



Deputy Mayor for Education DME (GW)

MISSION

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."

SUMMARY OF SERVICES

The function of the DME is to plan, coordinate, and supervise all public education and education-related policy and 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, and coordination of interagency initiatives targeted at supporting students and schools.

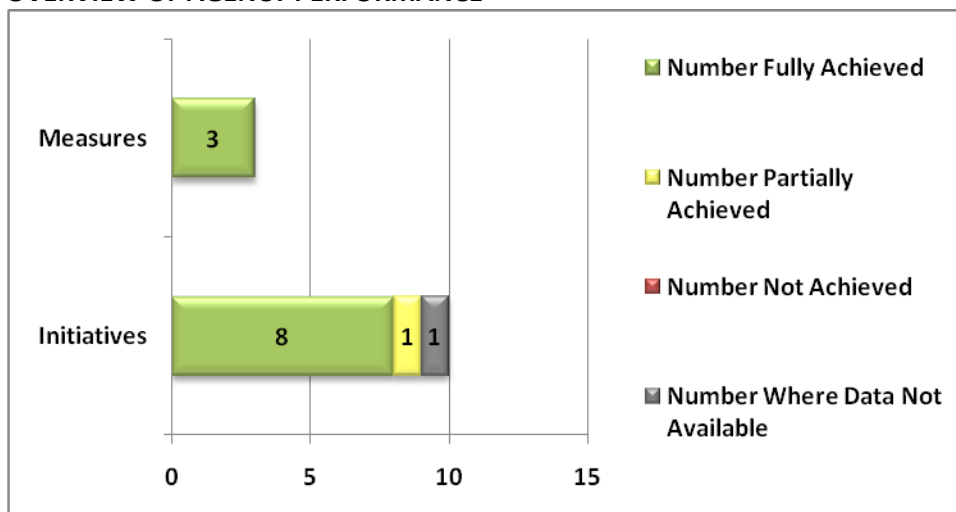
AGENCY OBJECTIVES

1. Execute a District-wide educational strategy that addresses the needs of students, parents, and the community at all stages of the education life cycle (from 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 to enhance the resources and opportunities available to the public education system.
4. Provide leadership, oversight and support for OSSE, OPEFM and the Office of the Ombudsman.

ACCOMPLISHMENTS

- ✓ Doubled the number of students served by evidence-based programs through ICSIC.
- ✓ Trained over 600 school-based staff through ICSIC evidence-based programs.
- ✓ Provided valuable policy and implementation support and guidance in special education, alternative education, school accountability, and facilities planning.

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 life cycle (from early childhood to adult education).


INITIATIVE 1.1: Provide guidance and assistance to the Chancellor, the Office of Public Education Facilities Modernization, and the Office of Property Management in planning for and the efficient and effective use of District facilities to support public education needs.

-  Over the past year, DME has continued to lead the planning around making efficient use of educational facilities for education needs, including the lease of four additional schools for public charter use and supporting OPEFM and DCPS in planning related to implementation of the DCPS Master Facilities Plan.

INITIATIVE 1.2: Coordinate strategies and initiatives to support the development and implementation of robust alternative education options for District youth.


-  This is a multi-year effort. DME worked with OSSE to develop policy recommendations, including regulatory changes that are being reviewed by OSSE leadership currently. Additionally, DME worked with DCPS staff to support additional alternative education options for DCPS students, including the development of a partnership with a public charter school specializing in alternative education.

INITIATIVE 1.3: Oversee execution of a District-wide truancy reduction and intervention strategy implemented across agencies.

-  DCPS has improved monitoring and tracking of attendance and attendance entry at the school level. Additionally, both OSSE and DCPS have promulgated rules regarding attendance and truancy. Finally, DME has facilitated collaboration among DCPS, OSSE, CFSA, and MPD around truancy intervention. DME continues to work on this issue as a citywide strategy.

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 evidence-based programs for students and school-based staff that support early childhood psycho-social and emotional development assistance, prevention of school-based violence and substance abuse, social and emotional learning assistance, family resiliency and strengthening and a reduction in reliance on out-of-home placement.

-  In addition to LifeSkills, Second Step, Primary Project, and SRO training, DME added Therapeutic Crisis Intervention and Early Childhood Mental Health Consultation to the evidence-based programs being provided to DCPS and charter schools for the 2009-2010



school year. First-year evaluation of the EBPs indicated that programs were selected appropriately and implementation is being tracked.

INITIATIVE 2.2: Implement DC START pilot program and other Evidence-Based Programs supported by the ICSIC with fidelity to their models and determine effectiveness through evaluation.

DC START completed its first full year of operation, and DME successfully expanded the pilot to three additional schools for the 2009-2010 school year.

INITIATIVE 2.3: Significantly improve the District's performance related to the six citywide youth development goals by working with agencies to set measurable targets and holding agencies accountable to meeting the targets.

While the DME has continued to work through the ICSIC structure, we are currently evaluating the approach to increase the effectiveness of agencies in meeting targets related to the six youth development goals. We expect to implement this new framework in the early part of FY10.

OBJECTIVE 3: Partner with community-based organizations and the private sector to enhance the resources and opportunities available to the public education system.

INITIATIVE 3.1: Establish partnerships with area arts organizations to support enhanced arts and music programming in public schools.

DME determined that this initiative was no longer a priority for this year, as DCPS has worked to enhance arts programs at local schools through other means, including the Catalyst Schools project.

OBJECTIVE 4: Provide leadership, oversight, and support for OSSE, OPEFM and the Office of the Ombudsman.

INITIATIVE 4.1: Increase service and satisfaction levels of the Office of the Ombudsman.

The Office of the Ombudsman achieved its customer service targets and increased its caseload over the past school year.

INITIATIVE 4.2: Coordinate implementation of the Master Facilities Plan, with OPEFM, to ensure that the Chancellor's and District-wide education priorities are supported.

2009 modernizations were fully and successfully completed by OPEFM. DME staff worked with both OPEFM and DCPS to ensure that modernizations were completed and that MFP is being implemented effectively. OSSE is under new leadership - DME coordinated and oversaw the transition. DME continues to provide support, coordination, and oversight for the agency, and regularly meets with State Superintendent and staff around various issues.

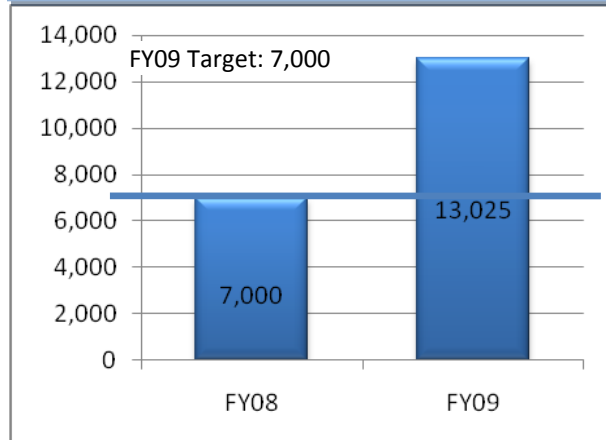
INITIATIVE 4.3: Ensure coordination among DCPS, OSSE, and PCSB regarding education accountability and performance.

Ongoing initiative. DME works with OSSE, DCPS, and PCSB to create a system of accountability for District education entities.



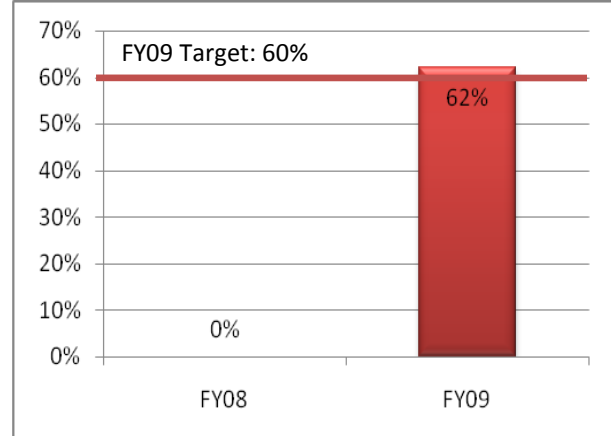
Key Performance Indicators – Highlights

From Objective 1: Increase the number of students served by evidence-based programs



FULLY ACHIEVED

From Objective 1: Close Ombudsman cases within 15 days, providing efficient problem-resolution services to District residents.



FULLY ACHIEVED

More About These Indicators:

How did the agency's actions affect this indicator?

- ICSIC staff worked to implement six programs in additional schools, and worked diligently to ensure that staff were appropriately trained.

What external factors influenced this indicator?

- School principals and staff became more aware of ICSIC programs and helped to maintain demand for trainings.

How did the agency's actions affect this indicator?

- Ombudsman office was adequately staffed and led by a strong interim Ombudsman, who emphasized the importance of tracking case data.

What external factors influenced this indicator?

- The nature of some case issues, such as issues that rely heavily on resolution through other administrative means, caused some cases to remain open well past the 15-day closure target.



Key Performance Indicators – Details

Performance Assessment Key:

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

	Measure Name	FY2008 YE Actual	FY2009 YE Target	FY2009 YE Actual	FY2009 YE Rating	Budget Program
●	2.1 Number of students served by evidence-based programs	6364	7000	13025	186.07%	EDUCATION, DEPARTMENT OF
●	4.1 Percent of Ombudsman cases closed within 15 working days	0	60	61.74%	102.89%	EDUCATION, DEPARTMENT OF
●	4.2 Percent of clients demonstrating satisfaction through Ombudsman customer survey	0	80	84.85%	106.06%	EDUCATION, DEPARTMENT OF