



To: Councilmember David Grosso
From: Faith Gibson Hubbard, Chief Student Advocate
Date: March 25, 2019
RE: FY2020 Office of the Student Advocate Budget Oversight Question Responses

1. What are the Office of the Student Advocate’s performance goals and targeted outcomes for FY20? How will the proposed FY20 budget serve to achieve those goals?

FY2020 Performance Plan & Targeted Outcomes:

For FY2020 (FY20), the Office of the Student Advocate will continue with a similar plan for performance while adding additional elements in order to deepen and scale our programmatic work and engagement with families, schools, and the community. Our FY20 performance plan includes:

#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’s Office of Family and Public Engagement and the Community Action Team and other relevant divisions within DCPS
 - Public Charter School Board
 - 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, and 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, advocacy coalitions, and working groups
- Communicating the trends that we see in our work through reporting and communications;
- Sharing out the data from our office on a more regular basis;
- Increasing communication efforts to non-English speaking communities and translate resource materials to relevant languages;

- Increasing services and communication to District at-risk students and families (e.g. homeless, child welfare, and justice involved populations) via partnerships with community-based organizations and service providers.

#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. To meet this goal, we will:

- Expand our outreach to District Government agencies and continue the establishment of ongoing partnerships and collaboration;
- 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 in case of conflict resolution as their advocate to offer strategies for parent empowerment and to improve educational access and outcomes for all students;
- Engage in conversation with community members and community-based/non-profit organizations regarding opportunities for collaboration and best practices for supporting underserved, underrepresented, and vulnerable student populations, their families, and look for opportunities to spark valuable engagement avenues for all public education stakeholders in DC;
- Expand collaborative relationships with service providers and community-based organizations that work with the District’s at-risk students and their families; and
- 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.

#3: Parent Leadership 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. To achieve this goal, we must:

- 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, budgetary understanding, and deepening of the overall knowledge of how the government structure works;
- Create access 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;
- Continue to improve and make appropriate adjustments to ensure that the website presence of the Office of the Student Advocate is user-friendly and interactive for students and families;

- Improve access to families of non-English speaking populations; offer materials online, and in printed form, in translated languages outlining the services of our office;
- Provide resources in the areas of parent and student rights and responsibilities and services for on-going support; and
- Deepen and scale our partnerships with other parent and family service organizations and government agencies to meet the needs of families in all places that families show up and to provide programming in collaboration with those entities.

#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 increase students' and families' ability to achieve equal access to public education. In order to achieve this goal, we must:

- Build relationships and work collaboratively with students, parents, families, government agencies, community-based organizations, and all education stakeholders to identify systemic barriers that 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 membership on task forces and committees (i.e. Student Safety and Safe Passage Working Group; Every Day Counts! Truancy Task Force; Every Student Every Day Coalition; ESSA and State Report Card 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 impact those challenges;
- Sharing our office's data on a monthly basis in order to share the trends we are seeing in real time;
- Meet monthly with DCPS leadership to share our office's data and the trends we are seeing in order to foster a closer working relationship and to find ways to work collaboratively to support their efforts (i.e. equity framework, special education, and student/family grievance process);
- Increase our outreach to schools and local education agencies to support their efforts and to provide technical assistance on issue areas as they arise;
- Develop and implement a schools/local education agencies technical assistance in order to provide guidance and support to schools and LEAs on the implementation of new and existing citywide policies and procedures – specifically in the areas of special education, student discipline, and attendance;
- Share with schools and LEAs the data and trends from our office on a monthly and quarterly basis. This effort would be to support their understanding of the trends that we are seeing on a citywide level and issue areas specific to their individual schools; and
- Continue to annually collect and review individual LEA student handbooks and conduct an analysis of all of the policies. Share with LEAs our findings and work with individual LEAs to support the development and implementation of student and family-centered policies and procedures in order to remove barriers to access to schools, equitable service of educational services, and promote a more positive environment for students and families.

#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. To achieve this goal, we will:

- Work collaborative with relevant stakeholders to develop access points for public school students to have voice in the thought development stages of policy making (i.e.: Student Advisory Committee);
- Create more access for students to use the RFA process by becoming more youth friendly;
- Work with relevant stakeholder groups and organizations to support on-going student engagement or leadership organizations or opportunities;
- Work to develop access points for public school students to have voice in the thought development stages of policy making;
- Add student leaders as facilitators and thought-partners to develop the programming in our office; and
- Provide support to student groups doing advocacy work that is aligned with the programming aspects of our office (i.e. safe passage and student safety, transportation, etc.).

#6: Increase Interagency and Cross-Sector Collaboration

Goal: Work collaboratively across District Government agencies, offices, and with community-based organizations to increase our interactions and support of families and students. In order to achieve this goal, we will:

- Expand collaborative relationships with service providers and community-based organizations that work with the District's at-risk students (homeless and justice involved) and their families, and
- 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 FY20 budget serve to achieve these goals:

The budget as proposed for FY20 is close to the baseline starting point that our office needs in order to fulfill the office's 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 allow us to only expand the services of our office in a more limited fashion. We have seen, through the increase contacts to our office and request for participation in community events, their continue to be vulnerable populations and families that need the supports and services our office provides. In FY19 we received additional funds in order to reach families with limited English proficiency – those funds allowed us to translate additional resources produced by our office and share them broadly to reach more communities. While the budget as currently proposed does give an additional infusion of funds for outreach, the funding is focused on only a portion of the work we do, special education, and it only offsets the slight cut of non-personnel

funds it appears our office has taken for FY20. Having the additional funding to support English language learning families will allow us to scale in communities that are traditionally insular and whose voices are often marginalized due to our inability to secure a ready-made solution to a common barrier for these communities. The funding levels as proposed will require us to be selective with our priorities and programming, thus challenging our ability to provide the vital supports to all of the vulnerable communities our office serves. 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.

Additionally, the current budget as proposed did not include the addition of a full-time employee (FTE). As our work continues to deepen and scale in scope, we have become very stretched as a staff of only three FTEs. Currently, we use the support of fellows who work in our office for a total of 20 hours a week. Having an additional FTE would allow us to have more comprehensive coverage for our programmatic functions, allow us to increase the amount of hours our request for assistance line could be answered live, and would allow us to be even more present within schools and the community. An additional FTE is vital.

2. Will the proposed FY20 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 FY20 budget does not provide funding to support all of the statutory mandates.

The currently proposed FY20 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 current proposed FY20 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 current proposed FY20 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 FY20 budget is semi-responsive to our increased request for supports and services, it provides support to increase our work with English language learning families, but does not account for our capacity to scale our services to support the needs of students and families in all at-risk marginalized

populations. As our city grows and welcomes more and more families from around the world, we are confronted with realities that there are families who are simply unable to benefit from the District’s booming prosperity. We have students and families in shelter, students with parents returning from paying their debt to society, and students who are wards of the District—all of deserving of equal access to information and resources, especially about something as foundational as education.

3. Provide a narrative description on programmatic initiatives for the Office of the Student Advocate for FY20.

The mission of the Office of the Student Advocate is to support and empower DC residents to achieve equal access to public education through advocacy, outreach, and information services. 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.”

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 FY18, we continued to operate our Request for Assistance line live, Monday through Friday from 9 a.m. - 5 p.m. In SY 2017-18, we were able to serve 425 callers through our RFA process. In addition to the 425 callers served during our operating hours, we received an additional 206 calls outside of our operating hours. To date, for SY18-19, we have received 315 requests for assistance, surpassing our requests for assistance at this time during SY17-18.

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 FY19, 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. We engaged over 3300 residents at 68 events. To date, for SY18-19, we have engaged over 4000 residents at 49 events.

Resources developed and launched in FY19

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 also offered in isolation on our website and at various outreach events. By placing these resources in one guide, parents 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. This resource 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 that impact their child's educational experience. We have toolkits available for the following topic areas: Homelessness, Behavioral and Mental Health, Attendance/Tuancy, Graduation Requirements and Alternative Pathways, and Effective Communication Tools. These resources can be found at <https://sboe.dc.gov/page/advocacy>.
5. Student Discipline Guide: Families often feel alone and overwhelmed when figuring out how to move forward after the school makes a discipline decision for their student. All students and families should know their rights whether or not they seek to challenge a disciplinary decision. In the fall of 2018, our office, in partnership with the Every Student Every Day Coalition and the Office of the Ombudsman for Public Education, created District of Columbia Student Discipline Guide to help students, families, and school staff navigate the new law, the Student Fair Access to School Amendment Act of 2018. This comprehensive guide not only explains the new rules

for student/school discipline in all DC public schools, both DCPS and public charter schools, but it also highlights terms to know and breaks down organizational structures families and educators should understand. Furthermore, the guide connects families and educators to resources, both governmental and non-governmental, that can offer additional support as needed. This guide can be found at <https://sboe.dc.gov/page/discipline>.

6. Safe Passage Toolkit (Update): The safe passage of our students, as they travel to and from school, is paramount but we know that the instances of community violence that surrounds our schools and our communities puts the safety of our students, and the safety of our community at large, at risk. In FY18, we re-engaged with the community in the area of student safety and safe passage. Given the volume of RFAs concerning student safety, we worked to update and re-release our Safe Passage Community Resource Toolkit. The toolkit is a compilation of resources for families, schools, and communities based on the 6 E's from National Safe Routes to School that utilize a comprehensive and integrated approach for safe passage initiatives. (<https://sboe.dc.gov/page/safe-passage>)

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 continuing our 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 it means and how to ensure student safety is the school's number one priority. This workshop is very intentional, 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 interpretation services. All parents deserve to know how to help their son or daughter regardless of English mastery. We have released a recording of our conversation about bullying prevention

in DC which is available on our website for those unable to attend the live workshops. Resources can be found at <https://sboe.dc.gov/node/1334956>.

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 FY19 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.

Ward 8 Safe Passage: We are expanding our work around student safety and safe passage in Wards 6 and 8. In Ward 8 specifically, we have established a Ward 8 Student Safety and Safe Passage Working Group, which includes students, parents, Ward 8 nonprofits and community-based organizations, government offices and agencies, and schools/LEAs. We are working with Ward 8 students to support the facilitation and the leadership of this work. The goals of these conversations are to bring education, health and safety, and community leaders together in order to deepen our discussion on how to address and take action regarding the community violence impacting students, schools, and communities. Information about our work in this space is available on our website here <https://sboe.dc.gov/page/safe-passage>.

Currently, we are in the process of expanding this work to Ward 5.

Race, Equity, and Inclusion Resource.

In our work, we highlight the need for equity in public education through the lens of family engagement. We know that race and class serve as barriers to engagement and all too often go unaddressed in engagement efforts. These inequities show up in the work that we do daily and regularly come up as the undercurrent of conversations we have with families and schools. To further our commitment to tackling issues of race, class, opportunity gaps, and persistent disparities that plague the students and families we serve, we are creating a school-facing race, equity, and inclusion toolkit that would provide school communities with a framework to create and sustain race, equity, and inclusion training in schools. This interactive online toolkit will provide resources for school leaders to discuss issues of educational inequities with their school community, along with strategies for reaching out to neighbors and community members to collaboratively make our schools more equitable and just spaces. This resource will be available on our website in April 2019.

Language Access and Accessibility

In FY19, 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 the services of the Language Line service, 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 FY20, we will continue this work.

School Selection Resources

In school year 2018-19, we have developed a several resources to support families in the school selection process, including tools and conversation starters for families to support their efforts in finding the right school for their child by raising 14 questions regarding teacher quality, school culture and environment, and race/equity. This resource will be available in April 2019.

4. Provide an update on any change in FTEs in the proposed FY20 budget. Please identify each position and the source of funding for the position.

Unfortunately the FY20 budget as proposed does not add any additional staffing, of FTEs, to our office. The staffing levels for the office will stay flat at three (3) FTEs – Chief Student Advocate, Student Advocate and Program Associate. Our office will continue to employ two (2) Fellows for part-time support – each fellow will work no more than 20 hours per week (note: fellows are essential in terms of our office’s day-to-day functions of the office in the absence of additional FTE support). Fortunately, we have attracted talented graduate students, in the role of fellows, 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 is wages that reflect the value of their contribution. To that end, we requested additional funds because fellows are temporary workers and are therefore ineligible for cost of living increases.

5. Does the proposed FY20 budget allow for the Office of the Student Advocate to meet legislative, statutory, or regulatory requirements?

As currently proposed in the FY20 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 current proposed FY20 budget does not include funding to establish any additional 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 word “advocate” is prominent in the name of our office. Families and other family supporting organizations continue to reach out to our office to offer “advocate,” and more one-on-one, supports to families in need. Currently, our staff model and the absence of an additional FTE in the FY20 proposed budget does not make this possible. In our statute it states that we are to office support and serve as an advocate for families in front of the Office of the Ombudsman for Public Education. With our current staffing levels we can fulfill that function on a very limited basis. The Office of the Ombudsman for Public Education does ask for our support in that regard and we try to accommodate if possible.

6. Describe any other programmatic expansions, initiatives or anticipated reductions for FY19 and FY20. Provide a breakdown by program and provide a detailed description, including FY19 and FY20 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 FY19, our office was able to grow in several areas – from special education, student safety & safe passage, and student discipline. We are building a foundation and developing the resources to support students and family around Race Equity and Inclusion. Lastly, we are continuing to level the playing field by giving parents more access to information about schools in particular on how to get a more transparent view of the adults who will be in the school buildings with their children.

We continued our Know Your Right Workshops on Special Education using a world café approach where families have the opportunity to engage experts for information, tips and strategies to make special education work for them. In this model of service, OSA fills a role of coordinator by directing logistics, the ten plus District agencies and community-based providers as well as securing event cosponsors ensuring neighborhood school communities buy-in and

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presenter sharing information from basic provisions of special education law to prompting an evaluation and determining eligibility for services. In FY19 and FY20 we are committed to hosting these workshops in Spanish and Amharic.

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 4 sessions have been held with conversation about School Budgeting, Educational Governance structures and Advocacy Power. We continue to build parent power by disseminating information and knowledge.

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 FY19 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.

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and educators to resources, both governmental and non-governmental, that can offer additional support as needed. This guide can be found at <https://sboe.dc.gov/page/discipline>.

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Race, Equity, and Inclusion Resource.

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In FY19, 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 the services of the Language Line service, 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 FY20, we will continue this work.

School Selection Resources.

In school year 2018-19, we have developed a several resources to support families in the school selection process, including tools and conversation starters for families to support their efforts in finding the right school for their child by raising 14 questions regarding teacher quality, school culture and environment, and race/equity. This resource will be available in the spring.

Spending Plan FY 2020

We have committed to increasing access for all parents, which means connecting our Office to communities and neighborhoods often underserved and marginalized very often by the 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 Ads in wards 1, 4, 5, 7, and 8 during September and October 2018. We plan to produce another multilingual Back to School Metro Ad in August of 2019. OSA continues to translate all posted website material. OSA also plans to host workshops targeting communities with limited English capacity and will need interpretation services. In total our dollar commitment to connect with students and families including translation, interpretation service, metro ads, and printing: *which is about \$20,000 for language services.*

Office Operation

Our office purchase of software technology, day-to-day office supplies (paper, pens, ink, etc.) and annual report production has the FY 2019 cost: *\$10,500*

Staff Development

OSA was selected to lead a session on our efforts with parental engagement at this year's Institute for Educational Leadership's 2019 National Family and Community Engagement Conference in Reno, Nevada. OSA will present on equitable family engagement in policy which will highlight our work with the Parent Student Advisory Committee and our Parent Leadership Series. OSA also plans to attend the Innovative School Summit. Both conferences will have a total cost: *\$7,000*

Current FY19 Staffing & Operating Costs

Office of the Student Advocate - FY19 Spending Plan				
Position Title	FTEs	FY19 Salary	FY19 Fringe	Salary and Fringe Benefits
Student Advocate	1.00	\$ 81,080.00	\$ 16,216.00	\$ 97,296.00
Chief Student Advocate *	1.00	\$ 118,169.00	\$ 23,600.00	\$ 141,769.00
Program Associate	1.00	\$ 66,187.00	\$ 13,237.00	\$ 79,424.00

		3.0	\$ 265,267.00	\$ 53,053.00	\$ 318,320.00
Fellow Fall-Spring		0.5	\$ 14,000.00	\$ -	\$ 14,000.00
Fellow Fall-Spring		0.5	\$ 12,000.00	\$ -	\$ 12,000.00
Fellow Summer		1.0	\$ 4,800.00	\$ -	\$ 4,800.00
			\$ 30,800.00	\$ -	\$ 30,800.00
			\$ 296,067.00	\$ 53,053.00	\$ 349,120.00
Oct 2018 -Sept 2019					
Office Operations	\$ 10,500.00				
Outreach & Engagement	\$ 15,000.00				
Language Services	\$ 20,000.00				
Staff Development	\$ 7,000.00				
	\$ 52,500.00				

Funding Needs for FY20:

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. An enhancement for an additional FTE – Program Associate or Program Assistant – is listed below and includes the necessary funding requested.
- **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 Google Drive, 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 staff merit-based salary increases.** Our agency is entirely classified as Excepted Service – that means that our staff does not get regular increases other than the cost of living adjustment provided through the COLA. The staff works hard and very passionately to serve the families of the District. In addition to funding to offset the COLA, we are also requested an additional funds in order to give the staff (specifically the Student Advocate and Program Associate) an additional 4% percent increase.
- **Also reflected in the number breakdown below:** Office of Student Advocate is seeking in FY20 to align the salary of the Chief Student Advocate with the other senior executive positions within the agency – Executive Director for SBOE and Office of Ombudsman for Public Education.

****Explanation:** During FY19 the Chief Student Advocate was asked to serve as the interim Ombudsman for Public Education during the period of time the Board searched for a new Ombudsman. In order to perform those functions, the Chief Student Advocate asked for a temporary increase of 10% to her current salary of \$115,000 (prior to the COLA in FY19, which increased her salary without the temporary increase was a little over \$118,000). The Chief Student Advocate served in her role and as the Interim Ombudsman from August 2018 to February 2019 and during that time her annual salary went up to a rate of \$129,985 (annual salary). Due to the growth and success of both offices during her seven month tenure as interim Ombudsman, the Chief Student Advocate requested to retain the temporary increase due to her performance. After several conversations with the Board leadership, that request was denied because they did not believe that it would be “fiscally responsible” although the money to maintain this increase is available within the agency. This denial of an increase was disappointing due to the fact that the Board approved a similar raise for the Executive Director, John-Paul Hayworth, and hired the new Ombudsman at a higher rate than the Chief Student Advocate (who has been in the agency longer than any other similarly positioned colleague). Without the approval of an increase the Chief Student Advocate’s annual salary dropped from \$129,985 to \$118,169.

Additionally, all of our positions in the agency are Excepted Service, an increase in pay is only possible through merit increases. Additionally, for the four year in a row, the Chief Student Advocate has attempted to work on coming to an agreement on a fair process for performance evaluation but those attempts have been unsuccessful.

The following spending plan is breakdown of the estimated or projected funding we need for the Office of the Student Advocate for FY20. All dollar amounts included in the spreadsheet are estimates based on our needs and funding requests.

FY20 Staffing Funding & Operating Request

Office of the Student Advocate - Requested FY20 Spending Plan w/COLA & up to 5% increase and Additional FTE				
Position Title	FTEs	FY20 Salary	FY20 Fringe	Salary and Fringe Benefits
Student Advocate	1.0	\$ 87,556.00	\$ 17,813.00	\$ 105,069.00
Chief Student Advocate**	1.0	\$ 133,923.00	\$ 26,784.00	\$ 160,707.00
Program Associate or Program Assistant <small>* (A new FTE request – enhancement)</small>	1.0	\$ 67,000.00	\$ 13,000.00	\$ 80,000.00
Program Associate	1.0	\$ 70,081.00	\$ 14,016.00	\$ 84,097.00
	4.0	\$ 358,560.00	\$ 71,613.00	\$ 430,173.00
Fellow Fall-Spring	0.5	\$ 15,000.00	\$ -	\$ 15,000.00
Fellow Fall-Spring	0.5	\$ 15,000.00	\$ -	\$ 15,000.00
Fellow Summer	1.0	\$ 5,000.00	\$ -	\$ 5,000.00
	2.0	\$ 35,000.00	\$ -	\$ 35,000.00
		\$ 394,010.00	\$ 71,613.00	\$ 465,173.00
Oct 2019 - Sep 2020				
Office Operations	\$ 12,500.00			
Outreach & Engagement	\$ 15,000.00			
Resource Website	\$ 10,000.00			
Language Services	\$ 15,000.00			
Staff Development	\$ 9,000.00			
	\$ 61,500.00			