



February 18, 2022

Phil Mendelson, Chairman  
Council of the District of Columbia  
1350 Pennsylvania Ave NW  
Washington, DC 20004

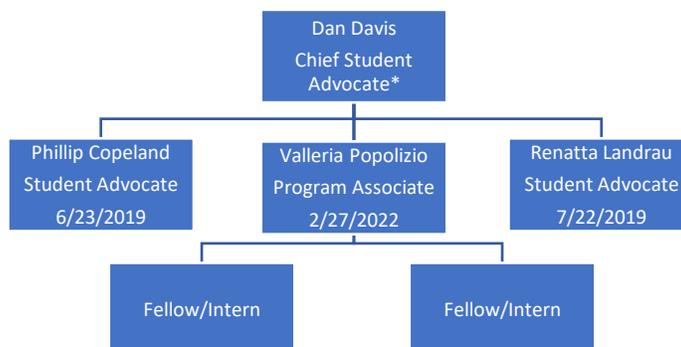
Dear Chairman Mendelson:

Thank you for the opportunity to share with the Committee of the Whole and the Council of the District of Columbia the important work that the Office of the Student Advocate completed this past fiscal year 2021. I look forward to discussing our work with you at the hearing on Wednesday, March 3, 2022. Below you will find responses to the pre-hearing questions.

Regards,

Dan Davis, Chief Student Advocate  
Office of the Student Advocate

1. Please provide, as an attachment to your answers, a current organizational chart for your agency with the number of vacant and filled FTEs marked in each box. Include the names of all senior personnel. Also include the effective date on the chart.



Dan Davis is the senior personnel for Office of the Student Advocate (OSA), and there are no current vacancies.

2. Please provide, as an attachment, a Schedule A for your agency which identifies all employees by title/position, current salary, fringe benefits, and program office as of January 31, 2021. The Schedule A also should indicate all vacant positions in the agency. Please do not include Social Security numbers.

See attached.

3. ~~In table format, provide a list of the board of trustees at each public charter school local education agency (LEA).~~
4. Please list as of January 31, 2022 all employees detailed to or from your agency, if any, anytime this fiscal year (up to the date of your answer). For each employee identified, please provide the name of the agency the employee is detailed to or from, the reason for the detail, the date the detail began, and the employee’s actual or projected date of return.

There are no employees of the Office of the Student Advocate detailed to or from the agency.

5. (a) For fiscal year 2021, please list each employee whose salary was \$125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay.

86202	Chief Student Advocate	Davis, Daniel B	\$131,325
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No employees of the OSA received overtime or bonus pay in FY2021

**(b) For fiscal year 2022, please list each employee whose salary is or was \$125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay as of the date of your response.**

86202	Chief Student Advocate	Davis, Daniel B	\$131,325
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No employees of the OSA received overtime or bonus pay in FY2022

- 6. Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2021. For each, state the employee’s name, position or title, salary, and aggregate overtime pay.**

No employees of the OSA received overtime or bonus pay in FY2021

- 7. For fiscal years 2021 and 2022 (through January 31), please provide a list of employee bonuses or special award pay granted that identifies the employee receiving the bonus or special pay, the amount received, and the reason for the bonus or special pay.**

No employees of the OSA received bonus or special award pay in FY2021 & FY2022.

- 8. For fiscal years 2021 and 2022 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.**

No employees separated from OSA received separation pay in FY2021 & FY2022

- 9. For fiscal years 2020, 2021, and 2022 (through January 31), please state the total number of employees receiving worker’s compensation payments.**

No OSA employees received worker’s compensation in FY2020, FY2021 & FY2022

- 10. Please provide the name of each employee who was or is on administrative leave in fiscal years 2021 and 2022 (through January 31). In addition, for each employee identified, please provide: (1) their position; (2) a brief description of the reason they were placed on leave; (3) the dates they were/are on administrative leave; (4) whether the leave was/is paid or unpaid; and (5) their current status (as of January 31, 2022).**

No OSA employees were placed on administrative leave in FY2021 & FY2022

- 11. For fiscal years 2021 and 2022 (through January 31), please list, in chronological order, all-District transfers to or from the agency. Give the date, amount, and reason for the transfer.**

Ln No.	Fiscal Year	MOU with Agency	Date Executed	Termination Date	Amount of Transfer	Date of Transfer	Reason for Transfer (Purpose)
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1	FY21	SBOE (Buyer) OCTO (Seller)	1/21/2021	9/30/2021	7,271.11	1/27/2021	This MOU covers OCTO's provision of services to SBOE, which include Cloud Services (4020)-\$2,286.11; Dev Ops (2010)-\$4,580.00; and EDM (2012)-\$405.00. (\$4,970.38 was collected by the Seller; Seller returned \$2,300.73 to the Buyer).
2	FY21	SBOE (Buyer) OCTO (Seller)	7/8/2021	9/30/2021	4,400.00	7/13/2021	This MOU covers enhancements requested for SBOE's main website, Student Advocate website and Education Ombudsman website.
3	FY22	OSSE (Buyer) SBOE, OMB/OSA (Seller)	9/14/2021	9/30/2024	325,862.00	12/28/2021	Elementary and Secondary School Emergency Relief Fund - American Rescue Plan Act (ESSER III- ARP) funding for Special Education Assistant in the Office of the Ombudsman for Public Education and Student Advocate in the Office of the Student Advocate.
4	FY22	SBOE (Buyer) OCTO (Seller)	10/1/2021	9/30/2022	9,258.26	10/12/2021	This MOU covers call center, desktop and patch management support that will be performed by OCTOhelps. The support is for 32 employees. (The FY22 IT Assessment is a Citywide Fixed Cost MOU administered centrally by the budget office).
5	FY22	OSSE (Buyer) SBOE, OMB (Seller)	1/3/2022	9/30/2024	1,500,000.00	Not yet transferred	Elementary and Secondary School Emergency Relief Fund - American Rescue Plan Act (ESSER III- ARP) funding for Parent Resource Center in the Office of the Ombudsman for Public Education

- 12. Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2021 and 2022 (through January 31). Include a “bottom line” that explains the revised final budget for your agency. For each reprogramming, list the reprogramming number (if submitted to the Council for approval), the date, the amount, and the rationale.**

OSA did not reprogram any funds in FY2021 and FY2022

- 13. Please list, in chronological order, every reprogramming within your agency during fiscal year 2022 to date. Also, include both known and anticipated intra agency reprogrammings. For each, give the date, amount, and rationale.**

See response to Question 11.

14. For fiscal years 2021 and 2022 (as of January 31), please identify each special purpose revenue fund maintained by, used by, or available for use by your agency. For each fund identified, provide: (1) the revenue source name and code; (2) the source of funding; (3) a description of the programs that generates the funds; (4) the amount of funds generated annually by each source or program; and (5) expenditures of funds, including the purpose of each expenditure. For (4) and (5) provide specific data for fiscal years 2020, 2021, and 2022 (as of January 31) and give starting and ending balances. You may wish to present this information first as a list (for numbers 1-5) and then as separate tables for numbers 4 and 5.

OSA maintains no special purpose revenue funds.

15. Please provide a table showing your agency's Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2020, 2021, and the first quarter of 2022. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2020 and 2021.

FY22					
GAAP Category Title	Council-approved Original Budget	Revised Budget First Quarter of 2022	First Quarter of 2022 Actual Expenditures	Variations Between Fiscal Year Appropriations and Actual Expenditures	Explanation of Variations
PERSONNEL SERVICES	2,053,934.17	2,053,934.17	537,070.48	1,516,863.69	NA
NON-PERSONNEL SERVICES	307,487.22	307,487.22	38,928.01	268,559.21	
<b>Summary</b>	<b>2,361,421.39</b>	<b>2,361,421.39</b>	<b>575,998.49</b>	<b>1,785,422.90</b>	
FY21					
GAAP Category Title	Council-approved Original Budget	Revised Budget	Actual Expenditures	Variations Between Fiscal Year Appropriations and Actual Expenditures	Explanation of Variations

PERSONNEL SERVICES	1,828,875.87	1,768,877.87	1,729,520.80	39,357.07	While SBOE spent 98% of its budget for salaries, there were some NPS funds that were not spent, due to less-than-expected billings from OCTO for phones, and end-of-fiscal-year encumbrances that were not spent.
NON-PERSONNEL SERVICES	358,227.74	358,225.74	280,896.63	77,329.11	
<b>Summary</b>	<b>2,187,103.61</b>	<b>2,127,103.61</b>	<b>2,010,417.43</b>	<b>116,686.18</b>	
<b>FY20</b>					
GAAP Category Title	Council-approved Original Budget	Revised Budget	Actual Expenditures	Variances Between Fiscal Year Appropriations and Actual Expenditures	Explanation of Variances
PERSONNEL SERVICES	1,734,302.23	1,734,302.23	1,615,887.11	118,415.12	SBOE spent \$156,318.63 less than budgeted, due to the COVID-19 Pandemic emergency, and the Mayor's Order on Hiring and Spending Freeze of April 5, 2020.
NON-PERSONNEL SERVICES	425,250.78	273,443.78	235,540.27	37,903.51	
<b>Summary</b>	<b>2,159,553.01</b>	<b>2,007,746.01</b>	<b>1,851,427.38</b>	<b>156,318.63</b>	

- 16. (a) Describe any spending pressures for the Office of the Student Advocate that existed in fiscal year 2021. Include a description of each spending pressure, how it was identified, and how it was remedied. (b) Identify potential areas where spending pressures may exist in fiscal year 2022 for the Office of the Student Advocate. Include a description of the spending pressure and what steps are being taken to minimize the impact on the fiscal year 2022 budget.**

OSA did not face spending pressures in fiscal year 2021, and does anticipate any spending pressures in fiscal year 2022.

- 17. Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2021 and 2022 (through January 31). For each, describe its**

**purpose, indicate the date entered, and provide the actual or anticipated termination date.**

OSA/SBOE/OMB struggled to complete MOUs with the DC Department of Human Resources (DCHR) for several years. Currently, we do not have an MOU for FY2022, nor did we have an executed MOU for FY2020 or FY2021. The numbers noted above are for proposed MOUs sent to DCHR but not executed.

OSA/SBOE/OMB would like to note that expenses requested by the Office of the Chief Technology Officer (OCTO) for services have ballooned in recent years. The agency has been able to absorb those costs in fiscal year 2021, but future fiscal years make this very challenging. For instance, additions to the full-time employee count has pushed the agency into a new bracket for agencies with much higher costs. Often, we do not receive the estimate for services from OCTO until after the State Board has already approved its Need for Appropriations.

- 18. D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the “Form B” for all District agencies (See D.C. Code § 47- 318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2020, 2021, and 2022.**

See attached.

- 19. Please list all pending lawsuits that name your agency as a party. Please identify which cases on the list are lawsuits that potentially expose the city to significant liability in terms of money and/or change in practices. The Committee is not asking for your judgment as to the city’s liability; rather, we are asking about the extent of the claim. For those claims identified, please include an explanation about the issues for each case.**

OSA is not the subject of any pending lawsuits.

- 20. (a) Please list and describe any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed at any time in fiscal years 2021 or 2022 (through January 31).**

- a. There are no investigations, studies, audits or reports that were completed in FY2021 or FY2022 for OSA or any of their employees.

**(b) Please list and describe any ongoing investigations, audits, or reports of your agency or any employee of your agency.**

- b. There are no investigations, studies, audits or reports ongoing for OSA, nor on any of its employees.

**21. How many grievances have been filed by employees or labor unions against agency management? Please list each of them by year for fiscal years 2020, 2021, and 2022 (through January 31). Give a brief description of each grievance, and the outcome as of January 31, 2022. Include on the chronological list any earlier grievance that is still pending in any judicial forum.**

No grievances have been filed by employees or labor unions against OSA management.

**22. (a) Please describe the agency’s procedures for investigating allegations of sexual harassment committed by or against its employees. (b) If different, describe the agency’s procedures for investigating allegations of misconduct. (c) List and describe each allegation received by the agency in FY 2021 and FY 2022 (as of January 31) and the resolution of each as of the date of your answer.**

- a. The agency’s Sexual Harassment Officer (SHO) is John-Paul Hayworth. Employees may file allegations with the SHO or through the Office of Human Rights. Allegations would be investigated immediately and thoroughly by the SHO. The agency has displayed the District’s policy prohibiting sexual harassment in conspicuous locations. The display also includes contact information for the SHO. The agency has also mandated completion of the sexual harassment training modules in PeopleSoft.
- b. The process for allegations of misconduct is the same.
- c. No allegations were received by the agency in FY2021 or FY2022.

~~**23. (a) What is the status of OSA’s development of a model policy for charter LEAs on sexual abuse and misconduct by staff and student-to-student sexual assault and harassment? (b) How many LEAs have revised their policies on these topics in fiscal years 2021 and 2022 (as of January 31)? (c) Provide a list of LEAs that have participated in OSA activities (including conferences, trainings, etc.) on these topics in fiscal years 2021 and 2022 (as of January 31).**~~

**24. Please provide a list of all procurements for goods or services for use by your agency over \$10,000 for fiscal years 2021 and 2022 (through January 31). Give a brief explanation of each, including the name of the contractor, purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.**

Contractor, PO#	Purchase Order	Amount	Purpose
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RESONANT EDUCATION LLC	PO638740	32,000.00	The D.C. State Board of Education (the State Board) seeks a vendor (Research Partner) with experience conducting surveys with educators about educational issues in order to produce a research report related to the experience of the District's current teacher workforce in both traditional public and public charter schools. The survey should raise relevant issues and answer important questions related to virtual learning and returning to school given COVID-19, special education, reading instruction, measuring student learning, teacher support and professional development, and other issues to be determined in consultations between the State Board and the Research Partner. A research report providing quantitative and qualitative information on these issues would help the public and the District government identify key educational priorities, better understand these key issues, and/or help identify effective approaches to addressing key educational concerns.
MULTICULTURAL COMMUNITY SERVIC	PO641260	12,578.16	The D.C. State Board of Education, Office of the Student Advocate (OSA) seeks a vendor to translate three (3) document Guides (Podding 101, Virtual Learning Support, and Navigating Behavioral Health), in dual-column format, into the six Language Access Act languages required by the District of Columbia: Spanish, French, Amharic, Korean, Vietnamese, and Chinese.
OUTFRONT MEDIA INC.	PO648865	15,000.00	The Office of the Ombudsman for Public Education (OMB) is seeking a vendor to execute a marketing plan that includes Interior Bus Cards and Geofencing Advertisements for the purpose of increasing the number of students and families who are aware of OMB programs and services.
THE URBAN INSTITUTE	PO643251	22,000.00	The DC State Board of Education Office of the Student Advocate (OSA) is seeking a contractor to support its ongoing Student Safety and Safe Passage work centered on capture students attitudes and perception on travel to and from school.
THE URBAN LEADERS FELLOWSHIP	PO658249	13,500.00	The DC State Board of Education (SBOE) seeks a contractor to provide qualified individuals, Fellows, who will assist staff in completing project-based tasks that will further the vision, mission and goals of the agency.
UNITED STATES POSTAL SERVICE	PO654540	20,917.44	The DC State Board of Education (SBOE) seeks the services of a qualified vendor to provide postage and mailing services. Funding will be used to mail out an agency services and information postcard to select zip codes and select mail routes within the District of Columbia.

**25. (a) Please describe how your agency manages and limits its mobile, voice, and data costs, including cellular phones and mobile devices.**

- a. The SBOE manages cellular phones and mobile devices for the State Board, OMB and OSA. Costs are monitored monthly through our financial reporting process from the Administrative Support Specialist to the directors of the State Board, OMB and OSA.

**(b) In table format if the answer is more than 20 lines, and as an attachment, please provide the following information for fiscal years 2021 and 2022 (through January 31), regarding your agency's use of cellular phones and mobile devices: (1) individuals (by name and title/position) authorized to carry and use such devices; (2) total annual expense (FY) for each individual's use; and (3) justification for such use (per person). If the list is more than 20 individuals, group the answer by program, giving the total number of FTEs for that program as well as the number of cellular phones and mobile devices.**

Count	Program	CONTACT_NAME	ASSET_TAG	FUNCTION	FY21	FY22 (Q1)	Justification
202316 7593	Phillip Copeland	Student Advocate	OFFICE OF THE STUDENT ADVOCATE	Cellular Phone	544.42	135.90	Central office staff
202368 3052	Renatta Landrau	Student Advocate	OFFICE OF THE STUDENT ADVOCATE	Cellular Phone	544.42	135.90	Central office staff
202710 4932	Dan Davis	Chief Student Advocate	OFFICE OF THE STUDENT ADVOCATE	Cellular Phone	544.42	135.90	Central office staff
202735 7246	Tyra Beamon (Now Valeria Popolizio Torres)	Student Intern	OFFICE OF THE STUDENT ADVOCATE	Cellular Phone	48.43	144.81	Telework
202735 7586	Desmond Rudd (Now Kerrie M Singleton)	Student Intern	OFFICE OF THE STUDENT ADVOCATE	Cellular Phone	48.43	144.81	Telework

**26. (a) Does your agency have or use one or more government vehicle? If so, for fiscal years 2021 and 2022 (through January 31), please list any vehicle the agency owns, leases, or has assigned to it. You may group the vehicles by category (e.g., 15 sedans, 33 pick-up trucks, three transport buses, etc.; (b) Please list all vehicle accidents involving your agency's vehicles for fiscal years 2020, 2021, and 2022 (through January 31). Provide: (1) a brief description of each accident; (2) the type of vehicle involved; (3) the name and title/position of the driver involved; (4) the justification for using such vehicle; and (5) whether there was a finding of fault and, if so, who was determined to be at fault. and (6) what employee discipline resulted, if any**

- a. OSA does not own any vehicles. We do have access to D.C. fleetshare vehicles.
- b. The agency does not maintain vehicles. No accidents were reported in FY2020, 2021, or 2022 by any employees of OSA during official duties or while using DC fleet vehicles.

27. **Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2021 and FY 2022 to date. Briefly describe each and the sanction, if any.**

OSA was not the subject of any lawsuits in FY2021 or FY2022.

28. **Please list all settlements entered into by OSA or by the District on behalf of OSA in fiscal years 2021 or 2022 (through January 31), and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).**

Neither the agency, nor the District on behalf of the agency, entered into any settlements.

29. **(a) D.C. Law prohibits chauffeurs, take-home vehicles, and the use of SUVs (see D.C. Code §§ 50-203 and 50-204). Is your agency in compliance with this law? (b) Please explain all exceptions, if any, and provide the following: (1) type of vehicle (make, model, year); (2) individuals (name/position) authorized to use the vehicle; (3) jurisdictional residence of the individual (e.g., Bowie, MD); and (4) justification for the chauffer or take-home status.**

a. OSA is in full compliance. No exceptions were made to this law within OSA.

30. **In table format, please provide the following information for fiscal years 2021 and 2022 (through January 31) regarding your agency's authorization of employee travel: (1) each trip outside the region on official business or agency expense; (2) individuals (by name and title/position) who traveled outside the region; (3) total expense for each trip (per person, per trip, etc.); (4) what agency or entity paid for the trips; and (5) justification for the travel (per person and trip).**

OSA FY21 official employee travel was canceled in response to the pandemic, OSA FY21 staff travel funds were reprogrammed into other OSA lines in response to the continued staff travel ban. OSA has not authorized any official travel to date in FY22.

31. **Please provide and itemize, as of January 31, 2022, the current number of When Actually Employed (WAE), term, and contract personnel within your agency. If your agency employs WAE or term personnel, please provide, in table format, the name of each employee, position title, the length of his or her term or contract, the date on which he or she first started with your agency, and the date on which his or her current term expires.**

WEA	Program	Staff Name	Role
12/20/21	OSA	Kerrie Singleton	Fellow
8/30/21	OSA	Valeria Popolizio Torres	Fellow

OSA employs part-time, paid fellows to augment the work of the full-time staff. Due to the limited nature of DCHR classification categories, they are generally considered to be When Actually Employed personnel. We hire between two to three fellows at any given time. Fellows are paid by the hour. In FY21, we increased the rate of pay to \$17/hr.

**32. What efforts has your agency made in the past year to increase transparency? Explain.**

OSA is committed to being transparent as an office. We produce annual reports each year highlighting the data collected from programmatic activities. This information is shared in its entirety to the SBOE and publicly on our website. Our annual report is widely accessible for parents, teachers, students, school leaders and education stakeholders. Our annual report production is a not only a statutory requirement but a valued duty from this office to share our knowledge with families. In addition to posting our annual report online, copies of all public testimonies before Council, SBOE or any other formal bodies is posted as well. We make sure workshops, trainings, and community presentations facilitated by OSA are posted online with associated handouts. We are working to making sure language is not a barrier in accessing information about our office and continue to update our website with material in non-English languages.

OSA recently redesigned our website to make it more accessible and appealing to students and families, our layout restructuring was intentional to accommodate families that are only able to access the site via a mobile device. The addition of Google Translate will ensure that non-English speaking visitors to the website can access information. We also added a seamless application to our site that will allow families to submit Request for Assistance via the site.

**33. What efforts will your agency be making to increase transparency? Explain.**

OSA seeks to increase accessibility to the information and guidance we produce on public education in the District. Our office hopes to make the data we collect more informative to families and stakeholders. OSA plans to continue our current efforts to publicize our reports, trainings, and guides. OSA for SY 2021-22 gained access to a Quickbase platform that will support managing the data we collect from families about school challenges. We plan to use that data to produce more resources with clearer linkages between trending student and families experiences and potential policy solutions.

As we return from Covid restrictions we will maintain efforts to create accessible and mobile friendly resources and supports that are functional for all families. Our plans to connect more families to the resources and services we provide must reflect a duality that allows for both virtual and in person engagements. Since the pandemic, we have moved forward with efforts to facilitate engagement virtually through host platforms such as Zoom, Webex, and Microsoft Teams as well as through our increased social media presence. Recognizing the digital divide that exists in DC, it is important to have this information available for families in non-digital formats as well; therefore, we still distribute our physical resources to family facing organizations and agencies we partner with.

**34. Please identify any legislative requirements that your agency lacks sufficient resources to properly implement. Explain.**

Although the office will be able to fulfill its mission, our FY21 budget does not provide funding to support all the statutory mandates.

The FY21 budget does not include funding to establish several public education resources centers (PERCs), as noted in the statute. Currently, our office serves as one PERC, but it is not easily

accessible. In addition to our office, we have developed an online Education & Community Resource Guide to support the needs of families and community stakeholders. This online guide is comprehensive, but our office does not have enough funding to fully promote, scale, and operationalize the guide to its fullest potential for families and stakeholders. We rely on our trainings throughout the city to provide advice to students and families on all matters regarding public education, filling the void of centralized neighborhood based public education resource centers.

Additionally, the FY21 budget did not provide funding for the office to support and serve as an advocate for all students and families seeking in-person, one-on-one support during educational conferences and proceedings with individual schools or LEAs. Our capacity was limited to 3 FTEs and 2 part time fellows. FY22 we were budgeted to expand capacity and now are a team of 4 FTEs and 2 part time fellows.

The FY21 budget allowed us to continue our current work, which entails the following: operating a public education hotline to answer questions and provide information regarding relevant public education resources; continue our outreach efforts for students, parents, and guardians regarding public education in DC through workshops, trainings, school visits; continue supporting student/family centered solutions to obstacles affecting a student's ability to receive a quality public education in the District.

**35. Please identify any statutory or regulatory impediments to your agency's operations.**

OSA does not face any statutory barriers to completing our mission of supporting students and families navigating the public education services in the District.

**36. Did your agency receive any FOIA requests in fiscal year 2021? If yes, did the agency file a report of FOIA disclosure activities with the Secretary of the District of Columbia? If available, please provide a copy of that report as an attachment. Also state here the total cost incurred by your agency for each fiscal year 2020, 2021, and 2022 (as of January 31) related to FOIA.**

No, OSA received zero FOIA request.

**37. (a) What are OSA's key performance indicators? What has been OSA's performance (for each of these) in fiscal year (or calendar year) 2020, 2021, and 2022 (through the first quarter).**

**(b) What KPIs have been dropped (or changed) since 2020? List each specifically and explain why it was dropped or changed.**

- A. The State Board, OMB, and OSA do not participate in the Mayor's key performance indicators program. as the independence of our agency can make it difficult to align our mission and goals with that of the Mayor.
- B. OSA does have several statutory obligations that are highlighted in responses to Question 38 and 39.

**38. What are your top five priorities for the agency? Please provide a detailed explanation for how the agency expects to achieve or work toward these priorities in fiscal years 2021 and 2022.**

**FY2021 Performance Plan & Targeted Outcomes**

For FY21, the Office of the Student Advocate performance plan directed efforts to programmatic work that centered on the needs of students and families, returning to learning environments that either were virtual or in-person. Our FY21 priorities:

***#1: Increase Office Awareness and Visibility/Outreach***

Goal: Continue to build on current community engagement strategies and expand partnerships/collaborations to establish citywide office awareness. This engagement includes but is not limited to:

- Continuing to engage and partner with a variety of stakeholders across all eight wards, such as:
  - o State Board of Education,
  - o DCPS's Office of Communications and Engagement, Office of Integrity, Student Support Division and other relevant divisions within DCPS,
  - o Public Charter School Board,
  - o Schools and school leaders,
  - o Student organizations,
  - o Parent organizations,
  - o Civic groups and organizations (eg. ward education councils, etc.)
  - o Service providers and community-based organizations (eg. family collaboratives, etc.)
  - o Parents, students, and community members, and,
  - o Governmental agencies and offices (eg. any relevant agency or office that services families – traditional and non-traditional);
- Expand the way we engage students and families via social media platforms;
- Continuing to create and distribute materials across the District;
- Presenting and serving on panels, committees, advocacy coalitions, and working groups;
- Communicating the trends that we see in our work through reporting and communications;
- Sharing the data from our office on a more regular basis;
- Increasing communication efforts to non-English speaking communities and translate resource materials into those languages;
- Utilizing our existing partnerships with community-based organizations and service providers to increase communication and services to District at-risk students and families (eg. non-English speaking communities, homeless families, child welfare, and justice involved populations).

***#2: Increase Student Engagement and Advocacy***

Goal: Work collaboratively with relevant stakeholders to improve the capacity of students to navigate DC's educational landscape by equipping them to advocate for themselves. We will do so by:

- Working collaboratively with trusted stakeholders to develop access points for public school students to contribute during the initial stages of the policy making process (eg. Student Advisory Committee, focus groups, surveys).
- Increasing access for students using our RFA process by making it more youth friendly.

- Working with relevant stakeholders to support on-going student engagement efforts / student leadership organizations.
- Including student leaders as facilitators and thought partners to the programming our office provides.
- Providing support to student groups doing advocacy work that is aligned with the programming our office provides (i.e. safe passage and student safety, transportation, etc.).
- Host annual Student Advocacy summit for students that focuses on student leadership and self-advocacy skill building

### ***#3: Parent Leadership and Advocacy***

Goal: Improve the capacity of parents, guardians, and families to navigate the educational landscape and processes so that they are well-equipped to advocate for their families' interests. We will do so by:

- Helping parents and guardians develop an understanding of issues related to DC's public education structure, governance framework, and budgetary processes.
- Increasing access for public school parents and guardians to contribute during the developmental stages of policy making.
- Improving access to families of non-English speaking populations; offer materials online, and in printed form, in multiple languages outlining the services of our office.
- Creating informational material for parents and guardians on areas related to distant learning, behavioral health, special education, student discipline, student enrollment/school selection, and effective communication.
- Connecting families to additional resources provided by our partners in the community.
- Continuing to ensure that our office's web presence is user-friendly and interactive for students and families.
- Expanding our resource distribution efforts through various social media campaigns.
- Providing resources regarding parental and student rights and responsibilities for available educational services and supports.
- Deepening and scaling our partnerships with other parent and family service organizations and government agencies to meet the needs of families.

### ***#4: Collaborate and Expand Service Capacity***

Goal: Build relationships with education stakeholders, community-based organizations (CBO), civic organizations, and community professionals to establish a more coordinated approach in serving underserved, underrepresented, and vulnerable populations. We will achieve this by:

- Expanding our outreach to District government agencies while maintaining our existing partnerships and collaborations.
- Continuing to work closely with CBO service providers, Local Educational Agencies (LEA), and District Agencies through partnerships that provide student and parent facing trainings on systemic trends highlighted through their work and to be responsive to student and parental advocacy needs highlighted through our individual and collective work.
- Engaging in conversations with community members, CBOs, and non-profit organizations regarding opportunities for collaboration.
- Continuing to develop avenues for public education stakeholders to share best practices for supporting underserved, underrepresented, and vulnerable student populations, their families.
- Expanding collaborative relationships with schools, service providers and community-based organizations that work with the District's at-risk students and their families.

- Expanding collaborative relationships with schools, service providers and community-based organizations that work with the District’s non-native English-speaking communities, students, and their families in an effort to provide more supports, resources, and trainings.

***#5: Improve Educational Outcomes by Effecting Systemic Change***

**Goal:** The Office of the Student Advocate is committed to identifying and recommending strategies to improve educational outcomes for all students. We want to increase all students’ and families’ ability to achieve equal access to a quality public education. We will achieve this by:

- Building relationships and working collaboratively with students, parents, families, government agencies, CBOs, and all education stakeholders to identify systemic barriers that impact educational outcomes for students.
- Engaging in relevant conversations focused in education policy, such as testifying before DC Council, making recommendations to the State Board of Education, and participating on task forces and committees (eg. Student Safety and Safe Passage Working Group; Every Day Counts! Truancy Task Force; Every Student Every Day Coalition).
- Providing annual reports that identified trends for educational stakeholders that can contribute in ongoing conversations related to systemic change.
- Meeting quarterly with DCPS leadership to share our office’s data, highlighting trends we are seeing in order to foster a closer working relationship and to find ways to work collaboratively to support their efforts (eg.. equity framework, special education, and student/family grievance process).
- Sharing with individual schools and LEAs the data and trends from our office on a monthly and quarterly basis. This effort will support their understanding of individual school level trends we see notice in addition to citywide level trends.
- Providing guidance and support to individual schools and LEAs on the implementation of new and existing citywide policies and procedures – specifically in the areas of special education, student discipline, and attendance.
- Continuing to annually collect and review individual LEA student handbooks and conduct an analysis of their policies. We will continue to share our findings with those LEAs and work with them to support the development and implementation of student and family centered policies and procedures that remove barriers to the access of equitable resources and services.
- Expand collaborative relationships with service providers and CBOs that work with the District’s at-risk students (homeless and justice involved) and their families.
- Expand collaborative relationships with service providers and CBOs that work with the District’s non-native English-speaking communities, students, and their families in an effort to provide more supports, resources, and trainings.

**39. What were the major accomplishments of the Office of the Student Advocate in FY21 and in FY22 (as of January 31)?**

**Request for Assistance Line:**

We continue to operate our Request for Assistance (RFA) line live, Monday through Friday from 9 am to 5 pm. To date, in quarters 1 and 2 of SY2021 – 22, our office has been able to directly serve more than 343 families through our RFA line. We received a total of 423 unduplicated calls this year so far, with 80 calls being made outside of our operating hours. We are on pace to exceed last years’ RFA totals, where we received 507 total unduplicated requests for SY2020-21.

**Hybrid Outreach Methods:**

As we continue to adapt to this pandemic, our office utilized a hybrid approach to uplift our outreach efforts. As we continue to host meetings with families utilizing virtual platforms, we re-started our in-person engagement following the safety guidance outlined by the Center for Disease Control (CDC). In SY2020-21, we engaged with over 1,500 stakeholders beyond our RFA line. So far in SY2021-22, we already engaged with nearly 1,100 students, families, and educational stakeholders at more than 25 events, person-to-person meetings and trainings. About 35% of those meetings were in-person, unfortunately the emergence of the Omicron variant forced us to pause our in-person engagement efforts.

**Expanded Virtual Engagement:**

As we continue to make information and resources more accessible for all families, we continued to leverage virtual platforms to bolster our engagement efforts. In SY20-21, our office virtually engaged with more than 3,200 students, families, and stakeholders utilizing our webpages and social media platforms. As of January 31<sup>st</sup> 2022, more than 2,500 unique users were able to access our online information & advocacy tools/resources. More than 1,300 of those unique users accessed our online information & advocacy tools/resources online utilizing our webpages, and more than 1,400 users interacted with information we distributed on social media platforms (e.g. Twitter, Instagram, and Facebook).

We adapted our social media outreach based on the calls we received through our RFA line. As we noticed certain trends emerge through the year, we adapted materials we created to distribute on social media. We also hosted a web-series titled “15 with the team” that allowed families to learn about various educational topics weekly directly from us. We noticed that the weeks when our social media engagements were high, the volume of calls to our RFA line were also high. While our RFA line drive what we post online, it seems that our social media presence has helped the volume of calls we have seen this school year so far.

**Supporting increased access to School Based Behavioral Health:**

Our office has recognized the need for additional conversations, guidance, and awareness on topics regarding the mental and behavioral health of our students. In our work with students and families, we have found that many are unaware of how to locate quality behavioral health care resources or clarity regarding the process of accessing clinical mental health care.

Our office has continued to collaborate with the DC Department of Behavioral Health and OSSE to elevate student and family voice in the expansion process of student behavioral health services in schools. In doing this we joined the Family and Youth Committee of the Coordinating Council on School Behavioral Health. We spearheaded the effort to identify, recruit, and train a Youth Co-chair to lead the Family and Youth Subcommittee. By the end of SY 2020-21 we were able to fully onboard a DC student into this position who is continuing to serve in that role for SY 2021-22. The addition of a student to that Council underscores the District’s commitment to incorporating student

voice throughout the process of the expansion and work to bridge the gap between the target consumers (students) and effective behavioral health services.

**Navigating Behavioral Health Toolkit:**

Prior to the pandemic, many challenges existed in accessing the available mental health services throughout the District. In talking with families, parents, and students in our work, many of these challenges existed because families were unsure of which services are available and how to access these services both within the school building and outside. Additionally, our partners often shared that families continuously voiced the need for a simple way to know what is available and how to get help before or during a crisis. In response, our team created the Navigating Behavioral Health Toolkit. We worked with the Department of Behavioral Health, The Milken Institute School of Public Health, DC Public Schools, community-based organizations, and families to gather input on areas that would be helpful for families and students to break down the system. The purpose of this toolkit is to provide Washington, DC families, teachers, and students with foundational information regarding behavioral health and provide a starting point to use in seeking care and resources in the national capital area.

**International Transgender Day of Visibility:**

In honor of International Transgender Day of Visibility, we joined with the DC State Board of Education and the Office of the Ombudsman for Public Education to celebrate the accomplishments of transgender and gender nonconforming students while raising awareness of the work that still needs to be done to achieve trans justice particularly in our school system. Throughout the week OSA launched several efforts to create awareness, initiate conversation, and bring youth and advocate voices to the forefront. We shared resources and information in partnership with local organizations that serve DC's transgender and gender nonconforming youth populations including safe spaces for support and crisis intervention, books and literature, mental health resources, and how to get involved. We will continue the work of providing resources to help make every school space supportive and nurturing to all students.

**World Mental Health Day:**

World Mental Health Day is an international day of awareness for global mental health education and advocacy against social stigma. Our office used this day of awareness to lead a multi-day campaign of initiatives to encourage communities and schools to promote wellness and behavioral health practices both inside and outside of the school building. We created a Mental Health Bingo Game on our social media where participants were encouraged to be their own mental health advocate and engage in small, simple steps to focus on their own mental health. Additionally, our student interns helped to lead a conversation on our social media platforms with Mikva Challenge DC that discussed the importance of mental health support access for all students and erasing the stigmas in our communities and schools around mental health care. Finally, we released mini videos on our social media networks with tips for students to focus on their mental health during distance learning, and steps for students to take advantage of their school's available mental health resources. These resources can be found on our Instagram and Facebook pages.

**Safe Passage:**

The Safe passage of our students traveling to-and-from school is paramount. As we welcomed students back to in-person learning this school year, incidents of community violence surrounding our schools and communities continued to escalate. In FY21, we released the Safe Passage, a Student's Perspective report highlighting the lived experiences of students traveling to school. Using student perspectives to influence policy and shape initiatives is a principle that navigates our work. Students noted their challenges with maintaining safety during their travel to and from school and described the barriers that they must overcome to get to and from home safely. The report is attached. This SY 2021-22 we are engaging students about their school travel and asked them to focus on their modes of transportation and how they navigate that space since returning to school. Our last discussions surrounding Safe Passage focused on students particularly high school students, this year, we are looking to expand efforts to include feedback from younger students and their families.

**Dyslexia Guide:**

Our Office collaborated with parent and community leaders from Decoding Dyslexia DC to develop a DC centric Dyslexia Guidebook. This handbook was created to inform families and educational stakeholders about dyslexia. This toolkit includes need-to-know information regarding dyslexia including important terminology, signs and symptoms to look for, common myths, a guide of questions to ask school staff members, as well as important local and national resources for families with children diagnosed with dyslexia. This online resource provides families and stakeholders with pertinent information that will help guide them through the initial phase of navigating the current dyslexia supports. This resource can be found in the Information & Advocacy Resources and Tools section of our website: <https://studentadvocate.dc.gov/page/advocacy>

**Virtual Learning Support:**

We heard from families as they searched for resources on how to make learning from home more manageable. We produced a Virtual Learning Support Guide and a companion workshop. These resources highlighted strategies and templates that can be used to make virtual learning more manageable for any family. The workshop and guide covered four main areas for successful virtual learning:

- 1) Creating a consistent schedule;
- 2) Creating clear expectations;
- 3) Creating a learning space;
- 4) Communicating with your school.

We also produced an additional distance learning support guide to assist small groups of families or CBOs who were interested in creating safe learning spaces for multiple children referred to as learning pods. We developed the "Podding 101: Building a Safe Learning Pod" to help families understand the value of creating a learning pods

while offering strategies following CDC guidance on creating your own learning pod. This resource offers the following guidance:

- How to establish your group;
- Communicating with schools;
- Creating a schedule;
- Creating a learning space;
- Health and safety guidance;
- Available food resources.

The virtual learning and podding 101 resource guides were developed to ensure that all families are able to follow each step without additional expense or space. Both resources can be accessed in the Information & Advocacy Resources and Tools section of our website: <https://studentadvocate.dc.gov/page/advocacy>

**40. Identify any legislative, statutory, or regulatory requirements that the Office of the Student Advocate lacks sufficient resources to properly implement. Please note any operational or logistical barriers to your office's operations.**

The statutory limitations we face as an Office are reflections of capacity constraints. We are unable to operate additional Parent Education Resource Centers (PERCs) as legislated due to a lack of staffing capacity and funding. The operation of the current PERC, our office located in the Marion Berry Building, has a staff of four FTEs and two fellows. A similar staffing level and commitment of space would need to be replicated to open additional PERCs.

While we have been able to participate in meetings in-person prior to COVID-19, and virtually in every ward during FY21 and FY22, the shift to virtual meetings across the District has forced our office to make priorities on which community meetings we can be present to participate. We are not able to cover all of the meetings, workshops, and conversations about schools occurring virtually. Unfortunately, this means we miss opportunities to hear from and engage with more families and stakeholders. In lieu of increase staffing, we make effort to prioritize connecting with communities who are not traditionally able to access conversations on teaching and learning. We also ensure the distribution of our materials to public libraries, homeless shelters, family success centers, government agencies, schools, and various CBOs in order to increase access to information we produce for students and families.

As required by our legislative mandates, our office operates a public education hotline, or the Request for Assistance (RFA) line. The RFA line supports our ability to work directly with students, parents, families, and community members to answer any public education related questions and inquiries. We consider our RFA line to be a "311 system" for public education related issues through which we provide relevant resources, information, and appropriate agency or organization referrals to meet the specific needs of the caller. In addition to resources and referrals, the RFA line allows our office to provide one-on-one coaching to families on a variety of public education issues.



As of January 31<sup>st</sup>, 2022 our office has been able to directly serve 343 families through our RFA line which is more than 100 additional requests that we received this time last year. We received a total of over 420 calls this year, with 80 calls being made outside of our operating hours. When callers reach our office voicemail during non-operating hours, the bilingual (English and Spanish) voicemail message shares our website resources (accessible 24 hours a day, 7 days a week) and provides our email address. The number of calls made to our RFA line outside of our operating hours shows the continuous needs families have regarding public education.

As we continue to serve more families each year, our staff continues to be stretched thin. Even with the addition of an FTE for FY22, we anticipate the volume of calls received will continue to increase with a higher demand for assistance needed among DC families. Though the addition of an FTE has been beneficial to our work, more personnel will help us get closer to meeting the needs of our 90,000+ public school students.

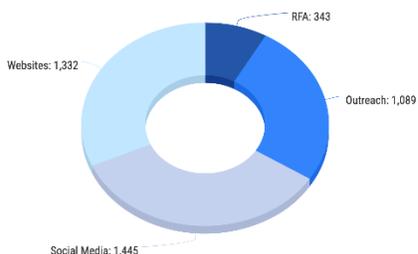
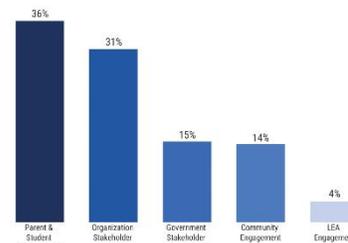
**41. Does the Chief Student Advocate have the resources necessary to execute their duties? If not, describe the areas in which resources are lacking.**

The Chief Student Advocate will be able to fulfill his mission, although fiscally restrained from executing all the statutory duties. As mentioned, we lack funding to expand and establish several public education resources centers (PERCs), nor do we have the capacity to support and serve as an advocate for all families seeking one-on-one support during educational conferences and proceedings with schools.

However, there are opportunities for the office to gain some efficiencies with staff time that could be redirected to serving more families. Currently we direct a substantial amount of staff time on data entry and processing because we do not have access to a customer relationship management (CRM) data platform that fully integrates our communication efforts. When we make/receive calls or communication with families and schools we must manually enter those touchpoints. The data we collect from families must be manually cleaned (reviewed for errors or omissions) before sharing (scrub all identifying info due to confidentiality) and aggregate data via excel. With the appropriate resource we could utilize one of several online secure CRM data tools that collects and process data, returning staff time to serve more students and families.

**42. Describe the Office of the Student Advocate's stakeholder engagement and outreach efforts for FY21 and in FY22 as of January 31.**

Our office engaged with more than 3,300 individuals for a third-year straight year for SY2020-21. Approximately 54 percent of our outreach efforts involved engaging communities, students, their families, and individual schools. Our shift in engagement focus resulted in a 12 percent increase in Parent & Student Engagement. This increase can be attributed to our collaborations with various CBOs, which is why we saw a 17 percent increase in Organization Stakeholder Engagement.



To date SY2021-22, we already engaged with nearly 1,100 students, families, and educational stakeholders through our traditional outreach events, including person-to-person meetings, trainings, and workshops. About 35% of those meetings were in-person, unfortunately the emergence of the Omicron variant forced us to pause our in-person engagement efforts.

As we continue to make information and resources more accessible for all families, we continued to leverage virtual platforms to bolster our engagement efforts. As of January 31<sup>st</sup>, 2022, more than 2,500 unique users were able to access our online information & advocacy tools/resources. More than 1,300 of those unique users accessed our online information & advocacy tools/resources utilizing our webpages, and more than 1,400 users interacted with information we distributed on social media platforms (e.g. Twitter, Instagram, and Facebook).

We adapted our social media outreach based on the calls we received through our RFA line. As we noticed certain trends emerge throughout the year, we adapted materials to distribute on social media. We also hosted a web-series titled “15 with the team” that allowed families to learn about various educational topics weekly directly from us. We also noticed that the weeks where our social media engagements were high, the volume of calls to our RFA line also were the high. While our RFA line drives what we post online, it seems that our social media presence has helped the volume of calls we have seen this school year so far.

We strive to create and sustain partnerships with agencies and organizations that allow us to work collaboratively and more effectively as we meet the needs of our families. This balance of our work reinforces our ability to serve as liaisons between all stakeholders. Our intention and focus on face-to-face contact, relationship building ensures that access to our office and partners is connected to accountability.

Every school year we work to deepen our outreach and partnerships to address the specific needs and concerns of families and community members. We built connections in communities served by Family Success Centers, CBOs that engaged with English language learning families, parent groups for students with disabilities and service providers for homeless families. We developed relationships with DCPS and PCS school

leadership and staff to develop our resources like our virtual learning support guides. In FY21 we also partnered with several student serving and student led organizations. A full list of our partners can be located on page 40 of our 2021 Annual Report, which is attached.

While we have worked continuously to expand our outreach and engagement efforts since our conception, we recognized that our Spanish and Amharic speaking families are underrepresented in our data. In response, we began growing our relationship with both the Mayor's Office of Latino Affairs and Mayor's Office of African Affairs. This partnership has allowed us to gain new insights on engagement strategies, receive feedback on informational resources, cross-check translations, and disseminate resources to more families and students. We also connected with CBOs and service providers that are trusted in non-English speaking communities.

OSA has participated in the Juvenile Justice Subcommittee since 2019. Each year, the subcommittee chooses areas of focus based on issues occurring with justice involved students in DC. These focus areas become the priority for the work of the group and in the past have included credit transfer issues, engaging and training judges on the placement process and educational options available, quality of education in residential facilities, and services for students in facilities during virtual learning. Through this group we have been able to work alongside organizations and agencies focused on juvenile justice to elevate and include voices often left out of conversations.

For the remainder of FY22, we plan to launch the following projects designed to engage education stakeholders and empower students and their families:

- Special Education Workshop: Your Rights During Distant Learning
- Parent Empowerment Series: Understanding Your School's Budget
- Safe Passage & Student Safety: Student and family focus groups
- Youth Advocacy Summit

**43. What efforts have been made to improve Office of the Student Advocate functions in FY21 and FY22 (as of January 31)? Describe efforts to collaborate with boards and agencies to engage in District education initiatives and include in your response specifically any partnerships or collaborations with the following:**

**(a) Office of the State Superintendent for Education**

Our relationship with the Office of the State Superintendent for Education (OSSE) has continued to evolve throughout the years. We have formed relationships within many teams at OSSE. We have developed ongoing relationships with the Student Transportation team enabling us to assist families of Students with Disabilities facing transportation challenges in finding resolutions such as changes to bus schedules and routes to fit family needs. Additionally, we continue to partner with the MySchoolDC team who often refers parents to our office for general enrollment and lottery assistance questions. We often connect families to their team for additional technical assistance and special enrollment situations. Finally, we work closely with both Special Education procedural safeguard teams the Office of Dispute Resolutions and the State Complaints

Office. We connect regularly with the State Advisory Panel on Special Education who helps us connect with families of Students with Disabilities.

At the commencement of the pandemic, we were invited to join the Implementation Committee of the Coordinating Council on School Behavioral Health to assist with increasing student and family voice to OSSE/DBH joint expansion of School Based Mental Health Program. Since then, we have consistently worked with the Family and Youth Subcommittee on the following deliverables:

- i. Engage families/community in expansion effort conversations;
- ii. Elevate youth and family voice to strengthen partnerships;
- iii. Expand range of communication methods to youth and families, and methods for feedback from youth and families regarding awareness and accessibility of, and satisfaction with quality of service.

**(b) Office of the Deputy Mayor for Education (DME)**

Our relationship with the Office of the DME has grown with each year of our office's operation. We continue to serve on the Student Safety working group led by the DME on issues related to student safety and safe passage. We collaborated on community facing discussions around student and neighborhood safety. We currently partner on the Safe Spots initiative that saw the recruiting of more than 40 local businesses, CBOs. And District agencies in wards 7 and 8, to become immediate brief respite spaces for students in times of need. Many of the safe passage initiatives we collaborated on can be found here: <https://safepassage.dc.gov/>

We also collaborated with the DME for the development of #DontMuteMentalHealth Week. We crafted a week-long initiative consisting of a series of interactive Instagram Live conversations with speakers from DC Health, the Department of Behavioral Health, Children's National Hospital, the George Washington Center for Health and Health Care in Schools, DC Public Schools Department of Social Emotional Academic Development, the MedStar Georgetown Center for Wellbeing in School Environments, and Mary's Center. Topics included: a student friendly overview of COVID-19, maintaining mental wellness for youth, balancing schoolwork with home responsibilities, time management and organization skills, maintaining friendships while remaining physically distant, teacher wellness, and the role of parent support for students during this time. In addition, our office created infographics that were shared to our social media that shared tips and suggestions around these topics for families and students.

<https://www.instagram.com/dc.advocate/channel/>

We currently serve on the Everyday Counts Attendance Taskforce and participate on the programs working group focusing on how Schools and SSTs are supporting students needing to improve attendance. OSA regular relies on Out of School Time Learn24 portal to locate OST programming for parents seeking assistance with extracurricular supports.

**(c) District of Columbia Public Schools (DCPS)**

We continue to develop our relationship with multiple DCPS teams based in Central Office as well as maintain connectivity to school leaders and staff in our neighborhood school buildings. We regularly engage with the Office of Integrity, the CARES team,

Student Support team, Office of Teaching and Learning: Specialized Instruction, Office of Communication and Engagement, and Welcome Center teams.

Our relationship with DCPS has been vital when resolving the issues many of the families who reached out to us. We developed working relationships with numerous DCPS principals of the families that we serve. These principals have assisted us to resolve issues related to: enrollment, attendance, distance learning, technology access, special education, and bullying. Various members of individual school leadership teams also helped us facilitate conversations with students related to their experiences.

**(d) DC Public Charter School Board (PCSB)**

We work collaboratively with PCSB on several cross sectors work groups and continue to seek out ways to expand and deepen our partnership with the PCSB staff and collaborate in their initiatives. We often rely on PCSB's bulletin to push out information to charter school leaders on workshops and trainings we are either hosting or co-sponsoring.

Our relationship with individual public charter schools (PCS) continues to be important when resolving the issues many of the families who reached out to us. We developed working relationships with numerous PCS principals of the families that we serve. These principals have assisted us to resolve issues related to: enrollment, attendance, distance learning, technology access, special education, and bullying. Various members of individual school leadership teams also helped us facilitate conversations with students related to their experiences.

**(e) Office of Human Rights' Citywide Youth Bullying Prevention Program**

We continue to rely on OHR Citywide Youth Bullying Prevention Program website and online portal to access bullying prevention plans and point of contact information for school bullying prevention designees.

**(f) DC Public Libraries**

Prior to COVID restrictions and Library closures to the public, we distributed printed resources to every public library in the District. We place copies of our student and family resources in English, Spanish, and Amharic. We have hosted multiple in-person meetings at neighborhood libraries and participated in several "friends of" community events have also been held in some of our public libraries. We recently have been in talks with personnel at various DC Public Libraries regarding having a space for programming opportunities once COVID restrictions are no longer warranted.

**44. Describe the Office of the Student Advocate's relationship with the State Board of Education and any improvements that can be made.**

Our partnership with the State Board of Education (SBOE) has been valuable with the development and promotion of the resources and services we develop going into FY22. Individual SBOE members and the SBOE office are one of the top referrers of families to our office for assistance. From issues related to transcript requests, to enrollment support, the SBOE has connected many families in need to the services we provide. We are proud to have also continued our Special Education workshop series in collaboration with SBOE members

representing various wards. We are also in discussions with various SBOE members about cohosting workshops in the coming months.

**45. Describe the Office of the Student Advocate’s relationship with the Office of the Ombudsman for Public Education and any improvements that can be made.**

The Office of the Ombudsman for Public Education is referred to as our sister office. Therefore, our relationship with them is important. Due to the constraints highlighted in question 41, we are not able to provide in-person support for all of the families who need our help. The Ombudsman is a great referral partner for families who need extensive case management like support with reaching a solution.

We collaborate with the Office of the Ombudsman for Public Education when appropriate and possible. In the past, they have participated in our workshops for families. We often work with our sister office to answer questions that our families are faced with. In FY21, we collaboratively compiled and distributed more than 400 resource bags for families across the city to schools, faith-based organizations who work closely with families, numerous community-based organizations, and Family Success Centers.

Again: in providing the above information, **do not use attachments unless specifically requested.** Thank you for your attention to this matter.