



**DC State Board of Education
FY14 Budget Oversight Questions**

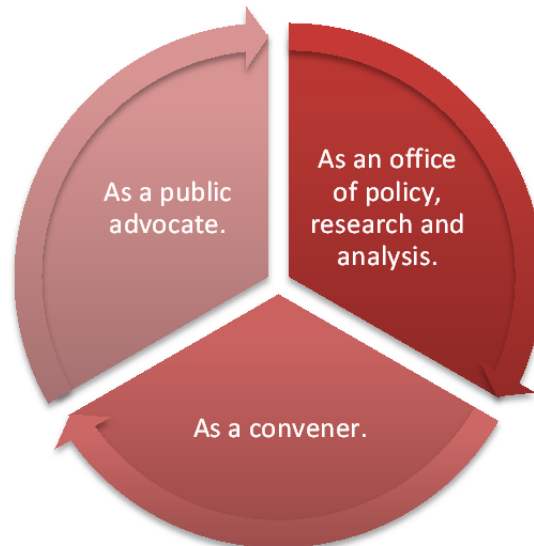
April 8, 2013

1. What are the agency's performance goals and targeted outcomes for FY14? How will the proposed FY14 budget serve to achieve those goals?

The State Board of Education's draft strategic plan for FY13 and FY14 is attached. It contains the goals, objectives and strategies that will help the State Board pursue its mission. The State Board's mission is as follows:

The mission of the District of Columbia State Board of Education is to provide policy leadership and monitor outcomes to ensure all students acquire the skills and knowledge to succeed in a competitive global economy and thrive as a 21st century citizen.

The proposed budget permits the State Board of Education to assume three (3) roles:



- **As an office of policy, research and analysis.**

The State Board will operate a state-level policy office that will provide comprehensive and objective research and analysis on state-level education issues. The State Board will delve into major topics, including, for example, teacher quality issues, methods of improving parent involvement, transitioning to a competency-based education system and establishing school rankings so parents are empowered in their decision-making.



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When this policy, research and analysis function is fully established, the State Board will help advance the public interest by generating, articulating, and advocating policies and programs that prepare students for success in college and careers.

- **As a convener.**

The State Board will act as an impartial convener of education stakeholders, including – among others – students, teachers, parents, school leaders, universities, research organizations, and youth service providers. By expanding communication among these stakeholder groups, the State Board will engage the public in the development of policy and practical solutions to DC’s educational challenges. In this way, the State Board will be able to reflect the myriad voices and opinions and use them to help shape policy.

- **As a public advocate.**

The State Board will advocate that high-quality educational opportunities be available to all children and youth, regardless of race, ethnicity or zip code. As the other elements of the State Board’s vision come into focus, advocacy will include disseminating recommendations and encouraging stakeholders to adopt recommended policies.

The inclusion of the Office of the Ombudsman will increase the State Board’s capacity to advocate on behalf of the District’s students, track issues and concerns, and report publicly on their resolution. As the only independent education agency, the State Board is uniquely positioned to support this office.

2. Will the proposed FY14 budget allow SBOE to meet all of its statutory mandates?

With the current proposed FY14 budget, the State Board of Education is not capable of meeting its statutory mandates. The State Board’s three (3) statutory mandates are:

- **Approving state-level policies**, including academic standards, high school graduation requirements, residency verification rules, and parent involvement standards, among others.
- **Advising the State Superintendent of Education** on educational matters, including state standards; state policies, including those governing special, academic, vocational, charter and other schools; state objectives; and state regulations proposed by the Mayor or the State Superintendent of Education
- **Re-constituting the Office of the Ombudsman**, an office that would perform as a clearinghouse for addressing concerns over all education entities, including DCPS, the public charters schools, the Community College of the District of Columbia, and the University of the District of Columbia.

In order for the State Board to meet its role in the District’s education governance system – as an impartial thought leader and convener – the State Board requires additional capacity.



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At this time, the State Board is supported by a very small staff comprised of two (2) FTEs, consisting of an Executive Director and a Staff Assistant, along with a vacant policy analyst position. However, the State Board requires at least two (2) additional FTEs to fulfill its statutory responsibilities. The additional FTEs would include an additional policy analyst and legal counsel.

The two (2) members of the policy analyst team will provide comprehensive and objective research and analysis on state-level education issues for the State Board. The complexity and volume of the issues before the State Board requires this additional capacity. The additional policy analyst would cost an estimated \$76,743, including fringe benefits.

Further, the State Board requires legal counsel as a matter of risk management. Counsel would be able to advise on legal issues, provide opinions on policy proposals, provide analysis of resolutions and rulemaking, provide counsel on ethics issues, and provide guidance on contacting and procurement issues, as well as serving the State Board on FOIA issues. Moreover, with the addition of an Ombudsman's Office, legal counsel would be useful in protecting students' privacy as well as protecting the office. Legal counsel could also review cases and help the Ombudsman navigate the issues, especially those related to special education. Legal Counsel, in the form of an Attorney Advisor, would cost an estimated \$96,297, fringe benefits included.

Finally, although the "State Board of Education Personnel Authority Amendment Act of 2012" transferred the Office of the Ombudsman to the State Board of Education, the Office of the Ombudsman was not funded in the Mayor's FY14 budget proposal. The Office of the Ombudsman is estimated to cost \$340,000.

These enhancements, which total an increase of approximately \$513,040, were requested but not included in the Mayor's budget.

3. Please provide a breakdown of all facilities and fixed costs within the proposed SBOE budget, including the following: location of any office space, square footage, leased/owned designation, rent and other fixed costs that are included in the cost of rent (utilities, security, etc.).

The offices of the State Board of Education are located at 441 4th Street NW, Suite 723N. The office, in a building owned by the District of Columbia, has a square footage of 2,042 sf.

The annual cost to rent, including utility costs, in FY14 is \$16.60psf * 2,042SF = \$33,887. According to the Department of General Services, the State Board of Education will assume this cost in the FY15 budget.

4. Please describe any other programmatic expansions, initiatives or anticipated reductions for FY14, including efforts to provide guidance on high school graduation requirements and the development of a universal LEA report card. Please provide a breakdown by program and provide a detailed description, including FY14 spending plans, the target population to be served, and the name and title of the SBOE employee responsible for the initiative.



Programmatic Expansions and Initiatives

In FY13 and FY14, the State Board seeks to advance several policy issues, such as the following. The State Board's strategic plan lists other initiatives that the State Board will be taking.

- **Revising high school graduation requirements;**
 - The current graduation requirements were passed in 2007. Consistent with best practice, the State Board is now reviewing the District's high school graduation requirements to ensure they prepare all students for college, careers and citizenship, and to ensure that they are consistent with the Common Core State Standards, which DC adopted in 2010. The State Board intends to transition to a competency-based education system that is focused on the measurement of what skills and knowledge students possess, rather than the time-in-seat.
- **Monitoring the implementation of the ESEA Flexibility Waiver;**
 - In 2012, the State Board partnered with the Office of the State Superintendent of Education to develop the District of Columbia's application to the U.S. Department of Education requesting flexibility from the Elementary and Secondary Education Act (ESEA). The waiver permits flexibility in meeting the law's most onerous provisions — particularly the requirement that 100 percent of students be proficient in reading and math by 2014. It allows OSSE to create a new accountability and reward system, among other reforms.
- **Monitoring the implementation of the Race to the Top;**
 - The State Board will monitor and report on the use of the District's Race to the Top (RTTT) grant. The RTTT grant required the District to develop a comprehensive reform initiative built around implementation of the Common Core State Standards, common assessments, improved data and accountability systems, increased capacity of teachers and school leaders and supporting improvement in the District's lowest-performing schools. In addition, the State Board will review collaboration efforts between DCPS and charter schools.
- **Developing a comprehensive state-level LEA "report card;"**
 - The State Board, recognizing a need for easily accessible, transparent information on school options, will take steps to introduce a state-wide LEA "report card." The report cards would be able to be used by students, parents and other stakeholders to make informed decision about the District's educational options, as well as determine needs within the education system.
- **Consideration of the Next Generation Science Standards;**
 - The Next Generation Science Standards are expected to be released this year. These standards are being developed to ensure that the science and mathematics education in the United States is preparing students for the next generation workforce.
- **Reviewing implementation of approved academic standards;**
 - The State Board has approved academic standards in several subject areas since its establishment in 2007, e.g., Common Core State Standards, science, art, physical education, etc. Starting in FY13, aligned with best practice, the State Board will initiate a



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review of the implementation of academic standards that have already been passed to ensure that their implementation is proceeding as expected as well as determine if any content requires amendment.

- **Establishing parent involvement standards for LEAs; and**
 - The State Board will, for the first time, explore the development of parent involvement standards for LEAs. Research demonstrates a positive connection between parent involvement and student success. Effectively engaging parents and families in the education of their children has the potential to improve student achievement, alongside other education reforms. The State Board can help pave the way for improved parental involvement so that parents can become partners with their school, and share in the responsibility of ensuring their students' succeed.
- **Developing policies to increase the number of highly effective K-12 teachers and school leaders.**
 - Strengthening the teacher workforce in the District can go a long way towards providing a foundation of success for students. It is the responsibility of the State Board to define the standards by which to measure “highly qualified teachers” in addition to establishing standards for accreditation and certification of teacher preparation programs of colleges and universities. While the District has taken steps to improve teacher quality and teaching quality, there is room for improvement. The National Council on Teacher Quality has identified several areas of deficient areas, including teacher preparation that should be improved.

Further, the “State Board of Education Personnel Authority Amendment Act of 2012” authorized the transfer of the Office of the Ombudsman from the Office of the Deputy Mayor for Education to the State Board of Education. Already, the State Board receives numerous calls about concerns parents have about their students’ education. As a singular entity to work with all education entities in the District, establishing the Office of the Ombudsman within the State Board would provide the public with a clearinghouse for addressing concerns over all education entities, including DCPS, the public charters schools, and the University of the District of Columbia.



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FY14 Spending Plan

GAAP Category	CSG	TITLE	FY14 PROPOSED BUDGET (\$)
PERSONNEL SERVICES	0011	REGULAR PAY - CONT FULL TIME	142,854
	0012	REGULAR PAY - OTHER	153,033
	0013	ADDITIONAL GROSS PAY	
	0014	FRINGE BENEFITS - CURR PERSONNEL	71,605
PERSONNEL SERVICES			367,492
NON-PERSONNEL SERVICES	0020	SUPPLIES AND MATERIALS	4,000
	0040	OTHER SERVICES AND CHARGES	206,214
	0050	SUBSIDIES AND TRANSFERS	2,000
	0070	EQUIPMENT & EQUIPMENT RENTAL	7,098
NON-PERSONNEL SERVICES			219,312
TOTAL			586,804

In FY14, the State Board intends to spend funds in the following areas:

- Personnel Services
 - These funds support 3.0 FTEs, including an Executive Director, a Staff Assistant, a Policy Analyst and the stipends received by the members of the State Board.
- Non-Personnel Services
 - At this time, the State Board is undergoing a transition and transformation. Consequently, the FY14 spending plan is still being determined. At this time, the following items have been identified as areas of needs; estimates have been provided for each line item.

Graphic Design Software	\$1,200
Copier Purchase and Maintenance	\$10,000
Transcription Services	\$12,000
Case Management Software	\$12,000
Website Design and Maintenance	\$15,000
Policy Fellow Stipends	\$18,000
Design and Printing	\$10,000
Consulting Services	\$20,000
Office Reconfiguration (furniture, Ethernet, etc.)	\$25,000
TOTAL	\$123,200.00

However, as noted earlier, the State Board requests an additional increase of approximately \$513,040, to fund a policy analyst, legal counsel and the Office of the Ombudsman.



Strategic Plan for FY13 and FY14

Mission

The mission of the District of Columbia State Board of Education is to monitor and provide policy leadership and recommendations to the District's education system in support of all District residents acquiring the skills and knowledge to succeed in a competitive global economy and thrive as a 21st century citizen.

Introduction

The most important goal of the District's education system is to ensure that all District of Columbia residents have access to an excellent education that will allow them to succeed in the 21st century. Too many District students are not graduating with the skills and knowledge to succeed in college or career. It is incumbent upon all of us to ensure that our schools are prepared for the challenges and opportunities ahead – if they are not, then our children will not be either, and they will fall further behind.

Consequently, the State Board of Education is poised to fill a critical niche in the education governance system – as an impartial thought leader and convener. To meet this responsibility, the Office will take on following roles:

- As an office of policy, research and analysis;
- As a convener; and
- As a public advocate.

In these roles, the State Board of Education will work with all relevant stakeholders to support an education system where all District residents acquire the skills and knowledge to succeed.

Goal 1: Build a Strong State Board of Education

Objective 1.1: Establish an autonomous State Board of Education.

Activity 1.1.1: Separate budget and FTEs into independent, state-level agency.

Activity 1.1.2: Negotiate continuation of support services.

Objective 1.2: Establish a multiyear planning process.

Activity 1.2.1: Produce a 2012 Annual Report.

Activity 1.2.2: Identify Key Performance Indicators for FY15.

Activity 1.2.3: Produce a strategic plan for FY14.

Activity 1.2.4: Establish a spending plan for FY14-FY18.

Objective 1.3: Review governance of the State Board of Education.

Activity 1.3.1: Revise by-laws.

Activity 1.3.2: Establish committees.

Activity 1.3.3: Establish operational guidelines or Ombudsman.

Objective 1.4: Review human capital needs



- Activity 1.4.1: Perform a classification and compensation analysis.
- Activity 1.4.2: Align classification and compensation to revised roles/duties, if applicable.
- Activity 1.4.3: Execute a search to fill vacant position(s).

Goal 2: Operate as an office of policy, research and analysis.

- Objective 2.1: Build capacity for high-quality policy, research and analysis.
 - Activity 2.1.1: Hire additional policy analysts.
 - Activity 2.1.2: Develop a policy fellows program.
 - Activity 2.1.3: Join professional organizations, such as the National Association of State Boards of Education (NASBE).
- Objective 2.2: Revise high school graduation requirements to ensure preparation for college and/or career.
 - Activity 2.2.1: Revise the high school graduation requirements based upon input received, create a phased plan, and advocate implementation of the new graduation requirements
 - Activity 2.2.2: Research strategies for improving graduation rates through investments in comprehensive guidance and counseling beginning in middle school, increased instructional time, support for struggling students, and curriculum and materials.
- Objective 2.3: Monitor and report on the implementation the ESEA Waiver.
 - Activity 2.3.1: Review the implementation status of initiatives included in ESEA waiver.
 - Activity 2.3.2: Make recommendations on waiver implementation, if required.
- Objective 2.4: Monitor and report on the implementation the Race to the Top (RTTT) grant.
 - Activity 2.4.1: Review the implementation status of the RTTT grant.
 - Activity 2.4.2: Make recommendations on RTTT implementation, if required.
- Objective 2.5: Consider adoption of the Next Generation Science Standards.
 - Activity 2.5.1: Review Next Generation Science Standards, upon release.
 - Activity 2.5.2: Hold public meetings to determine the applicability to the District.
 - Activity 2.5.3: Adopt the Next Generation Science Standards, if deemed appropriate.
- Objective 2.6: Consider adoption of the Next Generation Science Standards.
 - Activity 2.6.1: Review Next Generation Science Standards, upon release.
 - Activity 2.6.2: Hold public meetings to determine the applicability to the District.
 - Activity 2.6.3: Adopt the Next Generation Science Standards, if deemed appropriate.
- Objective 2.7: Review implementation of approved standards.
 - Activity 2.7.1: Identify standards that have been approved within the last 5-7 years.
 - Activity 2.7.2: Hold public hearing(s) on the implementation status of the standards.
 - Activity 2.7.3: Consider adopting revised standards, if necessary.
- Objective 2.8: Review implementation of PARCC.
 - Activity 2.8.1: Review the progress made thus far to prepare LEAs and students for PARCC.
 - Activity 2.8.2: Make recommendations on PARCC implementation, if required.
- Objective 2.9: Establish parent involvement standards for LEAs.
 - Activity 2.9.1: Summarize literature and research methods on parental involvement.
 - Activity 2.9.2: Engage stakeholders to discuss parental involvement and recommend standards.
 - Activity 2.9.3: Adopt parent involvement standards.



Objective 2.10: Research policies to increase the number of highly effective K-12 teachers and school leaders.

Activity 2.10.1: Review state and local efforts to improve quality teaching and educational leadership for all students.

Activity 2.10.2: Promote policies and incentives for teacher and leader quality and for the improvement of LEA policies on effective and quality teaching.

Goal 3: Operate as a convener of education stakeholders.

Objective 3.1: Develop a comprehensive communications and community engagement strategy.

Activity 3.1.1: Establish and operate a Facebook presence.

Activity 3.1.2: Establish and operate a Twitter presence.

Activity 3.1.3: Disseminate a newsletter.

Activity 3.1.4: Launch a new State Board website.

Activity 3.1.5: Attend community meetings and share news about the State Board.

Activity 3.1.6: Hold at least one public meeting in the community.

Objective 3.2: Establish a platform of understanding education issues.

Activity 3.2.1: Convene stakeholders on a regular basis to discuss education issues.

Activity 3.2.2: Establish workgroups and taskforces to collect community input.

Activity 3.2.3: Collaborate with universities and research organizations to increase policy knowledge.

Activity 3.2.4: Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs.

Activity 3.2.5: Invite teachers and school leaders to share their perspectives on education in the District.

Goal 4: Operate as a public advocate.

Objective 4.1: Provide leadership on improving student achievement and closing the achievement gap.

Activity 4.1.1: Assist in oversight of education in the District by monitoring student achievement, including monitoring the implementation of the ESEA Flexibility Waiver

Activity 4.1.2: Develop a comprehensive state-level LEA "report card," if required.

Activity 4.1.3: Review existing efforts in this area and consider recommendations for a consolidated framework.

Objective 4.2: Create a statewide advocacy strategy to increase student attainment.

Activity 4.2.1: Promote increased access to high-quality early education programs.

Activity 4.2.2: In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies.

Objective 4.3: Strengthen working relationships with District decision-makers.

Activity 4.3.1: Meet regularly with the Mayor and Deputy Mayor for Education.

Activity 4.3.2: Meet regularly with the State Superintendent for Education.

Activity 4.3.3: Meet regularly with the Chancellor, Executive Director of the Public Charter School Board, and school leaders.



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Activity 4.3.4: Meet regularly with members of the Council of the District of Columbia.

Activity 4.3.5: Provide recommendations to the above entities, and act as a resource to the Council of the District of Columbia.

Objective 4.4: Operate an Office of the Ombudsman.

Activity 4.4.1: Establish policies and procedures for the Ombudsman's Office.

Activity 4.4.2: Execute a search for an Education Ombudsman and other Office of the Ombudsman staff.

Activity 4.4.3: Create a public awareness campaign around the Office of the Ombudsman.

Key Performance Indicators

Under Development