



**FY 2013 PERFORMANCE PLAN**  
**Office of the State Superintendent of Education**

**MISSION**

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

**SUMMARY OF SERVICES**

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

OSSE also serves as the standard-bearer in education for the District of Columbia. OSSE develops state-level education policies and standards aligned with school, college, and workforce readiness expectations. OSSE further ensures that the District collects and reports accurate and reliable data. OSSE provides technical support to increase effectiveness among education providers, thereby improving outcomes for all students.

OSSE also leads, *Special Education Transportation* (Agency Code GO0); *Non-public Tuition* (Agency Code GN0); and administers *District of Columbia Public Charter Schools Payments* (Agency Code GC0).

**PERFORMANCE PLAN DIVISIONS**

- Office of the Chief of Staff
- Office of the Chief Operating Officer
- Office of the Deputy State Superintendent
- Early Learning
- Elementary and Secondary Education
- Post-Secondary Education and Career Readiness
- Special Education

**AGENCY WORKLOAD MEASURES**

<b>Measures</b>	<b>FY 2011 Actual</b>	<b>FY 2012 Actual</b>
# of child care facilities	459	501
# of child care professionals working in child care facilities	2,200	2,332
# of infants & toddlers served	5,000	5,080
# of students participating in PK3 & PK4 programs	10,093	12,857
# of children served by child development centers [One City Action Plan Action 2.1.4]	11,035	13,393



<b>Measures</b>	<b>FY 2011 Actual</b>	<b>FY 2012 Actual</b>
# of PK-12 Local Education Agencies	53	54
# of PK-12 schools	217	220
# of PK-12 teachers	5,709	6,059
# of PK-12 students (including adults)	74,977	76,753
% of PK-12 students qualified for free and reduced lunch	72%	72%
# of PK-12 female students	37,869	38,791
# of PK-12 male students	37,108	37,947
# of PK-12 American Indian students	54	64
# of PK-12 African American students	57,292	57,404
# of PK-12 Hispanic students	10,614	11,304
# of PK-12 White students	5,130	5,702
% of students performing at proficiency	46.3%	47.4%
% of students performing at proficiency in math	47.0%	49.3%
% of students performing at proficiency in reading	45.5%	45.6%
% of students performing at proficiency in science	38.0%	40.9%
# of high performing schools	18	25
# of schools needing interventions	32	44
# of PK-12 English Language Learners	6,238	6,891
# of students with IEPs	11,947	12,552
# of students with IEPs served in public placements	9,793	10,726
# of students with IEPs attending in non-public placements	2,043	1,822
# of identified English Learners, homeless, home school, neglected, and delinquent students (combined)	10,071	9,045
% of high school freshman graduating in 4 years	58%	61%
# of high school graduates	2,963	3,777
# of high school graduates enrolling in college within 1 year of graduation	1033	1115
# of students who complete two or more courses as part of a CTE sequence of courses	6,578	7,215
# of programs of study offered in OSSE funded CTE programs	36	45
% of high school seniors completing a DC TAG application	36%	51%
# of students awarded DC TAG scholarship	5101	5258
# of students testing for GED	587	889
# of adults participating in literacy programs	3798	3145
# of licensed postsecondary programs	101	103
# of OSSE employees	2,121	2,130



## *Office of the Chief of Staff*

### **SUMMARY OF SERVICES**

The Office of the Chief of Staff includes the Office of Communications, the Office of Intergovernmental Affairs, the State Board of Education and the Office of Grants Management and Compliance. Communications serves as the central hub for managing all agency communication efforts, such as the OSSE website, press related events and community outreach. The Intergovernmental Affairs division acts as a liaison between OSSE and elected partners on all legislative and policy issues. The State Board of Education is comprised of elected officials who help inform OSSE on local education initiatives, such as developing updated high school graduation requirements. The Office of Grants Management and Compliance oversees the annual enrollment audit and ensures compliance with federal and local regulations as they pertain to grants. Overall, the Office of the Chief of Staff ensures delivery of results, responds to stakeholders and serves as the primary support for the day-to-day activities of the State Superintendent.

**OBJECTIVE 1: Create a transparent and responsive communications system at OSSE, focusing on providing accessibility to critical data, introducing new formats for interaction with staff leadership and developing multiple ways to help internal and external stakeholders better understand OSSE's key issues. (QUALITY EDUCATION)**

**INITIATIVE 1.1: OSSE All-Staff meetings.** Hold quarterly OSSE All-Staff meetings to ensure all 2200 employees are kept abreast on key District education and agency issues.

**INITIATIVE 1.2: Stakeholder updates.** Produce monthly electronic broadcast messages to stakeholders in the form of a video, podcast, conference call, or webinar.

**INITIATIVE 1.3: Open-house for parents.** OSSE will host two public open house events which will feature agency senior staff members answering questions from stakeholders and parents.

**OBJECTIVE 2: Support divisional and agency efforts to promote efficiency and accountability across the District's public education landscape. (QUALITY EDUCATION)**

**INITIATIVE 2.1: LEA Listening Tour.** Host LEA Annual Listening Tour to receive feedback firsthand on concerns and challenges to see how OSSE can support achieving goals and initiatives.

**INITIATIVE 2.2: Document retention protocol.** Solidify agency-wide document retention protocol to support systems building and consistency with internal and external documents.



**INITIATIVE 2.3: Intra-agency coordination of grants.** Create and manage a central electronic resource of grant funding information for stakeholders through intra-agency coordination of grant programs across OSSE divisions.

**INITIATIVE 2.4: Annual enrollment audit.** Launch first enrollment audit handbook and campaign to ensure LEAs and other stakeholders are prepared for and understand the enrollment audit process.

**INITIATIVE 2.5: Residency verification process.** Implement a hotline for the public to give anonymous tips on potential residency fraud situations.

**OBJECTIVE 3: Continue to improve service delivery, ensuring the highest level of quality is displayed in all agency efforts. (QUALITY EDUCATION)**

**INITIATIVE 3.1: Policy process.** Create and administer process to ensure quality and timely policy development based on sound research and best practices.

**INITIATIVE 3.2: Ensure responsive customer service.** Survey stakeholders bi-annually to determine rate of responsiveness and ensure continuous improvement.

**INITIATIVE 3.3: Exit federal high-risk status.** Continue to comply with the US Department of Education (US ED), submit quarterly reports to stay in compliance and make a formal request to exit the federal high-status, closely communicating with US DOE to ensure that we follow all instructions/recommendations in timely manner.

**INITIATIVE 3.4: Indirect Cost Plan rollout.** Work with the US ED to approve the proposed LEA Indirect Cost Rates with each LEA for the first time in OSSE's history.



**KEY PERFORMANCE INDICATORS – Office of the Chief of Staff**

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
<b>Objective 1</b>						
Number of City Council Briefings	Not Applicable	5	5	5	5	5
Number of Electronic Broadcasts to LEAs	0	12	10	10	10	10
Number of Open House Events for Parents	0	1	1	2	2	2
<b>Objective 2</b>						
Percent of LEAs visited	Not Applicable	100%	71%	100%	100%	100%
# of A133 Audit findings <i>*Findings are determined one year after fiscal year</i>	7	5	5	4	3	2
Dollar Amount of Question Cost	0	0	0	0	0	0



## *Office of the Chief Operating Officer*

### **SUMMARY OF SERVICES**

The Office of the Chief Operating Officer (OCOO) is responsible for delivering cutting edge customer analytics, operational excellence and human capital management. The OCOO will drive and uphold brand promise through strong operational standards and systems to support an innovative vision, track efficiencies and progress, as well as coach and motivate teams to the achievement of all goals. The OCOO provides comprehensive support related to human resources, procurement, student hearing office, operations, customer service, and day-to-day functions of the agency including, facilities management, general operations, correspondence, tuition processing, and workforce development.

**OBJECTIVE 1: Develop strategic alignment to align human capital strategy with OSSE's mission, goals and organizational objectives and integrate into strategic plans, performance plans and budgets.**

**INITIATIVE 1.1: Develop a workforce and planning model.** Apply across OSSE to provide consistent quarterly indicators and information for all OSSE divisions.

**INITIATIVE 1.2: Employee Recognition.** Implement monthly employee recognition program.

**OBJECTIVE 2: Provide leadership development via quarterly trainings for OSSE leaders and managers to drive continuous improvement in performance.**

**INITIATIVE 2.1: OSSE University.** Establish a training program for all OSSE employees to gain transferrable skills to contribute to their professional development.

**OBJECTIVE 3: Focus on closing most mission-critical skills, knowledge, and competency gaps/deficiencies by attracting talent for all vacancies.**

**INITIATIVE 3.1: Recruitment analysis.** Conduct analysis of recruitment process for key occupations, examine best practices, and adjust process as necessary.

**INITIATIVE 3.2: Tracking system.** Implement a tracking system for hiring across all components and move towards a 45-day hiring model.

**OBJECTIVE 4: Provide high-quality internal and external customer service.**

**INITIATIVE 4.1: Develop a comprehensive OSSE Directory.** This initiative will enable OSSE internal and external stakeholder access to contact information for all OSSE employees, sub-grantees, community based organizations and local education agencies (LEAs).

**INITIATIVE 4.2: Improve OSSE customer service (Voicemail & Email).** Conduct regular compliance checks to ensure compliance with DC government customer service



standards. Success of this initiative is measured by the annual internal survey and external metrics.

**INITIATIVE 4.3: EEO and Diversity Training.** Prevent discrimination by promoting awareness of and compliance with local and federal antidiscrimination laws.

**OBJECTIVE 5: Provide effective and efficient operational support services to achieve program goals.**

**INITIATIVE 5.1: Develop a payment tracking portal.** This initiative will enable vendors, sub-grantees, community based organizations, and employees to view progress of payments moving through the system and will help OSSE employees ensure that payments are delivered within 30 calendar days of OSSE's receipt of an invoice.

**INITIATIVE 5.2: Ensure that positions are filled and reclassified within 60 days.**

**INITIATIVE 5.3: Complete or close all procurements within 90 days.** Update procurement guidelines.

**INITIATIVE 5.4: Promote the development, economic growth and retention of District-based businesses by increasing the usage of DCLSDBE vendors by 5%.**

**OBJECTIVE 6: Provide for fair and equitable Alternative Dispute Resolution.**

**INITIATIVE 6.1: Conduct timely IDEA due process hearings.** This initiative adheres to the federal, local and judicial mandate that all Special Education Administrative Due Process Hearings be conducted in a timely manner. This initiative will ensure that all children and families who seek a due process hearing will receive timely due process.

**INITIATIVE 6.2: Conduct mediations.** This initiative adheres to the federal, local and judicial mandate that Special Education Mediation be freely and neutrally offered to all children and families. It will ensure that all children and families who seek mediation will receive a free and neutral service.

**INITIATIVE 6.3: Facilitated IEP and resolution session meetings.** This initiative supports federal, local and judicial guidance to provide a wider range of Alternative Dispute Resolution (ADR) services to children and families in the District of Columbia. It will enhance the OSSE's ADR offerings and will give children and families a range of avenues to resolve education-related disputes.



## KEY PERFORMANCE INDICATORS - Office of the Chief Operating Officer

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
<b>Objective 1</b>						
Number of employees with performance plans	Not Applicable	85%	90%	100%	100%	100%
<b>Objective 2</b>						
Number of trainings for leadership development	0	4	4	4	4	8
Number of trainings at OSSE University	3	4	8	8	8	8
<b>Objective 3</b>						
Average number of qualified applicants identified per position within 45 days	5	2	3	3	3	3
OSSE's employee retention rate	78%	87%	87%	87%	88%	89%
<b>Objective 4</b>						
Increase in customer service approval rating over prior year	Not Applicable	4	6	4	4	4
<b>Objective 5</b>						
Percent of OSSE employees trained in procurement process	Not Applicable	75%	2%	50%	60%	65%
Percent of positions filled and or reclassified within 60 days	Not Applicable	80%	91%	92%	93%	95%
Percent of procurements less than \$25K completed within 10 days	Not Applicable	80%	67%	80%	90%	95%
<b>Objective 6</b>						
Percent of timely IDEA due process hearings	98%	100%	100%	100%	100%	100%
Number of mediation requests	31	40	40	45	50	55
Percent of payments made to vendors within 30 days of receipt of an approved invoice	Not Applicable	95%	95%	95%	95%	95%





## *Office of the Deputy State Superintendent*

### **SUMMARY OF SERVICES**

The Office of the Deputy Superintendent of Education includes Wellness and Nutrition Services, Statewide Athletics, Data Enterprise Management and Information Technology. Wellness and Nutrition Services provides comprehensive oversight of the U.S. Department of Agriculture child nutrition programs, the DC Healthy Schools Act and health education. Statewide Athletics coordinates statewide athletic championships. Data Enterprise serves internal and external customers through the deployment and management of OSSE data. Information Technology coordinates collaborative agency-wide technology strategic and tactical planning to ensure delivery of high quality technologies, voice communications, infrastructure and networking services. The Deputy Superintendent coordinates OSSE activities across program divisions, including performance management, and serves as the primary surrogate for the Superintendent with other government organizations and the community.

### **OBJECTIVE 1: Increase participation in the child nutrition programs so that participants are ready to learn. (QUALITY EDUCATION)**

**INITIATIVE 1.1: Increase participation in school nutrition programs.** Continue to provide technical assistance to new public charter schools and non-public schools and help them enroll in the school nutrition programs. Implement the USDA Community Eligibility Option to decrease the number of LEAs that must collect and verify school meal eligibility applications.

**INITIATIVE 1.2: Increase participation in child and adult care food programs.** Continue to provide outreach trainings and network meetings with community and faith-based organizations to increase participation. Partner with the Division of Early Childhood Education to enroll additional licensed child care facilities.

**INITIATIVE 1.3: Quarterly trainings and technical assistance.** Conduct quarterly trainings for schools on the DC Healthy Schools Act and USDA school nutrition legislation and provide on-site technical assistance to at least 100 schools. Make sure that students have appealing, healthy choices in foods and beverages to improve nutrition, reduce consumption of empty calories and potentially reduce excess weight gain over time. Work with schools to complete their application to be certified by USDA as Healthier US School Challenge schools.

**INITIATIVE 1.4: Provide competitive grants to schools for physical activity and school garden programs.** Through the Healthy Schools Fund, make grants available through a competitive process to public schools, public charter schools and other organizations to support physical activity and school gardens. Present annual report as required by the DC Healthy Schools Act to the Mayor and Council.

**INITIATIVE 1.5: Assist schools in receiving certification as U.S. Department of Education Green Ribbon Schools.** Continue the working group comprised of multiple



DC agencies and organizations to promote the Green Ribbon Schools Program, assist schools through the application process and nominate schools to the DOE.

**OBJECTIVE 2: Ensure that schools are following the health education and physical education standards and requirements of the DC Healthy Schools Act as healthy, physically active students are ready to learn. (QUALITY EDUCATION)**

**INITIATIVE 2.1: School Health Profiles.** Work with all public schools and public charter schools to complete the annual online school health profile survey as required by the DC Healthy Schools Act. This survey includes data regarding the minutes per week of physical and health education that students receive, among other information. Data is compiled and analyzed for an annual report for the Mayor and Council. In addition, work with middle and high public and public charter schools to complete the bi-annual CDC Youth Risk Behavior Survey that collects self-reported data about the prevalence of health risk behaviors among students.

**INITIATIVE 2.2: DC CAS Health.** As required by the DC Healthy Schools Act, conduct health assessment to determine student achievement with respect to the health and physical education standards. This assessment will be conducted in grades 5, 8 and the grade where health is taught in high school.

**INITIATIVE 2.3: Quarterly health-related professional development.** To help meet the needs of educators and to ensure that health education programs across the District are aligned with the state health education learning standards, are medically accurate and age appropriate, offer quarterly trainings to increase the health knowledge and skills of educators.

**INITIATIVE 2.4: Standards-based health education curricula.** Working with other DC agencies, schools, community-based organizations and other health professionals, systematically review health and physical education curricula. After review and alignment with the state health education learning standards, share the list of recommended curricula with schools.

**INITIATIVE 2.5: Collaborations with External Stakeholders.** Establish and maintain partnerships with external stakeholders to collaborate on various health initiatives and programming that impact the health and academic outcome of students.

**OBJECTIVE 3: Enhance the District-wide athletic department that provides oversight and policy guidance to public schools, public charter schools and independent/private schools who wish to compete for “Statewide” athletic championships as one method of expanding pathways to college and careers. (QUALITY EDUCATION):**

**INITIATIVE 3.1: Amend DCMR 5; Chapter 27.** The amended DCMR 5; Chapter 27 will provide a “level playing field” for all schools in the District of Columbia that wish to participate in statewide athletic competitions.



**INITIATIVE 3.2: Expand the District-wide athletic competition for students from across LEAs/schools that include multiple sports, ages, and genders.** Expand to twelve statewide athletic competitions. These competitions will tie together leagues within some local educational agencies and will offer another pathway to college and careers for students, given both the opportunity for a small number to pursue an athletic career and the opportunity for others to learn lessons that will help prepare them in other ways for college and careers.

**INITIATIVE 3.3: Establish a Sports Medicine Advisory Council.** This Council will provide recommendations on health and safety policies that relate to interscholastic athletics to the State Superintendent of Education.

**INITIATIVE 3.4: Secure championship sponsors.** Secure at least one sponsor for the statewide football championship tournament.

**OBJECTIVE 4: Provide quality data on D.C. education to the public and other stakeholders.**

**INITIATIVE 4.1: Performance Management.** Administer an internal performance management system to ensure all programmatic efforts are of high quality and executed on time and are visible.

**INITIATIVE 4.2: Centralized unique data.** Develop linkages between existing educational data sets and ensure that the unique student ID and educator ID follow students and educators throughout their educational career. Link all data sets so that analysis or research can be performed across program areas.

**INITIATIVE 4.3: Academic data.** Provide educational service providers with instructionally useful data on the results of academic successes and students outcomes such as college graduation, high school graduation to middle schools, and school age success for students from PreK programs. Collect transcript information and support electronic transcripts that follow students across school and years.

**INITIATIVE 4.4: Data quality improvement.** Produce an annual comprehensive handbook of data elements with a collection schedule for all LEAs. Statewide Longitudinal Education Data (SLED) staff will develop quality standards for each element and OSSE will disseminate error reports to data providers on a regular basis.

**INITIATIVE 4.5: Making data transparent.** Produce data in electronically readable formats on D.C. educational enrollment, DC CAS performance, and college and career outcomes of students and publish on the OSSE website.

**INITIATIVE 4.6: Program Evaluation.** Collect survey and outcome data on previously unevaluated education programs so that their effectiveness can be evaluated.



**OBJECTIVE 5: Ensure the day-to-day technical availability and operability of OSSE systems.**

**INITIATIVE 5.1: Develop and execute a centralized IT support model.** Centralize all IT initiatives including contract staff, technical contracts and technical procurements. The intent is to leverage all technical assets across the OSSE to provide a unified and uniform approach to technical deliverables. The current model has led to duplication of efforts, procurement of non-supported IT equipment and poorly managed technical vendors.

**INITIATIVE 5.2: Formalize an enterprise architecture framework.** Enterprise architecture is a corporate asset of OSSE that in FY13 will be managed as a formal process. Successful execution of an Enterprise Architecture process will be an OSSE wide endeavor requiring management, allocation of resources, continuity and coordination from the OSSE Chief Information Officer (CIO). OSSE divisions will work closely with the CIO core architecture team to produce a description of OSSE operations, a vision of the future and an investment and technology strategy for accomplishing goals.

**INITIATIVE 5.3: Process quality improvement.** Publish a comprehensive handbook of IT standards for all OSSE employees and contractors. Technology staff will develop and disseminate these standards via internal meetings. The Team will annually evaluate the toolset to ensure that it is maintained and follows industry trends.

**INITIATIVE 5.4: Standardize on common core technologies.** This is an ongoing initiative, OSSE will continue to standardize on a common set of technology standards for hardware, software and data so that data and code can be shared across the OSSE enterprise. As standards are updated and refined they will be documented and rolled out to the agency so that it is understood and easy to follow. This tool set aligned with OCTOs Standard Technologies will make it easier and faster to deploy technology to share data and upload to the LDS. In FY13, it is expected that 5 new technologies will be standardized.

**KEY PERFORMANCE INDICATORS – Office of the Deputy State Superintendent**

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
<b>Objective 1</b>						
Percent of students participating in the school lunch program	67%	60%	58%	60%	61%	62%
Percent of students participating in the school breakfast program	33%	39%	41%	42%	43%	44%
LEAs participating in the breakfast and lunch programs	63	62	62	65	62	61



Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Percent of children eligible for free or reduced priced meals	72%	72%	72%	71%	71%	70%
Percent of low income students participating in the Summer Food Program	80%	81%	74%	76%	78%	80%
Child & Adult Care Food Program (CACFP) daily average participants	5,259	4,865	5,501	5,600	5,650	5,700
Percent of schools with school gardens	Not Applicable	60	80	85	90	95
Percent of Green Ribbon schools	Not Applicable	1	2	2	2	3
<b>Objective 2</b>						
Percent of schools completing school health profile	95%	96%	96%	96%	97%	98%
Grades K-5 average minutes of physical education per week	65	80	60	75	100	150
Grades 6-8 average minutes of physical education per week	107	120	106	150	175	225
Grades K-5 average minutes of health education per week	35	40	31	55	65	75
Grades 6-8 average minutes of health education per week	53	60	48	65	70	75
Percent of schools completing DC CAS Health	Not Applicable	80%	100%	100%	100%	100%
Number of in-person professional development sessions on health education	7	2	4	12	13	14
Number of health education events conducted in the community	4	5	6	7	9	11
<b>Objective 3</b>						
Number of statewide athletic sports competition	Not Applicable	1	1	12	14	16
Number of sponsors for statewide athletic championships	Not Applicable	0	0	1	2	3
<b>Objective 4</b>						



Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Number of Performance Management Support Sessions	Not Applicable	2	1	2	2	2
Percent of OSSE program areas with assigned USIs and UESIs in all data sets	Not Applicable	Not Applicable	Not Applicable	60%	70%	80%
Number of SLED page views	Not Applicable	Not Applicable	Not Applicable	1000	2000	3000
Number of page views of public data	Not Applicable	Not Applicable	Not Applicable	100	200	300
Number of evaluations produced of OSSE programs	Not Applicable	Not Applicable	Not Applicable	1	2	3
<b>Objective 5</b>						
Percent of helpdesk calls answered within SLA	90%	93%	95%	95%	95%	95%
Percent uptime of OSSE servers against SLA	98%	98%	100%	100%	100%	100%
Percent of user requests via the services portal solved and closed with 5 days of receipt	Not Applicable	95%	84%	95%	95%	95%
Percent of new IT initiatives reviewed via the Project Initiation Process	Not Applicable	90%	83%	93%	95%	95%
Number of new common core technologies standardized	Not Applicable	10	12	5	5	5
Percent of funds reimbursed within 30 days of receipt of invoice	Not Applicable	80%	92%	93%	94%	95%



## *Division of Early Learning*

### **SUMMARY OF SERVICES**

The Division of Early Learning (DEL) provides leadership and coordination to ensure access to high-quality early childhood development programs for District of Columbia (DC) children from birth to kindergarten entry.

### **Objective 1: Provide a high-quality, safe and healthy early care and education opportunity for children (including One City Action Plan Actions 2.1.3, 2.1.4 and Indicator 2B). (QUALITY EDUCATION)**

#### **INITIATIVE 1.1: Ensure Quality Rating Improvement System (QRIS) framework is directly linked to positive outcomes for children and families (One City Action Plan Action 2.1.3 and Indicator 2B).**

OSSE has committed that by 2014 at least 50% of early childhood development programs will meet the highest quality standards. The QRIS is a systemic approach to assess, improve and communicate the level of quality in early and school age care and evaluation programs. By participating in the QRIS, early care education providers will embark on a path of continuous quality improvement.

#### **INITIATIVE 1.2: Validate enhanced QRIS standards.**

Utilize in field tests through ratings to validate the enhanced QRIS standards.

#### **INITIATIVE 1.3: QRIS incentive system.**

Develop an incentive system to move programs along the continuum and institute a time restriction at the lowest level.

#### **INITIATIVE 1.4: Enhance child care licensing.**

Review and enhance the child care licensing monitoring system and protocols along targeted technical assistance that will include technology enhancements.

#### **INITIATIVE 1.5: Early Learning Standards (ELS).**

Enhance the curriculum and training for Early Learning Guidelines. Develop an online module and incentivize professionals to attend training and implement ELS.

#### **INITIATIVE 1.6: Supports and services for infants, toddlers and their families.**

Integrate programs consistent with the Individuals with Disabilities Act (IDEA) Part C with other early learning programs to coordinate and streamline these programs for children and families.

#### **INITIATIVE 1.7: Increase the number of affordable infant and toddler slots (One City Action Plan Action 2.1.4).**

Develop and release a request for proposals to increase the number of affordable infant and toddler slots by 80.



**Objective 2: Support early care and education professionals with targeted and intentional professional development and technical assistance. (QUALITY EDUCATION)**

**INITIATIVE 2.1: Professional Development System.**

Design and deliver a high quality comprehensive professional development system. System will include supports to teachers and administrators.

**INITIATIVE 2.2: Licensing exempt child care providers.**

Identify and partner DEL programs with licensing exemptions (military and federal child development programs) and Family, Friend and Neighbor (FFN) Care providers to include in professional development opportunities and in the District's professional development registry.

**Objective 3: Inform parents, families and the community about early learning. (QUALITY EDUCATION)**

**INITIATIVE 3.1: Quality matters campaign.**

Develop clear and consistent District wide messaging on the benefits of high-quality early care and education; Quality Matters Campaign.

**INITIATIVE 3.2: Collaborate with the community.**

Collaborate and partner with the community and stakeholders to advance early learning priorities.

**INITIATIVE 3.3: QRIS outreach.**

Design and deliver QRIS outreach to include parent information sessions, publishing of all ratings to build public awareness and understanding of QRIS.

**Objective 4: Promote accountability and excellence; hold system accountable for results. (QUALITY EDUCATION)**

**INITIATIVE 4.1: Licensing function.**

Retool licensing function to implement electronic licensing forms and fully utilize electronic licensing system. Retrain child care licensing specialists in new initiatives.

**INITIATIVE 4.2: Transparent data.**

Establish a workflow for data collection, verification and analysis to ensure all data processes are conducted in an efficient and effective way that lead to data quality and integrity and thus informed decision making.





## KEY PERFORMANCE INDICATORS – Early Learning

Measure	FY 2011 Actual	FY 2012 Projection	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
<b>Objective 1</b>						
Number of affordable infant and toddler slots at child development centers [One City Action Plan Action 2.1.4]	5,000	5,050	5,080	5,150	5,300	5,400
Number of training sessions in Early Learning Guidelines	Not Applicable	Not Applicable	Not Applicable	12	12	12
Percent of gold level QRIS programs [One City Action Plan Action 2.1.3 and Indicator 2B]	27%	35%	35%	45%	50% <sup>1</sup>	60%
Percent of silver level QRIS programs	15%	15%	15%	15%	20%	30%
Percent of bronze level QRIS programs	57%	50%	48%	40%	30%	10%
Number of training sessions on Core Knowledge for Early Learning	Not Applicable	Not Applicable	Not Applicable	12	12	12
<b>Objective 2</b>						
Percent of Directors, Teachers & Teacher Assistants in Professional Development Registry	Not Applicable	35%	3%	35%	50%	70%
Percent of teachers in early childhood programs who hold a Bachelor's degree in early childhood or related field	Not Applicable	60%	50%	50%	75%	100%
Percent of teachers in early childhood programs who hold at an Associate Degree in early childhood education or a closely related field	45%	55%	45%	50%	60%	70%
Percent of teachers in early childhood programs who hold a Child Development Associate (CDA) Credential.	60%	70%	60%	75%	85%	90%
<b>Objective 3</b>						
Number of parents using Resource and Referral	Not Applicable	1200	1268	1300	1300	1300
Percent of parents receiving information on and placement of children in QRIS rated programs.	Not Applicable	Not Applicable	Not Applicable	25%	40%	50%
Number of parent events hosted by DEL	Not Applicable	Not Applicable	Not Applicable	2	4	6



<b>Measure</b>	<b>FY 2011 Actual</b>	<b>FY 2012 Projection</b>	<b>FY 2012 Actual</b>	<b>FY 2013 Projection</b>	<b>FY 2014 Projection</b>	<b>FY 2015 Projection</b>
Number of community outreach activities	Not Applicable	Not Applicable	Not Applicable	2	4	4
<b>Objective 4</b>						
Percent of licenses renewed within two months of expiration	Not Applicable	Not Applicable	Not Applicable	80%	85%	90%
Percent of timely licensing complaint inspections	95%	90%	90%	96%	98%	100%
Average response time for complaints	Not Applicable	Not Applicable	Not Applicable	72 hours	48 hours	24 hours
<b>Objective 5</b>						
Percent of sub-grantees that were “desktop” monitored semi-annually	100%	100%	97%	100%	100%	100%
Percent of funds reimbursed to vendors within 30 days of receipt of an approved invoice	90%	95%	95%	95%	97%	98%



## *Division of Elementary and Secondary Education*

### **SUMMARY OF SERVICES**

The Elementary and Secondary Education Division (ElSec) sets standards and expectations, provides resources and support, and monitors implementation and outcomes, with a primary focus on building the capacity of Local Educational Agencies (LEAs) to help schools ensure that students graduate high school with the skills to succeed in college and careers. ElSec implements programs and reforms under the Elementary and Secondary Education Act and Race To The Top.

### **OBJECTIVE 1: Prepare for full implementation of common core state standards and common assessments in reading/language arts and mathematics through clear communication and stakeholder collaboration. (QUALITY EDUCATION)**

#### **INITIATIVE 1.1: Communicate and publicize key information on the transition to Common Core State Standards (CCSS) to increase understanding across the education sector and broader community of the changes and rationale for the changes.**

Implement the communications plan with a timeline for the website roll out, informational meetings, professional development and community outreach as part of the Race To The Top initiative. This plan will be implemented over the next three years as the transition to common core state standards takes place. In FY13, information will be provided on the implementation of the CCSS on the OSSE website, information cards on reading and math will be dispersed to stakeholders and an interactive CCSS website will be launched.

#### **INITIATIVE 1.2: Provide professional development for school leaders, teachers, and preparation program faculty on the common core state standards and common assessments in reading/language arts and mathematics.**

Create an annual professional development calendar for in-person sessions as well as post online sessions on the CCSS website.

### **OBJECTIVE 2: Make data more meaningful and useful in our work to increase student achievement. (QUALITY EDUCATION)**

#### **INITIATIVE 2.1: Implement a high-quality, meaningful differentiated accountability system based on multiple measures to replace the Adequate Yearly Progress (AYP) rules under the No Child Left Behind Act.**

Implement the new accountability system described in the District's Elementary and Secondary Education Act (ESEA) flexibility waiver from the U.S. Department of Education (US DOE). Accountability measures include school and class growth, student growth, additional assessments, and a multi-tiered approach to classifying schools.

#### **INITIATIVE 2.2: Reframe and build on the differentiated system of interventions and support for schools.**

Collaborate with state education agency technical assistance providers with the Mid-Atlantic Comprehensive Center to implement its new statewide system of support, which



is required under Title I of the ESEA. This collaboration will inform most of the work completed within the division. Implement this new framework as part of its ESEA flexibility waiver.

**OBJECTIVE 3: Increase the number of effective educators in all public schools. (QUALITY EDUCATION)**

**INITIATIVE 3.1: Implement a teacher value added model that is utilized in teacher evaluations for English/ language arts and mathematics teachers in grades 4-8.** Implement the teacher value added model that is utilized by DCPS in its IMPACT system and for all Race To The Top (RTTT) participating LEAs. As part of the ESEA flexibility waiver, all grades will be required to have a student growth model in place. Continue to provide value added results to LEAs for teachers in English/Language Arts and Mathematics in grades 4-8. Teacher value added professional development will be shared with non-participating LEAs as a model they may adopt.

**INITIATIVE 3.2: Adopt guidelines for rigorous teacher and principal evaluation systems and ensure that Race To The Top participating LEAs and other LEAs have evaluation systems that meet the guidelines.**

Develop guidelines based on criteria outlined in the Race To The Top application and in the District's ESEA flexibility waiver in consultation with the Human Capital Task Force and other stakeholders. Manage a process for reviewing and approving participating LEA's teacher and leader evaluation systems.

**INITIATIVE 3.3: Improve licensure processing time.** Reduce application processing by 5 days in FY 13 by working with LEAs to ensure coordination to improve the process.

**OBJECTIVE 4: Increase the number of high quality schools available to students. (QUALITY EDUCATION)**

**INITIATIVE 4.1: Provide planning and implementation funding opportunities to new public charter schools. Ensure high-quality public charter schools have access to affordable facilities suitable for learning.**

The Title V, Part B, Charter Schools Program grant provides up to three years of funding for new conditionally approved/fully approved charter schools in the District of Columbia. The five-year grant (2010-2015) allows for 24 schools to receive funding for Planning and Initial Implementation. Competitive federal payment funds for facilities will be awarded via a Request for Applications. These funds will be awarded via approval from the Public Charter School Credit Enhancement Fund Committee on direct loan and credit enhancement transactions.

**INITIATIVE 4.2: Monitor and support the implementation of rigorous school interventions in the persistently lowest-achieving schools identified by the new accountability system as focus or priority schools.**

EL SEC identified at least 54 schools as needing to implement rigorous interventions that are tailored to the school and student needs. Continue monitoring and supporting these



interventions to ensure the schools follow the intervention plans with fidelity and will provide additional support to these schools to ensure that they meet annual goals set at the time the intervention plans were developed.

### KEY PERFORMANCE INDICATORS – Elementary and Secondary Education

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
<b>Objective 1</b>						
Number of professional development sessions on common core state standards, school improvement, and teacher effectiveness offered	15	15	38	20	20	20
Number of events hosted specifically for parents and community members to learn about common core, accountability, and teacher effectiveness	Not Applicable	8	16	10	12	12
Number of individuals participating in common core events	400	800	2,503	3,200	3,200	3,200
<b>Objective 2</b>						
Percent of under-performing schools supported	5%	20%	44%	60%	80%	90%
<b>Objective 3</b>						
Average number of days taken to complete reviews of educator licensure applications	35	30	27	25	20	20



<b>Measure</b>	<b>FY 2011 Actual</b>	<b>FY 2012 Target</b>	<b>FY 2012 Actual</b>	<b>FY 2013 Projection</b>	<b>FY 2014 Projection</b>	<b>FY 2015 Projection</b>
Percent of LEAs (RTTT & nonRTTT) implementing teacher and leader evaluation systems to determine effectiveness	Not Applicable	55%	53%	85%	95%	95%
<b>Objective 4</b>						
Number of charter schools receiving federal planning and implementation funding	3	5	3	5	5	5
Percent of available facility grant funding committed during the FY	83%	85%	100%	100%	100%	100%
Rate of public charter school's timely interest and principal repayments	94%	95%	93%	95%	95%	95%
Percent of funds reimbursed to vendors within 30 days of receipt of an approved invoice	Not Applicable	85%	75%	95%	95%	95%



## *Division of Postsecondary and Career Education*

### **SUMMARY OF SERVICES**

The Division of Postsecondary and Career Education creates opportunities for District residents to attend postsecondary education institutions from certification through a college degree for a successful career path, as well as, assists residents in obtaining adult literacy proficiency, acquiring a GED or similar secondary diploma.

### **OBJECTIVE 1: Increase the percentage of District residents participating in college and career preparatory programs within six (6) months of high school graduation (One City Action Plan Action 2.3.9 and Indicator 2E) (QUALITY EDUCATION)**

#### **INITIATIVE 1.1: Provide current and consistent information for postsecondary education planning.**

The Higher Education Financial Services (HEFS) staff will visit all DCPS and DCPCS high schools as part of its “HS Blitz” program and conduct workshops for students on financial aid, selecting the right college and other pre-college topics. HEFS will also hold two “Smart College Choice” EXPOS during the year to give students and parents access to DCTAG institutions and college prep workshops. HEFS will also assume the management of the College and Credential Completion Network (C3N), formerly known as Double the Numbers, focusing on data and outcomes.

#### **INITIATIVE 1.2: Provide training for college access professionals and parents.**

HEFS staff will conduct an annual Financial Aid Conference for college access professionals to ensure high school counselors and advisors have current information on postsecondary access and success. HEFS staff will sponsor a pilot training program for counselors and college access professionals at 6-9 DCPS and DCPCS schools. HEFS staff will also conduct evening workshops for working parents on pre-college topics.

#### **INITIATIVE 1.3: Increase the number of high school students who participate in existing career and technical education programs funded by OSSE.**

The CTE office will examine its funding priorities to ensure that LEAs with high numbers of successful completers in high-demand and high wage areas are adequately awarded. In addition, the CTE office will provide technical assistance to LEAs to increase the quality and quantity of CTE course offerings.

#### **INITIATIVE 1.4: Develop career and technical education programs that align secondary and postsecondary education courses in sequences that lead to an associate or baccalaureate degree or an industry recognized credential/certificate (i.e. programs of study).**

The CTE office will provide guidance to LEAs on the development of OSSE approved CTE programs of study; facilitate planning between LEAs and higher education institutions to establish articulation agreements, and more systemically monitor the development and implementation of programs of study and articulation agreements with OSSE funded CTE programs.



**INITIATIVE 1.5: Work collaboratively with stakeholders to increase student access to career preparation opportunities outside of school (internships, mentoring, job shadowing, etc.).**

The CTE office will convene meetings with key stakeholders and establish relationships between LEAs, schools, and business representatives to develop externship opportunities for students. New Dual Enrollment regulations with financial aid will increase the number of students taking college level classes for credit on District of Columbia college campuses.

**Initiative 1.6: Establish IT Academies at high schools to increase students' digital literacy and to better prepare them for college and/or careers.**

The CTE office will provide funding and oversight to an expanding number of DCPS and public charter high schools as they deploy Academy curricula, resources, and learning strategies designed to increase the number of students gaining Microsoft certifications and demonstrating digital literacy.

**Initiative 1.7: Convene and facilitate a Task Force to develop a city-wide strategic plan for CTE programs administered by secondary and postsecondary institutions receiving federal or local CTE funding.**

The Postsecondary and Career Education Team will staff and provide guidance to the CTE Task Force, which was established by the Career and Technical Education Plan Establishment Act of 2012 and charged with producing a strategic plan that addresses CTE offerings for youth and adults as part of the city-wide initiative for life-long learning.

**Initiative 1.8: Increase outreach and college awareness initiatives.**

HEFS staff will sponsor a DC TAG and college awareness program to attract Latino students and parents to the program. HEFS staff will sponsor college readiness and awareness programs targeting 7<sup>th</sup>-9<sup>th</sup> graders in Wards 7 and 8. HEFS will also distribute \$1.3 M in local college tuition assistance at District of Columbia colleges for PELL eligible students.

**OBJECTIVE 2: Increase the DC TAG graduation rate. (QUALITY EDUCATION)**

**INITIATIVE 2.1: Publish Graduation Rates to assist DCTAG students in selecting postsecondary institutions where they are likely to earn a degree.**

HEFS staff will actively promote schools where DCTAG students are successful. Every year, the HEFS staff will publish the DCTAG graduation rates of the top twenty schools. It will also publish the graduation rates at the most attended schools among DCTAG students. This information will be made available to students, parents, counselors and college access providers to assist students in selecting a postsecondary institution where they are likely to be successful.





**INITIATIVE 2.2: Increase DCTAG students’ knowledge of grant and options available once they begin school.**

HEFS staff will hold a “DCTAG Boot Camp” for new DCTAG students. The full day workshop will focus on topics that are often challenging for students. Example topics are: transferring schools, repayment and avoiding default, staying eligible during the school year, etc.

**INITIATIVE 2.3: Implement mentor based retention program at three selected institutions.**

HEFS will implement a mentor based retention program at three selected higher education institutions with high numbers of DCTAG students but low graduation rates and/or retention rates. The program will prepare incoming students for college and then closely track them to identify signs of trouble, trends and other data points to be used for retention.

**INITIATIVE 2.4: Provide pre-college experience for students.**

HEFS will implement a High Achievers pre-college program for high school students. This program will link high achieving high school students with summer enrichment programs at competitive Tier I colleges and universities around the country.

**OBJECTIVE 3: Provide educational and career advancement opportunities for adult learners with varying literacy levels. (QUALITY EDUCATION)**

**INITIATIVE 3.1: Gather high quality data on adult learners.**

Increase the number of adult learners that receive literacy instruction and ancillary/support services, complete an educational literacy level, obtain a high school diploma or GED, obtain a job, retain a job or enter postsecondary education or training. Work closely with Workforce Investment Council to establish workforce intermediaries.

**INITIATIVE 3.2: Coordinate the provision of adult literacy, ancillary services and/or workforce and/or post-secondary transition services to youth, adults and families residing in the city’s priority areas (e.g. Focused Improvement Areas, New Communities, Neighborhood Investment Fund (NIF) areas, and Public Housing Communities).**

The Adult and Family Education staff will establish and/or strengthen its partnerships with a number of DC government agencies (e.g. DC Department of Employment Services (DOES), Department of Human Services (DHS), Department of Corrections (DOC), Mayor’s Office on Re-entrants, Department of Vocational Rehabilitation Services) and public, private or community-based agencies (as evidenced by Memorandums of Understanding, meeting agendas, plans for service integration, and performance/progress reports) to integrate services that address the literacy, social/emotional, workforce and postsecondary transition services needs of DC residents. A guide and/or listing of OSSE Adult and Family Education partnerships with performance, progress, output, and outcome data will be available on the OSSE website.



**OBJECTIVE 4: Measurably improve the operational quality of the Higher Education Licensure Commission as it exercises regulatory authority over postsecondary institutions operating in the District to ensure educational excellence and consumer protection. (QUALITY EDUCATION)**

**INITIATIVE 4.1: Update the Higher Education Licensure Commission's (HELC) regulations to reflect postsecondary industry best practices and to improve quality assurance.**

The HELC will update regulations for degree granting institutions and codify its operating procedures.

**INITIATIVE 4.2: Monitor DC postsecondary institutions for compliance with HELC regulations.**

District postsecondary educational institutions must be evaluated to ensure compliance with the Education Licensure Commission's regulations. Monitoring postsecondary institutions includes inspections and determinations of program, faculty, and facility quality and compliance. In addition, recommendations regarding the authenticity and legitimacy of the educational institution (and its program offerings) are conducted at the discretion of the Commission based on institutional compliance, licensure status, complaints, or other conditions as determined by the Authority.

**INITIATIVE 4.3: Support the development of the OSSE Enterprise-wide Licensing and Case Management System.**

The HELC staff will work with OSSE-IT and external consultants to support the development of the OSSE Enterprise-wide Licensing and Case Management System. The Commercial-Off-the-Shelf (COTS) software solution will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the Commission.



## KEY PERFORMANCE INDICATORS – Postsecondary and Career Education

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
<b>Objective 1</b>						
Percent of public high school graduates enrolling in higher education institutions within six months of graduation with DCTAG	25.9%	26.5%	25.4%	27%	28%	30%
Number of participants attending the annual conference	218	250	232	250	275	300
Number of participants attending the counselor training	Not Applicable	Not Applicable	Not Applicable	63	80	100
The number of students who complete two or more courses as part of a CTE sequence of courses	6,578	6,500	7,215	7,500	8,000	8,500
The number of programs of study offered in OSSE-funded CTE programs	Not Applicable	41	45	49	51	53
Number of high schools offering the IT Academy	0	1	1	10	10	10
Number of students gaining certification	Not Applicable	22	22	150	200	250
Number of Latino students completing an OSSE-funded college readiness & awareness program	Not Applicable	Not Applicable	Not Applicable	300	400	500
Number of 7 <sup>th</sup> -9 <sup>th</sup> graders in Wards 7&8 completing an OSSE-funded college readiness & awareness program.	Not Applicable	Not Applicable	Not Applicable	730	780	830
% of youth who attain a college degree or industry-recognized license/certification [One City Action Plan Action 2.3.9 and Indicator 2E]	Not Applicable	Not Applicable	Not Applicable	23% (Baseline)	25%	27%



Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
<b>Objective 2</b>						
Percent of public high school seniors who complete a DCTAG application by April 15th.	18.4%	19.1%	39%	40 %	40 %	40%
Percent of public high school seniors who complete a DCTAG application by June 30th	36%	36.7%	51%	52%	52%	52%
Number of DCTAG students enrolled in college	5101	5,200	5,158	5200	5200	5400
Number of postsecondary institutions with DCTAG applicants	291	285	299	280	275	270
Percent of public high school graduates enrolling in higher education institutions within one year of graduation	28.2%	30%	48%	50 %	52 %	54 %
Percentage of (DCTAG) graduates enrolled in college within one year of graduation that continue to second year (retention rate)	71%	73%	65%	75%	77%	79%
Percent of public high school graduates enrolling in higher education institutions within two years of graduation	58%	59%	55%	59%	59%	61%
Number of students participating in an OSSE mentor program at institutions of higher learning	Not Applicable	150	143	150	150	160
<b>Objective 3</b>						
Number of adult learners served annually in OSSE-funded literacy programs completing a valid pre-test and 16+ hours of instruction	3,798	3,988	3,404	3500	3550	3600
Percent of enrolled adult learners who complete an educational literacy level	30%	30%	25%	30%	33%	35%



<b>Measure</b>	<b>FY 2011 Actual</b>	<b>FY 2012 Target</b>	<b>FY 2012 Actual</b>	<b>FY 2013 Projection</b>	<b>FY 2014 Projection</b>	<b>FY 2015 Projection</b>
Number of students attending OSSE college prep summer bridge (BR)/boot camp (BC) programs or high achievers (HA) programs	416 Bridge Only	1235	1597	1600	1650	1700
Number of adults who receive a GED	512	564	569	621	A drop is expected due to: 1) new test 2) fee increase from \$50 to \$120 3) test will be all computer-based instead of paper-based	5% increase over FY14
Number of government/private/community-based partnerships within Adult and Family Education	Not Applicable	22	22	23	24	26
<b>Objective 4</b>						
Percentage of Education Licensure applications processed and presented to the Education Licensure Commission within 60 days of receipt	90%	90%	99%	99%	99%	99%
Percent of new completed applications processed on time	83%	95%	84%	95%	95%	95%
Percentage of post-secondary institutions monitored annually	Not Applicable	85%	73%	78%	83%	88%
<b>Objective 5</b>						
Percentage of grant funds reimbursed to sub-grantees within 30 days	Not Applicable	95%	95%	95%	95%	95%



## *Division of Specialized Education*

### **SUMMARY OF SERVICES**

The Division of Specialized Education is responsible for ensuring the delivery of timely, legally compliant, and high-quality services to children with disabilities from birth through age 21 who reside in the District of Columbia. The division ensures LEA compliance with Part B of the Individuals with Disabilities Act (IDEA) and serves as the lead agency for implementation of Part C of the IDEA, the Early Intervention Program for Infants and Toddlers with Disabilities program. As such, this division oversees the development and promulgation of state policy governing special education, monitors LEAs, nonpublic, and early intervention providers to ensure their compliance with the law, monitors the allocation and administration of IDEA grant funds to LEAs; provides training and technical assistance to LEAs and providers; and investigates and helps resolve District complaints relating to special education.

**OBJECTIVE 1: Increase the number of students with disabilities receiving a high quality, appropriate public education in the least restrictive environment (LRE) and are fully prepared for post-secondary transition. (QUALITY EDUCATION)**

**INITIATIVE 1.1: Ensure quality special education programming and assist LEAs with tracking program effectiveness.** Make available a special education quality rating system tool and provide training and technical assistance to ensure its utilization among District stakeholders such as LEA leaders, staff, and parents.

**INITIATIVE 1.2: Increase compliance in all Local Education Agencies (LEAs).** Implement a change in placement policy and procedure to ensure compliance with LRE requirements and prevent inappropriate placements into nonpublic settings.

**INITIATIVE 1.3: Increase compliance with secondary transition requirements.** Conduct regular monitoring of a sample of students with Individualized Education Programs (IEPs), age 16 or older, to evaluate compliance with secondary transition requirements and provide targeted technical assistances to LEAs based on the data review.

**OBJECTIVE 2: Increase sub-grantee and provider compliance with federal and local grant and programmatic requirements. (QUALITY EDUCATION)**

**INITIATIVE 2.1: Increase compliance with Part B IDEA evaluation timelines.** Conduct regular data reviews to monitor compliance with Part B initial evaluation timelines and provide targeted technical assistance.

**INITIATIVE 2.2: Increase timely correction of noncompliance.** Provide LEAs with a user-friendly, online web-based tool that supports the ability to track the status of findings of noncompliance and ensures timely correction.



**INITIATIVE 2.3: Increase compliance with Part C IDEA service delivery timelines.**  
Conduct regular data reviews to evaluate compliance with Part C service delivery timelines and provide targeted technical assistance to Part C providers based on the data.

**OBJECTIVE 3: Develop and issue high-quality regulations and policies to ensure that the District is well prepared to serve all students with disabilities. (QUALITY EDUCATION)**

**INITIATIVE 3.1: Ensure systematic alignments.** Ensure that monitoring frameworks and data systems are aligned with regulatory and policy updates.

**INITIATIVE 3.2: Ensure full implementation of new policies.** Provide high-quality training and technical assistance to ensure full implementation of new policies.

**OBJECTIVE 4: Implement a strategic plan that creates a State level continuum of support for children birth -5 with developmental delays or disabilities. (QUALITY EDUCATION)**

**INITIATIVE 4.1: Ensure early childhood outcome evaluation.**  
Create a training framework that supports providers and LEAs in consistently measuring early childhood outcomes to ensure continuous improvement.

**INITIATIVE 4.2: Intra- and interagency coordination.** Expand partnership with OSSE's Division of Early Learning and sister agencies to ensure coordination of effort and wise use of resources.

**INITIATIVE 4.3: Ensure timely and effective Part C to Part B transition.**  
Regularly review transition timelines data for children served by Part C and entering Part B and provide Part C providers and LEAs with targeted training and technical assistance based on data.

**OBJECTIVE 5: Ensure continued excellence in service delivery through valid data, sound fiscal management and quality customer service.**

**INITIATIVE 5.1: Expand Medicaid claiming.**  
Collect Medicaid reimbursements for allowable services provided to students with special needs through OSSE's Division of Student Transportation and Non-Public Tuition Payment Unit, and ensure LEAs have access to training and technical assistance that will allow for full claiming.

**INITIATIVE 5.2: Ensure timely nonpublic invoice payments.**  
Continue processing of nonpublic tuition invoices to ensure timely payment for allowable charges and dispute of erroneous charges.

**INITIATIVE 5.3: Ensure effective funds management.**  
Create tracking system that ensures appropriate resource allocation and timely reimbursement of all approved requests (sub-recipient and vendor) in accordance with District regulations.



## KEY PERFORMANCE INDICATORS – Specialized Education

Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
<b>Objective 1</b>						
Number of individuals trained on quality special education rating system	Not Applicable	50	46	50	75	100
Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements	29%	20%	15%	20%	15%	10%
Percent of IEPs reviewed that comply with IDEA secondary transition requirements	7%	75%	28%	95%	95%	95%
<b>Objective 2</b>						
Percentage of timely completion of state complaint investigations	55.6%	95%	100%	100%	100%	100%
Percent of LEA findings of non-compliance identified and resolved within one year (IDEA Part B)	100%	95%	94%	100%	100%	100%
Percent of children eligible under Part B IDEA (aged 3-22) and whose parents consented to an evaluation, who were evaluated within the State established timeframe.	75%	95%	72%	100%	100%	100%





Measure	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.	91%	95%	97%	100%	100%	100%
<b>Objective 3</b>						
Percentage of sub-grantee respondents reporting that technical assistance significantly improved their content knowledge.	95%	95%	96%	95%	95%	95%
Percentage of children who transition timely from Part C to Part B services at age 3.	30%	95%	62%	95%	95%	95%
<b>Objective 4</b>						
Amount of Medicaid reimbursement collected.	0.00	\$48,000	\$664,292	TBD	TBD	TBD
Percent of payments made to vendors within 30 days of receipt of an approved invoice.	Not Applicable	95%	95%	95%	95%	95%