



Deputy Mayor for Education

DME (GW)

MISSION

The mission of the Office of the Deputy Mayor for Education (DME) is to marshal all of the District's resources—public, private, and community—to improve the educational processes and outcomes for all the District's students in order to prepare them for successful futures.

SUMMARY OF SERVICES

The Office of the Deputy Mayor for Education supports the Mayor in developing and implementing his vision that "the District of Columbia has a world class education system, enabling children, youth and adults to compete locally and globally." The Office of the Deputy Mayor for Education was established in 2007 pursuant to District of Columbia Act 17-0038. As described in the Act, the purpose of DME is to plan, coordinate, and supervise all public education and education-related activities under its jurisdiction, including development and support of programs to improve the delivery of educational services and opportunities, from early childhood to the post-secondary education level.

AGENCY OBJECTIVES

1. Execute a District-wide educational strategy that addresses the needs of students, parents, and the community at all stages of the education lifecycle (early childhood to adult education).
2. Coordinate high-quality services and programs that reach across city agencies and educational institutions to improve child and youth outcomes.
3. Partner with community-based organizations and the private sector that provide the District's education system with the resources it needs.
4. Provide leadership and support to OSSE, OFM and the Ombudsman to allow them to meet their mission of supporting and improving the delivery of educational services.

3 KEY ACCOMPLISHMENTS

- ✓ Launched DC START, a model of school-based mental health services, at 7 DCPS schools.
- ✓ Developed and assisted the Chancellor in implementing a school reorganization plan that included detailed facilities and demographic analysis, extensive community engagement, and the closure of 23 DCPS schools, enabling the school system to redirect critical resources to more classrooms and to expand specialized academic programming and support services for student.
- ✓ Initiated three evidence-based programs to provide critical training to school-based staff in the areas of youth development, substance abuse counseling, social-emotional behavioral skills, and effective school resource officer techniques.

OVERVIEW OF AGENCY PERFORMANCE



Performance Initiatives – Assessment Details

Performance Assessment Key:

- Fully achieved Partially achieved Not achieved Data not reported

OBJECTIVE 1: Execute a District-wide educational strategy that addresses the needs of students, parents, and the community at all stages of the education lifecycle (early childhood to adult education).

- INITIATIVE 1.1: Execute a strategic plan to ensure access to specialized public educational programs across the city, including dual language, extended year, arts education, and math/science-focused schools.**
Partially Achieved. The first step in expanding access to specialized educational programs across the city was to reorganize and rightsize the school system so that DCPS could allocate its resources more effectively. The DME was instrumental in crafting and executing the Chancellor’s reorganization plan. Moving forward, the DME will focus strategically on assisting DCPS and public charters with capacity and thought partnership to develop additional program opportunities, particularly in areas of high need.

OBJECTIVE 2: Coordinate high-quality services and programs that reach across city agencies and educational institutions to improve child and youth outcomes.

- INITIATIVE 2.1: Implement a continuum of wraparound services including prevention and early intervention.**
Fully Achieved. Through the ICSIC, the DME has instituted several evidence-based programs designed to address early childhood psycho social and emotional development, school-based violence and substance abuse prevention, social and emotional learning assistance, family resiliency and strengthening assistance, and services that are designed to reduce local reliance on out-of-home placement of children under the age of 18. Additionally, through the Chancellor’s reorganization plan, DCPS has begun to implement a comprehensive staffing model across the system that utilizes additional health, social, and mental health resources.

OBJECTIVE 3: Partner with community-based organizations and the private sector that provide the District’s education system with the resources it needs.

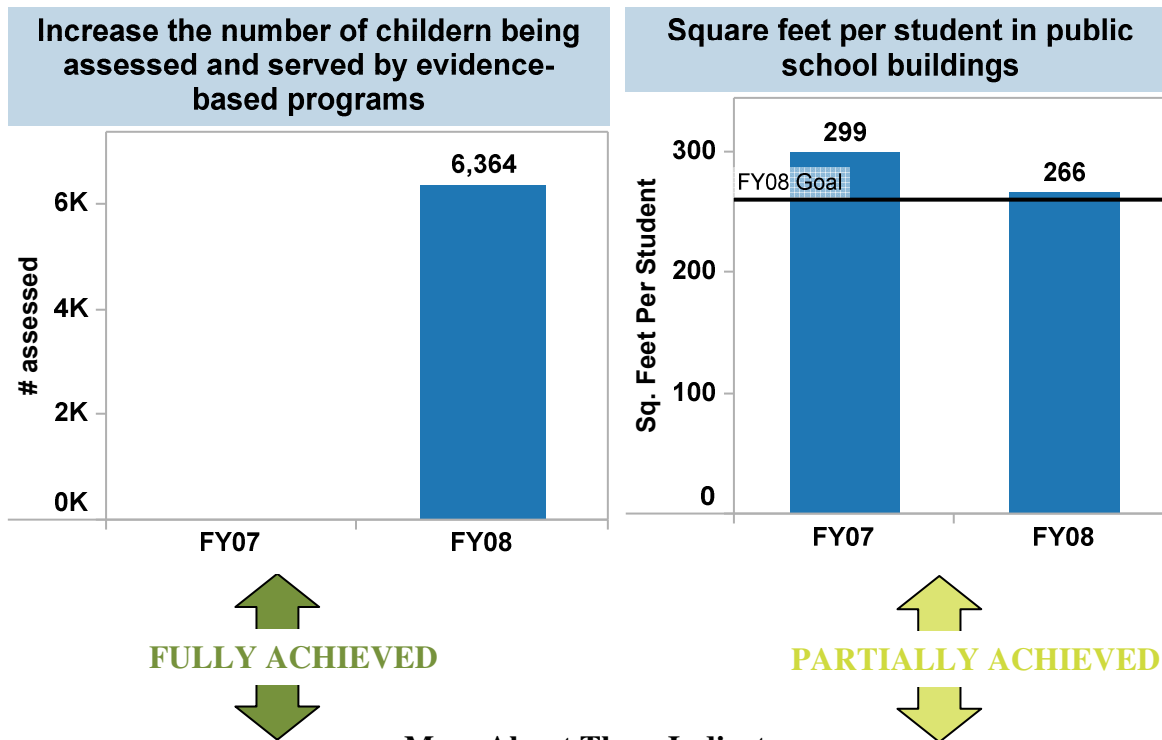
- INITIATIVE 3.1: Leverage the multitude of non-governmental resources to provide resources and services that increase positive outcomes for youth.**
Partially Achieved. The DME engaged several partners interested in partnering with schools. More importantly, the DME worked with DCPS to restructure its partnership and Out-of-School Time frameworks so that the school system could focus on the quality of the programming and alignment with DCPS and local school objectives. As DCPS continues to develop its own capacity to manage and cultivate partnerships, the DME will focus less on creating a certain quantity of new partnerships and instead focus more on developing strategic partnerships that support specific program initiatives.



OBJECTIVE 4: Provide leadership and support to OSSE, OFM and the Ombudsman to allow them to meet their mission of supporting and improving the delivery of educational services.

- **INITIATIVE 4.1: Provide leadership and support to OSSE, OFM and the Ombudsman to allow them to meet their mission of supporting and improving the delivery of educational services.**
Fully Achieved. The DME has provided leadership and support to all three organizations, while enabling each to function independently within its role on the Mayor’s education team. The Ombudsman was established and scaled up to full operation during the past fiscal year. Both OPEFM and OSSE have worked through their transitions, and have created and are implementing their own strategic plans under the guidance of the DME.

Key Performance Indicators – Highlights



More About These Indicators:

How did the agency's actions affect this indicator?

- DME implemented several evidence-based and research-based programs this year, ranging from a pilot mental health program at 7 schools to training for school-based staff on dealing with a range of social and behavioral issues among children. Staff coordinated, developed, designed, and implemented programs identified through ICSIC work and aligned with the goals and objectives of the school system. Staff also worked closely with the Department of Health to develop and coordinate the implementation of a Children's Health Action Plan.

What external factors influenced this indicator?

- Because the programs involved training school-based staff, implementation was more aligned with the school year than the fiscal year; not all training was completed prior to the end of the fiscal year as originally planned.

How did the agency's actions affect this indicator?

- DME developed, with the Chancellor's team, the school reorganization plan, which included the plan to close 23 schools (18 this year). It designed and facilitated the community meetings, prepared all of the briefing materials, and met with various schools and community groups around the plan. After the plan was finalized, DME assisted in implementation and developed strategies for reuse of the surplus buildings. The agency serves as the lead for planning around the leasing of school facility space to public charter schools.

What external factors influenced this indicator?

- DCPS enrollment continued to decline at a substantial rate, further exacerbating the underutilization of some DCPS schools. Even with closure of 18 schools, until school environments are stabilized, it will be difficult to reach future targets.



Key Performance Indicators – Details

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|---|--|---|---|--|
| Performance Assessment Key: | | | | |
| ● Fully achieved | ● Partially achieved | ● Not achieved | ● Data not reported | |

| | FY06 Actual | FY07 Actual | FY08 Target | FY08 Actual | FY09 Projection |
|--|----------------|----------------|----------------|----------------|--------------------|
| OBJECTIVE 1: Execute a District-wide educational strategy that addresses the needs of students, parents, and the community at all stages of the education lifecycle (early childhood to adult education). | | | | | |
| ● Increase the number of specialty programs across the city | N/A | N/A | N/A | -- | N/A |
| ● Square feet per student in public school buildings . . . | N/A | N/A | 260 | 266 | 240 |
| OBJECTIVE 2: Coordinate high-quality services and programs that reach across city agencies and educational institutions to improve child and youth outcomes. | | | | | |
| ● Increase the number of children being assessed and served by evidence-based programs. | N/A | N/A | N/A | 6364 | 7000 ¹ |
| OBJECTIVE 3: Partner with community-based organizations and the private sector that provide the District's education system with the resources it needs. | | | | | |
| <i>None listed for this objective.</i> | | | | | |
| OBJECTIVE 4: Provide leadership and support to OSSE, OFM and the Ombudsman to allow them to meet their mission of supporting and improving the delivery of educational services. | | | | | |
| <i>None listed for this objective.</i> | | | | | |

¹ Target is a 10% annual increase, which 7000 represents.