



Fiscal Year 2019 Budget Question Responses

1. What are the agency's performance goals and targeted outcomes for FY19? How will the proposed FY19 budget serve to achieve those goals?
 - a. See attached SBOE Strategic Plan.
 - b. The FY19 budget makes the plan possible. We use a Goals Based Budget internally to track spending in the categories listed in the Strategic Plan: Policy Review & Research, Outreach & Engagement, Development & Support and Administration & Budget.

2. Will the proposed FY19 budget allow SBOE to meet all of its statutory mandates?
 - a. No. The proposed budget for the SBOE will only allow a continuation of services, with unknown reductions and affects on particular services. As noted in previous hearings, the SBOE is not in full compliance with the Language Access Act, and it would cost an estimated \$30,000-50,000 per year to fully comply. Furthermore, the SBOE has also been alerted in the past few months that it would be responsible for additional intra-district payments to the Department of General Services, Department of Human Resources, and Office of the Chief Technology Officer that were not assessed in previous years. The totals for these payments, which SBOE is required to pay in order to keep our agency functioning, are nearly \$40,000 above the SBOE's approved FY2019 budget level. Further, the unexplained reduction of \$15,000 from the SBOE's approved FY2019 Need for Appropriations (attached) will have oversized impact on the three offices within the State Board because of the limited non-personnel services funds available, around \$60,000 per office.

3. Regarding the agency's organizational structure:
 - Provide current organizational structure and proposed organizational structure for FY19. Provide an explanation of any changes and how the structure will support the agency's statutory mandate; and
 - Provide crosswalk between organizational structure and SBOE budget as submitted to the Council.
 - a. See attached current and proposed organizational structures including crosswalk into budget divisions. Please see responses from the Ombudsman for Public Education and Student Advocate for narrative about changes to their organizational structure.
 - b. The SBOE does not anticipate organizational structural changes in FY2019, though the Committee will note that the Mayor and Office of the Chief Financial Officer have adjusted some of SBOE's personnel services budget lines to include additional full-time employees. The intent is to recognize the requirement placed on the SBOE for all part-time fellows to be listed as full-time employees. We look



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forward to working with the Committee to confirm our understanding of the adjustments. Please see responses from the Ombudsman for Public Education and Student Advocate for narrative about changes to their organizational structure.

4. Provide a detailed cross-walk between the SBOE FY18 Budget and the SBOE FY19 Budget. The crosswalk should clearly identify how budget levels have changed for each SBOE function.
 - Provide an explanation for the COLA adjustment increase to the SBOE and independent agencies, in light of the testimony provided for FY18 Budget that SBOE employees would not qualify for COLA.
 - a. Please see attached SBOE Goals Budget.
 - b. The SBOE has proposed no changes to its functions between FY2018 and FY2019. The funding provided for the FY2019 COLA Adjustment is problematic for the agency for a number of reasons. First, COLA funding was provided in lieu of funding approved by the SBOE for merit-based increases for its staff. As the Committee is aware and as we have testified previously, the employees of the State Board are all within the excepted service and are not, therefore, eligible for step increases. All eligible government employees receive COLA increases, including those in the excepted service. The FY2019 COLA Adjustment strips the agency's approved funding for merit-based increases, which SBOE intends to provide for exceptional service, in lieu of an ability to offer step increases. This change was made without consultation with or approval of the SBOE and is contrary to the intent of the Need for Appropriations. The SBOE has requested that the Mayor include a budget correction in the amount of \$40,000 to cover the COLA without eliminating the agency's ability to compensate its employees.

5. Provide a breakdown of all facilities and fixed costs within the proposed FY19 budget, including the following: location of any office space, square footage, leased/owned designation, rent and other fixed costs that are included in the cost of rent (utilities, security, etc.). Please indicate whether the proposed FY19 budget encompasses all funding necessary for facilities and fixed costs.
 - a. The SBOE does not directly control any facilities or office space, nor does it pay fixed costs for rent or utilities. DGS has notified SBOE that it will be responsible for a payment of \$3500 per year beginning in FY2019 for a portion of the security costs for One Judiciary Square at 441 4th Street, NW. These funds were requested of the Mayor as an enhancement, but were not included in the budget.

6. Provide an update on any change in FTEs in the proposed FY19 budget. Please identify each position and the source of funding for the position.
 - a. As noted above, the Mayor's budget adjusted the FTE count in the agency's FY2019 budget. This was done without consultation with the agency. We believe



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that the changes are an attempt to recognize that the agency (SBOE, Ombudsman and Student Advocate) hires non-permanent, part-time employees to supplement the full-time employees' work. Funding for these positions has typically come from non-personnel services funding, but the FY2019 budget as proposed would include that funding within the personnel services lines.

7. Provide a narrative update on the agency's state-level policy initiatives, including the agency's plans for coordination with OSSE to establish and implement such measures. Provide planned spending in FY18 and FY19, including the source of funds and any FTEs allocated to support these measures.
 - a. The State Board's major initiatives in FY18 are a high school graduation requirements task force and an ESSA task force. These task forces convened stakeholders from across the city to make important policy proposals, solicit broad public input, and fulfill federal requirements. In close partnership with OSSE, the task forces will make recommendations for changes to the high school graduation requirements, support the creation of a state report card, and offer guidance on additional opportunities under ESSA.
 - b. The statutory guardrails on the SBOE do not permit its involvement in the implementation of policy it creates. It can, and does, request updates from OSSE on various policies, but cannot require them. That being said, due to the concerted effort of both SBOE and OSSE, the relationship between the two agencies continues to grow in strength, which provides for deep collaboration and consultation. While the SBOE has historically relied on the willingness of sister agencies like OSSE, DC Public Schools and the DC Public Charter School Board to provide requested data, independent policies and processes to require data will allow the SBOE to maintain its autonomy. We look forward to working with the Committee on crafting such language.

8. Describe any other programmatic expansions, initiatives or anticipated reductions for FY18 and FY19. Provide a breakdown by program and provide a detailed description, including FY18 and FY19 spending plans, the target population to be served, and the name and title of the SBOE employee responsible for the initiative.
 - a. It is unclear at this point if any programmatic changes (expansions, initiatives or reductions) will be necessary in FY2018 or FY2019. The SBOE, Ombudsman and Student Advocate continue to work on intra-agency functionality and responsibilities to ensure that their individual statutory mandates are met in the most efficient way possible. In all things, the SBOE targets equity across all populations. Our outreach efforts are designed to bring a microphone to historically marginalized groups and ensure that they have an opportunity to



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participate in policy development. Our policy development process ensures that the areas of the city that contain the most students are also highly represented.

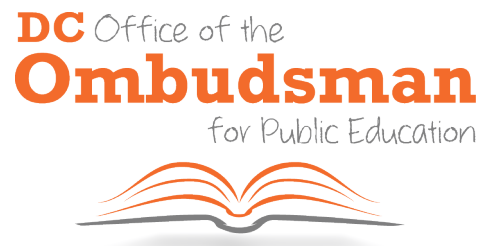


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To: David Grosso, Chairman of the Committee on Education
From: Joyanna Smith, Ombudsman for Public Education
Date: March 28, 2019
RE: FY19 Budget Oversight Questions

1. What are the agency's performance goals and targeted outcomes for FY19? How will the proposed FY19 budget serve to achieve those goals?

Goal #1: It has been our goal to ensure that we are providing relevant, accurate, and timely intervention services to the District's public school families, students, and parents at the highest level of customer service and attentiveness to the needs of our customers.

One of the ways that we meet this goal is by striving to ensure that we are knowledgeable about the most recent education policies, local, and federal laws. We couple this acquired knowledge with a process to help ensure we provide timely intervention services to families by tracking the average life of a case within our office, tracking successful resolutions that have worked for cases that have repeatedly been presented to our office, and tracking the particular contributing factors that impact a case. We know that not all inquiries and complaints require a formal or lengthy involvement by the Ombudsman, and in these cases, information, referral, limited research, consultation, or counseling may be provided to the caller. The Ombudsman's office then collects and analyzes data regarding the types of complaints we receive and how they are resolved. With this information, we identify trends and recommend improvements to the public education system.

Our process also includes a detailed case intake process to help ensure that both staff and fellows provide a consistent experience to each family that calls our office. Clients are asked a series of demographic questions such as the name of the caller, their residential address so that we can determine the ward that they live in, the school that their child attends, whether the student has been disciplined in the past and/or has an IEP (questions which are designed to obtain some more information about the profile of children who need assistance from our office), and questions specific to the steps taken to address issues the client has called about. The answers to these questions determine whether or not the Ombudsman's office can directly intervene on the issue.

Additionally, based on the facts of a case gleaned during the intake process and routine casework, Ombudsman staff determines if a more formal intervention is required such as a mediation or other conflict resolution strategies. The Ombudsman's office will always encourage the parent or the school staff member to take at least one mutually agreed upon action step. If that action meets with resistance, or if the situation demands it, the Ombudsman's office will work more closely with one or both parties to move toward resolution. The initial intake call will often lead into continuing discussions with the client, and prompt consultations with the school staff (if the client is a parent or student). The depth of the issue, a parent's communication skills and background knowledge, and the nature of the school's response are among the many factors that determine the number and frequency of consults. When a case has reached its conclusion (which occurs when a case has either reached resolution or requires more formal procedures of resolution) a closing discussion occurs to summarize for the family actions taken to resolve case, provide additional avenues of resolution, and address any lingering concerns the family has. The Office prioritizes cases that are

determined to negatively impact a student's ability to fully access their education, which includes issues relating to enrollment, special education, and student discipline.

We have also developed a robust fellowship program in order to ensure that we are able to expand our outreach to more families and provide assistance in a more expedient manner. We continue to hire fellows during the school year and we currently have the funding in FY18 to pay them a competitive stipend of \$3,000 per semester. We pay our summer fellows \$4,000. Maintaining a consistent funding source is imperative in order to continue providing meaningful education policy and conflict resolution learning opportunities to graduate level students, while training them to meet the needs of our families. We have found that even with the increased stipend, many fellows still need to take on a second job in order to afford to live in or near DC. We would like the opportunity to provide additional funding as we have observed that fellows are able to provide higher quality service when there is less of a demand on their time outside of the fellowship. Providing a stipend also allows us to access a wider pool of quality fellowship applicants, including those who would be unable to participate in the fellowship without a stipend. We have also utilized our fellows for support in our live calling initiative that we started last summer of 2017. We have discovered that we are able to more readily meet the needs of families when we are able to speak to them in "real time." There is an overall expectation for families to be able to call a DC government agency and to reach someone at the time of initial contact. As an office, we continue to balance the needs of families who need to reach our office with a quick question about public education in DC with continuing to fully support our families by attending applicable school meetings, conducting mediations between families and schools, and performing necessary research of applicable laws and policies. In order to provide the best possible customer service, we continue to uphold our commitment to our staff that they will work on no more than 15-20 cases at a time, and that our fellows work on approximately 5 cases at a time and up to 20-25 cases a semester per fellow.

We continue to refine our data points for collection on student, parent, and school demographic to better inform our strategies for outreach, education, as well as to better inform our education stakeholders of some of the challenges within the DC educational systems. In our last performance oversight questions, we wrote that we devoted a lot of staff time and effort to refining our data management process. Although we made a number of tweaks and major changes to our case management system in FY17, we continue to require the support of a consultant to perform the most complicated tasks. The work that the consultant would complete for us includes an audit of our data to ensure high quality data entry and analysis and merging of Outlook with the Quickbase system. In conjunction with a consultant to support our database management needs, it would also be helpful to consider the addition of a data analyst to support the State Board of Education, the Student Advocate's Office, and the Ombudsman's office with data analysis and reporting. We devote a significant amount of staff time to the production of public quarterly and annual reports, and so it would be critical in our evolution as an office to have some support in data analysis.

Outreach and Community Engagement

Value: We improve families and communities' understanding of how our public K-12 schools work so that schools, families, and communities can start from the same place to make decisions that support students, strengthen the family-school relationship, and reduce gaps that cause inequities for students with disabilities and students of color.

Goal#2: We continue to build ongoing relationships with education stakeholders and community professionals in order to work together to solve problems and make decisions that improve student's lives. Moreover, we prioritize our focus on families and students that are disproportionately affected by school discipline, have school climate and school safety concerns, and students who should be identified or have been identified as needing special education supports and services. We would also like to continue to increase

access to our services through advertising and multimedia.

As mentioned earlier, we provide quarterly reports to the State Board and in the last few reports, we have identified a number of issues including the following:

Homelessness: Our office has worked with more than one dozen families this school year that would be considered homeless under the federal McKinney-Vento law or have self-identified as homeless. Some of these families have reported school-imposed barriers causing delays or denial of enrollment into a school zoned into their current place of residence. Some schools, for example, conducted unscheduled home visits or calls to the Child & Family Services Agency after families have identified themselves as homeless or doubled-up with other families; some schools have also required families to provide proof of residency documents to "prove" their homelessness. These school-level policies not only place the burden of proving homeless status on families, they also violate federal McKinney law, which was designed to eliminate such burdens to access for homeless students.

Oral Requests: Our office would like to explore the possibility of strengthening the protections in DC's special education laws regarding oral requests for evaluation. There are a number of families who have complained that they have made oral requests for evaluation and that some schools have ignored such requests.

Response To Intervention: Our office would like to explore the length of time permissible to implement Response to Intervention before conducting an evaluation (a number of LEAs offer 6-8 weeks of observation before knowing whether an evaluation can occur). Classroom teachers are being asked to implement serious interventions to address a student's difficulties in the classroom before a referral is allowed to proceed to the evaluation phase. The RTI methodology is causing a tension between the schools' duty to comply with Child-Find, particularly in cases where parents approach schools with concerns about their children's performance or outright request testing.

School Environment: A significant number of families, mainly from Wards 5, 7, and 8, have contacted our office about issues of violence in and around schools. In approximately 16% of our cases, violence is the parents' main concern. Half of these cases involve violence outside of the school building: including on school property and on students' travel routes to and from school. The cases involving violence outside the school and on students' routes to school are part of the larger conversation about safe passage,

Access: In [our annual report](#), we shared that many of our cases have demonstrated that many black and brown students in the most economically disenfranchised wards continue to be the most impacted by school-implemented barriers to access. For example, we shared that an out-of-boundary student was declined reenrollment after a long-term suspension to CHOICE, despite his right to attend the school for the remainder of the school year. In this quarter, we continue to see evidence of inequitable access to education due to housing status, disability of the parent or student, and inappropriate or insufficient access to adequate supports. Wards 5, 7, and 8 continue to be the most impacted wards. Access cases, which represent our highest complaint category this quarter, involve barriers to education that by law should have no impact on a child's ability to enroll in school. This includes administrative, process, and other barriers that the school creates. Specific Access issues that we have observed during this quarter are situations where families report that teachers have taken leave or resigned from their positions, and the schools have been unable to fill those vacancies during the same school year. In these cases, students have had to forgo instruction for an extended period of time-to include up to the entire school year. This issue has also extended to students who required specialized services outlined in their IEP. In these cases, schools have been unable to find a special education teacher within a short period of time, so the students did not receive specialized instruction for extended periods of time.

Our office provides quarterly data reports and any identified trends to education stakeholders in order to continue conversation about areas that require systemic change. For example, we have provided information from our quarterly reports in our DCPS meetings. Our information is posted online for the public to view and we also shared our most recent quarterly report on February 23, 2018. At that meeting, we also agreed to meet once a month with Dr. Art Fields, newly appointed Chief Integrity Officer to discuss trends within our office and within his office.

2. Will the proposed FY19 budget allow Ombudsman for Public Education to meet all of its statutory mandates?

One of the statutory duties include: "examine and investigate an act or failure to act of any public school official or employee, including whether actions or failures to act are unreasonable, unfair, or discriminatory, even though in accordance with the law." We do not have the resources to conduct formal investigations nor people who are trained in this work. We believe that in light of recent events in the DC education sphere, it would be interesting to have an independent office such as the Office of the Ombudsman, to have the ability and resources to investigate as a complement to the investigations conducted by BEGA and the Office of the Inspector General. Such investigations from an independent education agency would potentially be in the public interest. DCMR, Section 38-354(4).

3. Provide a narrative description on programmatic initiatives for the Ombudsman for Public Education for FY19.

Programmatic Initiative #1 for FY19: Formalizing our Dispute Resolution System

We worked with the Harvard Mediation and Negotiation Clinic to build internal capacity to lay the foundation for the future of the office. In the first semester of FY17, the Clinic conducted a program evaluation of our work. In the second semester of FY17, we asked the Harvard team to design a special education dispute resolution system for our office. Members of the clinic spent months researching best practices and determining elements that should be incorporated into a dispute resolution system that meets the specific needs of our office. As our office is unique in both the dispute resolution and ombudsman practices, we felt it prudent to utilize the services of researchers in order to further develop our understanding of available best practices to adopt for our office. This work builds upon the work completed by the Clinic in October – December 2016 that surveyed what needs the Ombudsman’s office fulfills for the District, and identified potential areas of growth.

One of the areas of growth included an increased presence in policy conversations. Special education continues to be the top complaint area within our office, and one of the key areas of policy discussion in the District. To that end, we have focused our efforts on formalizing our special education dispute resolution system, in order to provide a quality service for our families and build our internal capacity to better enable our office to fully engage in special education policy. The Harvard Clinic helped to develop a special education facilitative dispute resolution model that consisted of the following components: 1) core values associated with the services we provide; 2) formalization of our special education referral process to other agencies; 3) a set of recommendations around how to engage in education parties as to their special education rights/roles; and 4) a format for conducting in-person facilitations that are usually held at schools. In sum, we focused on creating a special education facilitative dispute resolution model. We presented this special education model at the CADRE conference in October 2017 in Eugene, Oregon for the purpose of having conversations, nationally, regarding the possibilities for resolution of special education issues in school districts outside of formal administrative processes and the court

system. We also implemented the special education mediation model in our cases for this school year (17-18).

Programmatic Initiative #2: Developing an Equity Plan for the District of Columbia

Our work has consistently highlighted several disparities for students that not only exist within the education system, but also manifest within the types of solutions we as a city implement to address these disparities. This disconnect between the problems our students face and the proposed policy solutions, we believe, lies in a lack of a coherent, system-wide plan for addressing the root causes of social, economical, and institutional disparities. To provide support to the District in addressing these disparities, we have identified that need for an equity plan in order to address some of the system-wide institutional barriers we have observed within the DC public school systems. There is a need to analyze our public school systems by conducting a comprehensive needs assessment of the education landscape, and provide recommendations for addressing institutional barriers. We shared an equity framework, which we outlined in our annual report for SY16-17, issued in the fall of 2017 that provides a useful framework for continuing the conversation around education reform in a way that seeks to include our most vulnerable students and families.

Programmatic Initiative #3: Community Outreach and Awareness:

Traditionally, our office has conducted outreach to families by joining individual events, such as EdFEST, ANC meetings, and Education Councils, as well as utilizing the help of Councilmember Constituent services. However, this approach is limited given it does not fit into an overall strategy and analysis of our outreach, resulting in an ad-hoc outreach strategy.

Additionally, we have not traditionally engaged in major advertising and outreach blitzes, such as putting our information in local community newspapers, family publications, and radio and television ads, due to limited available funds. In general, that means that we are unable to reach our most vulnerable families given our lack of internal expertise to target our outreach. Last year, in August of 2017, we did spend a significant portion of our programmatic budget, \$10,000, on advertisements on Metro buses and trains in Wards 5, 7, and 8. We reviewed the analytics from those advertisements from families residing in Wards 5, 7, and 8 and we are confident that placing such advertisements was a useful strategy in raising awareness of our office and the services we can provide to families. We will strive to allocate some of our finite resources to pay for similar advertisements in August of 2018.

We would like to request funds, in the amount of **\$10,000**, to pay for a contract with an experienced communications firm to promote the Office of the Ombudsman for Public Education. We have traditionally conducted our own outreach efforts, which include partnership with education stakeholders, distribution of our materials, and requests for referrals. Now that we have been re-established as an office for four years, it is important to have a communications strategy. Most of the education agencies, such as DCPS, and PCSB have communications teams. While we understand that it is unlikely for us to have our own communications professional, it would be helpful to have a consultant put together tweets on our behalf, assist us with our messaging around our policy position statements, and these efforts will assist us as we strive to be involved in as many city-wide policy discussion as possible.

We would also like to work with a communications team to assist us with developing our core messaging.

While we are proud of our work, we believe it is important to message our services with different audiences in mind. We have heard some schools refer to our office as the parent complaints office, while other schools appear to understand our services and the importance of the services and in fact refer families to our office for assistance. We realize the need to develop consistent communication so that our core message and calls to action get through to target audiences. It is important to our office that we ensure that every resident who needs our services is aware of our services. As mentioned earlier, in FY18, we are promoting our services through traditional media (transit and print newspapers) and grassroots strategies (direct outreach to nonprofits, and other organizations that serve our target audience). This is an effective strategy, but not very far-reaching. We also want to make sure we work with a communications firm that has experience planning, managing, and executing successful advertising campaigns that focus on reaching some of our most vulnerable students and families (language minority families, low income families in Wards 1, 4, 5, 7 and 8, and families with students designated at-risk).

Programmatic Initiative #4: Policy Partnership

Value: We believe that good policy begins with positive relationships. We listen to the perspectives of families, students, educators, and community advocates, and share those voices in citywide policy conversations to improve outcomes for students. In FY19, we would like to find different ways of sharing policy changes with families and communities to ensure that they know what is happening and can give their feedback.

Our Goals: At the Office of the Ombudsman, it is our goal to facilitate family, community, and educator input into education policy from its development to its final stage. We focus on improving collective problem solving to make processes easier to understand and navigate. As a team, we will continue to advocate for important policy changes to diverse communities so that they can be supported in their daily efforts to reduce opportunity gaps and make schools more transparent, collaborative, and inclusive.

Recent Initiatives: Using our data and channeling the experiences of our students and families, we work to collaborate with policymakers to amplify student and family voice in critical policy decisions. One recent example of our policy has been in the area of school discipline. We participated in the workgroup convened by the Committee on Education last summer of 2017 to discuss the school discipline legislation. Our office also spoke with national experts around the country regarding school discipline reforms and best practices based on lessons learned from other large city jurisdictions. Moreover, in the last two months, our office has been invited to work with some charter LEAs and other groups around ways to improve school climates in DC and to share best practices with other LEAs in a cross-sector manner.

4. Provide an update on any change in FTEs in the proposed FY19 budget. Please identify each position and the source of funding for the position.
 - a. Provide an explanation for the COLA adjustment increase, in light of the testimony provided for FY18 Budget that Ombudsman employees would not qualify for COLA.

The testimony that we provided for the FY18 budget was premised upon the fact that most of our employees are not Career Service and are instead Excepted Service due to an agency statutory requirement. In most other agencies, our employees would receive a Career Service designation with the exception of the Ombudsman. Career Service employees are entitled to an increase of 3% every year through a step increase and then every other year after Step 5. Because our employees are Excepted Service, there is no automatic funding included as part of their salaries. We only received notification that there would be an across the board COLA increase of three percent on January 4, 2018. However, this increase was strictly for COLA and

would not allow us to provide any merit increases based on job performance. Prior to FY18, none of our employees had received merit increases since the re-establishment of the office in 2014. To provide some context, because many Career Service employees receive a step increase and the Mayor's COLA increase, they are often receiving 6% increases for salary. In the Office of the Ombudsman, I often ask employees to work weekends to support community events and evenings, and so I believe that these employees should be eligible to receive 6%, which is comparable to the increases provided at other agencies.

5. Does the proposed FY19 budget allow for the Ombudsman for Public Education to provide an adequate level of service required to manage, examine, and investigate anticipated complaints? Does the proposed FY19 budget allow for the Ombudsman for Public Education to meet legislative, statutory, or regulatory requirements?

In addition, in order to better improve our services, the elected State Board officials have expressed an interest in our office prioritizing the administration of customer satisfaction surveys. Given the population we serve, we would have to offer live phone surveys or text-based surveys, as our families typically do not have access to, or the inclination to respond to, email-based surveys. Unfortunately, at this point, we do not have the funds to pay for a phone survey. In order to give some context, when we close a case, we send out a closing letter to all families, students, and community stakeholders who utilize our services and the letters contain a link to a survey. Very few families fill out this survey. We have found that many families provide regular feedback about our services during the course of our work with them and do not seem particularly interested in filling out surveys upon the conclusion of the case. We have done some preliminary investigation of the costs of a phone survey and we would need approximately **\$10,000** in order to hire an outside vendor to conduct these phone surveys in English and Spanish. In addition, we are considering offering some incentives for families to participate in surveys. For example, MySchoolDC, has offered incentives such as gift cards in small increments such as \$5, 10, and \$15. We would like to offer similar incentives in FY19.

We are committed to continuing to support the professional development of our employees and our employees have extended themselves on a regular basis to fulfill the needs of a small office. One employee in particular, Khadijah Williams, is often responsible for tracking legislation, assisting with Council submissions, assisting with writing the annual report, provides support to employees on intake, case management duties, and other various work responsibilities. We are going to change her title to recognize how her work portfolio has broadened over the last three years with our office. We have also increased her compensation in order to recognize her tireless efforts to support our office over the last 3 years. We do have the funds to pay her in FY18, however, we are asking for an increase in personnel funds in the amount of **\$3,000** in order to cover her increased compensation in FY19. Otherwise, we will need to transfer some funds from NPS dollars in order to cover her compensation in FY19.

In addition, I strongly believe it is time to ensure that all employees who perform well within SBOE should have an opportunity to be rewarded in order to build loyalty, retain top talent, and boost employee morale. Moreover, we are requesting a small increase in personnel dollars to provide enough cushion for merit increases for stellar employees. In FY18, for the first time since I was appointed, we have been able to provide merit increases to our employees, which mirrors the financial resources that are available to other District Government agencies. Most Career Service employees receive, on average, 6% increases annually: 3% from the Mayor's COLA increase and 3% from applicable step increases within their applicable grade. Thus, we are asking for an increase in the amount of **\$15,000** to cover merit increases in amount of 3% per position for four employees. We want to continue to reward our employees who have demonstrated a willingness to support our office in many ways.

In terms of investigative efforts, we know there was a discussion about having our office potentially receive teacher complaints. If this is still of interest, we would need sufficient funds to handle such investigations. When students and families present complaints to our office, we do inquire further with the school and ask to see supporting documentation in order to determine what happened regarding the facts surrounding the complaint. However, we do not launch formal investigations and so, we would need sufficient funds to support investigative efforts of the office.

6. Describe any other programmatic expansions, initiatives or anticipated reductions for FY18 and FY19. Provide a breakdown by program and provide a detailed description, including FY18 and FY19 spending plans, the target population to be served, and the name and title of the Ombudsman for Public Education employee responsible for the initiative.

Please see the attached spending plan for FY18. We are largely assuming similar spending levels for FY2019 with a few exceptions. First, we are requesting additional resources with the exception of requesting additional resources for a communications firm to assist our office with our outreach strategy and marketing. We would like to ensure that our most vulnerable families become aware of our services, which is difficult given our limited staff capacity to engage in the type of comprehensive outreach that is needed. Thus, the target population to be served includes all eight wards, with particular attention to families residing in Wards 5, 7, and 8 and that is possible to implement by a small team.

We would also like to request public engagement support around some of the programmatic initiatives designed to promote more equitable outcomes for our DC public school students. There is a desire by families to be more involved in discussions that impact the types of schools that come into their wards, to have more robust discussions with school leaders about the barriers that affect their children, and to engage in shared problem solving and accountability regarding public education.

We are hopeful that the Committee on Education will allocate resources in a manner that allows the Office of the Ombudsman for Public Education to fulfill our mission. Our budget requests this year align with our mission to provide equitable access to education for all students within District of Columbia public and charter schools, and to support student engagement and achievement.

Finally, please see the attached agency organizational chart for information regarding our employees within the Office of the Ombudsman for Public Education.

**COUNCIL OF THE DISTRICT OF COLUMBIA
COMMITTEE ON EDUCATION**

DAVID GROSSO, CHAIRPERSON

1350 Pennsylvania Avenue, NW, Washington, DC 20004

To: Faith Gibson Hubbard, Chief Student Advocate
From: Councilmember David Grosso
Date: March 29, 2018
RE: FY19 Budget Oversight Questions

1. What are the Office of the Student Advocate’s performance goals and targeted outcomes for FY19? How will the proposed FY19 budget serve to achieve those goals?

FY19 Performance Plan & Targeted Outcomes:

#1: Increase Office Awareness and Visibility/Outreach

Goal: Continue to build on current community engagement strategies and expand partnerships/collaborations to establish citywide office awareness.

This engagement includes but is not limited to:

- Continuing to engage and partner with a variety of stakeholders across all eight wards, such as:
 - State Board of Education,
 - DCPS’ Office of Family and Public Engagement and Community Action Teams,
 - Public Charter School Board,
 - Individual schools and school leaders,
 - Parent organizations,
 - Civic groups and organizations (i.e. ward education councils, etc.),
 - Service providers and community-based organizations (i.e. family collaboratives, etc.)
 - Parents, students, community members, and
 - Governmental agencies and offices (i.e. any relevant agency or office that services families – traditional and non-traditional)
- Continuing to distribute materials across the District
- Presenting and serving on panels, committees, and action teams
- Communicating the trends that we see in our work through reporting and communications
- Increasing communication efforts to non-English speaking communities and translating resource materials to relevant languages
- Via partnerships with community-based organizations and service providers, increasing services for and communication with at-risk students and families in the District (e.g.

homeless, child welfare, and justice-involved populations)

#2: Collaborate and Expand Service Capacity

Goal: Build relationships with education stakeholders, community-based and civic organizations, and community professionals to establish a more coordinated approach in serving underserved, underrepresented, and vulnerable populations.

- Expand our outreach to District government agencies and continue to foster ongoing partnerships and collaborations
- Continue to work closely with the Office of the Ombudsman for Public Education in partnership to provide joint parent and student trainings on systemic trends highlighted through their work and to be responsive to student and parent advocacy needs highlighted through our individual and collective work.
- Partner with the Office of the Ombudsman in supporting families as their advocate in cases of conflict resolution to offer strategies for parent empowerment and to improve educational access and outcomes for all students
- Engage in conversation with community professionals and organizations regarding opportunities for collaboration and best practices for supporting underserved, underrepresented, and vulnerable student populations and their families, and look for opportunities to spark valuable engagement avenues for all public education stakeholders in DC

#3: Parent Empowerment and Advocacy

Goal: Improve the capacity of parents, families, and prospective parents to navigate the education landscape and educational processes so that they become better informed about options that allow them to become better self-advocates.

- Further develop the knowledge base of parents regarding issues of public education in the District, and how those issues connect to the way our public education governance structure works
- Create avenues for public school parents to have voice in the thought development stages of policy making
- Create brochures and informational materials for parents on areas of special education, student discipline, student enrollment/school selection, and effective communication tools; provide additional resources and links to community resources on our website
- Continue to improve and make appropriate adjustments to ensure that the website presence of the Office of the Student Advocate is as user-friendly and interactive for students and families as possible
- Improve access for non-English speaking or limited English speaking families by offering materials translated languages outlining the services of our office, both online and printed

- Provide resources in the areas of parent and student rights, responsibilities, and services for ongoing support

#4: Improve Educational Outcomes by Effecting Systemic Change

Goal: The Office of the Student Advocate is committed to identifying and recommending strategies to improve educational outcomes for all students and increasing students' and families' ability to achieve equal access to public education.

- Build relationships and work collaboratively with students, parents, families, government agencies, community-based organizations, and all education stakeholders to identify systemic barriers that both impact educational outcomes for students and limit access to quality public education
- Participate in relevant education policy focused conversations, such as testifying before DC Council on policies and legislation and serving on task forces and committees (i.e. Cross- Sector Collaboration Task Force and Truancy Task Force)
- Provide quarterly data reports and any identified trends to education stakeholders in order to continue conversations about areas that require systemic change and to discuss how our office is working to address those challenges
- Work to develop access points for public school students to have voice in the thought development stages of policy making

#5: Increase Student Engagement and Advocacy

Goal: Work collaboratively with relevant stakeholders to improve the capacity of students to navigate the education landscape and educational processes so that they become better informed about options that allow them to become better self-advocates.

- Work collaboratively with relevant stakeholders to develop access points for public school students to have voice in the thought development stages of policy making (i.e.: Parent & Student Advisory Committee)
- Create more access for students to use the request for assistance process by becoming more student-friendly
- Work with relevant stakeholder groups and organizations to support ongoing student engagement and leadership organizations or opportunities

#6: Increase Interagency and Cross-Sector Collaboration

Goal: Work collaboratively across District government agencies, offices, and in conjunction community-based organizations to increase our interactions and support of families and students.

- Expand collaborative relationships with service providers and community-based organizations that work with the District's at-risk students and their families
- Expand collaborative relationships with service providers and community-based

organizations that work with the District's non-native English speaking communities, students, and their families in an effort to provide more supports, resources, and trainings

How the proposed FY19 budget serve to achieve these goals:

The FY19 budget as proposed is a starting point for allowing us to reach the aforementioned goals. Unfortunately, the current proposed funding levels only permit for limited scaling of services to meet the needs of the students and families. The proposed levels will require us to be even more intentional with our outreach to additional families and vulnerable communities that need our services. We would need to be more selective with our priorities and programming, thus challenging our ability to provide the vital supports to all of vulnerable communities our office has a focus on serving. The current proposed budget does not fund all of our programmatic or non-personnel needs. Without additional programmatic funds, our outreach and distribution of information and resources will be limited and it will be challenging for our office to continue to scale our services and supports for families.

2. Will the proposed FY19 budget allow the Office of the Student Advocate to meet all of its statutory mandates?

Although it is moving in the right direction, the currently proposed FY19 budget does not provide funding to fulfill all of the office's statutory mandates.

The currently proposed FY19 budget does not include funding to establish several public education resources centers (PERCs), as noted in the statute. Currently, our office serves as one PERC, but it is not easily accessible. In addition to our office, we have developed an online Education & Community Resource Guide to support the needs of families as well as service providers that also serve families. This guide is comprehensive, but our office does not have enough funding to fully promote, scale, and distribute this useful tool. We also rely on our trainings throughout the city to provide advice students and families on all matters regarding public education, filling the void of centralized public education resource centers.

Additionally, the currently proposed FY19 budget does not provide funding for the office to support and serve as an advocate for students and families in conflict resolution proceedings before the Office of the Ombudsman for Public Education.

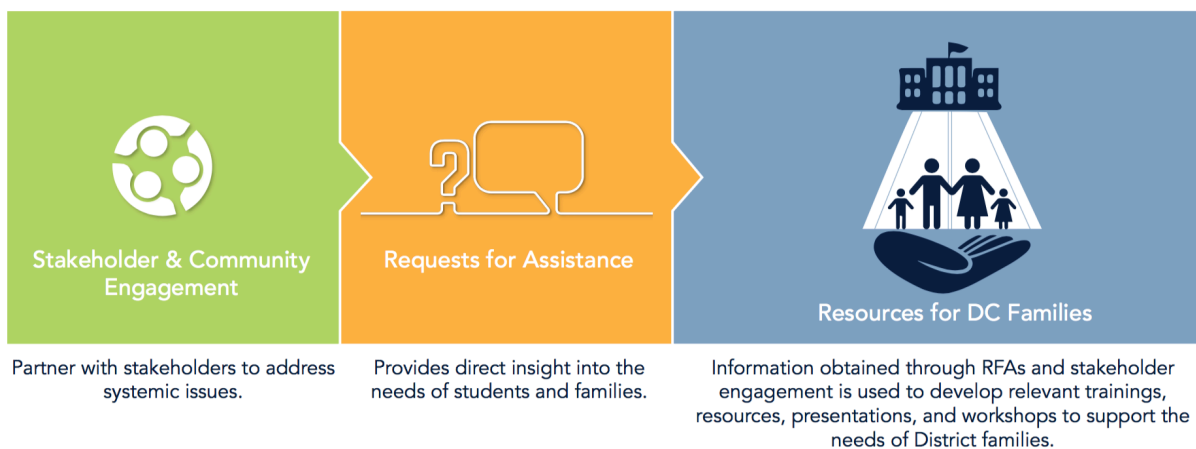
The currently proposed FY19 budget will allow us to continue our current work – which entails operating a public education hotline to answer questions and provide information regarding relevant public education resources and agency and organization referrals through our Request for Assistance line and providing outreach to students, parents, and guardians regarding public education in DC through development trainings and school visits. The proposed FY19 budget is not responsive to our increased request for supports and services, nor does it account for our ability to scale our services to support the needs of students and families. As our city grows and

welcomes more and more families from around the world, the need for our office to be able to communicate in various languages is increasing and has outpaced the support provided. In FY19 we plan to work more in communities where English is not the primary language spoken which will require having interpreters on hand for more impactful outreach during trainings, workshops, and community events.

3. Provide a narrative description on programmatic initiatives for the Office of the Student Advocate for FY19.

Our office aims to play a critical role in amplifying the voices of our students, families, and communities in the DC education landscape. Within this system, the Office of the Student Advocate plays a unique role in the DC education landscape as the only governance structure that combines the access and influence of a government agency with the direct, grassroots outreach necessary to serve our families and communities. Our office serves “to make the [public] school system more accessible and to boost parent engagement...and access to resources.”

HOW OUR WORK SUPPORTS FAMILIES



Our approach aims to shift the balance of power in favor of our community members by convening stakeholders at all levels around topics of community importance; develop and support the knowledge base of students, parents, and community stakeholders; ensure that family and community perspectives are included in all relevant public education conversations; and mobilize community-level leadership in grassroots education advocacy.

The mission of our office has led us to undertake the following programmatic initiatives. This list is inclusive of ongoing, current, and future initiatives:

Request for Assistance Line

Our Request for Assistance (RFA) line is a “311 system” for public education through which our office provides relevant resources, information, and appropriate agency or organization referrals

to meet the specific needs of the caller. The line also allows our office to provide one-on-one coaching to families on a variety of public education issues.

In FY17, we were able to operate our Request for Assistance line live, Monday through Friday from 9 a.m. - 5 p.m. For SY16-17, we saw a 150% increase in callers served with 336 families served. We nearly doubled the amount of families served from 135 calls in SY15-16. To date, for SY17-18, we have received 278 requests for assistance, surpassing our requests for assistance at this time during SY16-17.

Community Outreach

Our ability to work within the community to address the needs of students, families, and communities is made possible through our outreach efforts, stakeholder engagement, and the development of partnerships and coalitions.

In FY18, we had the opportunity to present and meet with numerous community groups, educators, parent groups, community-based organizations, and government stakeholders through our stakeholder listening tours, which were a vital component in allowing our office to directly meet the needs of students and families. In SY16-17, we engaged over 2000 residents at 49 events. To date, for SY17-18, we have engaged over 1400 residents at 67 events.

Resources developed and launched in FY18

1. Parent and Family Go-To Guide- Our Parent and Family Go-To Guide is a collection of parent-centered documents that serve as a quick go-to reference for parents as they are working to navigate the various public education topics, agencies, processes, etc. they need to understand. Many of the topics are issue areas in which we have more lengthy trainings and have also been offered in isolation on our website and at various outreach events. By placing these resources in one guide, parents and families have access to information in one handy document. This resource can be found at <https://sboe.dc.gov/page/advocacy>.

2. Right to Know Ask Sheets- Our Right to Know Ask Sheets serve as a guide, providing helpful conversation starters so parents and families feel informed. Knowing what questions to ask during interactions with teachers and administrators helps ensure that communication is more effective and interactions are more meaningful. We have Ask Sheets available for the following topics: Absences, Achievement, Attendance, Behavior, Enrollment, Homelessness, PARCC Scores, PK3/PK4, Response to Intervention (RTI), and Special Education. These resources can be found at <https://sboe.dc.gov/node/1285466>.

3. Special Education (SPED) Resources- Our special education resources accompany our Know Your Rights Special Education workshop series presentations. Those resources include an overview of federal law, information on 504s v IEPs, information on the landscape of special education in DC, commonly used special education acronyms and abbreviations, and a compiled list of agencies, offices, and resources for parents navigating special education and related services in the District. These resources can be found at <https://sboe.dc.gov/node/1153932>.

4. Resource Toolkits- In reviewing our Requests for Assistance (RFA) data and feedback from our partners, it became evident there were certain issue areas that required specific information for families to have to in order to navigate certain processes and to move past that barrier impacting their child's educational experience. We have toolkits available for the following topic areas: Homelessness, Behavioral and Mental Health, Attendance/Truancy, Graduation Requirements and Alternative Pathways, and Effective Communication. These resources can be found at <https://sboe.dc.gov/page/advocacy>.

Special Education Workshop

Our office continues to support parents of children in need of specialized instruction. With our Know Your Rights special education workshop series, we have worked to build capacity and knowledge around special education rights for students and parents. We are able to convene parents and government and organizational stakeholders (i.e. DCPS, OSSE, DC Special Education Collaborative) to respond to questions and concerns parents may have. We have expanded our work from Wards 3 and 8 and will soon host the series in Wards 6 and 7. Resources developed for this series are available on our website at <https://sboe.dc.gov/node/1153932>.

Parent Leadership Series

We have also continued to retool and scale our Parent Leadership Series, formerly Parent Empowerment Series. At the core of these sessions is an emphasis on coalescing around community-specific concerns and parent/teacher organizational skill building. We have expanded this work from Ward 7 to Ward 8 by hosting various conversations on how the public education system works, connecting knowledge to advocacy, DC government budgeting, and understanding how DC budget impacts schools. Resources developed for this series are available on our website at <https://sboe.dc.gov/node/1211770>.

Citywide Bullying Prevention Workshop

We are launching a bullying prevention workshop in partnership with DC Office of Human Rights Citywide Youth Bullying Prevention Program (in partnership with local service providers and LEAs) to ensure that parents, school staff, and students know the role they play in bullying prevention. We have seen the growing need for more open conversations about bullying, including what bullying means and how to ensure student safety is the school's number one priority. For this workshop we have been very intentional by bringing partners that are able to share practical tools and techniques with parents and caring adults. This workshop will be our first effort with offering live interpretation services. All parents deserve to know how to help their student regardless of English mastery.

Parent and Student Advisory Committee

In FY18, we created and launched our Parent and Student Advisory Committee to provide a forum for parents and students to assist the Office of the Student Advocate in better serving

families throughout DC and to foster conversations and uncover solutions about the issues all stakeholders face within DC's public education landscape.

Student Discipline Work

Our office, in partnership with Howard University School of Law, conducted a comparative analysis of student discipline policies for DCPS and each of the public charter LEAs. This analysis was conducted in order to develop resource tools for families that would support their school selection and transition processes. These tools will allow for parents and students to explore their school options in a more informed way. We also want to help parents be more proactive with school discipline policies instead of reactive or when a problem arises. We are continuing to work in partnership with Howard Law in FY18 to produce additional comparative tools for families that would allow parents to understand how to engage school staff early on in the behavior support process.

- i. Creating comparable data points on discipline policies for all charter schools – Our office collected all of the school discipline policies from public charter LEAs, in addition to DCMR Chapter 25. Howard law students analyzed the policies using mutually agreed upon criteria for analysis focused on five areas, included below.
- ii. Developed Ranking factors – Each topic area (excluding Zero Tolerance) used a number scale ranking system, 1 being “not present” and 5 being “exemplary”, to examine discipline policies throughout the District:
 1. Parents/Students Rights and Responsibilities
 2. Statements of Infractions and Penalties
 3. Due process, Appeal Process, Impartial Decision Makers
 4. Zero Tolerance/Alternative Discipline Policies
 5. Alternative Education for Students Out of School Due to Discipline or Illness
- iii. From this analysis, our office worked on providing a snapshot of our current system coupled with recommendations for how to make systemic changes to the DC Council, OSSE, and LEAs.

Safe Passage Work

Due to our work with families, we believe that our office is uniquely positioned to support our city's safe passage efforts by supporting the creation of more proactive and community driven solutions. We have created a safe passage resource toolkit to create and sustain safe passage of our students to school. We have folded our safe passage working group efforts into the Office of the Deputy Mayor for Education (DME) citywide safe passage initiative. Information about our work in this space is available on our website here: <https://sboe.dc.gov/page/safe-passage>.

Language Access and Accessibility

In FY18, we have implemented additional language access improvements to be in compliance with the Language Access Act by translating portions of our website, materials, and our outreach brochure into all of the required languages (e.g. Spanish, French, Vietnamese, Amharic, Chinese, and Korean). We also use translation services from Language Line Services, Inc., which we utilize frequently to communicate with callers to our RFA line who do not speak English. We are currently in the process of translating our online posted toolkits, Go-To Guide, and other outreach materials as well as portions of our webpage into all of the required languages (e.g. Spanish, French, Vietnamese, Amharic, Chinese, and Korean). In FY19, we will continue this work.

4. Provide an update on any change in FTEs in the proposed FY19 budget. Please identify each position and the source of funding for the position.

- a. Provide an explanation for the COLA adjustment increase, in light of the testimony provided for FY18 Budget that Student employees would not qualify for COLA.

Changes in FTEs are only reflections in the manner Fellows are on boarded. Staffing levels will stay the same. Fellows are essential in terms of our office's day-to-day function. Fortunately, we have attracted talented students whose temporary work allow us to create comparable and complimentary resources freeing up staff time so they can continue to focus on serving students and families. The best incentive for remarkable students and temporary workers are wages that reflect the value of their contribution. We requested additional funds because fellows are temporary workers and are therefore ineligible for cost of living increases. OSA employees are excepted service and do not receive yearly grade, step, nor series increases. Budgeting for performance increases is key with OSA's effort to retain staff and minimize staff turnover. Any turnovers in OSA staffing leads to a 33% drop in capacity meaning increased weekends and evenings work for the remaining staff and higher probabilities of burnout. The Mayor's FY18 COLA was announced in January 2018 well after our request for increases for staff and fellows.

5. Does the proposed FY19 budget allow for the Student Advocate to meet legislative, statutory, or regulatory requirements?

As currently proposed in the FY19 budget, the office does not have the sufficient funds to meet all of the office's legislative, statutory, or regulatory requirements. The following needs remain:

The currently proposed FY19 budget does not include funding to establish several public education resources centers (PERCs), as noted in the statute. Currently, our office serves as one PERC, but it is not easily accessible. To properly fund another PERC would require us to secure space at either market rate office square footage or occupying space secured by DGS in another government building. Operating another PERC would also require the FTE cost of another team of at least three employees plus fellows.

The currently proposed FY19 budget does not provide funding for the office to support and serve as an advocate for families in front of the Office of the Ombudsman and other adversarial educational conferences. FY19 would need to have additional funding to bring on FTEs with legal certifications or the OAG would need to make a ruling or opinion on those processes.

Our plan to work more in communities where residents have limited English proficiency, which will require having interpreters on hand for more impactful outreach.

6. Describe any other programmatic expansions, initiatives or anticipated reductions for FY18 and FY19. Provide a breakdown by program and provide a detailed description, including FY18 and FY19 spending plans, the target population to be served, and the name and title of the Office of the Student Advocate employee responsible for the initiative.

Expanding Outreach and Engagement

In FY18 we took steps to grow in several areas namely in our efforts to serve students and families with Special Education Services. We revamped our Know Your Right Workshops shifting away from a panel model of experts presenting information to families and adopted a world café approach where families had the opportunities to engage experts for information, tips, and strategies to ensure that special education services are the most appropriate for them.

In this model of service, our office fills a role of coordinator directing logistics, the ten plus District agencies and community based providers, as well as securing event co-sponsors ensuring neighborhood school communities buy-in. In FY18 we have hosted 2 workshops with over 105 parents, and plan to host two more before the summer.

Our Parent Leadership Series continues to educate parent leaders East of the River, successfully duplicating our footprint from Ward 7 to Ward 8. To date, four sessions have been held with conversation about school budgeting, educational governance structures and turning parent power into effective advocacy. We continue to build parent power by disseminating information and knowledge.

In FY18, we decide to truly commit to disseminating knowledge and creating parent power by shifting funds to produce our Parent & Family Go-To Guide, a 26 page booklet that provides families with roadmaps, and conversation starters on navigating our dual sector system of public education. The guide was produced, designed, and edited by OSA staff and fellows.

OSA plans to up our commitment to families in 2018 by reproducing the guide in Spanish, Amharic, French, Korean, Vietnamese, and Chinese. We also plan to have all material posted on our website, handed out at events, or presented to the public available for parents.

In April, we will co-host our first Citywide Bullying Prevention Workshop in Ward 4. We are actively advertising and planning to host a multilingual conversation with students’ families and other caring adults. We have committed funds to have translators on hand to facilitate communication with our Amharic and Spanish-speaking families.

Faith Gibson Hubbard, Chief Student Advocate	Dan Davis, Student Advocate	Tiffany Wilson, Program Associate	Fellows
Student Discipline	Request For Assistance Line	Request For Assistance Line	Request For Assistance Line
Parent Leadership Series	Community Outreach	Community Outreach	Parent Student Advisory Committee
Cross Sector Leadership	Safe Passage & Bullying Prevention	Resource Development	Resource Development
	Data Quality Assurance	Data Management	Data Entry
	Language Access & Accessibility	Special Education Workshop	

Spending Plan FY 2018

We have committed to increasing access for all parents, which means connecting our office to communities and neighborhoods often underserved and marginalized by the very systems designed to serve them. In communities that have borne the load, we must rebuild trust by reaching out and create new connections.

Outreach & Engagement

Our office ran multilingual Metro bus and Metro Station advertisements in Wards 1, 4, 5, 7, and 8 during January and February 2018. We plan to produce another multilingual Back to School Metro Ad in August 2018. We recruited students and parents for our Parent & Student Advisory Committee by producing flyers in Spanish, Amharic, French, Korean, Vietnamese, and Chinese. OSA also is translating all posted website material. In total, our dollar commitment to connect with students and families including translation, interpretation service, metro ads, and printing: \$33,000, of which \$16,000 is slotted for language accessibility services.

Office Operation

Our office’s purchase of software technology, a room divider (we house a staff in an open area near the coffee break supplies), general office supplies, and annual report production for FY18 has a total cost of \$10,500.

Staff Development

Our office was selected to lead a session on our efforts with parental engagement at this year's IEL Communities School 2018 National Forum in Baltimore, MD. OSA will present Equitable Family Engagement in Policy in which we will focus on our work with our Parent & Student Advisory Committee and our Parent Leadership Series. OSA also plans to attend IEL's National Family Engagement Conference in Cleveland, OH. Both conferences will have a total cost of \$7,000.

Staffing & Operating Cost

Office of the Student Advocate - FY18 Spending Plan				
Position Title	FTEs	FY18 Salary	FY18 Fringe	Salary and Fringe Benefits
Student Advocate	1.00	\$ 75,000.00	\$ 15,000.00	\$ 90,000.00
Chief Student Advocate	1.00	\$ 115,852.00	\$ 23,170.40	\$ 139,022.40
Program Associate	1.00	\$ 60,000.00	\$ 12,000.00	\$ 72,000.00
	3.0	\$ 250,852.00	\$ 50,170.40	\$ 301,022.40
Fellow Fall-Spring	0.5	\$ 7,000.00	\$ -	\$ 7,000.00
Fellow Fall-Spring	0.5	\$ 10,000.00	\$ -	\$ 10,000.00
Fellow Summer	1.0	\$ 4,000.00	\$ -	\$ 4,000.00
		\$ 21,000.00	\$ -	\$ 21,000.00
		\$ 271,852.00	\$ 50,170.40	\$ 322,022.40
Oct 2017 -Sept 2018				
Office Operations	\$ 10,500.00			
Outreach & Engagement	\$ 17,000.00			
Language Services	\$ 16,000.00			
Staff Development	\$ 7,000.00			
	\$ 50,500.00			

The Office of the Student Advocate guides and supports students, parents, families, and community members in navigating the DC public school system in order to achieve equal access to public education through advocacy, outreach, and information services. The Parent and Student Empowerment Act of 2013 states programming that we should provide; however, we do not have the capacity to continue to develop, implement, and oversee initiatives throughout the city with fidelity.

Additional needs for the office include:

- An additional full-time employee (FTE): Our office serves an important role in the landscape of DC public education because we are able to assist all stakeholders in finding resolutions for their problems. While our office has accomplished an incredible amount in the past three years, our outreach and impact is limited because our staff size is limited. Our staff of only three full time employees and two part-time fellows allows us to only crack the surface of the needs of students, parents, and families in DC. The work done beyond our office hours happens because of the dedication of our staff. Adding another full time employee would allow us to increase our outreach and maximize our impact in all eight wards.
- Funding for a secure database: We desperately need a software product that allows us to be more responsive with the data we collect and thus more intentional with the resources we produce. In the past, we have relied on GoogleDrive, which is not privately secure data software. As our agency has migrated to Office365, we have shifted our data collection to Microsoft OneDrive, which is not privately secure data software. When students and families contact our office with Requests for Assistance, they offer up private and sensitive information to us trusting that we will keep their information safe.
- Funding for a more accessible, intuitive website: Our agency and office website directs a lot of traffic to our office. Unfortunately, our website is not nearly as accessible and intuitive as it could be considering the wealth of resources hosted on our site. For example, our Education and Community Resource Guide is a continuously evolving resource that currently has more than 400 resource listings organized into 20 topic areas. This incredible resource is currently available on our website separated into the different topic areas or in full as a PDF. Considering that this resource guide highlights organizations and government agencies that impact public education in the District and serves as a way for us to work to meet a statutory provision for our office, it is not as easy to navigate as it could be due to website constraints. Ideally, this resource would be an interactive guide with a capacity to search, sort, and filter through information based on the need of the user. Our current website also does not have information about our services available in all six required languages, which limits our ability to interact with non-English and limited-English speaking families beyond the translated words in our physical materials.

The following spending plan is breakdown of the estimated or projected funding we need for the Office of the Student Advocate for FY19. All dollar amounts included in the spreadsheet are estimates based on our needs and funding requests.

Office of the Student Advocate - Requested FY19 Spending Plan w/COLA & up to 5% increase and Additional FTE

Position Title	FTEs	FY19 Salary	FY19 Fringe	Salary and Fringe Benefits
Student Advocate	1.0	\$ 81,112.00	\$ 16,222.40	\$ 97,334.40
Chief Student Advocate	1.0	\$ 125,293.00	\$ 25,058.60	\$ 150,351.60
Outreach Specialist	1.0	\$ 55,000.00	\$ 11,000.00	\$ 66,000.00
Program Associate	1.0	\$ 64,890.00	\$ 12,978.00	\$ 77,868.00
	4.0	\$ 326,295.00	\$ 65,259.00	\$ 391,554.00
Fellow Fall-Spring	0.5	\$ 10,000.00	\$ -	\$ 10,000.00
Fellow Fall-Spring	0.5	\$ 10,000.00	\$ -	\$ 10,000.00
Fellow Summer	1.0	\$ 5,000.00	\$ -	\$ 5,000.00
	2.0	\$ 25,000.00	\$ -	\$ 25,000.00
		\$ 351,295.00	\$ 65,259.00	\$ 416,554.00
Oct 2018 - Sep 2019				
Office Operations	\$ 12,500.00			
Outreach & Engagement	\$ 18,000.00			
Secure Database Build-out	\$ 10,000.00			
Resource Website	\$ 10,000.00			
Language Services	\$ 9,000.00			
Staff Development	\$ 6,000.00			
	\$ 65,500.00			



**State Board of Education Resolution
SR17-12**

“DC State Board of Education Fiscal Year 2019 Need for Appropriations Resolution”

WHEREAS, in 2013, the District of Columbia Council approved the “State Board of Education Personnel Authority Amendment Act of 2012”, effective April 27, 2013 (D.C. Law 19-284; D.C. Official Code § 38-2652 et. seq.) (“SBOE Act”) to ensure that the District of Columbia State Board of Education had the authority to operate as an independent agency including through the hiring of its own staff and preparing its own budget;

WHEREAS, DC Official Code § 38-2652(d)(3) reads: Beginning in fiscal year 2013, the Board shall prepare and submit to the Mayor, for inclusion in the annual budget prepared and submitted to the Council pursuant to part D of subchapter IV of Chapter 2 of Title 1 [§ 204.41 et seq.], annual estimates of the expenditures and appropriations necessary for the operation of the Board for the year. All the estimates shall be forwarded by the Mayor to the Council for, in addition to the Mayor's recommendations, action by the Council pursuant to §§ 1-204.46 and 1-206.03(c).

WHEREAS, the DC State Board of Education staff have prepared a budget that reflects the need for appropriations to meet the priorities of the three offices of the State Board: Office of the State Board of Education, Office of the Ombudsman for Public Education and Office of the Student Advocate in fiscal year 2019;

WHEREAS, the proposed fiscal year 2019 budget has been discussed at three working sessions of the DC State Board of Education on August 2, 2017 and September 6, 2017;

WHEREAS, the DC State Board of Education is appreciative of the trust placed in it by residents and shall remain open and transparent about its spending; and,

WHEREAS, in the fiscal year that begins on October 1, 2018, the DC State Board of Education proposes a need for appropriations of \$1,765,000 with \$243,000 being spent on program activities and the remainder on personnel, and that this represents an increase of three percent from fiscal year 2018 that is dedicated to salary and benefit adjustment.

NOW THEREFORE BE IT RESOLVED THAT, on September 26, 2017, the State Board approves its fiscal year 2019 need for appropriations and requests that the Mayor include in her annual budget submission the estimate approved herein.

Date Adopted: September 26, 2017 Signed: 



FY2017 – 2018 Strategic Plan – DC State Board of Education

One Judiciary Square
441 4th Street, NW, 530S, Washington, DC 20001



Strategies (what) Policy Review and Research	Actions (how)	Priority (Low/Medium/High)	Time Frames (when)	Responsibility (who)	Performance Indicators (measurement)
Goal 1: Develop and approve accountability plan	<i>Board develops understanding of ESSA</i>	<i>Medium</i>	<i>Ongoing (FY17 – 18)</i>	<i>Cmte Chair/Staff</i>	Develop a set of community-driven and evidence based recommendations for DC's new accountability model under ESSA
	<i>Synthesize community feedback</i>	<i>High</i>	<i>January-February 2017 (FY17)</i>	<i>Cmte Chair/Staff</i>	
	<i>Board submits draft ESSA concepts to OSSE</i>	<i>Medium</i>	<i>January 2017 (FY17)</i>	<i>Cmte Chair/Staff</i>	
	<i>Board engages in discussions with OSSE</i>	<i>Medium</i>	<i>January-March 2018 (FY17)</i>	<i>Cmte Chair/Board/Staff</i>	
	<i>Board votes on DC ESSA Accountability Model</i>	<i>Low</i>	<i>Ongoing (FY17-18)</i>	<i>Cmte Chair/Staff</i>	
Goal 2: Revise and approve school report card that will encourage schools to prioritize equity and achievement	<i>Board utilizes ESSA development process to determine concepts</i>	<i>Low</i>	<i>Ongoing (FY17 – 18)</i>	<i>Cmte Chair/Staff</i>	Take action on the new statewide school report card
	<i>Monthly updates to full board</i>	<i>Medium</i>	<i>Ongoing (FY17 – 18)</i>	<i>Chair</i>	
	<i>Schedule and hold community meetings</i>	<i>Medium</i>	<i>Fall 2017 (FY18)</i>	<i>Board/Staff</i>	
	<i>Board submits draft report card concepts to OSSE</i>	<i>Medium</i>	<i>January 2018 (FY18)</i>	<i>Board/Staff</i>	
	<i>Finalize recommendations</i>	<i>Medium</i>	<i>January-February 2018 (FY18)</i>	<i>Board</i>	



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	Public presentation of recommendations	Medium	February 2018 (FY2018)	Board	
Goal 3: Update DC's graduation requirements with a particular eye towards increasing equity and student achievement	<i>Research and summarize current issues related to graduation requirements</i>	<i>Medium</i>	<i>February 2017 (FY17)</i>	<i>Cmte Chair/Board</i>	Update graduation requirements
	<i>Develop scope of work for addressing graduation requirements</i>	<i>Medium</i>	<i>March 2017 (FY17)</i>	<i>Cmte Chair/Board</i>	
	<i>Monthly updates to full board</i>	<i>Low</i>	<i>Ongoing (FY17-18)</i>	<i>Cmte Chair</i>	
	Schedule and hold community meetings	Medium	November 2017-February 2018 (FY18)	Board	
	Board submits draft concepts to OSSE	Medium	February 2018 (FY18)	Board/Staff	
	Finalize recommendations	High	February 2018 (FY18)	Staff	
	Public presentation of recommendations of new requirements	High	February-March 2018 (FY18)	Board	
	Board adoption of new requirements	High	March/April 2018 (FY18)	Board	



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Strategies (what)	Actions (how)	Priority (Low/Medium/High)	Time Frames (when)	Responsibility (who)	Performance Indicators (measurement)
Outreach and Engagement	Aggregate contact information we already have	Medium	January 2017 (FY17)	Board, Ombudsman, CSA	Build parent-specific list serve (text and email)
	Meet and get contact info from middle school parents at back-to-school nights, parent-teacher conference nights	Medium	Ongoing (FY17 – 18)	Board, Ombudsman, CSA	
	Meet and build relationships with leaders of parent organizations	Medium	Ongoing (FY17 – 18)	Board, Ombudsman, CSA	
	Meet parents out in their community	Medium	Ongoing (FY17 – 18)	Board, Ombudsman, CSA	
Goal 2: Develop and invest a communications captain network for dissemination of information and collection of input	Identify communication captains	Medium	January 2017 (FY17)	Cmte Chair w/input from working group	
	Invest captains in mission	Medium	Spring 2017 (FY17)	Exec Director, Cmte Chair to assist	
	Test and try system; make adjustments as relevant	Medium	Spring-Summer 2017 (FY17)	Exec Director	
Goal 3: Develop communication mechanisms that increase capacity	Document existing communications mechanisms	High	December 2016 (FY17)	Cmte Chair/Board	Update graduation requirements
	Define characteristics of	High	February 2017	Cmte Chair/Board	



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to disseminate to and receive information from stakeholders	effective dissemination mechanisms		(FY17)		
	Define characteristics of effective feedback collection mechanisms	High	February 2017 (FY17)	Cmte Chair	
	Define new communication mechanisms	High	February 2017 (FY17)	Board	
	Develop budget for new communication mechanisms	Medium	April 2017 (FY17)	Board/Staff	
	Gather community/stakeholder input on communication preferences	High	Ongoing	Staff	
	Develop and implement new communication mechanisms which includes, expanding and refining e-newsletter distribution list, establishing and maintaining text based information sharing system, write at least three articles for publication in local papers on issues before the State Board	High	By April 2017 (FY17)	Board	
	Coordinate and expand public awareness of SBOE, Ombudsman and Student Advocate	High	As soon as possible (FY17)	Board	



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Strategies (<i>what</i>) Administration and Budget	Actions (<i>how</i>)	Priority (<i>Low/Medium /High</i>)	Time Frames (<i>when</i>)	Responsibility (<i>who</i>)	Performance Indicators (<i>measurement</i>)
Goal 1: Build credibility and strengthen relationships with external stakeholders across DC	<i>Assess current level of credibility and/or identify challenges in working with external stakeholders</i>	Medium	<i>On-going (FY18)</i>	<i>Staff, Executive Director</i>	Build credibility and strengthen relationships external stakeholders within the DC community
	<i>Build understanding and practice of racial and cultural equity among staff and Board (This action will be expanded upon recommendations contained within plan currently being developed)</i>	High	<i>January 2018 (FY18)</i>	<i>Ombudsman, Chief Student Advocate and Executive Director</i>	
	<i>Identify key partners where relationships can be developed</i>	Medium	<i>January 30, 2017 (FY17)</i>	<i>Staff</i>	
	<i>Research best practices for collaboration with external partners</i>	Medium	<i>February 2017 (FY17)</i>	<i>Staff, Executive Director</i>	
	<i>Develop strategies that respond to identified challenges/obstacles</i>	Medium	<i>March 2017 (FY17)</i>	<i>Staff</i>	
	<i>Present analysis, strategies and tactics to the Board for input/approval</i>	Medium	<i>January 30, 2017 (FY17)</i>	<i>Ombudsman, Chief Student Advocate, Executive Director</i>	
	Define new engagement protocols to further enhance credibility and relationships which include translation of 80% of all SBOE,	Medium	March 2017 (FY17)	Staff	



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	Ombudsman and CSA publications into Spanish and Amharic				
	<i>Develop prioritized list of relationships to develop</i>	<i>Low</i>	<i>After March 2017 (FY17)</i>	<i>Staff</i>	
	<i>Implement new engagement protocols which include increasing use of online and non-paper activities (website, app, meeting portal)</i>				
Goal 2: Establish agency and staff performance goals	<i>Review goals and identify staff responsibilities</i>	<i>High</i>	<i>By October 1, each year (FY17)</i>	<i>Ombudsman, Chief Student Advocate, Executive Director</i>	Establish agency and staff performance goals
	<i>Conduct mid-year reviews of staff</i>	<i>High</i>	<i>By April 1, each year (FY17)</i>	<i>Ombudsman, Chief Student Advocate, Executive Director</i>	
	<i>Update Board on agency and staff progress</i>	<i>High</i>	<i>On-going (FY18)</i>	<i>Ombudsman, Chief Student Advocate, Executive Director</i>	
Goal 3: Create a professional development strategy that supports board	<i>Research best practices for Board professional development</i>	<i>Low</i>	<i>By March 2017 (FY17)</i>	<i>Administration Committee</i>	Develop a professional development strategy to support Board
	<i>Inventory Board member professional development interests</i>	<i>Low</i>	<i>By March 2017 (FY17)</i>	<i>Administration Committee</i>	
	<i>Research professional development</i>	<i>Low</i>	<i>By March 2017</i>	<i>Administration</i>	



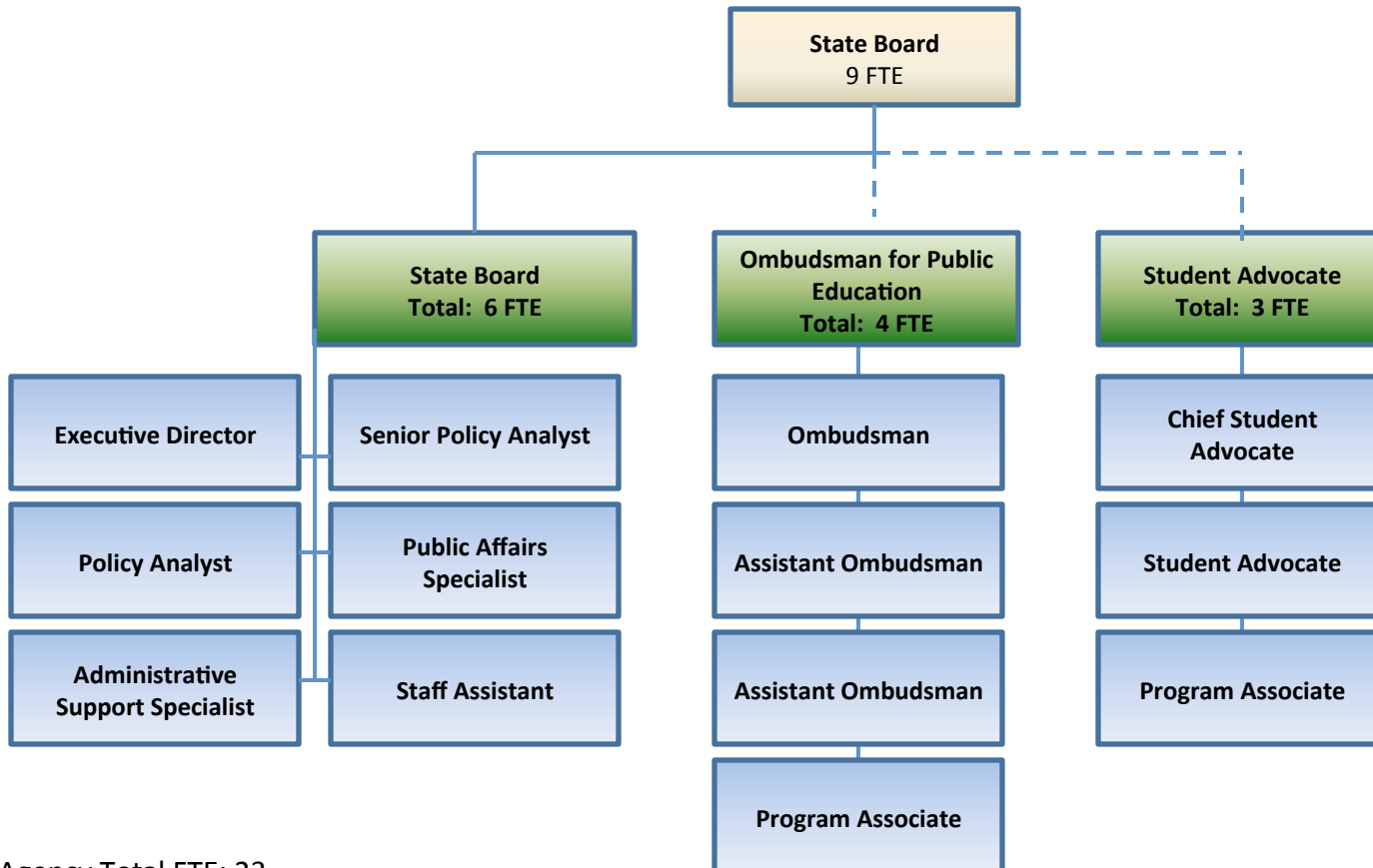
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decision making	<i>offerings consistent with best practices and Board member interests</i>		(FY17)	Committee	decision making
	<i>Develop professional development cost estimates based on identified options</i>	Low	By June 2017 (FY17)	Administration Committee/Executive Director	
	<i>Present professional development options to Board for review and discussion</i>	Low	By June 2017 (FY17)	Low	
	<i>Board members select professional development activities</i>	Low	On-going (FY18)	Board	
Goal 4: Increase the efficiency of Board operations	<i>Assess current operations and identify those processes with limited effectiveness (i.e. take too much time, unclear roles/responsibilities, etc.)</i>	High	By January 2017 (FY17)	Executive Director	Increase the efficiency of Board operations
	<i>Develop a prioritized list of Board processes to modify and recommended modification</i>	High	By January 2017 (FY17)	Executive Director	
	Board selects 3-5 processes to modify	Medium	January 2017 (FY17)	Board	
	Define and implement new processes	Low	By October 1, 2017 (FY17)	Executive Director	
	Gather feedback and assess impact of new processes	Low	January 2018 (FY18)	Administration Committee	

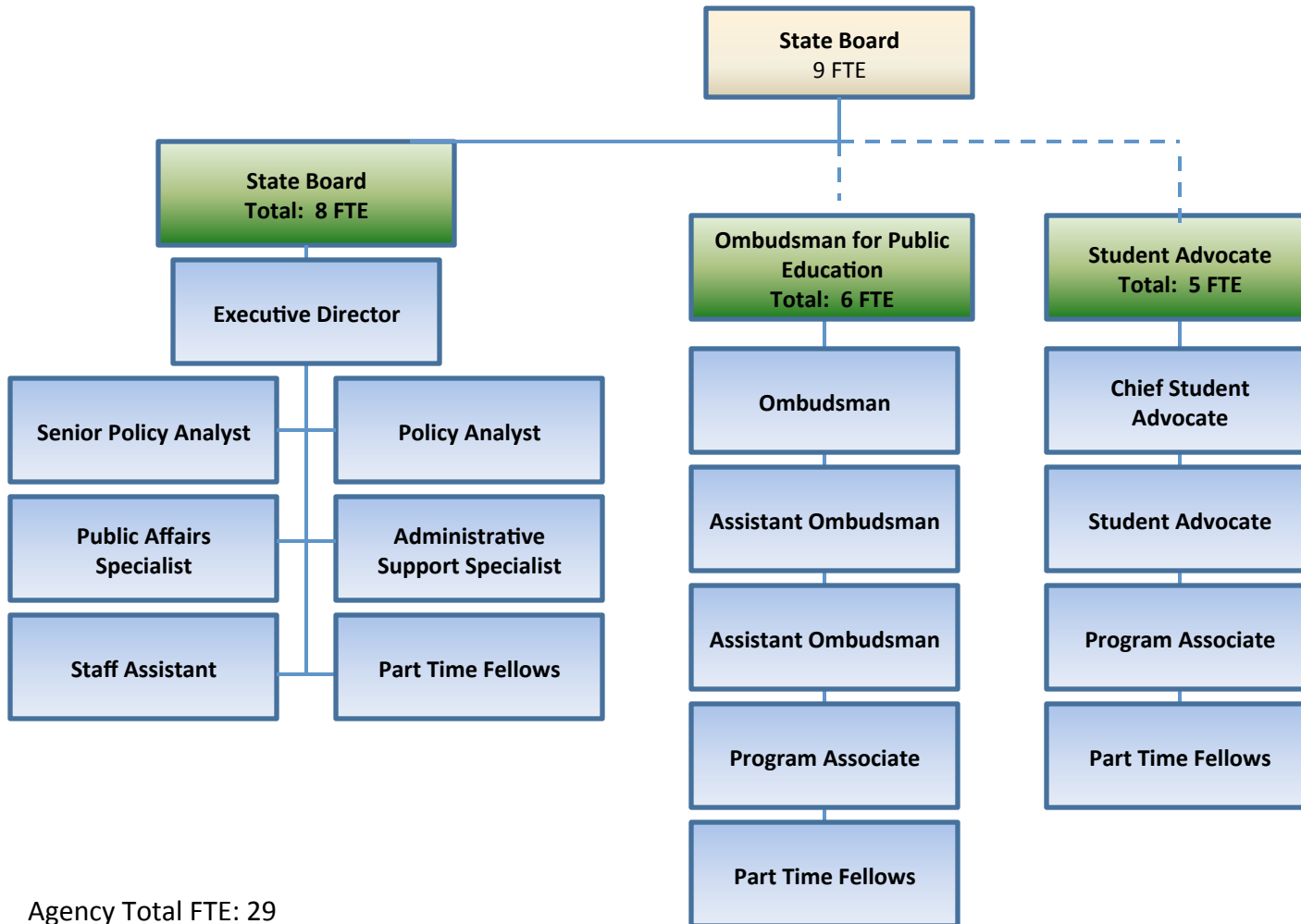
FY 2018 State Board of Education Organization Chart



Agency Total FTE: 23

The dashed lines above represent the independent nature of the Offices of the Ombudsman and Student Advocate. The State Board provides administrative support and general oversight over the offices, but does not direct their activities. Please also note that each of the offices utilize part time fellows (approximately 18-20 per fiscal year) to supplement the work of FTEs. The fellows share FTE position numbers, typically three per FTE.

FY 2019 State Board of Education Organization Chart



Agency Total FTE: 29

The dashed lines above represent the independent nature of the Offices of the Ombudsman and Student Advocate. The State Board provides administrative support and general oversight over the offices, but does not direct their activities.

Ombudsman Spending Plan for FY2018	Amount
Fellows	
Fellow costs (stipend for three classes of fellows-fall, spring, and summer)	\$22,000
Annual Report	
Annual Report Graphic Design, Layout, Copyediting, and printing	\$10,000
Data analysis: Allotment for case management consultant (contract)(we still need some follow up items from data person in Washington State Ombuds office)(vendor addresses data glitches and ways of refining our data).	\$3,000
Outreach	
Advertisements with Metro buses and trains in Wards 5, 7, and 8	\$10,000
Allotment for ads in local newspapers (Back to School education supplement, etc); may need graphic designer for ads	\$2,000
Case management and overall Ombuds programmatic needs	
Allotment for SmarTrip cards	\$1,000
Allotment for transportation (Fleetshare)(transportation to school meetings)	\$1,500
Allotment for language line for telephonic interpretation; interpretation costs (attending meetings), translation costs for brochures into other languages, translation of emails and correspondence with clients as we work on their cases.	\$1,500
Professional Development	
Professional development: Quick base training, mediation training for new employees, other education and conflict resolution trainings/conferences, restorative justice practices and student discipline, etc.	\$4,000
Other Office Expenses	
Subscriptions to industry periodicals such as Conflict Resolution Quarterly; United States Ombudsman Association and International Ombudsman Association membership fees	\$1,000
Ombudsman Office Supplies	\$4,000
Ombudsman Technology needs	\$1,000
	\$61,000