

**CASE MANAGEMENT
DRAFT SCOPE OF WORK**

- I. Contractor will hire, train, and supervise 30 case managers.
 - a. Supervision will be at a rate of 1:6
 - b. 37 Total FTEs:
 - i. Director
 - ii. Admin/Support staff
 - iii. 5 Case Manager Supervisors
 - iv. 30 Case Managers
 - c. Need a performance plan for the program as a whole where deliverables and goals will be defined
- II. The job of the case managers will be to:
 - a. Build a trusting relationship with each student on the case manager's case load and the student's family, including making home visits.
 - b. Facilitate implementation of the student's IEP or HOD/SA, including by:
 - i. Advocating with the MDT and others for the student's educational and related service to be identified and met,
 - ii. Encouraging creative strategies for meeting the student's needs,
 - iii. Facilitating agreements between the MDT and the student's family concerning the special education and related services the student will receive, and
 - iv. Committing resources as described in paragraph IV below.
 - c. Collect data on deliverables
 - i. Could include rates of placement, # of HODs, amount of services received by students, etc.
- III. To successfully perform their job, case managers will need to:
 - a. Become fully familiar with the child and his/her IEP and educational and related service needs, current placement, and outstanding issues with the IEP or HOD/SA,
 - b. Work in collaboration with general and special education teachers and administration, members of the MDT, and related service providers, so as to be seen as a problem-solving ally of the school system and the MDT,
 - c. Attend MDT meetings,
 - d. Be knowledgeable about different models of service, available resources, and strategies for meeting students' needs in the most integrated educational setting, especially family-centered, culturally and linguistically appropriate practices and strengths-based approach
 - e. Have authority to commit resources as described in paragraph IV below.
 - f. Able to work with families in home and community
 - g. Coordinating and linking with community resources
 - h. Accessing natural supports and services
- IV. Case managers will have authority to commit specific resources on behalf of students in their case load. These resources -- paid for OSSE and not the contractor -- will enhance what is available to the MDT and may include timely access to related services and/or flex funds that can be expended to overcome specific barriers. OSSE will develop a process by which case managers can access resources on behalf of specific children. The process will identify, e.g., the resources that may be accessed, ceilings on expenditures, and eligibility standards.
 - a. Vendor will provide budget that includes a flat costs for the flex funds, excluding related services. When related services are required and the school cannot

timely meet the students need, the Case Manager Vendor will pay for these services and directly bill OSSE for reimbursement.

- V. OSSE will ensure that case managers will have access to needed information, including information in electronic records, school, and legal records.
- VI. Contractor will maintain records and preserve their confidentiality. Additionally, contractor will prepare periodic reports to OSSE and participating schools about students in their caseload.
- VII. OSSE, in consultation with contractor, will decide which children will get priority access to case managers.
- VIII. It is anticipated that initially the average case load of a case manager will be 15 children, not to exceed 20 children for any case manager. Siblings should normally be assigned to the same case manager. Students whose first language, or whose family's first language is not English should wherever possible be assigned to a case manager fluent in their first language.
- IX. OSSE and contractor may agree, in the future, to contractor hiring, training, and supervising additional case managers, above and beyond the 30 covered by this contract.
- X. OSSE and contractor understand that:
 - a. The initiative will evolve as case managers are deployed and learn more about the operations of DCPS, charter schools, and contractors.
 - b. OSSE and DCPS will enter into an MOA to facilitate implementation of the initiative.
 - c. Information collected through the initiative will help inform larger system reforms that are needed.
- XI. Timelines
 - a. November and December 2007: working on a contract
 - b. January 2008: Hiring people until end of February
 - c. End of March 2008: case managers are trained and ready
 - d. April 1, 2008: Case management program starts
 - e. Summer: will still have programs but activity will slow down, enabling a time of professional development going into the 2008-2009 school year.