 PERFORMANCE PLAN
The Office of the State Superintendent of Education

MISSION:

The Office of the State Superintendent of Education sets high expectations for education entities, provides resources and support, and exercises accountability to ensure that all residents receive an excellent education.

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 YTD
# of Students served by the Child Care Subsidy Program ¹	NA	19,927
# of licensed child care programs in the District ²	NA	499

¹ KPI is for informational purposes.

² KPI is for informational purposes.



Early Childhood Education

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.³

INITIATIVE 1.1: Develop and implement the new Professional Development System (DCPROS) to provide resources that strengthen the knowledge, skills, and disposition of the early childhood workforce.

ECE will coordinate ongoing technical assistance and training to support quality early childhood education programs for infants, toddlers, and preschoolers. In addition, ECE will support and partner with community and government agencies to provide guidance on policies related to early childhood workforce development, credentialing, and qualifications. In FY 2010, ECE will increase the number of trainings offered by 15%. (Felicia Dehaney, 9/30/10)

INITIATIVE 1.2: Revise and release an updated quality rating system for childcare development centers and homes.

ECE will make revisions to the quality rating system, *Going for the Gold!*, which establishes the parameters for a tiered rate reimbursement system. (Felicia Dehaney, 9/30/10)

INITIATIVE 1.3: Administer the Pre-k Enhancement and Expansion Program and ensure that at least 25% of annual Pre-k expansion occurs in community-based organizations.

ECE will provide ongoing strategic planning, program support, and collaboration with partners. ECE will evaluate, report, and monitor compliance for the implementation 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 high-quality Pre-k standards, administration of the Pre-k Assistance Fund, evaluation of programs using nationally recognized assessment tools, and planning the Pre-k expansion at a rate that will make Pre-k universally available in the District in 5 years. (Felicia Dehaney, 9/30/10)

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

INITIATIVE 2.1: Revise and propose regulatory amendments to Chapter 3 Title 29 of the District of Columbia Municipal Regulations (DCMR) which govern the licensure and operating standards for child development facilities.

³ The Child Care Subsidy Program also serves children with special needs through age eighteen.



ECE will revise and/or update the current licensing regulations for child development facilities to reflect changes in the organizational structure of OSSE and to conform to current best practices. (Larry Carr, 12/30/09)

INITIATIVE 2.2: Conduct an Improper Authorization of Payment project in conjunction with Federal requirements to determine the error rate of eligibility determinations for the Child Care Subsidy Program.

In accordance with federal guidelines, ECE will conduct a study of eligibility determinations, based on a random sampling of cases, to determine the rate at which child care subsidy participants are improperly authorized to receive payment. A trial run of the study will be conducted, followed by an official study. This information will be used to inform action steps to decrease the number of future improper payment authorizations. (Ellen Yung-Fatah, 9/30/10)

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

INITIATIVE 3.1: Conduct a business process analysis for all divisions within ECE.

ECE will conduct an agency-wide analysis of workflow and data requirements. The analysis will involve all division directors and staff who manage and process data to ensure comprehensive collection of relevant data. (Ellen Yung-Fatah, 5/30/10)

INITIATIVE 3.2: Develop a high-quality data system that reflects the current needs of the organization.

ECE will develop a new data system that incorporates the information collected during a business process analysis. The new data system will include the development and implementation of policies and procedures for data entry and verification. (Ellen Yung-Fatah, 9/30/10)

INITIATIVE 3.3: Implement and train staff on a new data system.

ECE will develop trainings for all ECE staff on the newly developed data system as a part of the implementation strategy. At least one initial training will be provided to all relevant staff with follow-up trainings conducted as needed. (Ellen Yung-Fatah, 9/30/10)

INITIATIVE 3.4: Develop a data quality review process.

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. (Ellen Yung-Fatah, 5/30/10)

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

INITIATIVE 4.1: Select an internal invoice processing and tracking system to monitor invoice flow through ECE.

ECE will either develop a new system or adapt an existing grants management tracking system to ensure that invoices are processed in a timely fashion, from receipt of invoice to sub grantee payment. A comprehensive timeline will be developed to track grant management and monitoring throughout the fiscal year. (Ellen Yung-Fatah, 9/30/10)



INITIATIVE 4.2: Implement a new quarterly grantee orientation program.

To facilitate continued compliance with grant protocol, ECE will train grantees about grant reporting requirements. Initial trainings will be held for all grantees with follow-up trainings conducted as needed. (Ellen Yung-Fatah, Beginning 10/01/09, occurring quarterly)

PROPOSED KEY PERFORMANCE INDICATORS— Early Childhood Education

Measure	FY 08 Actual	FY 09 Target	FY 09 Actual	FY 10 Projection	FY 11 Projection	FY 12 Projection
% of Pre-k programs that meet high-quality program requirements ⁴ as defined by the 2007 Pre-k Enhancement and Expansion Amendment Act of 2008 Legislation	NA	Determine baseline	NA (planning year)	20%	40%	60%
% of Pre-k teachers who meet the revised early childhood teacher qualifications	NA	Determine baseline	NA (planning year)	50%	60%	70%
% of licensed child care centers improving at least one rating level (measured annually) ⁵		NA (Re-establish baseline)	N/A (planning year—new definition)	+5%	+5%	+5%
% of licensed child care providers participating in Quality Rating System	328 providers	NA (Re-establish baseline)	45%	+5%	+5%	+5%
% of grant funds reimbursed to providers within 35 days of invoice receipt ⁶	N/A	N/A	N/A	85%	90%	95%

⁴ 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.

⁵ 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.

⁶ 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



Postsecondary Education and Workforce Readiness

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 implement a “service receipt” to assess the number of hours of financial aid counseling and technical assistance provided to District students and their parents.

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 2010, each HEFS counselor will use a “service receipt” to track the type and amount of counseling services provided to each potential applicant. The service receipts will eventually be stored in the DC OneApp data base and will be available to each counselor on a customized page. In the interim, receipts will be collected and tallied bi-weekly.

INITIATIVE 1.2: Revise the process used to train college access providers.

OSSE is responsible for providing comprehensive state financial aid training to 100 college access providers to ensure school-based counselors fully understand the DC OneApp⁷ process and the necessary supporting documentation required for completion. In FY 2010, OSSE will revise the training agenda and materials to include targeted information on the One App, FAFSA, and scholarship application process. OSSE will assess the quality and effectiveness of the trainings held in late January/early February through surveys with the goal that at least 65

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.

⁷ The DC OneApp is a five part online application that allows District students to apply for four DC Grants: DCTAG, DCLEAP, DC Adoption and DC Adult.



percent of participants rating the training “extremely useful” or “very informative.” (Rehva Jones/William Henderson, March 2010)

INITIATIVE 1.3: Diversify the methods used to increase residents’ access to DC College Access Program funding.

Improve outreach to local LEAs through participation and support of DTN’s College Access Provider collaborative and the DC College Access Program (DC CAP). The division will conduct no fewer than two school-based events wherein 200 first-time applicants will receive award letters at the schools. The intent is to increase publicity and to incentivize DC students to complete the DC One App by processing and awarding funds on-site. OSSE will coordinate with DC CAP to prepare students for the OSSE visit and to increase the percentage of applications available for review and deemed eligible to receive funds. Additionally, OSSE will collaborate with the National Association of College Admissions Counselors (NACAC) to organize the Greater Washington Metropolitan Area college fair. The fair will provide an opportunity to disseminate college admissions and financial aid information to District high school juniors and seniors. (Rehva Jones/William Henderson, May 2010)

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 to reflect postsecondary industry best practices and to improve quality assurance.

The ELC will update regulations for degree and non-degree granting institutions and revise the ELC’s own governance procedures. (Robin Jenkins, January 2010)

INITIATIVE 2.2: Increase the number of annual evaluations of DC postsecondary institutions.

By law, all District postsecondary educational institutions must be evaluated to ensure compliance with the Education Licensure Commission’s regulations. The postsecondary institution evaluations include inspections and investigations to determine program, faculty, and facility quality and compliance. In addition, the evaluation includes recommendations regarding the authenticity and legitimacy of the educational institution (and its program offerings) to the Commission. Evaluations are conducted at the discretion of the Commission (generally at least every 5 years) based on institutional compliance, licensure status, complaints, or other conditions as determined by the Authority. In FY 2010, ELC commits to evaluating 20% of the approximately 100 post-secondary institutions in the District. (Robin Jenkins, September 2010)

INITIATIVE 2.3: Provide verification of licensure and program offerings of DC postsecondary institutions online.

The ELC staff will create 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 2010)

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



INITIATIVE 3.1: Conduct a needs assessment to determine the target population, educational services, and fiscal requirements necessary to address adult illiteracy in the District of Columbia.

The Adult and Family Education staff will collect program profiles and create a map of existing and potential adult and family education service providers in the city that can address the needs of adult learners at varying literacy levels. Conducting the needs assessment will give the District a strong baseline from which to develop future goals and partnerships to address illiteracy within the adult population. The map and a summary of the needs assessment will be available on OSSE website. (Michelle Johnson, January 2010)

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 2010)

PROPOSED KEY PERFORMANCE INDICATORS— Postsecondary Education and Workforce Readiness

Measure	FY 08 Actual	FY 09 Target	FY 09 Actual	FY 10 Projection	FY 11 Projection	FY 12 Projection
# of award letters provided to high school students during the semi-annual school events	N/A	N/A	289	400	500	600
Average # of counseling hours provided to District residents per completed DC OneApp & FAFSA application	N/A	N/A	N/A	3 hours per person	2 hours per person	1 hour per person
% of DCPS and DCPCS graduates who complete a DC OneApp by June 30th	N/A	N/A	N/A	30%	40%	50%
% of Education Licensure applications processed and presented to the Education Licensure Commission within 60 days of receipt	58%	60%	65%	80%	85%	90%



% of postsecondary institutions evaluated every five years	34%	50%	69%	75%	80%	85%
% of complaints received by the Education Licensure Commission investigated and resolved within 90 days	60%	50%	43% ⁸	70%	75%	80%
# of adult learners served annually in OSSE-funded literacy programs completing a valid pre-test and 12+ hours of instruction	3,694	3,880	3,920	4,116 (5% increase)	4,322 (5% increase)	4,538 (5% increase)
% of enrolled adult learners who complete an educational functional literacy level	N/A	30%	29.9%	33%	36%	39%
% of grant funds reimbursed to sub-grantees within 35 days of receiving a complete reimbursement request ⁹	N/A	N/A	N/A	Establish Baseline	5% increase	5% increase

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

⁹ 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.



Special Education

SUMMARY OF SERVICES:

The Department 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 Department of Special Education oversees the development and promulgation of state policy governing special education; the monitoring of Local Educational Agencies, 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 grant allocations milestones calendar to issue to sub-grantees.

The Department of Special Education will create and issue a comprehensive annual calendar for Part B fund distribution and reimbursement that will be circulated to all LEAs. The calendar will include grant application deadlines, grant award notification timelines, and fund reimbursement deadlines. The Department will also create an annual calendar for Part C fund management, including critical timelines for procurement and finalization of contracts and memoranda of agreement with Part C service providers. (Manager: Charity Hallman. Completion Date: October 30, 2009; annual thereafter.)

INITIATIVE 1.2: Conduct quarterly fiscal grant management trainings for sub-grantees.

The Department will identify fiscal points of contact for IDEA grant management from all LEAs and Part C service providers. These designees will be invited to quarterly IDEA management meetings hosted by the Department and will be provided quarterly reconciliation reports. (Manager: Charity Hallman. Completion Date: October 30, 2009; quarterly meetings with reconciliation reports thereafter.)

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

INITIATIVE 2.1: Develop an annual fiscal and programmatic monitoring calendar to issue to sub grantees.

The Department of Special Education will create and issue a comprehensive annual calendar for Part B and Part C monitoring activities. The calendar will include federally required supervision and monitoring components, including the monitoring of LEAs for compliance with Part B program and fiscal requirements and the monitoring of agencies, institutions, and organizations used by the SEA to carry out Part C functions. (Manager: Charity Hallman. Completion Date: October 30, 2009; issued annually thereafter.)

INITIATIVE 2.2: Enhance IDEA Part B and Part C fiscal monitoring frameworks.

The plan will utilize risk analyses to inform a monitoring process that will ensure effective



identification and resolution of findings. The Department will ensure a 95% timeliness rate for meeting all state education agency-level monitoring benchmarks listed within the grant milestone calendar for IDEA Part B and IDEA part C funds each quarter. (Manager: William Knudsen. Completion Date: August 1, 2010; annual thereafter.)

INITIATIVE 2.3: Improve the monitoring tools used in LEA, nonpublic provider, and Part C agency site visits.

The Department will refine the current LEA and nonpublic provider on-site monitoring tool packet and will develop a comprehensive Part C “General Supervision Puzzle Pieces” on-site monitoring tool packet. (Manager: William Knudsen. Completion Date: August 1, 2010; annually thereafter.)

INITIATIVE 2.4: Conduct quarterly meetings to improve LEAs and Part C providers’ compliance with program requirements.

The Department will reach out to LEA and nonpublic provider contacts responsible for IDEA program management to attend quarterly IDEA management meetings. (Manager: William Knudsen. Completion Date: October 30, 2009; quarterly meetings thereafter.)

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 B and C.

The Department will create a data matrix in collaboration with federal technical assistance providers to document data elements to meet all federal reporting requirements and will provide it to the OSSE Office of the Chief Technology Officer. (Manager: Kattrina Bravo. Completion Date: December 1, 2009; revised annually thereafter.)

INITIATIVE 3.2: Create and distribute a data collection calendar aligned with federal reporting requirements to LEAs.

The Department of Special Education will create and issue a comprehensive annual calendar for Part B and Part C data collection activities. The calendar will include all federally required data collection elements and relevant timeframes. (Manager: Kattrina Bravo. Completion Date: December 1, 2009; revised annually thereafter.)

INITIATIVE 3.3: Provide high-quality training and technical assistance to ensure full usage of SEDS and related database applications.

The Department of Special Education will develop an annual training schedule with regular training opportunities for all key stakeholder groups. (Manager: Kattrina Bravo. Completion Date: December 1, 2009; revised annually thereafter.)

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: Create a policy tracker to ensure timely policy development and implementation.

The Department of Special Education will create a policy tracker that clearly outlines internal



and external deadlines required for timely issuance. (Manager: Tammie Picklesimer. Completion Date: October 30, 2009; maintained annually thereafter.)

INITIATIVE 4.2: Develop a standardized communication plan for regulations and policies.

The Department of Special Education will create a standardized communication plan that will ensure that policies are not developed in a vacuum but are available for public comment and include opportunities for input prior to finalization. (Manager: Tammie Picklesimer. Completion Date: October 30, 2009; utilized on an ongoing basis thereafter.)

INITIATIVE 4.3: Provide high-quality training and technical assistance to ensure full implementation of new policies.

The Department of Special Education will develop related guidance and practitioner toolkits to be issued in support of key policies. Issuance of these tools will be accompanied by LEA trainings to support their application in schools and classrooms. An LEA training calendar that outlines all training opportunities will be issued annually. (Manager: Chandra Williams. Completion Date: September 30, 2009; issued annually thereafter.)

PROPOSED KEY PERFORMANCE INDICATORS— Special Education

Measure	FY 08 Actual	FY 09 Target	FY 09 Actual	FY 10 Projection	FY 11 Projection	FY 12 Projection
% of sub-grantee respondents reporting that technical assistance significantly improved their content knowledge	N/A	N/A	N/A	Establish Baseline	Increase by 5%	Increase by 5%
% of grant funds reimbursed to sub-grantees within 35 days of receipt of a complete reimbursement request ¹⁰	N/A	N/A	N/A	85%	90%	95%
% of Local Education Agency (LEA) noncompliance incidents identified and resolved	N/A	N/A	N/A	100%	100%	100%

¹⁰ 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.



within one year (IDEA Part B)						
% of youth with IEPs graduating from high school with a regular diploma compared to the percent of all youth graduating with a regular diploma			N/A ¹¹	70%	80%	90%
% of state complaints investigated within 60 days of receipt	N/A		N/A	100%	100%	100%
% of Residential Treatment Centers (RTCs) serving DC children monitored on a triennial cycle ¹²	N/A	100%	95%	100% of RTCs identified for monitoring	100% of RTCs identified for monitoring	100% of RTCs identified for monitoring

¹² Per DC law, all RTCs serving District children must be monitored once every three years. The DSE will monitor one-third of all RTCs annually after establishing a baseline in 2009 via monitoring of all placement sites.



Elementary and Secondary Education

SUMMARY OF SERVICES:

The Office of Elementary and Secondary Education provides guidance and assistance to local education agencies in their efforts to meet state standards for K-12 programs. The office also oversees the administration of federal grants for K-12 programs, school accountability, student testing, and accreditation of teacher preparation programs at post-secondary institutions in the District of Columbia. The Office issues state licensure of teachers 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 provide data to local education agencies (LEAs) so they may track their teachers highly-qualified status and ensure compliance with prescribed timeframes. (Program Manager: Erika Lomax, Director of Educator Quality. Beginning June 2010, quarterly thereafter.)

INITIATIVE 1.2: Provide uniform and accessible technical assistance and training to LEAs.

Develop and implement technical assistance and training sessions on specific topical areas of need (e.g., implementing state standards) to improve LEA understanding of requirements by September 2010. (Manager: Cathie Carothers, Assistant Superintendent. September 2010)

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 Division will provide technical assistance and issue guidance to LEAs on choice and SES requirements (e.g., improving parental outreach, school choice, using 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. (Program Manager: Title I Director (TBD), August 2010).

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

INITIATIVE 3.1: Develop and make available technical assistance resources to better inform LEAs of grant requirements.

Develop and issue guidance in the form of Frequently Asked Questions documents, webinars, etc. to familiarize LEAs with federal grant programmatic and fiscal requirements. Materials will be sent directly to LEAs as well as made publicly available on OSSE's website. (Program Manager: Title I Director (TBD), May 2010)



INITIATIVE 3.2: Improve LEA schoolwide plans.

Develop written guidance and conduct webinars to instruct LEAs on how to develop and/or amend schoolwide plans that meet all federal requirements. (Program Manager: Title I Director (TBD), July 2010)

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 and develop online information and tools for LEAs specific to program requirements and implementation, and usable, user-friendly information for students and parents throughout the fiscal year. (Oversight Manager: Cathie Carothers, Assistant Superintendent. August 2010.)

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 will be required to use the PTS by September 2009. Expenditure tracking and a cross-program analysis of expenditure data will be ongoing throughout fiscal year 2010. (Oversight Manager: Cathie Carothers, Assistant Superintendent.)

INITIATIVE 5.2: Provide sub-grantees with reconciliation reports.

Develop an online tool for LEAs and other sub-grantees to check the financial status of their grants by program: allocation amounts, draw down totals, balances, and dates of fund availability. (Oversight Manager: Cathie Carothers, Assistant Superintendent.)



PROPOSED KEY PERFORMANCE INDICATORS— Elementary and Secondary Education

Measure	FY 08 Actual	FY 09 Target	FY 09 Actual	FY 10 Projection	FY 11 Projection	FY 12 Projection
% of core subject classes taught by highly qualified teachers ¹³	66.1%	100%	66%	100%	100%	100%
% of paraprofessionals deemed highly qualified ¹⁴	66.1%	100%	67%	100%	100%	100%
% of applicable grantees meeting the SES and choice requirements.	60%	50%	50%	60%	70%	75%
% of sub-grantees meeting Schoolwide Program compliance requirements	N/A— only monitored for the existence of a plan	N/A	N/A	Establish Baseline	50%	65%
% of grants who expend 80% or more of their grant funds within the initial period of funding availability		N/A	N/A	70%	80%	90%
% of grant funds reimbursed to sub-grantees within 35 days of receipt of a complete reimbursement request ¹⁵	N/A	N/A	Baseline TBD in FY10	90%	95%	100%

¹³ Numbers will vary each school year.

¹⁴ “% 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.

¹⁵ 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



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 (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: Enhance the underwriting and due diligence processes for awarding direct loan and credit enhancement funds.

The Office of Public Charter School Financing and Support will develop a refined underwriting process that results in an underwriting memorandum that captures the relevant underwriting criteria necessary to guide an effective credit decision. The memorandum will clarify the criteria used to award funds. Award decisions will be based upon a due diligence review that includes: student achievement, the quality of school governance and leadership, and school operational and financial management capacity. The office will publicize the criteria and use the memorandum and review process as a training and technical assistance tool to increase the quality of charter schools' applications. The new underwriting framework will be available to the public by June 30, 2010. (Stefan Huh, June 30, 2010)

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 at least one additional academic facility and/or to enhance or expand existing charter school incubator facilities by September 30, 2010. (Stefan Huh, September 30, 2010)

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

INITIATIVE 2.1: Document business processes and procedures in an operations manual.

The operational procedures will be reviewed and updated to become aligned with the current

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



organizational structure. Once completed staff will be notified of any changes and trained if necessary. The end result will be the development and posting of an operations manual. (Carole Lee. February 2010)

INITIATIVE 2.2: Develop a new invoice payment tracker to ensure accurate and timely processing of vendor invoices.

In consultation with the appropriate stakeholders a review of the current invoice payment and tracking process will take place. A new method of tracking payment from receipt of invoice to check disbursement will be developed. A concerted effort will be made to contact vendors regarding the use of the automated clearing house (ACH) process to expedite payment. (Carole Lee, December 2009)

INITIATIVE 2.3: Increase the number of vendors receiving payment via the Automated Clearing House (ACH) by 10%.

OSSE would like to encourage vendors to expedite payment by receiving electronic payment. In FY 2009, OSSE initiated a campaign to convert vendors from a paper check to electronic payment system. In FY 2010, OSSE would like to increase the number of vendors utilizing the more efficient system. (Carole Lee, September 2010)

OBJECTIVE 3: Attract and retain a qualified workforce.

INITIATIVE 3.1: Implement an agency-wide supervisory training program.

Provide OSSE supervisors and managers with information on OSSE/DC Government policies & procedures. The OSSE Human Resources department is launching a Supervisory Agency Training Program for supervisors and managers who hold or have the potential to hold OSSE supervisory positions. 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. March 2010)

INITIATIVE 3.2: Implement an employee recognition program.

The OSSE Employee Recognition Program will be established in an effort to recognize and reward staff for their dedication and contributions to the success of the overall mission of the organization. The goal is to make employee recognition an integral part of our agency's operations and to determine which recognition techniques motivate employees (i.e. peer, supervisor, agency head, etc.). (RaeShawn Crosson-Settles. November 2009)

INITIATIVE 3.3: Diversify the methods used to recruit highly qualified candidates.

This initiative will be accomplished by expanding online postings and Internet resume banks to search for candidates with specific skills, utilize professional and community organizations/networks to attract talent, conduct national search for key leadership positions. (RaeShawn Crosson-Settles. January 2010.)

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: Improve the established processing timeline for all special education Department of Transportation (DOT) procurements.



The OSSE procurement office will reevaluate the established timeliness for processing all special education Department of Transportation procurements to ensure practices are efficiently and effectively meeting the department's needs. As a result of the analysis, OSSE may enact shorter timelines, engage in contracts with other jurisdictions, and collaborate with the Council of Governments (COG) to further refine procurement best practices. (Elizabeth Kilpatrick, October 2009)

INITIATIVE 4.2: Implement quarterly trainings for new 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 Contracting Officer Technical Representatives (COTR) and the process for developing complete and accurate Statements of Work (SOW). (Elizabeth Kilpatrick, November 2009)

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 FY10, the office will also undertake the implementation of Phase II of the iSight Docketing System. This task will enhance and efficiently modernize the ability of users to utilize and navigate the system and will increase all user productivity in administering cases as well as managing case related documents. (Dakarai Thompson, January 2010)

INITIATIVE 5.2: Modernize the office records intake, storage, retrieval, and disposal process.

In FY10, the Student Hearing Office will improve the records management program to allow for the planning, controlling, organizing, and maintenance of all due process hearing case files. The modernization activity will facilitate quicker retrieval of information and case files and will improve the efficiency and productivity of the records department to achieve effective records management. (Aaron Jacobs, January 2010)

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

INITIATIVE 6.1: Implement an OSSE IT "Change Control Board".

Establish a formal process to review and approve any change to a "live" production system before the change is implemented. The intent is to use a formal process to identify potential problems before they negatively impact any information or users. In addition, the Change Control Board will improve communication across directorates, reduce redundancies, and streamline enterprise efforts. (Thomas Fontenot, June 2010)

INITIATIVE 6.2: Migrate Department of Transportation data to OSSE's domain.

During FY 2009, DCPS' Department of Transportation (DOT) transitioned to OSSE. In FY 2010, OSSE will complete the migration of users, computers, printers, and servers from DCPS to OSSE. This migration from the DCPS network to the OSSE (DCGOV) network will allow for better user and computer support to the DOT user community. In addition, the migration will improve email functionality and our ability to provide world class services to the Department of Transportation. (Stephen Ramdat, January 2010)



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

INITIATIVE 7.1: Deploy a method for tracking division-level technology-related expenses.

Implement a system that tracks products and services that are billable and charged back to programs or departments. The system includes, but is not limited to, billable PDA's and IT resources. (Matt Brownlee, March 2010)

INITIATIVE 7.2: Deploy Print Manager throughout OSSE to decrease printing costs.

Deploy Print Manager for all OSSE printers and publish financial reporting to justify usage and charge-backs to respective programs or departments. The goal is to reduce costs and to conserve energy. (Stephen Ramdat, expected April 2010)

PROPOSED KEY PERFORMANCE INDICATORS— Office of the Director

Measure	FY 08 Actual	FY 09 Target	FY 09 Actual	FY 10 Projection	FY 11 Projection	FY 12 Projection
# of square feet financed by the Office of Public Charter School Financing and Support (OPCSFS)	N/A	N/A	N/A	100,000	100,000	100,000
\$ of facility debt and capital funds leveraged by OPCSFS	N/A	N/A	N/A	\$25,000,000	\$29,000,000	\$32,000,000
Rate of OPCSFS' timely interest and principal repayments	N/A	N/A	N/A	85%	90%	95%
% of available facility grant funding committed during the given FY	N/A	N/A	N/A	80%	90%	100%
% of vendor invoices paid within 30 days of receipt	N/A	N/A	N/A	80%	85%	90%
Average # of highly-qualified applicants (as deemed by DCHR standards) per OSSE position hired	N/A	N/A	2	5	8	10
OSSE's employee retention rate	N/A	N/A	N/A	60%	70%	80%



% timely issuance of Hearing Officer Determinations/ Orders	N/A	90%	91.51%	92%%	93%	95%
% of Student Hearing Office document/ information requests processed within 30 days	79%	100%	86%	96%	97%	98%
Average annual printing cost per OSSE employee	N/A	N/A	N/A	\$350	\$300	\$280
% of IT helpdesk calls answered within service level agreement	N/A	N/A	N/A	90%	92%	94%

STANDARD CITYWIDE OPERATIONAL MEASURES

Measure	FY09 YTD
Contracts	
% of sole-source contracts	
Average time from requisition to purchase order for small (under \$100K) purchases	
# of ratifications	
% of invoices processed in 30 days or less	
Customer Service	
OUC customer service score	
Finance	
Variance between agency budget estimate and actual spending	



Overtime as percent of salary pay	
Travel/Conference spending per employee	
Operating expenditures "per capita" (adjusted: per client, per resident)	
People	
Ratio of non-supervisory staff to supervisory staff	
Vacancy Rate Total for Agency	
Admin leave and sick leave hours as percent of total hours worked	
Employee turnover rate	
% of workforce eligible to retire or will be within 2 years	
Average evaluation score for staff	
Operational support employees are percent of total employees	
Property	
Square feet of office space occupied per employee	
Risk	
# of worker comp and disability claims per 100 employees	