# State Early Childhood Development Coordinating Council

March 2016
Council Meeting

# Meeting Objectives

- Engage SECDCC members in the work of the committees

- Update members on the status of the Enhanced Quality Rating and Improvement System (QRIS)

- Inform members on the Department of Behavioral Health Early Childhood Initiatives

- Apprise members of the Office of the State Superintendent (OSSE)three-year Strategic Plan

# Agenda

I. Welcome

II. Introductions

III. Enhanced Quality Rating and Improvement System (QRIS)

IV. Early Childhood Mental Health Services and Supports

V. Committee Reports

VI. OSSE Strategic Plan

VII. Public Comment

# Enhanced Quality Rating and Improvement System

# **PART I**

## Overview

- PART I: Overview

- PART II: Need for Enhancement

- PART III: Enhanced QRIS

- PART IV: Pilot and Next Steps

# Quality Rating and Improvement System

## What is QRIS?

A systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. The five main components are:

- Quality standards for programs and practitioners
- Aligned supports and infrastructure to meet quality standards
- Continuous monitoring of programs to ensure quality
- Incentives linked to meeting quality standards
- Consumer information for public transparency

## QRIS Historical Milestones

- The first statewide QRIS launched in Oklahoma in 1998

- Race to the Top Early Learning Challenge 2011 began funding QRIS

- CCDBG Act of 2014 requires QRIS

- The District of Columbia launched *Going for the Gold* in 2000

- The District's Pre-K Enhancement and Expansion Act of 2008 created universal pre-K

# PART II

Need for Enhancement

- PART I: Overview
- PART II: Need for Enhancement
- PART III: Enhanced QRIS
- PART IV: Pilot and Next Steps

# States across the country, including the District, are prompted to enhance their QRIS for a variety of reasons.

- Growing body of research
- Changing population
- Changing enrollment
- Changes in federal and local laws, regulations, and policies
- Lack of alignment with current QRIS and other system components
- Unexpected distribution of program ratings
- Unexpected movement (or lack of movement) of programs up or down the ratings

**The District of Columbia passed the Pre-K Enhancement and Expansion Act of 2008, creating universal access for 3-and 4-year-old children.**
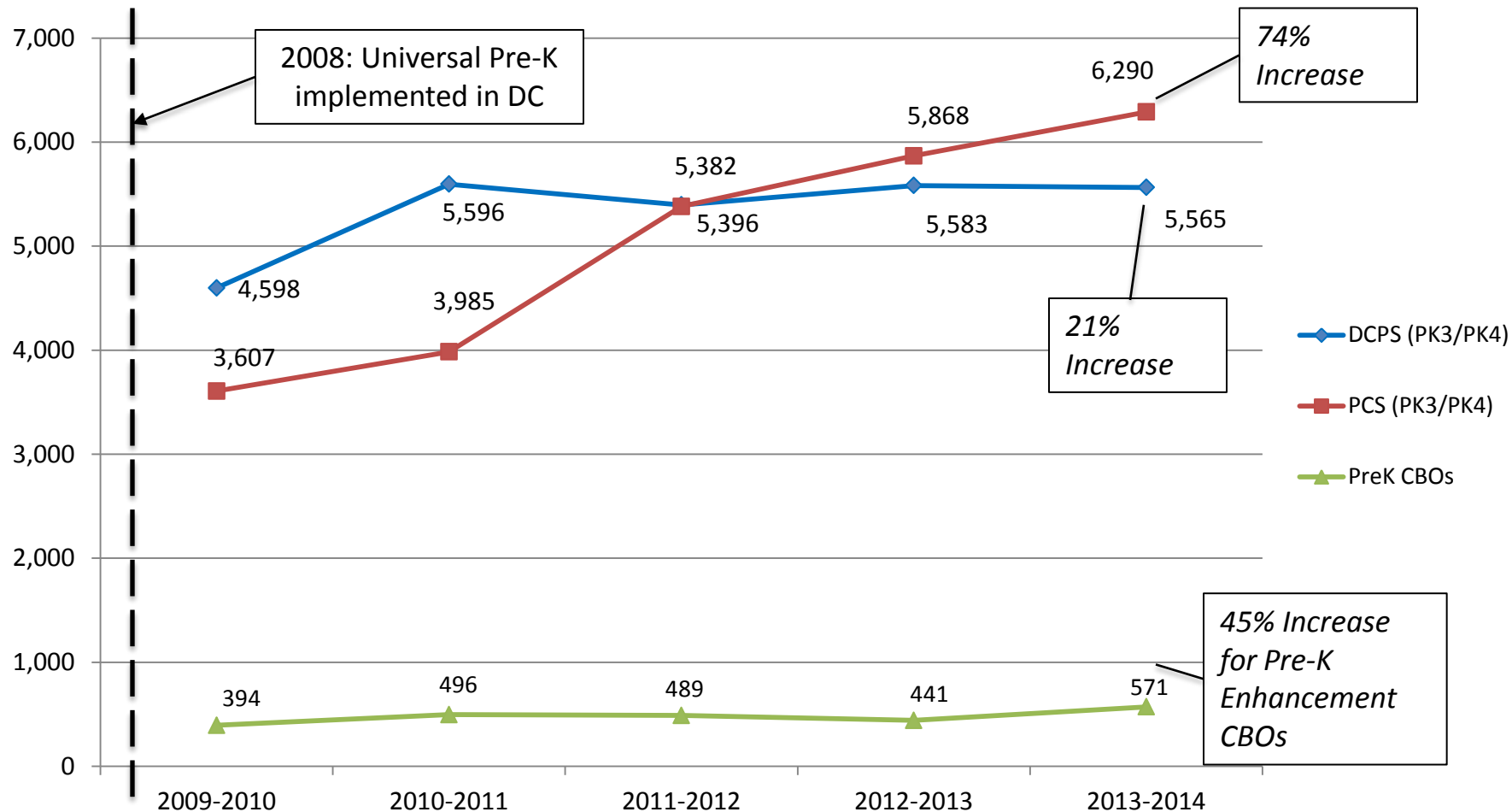
# As of SY14-15, the District outranks all states in pre-K access and spending.

| | DC | National Average | Context |
|---|---|---|---|
| **% of Eligible Children Served** | **69%** 3yr olds | **4%** 3yr olds | The District surpasses all states in terms of serving eligible 3- and 4-year old students in pre-K programs. Passage of the historic Pre-k Enhancement and Expansion Act of 2008 ("Pre-k Act") has been a major driver behind this effort. |
| | **99%** 4yr olds | **29%** 4yr olds | |
| **Average Per Pupil Spending** | **$15,372** | **$4,121** | The District invests more per pupil in pre-K programs than any other state. Research has found that investment in pre-K programs yield a rate of return of roughly $8.60 for every dollar invested as a result of improved education, health, and societal outcomes and a reduced need for social spending on special education, incarceration, and public assistance. |

Source: School Readiness Consulting (2015). *2014-15 District of Columbia Pre-K Quality Evaluation Report*

# The District has a strong three-sector system to deliver pre-K.

## Pre-K Enrollment by Sector



2008: Universal Pre-K implemented in DC

74% Increase

21% Increase

45% Increase for Pre-K Enhancement CBOs

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| DCPS (PK3/PK4) | 4,598 | 5,596 | 5,382 | 5,583 | 5,565 |
| PCS (PK3/PK4) | 3,607 | 3,985 | 5,396 | 5,868 | 6,290 |
| PreK CBOs | 394 | 496 | 489 | 441 | 571 |

The CLASS Pre-K tool is used as a measure of pre-K classroom quality in the District. The tool is focused on interactions between adults and children.

CLASS is composed of 10 dimensions organized into three domains of classroom experience: Emotional Support, Classroom Organization, and Instructional Support

## Emotional Support

- Positive climate
- Negative climate
- Teacher sensitivity
- Regard for student perspectives

## Classroom Organization

- Behavior management
- Productivity
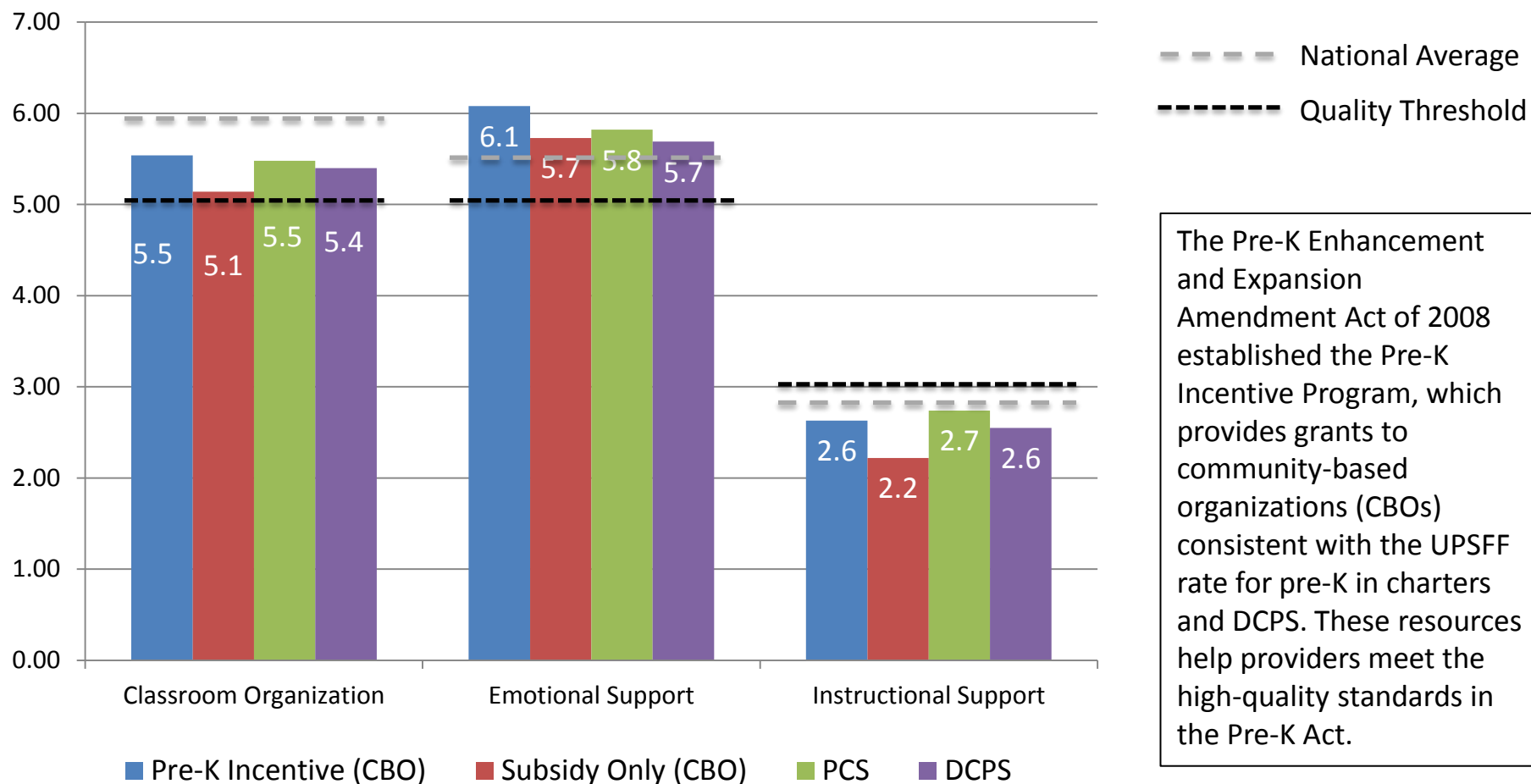- Instructional learning formats

## Instructional Support

- Concept development
- Quality of feedback
- Language modeling

Source: School Readiness Consulting (2015). *2014-15 District of Columbia Pre-K Quality Evaluation Report*

**Overall, DC pre-K programs fall short of national averages**. Programs that receive Pre-K Incentive funding outperform their peers in classroom and emotional support. Charters are leading the Instructional Support domain, but still do not meet the threshold for quality.

## Average CLASS Domain Scores by Sector



Legend:
- ---- National Average
- ---- Quality Threshold

Chart values:

**Classroom Organization**
- Pre-K Incentive (CBO): 5.5
- Subsidy Only (CBO): 5.1
- PCS: 5.5
- DCPS: 5.4

**Emotional Support**
- Pre-K Incentive (CBO): 6.1
- Subsidy Only (CBO): 5.7
- PCS: 5.8
- DCPS: 5.7

**Instructional Support**
- Pre-K Incentive (CBO): 2.6
- Subsidy Only (CBO): 2.2
- PCS: 2.7
- DCPS: 2.6

Series: ■ Pre-K Incentive (CBO)  ■ Subsidy Only (CBO)  ■ PCS  ■ DCPS

The Pre-K Enhancement and Expansion Amendment Act of 2008 established the Pre-K Incentive Program, which provides grants to community-based organizations (CBOs) consistent with the UPSFF rate for pre-K in charters and DCPS. These resources help providers meet the high-quality standards in the Pre-K Act.

Source: School Readiness Consulting (2015). *2014-15 District of Columbia Pre-K Quality Evaluation Report*

# The District has 48% of subsidy child care providers rated at the Gold level of the current *Going for the Gold* QRIS.

## *Going for the Gold* levels of CBOs
### N= 264
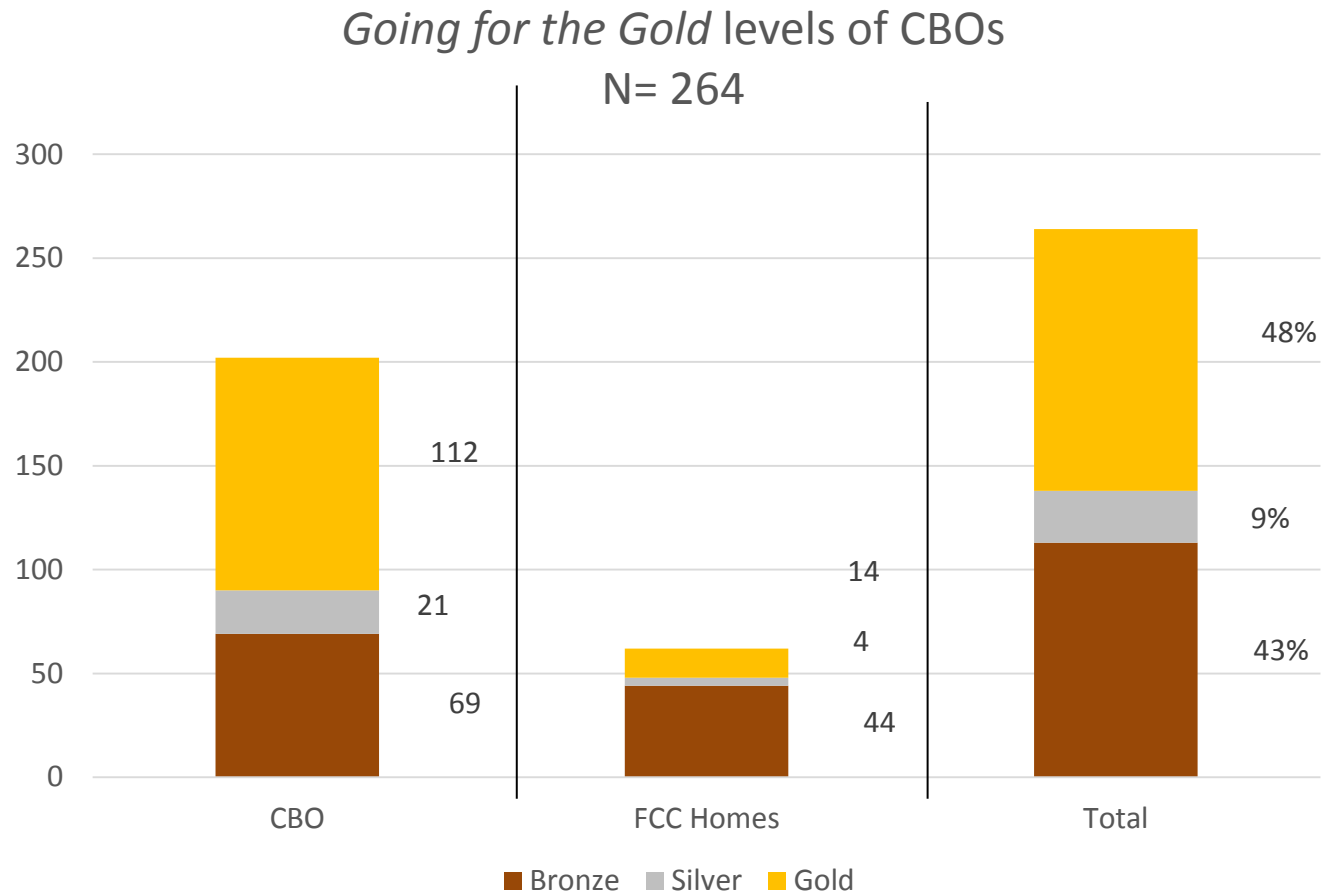


Source: OSSE database (EIMS) as of September 30, 2015

A closer look at the District's structural quality of CBOs reveals that the total average scores of the FCCERS-R, ECERS-R, and ITERS-R was 3.5 in 2014, indicating "minimal quality care."

**2014 Average Environmental Rating Scale for CBOs
and Family Child Care Homes N=50**
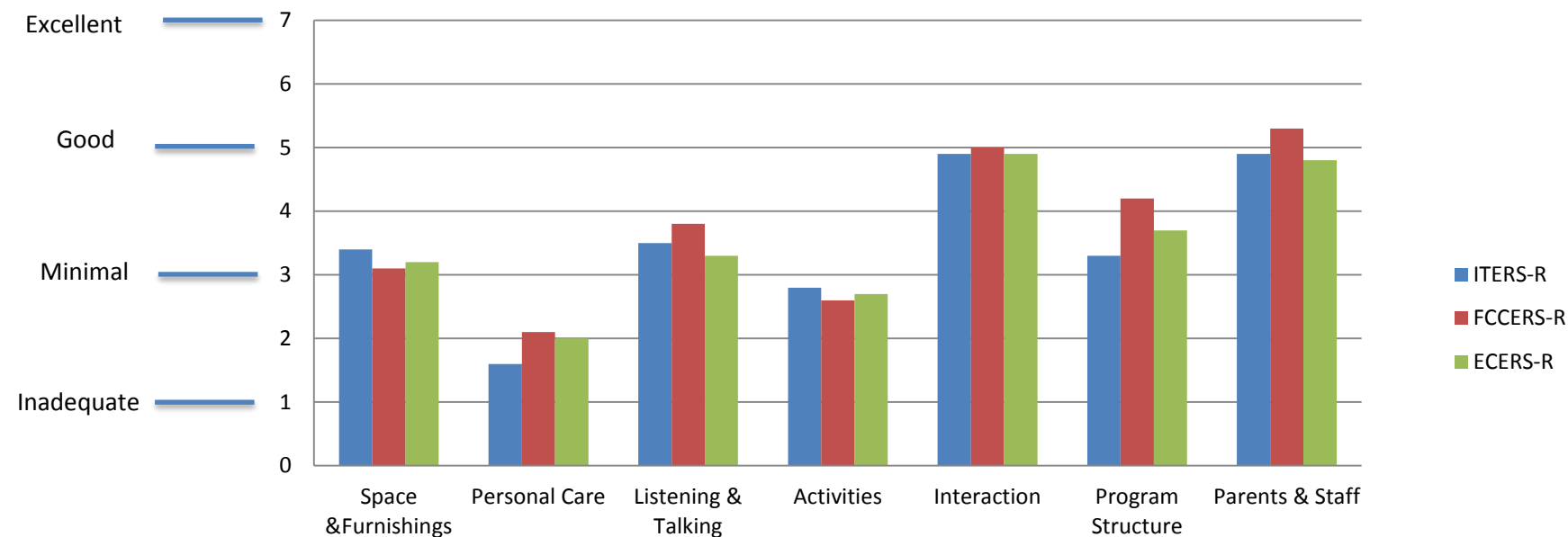
# PART III

## Enhanced QRIS

- PART I: Overview

- PART II: Need for Revision

- PART III: Enhanced QRIS

- PART IV: Pilot and Next Steps

# Purpose of Enhanced QRIS



Quality Rating → Continuous Quality Improvement Plan (CQIP) → Quality Profile

- Align and simplify quality standards across three-sector system

- Align supports to quality standards and target areas of improvement through collaborative partnership between providers, OSSE, and other agencies

- Provide meaningful consumer information
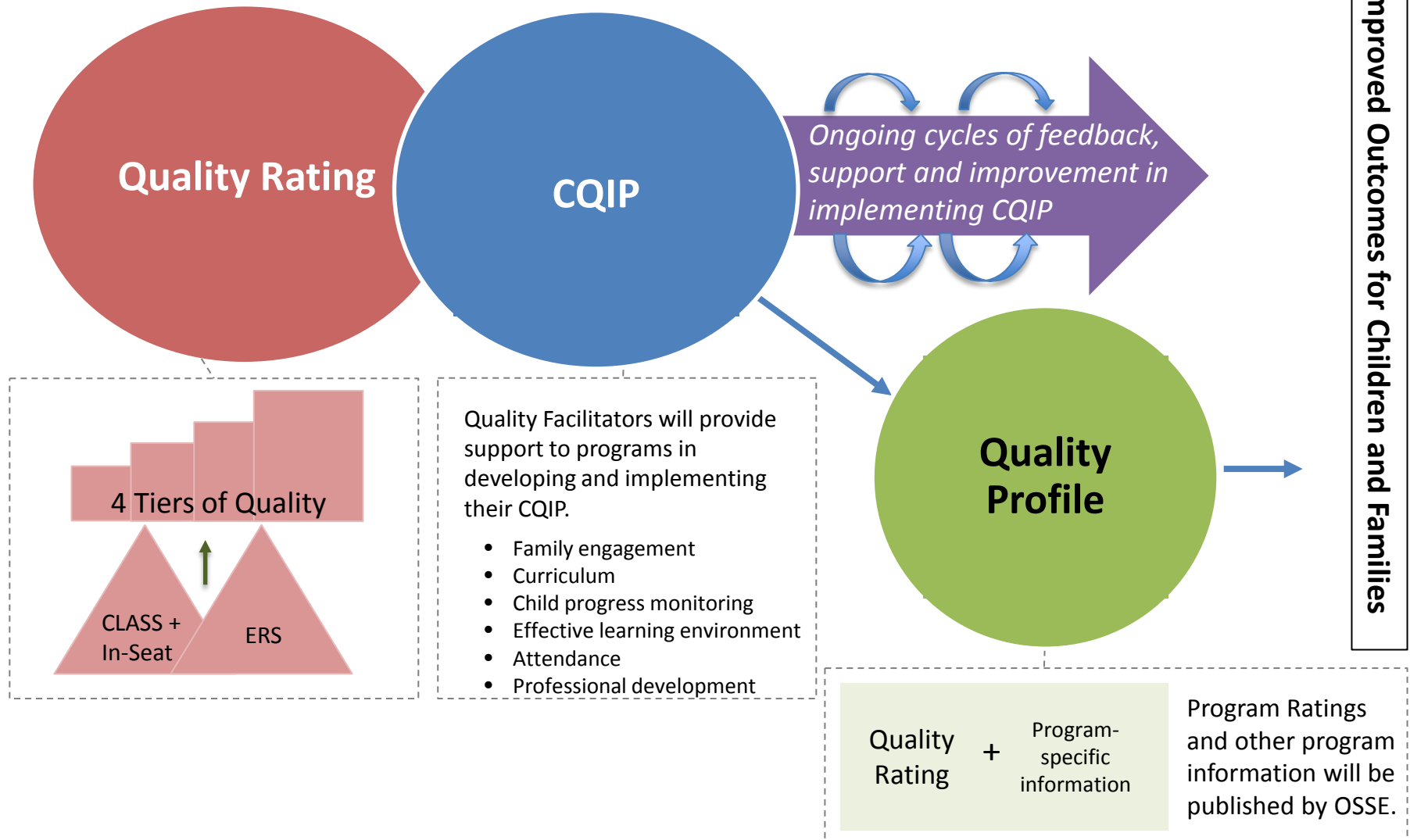
# Going for the Gold to the Enhanced QRIS

| | Going for the Gold | Enhanced QRIS |
|---|---|---|
| Participants | Subsidy Programs | All licensed providers, DCPS, and DCPCS |
| Rating Standards | Accreditation | 1. Effective Learning Environment measured by CLASS and ERS<br>2. In-Seat Attendance |
| Quality Improvement | Monitoring for compliance | Enhanced QRIS is undergirded by the continuous quality improvement plan, which will be guided and monitored by Quality Facilitators. All programs will self-select areas of improvement related to:<br><br>1. Effective Learning Environment<br>2. Attendance<br>3. Curriculum and Child Progress Monitoring<br>4. Professional Development<br>5. Family Engagement<br>6. Optional items related to health and safety |
| Rating Levels | Bronze, Silver, Gold | Licensed, Progressing, Quality, High Quality |
| Incentives and Support | 1. Tiered reimbursement<br>2. Priority for other specific grants | 1. Tiered reimbursement*<br>2. Technical assistance and coaching<br>3. Priority for other specific grants |
| Consumer Information | Not applicable | 1. Profile will include the rating and program information**<br>2. Profile will be posted at the facility<br>3. Profile will be available online |

*The current reimbursement rates will be used for programs participating in the pilot
** Profiles will not be published in the pilot

# The Enhanced QRIS Pilot will support programs as they enhance the quality of their programs through a continuous quality improvement plan.

## QRIS Pilot Components

**Quality Rating**

**CQIP**

*Ongoing cycles of feedback, support and improvement in implementing CQIP*

**Quality Profile**

**Improved Outcomes for Children and Families**

4 Tiers of Quality

CLASS + In-Seat

ERS

Quality Facilitators will provide support to programs in developing and implementing their CQIP.

- Family engagement
- Curriculum
- Child progress monitoring
- Effective learning environment
- Attendance
- Professional development

Quality Rating  +  Program-specific information

Program Ratings and other program information will be published by OSSE.

# **PART IV**

Pilot and
Next Steps

- PART I: Overview

- PART II: Need for Revision

- PART III: Enhanced QRIS

- PART IV: Pilot

## The pilot will provide the opportunity to test assumptions and refine standards of quality to inform efforts needed for full implementation.
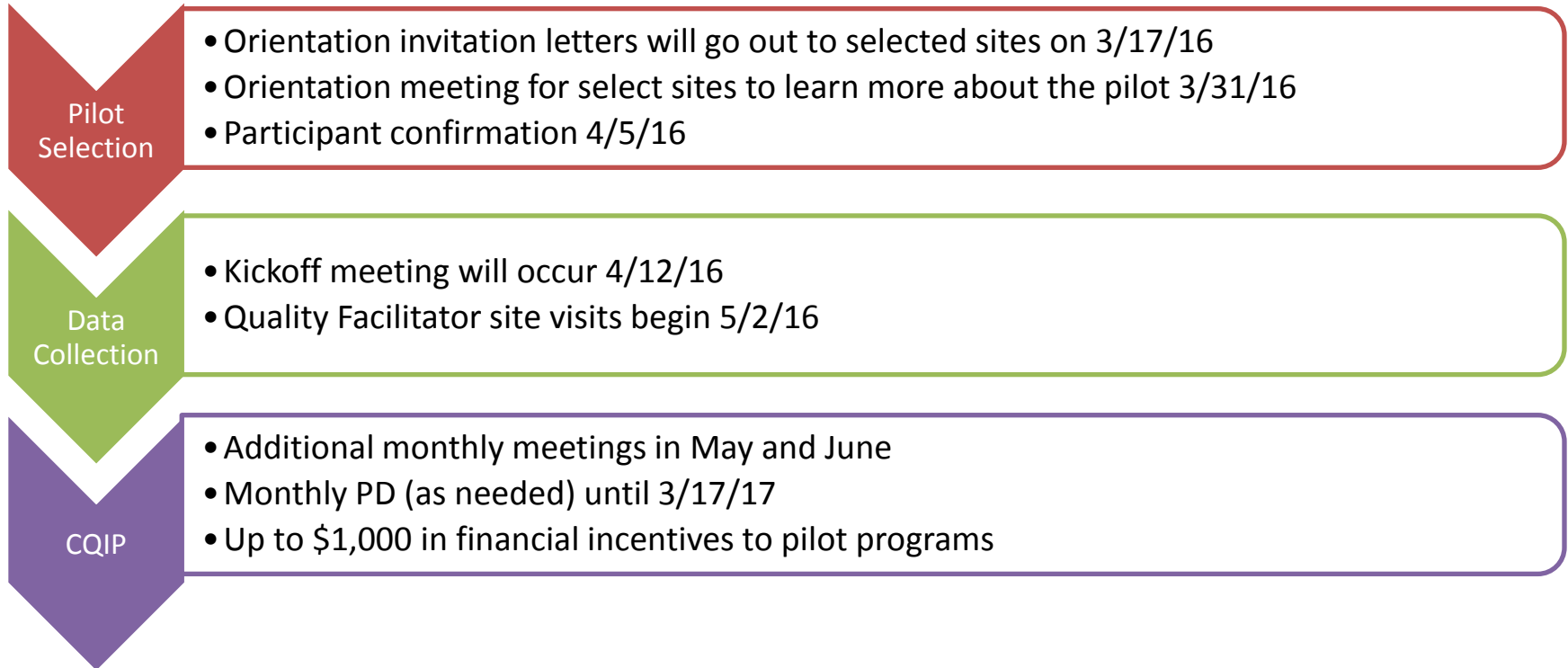
## The pilot will:

- Give pilot sites an insight into the quality standards and provide feedback to OSSE

- Provide programs and OSSE important data on quality

- Allow programs and OSSE the opportunity to analyze the supports, interventions, technical assistance, and professional development required to move up in quality levels

# The pilot will launch in April 2016 with a small representative sample of DCPS, CBOs, and family child care homes from across the District.

| DCPS | CBO | FCC Homes |
|---|---|---|
| Title 1 | Inclusion Programs | Subsidized |
| Non Title 1 | Multi-Site Programs | Serves 0-4 |
| Joe's Champs | Faith-based | Accredited |
| Multiple Classes | Non Faith-Based | Non-accredited |
| Head Start | Dual-Language | |
| | Subsidized | |
| | For-profit | |
| | Non-profit | |
| | Serves 0-4 | |
| | Accredited | |
| | Non-accredited | |
| | Head Start | |
| | Early Head Start | |

# Pilot timeline and benefits of participation.

**Pilot Selection**
- Orientation invitation letters will go out to selected sites on 3/17/16
- Orientation meeting for select sites to learn more about the pilot 3/31/16
- Participant confirmation 4/5/16

**Data Collection**
- Kickoff meeting will occur 4/12/16
- Quality Facilitator site visits begin 5/2/16

**CQIP**
- Additional monthly meetings in May and June
- Monthly PD (as needed) until 3/17/17
- Up to $1,000 in financial incentives to pilot programs

Providers who participate in the pilot will be early adopters of the enhanced QRIS, and will receive access to increased technical assistance to improve their level of service for children and families through the continuous quality improvement plan.

# Early Childhood Initiatives

# Department of Behavioral Health

## Dr. Tanya A. Royster, MD

## Director, Department of Behavioral Health

# Agenda

❖ Overview of DBH's Early Childhood Initiatives
- Community Based
  - PIECE
  - Early Childhood Evidenced-Based Practices
    - Parent Child Interaction Therapy (PCIT)
    - Child Parent Psychotherapy (CPP)

- School Based
  - School Mental Health
  - Primary Project
  - Healthy Futures

❖ Looking ahead – early childhood behavioral health services in the future

# Our Mission



The Department of Behavioral Health provides prevention, intervention and treatment services and supports for children, youth and adults with mental and/or substance use disorders including emergency psychiatric care and community-based outpatient and residential services.

# Community Based Services

- Parent Infant Early Childhood Enhancement Program (PIECE)
  - mental health services to children ages 3 – 7.6 years old
  - challenging social, emotional and disruptive behaviors that causes impairment in functioning at home, school/daycare and the community.
  - utilizes a number of treatment modalities as well as two evidence-based practices
    - Parent Child Interaction Therapy and Child Parent Psychotherapy (PCIT)
    - Child Parent Psychotherapy (CPP).

# Child Parent Psychotherapy (CPP)



**Treatment**

- ❖ 1-1.5 hour weekly sessions
- ❖ average number of 50 sessions

**Goal**

- ❖ Returning the child to a normal developmental trajectory.

**CPP**

- ❖ children aged 0-6
- ❖ relationship-based treatment for parents and young children
- ❖ helps restore normal developmental functioning in the wake of violence and trauma

# Parent-Child Interaction Therapy (PCIT)



**PCIT**

- ❖ children aged 2-6
- ❖ EBP with highly specified, step-by-step, live coached sessions with both the parent/caregiver and the child.
- ❖ Therapist provides the coaching from behind a one-way mirror
- ❖ Emphasis is on changing negative parent/caregiver child patterns

**Treatment**

- ❖ 1 hour weekly sessions
- ❖ 14-16 sessions

**Goals**

- ❖ An improvement in the quality of the caregiver--child relationship
- ❖ A decrease in child behavior problems
- ❖ Increase in pro-social behaviors
- ❖ Increase in parenting skills, including positive discipline
- ❖ Decrease in parental stress

# School Based Services

- **Primary Prevention**:
  - School-wide interventions, classroom-based interventions, and mental health promotion activities

- **Early Intervention Services**:
  - Targeted services offered at the earliest occurrence of emotional, behavioral, or social concerns (e.g., Primary Project)

- **Treatment Services**:
  - Typically referred to community for individual, family, and group therapy

- **Crisis Services**:
  - Interventions are provided for urgent situations and needs.
  - Crisis intervention, debriefing, grief counseling, and psychiatric referrals

- **Parent/Family Support**:
  - Educational, supportive, and treatment services are provided for families

# School Mental Health Program

❖ SMHP services are available in 70 DCPS and DC Public Charters

❖ Utilize various Evidence-Based Programs
  ❖ trauma, behavioral/social/emotional difficulties, depression, anxiety

❖ Onsite individual services and referrals to community providers for students who require medication evaluation or more intensive treatment

# What is Primary Project?

❖ An evidence-based, early intervention/prevention program for children pre-Kindergarten-4 through 3rd grade

❖ For children identified as having "mild" problems with social-emotional adjustment in the classroom, i.e., shy and withdrawn, slightly overactive or distractible, etc.

❖ Adopted by Department of Behavioral Health in 2008 as part of the "continuum" of school-based mental health services for young children

# Six (6) Components of Primary Project

**Screening**
- Screening conducted by teachers for early identification and intervention

**Intervention**
- Intervention - one-to-one, non-directive (child-led) play sessions with a trained paraprofessional

**Collaboration**
- Collaboration with a mental health professional to implement the "continuum" of mental health service provision, i.e., mental health referral process

**Supervision**
- supervision and training

**Evaluation**
- Data collection and Program evaluation

**Integration**
- Integration into the school community –in-school service

# PRIMARY PROJECT
## SY14-15

- Operates in 45 sites [28 schools & 17 CDCs]

- 4775 students screened

- 441 students received services

- Positive outcomes  were realized for the 6<sup>th</sup> year in a row

- To date in SY 15-16, 4407 children have been screened.

# Healthy Futures

❖ Center, classroom and child-specific consultations

❖ Early childhood mental health clinicians provide on site mental health consultation

- ✓ building the capacity of CDC's directors and staff at to reduce challenging behaviors
- ✓ promoting positive social emotional development for children

# Healthy Futures

❖ Currently in Year 6 of Program

❖ 26 - 27 Child Development Center Sites per year

❖ In all Wards except Ward 3

  ✓ 16 located in Wards 7 and 8

❖ 1361 young children served representing 131 classrooms

  ✓ 54 (46%) – Infants

  ✓ 53 (42%) – Toddlers

  ✓ 15 (12%) – Preschool

# Child Specific Referrals

**TABLE 3**

## Most Common Child-Specific Concerns

| SPECIFIC CONCERN | PERCENT OF CHILDREN (n = 85) |
|---|---|
| Difficulty with Peers | 35% |
| Disruptive | 32% |
| Not following directions | 29% |
| Not following routines | 26% |
| Fights | 24% |
| Doesn't verbalize needs | 22% |
| Easily Distracted | 20% |
| Attention | 19% |
| Irritable | 17% |
| Doesn't follow commands | 17% |

NOTE: children are often identified with more than one presenting concern

# Coming Attractions

- Expanding Healthy Futures and Primary Project program.

  Through our Partnership with OSSE on the Quality Improvement Network (QIN) and Pre-K Enhancement and Expansion

- Early Childhood Mental Health Consultation (ECMHC)

  Moving from 26 to 71 Healthy Future Sites

  [30 Childhood Development Centers and 15 Childhood Development Homes]

# Coming Attractions

**NEW! Funding Opportunity Announcement**
Submit Application for a SAMHSA System of Care grant

**Population of Focus**
Young children with SED and their families

**Network Development:**
Expanding of early childhood mental health treatment capacity within our provider network.

**Evidence-Based Practices**
Expand the implementation of EBPs proven effective with this population

**Evaluation**
Data Collection, Analysis, Fidelity Monitoring and Reporting

# Thank you

# OSSE Strategic Plan

# OSSE Strategic Plan 2015-18

# About OSSE

Public schools in DC are on the rise, but we have much more work to do to ensure a quality education for all students

**OSSE**

**MORE FAMILIES CHOOSING PUBLIC SCHOOLS**

Since 2007, enrollment in public schools in the District has increased by more than 13,000 students

**STRONG GAINS ON THE NATION'S REPORT CARD**

From 2003 to 2015, DC's scores grew faster than the rest of the country in all grades and subjects on the National Assessment of Educational Progress

**STEADY PROGRESS ON GRADUATION RATES**

Since the 2011-12 school year, DC's graduation rate has increased from 56% to 65%

By 2020, 76% of jobs in the District will require postsecondary education, but we are not currently preparing enough of our students for these opportunities

4

We believe OSSE can play a unique role in **sustaining, accelerating, and deepening** the progress being made in DC education by successfully carrying out four key priorities

**HIGH-QUALITY & ACTIONABLE DATA**

OSSE will provide **high-quality data and analysis** that will empower Local Education Agencies (LEAs), Community Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions

**QUALITY & EQUITY FOCUS**

OSSE will work with our education partners to set **high expectations for program quality** and align incentives to accelerate achievement for those learners most in need

**RESPONSIVE & CONSISTENT SERVICE**

OSSE will provide **responsive, consistent, and considerate customer service** to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students

**TOP-NOTCH TALENT**

OSSE will attract, develop, and retain **top-notch talent** to build a highly effective state education agency that makes a meaningful contribution to DC education

5

## HIGH-QUALITY & ACTIONABLE DATA

# STRATEGIES

### 1 LEAD EFFORTS TO COLLECT AND ANALYZE EDUCATION DATA ACROSS THE DISTRICT

- Convene stakeholders to develop recommendations that address gaps in data collection and analysis, and to discuss new ways to partner on data sharing
- Create and publish privacy, confidentiality, and data sharing policies that protect data while still allowing for collection, analysis, and reporting
- In conjunction with our partners, align and consolidate existing parent and community data portals

### 2 DEVELOP INFORMATIVE ANALYSES AND REPORTS TO HIGHLIGHT PROMISING PRACTICES

- Work with partners to develop a research agenda that includes evaluations of OSSE-led interventions as well as District-wide education initiatives and projects
- Advance the research and evaluation agenda through strategic partnerships with research institutions and major partners
- Conduct relevant and actionable research and evaluation studies

### 3 PROVIDE HIGH-QUALITY, RELIABLE, INTEGRATED, AND SECURE DATA SYSTEMS

- Develop a technology plan for creating intuitive, accessible, comprehensive, and dynamic data systems
- Establish a portal linked to all OSSE data systems to provide secured access with a single login
- Align data systems to national standards like CEDS and Ed-Fi to support cross-state exchange of information and tools
- Ensure development and identification of authoritative data sets

6

## HIGH–QUALITY & ACTIONABLE DATA

## STRATEGIES

### 4  ENSURE PRACTITIONERS AND FAMILIES HAVE EASILY ACCESSIBLE AND ACTIONABLE DATA

- Survey stakeholders to determine what data are most useful, identify gaps, and fill them
- Provide data back to LEAs, programs, and partners in an easy-to-use format
- Create a training program and support stakeholder use of OSSE data systems
- Lead smooth transition to PARCC, including family-friendly score reports, professional development for LEAs on interpreting results, and timely transmission of data

### 5  IMPROVE DATA LITERACY AND COORDINATION ACROSS OSSE DIVISIONS

- Eliminate redundant data requests across OSSE divisions
- Create an easily accessible warehouse of commonly requested data points
- Publicize business rules to provide transparency into calculations
- Publish clear data protection standards and provide training for internal staff on how to implement them



7

# HIGH-QUALITY & ACTIONABLE DATA

# IMPACT

## FOR OUR FAMILIES
- User-friendly access to data about their student and school
- Complete and highly relevant data to help families choose the best education option for their student
- Confidence that their student's information remains private and protected

## FOR OUR EDUCATION PARTNERS
- Clear understanding of OSSE's role in city-wide data analysis
- Simplified, transparent, and secure access to relevant data
- Improved decision making and coordination as the result of sound data and actionable analysis

## FOR LEAs, CBOs, AND PROVIDERS
- Clear understanding of the data OSSE collects, timely notice of reporting deadlines, and an understanding of how data collected will be used
- Streamlined systems for submitting and accessing data
- Actionable data to better understand strengths and areas for improvement

## HOW WE'LL MEASURE OUR SUCCESS

**DECREASE** IN RESPONSE TIME TO DATA REQUESTS

**INCREASE** IN USAGE OF, AND SATISFACTION WITH, OSSE DATA SYSTEMS

8

## QUALITY & EQUITY FOCUS

## STRATEGIES

**1 WORK WITH PARTNERS TO PUT FORTH A VISION FOR PROGRAM QUALITY IN AREAS OF NEED**

- For each area of oversight or monitoring, revisit quality and equity expectations and accountability plans
- Work with partners to collectively set quality and equity expectations
- Ensure all expectations are based on evidence and evaluated regularly for effectiveness
- Where standards do not exist, look to other SEAs, partners, or consortia that have a track record in setting high standards and achieving outcomes for all students

**2 OFFER SUPPORT AND COORDINATE SERVICES WITH OTHER CITY AGENCIES**

- Identify the technical assistance and professional development support that LEAs, partners, and providers need to meet quality expectations
- Evaluate the impact of professional development or technical assistance provided
- Coordinate supports for schools and providers from other city agencies

**3 ALIGN GRANTS AND INCENTIVES WITH EXPECTATIONS FOR PROGRAM QUALITY**

- Review all available incentives for increasing program quality, including discretionary funds and service partnerships with other city agencies
- Implement a risk-based monitoring framework to reduce administrative burden for high performing sub-grantees and target intervention to struggling sub-grantees
- Redesign monitoring activities across programs to focus on quality as well as compliance

**4 IDENTIFY AND PROMOTE PROMISING PRACTICES AMONG LEAs AND PROGRAMS LOCALLY AND NATIONALLY**

- Identify LEAs, programs, or providers demonstrating best practices linked to program quality, equity, and learner outcomes
- Bring together networks of LEAs, partners, and providers to facilitate the exchange of proven and promising practices to advance strategic areas of improvement

9

**QUALITY & EQUITY FOCUS**

**IMPACT**

**FOR OUR FAMILIES**
- Consistent information about program quality across sectors
- Confidence that their child's school or provider is being supported to provide high-quality programming

**FOR LEAs, CBOs, AND PROVIDERS**
- A vision for quality that reflects LEA, CBO, and provider input
- Aligned incentives and differentiated supports to better serve students most in need
- Productive communities of practice to collaborate and problem solve with each other
- Public recognition and celebration of programs that are achieving outstanding results for DC learners

**FOR OUR EDUCATION PARTNERS**
- A vision for quality that reflects education partner input
- Information about how to better support high-quality programs across the District

## HOW WE'LL MEASURE OUR SUCCESS

⟵⊢⟶
**INCREASE** IN KEY ACADEMIC INDICATORS

⟵⊢⟶
**INCREASE** IN SATISFACTION WITH OSSE SUPPORT IN PRIORITY ACADEMIC AREAS

10

**RESPONSIVE & CONSISTENT SERVICE**

# STRATEGIES

### 1 DEVELOP A COMMON VISION FOR HIGH-QUALITY CUSTOMER SERVICE AND COMMUNICATION

- Create a cross-functional team charged with finding ways to improve customer service agency-wide
- Develop, publicize, and embrace a shared set of values for constituent communications
- Develop core values that capture our collective aspiration for how we will operate as an agency

### 2 REDUCE RESPONSE TIME TO REQUESTS, WHILE MAINTAINING HIGH STANDARDS FOR ACCURACY

- Identify current processes that need to be improved upon to achieve quicker response times
- Determine best way to track email, telephone, or social media requests and fulfillment; determine gaps
- Pilot new models for responding to requests beyond individual communication with OSSE staff

### 3 SUPPORT OSSE STAFF TO PROVIDE EXCELLENT CUSTOMER SERVICE

- Model exemplary communications through templates, improved processes, trainings, and staff meetings
- Refine the communications review process to ensure consistency of messaging and maximize clarity for LEAs and partners
- Establish cross-divisional working groups to tackle key issues and ensure coordinated approaches

### 4 ENSURE DECISION-MAKING IS TRANSPARENT AND INFORMED BY STAKEHOLDER PERSPECTIVES

- Establish written internal guidelines on timeliness of notices sent to LEAs and programs
- Create a public directory of contacts for all divisions and programs and update regularly
- Ensure that major changes are shared within OSSE, so that staff are positioned to support success and help stakeholders with questions

11

**RESPONSIVE & CONSISTENT SERVICE**

# IMPACT

## FOR ALL OUR STAKEHOLDERS

- Better information on how to navigate OSSE and get help when needed
- Clear communications and greater transparency about decisions
- Accurate and timely responses to all inquiries
- Stronger coordination across city agencies and internal OSSE divisions to reduce burden and provide improved support
- More time for LEAs, CBOs, and providers to devote to instruction

## HOW WE'LL MEASURE OUR SUCCESS

**DECREASE IN RESPONSE TIME TO REQUESTS**

**INCREASE IN SATISFACTION WITH OSSE PROVIDED SERVICES**

12

52

**TOP-NOTCH TALENT**

# STRATEGIES

### 1 ACCELERATE AND STREAMLINE HUMAN RESOURCES PROCESSES

- Identify and implement ways to speed up the hiring of new employees by streamlining intra-agency processes
- Improve the performance management process and ensure consistent supervision and evaluations of all employees
- Develop a common onboarding process for all employees

### 2 IMPROVE INTERNAL WORKPLACE CULTURE SO THAT ALL EMPLOYEES FEEL VALUED AND SUPPORTED

- Regularly conduct an employee satisfaction survey and actively respond to results
- Develop cross-divisional working groups to resolve major workplace issues
- Redesign and streamline internal communications vehicles
- Increase quality and engagement of quarterly "all-hands" meetings
- Meaningfully celebrate the successes of individuals and teams

### 3 EMPOWER STAFF THROUGH TRAINING, DEVELOPMENT, AND OPPORTUNITIES FOR GROWTH

- Build internal capacity for employees to make decisions on critical issues without delay or unnecessary escalation
- Invest in more innovative, high-quality, and relevant development for current and aspiring managers
- Charge and support managers throughout the agency with leading the development of their teams

### 4 UNDERSTAND THE DIVERSE CONTEXTS, STRENGTHS, AND NEEDS OF THE LEAs, CBOs, AND PROVIDERS WE SERVE

- Recruit staff with expertise working in LEAs, CBOs, and providers
- Set aside time during the school year for staff to learn from, visit, or volunteer in schools
- Provide content-specific development to employees so they can better support our stakeholders

13

## TOP-NOTCH TALENT

# IMPACT

**FOR OUR STAFF**

- Greater knowledge about, and connection to, work happening across divisions of the agency

- Empowerment to make important decisions that serve our partners and students even more effectively

- A consistent performance management process and culture of honest feedback that effectively rewards our top performers and supports and develops others

- An appropriate level of resources and support for the work our staff does, in alignment with our strategic priorities

- Our staff view OSSE as a great place to work

**FOR ALL OUR STAKEHOLDERS**

- Smarter, more coordinated interactions that reflect a deep understanding of LEA, CBO, and provider needs and constraints

- Better cross-sector coordination and collaboration to facilitate our collective work on behalf of all students

## HOW WE'LL MEASURE OUR SUCCESS

**DECREASE** IN VOLUNTARY EMPLOYEE TURNOVER

**DECREASE** IN TIME TO HIRE NEW EMPLOYEES

**INCREASE** IN EMPLOYEE SATISFACTION WITH OVERALL WORKPLACE CONDITIONS AND CULTURE

14

We view this plan as a living document and will hold ourselves accountable to continuous improvement and regular reporting to the DC education community



**BY APRIL 2016**
- Work with the Deputy Mayor for Education to align our efforts in support of District priority goals
- Align priorities of OSSE divisions to the strategic plan
- Introduce the plan to our partners and stakeholders across the District

**BY OCTOBER 2016**
- Ensure that the Superintendent has visited every LEA in the District to collect ongoing feedback
- Provide a public update on our progress
- Refine and adjust the plan as needed

**EACH YEAR**
- Continue to seek public and stakeholder feedback on the plan's effectiveness
- Provide a public update on our progress
- Refine and adjust the plan as needed

15

The development of this plan would not have been possible without the inspiration and support of our staff, numerous LEAs, CBOs, providers, and education partners

## LEAs, CBOs, AND PROVIDERS

- AppleTree Early Learning Public Charter School
- Bright Beginnings
- District of Columbia Public Schools
- District of Columbia International School
- Kennedy-Krieger Institute
- Lee Montessori Public Charter School
- Next Step Public Charter School
- Sunshine Learning Center
- The Children's Guild
- Numerous individuals at LEAs who responded to our anonymous survey

## OSSE STAFF AND ADVISORY GROUP

- Deborah Alston
- Gilvina Cephas
- Lisa Devlin
- Carmela Edmunds
- Alicia Gadsden
- Jessie Harteis
- Carole Lee
- Tonia Lovelace
- Bonnie O'Keefe
- Tracy Richard
- Richard Rowley
- Andrew Sabatelli
- Amber Schlick
- Brandon Wallace
- Michael Williams
- Individuals who participated in interviews, focus groups, and provided written feedback

## DC EDUCATION PARTNERS

- Beatriz Otero, Former Deputy Mayor, Health and Human Services
- Children's Law Center
- Children's National Medical Center
- College Success Foundation
- Consortium of Universities of the Washington Metropolitan Area
- Deputy Mayor for Education
- Deputy Mayor for Greater Economic Opportunity
- DC College Access Program
- DC Council, Education Committee
- DC Public Libraries
- DC Special Education Cooperative
- District of Columbia Association of Chartered Public Schools
- District of Columbia Association for Special Education
- Executive Office of the Mayor
- FOCUS
- Martha's Table
- Public Charter School Board
- Raise DC
- State Board of Education

## NATIONAL EDUCATION PARTNERS

- Charlotte-Mecklenburg Schools
- Rhode Island Department of Education
- Tennessee Department of Education

16

# Committee Reports

# Public Comment