

PeopleSoft

Report ID: DCMOD9 POSITION F Page No. 1

Funding Ag GD COO: Oper Run Date 2/1/21

As Of Date: 1-Feb-21 Run Time 9:06:01

Appropriat 21

| Posn Stat | Posn Nbr | Title | Name | Emplid | Empl Rcd | Hire Date | Vac Stat |
|-----------|----------|----------------|----------------|--------|----------|-----------|----------|
| A | 44826 | Executive D | Hayworth, J | 40500 | 0 | 7/20/15 | F |
| A | 46371 | Program As | Peng, Caitlin | 106817 | 0 | 9/30/19 | F |
| A | 47705 | Board Mem | O Leary Jr., J | 8659 | 1 | 12/14/18 | F |
| A | 47706 | Board Mem | Thompson, | 52226 | 0 | 1/2/21 | F |
| A | 47707 | Board Mem | Wattenberg, | 84418 | 0 | 1/2/15 | F |
| A | 47708 | Board Mem | Sutter, Jessi | 64343 | 0 | 1/2/19 | F |
| A | 47709 | Board Mem | Patterson, J | 13755 | 0 | 1/2/21 | F |
| A | 47715 | Board Mem | Reid, Carlen | 80632 | 0 | 1/2/21 | F |
| A | 51209 | Board Mem | Chang, Allis | 116095 | 0 | 1/2/21 | F |
| A | 51210 | Board Mem | Gasoi, Emily | 107007 | 0 | 1/2/19 | F |
| A | 51211 | Board Mem | Parker, Zach | 107010 | 0 | 1/2/19 | F |
| A | 77965 | Public Affai | Olufemi, Ol | 111653 | 0 | 10/28/19 | F |
| A | 78132 | Policy Anal | Fleischer, D | 113579 | 0 | 4/27/20 | F |
| A | 82091 | Assistant O | Fitzpatrick, | 100204 | 0 | 9/1/17 | F |
| A | 83159 | Ombudsm | Hayes, Seren | 107059 | 0 | 1/22/19 | F |
| A | 83481 | Student Ad | Copeland, F | 106908 | 0 | 1/7/19 | F |
| A | 86202 | Chief Stude | Davis, Danie | 93781 | 0 | 10/17/16 | F |
| A | 88072 | Program As | Arias, Steph | 106492 | 0 | 11/26/18 | F |
| A | 91976 | Policy Anal | Jue, Alexanc | 105206 | 0 | 9/4/18 | F |
| A | 92065 | Assistant O | Williams, C | 113141 | 0 | 3/2/20 | F |
| A | 93363 | Program As | Landrau, Re | 103456 | 0 | 7/22/19 | F |
| A | 94134 | Student Int | Beamon, Ty | 115089 | 0 | 8/31/20 | F |
| A | 94135 | Student Int | Beltran Cor | 100753 | 0 | 9/17/17 | F |
| A | 94136 | Student Int | Mogar, Step | 114231 | 0 | 7/20/20 | F |
| A | 94137 | Student Int | Taylor, Dan | 105443 | | | F |
| A | 94138 | Student Int | Rudd, Desm | 115091 | 0 | 8/31/20 | F |
| A | 94139 | Student Intern | | | | | V |
| A | 94145 | Student Int | Duff, Rachel | 115093 | 0 | 8/31/20 | F |
| A | 94953 | Administra | Battle, Rhor | 4351 | 0 | 12/10/18 | F |
| A | 97398 | Student Int | Cary, Keega | 115092 | 0 | 8/31/20 | F |

| Grade | Step | Salary | FTE x Dist % | Adds to FTE Job | Pay | Barg | Union |
|-------|------|------------|--------------|-----------------|-----------|------|-------|
| | 8 | 0 132898.9 | 1 | Y | 555105 XS | CH11 | XAA |
| | 5 | 0 72920.91 | 1 | Y | 556489 XS | CH11 | XAA |
| | 0 | 0 15000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 0 | 0 15000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 0 | 0 16000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 0 | 0 15000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 0 | 0 15000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 0 | 0 15000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 0 | 0 15000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 0 | 0 15000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 0 | 0 15000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 0 | 0 15000 | 1 | Y | 552877 DS | CH11 | XXX |
| | 5 | 0 85000 | 1 | Y | 554783 XS | CH11 | XAA |
| | 5 | 0 80000 | 1 | Y | 553271 XS | CH11 | XAA |
| | 5 | 0 90000 | 1 | Y | 555709 XS | CH11 | XAA |
| | 8 | 0 128750 | 1 | Y | 555023 XS | CH11 | XAA |
| | 5 | 0 90000 | 1 | Y | 555708 XS | CH11 | XAA |
| | 8 | 0 128750 | 1 | Y | 555152 XS | CH11 | XAA |
| | 5 | 0 70000 | 1 | Y | 556489 XS | CH11 | XAA |
| | 5 | 0 88658.4 | 1 | N | 553271 XS | CH11 | XAA |
| | 5 | 0 82400 | 1 | N | 555709 XS | CH11 | XAA |
| | 5 | 0 80000 | 1 | N | 556489 XS | CH11 | XAA |
| | 0 | 0 17680 | 1 | N | 555942 DS | CH11 | XAA |
| 00A | | 0 17680 | 1 | N | 555942 DS | CH11 | XAA |
| 00A | | 0 17680 | 1 | N | 555942 DS | CH11 | XAA |
| 00A | | 0 23628.8 | 1 | N | 555942 DS | CH11 | XAA |
| 00A | | 0 13260 | 1 | N | 555942 DS | CH11 | XAA |
| 00A | | 0 23628.8 | 1 | N | 555942 DS | CH11 | XAA |
| | 0 | 0 17680 | 1 | N | 555942 DS | CH11 | XAA |
| | 5 | 0 84460 | 1 | N | 555922 XS | CH11 | XAA |
| 00A | | 0 17680 | 1 | N | 555942 DS | CH11 | XAA |

| Budgeted P | Appr Year | Combo Cd | Agency | Index | PCA | Proj Nbr | Proj Phase | Grant Nbr |
|------------|-----------|----------|--------|-------|-------|----------|------------|-----------|
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129308 | GE0 | STBOE | STOMB | | | |
| Y | 21 | 129308 | GE0 | STBOE | STOMB | | | |
| Y | 21 | 129306 | GE0 | STBOE | STADV | | | |
| Y | 21 | 129306 | GE0 | STBOE | STADV | | | |
| Y | 21 | 129308 | GE0 | STBOE | STOMB | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129308 | GE0 | STBOE | STOMB | | | |
| Y | 21 | 129306 | GE0 | STBOE | STADV | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129308 | GE0 | STBOE | STOMB | | | |
| Y | 21 | 129308 | GE0 | STBOE | STOMB | | | |
| Y | 21 | 129306 | GE0 | STBOE | STADV | | | |
| Y | 21 | 129306 | GE0 | STBOE | STOMB | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129307 | GE0 | STBOE | STBOE | | | |
| Y | 21 | 129308 | GE0 | STBOE | STOMB | | | |

| Grant Phase | Fund Code | Prgm Code | Activity | Deptid | Department | Location C | Location N | Reports to |
|-------------|-----------|-----------|----------|----------|---------------|------------|--------------|------------|
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 47707 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB02 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 83159 |
| | 100 | SB02 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB03 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 86202 |
| | 100 | SB03 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB02 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 83159 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB02 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 83159 |
| | 100 | SB03 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 86202 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 86202 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB02 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 83159 |
| | 100 | SB02 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 83159 |
| | 100 | SB03 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 86202 |
| | 100 | SB03 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 86202 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB01 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 44826 |
| | 100 | SB02 | SB00 | GE100000 | (DC State Bc | LOCDC000 | One Judicial | 83159 |

| Reports to | Posn Effdt | Position N | F/P | Time | Reg/Temp/ | Work Scher | WAE | Sal Plan | Head Count |
|--------------|------------|------------|-----|------|-----------|------------|-----|----------|------------|
| Wattenberg | 10/1/16 | | F | | Reg | F | N | XS0001 | 1 |
| Hayworth,J | 9/29/19 | | F | | Reg | F | N | XS0001 | 1 |
| Hayworth,J | 10/1/16 | | F | | Term | F | N | DS0000 | 1 |
| Hayworth,J | 10/1/16 | | F | | Term | F | N | DS0000 | 1 |
| Hayworth,J | 10/1/16 | | F | | Term | F | N | DS0000 | 1 |
| Hayworth,J | 10/1/16 | | P | | Term | J | Y | DS0000 | 1 |
| Hayworth,J | 10/30/16 | | F | | Term | F | N | DS0000 | 1 |
| Hayworth,J | 10/1/16 | | F | | Term | F | N | DS0000 | 1 |
| Hayworth,J | 10/1/16 | | F | | Term | F | N | DS0000 | 1 |
| Hayworth,J | 10/1/16 | 12/31/14 | P | | Term | J | Y | DS0000 | 1 |
| Hayworth,J | 10/1/16 | | F | | Term | F | N | DS0000 | 1 |
| Hayworth,J | 3/18/18 | | F | | Reg | F | N | XS0001 | 4 |
| Hayworth,J | 10/1/16 | | F | | Reg | F | N | XS0001 | 1 |
| Hayes,Serer | 2/8/19 | | F | | Reg | F | N | XS0001 | 1 |
| Hayworth,J | 10/1/16 | | F | | Term | F | N | XS0001 | 1 |
| Davis,Daniel | 6/25/17 | | F | | Reg | F | N | XS0001 | 1 |
| Hayworth,J | 10/1/16 | | F | | Reg | F | N | XS0001 | 1 |
| Hayes,Serer | 10/13/19 | | F | | Reg | F | N | XS0001 | 1 |
| Hayworth,J | 11/20/16 | | F | | Reg | F | N | XS0001 | 1 |
| Hayes,Serer | 2/8/19 | | F | | Reg | F | N | XS0001 | 1 |
| Davis,Daniel | 7/21/19 | | F | | Reg | F | N | XS0001 | 1 |
| Davis,Daniel | 9/13/20 | | P | | Temp | J | Y | DS0098 | 1 |
| Hayworth,J | 9/13/20 | | P | | Temp | J | Y | DS0098 | 1 |
| Hayes,Serer | 7/20/20 | | P | | Temp | J | Y | DS0098 | 1 |
| Hayes,Serer | 2/8/19 | | P | | Temp | J | Y | DS0098 | 1 |
| Davis,Daniel | 9/13/20 | | P | | Temp | J | Y | DS0098 | 1 |
| Davis,Daniel | 9/12/18 | | P | | Temp | J | Y | DS0098 | 1 |
| Hayworth,J | 8/28/17 | | P | | Temp | J | Y | DS0098 | 1 |
| Hayworth,J | 2/18/18 | | F | | Reg | F | N | XS0001 | 1 |
| Hayes,Serer | 1/22/19 | | P | | Temp | P | N | DS0098 | 1 |

| FTE | Dist % | Employee N | Wgi Due D | Gvt Lei Dat | Hourly Rate | Sens | Sens Descr | Emergency |
|-----|--------|------------|-----------|-------------|-------------|------|-------------|-----------|
| 1 | 100 | | | 7/20/15 | 63.8937 | 1 | Non Sensiti | N |
| 1 | 100 | | | 9/30/19 | 35.0581 | 5 | None | N |
| 1 | 100 | 1/2/22 | | 10/1/03 | 7.2115 | 1 | Non Sensiti | N |
| 1 | 100 | 1/1/25 | | 1/2/21 | 7.2115 | 1 | Non Sensiti | N |
| 1 | 100 | 1/2/23 | | | 7.6923 | 1 | Non Sensiti | N |
| 1 | 100 | 1/2/23 | | 1/3/11 | 7.2115 | 1 | Non Sensiti | N |
| 1 | 100 | 1/1/25 | | 1/2/21 | 7.2115 | 1 | Non Sensiti | N |
| 1 | 100 | 1/1/25 | | 1/2/21 | 7.2115 | 1 | Non Sensiti | N |
| 1 | 100 | 1/1/25 | | 1/2/21 | 7.2115 | 1 | Non Sensiti | N |
| 1 | 100 | 1/2/23 | | | 7.2115 | 1 | Non Sensiti | N |
| 1 | 100 | 1/2/23 | | | 7.2115 | 1 | Non Sensiti | N |
| 1 | 100 | | | 10/28/19 | 40.8654 | 5 | None | N |
| 1 | 100 | | | 4/27/20 | 38.4615 | 5 | None | N |
| 1 | 100 | | | 3/31/19 | 43.2692 | 5 | None | N |
| 1 | 100 | | | | 61.899 | 1 | Non Sensiti | N |
| 1 | 100 | | | 6/23/19 | 43.2692 | 1 | Non Sensiti | N |
| 1 | 100 | 10/1/24 | | 9/29/19 | 61.899 | 1 | Non Sensiti | N |
| 1 | 100 | | | 5/26/19 | 33.6538 | 5 | None | N |
| 1 | 100 | | | | 42.6242 | 1 | Non Sensiti | N |
| 1 | 100 | | | | 39.6154 | 5 | None | N |
| 1 | 100 | | | 7/22/19 | 38.4615 | 6 | Security | N |
| 1 | 100 | 5/7/21 | | | 17 | 5 | None | N |
| 1 | 100 | 6/30/21 | | 8/30/20 | 17 | 5 | None | N |
| 1 | 100 | 8/15/21 | | 7/20/20 | 17 | 5 | None | N |
| 1 | 100 | | | | 11.36 | 5 | None | N |
| 1 | 100 | 6/4/21 | | | 17 | 5 | None | N |
| 1 | 100 | | | | 11.36 | 5 | None | N |
| 1 | 100 | 6/30/21 | | | 17 | 5 | None | N |
| 1 | 100 | | | 1/4/09 | 40.6058 | 8 | Safety | N |
| 1 | 100 | 5/31/21 | | | 17 | 5 | None | N |

[illegible]

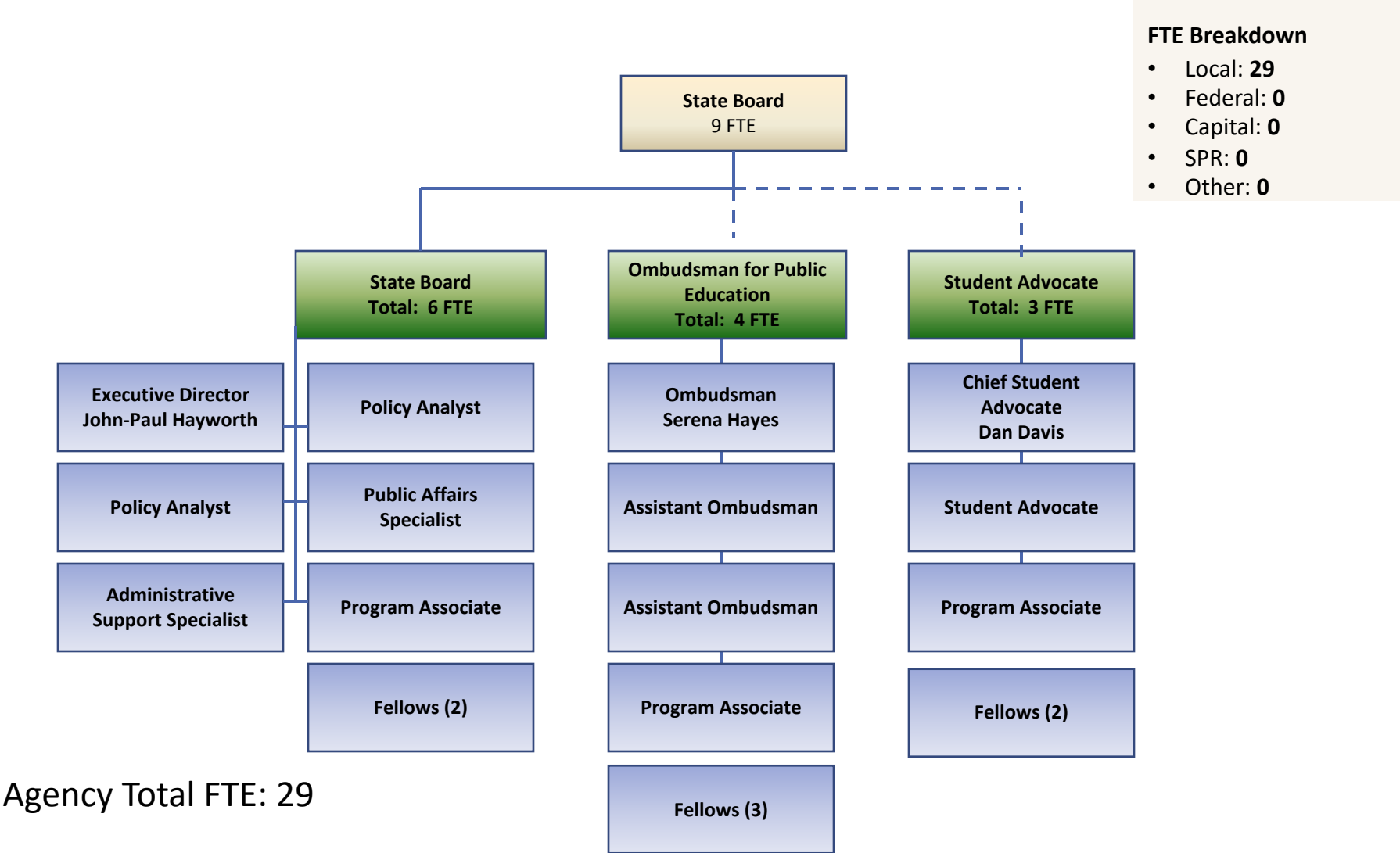
Comment

This position is filled by Dante Taylor; HR currently updating his PeopleSoft profile so that he is counted in fu

PCA changed from STADV to STOMB; Position will not be filled in FY21 as COVID-19 cost savings.

ture reports.

FY2022 DCSBOE Organization Chart



Summary List of All "Form 2" Enhancement Requests

The purpose of this form is to help the CA's Office of Budget and Performance Management to review:

- A summary view of all enhancements submitted by your agency

Please sort each table by your enhancement ranking.

| | |
|-------------------------|-----------------------------|
| Agency Code | GE0 |
| Agency Name | DC State Board of Education |
| Agency Point of Contact | John-Paul Hayworth |

Note: Please add additional lines as necessary.

| Enhancement Title | Summary Description 2 sentence description. In the first sentence, describe the enhancement; in the second, describe the likely impact | Total amount requested | PS amount requested | NPS amount requested | FTEs requested | If recurring, amount needed in out-years? (if in doubt, use a multiplier of 1.75%) | | | Agency's priority ranking of this enhancement |
|--------------------------------------|--|------------------------|---------------------|----------------------|----------------|---|-----------|-----------|---|
| | | | | | | FY21 | FY22 | FY23 | |
| Restoration of Approved Funding/SBOE | The MARC eliminates funding already approved by the State Board of Education. This funding should be restored prior to the budget being sent to the Council. This includes an estimated \$19,000 for DCHR, \$5000 for DGS, \$15,000 for OCTO | \$78,730 | \$0 | \$78,730 | 0 | \$0 | \$0 | \$0 | N/A |
| Research | This enhancement would enable the State Board to undertake research that is not currently underway on education issues. The expected products for this enhancement, including databases, reports, studies and survey tools on educational issues of interest to District families, including the evaluation of policies approved or being considered by the State Board, would be extensive due to their citywide and independent nature. | \$240,000 | \$0 | \$240,000 | 0 | \$240,000 | \$240,000 | \$240,000 | 1 of 7 |
| Community Service/SBOE | The DC State Board of Education is requesting the addition of a new full-time employee to assist them in coordinating State Board activities throughout the city, promote community engagement in the statewide education process and continue its work in hearing historically marginalized voices. | \$90,000 | \$90,000 | \$0 | 1 | \$91,575 | \$93,178 | \$94,808 | 2 of 7 |
| Fiscal Stability/SBOE | The DC State Board of Education is requesting the adjustment of § 1-611.10 to mirror the cost of living provisions in § 1-611.09, "The compensation shall be subject to cost of living increases, but not to step or other increases. For the purposes of this section "cost of living increases" means the Consumer Price Index for all Urban Consumers (all items Washington D.C. Standard Metropolitan Statistical Area average), published on January 1 of each year." | \$4,000 | \$4,000 | \$0 | 0 | \$4,070 | \$4,141 | \$4,214 | 3 of 7 |
| Professional Development/SBOE | Without this funding, the agency will eliminate professional development for more than one third of the elected State Board Representatives | \$10,000 | \$0 | \$10,000 | 0 | \$0 | \$0 | \$0 | 4 of 7 |

| Enhancement Title | Summary Description 2 sentence description. In the first sentence, describe the enhancement; in the second, describe the likely impact | Total amount requested | PS amount requested | NPS amount requested | FTEs requested | FY21 | FY22 | FY23 | Agency's priority ranking of this enhancement |
|---|---|------------------------|---------------------|----------------------|----------------|------|------|------|---|
| Materials/SBOE | The SBOE will be unable to meet its obligations under the Language Access Act and must eliminate printing of materials for the public. | \$302 | \$0 | \$302 | 0 | \$0 | \$0 | \$0 | 5 of 7 |
| Association Membership/SBOE | The SBOE will be unable to pay its full obligation for membership for the District of Columbia in the National Association of State Boards of Education, National Council of State Education Attorneys, United States Ombudsman Association and International Ombudsman Association. | \$5,000 | \$0 | \$5,000 | 0 | \$0 | \$0 | \$0 | 6 of 7 |
| Technology Replacement/SBOE | The SBOE will be unable to maintain its technology replacement schedule. | \$10,000 | \$0 | \$10,000 | 0 | \$0 | \$0 | \$0 | 7 of 7 |
| Technology Subscription/OMB | The Ombudsman will unable to maintain subscriptions to technology services for case managements and other functions. | \$2,000 | \$0 | \$2,000 | 0 | \$0 | \$0 | \$0 | 1 of 5 |
| Professional Development/OMB | The Office of the Ombudsman for Public Education requires a need for funding for professional development opportunities, trainings, and the ability to compensate employee performance. The proposed funds would allow for staff to receive essential opportunities for professional development to keep them abreast of current best practices on both the national and local levels and understand frameworks for implementation to support the needs of families in order to improve the quality of the services and programming offered to students and families in the Office of the Ombudsman for Public Education. | \$15,000 | \$0 | \$15,000 | 0 | \$0 | \$0 | \$0 | 2 of 5 |
| Case Management/ OMB | The Ombudsman will be unable to maintain its parent and student training activities, including program implementation. | \$24,802 | \$0 | \$24,802 | 0 | \$0 | \$0 | \$0 | 3 of 5 |
| Advertising/OMB | The Ombudsman will be unable to maintain its outreach efforts via advertising in metro. | \$1,500 | \$0 | \$1,500 | 0 | \$0 | \$0 | \$0 | 4 of 5 |
| OMB Annual Report Design & Printing/OMB | The Ombudsman will be unable to design and print their statutorily required annual report. | \$7,000 | \$0 | \$7,000 | 0 | \$0 | \$0 | \$0 | 5 of 5 |
| Translation & Interpretation/OMB | The OSA will be unable to provide translation and interpretation services. OSA will also be unable to continue Special Education & Parent Leadership training series. | \$20,300 | \$0 | \$20,300 | 0 | \$0 | \$0 | \$0 | 1 of 5 |
| Advertising/OSA | The Student Advocate will be forced to reduced its vital outreach efforts via metro advertising. | \$4,000 | \$0 | \$4,000 | 0 | \$0 | \$0 | \$0 | 2 of 5 |
| OSA Annual Report Design & Printing/OSA | The Student Advocate will be unable to design and print their statutorily required annual report. | \$6,000 | \$0 | \$6,000 | 0 | \$0 | \$0 | \$0 | 3 of 5 |
| Professional Development/OSA | The Student Advocate will be forced to eliminate professional development. | \$5,000 | \$0 | \$5,000 | 0 | \$0 | \$0 | \$0 | 4 of 5 |

| Enhancement Title | Summary Description 2 sentence description. In the first sentence, describe the enhancement; in the second, describe the likely impact | Total amount requested | PS amount requested | NPS amount requested | FTEs requested | FY21 | FY22 | FY23 | Agency's priority ranking of this enhancement |
|---|---|------------------------|---------------------|----------------------|----------------|----------|----------|----------|---|
| Enhancing Student Advocate Services/OSA | The Office of the Student Advocate is an uncommon model that is not easily comparable but after taking into account the statutory requirements for the office, and based on the current request for assistance, the State Board anticipates that the need for assistance may be larger than originally expected. Thus, the addition of one (1) Assistant Student Advocate will allow the Office of the Student Advocate to more effectively and efficiently manage, and promptly respond, to requests for assistance from students and parents. | \$80,000 | \$80,000 | \$0 | 1 | \$81,400 | \$82,825 | \$84,274 | 5 of 5 |
| Total | | \$148,602 | | | 1 | | | | |

FY 2021 PROGRAM ENHANCEMENT - FORM 2

Agency Program Enhancement Request Details

This form enables agencies to submit a budget enhancement request with supporting details, as part of the budget formulation process led by the Office of Budget and Performance Management. Enhancement requests should be for innovative, evidence-based ideas around new spending that will improve the quality and efficiency of city services provided to District residents, or for additional resources needed to support substantial volume increases in services provided.

IMPORTANT NOTES ABOUT SUBMITTING AN ENHANCEMENT REQUEST:

- Sections I and II are required for all enhancement requests.
- Sections III and IV are required for enhancement requests \$400,000 or larger.
- When submitting you enhancement request(s), submit only to two people: Saesha Carlile, Deputy Budget Director, and your OCA budget analyst. Please submit each unique enhancement request on a fresh instance of this document.

I. Request Snapshot

Agency Name: DC State Board of Education

Agency Code: GE0

Enhancement title:

This request is priority #_1_ out of 4_ for this agency.

Agency Point of Contact: John-Paul Hayworth

Date: June 19, 2019

What is the amount of Local funds requested?

Total Funds: \$87,000

Personal Services (PS) Funds: \$87,000

Non-Personal Services (NPS) Funds:

FTEs:

What type of cost will this enhancement be? (select one)

One-time / Partially recurring / **Recurring**

If it is a recurring, or partially recurring cost, what do you estimate to be the costs in each of the following years?

FY 2021: \$91,350

FY 2022: \$95,918

FY 2023: \$100,713

Please summarize this enhancement in two sentences, where the first sentence tells us what the enhancement is, and the second sentence tells us what the expected impact of the enhancement would be:

The enhancement would provide an additional FTE for the State Board with a focus on educational standards. One of the primary functions of the State Board is to review and approve statewide educational standards; this position would ensure regular and consistent review of those standards.

II. Rationale

What problem for the District are you aiming to address?

Many of the District's statewide education standards are in need of review and update to ensure that the curriculum derived from them is culturally appropriate, anti-racist and promotes educational outcomes for all students.

What are the reasons why this problem exists?

Limited staff and resources have been devoted to updating standards since mayoral control. Over the past ten years, the State Board and OSSE have worked together to adopt a number of updates to some standards, but there is not a consistent review process in place at either agency.

How does this enhancement address this problem and its underlying reasons?

This enhancement provides a point of responsibility within the State Board to address outdated state education standards in the District.

Cost-Benefit Analysis

(if relevant, please also submit a supporting Excel sheet)

Will legislative support be required? (Yes/No – If Yes, please submit BSA form)

No legislation is required.

I. Request Snapshot

Agency Name: DC State Board of Education

Agency Code: GE0

Enhancement title:

This request is priority # 2 **out of** 4 **for this agency.**

Agency Point of Contact: John-Paul Hayworth

Date: June 19, 2019

What is the amount of Local funds requested?

Total Funds: \$90,000

Personal Services (PS) Funds: \$90,000

Non-Personal Services (NPS) Funds:

FTEs:

What type of cost will this enhancement be? (select one)

One-time / Partially recurring / **Recurring**

If it is a recurring, or partially recurring cost, what do you estimate to be the costs in each of the following years?

FY 2021: \$91,575

FY 2022: \$93,178

FY 2023: \$94,808

Please summarize this enhancement in two sentences, where the first sentence tells us what the enhancement is, and the second sentence tells us what the expected impact of the enhancement would be:

The DC State Board of Education is requesting the addition of a new full-time employee to assist them in coordinating State Board activities throughout the city, promote community engagement in the statewide education process and continue its work in hearing historically marginalized voices.

II. Rationale

What problem for the District are you aiming to address?

Inadequate community involvement in education policy development.

What are the reasons why this problem exists?

Increased interest and scrutiny over education policy development.

How does this enhancement address this problem and its underlying reasons?

This enhancement provides the State Board with a staff member to assist in coordinating and planning community involvement activities. .

Cost-Benefit Analysis

(if relevant, please also submit a supporting Excel sheet)

Will legislative support be required? (Yes/No – If Yes, please submit BSA form)

It should not be required.

I. Request Snapshot

Agency Name: DC State Board of Education

Agency Code: GE0

Enhancement title: Citywide Research & Reporting

This request is priority #_3_ out of 4_ for this agency.

Agency Point of Contact: John-Paul Hayworth

Date: June 19, 2019

What is the amount of Local funds requested?

Total Funds: \$240,000

Personal Services (PS) Funds:

Non-Personal Services (NPS) Funds: \$240,000

FTEs:

What type of cost will this enhancement be? (select one)

One-time / Partially recurring / **Recurring**

If it is a recurring, or partially recurring cost, what do you estimate to be the costs in each of the following years?

FY 2021: \$240,000

FY 2022: \$240,000

FY 2023: \$240,000

Please summarize this enhancement in two sentences, where the first sentence tells us what the enhancement is, and the second sentence tells us what the expected impact of the enhancement would be:

This enhancement would enable the State Board to undertake research on educational issues of interest to District families, including the evaluation of policies approved or being considered by the State Board. The research, which could include databases, reports, studies and survey tools would invigorate broad public discussion of key issues and the development of proposals to address them.

II. Rationale

What problem for the District are you aiming to address?

Policies have consequences and involve trade-offs that unfold and become clearer over time. We believe that the policies we adopt deserve ongoing review. Moreover, the success of public education depends in part on fully understanding the views of stakeholders on key educational issues and the impact that policies and practices have on them. Without that input, city efforts to improve education are less likely to be successful.

What are the reasons why this problem exists?

On-going research on policy implementation and on issues deemed important by District families and public education stakeholders is vital. Other agencies are not positioned, as we are, to effectively and credibly identify issues and engage the public in discussion.

How does this enhancement address this problem and its underlying reasons?

This enhancement would assure a review of key policies adopted by the Board and raised by the public. For instance, the funding could be directed towards survey design and implementation to understand the extent to which students are receiving full and rich social studies, science, and arts curriculum; survey and database design to better understand and address teacher and principal retention over time; or a research project on attendance regulations and implementation across schools. As a board of elected representatives, the State Board is uniquely positioned to hear directly from our communities, to identify stakeholder questions and concerns that are not being addressed, to engage researchers in addressing them, and to promote public discussion around possible solutions. Generating such input is critical to policymaking and to gaining the buy-in from stakeholders, which is especially critical in the area of public education, where the support and engagement of stakeholders is so crucial to success. With most educational decision-making under the Mayor's office, such research and the related public discussions it spurs are an important way to assure that stakeholder voices are heard, which can support the generation of better practices and solutions that will benefit the District's children.

Cost-Benefit Analysis

(if relevant, please also submit a supporting Excel sheet)

Will legislative support be required? (Yes/No – If Yes, please submit BSA form)

Legislation will not be required, but it is expected that memorandums of understanding or other agreements between the State Board and executive agencies will be necessary.

I. Request Snapshot

Agency Name: DC State Board of Education

Agency Code: GE0

Enhancement title:

This request is priority #_4_ out of 4_ for this agency.

Agency Point of Contact: John-Paul Hayworth

Date: June 19, 2019

What is the amount of Local funds requested?

Total Funds: \$4,000

Personal Services (PS) Funds: \$4,000

Non-Personal Services (NPS) Funds:

FTEs:

What type of cost will this enhancement be? (select one)

One-time / Partially recurring / **Recurring**

If it is a recurring, or partially recurring cost, what do you estimate to be the costs in each of the following years?

FY 2021: \$4,070

FY 2022: \$4,141

FY 2023: \$4,214

Please summarize this enhancement in two sentences, where the first sentence tells us what the enhancement is, and the second sentence tells us what the expected impact of the enhancement would be:

The DC State Board of Education is requesting the adjustment of § 1-611.10 to mirror the cost of living provisions in § 1-611.09, “The compensation shall be subject to cost of living increases, but not to step or other increases. For the purposes of this section “cost of living increases” means the Consumer Price Index for all Urban Consumers (all items Washington D.C. Standard Metropolitan Statistical Area average), published on January 1 of each year.”

II. Rationale

What problem for the District are you aiming to address?

Imbalanced funding for elected officials.

What are the reasons why this problem exists?

Misalignment in funding process for citywide elected offices.

How does this enhancement address this problem and its underlying reasons?

This enhancement brings parity to elected office funding.

Cost-Benefit Analysis

(if relevant, please also submit a supporting Excel sheet)

Will legislative support be required? (Yes/No – If Yes, please submit BSA form)

Yes.

III. Request Snapshot

Agency Name: DC State Board of Education

Agency Code: GE0

Enhancement title: Meeting Caller Demand for Education Ombudsman Services

This request is priority #1 out of **3** for this agency.

Agency Point of Contact: John-Paul Hayworth

Date: June 28, 2019

What is the amount of Local funds requested?

Total Funds: \$87,000

Personal Services (PS) Funds: \$87,000

Non-Personal Services (NPS) Funds:

FTEs: One

What type of cost will this enhancement be? (select one)

One-time / Partially recurring / **Recurring**

If it is a recurring, or partially recurring cost, what do you estimate to be the costs in each of the following years?

FY 2021: \$91,350

FY 2022: \$95,918

FY 2023: \$100,713

Please summarize this enhancement in two sentences, where the first sentence tells us what the enhancement is, and the second sentence tells us what the expected impact of the enhancement would be:

This enhancement request is for an Assistant Ombudsman. An additional Assistant Ombudsman would have the impact as follows: (1) the Office of the Ombudsman for Public Education could sustainably meet current caller demand without implementing waitlists and (2) could meet the growing demand for the Office's services, as the Office has seen continued growth over the past three years.

IV. Rationale

What problem for the District are you aiming to address?

The Office of the Ombudsman for Public Education has seen consistent growth in call volume over the past three years. The Office has every reason to anticipate continued growth into FY21. In order to meet caller demand, avoid implementing waitlists, and ensure responsiveness to inquiries, the Office requests funding for an Assistant Ombudsman.

What are the reasons why this problem exists?

Although the Office of the Ombudsman's caller volume continues to increase, the Office has not consistently received increased funding for additional staff.

How does this enhancement address this problem and its underlying reasons?

In anticipation of continued growth for FY21, the enhancement would allow the Ombudsman to build capacity simultaneously with caller demand.

Cost-Benefit Analysis

(if relevant, please also submit a supporting Excel sheet)

Will legislative support be required? (Yes/No – If Yes, please submit BSA form)

No legislation is required.

I. Request Snapshot

Agency Name: DC State Board of Education

Agency Code: GE0

Enhancement title: Special Education—Program Development Evaluation, Part III: Outcomes Data Analysis

This request is priority #2 **out of** 3 **for this agency.**

Agency Point of Contact: John-Paul Hayworth

Date: June 19, 2019

What is the amount of Local funds requested?

Total Funds: \$20,000

Personal Services (PS) Funds:

Non-Personal Services (NPS) Funds: \$20,000

FTEs:

What type of cost will this enhancement be? (select one)

One-time / **Partially recurring** / Recurring

If it is a recurring, or partially recurring cost, what do you estimate to be the costs in each of the following years?

FY 2021: \$20,000

FY 2022: \$10,000

FY 2023: \$10,000

Please summarize this enhancement in two sentences, where the first sentence tells us what the enhancement is, and the second sentence tells us what the expected impact of the enhancement would be:

The Office of the Ombudsman requests an enhancement to complete data analysis of its special education program. The expected impact is as follows: (1) provide an assessment of whether the conflict resolution strategies applied by the Ombudsman office are effective and efficient; (2) allow the Ombudsman Office to identify areas for tweaking and revising its program; and (3) affirm the value of the Office's special education intervention strategies that after evaluation, could be shared with LEAs.

II. Rationale

What problem for the District are you aiming to address?

Since the inception of the Office of the Ombudsman for Public Education, special education has remained one of the most frequent categories of caller complaints. The District's challenges with special education are complex. This enhancement would allow the Office of the Obmudsman to complete phase three of its program development evaluation for special education, that requires evaluation of the Office's special education conflict resolution strategies and case management.

What are the reasons why this problem exists?

The reasons why the District's special education challenges exist are vast. However, one of the most common themes the Office of the Ombudsman hears regarding special education services from families involves a lack of effective communication between schools and families.

How does this enhancement address this problem and its underlying reasons?

The program development evaluation is being designed to specifically address communication barriers surrounding special education meetings. The enhancement addresses this problem by paying for data analysis to determine whether the special education program is ultimately effective, identifying areas for improvement, and verifying whether the model can be adopted by LEAs as a preventative tool for better handling of special education meetings.

Cost-Benefit Analysis

(if relevant, please also submit a supporting Excel sheet)

Will legislative support be required? (Yes/No – If Yes, please submit BSA form)

Legislation will not be required.

I. Request Snapshot

Agency Name: DC State Board of Education

Agency Code: GE0

Enhancement title:

This request is priority #_3_ out of 3_ for this agency.

Agency Point of Contact: John-Paul Hayworth

Date: June 19, 2019

What is the amount of Local funds requested?

Total Funds: \$20,000

Personal Services (PS) Funds:

Non-Personal Services (NPS) Funds: \$20,000

FTEs:

What type of cost will this enhancement be? (select one)

One-time / Partially recurring / **Recurring**

If it is a recurring, or partially recurring cost, what do you estimate to be the costs in each of the following years?

FY 2021: \$20,000

FY 2022: \$20,000

FY 2023: \$20,000

Please summarize this enhancement in two sentences, where the first sentence tells us what the enhancement is, and the second sentence tells us what the expected impact of the enhancement would be:

The Office of the Ombudsman is seeking funding for data software, Salesforce, a software that is already licensed by the District. The Office of the Ombudsman currently receives over one thousand contacts (mostly via telephone) from callers and needs a software system that is intuitive and automated to eliminate user error that occurs when manually tracking calls; additionally, Salesforce would reduce efforts the Office of the Ombudsman extends preparing monthly and quarterly data reports.

II. Rationale

What problem for the District are you aiming to address?

Inadequate software database system to track incoming calls.

What are the reasons why this problem exists?

The Office of the Ombudsman currently uses QuickBase software platform which does not have automated call log capabilities.

How does this enhancement address this problem and its underlying reasons?

SalesForce has automated call log capabilities.

Cost-Benefit Analysis

(if relevant, please also submit a supporting Excel sheet)

Will legislative support be required? (Yes/No – If Yes, please submit BSA form)

It should not be required.

I. Request Snapshot

Agency Name: DC State Board of Education

Agency Code: GE0

Enhancement title: Enhancing Student Advocate Services for At-Risk Students & Families

This request is priority #_1_ out of 2_ for this agency.

Agency Point of Contact: John-Paul Hayworth

Date: June 19, 2019

What is the amount of Local funds requested?

Total Funds: \$87,000

Personal Services (PS) Funds: \$87,000

Non-Personal Services (NPS) Funds:

FTEs: 1

What type of cost will this enhancement be? (select one)

One-time / Partially recurring / **Recurring**

If it is a recurring, or partially recurring cost, what do you estimate to be the costs in each of the following years?

FY 2021: \$91,350

FY 2022: \$95,918

FY 2023: \$100,713

Please summarize this enhancement in two sentences, where the first sentence tells us what the enhancement is, and the second sentence tells us what the expected impact of the enhancement would be:

The enhancement would provide an additional FTE to the Office of the Student Advocate that can focus on providing direct support to students and families that have multiple qualify traits for at risk designation. One of the statutory functions of the Office is to support and engage students and families and ensuring they are able to to “...navigate the complexities of the public education system” in the District of Columbia.

II. Rationale

What problem for the District are you aiming to address?

The Parent and Student Empowerment Act of 2013 established the Office of the Student Advocate to “...serve as a voice for the needs of public students and their parents, helping to enhance educational opportunities for all” and thus assist student in families in being able to “...navigate the complexities of the public education system” in the District of Columbia. Since the establishment of this office in May 2015, the volume of request for assistance and outreach needs has been steady and has reached a point that cannot be maintained solely by our current staff, of 3 FTEs. In the initial guiding fiscal guidance, it was noted that in order for the Office of the Student Advocate to function at statutory level intended, the office would need to be comprised of a minimum of three (3) staff persons. The lack of staffing makes fulfilling the statutory requires challenging, particularly in a public education system of close to 90,000 students and families across 200 plus campuses and school buildings.

The District has already recognized that students with certain at risk factors need additional support, the Office of Student Advocate engages these students and families and is unable to provide the needed intense and dedicate support to ensure these students are on the path to academic achievement.

With an increasing demand, there is need for additional staffing within the Office of the Student Advocate. The addition of an Assistant Student Advocate, one (1), would allow the Office of the Student Advocate to strengthen and expand its role in the community and serve the families of the District of Columbia in the way that its statute outlines.

What are the reasons why this problem exists?

The District has deemed certain student and familial factors as barriers to academic achievement. Our office is statutorial tasked with reaching out and connecting to all families that are attempting to obtain a Public Education in the District of Columbia.

How does this enhancement address this problem and its underlying reasons?

The Office of the Student Advocate guides and supports students, parents, families, and community members in navigating the public school system in DC to achieve equal access to public education through advocacy, outreach, and information services. The Office is an unique resource for families experiencing the inequities of the current system and based on the current request for assistance, the State Board anticipates that the need for assistance may be larger than originally expected. Thus, the addition of one (1) Assistant Student Advocate will allow the Office of the Student Advocate to more effectively and efficiently manage, and promptly respond, to requests for assistance from students and parents. The additional capacity will allow better identification of students and families that met the at-risk designation and allowed OSA to facilitate improved connection to wraparound support providers.

Cost-Benefit Analysis

(if relevant, please also submit a supporting Excel sheet)

Will legislative support be required? (Yes/No – If Yes, please submit BSA form)

No legislation is required.

I. Request Snapshot

Agency Name: DC State Board of Education

Agency Code: GE0

Enhancement title: Data Security & Evaluation Enhancement ,

This request is priority #_2_ out of 2_ for this agency.

Agency Point of Contact: John-Paul Hayworth

Date: June 19, 2019

What is the amount of Local funds requested?

Total Funds: \$20,000

Personal Services (PS) Funds:

Non-Personal Services (NPS) Funds: \$20,000

FTEs:

What type of cost will this enhancement be? (select one)

One-time / Partially recurring / **Recurring**

If it is a recurring, or partially recurring cost, what do you estimate to be the costs in each of the following years?

FY 2021: \$20,000

FY 2022: \$20,000

FY 2023: \$20,000

Please summarize this enhancement in two sentences, where the first sentence tells us what the enhancement is, and the second sentence tells us what the expected impact of the enhancement would be:

This enhancement would enable the Office of Student Advocate to store securely information collected from students and families about concerns and issues with public education. A secure data storage and customer relationship management software tool will allow the Office to generate reports, studies and identify trends relating to the performance of our public schools both traditional and charter that can be shared with parents and other stakeholders.

II. Rationale

What problem for the District are you aiming to address?

The Parent and Student Empowerment Act of 2013 states that the Office will “...Operate a public education hotline to answer questions and provide information about public education and to direct individuals to the appropriate agencies and offices within the District.”

We currently operate a hotline, but do not have the capacity to track and evaluate the data shared by District parents in a secure and comprehensive manner. Thus, the Office lacks the ability to execute reports that identify trends and create alerts to parents and other public education stakeholders.

What are the reasons why this problem exists?

The Office of the Student Advocate is an uncommon model and a very unique tool created to help families gain access to the table when decisions about public education are made. Our office use the data from the hotline to support and amplify their concerns when advocating for policies and resources students need to achieve academically. Our office although operational has yet to be funded at the level needed to meet all statutory obligations. Funds to support the use of a secure data storage customer relationship management software has not been part of the funding provide since the opening of the Office in May 2015.

How does this enhancement address this problem and its underlying reasons?

This enhancement would assure the Office of the Student Advocate, has the capacity to track and evaluate the data shared by District parents in a secure and comprehensive manner. The total cost for this request is \$20,000 for planning, purchasing and buildout of a secure data storage and customer relationship management software. This cost also might include the service of a consultant to train staff and create unique functionality in the software to meet statutory requirements laid out in the Parent and Student Empowerment Act of 2013.

Cost-Benefit Analysis

(if relevant, please also submit a supporting Excel sheet)

Will legislative support be required? (Yes/No – If Yes, please submit BSA form)

Legislation will not be required, but it is expected that memorandums of understanding or other agreements between the State Board and executive agencies will be necessary.

DC State Board of Education

Annual Freedom of Information Act Report for Fiscal Year 2020
October 1, 2019 through September 30, 2020

FOIA Officer Reporting John-Paul Hayworth

PROCESSING OF FOIA REQUESTS

1. Number of FOIA requests received during reporting period.....9.....
2. Number of FOIA requests pending on October 1, 2019.....0.....
3. Number of FOIA requests pending on September 30, 2020.....0.....
4. The average number of days unfilled requests have been pending before each public body as of September 30, 20204.....

DISPOSITION OF FOIA REQUESTS

5. Number of requests granted, in whole.....5.....
6. Number of requests granted, in part, denied, in part.....1.....
7. Number of requests denied, in whole.....1.....
8. Number of requests withdrawn.....0.....
9. Number of requests referred or forwarded to other public bodies.....0.....
10. Other disposition2.....

NUMBER OF REQUESTS THAT RELIED UPON EACH FOIA EXEMPTION

11. Exemption 1 - D.C. Official Code § 2-534(a)(1).....0.....
12. Exemption 2 - D.C. Official Code § 2-534(a)(2).....0.....
13. Exemption 3 - D.C. Official Code § 2-534(a)(3)
 - Subcategory (A).....0.....
 - Subcategory (B).....0.....
 - Subcategory (C)0.....
 - Subcategory (D)0.....
 - Subcategory (E)0.....
 - Subcategory (F)0.....
14. Exemption 4 - D.C. Official Code § 2-534(a)(4)0.....
15. Exemption 5 - D.C. Official Code § 2-534(a)(5).....0.....

16. Exemption 6 - D.C. Official Code § 2-534(a)(6)

Subcategory

(A).....1.....

Subcategory (B).....0.....

17. Exemption 7 - D.C. Official Code § 2-534(a)(7).....0.....

18. Exemption 8 - D.C. Official Code § 2-534(a)(8).....0.....

19. Exemption 9 - D.C. Official Code § 2-534(a)(9).....0.....

20. Exemption 10 - D.C. Official Code § 2-534(a)(10).....0.....

21. Exemption 11 - D.C. Official Code § 2-534(a)(11).....0.....

22. Exemption 12 - D.C. Official Code § 2-534(a)(12).....0.....

| |
|---|
| TIME-FRAMES FOR PROCESSING FOIA REQUESTS |
|---|

23. Number of FOIA requests processed within 15 days.....8.....

24. Number of FOIA requests processed between 16 and 25 days.....1.....

25. Number of FOIA requests processed in 26 days or more.....0.....

26. Median number of days to process FOIA Requests.....1.....

| |
|--|
| RESOURCES ALLOCATED TO PROCESSING FOIA REQUESTS |
|--|

27. Number of staff hours devoted to processing FOIA requests.....1.....

28. Total dollar amount expended by public body for processing FOIA requests.....0.....

| |
|--|
| FEES FOR PROCESSING FOIA REQUESTS |
|--|

29. Total amount of fees collected by public body.....0.....

| |
|---|
| PROSECUTIONS PURSUANT TO SECTION 207(d) OF THE D.C. FOIA |
|---|

30. Number of employees found guilty of a misdemeanor for arbitrarily or capriciously violating any provision of the District of Columbia Freedom of Information Act.....0.....

| |
|---|
| QUALITATIVE DESCRIPTION OR SUMMARY STATEMENT |
|---|

Pursuant to section 208(a)(9) of the D.C. FOIA, provide in the space below or as an attachment, “[a] qualitative description or summary statement, and conclusions drawn from the data regarding compliance [with the provisions of the Act].”

The State Board remains fully compliant with requests via the Freedom of Information Act process. The vast majority of requests to the State Board are for records that do not pertain to the State Board.



**State Board of Education Resolution
On the Implementation of Working Group Proposals
SR19-7**

WHEREAS, the State Board is committed to facilitating research aimed at increasing public awareness and understanding of the quality of public education in the District of Columbia and supporting its improvement, especially for our most vulnerable students;

WHEREAS, the District of Columbia's teacher turnover rate of 25 percent is higher than the national average and the rate at our highest-poverty schools is even higher, at roughly one-third each year;

WHEREAS, evidence shows that high-quality teaching develops over time; that strong school culture, strong relationships between and among staff and families, and other outcomes associated with longer teacher retention benefit students; and that constant churn hurts it;

WHEREAS, national reports have suggested that many students, disproportionately those who are black, brown and/or low-income, are not getting a full, rich curriculum beyond English Language Arts and mathematics instruction; that these students often receive and complete school assignments that ask less of them; and that these less rigorous, narrower assignments are one reason that their achievement is lower;

WHEREAS, only one in three District students are proficient in reading comprehension, and one key pillar of comprehension is strong background knowledge built from exposure to and instruction in social studies, science, and the arts;

WHEREAS, reading and math skills alone are not sufficient for success in college careers and life, and whereas the Every Student Succeeds Act calls for every student to receive a well-rounded education, including robust instruction in social studies, science, and the arts;

WHEREAS, the District of Columbia's academic standards establish rigorous, grade-level benchmarks in math, English Language Arts, social studies, science, and the arts, all of which are important for District students' preparedness for college and careers;

WHEREAS, the State Board convened four working groups—on teacher retention, well-rounded education, research, and social studies standards—to consider these issues and propose relevant projects for the State Board to pursue;

WHEREAS, having met on a regular basis throughout 2019 the working groups have developed recommendations and suggested priorities for the consideration of the State Board;





WHEREAS, these and other proposals were considered by State Board members at multiple working sessions and working groups of the State Board, and;

WHEREAS, these proposals are now contained in the State Board project plan attached to this resolution.

NOW THEREFORE BE IT RESOLVED, that the State Board undertake the following work, per the State Board project plan:

In the area of teacher retention:

- Survey former teachers in traditional public and public charter schools to better understand the causes of teacher turnover in the District and especially the disproportionately high rate of teacher turnover at schools with higher percentages of at-risk students.
- Survey current teachers about their motivations for staying at their schools, factors influencing their decisions, and recommendations for increasing teacher retention.
- Pursue a statewide policy for the collection and public reporting of standardized data on teacher turnover.

In the area of state education standards undertake research to:

- Understand the extent to which PK–5 students are exposed to and taught state standards, with a special focus on exposure to social studies, science, and the arts, through a review of school schedules and surveys and/or focus groups of teachers and principals.
- Understand the extent to which students across the city are exposed to comparable, grade-level assignments and demonstrate comparable work in those assignments, especially in English Language Arts, and do so in consultation with an advisory group representing key stakeholder groups.

In the area of measuring school quality:

- Prepare a report on high school growth based on State Board hearings and research and a research review of how school quality is measured, alternative ideas and options for such measurement, and the strengths and weaknesses of these measures.

In the area of social studies:

- Develop a multi-year work plan, including extensive collaboration with OSSE and a diverse set of stakeholders, that will ultimately result in revised and updated state social studies standards for the District that are culturally inclusive and anti-racist, impart important social studies content in the early grades, strengthen student knowledge of democratic principles and values, and promote civic engagement.
- Design a process, including anticipated budget and staff needs, for selecting advisory group and writing group members, and leading the groups through the review, revision, and drafting of updated state social standards that can be considered by the State Board for potential adoption in the beginning of the 2022–23 school year.





- Convene a Social Studies Standards Advisory Group to support this effort in 2020; and, assuming adequate staffing, convene a Social Studies Standards Writing Group in 2020.

BE IT FURTHER RESOLVED, that across these efforts, the State Board will work to engage stakeholders as advisors, whether informally or through formal advisory groups, with the goal of incorporating diverse perspectives into research efforts;

BE IT FURTHER RESOLVED, that as appropriate, the State Board may pursue multiple projects through the same mechanisms, such as a single survey of teachers on multiple issues or an advisory group designed to provide information or feedback on multiple issues.

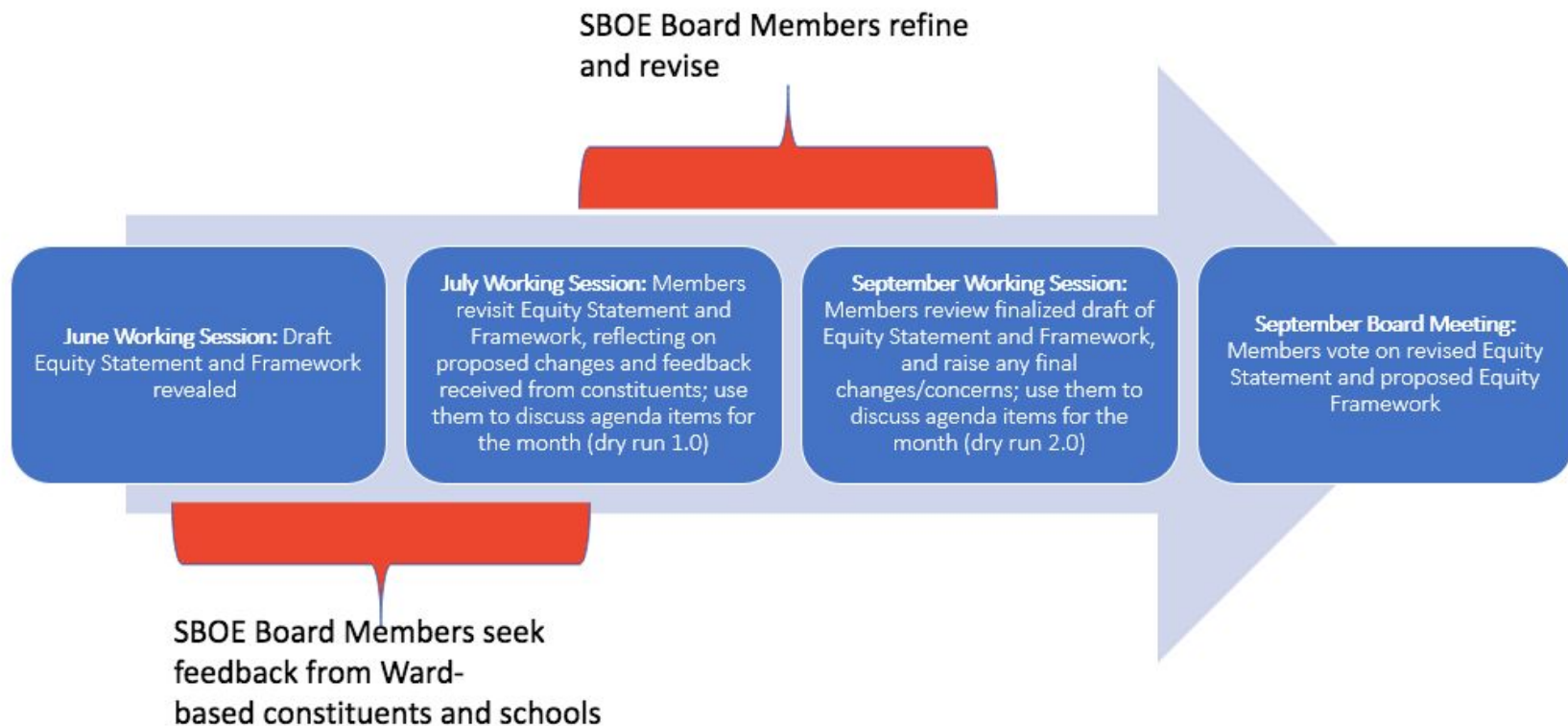
Date Adopted: July 17, 2019 Signed: 



DC State Board of Education Equity Statement and Framework

Purpose: The SBOE aims to revise its Equity Statement to make it more practical and relevant to the realities students face in Washington, DC. The SBOE aims to build on work previously done to center equity in its discussions and decisions, and to ensure its work supports equitable outcomes in DC. By utilizing an equity framework, the SBOE will develop a common vocabulary and protocol for evaluating and filtering policies, proposals, and decisions.

Process: The plan is to incorporate all SBOE members and staff in the process of revising the SBOE Equity Statement and developing an Equity Framework.



DC State Board of Education Equity Statement

Last Updated: August 2020

The DC State Board of Education acknowledges that institutional racism and inequitable policies have contributed to uneven outcomes and opportunity gaps for various student groups.

The State Board believes all students deserve access to high-quality instruction and necessary support to meet their full potential according to a range of academic and 21st-century learning standards. The State Board believes all children, with the right support, can achieve at high levels and become well-rounded individuals who are engaged in their communities and have the freedom to choose the college or career of their liking: the primary objective of Pre-K–12 education.

To ensure the success of every public school student in the District of Columbia and the reduction of disparities between students, the State Board will:

- Identify priority issues that disproportionately hurt and hinder the educational experience of vulnerable students;
- Use its platform to generate public attention and a public policy focus on these issues and their solutions;
- Support and promote the equity-focused work of the Office of the Student Advocate and Office of the Ombudsman for Public Education;
- Promote and support state-level education policies that address these needs; and
- Promote transparency that allows the State Board and others to ensure that schools adhere to state policies.

The State Board will use its Equity Framework to decide on its actions and the issues it advocates for, focused on:

- Improving outcomes for students designated as at-risk through high-quality instruction and necessary support.;
- Increasing the representation of groups that have been historically marginalized in the District's teacher and administrator workforce and through the functions of the State Board;
- Expanding **access** to culturally relevant pedagogy within DC schools and anti-racist professional development opportunities for DC educators and State Board staff.

DC State Board of Education Equity Framework

Last Updated: August 2020

SBOE Equity Framework: By utilizing an Equity Framework, the State Board aims to provide a common vocabulary and protocol for evaluating and filtering policies, proposals, and decisions. By adopting such a framework, the State Board acknowledges these areas as priority on a perpetual basis. The Equity Framework stands to serve as an institutional guiding force for the State Board's work through changes in its leadership from year to year or the numerous issues that arise any given year. There are **three framework focus areas** that organize the State Board's Equity Framework, including:

- 1) improving student learning and academic outcomes for students designated as at-risk
- 2) increasing the representation of groups that have been historically marginalized, and
- 3) expanding access to culturally relevant pedagogy and anti-racist professional development.

The Equity Framework's focus areas are intentionally broad so as to not overly limit the State Board's actions. Understanding the limitation of the State Board's authority over the District's public schools, the State Board's focus on the Equity Framework will be used primarily to inform internal functions and decisions—though there will be times the State Board will seek to influence related discussions and decisions in the broader District education landscape.

| Framework Focus Area | Guidance |
|--|--|
| Student Learning and Academic Outcomes | The DC State Board of Education will advocate for and take action to improve outcomes for students designated as at-risk through high-quality instruction and necessary support. |
| Student, Educator, Community, and Human Capital Representation | The DC State Board of Education will advocate for and take action to increase the representation of groups that have been historically marginalized in the District's teacher and administrator workforce and through the functions of the State Board. |
| Educator and Team Cultural Competency | The DC State Board of Education will advocate for and take action to expand access to culturally relevant pedagogy within DC schools and anti-racist professional development opportunities for DC educators and State Board staff. |

| Framework Focus Area | Guidance | Justification | Example <i>This could look like....</i> |
|--|--|--|---|
| Student Learning and Academic Outcomes | The DC State Board of Education will advocate for and take action to improve outcomes for students designated as at-risk through high-quality instruction and necessary support. | Despite the District's improving schools, numerous student groups continue to lag behind their peers on nearly all performance metrics and there is disparate access to well-rounded curricula. In order to achieve true education equity in the District and contribute to a greater balance of life outcomes for residents, accelerating performance for students identified as at-risk is paramount. | As the State Board weighs important decisions, the Board will examine and work to explain how said decisions work to improve outcomes for severely disadvantaged student groups. Or As part of its regular functions, the Board will regularly examine student academic achievement and growth data; making connections to other important data points (i.e., attendance data). |
| Student, Educator, Community, and Human Capital Representation | The DC State Board of Education will advocate for and take action to increase the representation of groups that have been historically marginalized in the District's teacher and administrator workforce and through the functions of the State Board. | Fair and equitable representation is essential for the State Board to affirm all student identities, reflect a range of constituent voices, and ensure the State Board reviews educational decisions in a comprehensive way. The same is true for DC's public schools. Research is clear: numerous student groups perform better as they see themselves reflected in their teachers, curricular materials, and a school's culture and environment. | As the State Board works to revamp DC social studies standards, the Board will work to increase the representation of historically marginalized groups in DC's learning standards. Or As the State Board convenes a panel on a topic, the Board will ensure there is an adequate representation of women, people of color, LGBTQ+ individuals. Or The State Board will work to highlight shifting demographics in DC schools' workforce. |
| Educator and Team Cultural Competency | The DC State Board of Education will advocate for and take action to expand access to culturally relevant pedagogy within DC schools and anti-racist professional development opportunities for DC educators and State Board staff. | Culturally relevant education is a conceptual framework that recognizes the importance of including students' cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school (Ladson-Billings, 1994, 2009; Milner, 2017). Culturally relevant education is viewed as critical in improving student engagement and achievement, and college readiness and success for all youth, particularly for youth of color. In order for parents, educators, and elected officials to affirm students' backgrounds and work to dismantle inequitable systems, equity-focused, anti-racist professional development is essential. | As the State Board 's leadership engages in discussion with external stakeholders (e.g., DCPS Chancellor), there will be efforts to understand and influence expanding access to culturally relevant pedagogy for teachers (emphasis here is on influence since the State Board doesn't have authority to make this decision) Or The State Board will ensure team members have access to ongoing professional development opportunities and will treat this as a top budgetary priority. |

| Key Terms | Definition |
|--|---|
| 21st-century learning standards | Learning, literacy, and life skills that bridge knowledge, skills, and dispositions of students from the core academic areas to real-life applications in the areas of critical thinking, collaboration, communication, media literacy, technology literacy, leadership, flexibility, and productivity. |
| Anti-racist | A person who actively opposes racism and promotes racial tolerance. |
| Education Equity | Based on the principles of fairness and justice in allocating resources, opportunity, treatment, and success for every student, educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systemic, and focus on the core of the teaching and learning process. |
| Historically marginalized groups | Various groups of people, including people of color, women, and LGBTQ+, low-income, and, disabled individuals, who have historically been oppressed. |
| Institutional Racism | The systematic distribution of resources, power and opportunity in our society to the benefit of people who are white and the exclusion of people of color. |
| Severely disadvantaged student groups | Represented as the District's "at-risk" student group, comprised of students whose families qualify for government assistance programs Temporary Assistance for Needy Families or the Supplemental Nutrition Assistance Program; who are identified as homeless or in foster care; or who are high school students at least one year older than the expected age for their grade. |
| Opportunity Gap | The difference in opportunities and resources available to a person and their white and/or more affluent peers based on arbitrary circumstances in which said person was born — such as their race, ethnicity, gender, zip code, and/or socioeconomic status. |
| Outcomes | The desired learning objectives or standards that schools and teachers want students to achieve, as well as the educational, societal, and life effects that result from students being educated. |

Ways for the Board to Utilize its Equity Statement and Framework

| | |
|---|--|
| Equity Discussions and Learning | <p>The State Board will engage in ongoing equity-focused conversations.</p> <ul style="list-style-type: none"> • Board retreat (bi-annual) • Voluntary Board book club • Staff discussions |
| Board Representation/Communication | <p>The State Board will inform and update the public on its equity work.</p> <ul style="list-style-type: none"> • Share updates about equity work via newsletter • Post Equity Statement and Framework on SBOE website • Print Equity Statement and Framework on public agenda documents |
| Review Bylaws | <p>The State Board will make changes to its bylaws to embed the Equity Framework as a central tool for monitoring and evaluating its functions.</p> |
| Guidance to Board members on using Framework | <p>The State Board will create a guidance resource document for members that will detail the purpose and function of the Board's Equity Statement and Framework and answer frequently asked questions.</p> <ul style="list-style-type: none"> • See protocol drafts here: <ul style="list-style-type: none"> ○ Annual Priority Analysis Protocol (Rep. O'Leary to draft) ○ Policy Analysis Protocol (Rep. Sutter to draft) ○ Annual Review Analysis Protocol (Rep. Wattenberg to draft) |
| SBOE Research | <p>The State Board will fund research to advance issues related to its Equity Framework (as resources are available).</p> <p>Examples of what this could look like:</p> <ul style="list-style-type: none"> • Retention of teachers of color (Teacher Attrition Committee) • DC educational historical analysis: a review of changing demographics, school options, federal and local policies (i.e., redlining) from home rule to present |

DC State Board of Education

Equity Statement and Equity Framework

Resource Guide

Frequently Asked Questions (FAQs):

- What is the purpose of updating the SBOE Equity Statement and developing an Equity Framework?
- How did the SBOE identify the three focus areas of the Equity Framework?
- Will these equity focuses restrict the Board's work?

Annual Priority Analysis Protocol (Rep. O'Leary)

- 1.x
- 2.x
- 3.x
- 4.x

Policy Analysis Protocol (Rep. Sutter)

- 1.x
- 2.x
- 3.x
- 4.x

Annual Review Analysis Protocol (Rep. Wattenberg)

- 1.x
- 2.x
- 3.x
- 4.x

March 23, 2020

State Board of Education
One Judiciary Square
441 4th Street, NW, 530S
Washington, DC 20001

Dear State Board of Education members and staff,

DC Public Schools (DCPS) appreciates the opportunity to review and respond to the State Board of Education (SBOE)'s report on teacher attrition. We have set a high bar for retaining quality educators and recognize your attention to this topic.

At the heart of our work is our commitment to providing every student a high-quality teacher. Over the past decade, we have seen our teacher retention rate rise by nearly eight percentage points due to our work to ensure that teachers have the opportunity to advance on their career paths and receive regular recognition for their work. To accomplish this, DCPS recognizes and celebrates the contributions of educators and their work through several recruitment, growth, and retention strategies, which include:

- Compensating our teachers for their outstanding contributions to our community with an average teacher salary of \$86,815, which has consistently increased in recent years and is more than \$25,000 higher than the national average;
- Implementing the Leadership Initiative for Teacher (LIFT), which provides high-performing teachers opportunities for advancement inside the classroom, along with additional responsibility, recognition, and compensation;
- Partnering with educators in the instructional design and development process for our ongoing areas of focus including technology integration and social-emotional learning; and
- Celebrating high-quality teacher and school leaders through annual recognition events, such as Standing Ovation and Rising Talent.

We know that high-quality teachers are the foundation of a strong school community and are proud that DCPS continues to retain more than 90 percent of our effective and highly effective teachers. Our teachers play an essential role in setting high expectations for our students and creating classroom environments where all students feel loved, challenged, and prepared.

While we appreciate the focus that SBOE brings to the important subject of teacher retention, recognition, and quality, we would like to share concerns with the report's research methodology. First, we have concerns about the sample size (n=242) and response rate (max of 11.8%). The level of nonresponse can create possible bias from a difference in the response from teachers that self-selected to participate. With the low response rate, we cannot be sure that this study accurately represents educators that choose to leave. As an example, our Insight survey (with a 78% response rate) shows that only 6 percent of teachers who plan to leave DCPS identify the IMPACT evaluation system as the reason they are planning to leave.

We are also disappointed that this report concludes, based on limited data and input, that our existing evaluation system, IMPACT, is the "primary reason that teachers from traditional public schools choose to leave the classroom." DCPS' IMPACT teacher evaluation system has served as a national model, and

research shows that it leads to improved teacher quality and more student learning. Many teachers have shared that they want to be fairly evaluated, supported, and celebrated for their contributions to our district, and we are committed to continuing to celebrate and reward DCPS educators.

This year marks the 10-year anniversary of the implementation of IMPACT and as we take a look back on its progress and evolution, we are looking forward to taking a fresh look at how we can update our performance evaluation system to ensure we are supporting all educators. We are currently conducting research to evaluate IMPACT. With American University's expertise and third-party perspective, we are confident that we will enhance our performance evaluation system in a way that best meets the needs of our educators, students, and schools. We are fully committed to implementing a fair and equitable evaluation program for our educators that also serves our students across the district every day.

Thank you for the opportunity to respond to your work and share our concerns. We do appreciate the State Board's role as an advocate and welcome your partnership on further advancing and recognizing DCPS teachers.

Sincerely,

A handwritten signature in black ink, reading "Lewis D. Ferebee". The signature is fluid and cursive, with the first name "Lewis" being the most prominent.

Lewis D. Ferebee, Ed.D.
Chancellor, DC Public Schools




THE SOCIAL STUDIES
STANDARDS ADVISORY
COMMITTEE PRESENTS

Social Studies Standards Guiding Principles

DECEMBER 16, 2020

SBOE
★ ★ ★
DISTRICT OF COLUMBIA
STATE BOARD OF
EDUCATION

 (202) 741-0888

 SBOE@DC.GOV

   @DCSBOE

 WWW.SBOE.DC.GOV



Table of Contents

| | |
|---|-----------|
| Preamble | 1 |
| Guiding Principles | 3 |
| <i>Structure and Content</i> | <i>3</i> |
| Fewer, clearer, higher: Ensure content standards are rigorous | 3 |
| Content standards must be coherent, developmentally appropriate, and vertically aligned across grade levels Pre-K–12 | 3 |
| Ensure comprehensive coverage of human rights principles | 3 |
| Use of active voice and precise language in revised standards | 4 |
| Arranging skills and content standards to ensure adequate attention to both | 4 |
| <i>Knowledge and Skills</i> | <i>5</i> |
| Knowledge framing: anti-racist | 5 |
| Knowledge framing: power & bias | 5 |
| Knowledge framing: environmental literacy | 6 |
| Knowledge framing: democratic citizenship, civic dispositions & experiences | 6 |
| Knowledge framing: global perspective | 7 |
| Skill: student agency, participation, and voice | 7 |
| Skill: digital literacy | 7 |
| Skill: Social Studies Standards should include skills that complement the English Language Arts (ELA) Standards | 8 |
| <i>Diversity and Inclusion</i> | <i>8</i> |
| Recognition of currently under-represented groups | 8 |
| Incorporate District history throughout Pre-K–12..... | 9 |
| Orientation towards “Hard History” in both U.S. and World History..... | 9 |
| Creating “windows and mirrors” for District students | 10 |
| <i>Instruction Flexibility and Equity</i> | <i>10</i> |
| Clarity & transparency in the “canon” included in the standards | 10 |
| Ensure inclusion of and clear labeling of disciplinary content in the social sciences | 11 |
| SSSAC Members | 12 |





Preamble

The D.C. Social Studies Standards must contain content that equips all students with the foundational historical knowledge—of chronology, pivotal events, leading figures, and seminal documents—that “well-educated American students” ought to know and be able to incorporate into their discourse and argument. The current D.C. standards¹ have been highly regarded for their clarity about such content and, thus, the D.C. State Board of Education (SBOE) and its Social Studies Standards Advisory Committee (SSSAC)² recommend that the current standards be revised rather than wholly re-written.

However, there is a need for significant revisions to update the standards.

The revised D.C. Social Studies Standards must recognize that the world our students are growing up in is—more than ever before—globally interconnected and culturally diverse. District students need the knowledge, skills, experiences, and mindsets that will prepare them for informed and engaged citizenship and careers in this globalized world. Students should be prepared and empowered to think of themselves as actors on a global stage.

The revised D.C. Social Studies Standards must move beyond a “heroes and holidays” treatment of history content, instead building clear threads of knowledge which grow in complexity throughout the Pre-K–12 standards. In calling for the revision of the D.C. Social Studies Standards, among the specific issues that the State Board noted was the need for revised standards to be “culturally inclusive and anti-racist, impart important social studies content in the early grades, strengthen student knowledge of democratic principles and values, and promote civic engagement.”³

It is also essential that the revised standards provide a manageable number of clear, high-level content and skills standards, as well as opportunities for teachers to use these standards in flexible ways that suit the educational approaches of their schools and courses (e.g., project-based learning, Montessori education, etc.). In making revisions, the Office of the State Superintendent of Education (OSSE) should ensure that skills are just as core a part of social studies as content.

The revised D.C. Social Studies Standards should facilitate the creation of standards-aligned real-world experiences as part of social studies curriculum. No District student should graduate without authentic interracial, intercultural, international exchange and experience. Additionally, as the standards are being written, OSSE should make every effort to create standards that can be used

¹ The adoption of current D.C. Social Studies Standards predates the existence of the D.C. State Board of Education. A copy is located here: https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DCPS-horiz-soc_studies.pdf

² The work the Social Studies Standards Advisory Committee (SSSAC), as well as the process by which it was established is described here: <https://sboe.dc.gov/page/social-studies-standards>

³ From SR19-7 Implementation of Working Group Proposals, which was adopted on July 17, 2019. A copy is located here: <https://sboe.dc.gov/sites/default/files/dc/sites/sboe/publication/attachments/SR19-7%20Implementation%20of%20Working%20Group%20Proposals%20Signed.pdf>.





by teachers, schools, local education agencies (LEAs), and the state to measure student learning in social studies.

Furthermore, OSSE should seek standards writers who reflect the demographics and experiences of District students and of the communities they are writing about (e.g., seeking LGBTQ+ writers, ensuring inclusion of advocates for people with disabilities, teaching Black history through the words of Black people, giving agency to BIPOC⁴ rather than discussing only in relation to white people).

With all of the above in mind, it is essential that the revised D.C. Social Studies Standards incorporate the Guiding Principles listed below, beginning in Pre-K and developing deeper understanding through Grade 12, to focus and build student learning across grades on critical topics. The included Guiding Principles are all equally important and are not listed in any particular order of priority.

⁴ BIPOC stands for “Black, Indigenous, and people of color.”





Guiding Principles

Structure and Content

◆ ***Fewer, clearer, higher: Ensure content standards are rigorous***

All standards should be rigorous and developmentally appropriate to the students' age and grade level.

The standards should be written and organized in such a manner that promote student understanding of complex ideas and concepts rather than learning a long list of facts, individuals, etc. This is of course not to say that factual information, individuals, etc. should not be included in the standards, but their inclusion should serve to promote deep understanding of essential content rather than surface-level analysis.

OSSE should consider whether there is a place in the Social Studies Standards document for the concept of “major work of the grade”⁵—which is how the National Council of Teachers of Mathematics (NCTM)⁶ and the writers of the Common Core Mathematics Standards went about focusing those voluminous standards.

◆ ***Content standards must be coherent, developmentally appropriate, and vertically aligned across grade levels Pre-K–12***

Social studies is an inquiry-based discipline. Standards should work together to create coherent courses that minimize repetition of content over multiple years and maximize learning connections across grade levels.

To this end, the content of Pre-K–5 needs to be dramatically reassessed. It is currently low-level, vague, and repetitive. We should not underestimate the ability of young children to understand complex and difficult topics. Young students deserve cognitively demanding, interesting content that lays the groundwork for self-identity and a critical awareness of the world.

◆ ***Ensure comprehensive coverage of human rights principles***

Human rights and international humanitarian law principles and institutions should be incorporated in line with the National Council for the Social Studies (NCSS) position statement *Human Rights Education: A Necessity for Effective Social and Civic Learning*.⁷ This should

⁵ <https://achievethecore.org/category/774/mathematics-focus-by-grade-level>

⁶ <https://www.nctm.org/Standards-and-Positions/Principles-and-Standards,-Standards,-and-Expectations/>

⁷ Form and approved in 2014 by the National Council of Social Studies (NCSS): <https://www.socialstudies.org/position-statements/human-rights-education-necessity-effective-social-and-civic-learning>





include the fact that rights also come with responsibilities, that human rights violations occur internationally and in the U.S., and can be the result of intentional actions or inaction.

The current D.C. Social Studies Standards mention "human rights" four times—all in high school standards in grades 10–12. This is valuable; however, human rights concepts should be integrated throughout Pre-K–12.

◆ ***Use of active voice and precise language in revised standards***

The revised D.C. Social Studies Standards should use active voice and precise language to ensure that actions in history are attributed to specific actors. The current standards employ passive voice in a number of places, especially around acts of white supremacy. Additionally, action verbs, including the high-level verbs of Bloom's Taxonomy⁸, should be incorporated wherever possible. Specifically, higher level action verbs regarding creation and justification are important to include if we are to draft standards that are actively anti-racist, and that explicitly address discrimination against traditionally marginalized groups. Students need to have practice imagining and designing a more just society if social studies courses are to fulfill this mission.

◆ ***Arranging skills and content standards to ensure adequate attention to both***

In the current D.C. Social Studies Standards, the content standards are arranged by grade level and the skills standards are assigned by grade band. The separation of content and skills standards is an intelligent way of ensuring that the two do not become conflated, but both deserve adequate attention in the revised standards.

Teachers find it helpful to have grade-level bands as guidance and having skills in bands feels appropriate for developmental pathways across Pre-K–12. Organizing skills by anchor standard, like in the Common Core State Standards (CCSS) and C3 Framework⁹, consistently across all grade bands can help with vertical alignment and usefulness. However, formatting is essential to keep skills visible in the standards and at the forefront for curriculum planning. Skills standards might, for instance, be included at the top of each grade-level set of content standards.

The C3 Framework makes the case that "inquiry is at the heart of social studies" and the revised D.C. Social Studies Standards should support that aim. When revising the grade-banded Historical and Social Science Analysis Skills standards, writers should consider using language from the C3 Framework to push students to develop compelling questions, plan inquiries, evaluate sources, gather evidence, communication conclusions, and take informed action. Revising the skills standards in alignment to the C3 Framework could support the use of inquiry-centered curriculum approaches like the Inquiry Design Module (IDM).

⁸ The following is a resource for educators or institutions utilizing Bloom's Taxonomy to structure the development of modification of curriculum and/or courses: <https://www.bloomstaxonomy.net>.

⁹ <https://www.socialstudies.org/sites/default/files/c3/c3-framework-for-social-studies-rev0617.pdf>





The revised D.C. Social Studies Standards should ensure that skills content is integrated alongside content themes, and throughout the Pre-K–12 standards.

Knowledge and Skills

◆ **Knowledge framing: anti-racist**

There are few areas in the current D.C. Social Studies Standards where the intersectionality of justice movements is clearly seen. Rather, the current standards offer “this or that” framing, which is rooted in racist thinking. White supremacy has impacted all races and groups of people, even those who identify as white. With an anti-racist framing, District students would be more aware of the role of policy and history in shaping current racial and economic inequities. The revised standards should also focus on the tenets of critical race theory (CRT)¹⁰ when describing power structures and systems.

Creating more complex statements in the standards will allow for students to explore the intersections of our lives and how, as people, we can interact with our government and each other in all of those identities. Incorporating an explicit, ongoing thread on the history of African-Americans, including their treatment by society and our legal system and their role in and impact on U.S. history, including on the growth and evolution of legal equality and democratic rights and the creation of a multicultural, democratic society (e.g., substantial treatment of slavery, Jim Crow, Civil Rights movement, Reconstruction, treatment that propelled the Great Migration, how that mass migration shaped the future of American cities, redlining, discrimination in voting rights, segregation in education, resistance and collective social action, etc.) would facilitate this shift. Additional threads on these impacts on a global scale, history of indigenous peoples, the African diaspora, other communities of color, and other traditionally marginalized groups should also be incorporated in the revised standards. Standards should also highlight the values of love, respect, hope, and collaboration and the celebration of community cultural wealth.

◆ **Knowledge framing: power & bias**

Students should be grappling with the concepts of power and bias throughout Pre-K–12, especially from a historiographic standpoint. Students should be thinking about who produces the primary and secondary sources they consume to learn history, what their relationship to power is, what bias this might create, and what this means about who and what is left out or over-emphasized.

¹⁰ *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* (Glenn E. Singleton, 2015, p. 228) gives this definition: “Critical race theorists argue that gradualism or support for incremental racial change is a major reason for the permanence of systemic White supremacy. While people of color and indigenous people are urged to be patient by those in power, access to opportunity, excellence, and leadership remain the property of Whiteness, no matter how much ‘progress’ has been made.”





Incorporating an explicit, ongoing thread on the continuing tension in American history between the promise of democracy and equality in the founding documents and the reality of inequality; about how these principles and human rights have evolved in the United States over time, including an emphasis on how they have been propelled by various social movements, and, especially, by the stop-and-go efforts over time to repair the evil legacy of slavery and the subsequent unequal treatment of African-Americans; and the tension between U.S. pressure on other nations to respect human rights, while the U.S. is violating the rights of U.S. citizens at home would facilitate this shift.

◆ ***Knowledge framing: environmental literacy***

Environmental literacy needs to be part of Pre-K–12 standards, should touch on every time period, and be woven into the study of history, economics, geography and civics. The standards should ensure students develop skills to investigate the causes and consequences of society's impact on the environment and resolve challenges related to equitable access to natural resources.

The standards on this topic should include discussion of: climate change; trade-offs between short-term costs and long-term benefits of sustainable practices; how geography determines how we live; the impact of geography (which includes the study of topography, links between resources, climate, and people); the impact of environmental factors on human settlement and migration; related civic responsibilities (e.g., refuse, reduce, reuse, recycle) for both individuals and corporations associated with environmental factors; global interdependence; environmental racism; roles that access to and control of land and natural resources plays in conflict; the ways that economic policies have commodified natural resources and the consequences; etc.

◆ ***Knowledge framing: democratic citizenship, civic dispositions & experiences***

An effective social studies education includes knowledge, skills, and dispositions related to democratic citizenship.

Civics includes two spheres of knowledge: (1) the mechanics of democratic citizenship that includes understanding and skills related to rights, responsibilities, local and national government, democratic process, forms of civic engagement, public discourse, and concepts of equality, justice, liberty, human and civil rights; and (2) dispositions or ways of being a democratic citizen that includes understanding and developing tolerance, respect, empathy, conflict resolution, and other social-emotional skills.

The revised D.C. Social Studies Standards should incorporate an explicit, ongoing thread aimed at developing student understanding of key principles of democratic society (e.g., equality, checks and balances, first amendment, federalism, etc.), how and why this vision was so different from what had typically existed prior to the writing of the U.S. Constitution, how it is different from other countries today, the fragility of these principles, how democratic





societies have failed in the past, and the rights and responsibilities of citizens in a democratic society.

Currently, some civic knowledge and values standards come too late in a District's student education experience. Civic knowledge and values need to be scaffolded, taught, and reinforced throughout Pre-K–12. Students should also be given an opportunity to engage in civic experiences, not just learn about them in a textbook.

◆ ***Knowledge framing: global perspective***

All social studies content should be embedded within a global context. The revised D.C. Social Studies Standards should include an explicit, ongoing thread that provides students with a global perspective and global context for their own lives, their history, and their society; that equips students with the content knowledge, skills, experiences, and mindsets that will help prepare them for careers and engaged citizenship in a culturally diverse and globally interconnected world; that explores not just comparisons but connections between peoples of the United States and the rest of the world, historically and in the present.

◆ ***Skill: student agency, participation, and voice***

The revised D.C. Social Studies Standards should honor student agency and other authentic engagement opportunities centering student voice and participation. Standards should provide a framework for instructional dialogue that will provoke critical thinking. Furthermore, the standards should provide a framework from which teachers can link coursework with engagement in real-world problem-solving within local, national, and international contexts through experiential learning by “doing” through service-, project-, and community-based learning. Skills standards should foster taking informed action, perhaps using language from the C3 Framework.

◆ ***Skill: digital literacy***

Digital literacy must be explicitly included in the standards from Pre-K–12. Standards should include an understanding of the laws, rights, and responsibilities when we access and use the internet and other digital resources.

Students should be empowered to be good digital citizens—both responsible consumers of online content who can evaluate its reliability and accuracy, considerate of how technology influences behaviors, and capable of using technology and online platforms for civic engagement and driving social change.

Information on surveillance, privacy, what it means to share information on the internet, debates on disinformation/censorship, and the global movement to regulate technology





companies to protect user/consumer rights should all be included in the standards. Massachusetts has a helpful framework for digital literacy.¹¹

◆ ***Skill: Social Studies Standards should include skills that complement the English Language Arts (ELA) Standards***

In order to ensure coherence with other learning standards and a well-rounded education for students, the revised D.C. Social Studies Standards should include the following skills:

- Research
- Evaluating information sources
- Understanding context
- Historical thinking
- Critical thinking
- Evidence-supported argumenting
- Persuasive writing
- Discourse practices
- Debate

Diversity and Inclusion

◆ ***Recognition of currently under-represented groups***

The revised D.C. Social Studies Standards should include explicit attention to first-person accounts and recognition of people and groups that have been discriminated against throughout history.

Groups, especially groups that are not white cis male, need to not be treated like monoliths. We are leaving out so many stories if we only tell those of women who are white, African-Americans who are heterosexual, or Latinos who are men. Intersectionality should be a key feature of the revised standards, and should help students appreciate the reality of multifaceted identities.

The current standards emphasize the lives of presidents and other figures who held/hold power and under-represent or lack representation of the following people and groups, and their respective histories:

- Individuals with disabilities
- LGBTQ+
- Latino/a/x
- Women, particularly those of color
- “Regular people” / “Average people”
- Indigenous people, especially after 1900

¹¹ <http://www.doe.mass.edu/frameworks/current.html>





- Specific large immigrant groups in the D.C. metropolitan area
- Religious minorities (e.g., Hindus, Sikhs, Jews, Muslims)

◆ ***Incorporate District history throughout Pre-K–12***

The revised D.C. Social Studies Standards should be “home” for the District of Columbia, reflecting our city’s realities, opportunities, communities, cultures, and history, our unique legal status among cities, and our place as the center of power. This intentional focus should be taught throughout Pre-K–12.

The District’s history should not be sequestered in a single course in high school; it should be taught throughout a student’s education.

◆ ***Orientation towards “Hard History” in both U.S. and World History***

“Hard History” is a term used by Dr. Hasan Kwame Jeffries to describe the elements of American history that are so difficult to comprehend that we “pretend that the most troubling parts of our past simply do not exist.”¹² Jeffries suggests that to “achieve racial justice, we the people have to come to terms with America’s long history of racial injustice.”¹³

The revised D.C. Social Studies Standards should focus on teaching “Hard History” as both content and a set of civic skills. This shift requires clearly addressing various forms of institutional and structural violence throughout American history, such as racism, white supremacy, antisemitism, classism and sexism, as well as those forms of institutional and structural violence that are intersectional (i.e., both class, race and gender).

As part of this shift, the revised standards should encourage critical analysis of the the concept of “American exceptionalism,” both as an understanding of the unique origins and nature of American society¹⁴ and as an effort to center America in teaching about global issues.

The revised D.C. Social Studies Standards should disrupt the centering of American/European/Western narratives that is currently implicit in the existing standards. Revised World History content must push away from a solely Euro-centric vision to one that is truly global. Rejecting Euro-centrism means rejecting contemporary understandings of Western culture as a normal starting point from which other cultures deviate and presenting holistic histories of different places around the world that do not begin or end with interaction with the West. This revised content might also include comparing developments in Africa, Asia, the Americas, and Europe when covering a certain time period.

¹² From *The Courage to Teach Hard History* (2018) (<https://www.tolerance.org/magazine/the-courage-to-teach-hard-history>)

¹³ *ibid*

¹⁴ See De Tocqueville, *Democracy in America* (<https://www.gutenberg.org/files/815/815-h/815-h.htm>) or Martin Seymour Lipset (<https://www.washingtonpost.com/wp-srv/style/longterm/books/chap1/americanexceptionalism.htm>)





The revised standards should move towards a comparative cultures approach, ensuring students learn how different cultures and civilizations interact with and influence each other and are able to express the value of non-dominant cultures that are different from their own.

◆ **Creating “windows and mirrors” for District students**

“Windows and mirrors” is an approach to learning that focuses on the need for students to see themselves and people like them reflected in the content of standards and curriculum (mirrors), as well as having the opportunity to learn about diverse people, cultures, places, and experiences unlike themselves (windows).¹⁵

The revised D.C. Social Studies Standards should ensure that the topics, themes, and people students study provide **both** windows and mirrors in order to help students understand the world. The current standards have too many windows, and the mirrors that exist do not provide a wide enough range of experiences (or provide stereotypical or demeaning experiences).

The revised standards should help students to form a sense of self identity, community identity, national identity, and global identity while helping students understand that the identities we assume are numerous and intersectional. All students deserve to see themselves, their communities, and their heritage in the revised D.C. Social Studies Standards and as part of the “American story.”

Instructional Flexibility and Equity

◆ **Clarity & transparency in the “canon” included in the standards**

There are individuals and events that are critical for students to learn about, and the revised D.C. Social Studies Standards should require specific people, events, general movements, topics, and themes.

However, teachers (and curriculum authors) should have the flexibility to choose examples (i.e., people and events) to include within the general movements, topics, and themes. When specific people and events are listed in the new standards, it must be clear why each person and event was selected and that specific examples are not prescriptive, but illustrative (e.g., In the *Michigan K–12 Social Studies Standards, (U4.3.1)*, the content standard is about the origins of the American education system and Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann are just four of the many examples that could be used when teaching the standard; the language “*examples may include but are not limited to*” is used and it is clear that these individuals were selected as they address a specific standard).¹⁶

¹⁵ The concept of windows and mirrors is popularly used by Teaching Tolerance (<https://www.tolerance.org/classroom-resources/teaching-strategies/close-and-critical-reading/window-or-mirror>), but the phrase is attributed to scholar and award-winning children’s literature author Dr. Rudine Sims Bishop. (<https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>)

¹⁶ https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf





The revised standards should recognize that different LEAs need some degree of flexibility to implement International Baccalaureate (IB) or other thematic curricula that aligns with their mission.

◆ ***Ensure inclusion of and clear labeling of disciplinary content in the social sciences***

The current D.C. Social Studies Standards are coded to indicate seven (7) areas of content. While this effort is notable, the mechanics of the coding have not necessarily supported the development of curriculum or been instructionally useful. The current parenthetical letters (e.g., geography (G)) are not helpful because there are too many codes and standards.

The revised standards should include disciplinary content in the social sciences beyond just history and geography. The revised standards should consider ways to label or identify disciplinary content like economics, sociology, anthropology, philosophy, and religion/spirituality.

A new system for identifying disciplinary content must be clear and should ensure that teachers and LEAs can easily use the standards in creating curriculum. The goal of any new labeling or identification system is to highlight where social science disciplines are included and to support various approaches to instruction. Any system of labeling should better recognize the current shift to content-specific courses in high school from early grades.





SSSAC Members

| Name | School, Organization, or Position |
|-------------------------------------|--|
| Jessica Sutter (<i>co-chair</i>) | State Board of Education, Ward 6 Representative |
| Karen Williams (<i>co-chair</i>) | State Board of Education, Ward 7 Representative |
| Alexander O'Sullivan | BASIS DC PCS, Student |
| Alyssa Richardson | Duke Ellington School of the Arts, Student |
| Daniel Espinas | DCPS, Teacher |
| Elizabeth A. Worden | American University, Associate Professor |
| Emily Brimsek | National Center on Education and the Economy, Manager, Professional Learning |
| Fadhil Moore | Georgetown University, MPP Candidate |
| Jennifer DePaoli | Learning Policy Institute, Senior Researcher |
| Jessica A. Rucker | EL Haynes High School PCS, Teacher |
| Karen Hopkins | Human Rights Educators USA, D.C. Area Representative |
| Karen Lee | Thurgood Marshall Academy PCS, Teacher |
| Lamar James Bethea | Statesmen College Preparatory Academy, Teacher |
| Laura Fuchs | HD Woodson High School, Teacher |
| Lauren Grimes | The Community Enrichment Project, Founder |
| Maria Marable-Bunch | National Museum of the American Indian, Smithsonian Institution, Associate Director for Museum Learning and Programs |
| Melanie R. Holmes | MacFarland Middle School, Teacher |
| Michael Stevens | Friendship PCS, Director of Social Studies |
| Molly France | Two Rivers PCS, Instructional Guide |
| Molly Sloss | Capitol Hill Montessori School, Teacher |
| Nicolas Ojeda | Duke Ellington School of the Arts, Instructional Coach |
| Rebecca Schouvieller | DC International School PCS, Teacher |
| Reginald L. Williams | Benjamin Banneker Academic High School, Social Studies Teacher |
| Sally Schwartz | Globalize DC, Executive Director |
| Sarah Buscher | Janney Elementary School, Teacher |
| Scott Abbott | DCPS, Office of Teaching and Learning, Director of Social Studies |
| Shelina Warren | Dunbar High School, Teacher |
| Shavonne Gibson (<i>observer</i>) | OSSE, Division of Teaching and Learning, Assistant Superintendent |
| Justin Tooley (<i>observer</i>) | OSSE, Deputy Chief of Staff |



Safe Passage: A Student's Perspective

Safe Passage Student Survey (Washington, DC)

February - April 2020



Stakeholders and Community Partners

Office of the Student Advocate

The Office of the Student Advocate is an independent office, housed in the District of Columbia State Board of Education. Our office developed the Safe Passage Survey, and conducted more than 20 focus groups with DC public and charter school students. The following staff members helped develop and facilitate the survey and focus groups:

- Dan Davis, *Chief Student Advocate*
- Phillip Copeland, *Student Advocate*
- Renatta Landrau, *Program Associate*

Urban Institute

The Urban Institute provided written analysis of the Safe Passage Survey which was used in the creation of this report. Kelia Washington and Megan Gallagher analyzed the Safe Passage Survey and provided a summary to The Office of the Student Advocate.

- Keila Washington, *Research Analyst*
- Megan Gallagher, *Senior Research Associate*

Partner Agencies and Organizations

The following organizations and agencies either organized a focus group, provided a space for focus groups, or distributed the Safe Passage Survey:

- Black Swan Academy
- DC Public Library
- DC State Board of Education, Student Advisory Committee
- Global KIDS
- Mikva, DC
- Office of the Deputy Mayor for Education
- Pathways 2 Power, Thurgood Marshall Academy PCS
- Teaching for Change
- Young Women's Project

Table of Content

3 Overview / Background

4 Survey Results:
By the Numbers

5 Methods

6 What Makes Students Feel
Uncomfortable or in Danger

8 How Students Rate Their Safety
and Why

10 Key Themes from Survey

15 How Students Travel to School

16 Student Level of Safety:
On the Bus, On the Train, and by Walking

19 Summary / Recommendations

20 Appendix

Overview

In 2020, the Office of the Student Advocate (OSA) administered surveys and conducted focus groups with students to better understand their experiences traveling to and from school. OSA collaborated with the Urban Institute to provide analysis of select data from the survey results. More than one-third of students reported feeling uncomfortable or in danger. When asked more specifically about their level of safety, more than half of the respondents reported feeling either uncomfortable, concerned, afraid, or in danger while traveling to-and-from school. This analysis explores what make them feel that way and whether that varies across ward of residence.

Background

The safety of students traveling to-and-from school must be ensured before we can adequately address the academic achievement of all students. Prior to school shutdowns in response to COVID-19, OSA worked to understand more about the issue of student safety and safe passage through data collection from the perspective of students. Over the course of several months early in 2020, OSA administered surveys and conducted focus groups with students. The resulting survey sample included 452 students from 27 different schools. We spoke with 235 students from 15 District of Columbia Public Schools (DCPS) and 217 students from 12 Public Charter Schools (PCS).

Survey data was collected by sending a link directly to students during focus group meetings across the District. Students answered questions on topics including the their perceptions of safety, their neighborhoods, and their routes to and from school. These student responses can be used to mobilize students in addition to informing other stakeholders who are seeking more effective and innovative solutions to ensure student safety that go beyond policing.

The Urban Institute became involved with this effort in June 2020, several months after the DC Office of the Student Advocate collected the data. The Urban Institute provided analytical support to OSA by coding open ended survey items, organizing focus group responses, and mapping survey responses. The results from Urban's analysis are presented in this memo.

Survey Results: By the Numbers



452

Total Students who completed the survey.



15

DC Public Schools

Anacostia HS, Ballou HS, Banneker HS, Cardozo Education Campus, Columbia Heights Education Campus, Duke Ellington School for the Arts, Eastern HS, Hart MS, H.D. Woodson HS, Kramer MS, McKinley Technology HS, Roosevelt HS, Roosevelt STAY HS, School Without Walls, and Wilson HS.



12

Public Charter Schools

Basis, Capital City, DC International, Friendship Collegiate Academy, Idea, Inspired Teaching, KIPP DC College Preparatory, Meridian Middle School, Paul, SEED, Thurgood Marshall Academy, and Washington Leadership Academy.



8

Students surveyed across all 8 wards.

Methods

The survey completed by students used a combination of close-ended and open-ended questions. The close-ended questions provided a baseline when understanding the perspective of the student respondents. The open-ended questions provided context to the responses from close-ended questions.

QUALITATIVE ANALYSIS

We coded two open-ended survey questions. The first asked about what makes students feel uncomfortable or in danger.

Q8: If you ever feel uncomfortable or in danger, could you describe what makes you feel that way?

The second question asked students to provide an example describing why they chose a specific level of safety (safe/uncomfortable/concerned/afraid/in danger).

Q12: Can you give an example describing why you chose the level of safety from the previous question?

The codebook was developed between the Urban Institute and OSA staff. It included themes that the Urban Institute and OSA staff wanted to extract from the data (inductive) as well as themes that were observed in the open-ended responses (deductive). Open-ended responses could be coded multiple times if they reflected more than one theme. The codebook is available in [Appendix Table A1](#).

What Makes Students Feel Uncomfortable or in Danger?

When students were asked if they ever felt uncomfortable or in danger traveling to school, over a third of them chose that they felt that way. About 62 percent of students stated that they did not feel uncomfortable or in danger (Table 1).

TABLE 1

Q7: Do you ever feel uncomfortable or in danger traveling to school?

| Response | Count | Percentage |
|----------|-------|------------|
| Yes | 164 | 36.0% |
| No | 280 | 61.5% |
| Missing | 11 | 2.4% |
| Total | 455 | 100% |

Students who reported feeling uncomfortable or in danger traveling to school were able to describe what made them feel that way. Students reported a variety of sources of discomfort. Their responses were coded into consistent themes for analysis shown on [Table 2](#).

More than 25 percent of students who responded mentioned non-protective people, who are people they encounter that made them feel uncomfortable. Another 12 percent reported that traditional routes, like bus or metro routes, made them feel uncomfortable, and about 10 percent reported that perceived or observed violence made them feel uncomfortable.

What Makes Students Feel Uncomfortable or in Danger?

TABLE 2

Q8: If you ever feel uncomfortable or in danger, could you describe what makes you feel that way? (Where Q7 = Yes)

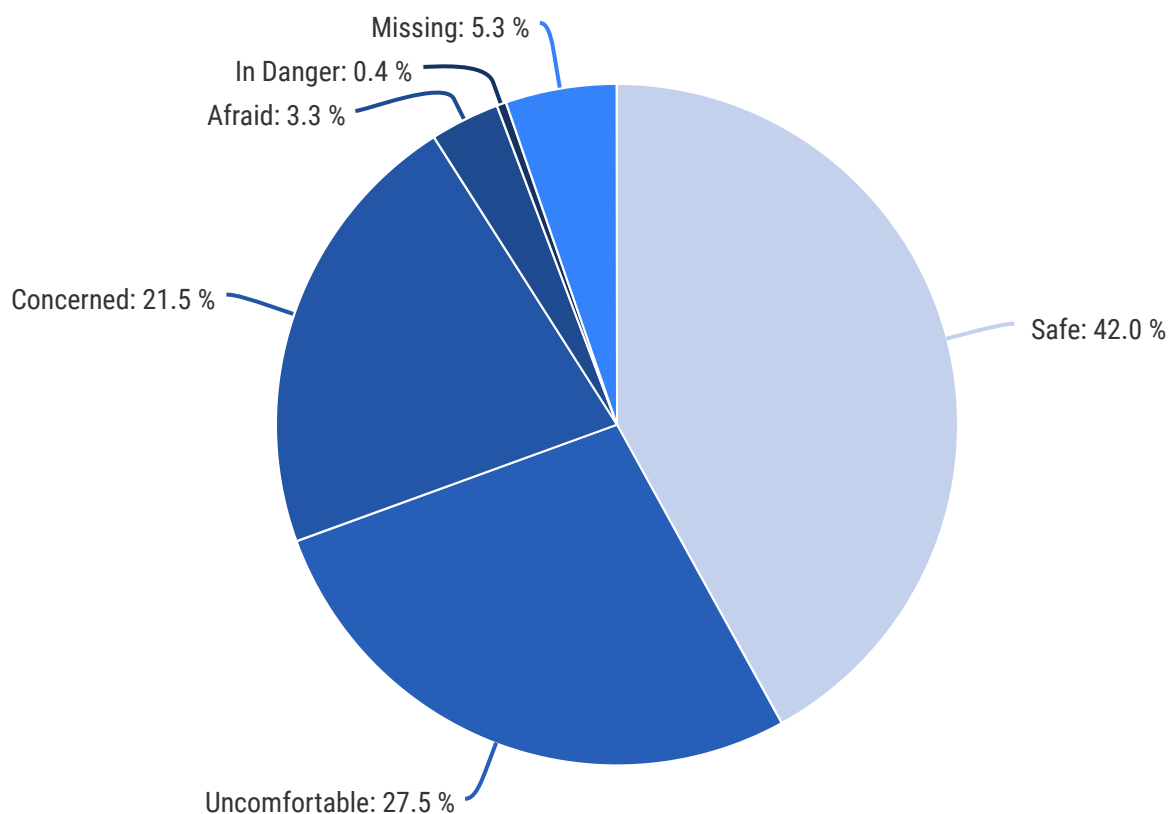
| Code Name | Count | Percentage |
|-------------------------|-------|------------|
| Avoidance | 3 | 1.8% |
| COVID | 4 | 2.4% |
| Darkness | 3 | 1.8% |
| Drugs | 7 | 4.3% |
| Environment | 5 | 3.0% |
| Hypervigilance | 5 | 3.0% |
| Neighborhood / Home | 5 | 3.0% |
| Non-protective People | 45 | 27.4% |
| Protective Factors | 3 | 1.8% |
| Routes - traditional | 19 | 11.6% |
| Routes - nontraditional | 1 | 0.6% |
| Street Harassment | 6 | 3.7% |
| Surveillance | 5 | 3.0% |
| Time – after school | 6 | 3.5% |
| Time – before school | 1 | 0.6% |
| Uncertainty | 2 | 1.2% |
| Violence | 16 | 9.8% |
| Weapons | 8 | 4.9% |

How Students Rate Their Safety and Why

Even though about 62 percent of our respondents reported not feeling uncomfortable or in danger traveling to school in earlier questions, only 42 percent of students reported feeling safe later in the survey (Figure 1).

FIGURE 1

Q10: Using the scale below, how would you rate the level of safety you feel traveling to and from school?



**A breakdown of students' safety levels by ward can be found in [Appendix Figure A1](#).*

Students were asked to provide an example to describe why they felt the way they did. Students reported a variety of examples describing why they did not feel safe, which were coded into consistent themes for analysis highlighted in [Table 3](#).

How Students Rate Their Safety and Why

TABLE 3

Q11: Can you give an example describing why you chose the level of safety from the previous question? (Where Q10 = Uncomfortable, Concerned, Afraid, or In Danger)

| Code Name | Count | Percentage |
|-------------------------|--------------|-------------------|
| Avoidance | 2 | 0.8% |
| COVID | 4 | 1.6% |
| Darkness | 5 | 2.0% |
| Drugs | 8 | 3.1% |
| Environment | 17 | 6.4% |
| Hypervigilance | 22 | 8.2% |
| Neighborhood / Home | 8 | 3.0% |
| Non-protective People | 34 | 12.7% |
| Protective Factors | 8 | 3.0% |
| Routes - traditional | 33 | 12.4% |
| Routes - nontraditional | 1 | 0.4% |
| Street Harassment | 16 | 6.0% |
| Surveillance | 16 | 6.0% |
| Time – after school | 6 | 2.2% |
| Time – before school | 5 | 1.9% |
| Uncertainty | 27 | 10.1% |
| Violence | 27 | 10.1% |
| Weapons | 15 | 5.6% |

The most common themes in the second open-ended question shown in Table 3 were: people who posed a threat to the student's safety (13 percent), transportation routes where the student experienced problems (12 percent), the student's uncertainty about what might happen during travel (10 percent), or examples of fights or other forms of violence (10 percent).

Key Themes from Survey

Looking across both of the open-ended questions from the survey data, the following key themes and illustrative quotes emerged from the analysis:

PEOPLE WHO THREATEN STUDENT SAFETY

Students often mentioned people who they perceived as a threat to their safety. We categorized these responses as Non-Protective People. This theme was often coded with other themes, such as Street Harassment, Drugs, Weapons, and Violence. There were only a few instances where students mentioned their peers as a source of feeling unsafe. In most cases, these non-protective people were adults.

"People in the middle of the street or a group of people in the side of sidewalk."

-Student Residing in Ward 3

"I've been touched inappropriately/ grabbed by people on multiple occasions, especially when I go home later in the evening."

-Student Residing in Ward 7

"Because it's not that I feel unsafe, just very uncomfortable. People make me uncomfortable when I don't know them, and I don't plan to know them. Also, grown men try to flirt with me and that makes me incredibly uncomfortable."

-Student Residing in Ward 7

"I feel uncomfortable because people would come talk to me or stare at me making weird faces and I would move, and they would sometimes follow me."

-Student Residing in Ward 8

Key Themes from Survey

FIGHTS, GUN VIOLENCE, & ROBBERIES

The theme of violence was used to capture different types of violence, including fights, gun violence, and actual or attempted robberies. Some students did mention that they were witness to violence in terms of fights or victims of violence, including robberies. The frequency of gun violence in students' communities was noted by many as the source of feeling unsafe traveling to and from school. However, many of the mentions of violence referenced fights that would occur on their routes to and from school.

FIGHTS

"I chose that level of safety because of being in public spaces with a lot of people when it comes to the train and almost getting robbed and jumped while traveling home."

-Student Residing in Ward 4

"Whenever I am by myself and there is a crowd around me or whenever people start fighting on the bus."

-Student Residing in Ward 5

"Because anyone can come up to the school, my friends have been jumped walking out of school, by other kids."

-Student Residing in Ward 5

"I walk past a rival school that will fight you and I have been on the train were people tried to fight me."

-Student Residing in Ward 5

"When I'm going home I feel comfortable but its uncomfortable when people fighting."

-Student Residing in Ward 7

"There will be fights which is dangerous."

-Student Residing in Ward 7

Key Themes from Survey

GUN VIOLENCE

"I feel this way because there are shooting in my area casually."

-Student Residing in Ward 1

"I'm in the middle' (about feeling uncomfortable) People in the streets, shooting, drug addicts, and the community makes me feel uncomfortable."

-Student Residing in Ward 1

"I think I'm going to get shot every time I am walking."

-Student Residing in Ward 8

"Minnesota Ave has had many shootings and fights. The area around it is also dangerous."

-Student Residing in Ward 8

"There have been cases where someone will pull a gun out, or fights would start. I don't necessarily feel in danger or uncomfortable. But I wouldn't say I'm so safe either."

-Student Residing in Ward 8

ROBBERIES

I chose that level of safety because of being in public spaces with a lot of people when it comes to the train and almost getting robbed and jumped while traveling home.

-Student Residing in Ward 4

Someone tried to rob me in my house ally way. The metro station is full of homeless even asking if I have cigarettes and asking if I want drugs. Weird questions and asking for money constantly.

-Student Residing in Ward 6

"I have been robbed before around my first month traveling to school alone because on my way home, I had to pick up my brothers at Anacostia Station to Douglass Road. Now I don't pick them up anymore, but I still get anxious when I feel like something may happen."

-Student Residing in Ward 8

"The walk passes by two places, one where I got robbed, the other with frequent shooting."

-Student Residing in Ward 8

Key Themes from Survey

HYPERVIGILANCE, SURVEILLANCE, & UNCERTAINTY

The theme hypervigilance was coded inductively, and was used to code responses related to increased or constant awareness of surroundings during travel to and from school. During focus group discussions, students most often said that they felt safe, but always had to be aware of their surroundings. Surveillance and uncertainty then arose in these discussions and as a theme throughout the coding process. Surveillance was used to code mentions of being watched or fear of being watched during travel to and from school. Uncertainty was used to code mentions of unpredictability or a lack of knowing what will happen while traveling to and from school.

There were numerous instances where students mentioned the need to be vigilant as they traveled to and from school. The theme of Hypervigilance was coded in tandem with instances of uncertainty and feeling surveilled. The uncertainty of students' passage to school as well the feeling and reality of being watched could be feeding into their need to be hypervigilant. In some responses, being hypervigilant was expressed as a protective factor in how the student navigated the passage to and from school safely.

HYPERVIGILANCE

"I feel safe but at the same time I have to watch my surrounds because some places aren't safe but I'm not concerned, afraid, or in danger just that I have to pay attention."

-Student Residing in Ward 6

"Sometimes I just feel the need to put my head back as I walk and watch my surroundings."

-Student Residing in Ward 8

"I feel sometimes targeted. I always look back."

-Student Residing in Ward 8

Key Themes from Survey

SURVEILLANCE

"I feel like people are watching me. "

-Student Residing in Ward 1

"I described my safety as uncomfortable because I sometimes feel like someone is watching me."

-Student Residing in Ward 4

"Crossing the street feeling like I'm being watched."

-Student Residing in Ward 6

"Because when groups of people stare at me on the train."

-Student Residing in Ward 6

"I chose this cause sometime I'm safe but sometime that are older creeps while I am walking up the hill looking at me."

-Student Residing in Ward 7

"When I'm traveling to school and back home I feel uncomfortable [because] people will stare at me while I'm walking."

-Student Residing in Ward 8

UNCERTAINTY

"I say concerned because you never know when anything going to happen."

-Student Residing in Ward 7

"Anything can happen. Since I walk, I feel more vulnerable."

-Student Residing in Ward 8

"Im always concerned because anything can happen at any moment."

-Student Residing in Ward 8

"Because you won't never know what's going on because people different every day."

-Student Residing in Ward 8

"I'm always concerned because every day is a new day and you are prescribed with certain situations you have to face."

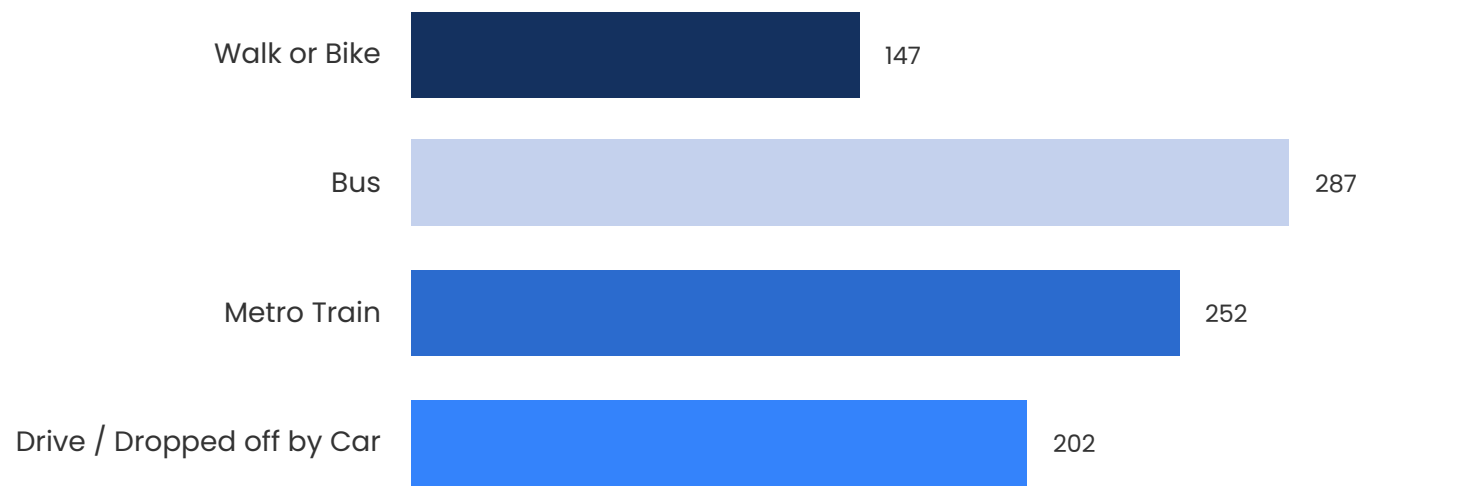
-Student Residing in Ward 8

How Students Travel to School

Students within Washington, DC have many modes of transportation available to them. Many of the respondents used multiple modes of transportation while traveling to school. Almost two-thirds of students reported taking the bus to school every day, followed by more than half of students reported taking the train. Several of the students who get dropped off by car indicated using a ride sharing mobile application. The fewest number of students reported walking to school.

FIGURE 2

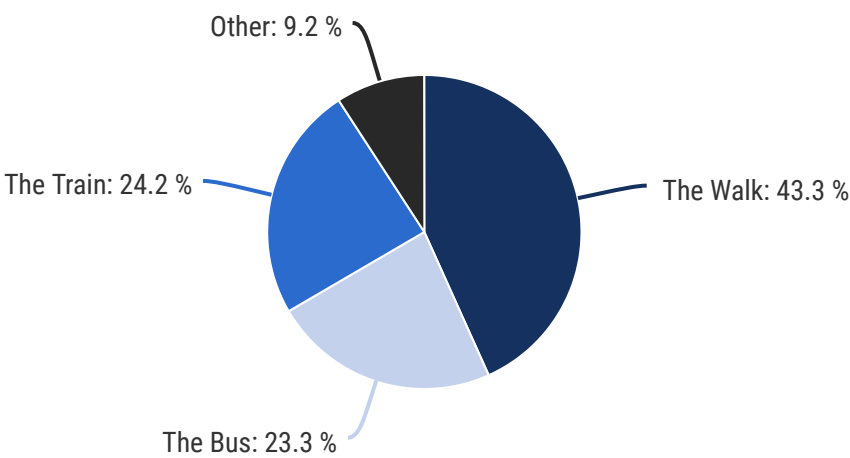
Q4: How do you travel to and from school? Select all options that apply.



Q9: If you ever feel uncomfortable or in danger, which part of your route is unsafe? Select all that apply.

FIGURE 3

Even though 36 percent of students reported feeling uncomfortable or in danger for question 7, a majority of student respondents acknowledged feeling unsafe somewhere along their route for question 9. Even though the least amount of students surveyed reported walking to school, **Figure 3** also highlights that students felt uncomfortable or in danger while walking the most.

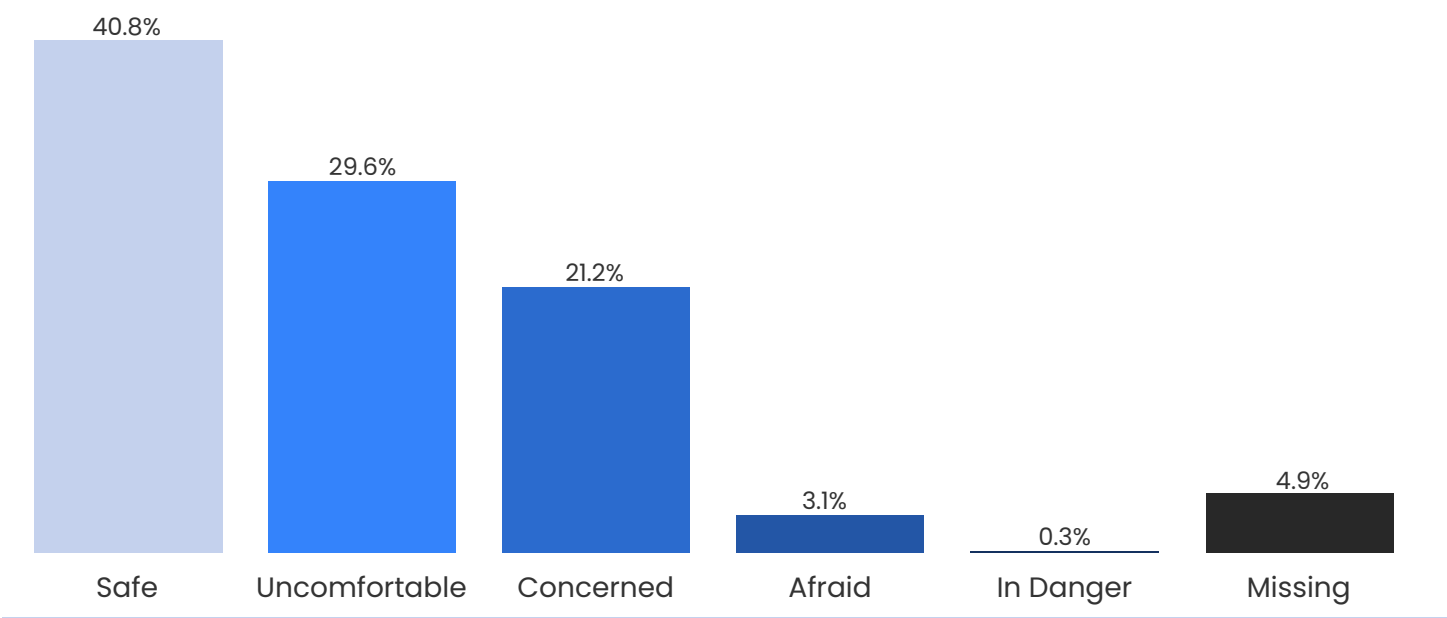


Student Level of Safety on the Bus

About 63 percent of survey respondents ride the bus traveling to school. Even though more than a third of students indicated that they felt safe traveling on the bus, about 54 percent of them reported feeling unsafe. Being unsafe is defined as a student feeling either uncomfortable, concerned, afraid or in danger.

Figure 4 shows the levels of safety indicated by students who ride the bus while traveling to school. This information was pulled from the responses for question 10 based on the students who used the bus.

FIGURE 4



TOP 5 METRO BUS ROUTES

Nearly 75 percent of the students surveyed who take the bus use at least one of the five bus routes shown on **Table 4**.

TABLE 4

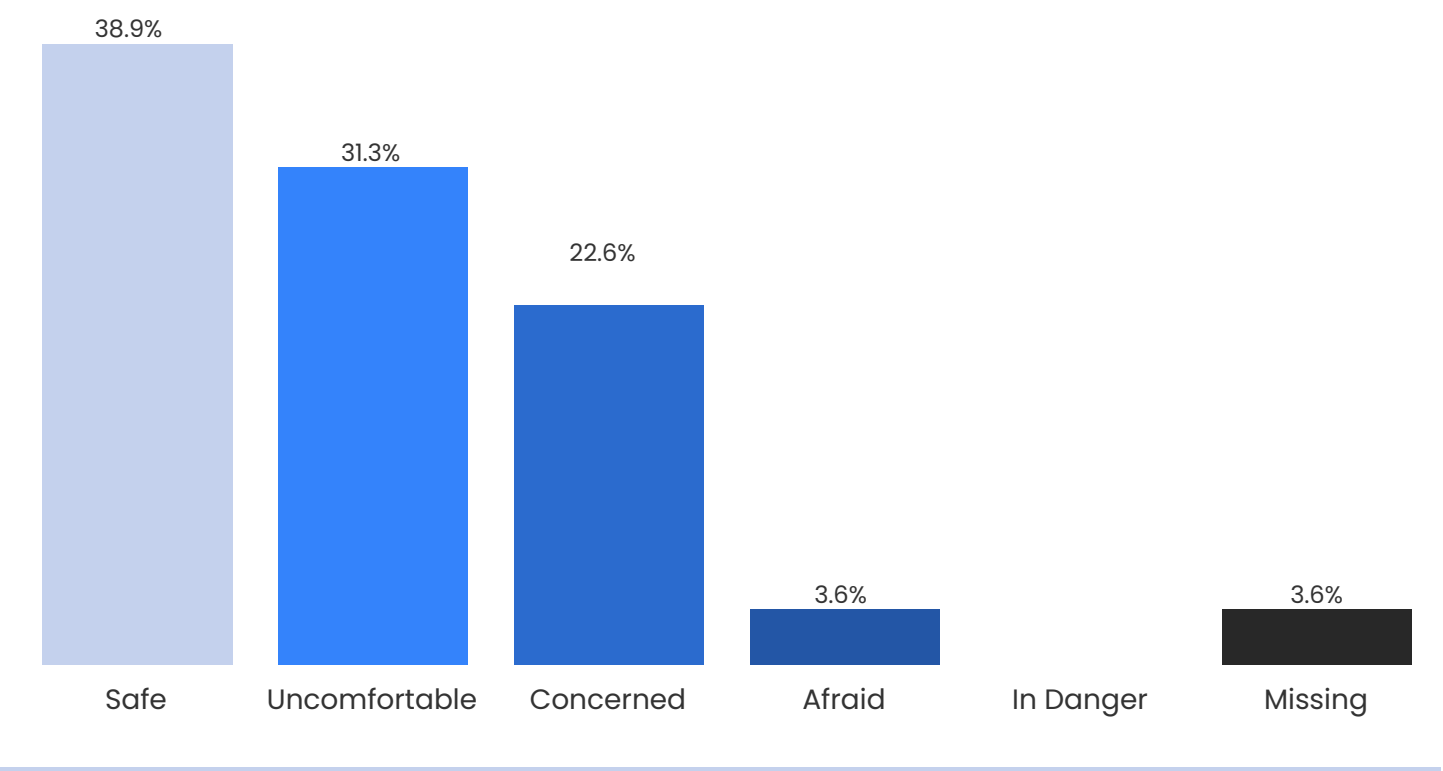
| Route | Count | Percentage |
|-------|-------|------------|
| P6 | 56 | 19.5% |
| W4 | 45 | 15.7% |
| B2 | 43 | 15.0% |
| V2 | 37 | 12.9% |
| A2 | 34 | 11.8% |

Student Level of Safety on the Train

About 56 percent of survey respondents use Metro trains. Many of those students use more than one station. Even though more than a third of students indicated that they felt safe traveling on the train, about 58 percent of them reported feeling unsafe.

Figure 5 shows the levels of safety indicated by students who ride the train when traveling to school. This information was pulled from the responses for question 10 based on the students who used the train.

FIGURE 5



Five Most Frequented Metro Stations

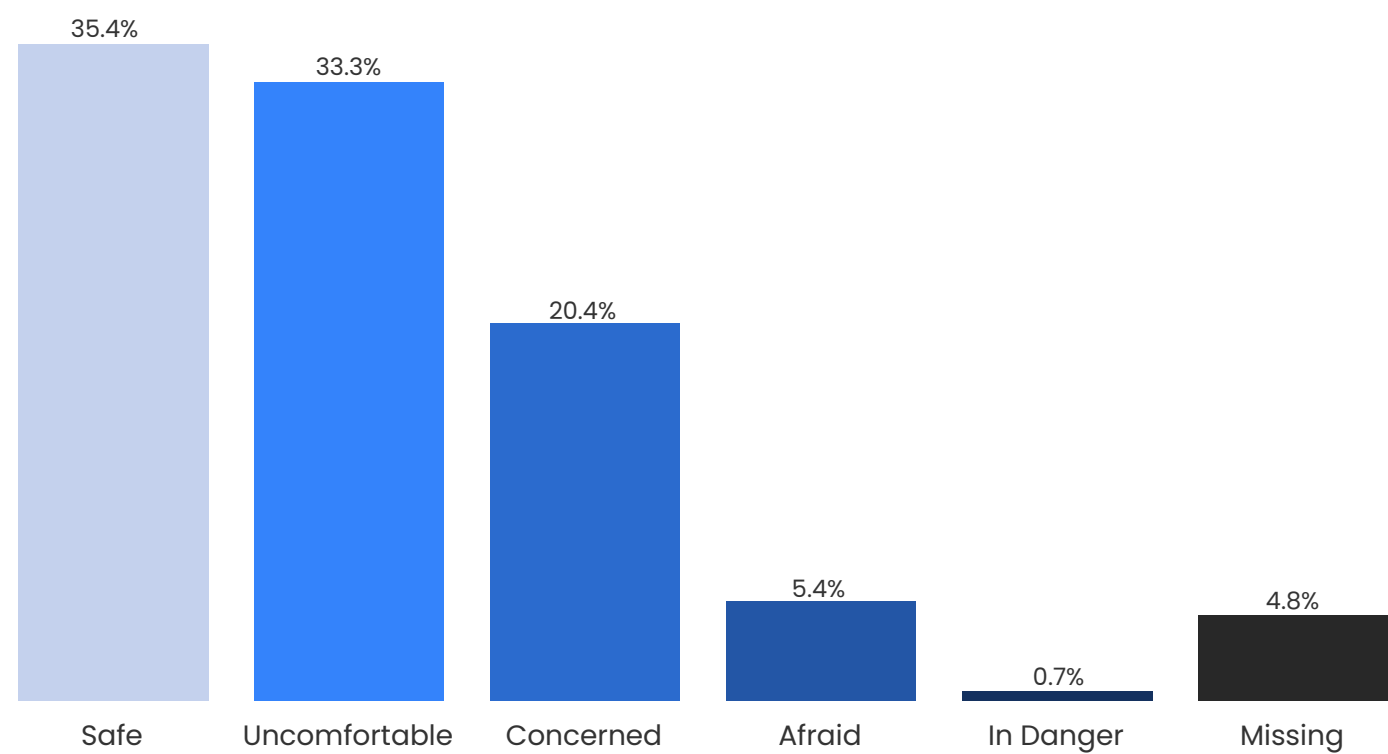
The most commonly mentioned stations for students in the survey are Anacostia (11 percent), NoMa (13 percent), Congress Heights (4 percent), Southern Avenue (3 percent), and Rhode Island Ave (4 percent) metro stations.

Student Level of Safety while Walking

Even though students reported exclusively walking, or riding a bike, to school the least, walking had the lowest safety rating among those students. Nearly 60% of students reported feeling unsafe while walking at any point along their path to school.

Figure 6 shows the levels of safety indicated by students who walk at any point while traveling to school. This information was pulled from the responses for question 10 based on the students who walked.

FIGURE 6



Though students who walked reported the lowest percentage rating of safety across all modes of transportation, more students reported feeling unsafe while taking the bus or train: 88 students reported feeling unsafe while walking, compared to 136 students who took the train, and 156 students who took the bus.

Summary

This report summarizes data from a survey administered by OSA to better understand how safe students feel traveling to and from school. The students' responses highlight common themes as well as some unique experiences. Although only a fraction of DC's school population completed the survey, the responses that were collected elevate concerns regarding safe passage.

Recommendations

The safe passage of our students traveling to and from school is paramount, but we know various instances of harassment and violence jeopardizes the mental, emotional, and physical safety of our children. The following recommendations should be considered when addressing Safe Passage:

- 1. Redefining Safety:** Even though most students reported that they felt safe traveling to and from school, a significant portion of those same students said that they felt either uncomfortable or concerned while traveling to school. A majority of students in the focus groups mentioned they must always be aware of their surroundings. There needs to be an intentional standardization of what safety means at all DC public and charter schools.
- 2. Address Street Harassment:** While conversations regarding safe passage revolve around acts of violence in our communities, an alarming amount of students experience traumatic instances of street harassment. From adults making inappropriate comments towards students, to instances of sexual harassment and assault, too many students worry about these interactions on a daily basis. Community centered solutions to address street harassment should be coordinated within the District.
- 3. Make mental health resources more accessible for students:** In the limited sample of students surveyed, a significant amount have been the victim of harassment, assault, or robbery. Unless the trauma of these events are addressed, closing the achievement gap will be even more difficult. There needs to be a coordinated effort to provide mental health supports to all DC students.

Appendix

TABLE A1

Codebook

| Code | Definition |
|------------------------|--|
| Street Harassment | ▪ Mentions of harassment experienced during travel to and from school. |
| Hypervigilance | ▪ Mentions increased or constant awareness of surroundings during travel to and from school. |
| Avoidance | ▪ Mentions methods of avoiding areas, routes, etc. during travel to and from school. |
| Routes | ▪ Mentions forms of routes of forms of transportation. |
| Time | ▪ Respondent refers to experience traveling time. |
| Violence | ▪ Mentions of forms of violence seen or experienced by respondent. |
| Protective Factors | ▪ Mentions any protective factor or strategy. |
| Surveillance | ▪ Mentions feelings or experiences of being watched/ stared at. |
| COVID | ▪ Mentions coronavirus or related public health issues. |
| Environment | ▪ Mentions environment. |
| Neighborhood / Home | ▪ Mentions neighborhood, community, or home. |
| Non- Protective People | ▪ Mentions people as the source of feeling unsafe. |
| Weapons | ▪ Mentions guns or weapons, |
| Drugs | ▪ Mentions specific drugs or drug use. |
| Darkness | ▪ Mentions darkness or the lack of light. |
| Uncertainty | ▪ Mentions aspects of unpredictability. |

TABLE A2

Respondents by Ward of Residence

| Ward | Percent (number) |
|---------|------------------|
| 1 | 7.3% (33) |
| 2 | 1.8% (8) |
| 3 | 2.65% (12) |
| 4 | 10.2% (46) |
| 5 | 12.3% (57) |
| 6 | 5.7% (26) |
| 7 | 15.0% (68) |
| 8 | 44.6% (202) |
| missing | 0.2% (1) |
| Total | 100% (453) |

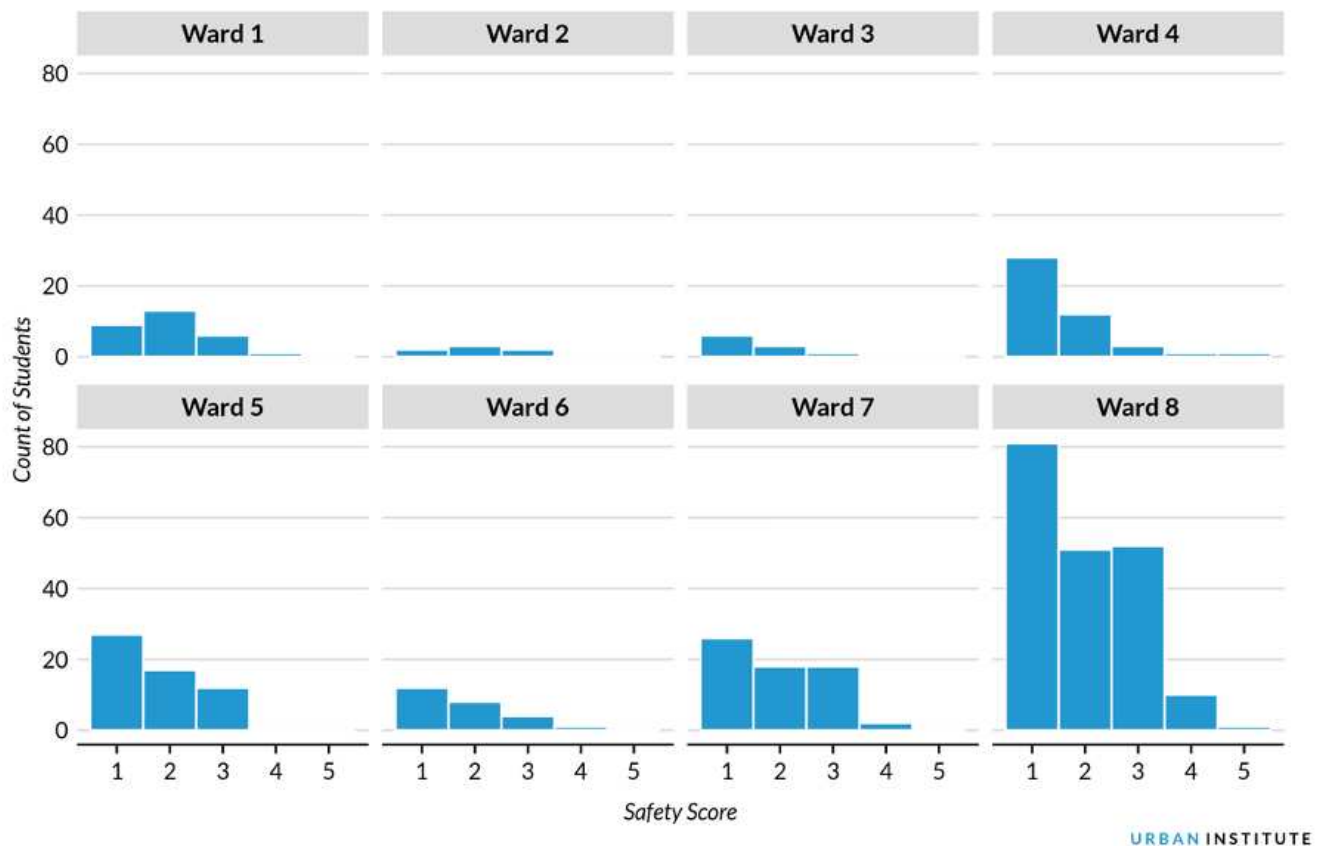
Source: Safe Passage Survey

Appendix

FIGURE A1

Levels of Safety by Ward

Safety Levels by Ward



Source: Safe Passage Survey.

Notes: N = 452 students. 1= Safe, 2= Uncomfortable, 3= Concerned, 4= Afraid, 5= In danger

Contact Us:

For additional information, or for any questions related to the Safe Passage of our students traveling to and from school, please contact us using any form of communication listed below:

Phone: (202)741-4692

Email: student.advocate@dc.gov

Website: <https://studentadvocate.dc.gov>



Follow Us:



@DCAdvocate



@dc.advocate



@dc_advocate

