

**Role of Social Service and Community Based Organizations
In the
DCPS Master Education Plan
DCEC Strategic Priorities
Double the Numbers 10-Point Plan
Mayor’s Academic Plan**

1. Organizations that provide academic courses and homework help should fully understand the new DCPS academic standards and appropriately align their services, coordinate with the student’s school, and focus programs on accelerating student learning. Others, such as those that provide sports or other activity-focused programming, have strong support from the research literature to argue that those extracurricular activities can help students maintain the motivation to keep attending school and doing schoolwork. (MEP)
2. Ensure that more children in the city have access to high-quality early education programs that prepare them academically, socially and emotionally for kindergarten and beyond, DCPS will both provide services directly and house programs operated by other community-based organizations and private providers. Preschool and pre-kindergarten programs provide an excellent opportunity to strengthen the kinds of partnerships with city agencies, community-based organizations and other providers envisioned by the *Declaration of Education*. (MEP)
3. Provide grade-level literacy and mathematics services for students, effectively delivering research-based intervention programs, and evaluate the results achieved. (MEP)
4. Make extended learning programs available to all students; this includes intensive tutoring opportunities, computer-assisted learning, and summer school. Some of these opportunities are available to any student. Others are available to students in particular schools through federally funded initiatives such as Supplemental Educational Services and Title I. (MEP)
5. Provide tutoring to more students in schools that “need improvement” with No Child Left Behind (NCLB) Act funding. (MEP)
6. Raise parent awareness of their choices through an Annual Parent Fair with, training, back-to-school night workshops, and in collaboration with other community-based organizations. (MEP, DCEC)
7. Work closely with school principals to ensure that SES providers are meeting the needs of the students. Provide annual data on the impact of SES programs on student success. (MEP, DTN)
8. Aggressively work to prevent dropouts and help out-of-school youth get back on track. (DTN, DCEC)

9. Establish a forum for regular communications and coordination among school, government and civic sectors to plan and implement mental health and child and youth service program delivery with city agencies, community-based organizations and service providers at the school level. This forum can be an important mechanism for coordinating the delivery of ‘wraparound’ services that will support students and families ... and help schools become neighborhood anchors. (MEP, DCEC)
10. Implement Full-Service “Community Schools,” providing integrated services such as health and enrichment for children and families. Provide strong after-school programs, adult education, health and social services, and other programming. (MEP)
11. Support the establishment of nine community schools. With the leadership of the Office of Community Partnerships and the support of the Office of Extended Learning, DCPS will start a school-based planning process for three additional community schools to open annually over the next three years. Local School Restructuring Teams will serve as anchors for each community school in the planning process. We will begin with schools that already have substantial services and/or programming in place and work with schools in making the selection. (MEP)
12. Work with DCPS to establish criteria for defining how school buildings should be designed and configured to encourage the communities that support our children by reviewing current policies and practices with the expectation that it will encourage greater use of space in schools in the future. (MEP)
13. Head Start is intended to provide economically disadvantaged 3 and 4 year olds with a wide range of health, nutritional and social services and a rich variety of learning experiences that prepare them for success in school. (MEP)
14. Partner with experienced community-based organizations to provide professional development opportunities focused on student behavior management (including bullying and gang activity). Also, Partner with neighborhood based organizations (private and public) to distribute communication tools. (MAP)
15. Develop, in partnership with school counselors, individualized educational, family, and social support services for each DCPS student. Depending on the individual needs of students, recommendations could include placement in support programs with intense academic supports in the core academic areas, wraparound social services, and/or career certification programs to name a few. (MEP, DCEC)
16. Help engage student participation in civic and community service activities. (DCEC)
17. Create network of hundreds of volunteers to provide coaching and support for students with high truancy rates. (DCEC)
18. Engage student support services so that school counselors and external service providers can focus on helping students and their families better understand and prepare for their postsecondary options. (DTN)