



The Office of the State Superintendent of Education OSSE (GD)

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.

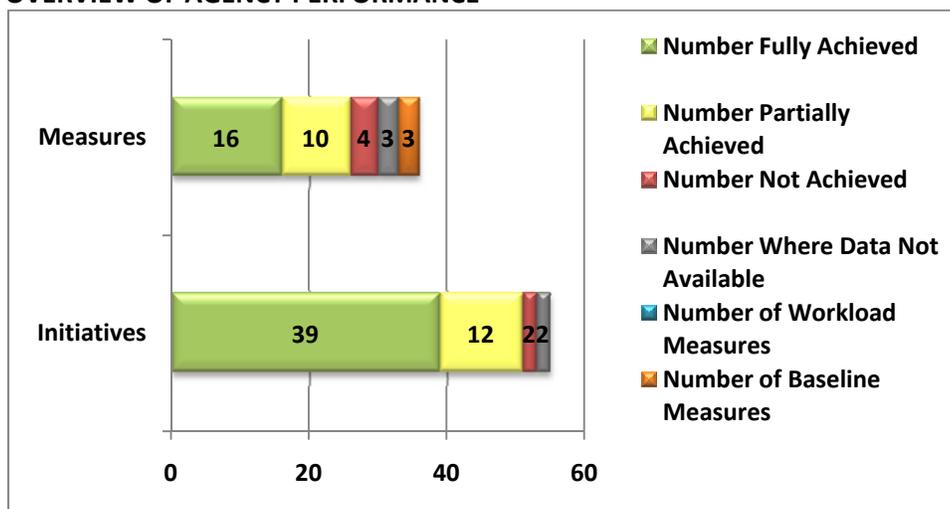
SUMMARY OF SERVICES

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.

ACCOMPLISHMENTS

- ✓ Successful overhaul of the Student Hearing Office operations resulting in a rate of timely hearings and issuance of decisions qualifying the Division to exit court oversight in the Blackman Jones class action lawsuit.
- ✓ Significant reduction in findings in the U.S. Department of Education Corrective Action Plan making termination of high risk status possible within 12 months and elimination of any quantifiable findings in the FY09 A-133 audit of federal funds (meaning no funds to be returned). Award of the competitive \$75 million Race to the Top grant.
- ✓ Commendation from the U.S. Department of Education for turning around the State Longitudinal Education Data-warehouse (SLED) project. The assignment of uniform student identifiers to all students in the District allowing comparative data on students for the first time across LEAs.

OVERVIEW OF AGENCY PERFORMANCE





Performance Initiatives – Assessment Details

Performance Assessment Key:

-  Fully achieved  Partially achieved  Not achieved  Data not reported

EARLY CHILDHOOD EDUCATION

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

- 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.**

The District of Columbia Professionals Receiving Opportunities and Support (DC PROS) Professional Development (PD) Plan was developed to serve as a guide for the District to solidify and expand professional development opportunities. ECE collaborated with the University of the District of Columbia Center for Applied Research and Urban Policy (CARUP) and community stakeholders to complete this plan. DC PROS identified key initiatives that needed to be strengthened. The following initiatives were fully addressed in FY2010: Trainer Approval Program (TAP) was revised to meet best practices and align with national models. This process, led by OSSE/ECE staff and a TAP workgroup, was opened to the public in May 2010. Seven trainers were approved during the Spring 2010 application review cycle and nine applications were received during the Fall 2010 cycle. Orientations are also held during each cycle. TEACH Early Childhood Washington DC was launched to provide scholarships to the workforce and also address compensation, incentives and retention. DC is now one of twenty-one states implementing this research-based model.
- INITIATIVE 1.2: Revise and release an updated quality rating system for childcare development centers and homes.**

ECE has initiated the Quality Rating and Improvement System (QRIS) enhancement process and completed the following tasks: Identified QRIS workgroup to engage internal staff and key stakeholders in the process; Hosted two workgroup—internal staff and key stakeholders in the process meetings to identify challenges, brainstorm solutions and discuss scope of revisions. The second meeting was to receive feedback on the draft mission and guiding principles of the revised system. Received technical assistance and guidance from the National Child Care Information and Technical Assistance Center (NCCIC), a federal resource. Representatives from NCCIC have also facilitated meetings and provided feedback on draft materials. Identified a consultant to support this work. Please note that due to procurement challenges and other issues, this task will not be fully complete until FY2011.
- 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.**

As administrator of the Pre-K Enhancement and Expansion Program, OSSE/ECE provides ongoing strategic planning, program support, and evaluation for the program. The following initiatives are underway to expand access to and improve the quality of services provided: 1. OSSE/ECE expanded



available pre-kindergarten slots that meet the quality standards of the Pre-K Enhancement and Expansion Program for families of the District of Columbia in community-based settings. 2. The Pre-k Enhancement and Expansion Amendment Act of 2008 authorized OSSE to regulate pre-kindergarten across sectors. In response to this legislation, OSSE/ECE created Pre-K Education System Rules to normalize standards for quality across sectors. 3. OSSE/ECE offered \$620,745 in Program Assistance Grants to assist eligible District of Columbia programs serving pre-k age children to achieve or maintain the High Quality Standards and Program Requirements contained in the District of Columbia Pre-K Operating Guidelines. 4. OSSE/ECE awarded Howard University a grant to conduct an evaluation of the pre-kindergarten classrooms using nationally recognized assessment tools.

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.**

Revision of these regulations has been completed and approved. The regulations are currently under the public comment period. Once finalized, these revisions would clarify OSSE as the lead agency for licensing; Update licensing requirements, definitions, fees, and operational standards to conform to current law; Include an updated schedule for parent co payments (currently in effect as emergency rules conforming to the 2009 Federal Poverty Guidelines); Update requirements to conform to best practices related to environment, safety and sanitary conditions at a facility; Specify background checks for employees and volunteers at child development facilities; Clarify that a child development facility excludes the occasional caregiver, and facilities otherwise exempted by law, such as federally operated day care facilities, and public or private elementary or secondary schools engaged in legally required educational and related functions, or a prekindergarten education program licensed pursuant to the Pre K Act of 2008; and Adjust adult supervision ratios for certified Montessori schools to take into consideration the special nature of such schools with classrooms structured to include mixed aged children.

- **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.**

Using the methodology provided by HHS/ACF, 276 records were randomly selected from the Child Care Subsidy System for children served in FY 2009 that were paid for by CCDF and local fund. The error rate for improper authorization for payment was 1.48% and the total amount of improper authorization for payment was \$2,821.81 (of which \$2,136.29 was overpayment). ECE has recouped the overpayment.

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.**

Business workflows completed for all divisions - ECE conducted an agency-wide analysis of workflow and data requirements. From this analysis a business flow process was developed. The analysis included all division directors and staff who manage and process data to ensure comprehensive collection of relevant data. Further discussion and modifications with all divisions are needed



throughout FY 2010 and FY 2011 because of the development and the required enhancements for the new ECE information management system. For example, the potential adoption of DC One Card system (budget permitting) into the Early Childhood Education Information Management System (EIMS) will bring significant positive impact on ECE's program operations.

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

ECE has committed more than \$1.5 m to develop a new ECE Information Management System (EIMS) to replace the current Child Care Subsidy System (CCSS) that is more than 10 years old. The new EIMS is expect to fully operational in 2011 and will have the following functionality: Provider Management; Case Management; and Financial Management. The new EIMS will also have specific security and quality control functions. Phase I of the development process is complete.

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

ECE successfully developed and conducted 3 work group trainings for all Licensing staff and the Program Monitoring Unit on the newly developed data system. All directors and managers were part of the training. ECE is now in the process of developing business rules to support our implementation efforts. In addition, the OSSE Office of the Chief Information Officer (OCIO) Project Manager for the new EIMS presented an introduction and overview of the new system to all ECE staff on December 9, 2009 at the ECE All Staff meeting.

● **INITIATIVE 3.4: Develop a data quality review process.**

1. Developed ECE data management guidelines (draft)
2. A MS-Access tracking database was developed to track/report issues related to data entry and/or navigation of the new data system.

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 revised processes and developed additional systems to strengthen the internal invoice processing and tracking system to monitor invoice flow through ECE. This system will ensure that invoices are processed in a timely fashion, from receipt of invoice to sub grantee payment. A comprehensive timeline was developed to track grant management and monitoring throughout the fiscal year. To ensure that the process flowed seamlessly both internally and with our external grantees ECE conducted several mandatory trainings that included ECE monitoring staff and our sub-grantees.

● **INITIATIVE 4.2: Implement a new quarterly grantee orientation program.**

To facilitate continued compliance with grant protocol, ECE held quarterly grant protocol training for both internal and external stakeholders. ECE trained grant monitoring staff on grant management protocol including invoice processing and grant close-out procedures. ECE also held quarterly trainings for grantees on grant compliance and reporting procedures. Follow-up technical assistance was provided as needed.

POSTSECONDARY EDUCATION AND WORKFORCE READINESS

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 designed, develop and implemented an automated service tracker module in the DCOneApp in late February that allows HEFS & P2 counselors to track the number of hours it take to assist potential applicants. In addition, it outlines the type of financial aid support that HEFS & P2 counselors administered to the applicants.

- **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 OneApp 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 percent of participants rating the training “extremely useful” or “very informative.” As of April 30, 2010 the High School Blitz team has processed award letters for 204 first-time District seniors at their high schools who are now eligible to receive District funds. OSSE has accomplished their goal of increasing the publicity, which in turn heighten the demand of 204 students applying early and receiving their award letters on the spot. We anticipate these number will increase as we have two more weeks to complete the High School Blitz. OSSE has collaborate with the National Association of College Admissions Counselors (NACAC) to organize the Greater Washington Metropolitan Area College Fair and the event is scheduled for October 12, 2010. We are on target for disseminating college admission and financial aid information to District high school juniors and seniors.

- **INITIATIVE 1.3: Diversify the methods used to increase residents’ access to DC College Access Program funding.**
OSSE has partnered with the National Association of College Admissions Counselors (NACAC) to organize the Great Washington Metropolitan Area College Fair. OSSE intends to disseminate college admission and financial aid information to District high school seniors and juniors. The NACAC College Fair is normally held in early September; however the date for the College Fair has been held on October 12, 2010, which falls in Fiscal Year 2011.

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

- **INITIATIVE 2.1: Update the Education Licensure Commission’s (ELC) regulations to reflect postsecondary industry best practices and to improve quality assurance.**
The Degree Granting regulation updates have been completed and approved by the Commission (July 2009). Finalization is expected by December 31, 2010. The other regulations (Non Degree and ELC Organization) are still being reviewed by the Commission and expected to be finalized by the spring of 2011.

- **INITIATIVE 2.2: Increase the number of annual evaluations of DC postsecondary institutions.**
The goal of completing evaluations of 20% of the required institutions has been met. The regulation requires an evaluation of degree granting institutions every 5 years (not annually) of which there



are 45. The Commission determined – years ago - that exempt institutions (14) and those with permanent licensure (13) (total 27) do not need to be evaluated. Of the 18 remaining degree granting institutions some are only 2-3 years within the 5 year threshold of the evaluation period. Other institutions already have been evaluated, making the number of evaluations due in any given year small. The Commission, in its discretion, may choose to conduct or not conduct an evaluation at any given time. Please note that the Commission has proposed new rules which include authority to evaluate degree and non degree institutions and eliminates the aforementioned timeframe.

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

Due to limited resources, the Post-secondary data analyst responsible for the creation of this website was RIF'd and the assignment has not been completed given lack of expertise and heavy workloads of remaining staff.

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.**

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

The issuance of a new edition of the GED assessment has been rescinded by GED Testing Service. Therefore, this initiative is no longer relevant.

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 conducted webinars, with related supporting materials, for LEAs on both IDEA-Part B and ARRA fund management and related timelines. In Spring of FY10, the Department designed a fiscal component for IDEA Part B and C and implemented fiscal monitoring beginning in Spring, 2010. This fiscal component has been used in all subsequent monitoring cycles to date to support ongoing IDEA compliance and monitoring.

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

The Department provided LEAs with the first in a series of quarterly technical assistance sessions using LEA fiscal snapshots at its first LEA quarterly meeting held on December 4, 2009. Quarterly LEA technical assistance sessions have been conducted subsequently, at which DSE has provided both aggregate fiscal updates and individualized LEA fiscal snapshots to facilitate effective grant management. The Department's Part C leadership also meets monthly with all Part C providers to provide guidance on practice requirements and compliance issues.

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 has not yet finalized a monitoring schedule, but is currently designing the fiscal component of an LEA self-assessment tool that will be utilized in Spring 2010 to support IDEA compliance and monitoring.

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

According to the monitoring calendar outlined in the March 2010 Monitoring Manual, OSSE was able to meet 83% (10 of 12) benchmarks.

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

The Division of Elementary and Secondary Education (ELSEC) finalized its Consolidated Monitoring tool and disseminated the tool to local education agencies (LEAs). In the month of June 2010, ELSEC completed its goal of conducting onsite monitoring visits to approximately 30% of local education agencies (LEA) against the new consolidated monitoring tool and within the division's newly established 2-year consolidated monitoring cycle. The Division commenced its monitoring cycle for the SY 2010-11 in September. In an effort to ensure greater transparency and to provide LEAs with more specific information related to monitoring requirements, ELSEC has posted the SY 2010-11 Monitoring Indicators on the OSSE website which also contains the list for required pre-site documentation. Additionally, ELSEC has posted the 2010-11 Consolidated Monitoring Calendar online which provides LEAs with advance notice of monitoring visits scheduled for the school year. Program staff within the Division of Teaching and Learning provide technical assistance to LEAs, both prior to and after onsite monitoring visits. ELSEC will also participate in the October 2010 OSSE LEA conference where LEAs will be trained on a variety of grants related topics, including the SEA monitoring policy and preparing for the onsite consolidated monitoring visit.

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

The Department's Part C leadership meets monthly with all Part C providers to provide guidance on practice requirements and compliance issues. The Department is in the process of developing a provider self assessment tool that will be utilized in Spring, 2010 to support IDEA compliance and monitoring.

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.**

OSSE is in the process of reviewing all data systems to ensure that they are aligned with federal reporting requirements. The Department of Special Education has provided all requirements related to special education reporting.

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

The Division of Special Education issued a comprehensive LEA reporting calendar for Part B data collection activities. The calendar will include all federally required data collection elements and



relevant timeframes.

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

The Division of Special Education developed and implemented an annual training schedule with regular training opportunities for all key stakeholder groups to improve compliance and ensure timely access to appropriate services for students with disabilities.

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.**

In FY10, DSE created and complied with an ambitious calendar for issuing key special education regulations and policies.

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

Each issuance of regulation and policy was supported by a standardized communication plan which included a 30 day public comment period, two public hearings, communication with LEAs via the OSSE newsletter and LEA quarterly meetings, and announcement to education stakeholders, including the State Special Education Advisory Panel (SAP), via email communication and updates at regularly scheduled meetings.

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

DSE intentionally aligned the work of the Policy Unit with the Training and Technical Assistance Unit. In this manner DSE worked to align content and ensure that LEAs received the high-quality training and technical assistance needed to support full implementation of new policies.

ELEMENTARY AND SECONDARY EDUCATION

OBJECTIVE 1: Improve teacher quality.

- **INITIATIVE 1.1: Identify teachers needing additional support and training to become highly qualified.**

The Educator Quality Assessment System (EQAS) will be implemented (waiting for funding approval) to standardize the collection of all LEA staff data. In the past been this data has been collected by spreadsheet and has been associated with significant data quality issues. EQAS will enable OSSE to analyze equitable distribution data collected to increase identification of LEAs with high numbers of inexperienced and non-highly qualified (HQ) teachers. HQ Progress Reporting will continue to be submitted by LEAs, reviewed by OSSE staff and followed up with technical assistance to identify and implement additional improvement strategies. An upcoming State Agency for Higher Education (SAHE) request for applications will encourage applicants to create training for a cohort of master teachers who will be instrumental in providing professional development, teacher evaluation and Praxis Test preparation for those teachers who require support.



- **INITIATIVE 1.2: Provide uniform and accessible technical assistance and training to LEAs.**
The Division of Elementary and Secondary Education provided many technical assistance sessions to LEAs during FY10 based on the most current needs. This began with multiple make-up sessions held as online technical assistance sessions for LEAs that missed certain required sessions during a 4-day conference held at the end of August and beginning of September of 2009. OSSE repeated these sessions to ensure that 100% of LEAs who receive federal formula grant funds received the training. In October and November of 2009, OSSE held 5 sessions to provide training on the federal grants reimbursement process and updated workbooks for requesting reimbursement. In December, OSSE held sessions to provide information about the new State Fiscal Stabilization Fund program, the availability of funds, the requirements, and the application process. In early 2010, OSSE held 3 similar sessions to provide training on school improvement funds made available under Section 1003(a) of the Elementary and Secondary Education Act. Additional examples include quarterly “What’s New in Elementary and Secondary Education” sessions that began in the spring of 2010, multiple training sessions on the requirements for ARRA reporting, and 6 technical assistance sessions held in the summer of 2010 to support LEAs’ planning for and completion of the Federal Fiscal Year 2010 Consolidated Application.

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).

- In the spring and summer of 2010, the Division of Elementary and Secondary Education revised its application for SES providers, held 6 information/technical assistance sessions for prospective providers and LEAs, and reviewed nearly 50 applications in order to recruit, select, and approve SES providers. The list of providers and information about them and SES in general, including the responsibilities related to SES for parents, LEAs, and providers, were posted to OSSE’s website. The Division has also produced a draft of a policy outlining the steps for OSSE to withdraw its approval of an SES provider. General information about SES requirements has been posted to OSSE’s website. The Division’s revised on-site monitoring tool also clearly and concisely lists the various requirements for implementing an SES program. Finally, OSSE has provided individualized technical assistance to LEAs through its Federal Fiscal Year 2010 Consolidated Application review process, during which the division’s staff provided guidance to LEAs whose applications suggested the need for technical assistance on SES requirements.

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.**
In SY 2010 ELSEC assisted in the development of three major policies around federal grant requirements to better assist LEAs. The first one, “Policy for Equipment Inventory and Management”, serves to assist sub-grantees in complying with federal requirements for the management of equipment that is purchased with federal grant funds from the U.S. Department of Education and local competitive grant funds. A webinar was presented to LEAs in April 2010, and included an introduction to this new policy. In March, 2010, OSSE approved a new policy “OSSE



Monitoring Policy.” This document provides guidance on the minimum requirements and standards OSSE uses to monitor federally-funded grant programs implemented by grant sub-recipients, including, but not limited to, local education agencies (LEAs), institutions of higher education, community based organizations and not-for-profit organizations. This was shared with LEAs in a webinar in April, 2010. Both items can be accessed on OSSE’s website

<http://www.osse.dc.gov/seo/cwp/view,a,1222,Q,563797,PM,1.asp> The third policy developed is the “Policy for Complaint Procedures for Elementary and Secondary Education Act Programs And Competitive Grants.” The purpose of this policy is to describe the administrative procedures of OSSE for handling and resolving complaints about the operations of programs administered under the Elementary and Secondary Education Act (ESEA) and other applicable District laws in a fair and timely manner. This document was disseminated to all LEAs through OSSE’s weekly newsletter back in March, 2010. Additionally, several technical assistance presentations related to various federal grant programs administered by OSSE, including programs under the Elementary & Secondary Education Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act for LEAs are posted on our website (<http://www.osse.dc.gov/seo/cwp/view,a,1222,Q,563979,PM,1.asp>). Looking forward OSSE offered technical assistance sessions on grant management at the OSSE-LEA Conference in November, 2010. These sessions were also available online subsequent to the conference.

● **INITIATIVE 3.2: Improve LEA schoolwide plans.**

During FY10, the Division of Elementary and Secondary Education collected schoolwide plans from all LEAs who were operating schoolwide programs as part of their Federal Fiscal Year 2009 Consolidated Application. Applications were not approved without schoolwide plans that substantially met the requirements listed in Title I of the Elementary and Secondary Education Act. Therefore, many LEAs received individualized technical assistance from the Division’s staff in order to assist them in creating or revising the schoolwide plan to meet all requirements. This was as a follow-up to sessions provided in September 2009 on the requirements for schoolwide program operation. FY10 was the first year in which the Division’s Consolidated Application, through which LEAs applied for Title I, Title II, Title III, and Title IV funds, allowed for the consolidation of funds, marking a significant improvement that aligned with federal requirements and supported additional flexibility and comprehensive planning within Title I schools. The Division redesigned not only the application to allow for this, but also related internal systems and tools, including tracking tools, the protocol for reviewing reimbursement requests, and the reimbursement request workbooks. Additionally, the Division’s on-site monitoring tool provides clear information about the substantive and procedural requirements for operating schoolwide programs and schoolwide planning. The Division identified additional needs for corrective action and technical assistance during on-site monitoring visits conducted at over one-third of LEAs during the spring of 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.**

The Division of Elementary and Secondary Education has significantly increased the amount of information available on the OSSE website to provide better information to LEAs, school, parents, students, and other stakeholders. Additionally, some improvements have been made in the structure of the Division’s sections of the website, making some of the most important items easier to locate even in the absence of direct link. For example, the Division helped create and provided regular updates to an OSSE Stimulus web page, to which LEAs were directed to find the most current



information related to the American Recovery and Reinvestment Act and individual programs funded through the Act. Second, the “Federal Grants Management Information” page on the website now includes two dozen presentations on program requirements that were originally shared with LEAs in the fall of 2009. Third, the Division’s own web page on the site includes information about monitoring, information about Title I (including information on school improvement, SES, allocations, OSSE contacts, and links to U.S. Department of Education information), and extensive information on state standards and assessments.

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

● **INITIATIVE 5.1: Track and analyze sub-grantees’ expenditures.**

To date nearly all federal and some local (formula, stimulus, and competitive) grant programs are tracked through the Payment Tracking System “PTS”. The System serves as a central repository for documents and information pertaining to subgrantee expenditures: reimbursement workbooks, OSSE/subgrantee communication exchanges pertaining to program review, grant and subgrantee allocations, contact information, and individual order approver name/date stamp information. Once grant and subgrantee allocations are entered for each federal fiscal year, all expenditures submitted against the allocations are tracked from receipt through all subsequent and sequential approvals, and final payment.

PTS allows the user to run reports that enable analysis of the following: timeliness of processing (at the individual role, grant, department, or division level), progress toward grant fund drawdown, as well as sources for repeated follow-up or technical assistance. Users can run reports directly from the system or export data to Excel for further analysis of financial or performance data. The System has created a trail for auditors to examine the review and correspondence exchange between grantor and grantee, and increased controls and accountability for the management of grant funds and payments.

● **INITIATIVE 5.2: Provide sub-grantees with reconciliation reports.**

The quarterly reconciliation reports are distributed at each quarterly LEA meeting. Each quarter the LEA will receive the following reports: Burn rate (percentage of funds spent against the budget for the previous quarter); an update on either the application status or Grant Award Notice (GAN) status; and a lapse report as it nears the end of year closing. This will be in addition to the OCFO’s payment report the LEA already receives on the 15th of each month.

OFFICE OF THE DIRECTOR

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.**

Credit Committee now has access to complete information to make an informed credit decision. Applicants understand the criteria used to make credit decisions.

● **INITIATIVE 1.2: Implement the Charter School Incubator Initiative to provide new charter school campuses with temporary space.**



The Office of Public Charter School Financing and Support has leveraged the Department of Education's Credit Enhancement Grant through the Charter School Incubator Initiative, to secure an academic facility at Birney Elementary for Septima Clark Public Charter School. A copy of the Guaranty -- funded through the Credit Enhancement Grant -- and the associated loan agreement that funded improvements to the new space at Birney subleased to Septima Clark PCS was provided.

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 following business processes were updated: fleet usage, risk management (accident and injury reporting), and ADA. Training on these processes was held in July and August 2010.

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

An invoice tracking database is updated and monitored by the Chief Operating Officer's/Operations Department. In FY2010, 82% of invoices were processed within 30 days, exceeding the goal by 2%. OSSE participated in a successful pilot of the e-invoicing program as a means to improve efficiency. Effective, FY2011, invoices will be tracked and monitored by the OSSE AFO.

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

Through a coordinated effort between OSSE's Business Support Services (BSS), procurement, and financial divisions, we were able to bring about the following increase: The ACH figures are as follow: FY2009 - 136 FY2010 – 197 These figures represent an increase of 45% in the number of vendors receiving payment through the electronic payment system.

OBJECTIVE 3: Attract and retain a qualified workforce.

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

Over the course of FY 2010 the following trainings were held:

- Understanding the City's Customer Service
- Navigating Human Resources
 - 1) Recruitment 101
 - 2) Family and Medical Leave Act
 - 3) E-time for Managers
 - 4) Progressive Discipline
- Communication Policies
 - 1) Freedom of Information Act
- Operating OSSE
 - 1) Fleet Usage
 - 2) Accident/Injury Reporting



- **INITIATIVE 3.2: Implement an employee recognition program.**

OSSE publicly recognized exemplary personnel at the February agency-wide meeting. Assistant superintendents were asked to nominate high-performing personnel. OSSE will continue to implement a public employee recognition system at future agency-wide gatherings.

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

Utilized external recruitment tools to attract a diverse workforce, i.e. idealist.org, Teach for America, edweek.com, National Forum for Black Public Administrators and posting positions on alumni listserv.

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.**

All DOT procurements for the fiscal year were processed as prescribed. The process was reduced by creating a reduced time line for processing ALL DOT procurements: Small Purchases- Reduced from 8.5 days to 5days RFP's – Reduced from 120/180 days to 60/90 days IFB's – Reduced from 90 days to 30/60 days Results -- more contracts were awarded to provide critical services to DOT/Special Education Awarded Purchase Orders and Contracts and Contracts with Options.

- **INITIATIVE 4.2: Implement quarterly trainings for new OSSE staff on relevant procurement topics.**

Since establishing this performance goal the DC Office of Contracting and Procurement began collaborating with the DCHR Workforce Development Administration to offer training in contracting and procurement to all employees. In addition, Basic Procurement Training is also offered by OCP on a regular basis. The OSSE HR Department provides this information to new OSSE staff. Internal procurement training will resume in January 2011.

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

- **INITIATIVE 5.1: Enhance the office docketing system.**

The development of Phase 2 is underway and the vendor has delivered on all requirements set forth in their Statement of Work. During the development of Phase 2, the SHO and stakeholders requested the assessment of new requirements to be part of the current phase of work. The new requirements are enhancements realized for OSSE federal reporting, SHO workflows, and updated standard forms. The requirements are still being discussed and formalized with SHO management and stakeholders.

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

Policy change impacted timely response to request for records in 5 of the occurrences identified. The policy issue has been resolved. The program does not anticipate additional occurrences of untimely responses barring technical or case management reasons. The rate for completing records requests during the months of January – May 2010 was at 95%. The YTD cumulative rate through April 31, 2010 is at 91%. Additionally, we have just reached a program milestone by organizing and transferring 250 boxes of historical records to the Federal Archives Center with the assistance of the District's Office of Public Records.



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

- **INITIATIVE 6.1: Implement an OSSE IT “Change Control Board”.**
Established the OSSE Change Control Board, Standard Operating Procedures and Policies. The Board meets weekly to review and vote on system changes that effect OSSE’s production environment. These checks and balances ensure that all changes have been fully tested, are accepted by the customer and that proper notification and training have been properly communicated.
- **INITIATIVE 6.2: Migrate Department of Transportation data to OSSE’s domain.**
Completed the migration of 112 out of 112 accounts.

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.**
OSSE's OCIO has deployed a division level technology related expense method. The system enables OSSE to assign division program codes to each expenditure.
- **INITIATIVE 7.2: Deploy Print Manager throughout OSSE to decrease printing costs.**
OSSE implemented PrintMgr Plus in October 2009, which has allowed the agency to track print usage across the agency. While OSSE could configure printing rules to block unwanted print jobs we have not found it necessary. Simply reporting out on the weekly usage shows a downward trend.



Key Performance Indicators – Details

Performance Assessment Key:

● Fully achieved
 ● Partially achieved
 ● Not achieved
 ● Data not reported

	Measure Name	FY2009 YE Actual	FY2010 YE Target	FY2010 YE Actual	FY2010 YE Rating	Budget Program
EARLY CHILDHOOD EDUCATION						
●	1.1 % of Pre-k programs that meet high-quality program requirements as defined by the 2007 Pre-k Enhancement and Expansion Amendment Act of 2008 Legislations	0	20	96.67%	483.33%	
●	1.2 # of students served by the Child Care Subsidy Program	19927	0	19448		
●	1.3 # of licensed child care programs in the District	499	0	474		
●	1.4 % of licensed child care providers participating in Quality Rating System	45	50	47.47%	94.94%	
●	1.5 % of licensed child care centers improving at least one rating level (measured annually)	0	0	4.47%	0%	
●	1.6 % of Pre-k teachers who meet the revised early childhood teacher qualifications	0	50	48.39%	96.77%	
●	4.1 % of grant funds reimbursed to providers within 35 days of invoice receipt	0	85	93.20%	109.65%	
POSTSECONDARY EDUCATION						
●	1.1 # of award letters provided to high school students during semi-annual school events	289	400	555	138.75%	POST SECONDARY EDUC & WORKFORCE READINES



1.2	Average # of counseling hours provided to District residents per completed DC OneApp & FAFSA application	0	3	3.03	99.11%	POST SECONDARY EDUC & WORKFORCE READINES
1.3	% of DCPS and DCPCS graduates who completed a DC OneApp by June 30th	41	30	474	40%	POST SECONDARY EDUC & WORKFORCE READINES
2.1	%of postsecondary institutions evaluated every five years	69	75	226.92%	302.56%	POST SECONDARY EDUC & WORKFORCE READINES
2.2	% of complaints received by the Education Licensure Commission investigated and resolved within 90 days	43	70	50%	71.43%	POST SECONDARY EDUC & WORKFORCE READINES
2.3	% of Education Licensure applications processed and presented to the Education Licensure Commission within 60 days of receipt	65	80	93.06%	116.32%	POST SECONDARY EDUC & WORKFORCE READINES
3.1	# of adult learners served annually in OSSE-funded literacy programs completing a valid pre-test and 12+ hours of instruction	3920	4116	4273	103.81%	ADULT AND FAMILY EDUCATION
3.2	% of enrolled adult learners who complete an educational functional literacy level	29.9	33	57.66%	174.74%	POST SECONDARY EDUC & WORKFORCE READINES
3.3	% of grant funds reimbursed to sub-grantees within 35 days of receiving a complete reimbursement request	0	0	79.46%	0%	POST SECONDARY EDUC & WORKFORCE READINES
SPECIAL EDUCATION						
1.1	% of grant funds reimbursed to sub-grantees within 35 days of receipt of a complete reimbursement request	0	85	102.15%	120.18%	SPECIAL EDUCATION STATE
2.1	% of Local Education Agency (LEA) noncompliance incidents	0	100	100%	100%	SPECIAL EDUCATION STATE



	identified and resolved within one year (IDEA Part B)						
●	2.2	% of Residential Treatment Centers (RTCs) serving DC children monitored on a triennial cycle	95	100	100%	100%	SPECIAL EDUCATION STATE
●	4.1	% of sub-grantee respondents reporting that technical assistance significantly improved their content knowledge	0	0	94.70%	0%	SPECIAL EDUCATION STATE
●	4.2	% of youth with IEPs graduating from high school with a regular diploma compared to the percent of all youth graduating with a regular diploma	0	70			SPECIAL EDUCATION STATE
●	4.3	% of state complaints investigated within 60 days of receipt	0	100	55.56%	55.56%	SPECIAL EDUCATION STATE
ELEMENTARY AND SECONDARY EDUCATION							
●	1.1	% of core subject classes taught by highly qualified teachers	66	100	77.49%	77.49%	ELEM & SECOND EDUCATION
●	1.2	% of paraprofessionals deemed highly qualified	67	100	95.65%	95.65%	ELEM & SECOND EDUCATION
●	2.1	% of applicable grantees meeting the SES and choice requirements.	50	60	26.67%	44.44%	ELEM & SECOND EDUCATION
●	3.1	% of sub-grantees meeting Schoolwide Program compliance requirements	0	0	6.67%	0%	ELEM & SECOND EDUCATION
●	4.1	% of grants who expend 80% or more of their grant funds within the initial period of funding availability	0	70			ELEM & SECOND EDUCATION
OFFICE OF THE DIRECTOR							



1.1	# of square feet financed by the Office of Public Charter School Financing and Support (OPCSFS)	0	100000	365811	365.81%	
1.2	\$ of facility debt and capital funds leveraged by OPCSFS	0	2500000	\$38,373,557	153.49%	
1.3	Rate of OPCSFS's timely interest and principal repayments	0	85	76.40%	89.89%	
1.4	% of available facility grant funding committed during the given FY	0	80	77.02%	96.28%	
2.1	% of vendor invoices paid within 30 days of receipt	0	80	65.87%	82.34%	DPTY SUPER - BUS & SUPPORT
3.1	Average # of highly-qualified applicants (as deemed by DCHR standards) per OSSE position hired	0	5	0.87	17.33%	
3.2	OSSE's employee retention rate	0	60	83.78%	139.64%	
5.1	% of timely issuance of Hearing Officer Determinations/Orders	91.51	92	98.24%	106.78%	STUDENT HEARING OFFICE
5.2	% of Student Hearing Office document/information requests processed within 30 days	86	96	90.98%	94.77%	STUDENT HEARING OFFICE
7.1	Average annual printing cost per OSSE employee	0	350	\$75	466.67%	
7.2	% of IT helpdesk calls answered within service level agreement	0	90	93.30%	103.66%	