OFFICE OF THE STUDENT ADVOCATE

2019 ANNUAL REPORT

OFFICE OF THE
STUDENT
ADVOCATE

EXECUTIVE SUMMARY

In school year (SY) 2018-19, we expanded our portfolio and scope of supports and resources we offer to education stakeholders in all of DC's eight wards. Our outreach efforts and partnerships have allowed us to increase our reach and impact for those foundational to a quality public education system — students and families. We prioritized our role as connectors and collaborators to amplify the voices of students and families in the DC education landscape. As a result, we were able to accomplish the following tasks during SY 2018-19:

✓ Answered our **Request for Assistance (RFA) line**, a "311" system for public education, live Monday-Friday from 9 am to 5 pm to address education-related questions and provide resources, referrals, and one-on-one coaching on all public education issues.

✓ Increased the number of students and families served through our RFA line from 425 calls in SY 2017-18 to 507 calls in SY 2018-19.

✓ Engaged with more than 6,750 individuals through outreach and engagement modes, beyond our RFA line. This engagement effort, focused on students, families, service providers, and government agencies and offices, allowed us to participate in 98 meetings and events citywide.

✓ Created and released the **District of Columbia Student Discipline Guide** in partnership with the Office of the Ombudsman for Public Education and the Every Student, Every Day Coalition. The guide, created for students, families, and school staff, explains rules for school discipline that all public schools must follow under the Student Fair Access to School Amendment Act of 2018.

✓ Revamped our **Safe Passage Toolkit**, a compilation of resources focused on student safety and safe passage tips, tools, and curricula designed to support the needs of students, families, and educators.

✓ Established the **Ward 8 Safe Passage/ Student Safety Working Group** to bring education, health and safety, and community leaders together to create solutions for students and families facing safety barriers getting to and from schools in Ward 8.

✓ Launched the "**Safe Spot**" initiative in collaboration with the Office of the Deputy Mayor for Education. This initiative created two pilot routes with more than 20 local businesses and organizations agreeing to be "Safe Spots" in the Anacostia and Congress Heights communities of Ward 8. These "Safe Spots" will be a place of refuge for students who feel that their safety is in jeopardy.

✓ Developed our **Race, Equity, and Inclusion (REI) Toolkit** to provide school communities with a framework to create and sustain race, equity, and inclusion meetings and trainings within schools. This toolkit includes strategies for reaching out to families, neighbors, and community members to make schools more just and equitable spaces.

✓ Developed our **Teacher Representation Toolkit** as a supplement to the DC School Report Card. This toolkit provides information and questions for families to consider during the school selection process.

We are grateful for the opportunity to continue serving families, and we welcome your partnership in making it all possible.

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LETTER FROM THE CHIEF STUDENT ADVOCATE

October 2019

To: District of Columbia State Board of Education

It is my privilege to present to you the School Year 2018-19 Annual Report for the Office of the Student Advocate.

For the past four years our office has sought to be a sounding board, a microphone, an incubator for students, parents, school staff, community members and education leaders seeking solutions to the challenges facing our students. Our work is focused on supporting the power families and communities already possess by ensuring families are included in processes and decision-making; gain access to valuable resources; and have a clear understanding of systems, and policies. We have embraced our charge to champion the right for all students and families to obtain the best public education possible.

Our report for this past school year will share how we have operationalized our core belief that successful students have equal support from family, school, and community. The opportunities we led not only included concerns from parents and school leaders, they also included students, parents, school leaders, businesses, and fellow District agencies and offices as solution partners.

In the coming year, our work will continue the development of resources to support students and families, scale our reach into our non-English speaking communities, and increase our responsiveness to our homeless and unstably housed families ensuring that the voices of students and families are at the forefront of our public education system. We must acknowledge the expertise of families and continue to expand the decision-making tables to shift power back to students and parents.

We look forward to working closely with the Board to best support students and families in the coming school year.

Dan Davis
Chief Student Advocate

LANDSCAPE & OUR ROLE

Staff

Dan Davis, Chief Student Advocate
Phillip Copeland, Student Advocate
Renatta Landrau, Program Associate
Faith Gibson Hubbard, Chief Student Advocate (May 2015 - April 2019)
Tiffany Wilson, Program Associate (October 2017 - June 2019)

2018-2019 Fellows
Charlotta Blackman, Student Advocate Fellow
Rachel Taylor, Legislative Policy Fellow
Micheala Cleveland, Student Advocate Fellow

Who We Are

The word "advocate" is synonymous with trust, champion, and support. When individuals are confronted with issues or challenges, they look to an advocate for support and guidance. For families in the District of Columbia, the need for support and guidance is pronounced when it comes to public education. Unfortunately, most families do not feel adequately equipped to be effective advocates for their students, due to knowledge gaps regarding our public education system.

With an education landscape comprised of more than 65 local education agencies (LEAs), various layers of governance, and a host of agencies and organizations connected to the city's public education system, families need advocates. Since 2015, our office has worked to fill that gap by partnering with families to keep them informed, connected, and supported in their advocacy for a quality education for their child. The Office of the Student Advocate is an independent office, housed in the District of Columbia State Board of Education, that provides guidance and resource supports to assist families in navigating the complex system of public education in the District of Columbia.

The work of our office focuses on strengthening community voice in public education and supporting the needs of families in seven distinct ways:

FIRST, by providing outreach to students, parents and guardians regarding public education in District of Columbia;

SECOND, by supporting the education and achievement of all public school students and their families in interactions with school personnel through support and advocacy;

THIRD, by assisting in the facilitation of the school enrollment process for current students and prospective families;

FOURTH, by operating a public education hotline to answer questions and provide information regarding relevant public education resources and agency/ organizational referrals;

FIFTH, by offering support to families prior to the mediation process and conflict resolution proceedings held by the Office of the Ombudsman for Public Education;

SIXTH, by tracking trends and inquiries presented to the office and their referral or resolution;

And SEVENTH, by recommending policy changes, staff trainings, and strategies to improve the efficient and equitable delivery of public education services.[1] ■

CORE PRINCIPLES

## A. Achieving Equity Through Family Engagement & Partnership: Voice, Access, Power

We recognize the need for equity in all areas that impact public education, but in our work we have narrowed our focus on equity within family engagement. Due to the critical role family engagement plays in student success, our work focuses on building equity through the lens of parent, student, and community voice by increasing their access and power. Our focus on family engagement is rooted in the belief that families, students, and community members are powerful. Students and families are grossly underutilized catalysts. When not stymied and blocked by current decision makers, they provide meaningful programmatic and systemic change.

EPSTEIN'S OVERLAPPING SPHERES OF INFLUENCE
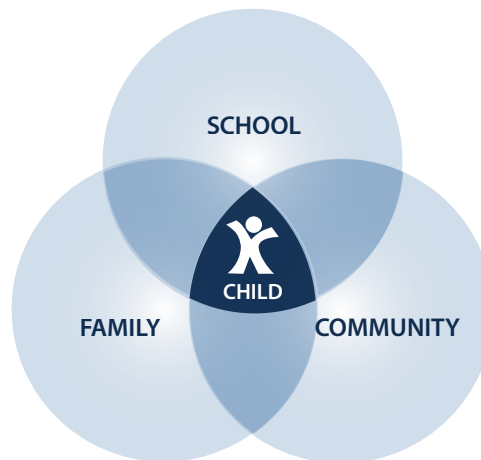
Epstein, J.L. (2009). Conceptualizing and Defining Family Involvement for Research: Setting New Directions [PowerPoint Slides]. Retrieved from http://iaprunl.edu/videos/ppts/1_Epstein.pdf.

Equity exists when all families are recognized as the ultimate source of knowledge regarding the needs of their children. We know that families, when empowered as leaders, are essential in education policy and practice decisions. Their lived experiences and commitment to the success of their children, other children, and their community are irreplaceable and essential to solutions for our shared challenges.
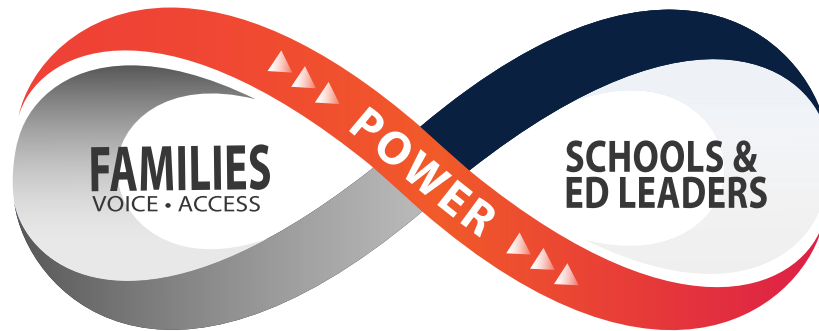
Our work is focused on building equity through collaboration and partnerships with students and families. The sharing of power between schools, families, and communities must be relational.[2] This concept of relational power promotes the idea that power is not finite and that sharing power with families does not limit the amount of power that schools have; rather it recognizes the roles that families, schools, communities, and other stakeholders each have in the educational achievement of all students. ■

SECTION III

HOW OUR OFFICE SERVES FAMILIES AND COMMUNITIES

A. Request for Assistance

The Office of the Student Advocate operates a public education hotline, or the Request for Assistance (RFA) line, which is answered live Monday through Friday from 9 a.m. until 5 p.m.. The RFA line supports our ability to work directly with students, parents, families, and community members to answer public education related questions and inquiries. We consider our RFA line to be a "311 system" for public education 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.

B. Online Education & Community Resource Guide

One statutory provision for our office is the creation and operation of Public Education Resource Centers (PERCs) to advise students, parents, and families on all matters regarding public education. Our Education & Community Resource Guide serves as a way for our small staff to fill the void of centralized public education information and resource centers. The online Education & Community Resource Guide is the first publicly available citywide initiative of its kind and is a continuously evolving resource that currently highlights more than 400 resource listings, organized into more than 20 categories. This resource guide provides students, parents, families, and communities across all eight wards with a roadmap to getting started in navigating the public education landscape in DC. This guide aims to highlight organizations and government agencies in the sphere of public education that provide critical services to residents across DC. This guide not only assists our office in fulfilling our mission, but also provides access to a wealth of resources, agencies, and organizations that directly impact education and educational attainment. Along with providing information, this guide serves to acknowledge the work that is already being done by government agencies, offices, and community-based organizations while connecting families to those vital resources in one centralized location. During the 2018-19 school year (SY 2018-19) our staff worked extensively to revamp the roadmap, to make it more accessible and easier for families, parents, and students to navigate. Now that we have transformed this guide into an accessible website, parents and students will be able to quickly search and retrieve the best resource for their particular need.

C. Information & Advocacy Resources and Tools

In an effort to streamline information that helps parents better understand the public education system, policies, and procedures; we have developed various resource supports available on our website, accessible 24 hours a day, seven days a week. Our online resources include:

- Advocacy & Lobbying Toolkit
- Attendance & Truancy Resources
- Behavioral & Mental Health Resources
- Bullying Resources
- Effective Communication Toolkit
- Enrollment Resources
- High School Graduation Requirements & Information
- Homeless Children and Youth Resources
- Parent Leadership Toolkit: Parent Organization Resources
- Race, Equity, and Inclusion Toolkit
- Right to Know Ask Sheets
- Safe Passage
- Special Education & Other School Supports
- Student Discipline
- Student Leadership Information & Resources
- Teacher Representation
- Testing & Assessments Resources
- DC Public Education Governance Structure

D. Trainings & Events

The information gleaned from our RFAs and community outreach allows us to further develop additional resources and trainings to better support families around specific topic areas. We use our trainings as a forum to provide families with access to information on relevant topics; as an opportunity to share tools and skills for effective advocacy; to foster partnerships and collaborative efforts with schools, District agencies, and community-based organizations who work with families; and to bring resources directly to families and communities. Through these efforts, our office is able to promote equitable outcomes by eliminating the barriers to information and entry that families often face. Our trainings include:

- Know Your Rights: Special Education Series
- Safe Passage Community Building Workshops
- Citywide Bullying Conversations
- Parent Advocacy: Budget & Governance Trainings

SY 2018-19 DATA, TRENDS, & ANALYSIS - LOOKING INTO AND BEYOND THE NUMBERS

Data collection is a critical facet of our work. Our office's ability to be responsive and meet the needs of families relies on the assessment of the state of public education gathered from our interactions with education stakeholders. Our Request for Assistance (RFA) hotline is not only a resource for families in need of assistance, but also a great tool for assessing the needs of families in the District. We are able to analyze data across 13 broad educational (primary) topic areas and 19 specific educational concerns (secondary) subtopic areas with corelated data on student and families race, ethnicity, grade, residency, ward and school type. This information guides the work our office is able to do.

Requests for Assistance: A Four-Year Comparison

Year	Requests
SY 18-19	507
SY 17-18	425
SY 16-17	336
SY 15-16	135

We were able to support morethan 500 callers in SY 2018-19 through our Request for Assistance line, which is a 19% increase from the year before. Since our first year of operation, we have seen a 276% increase in calls. In addition to the increased volume of calls through our RFA line, we significantly increased our interactions and contacts with families beyond our four walls. In SY 2018-19, we met face-to-face with more than 3,300 individuals and distributed resources to over 6,750 people through our outreach and community engagement efforts.

Total Outreach
6,750

Face-to-Face Contact
3,317
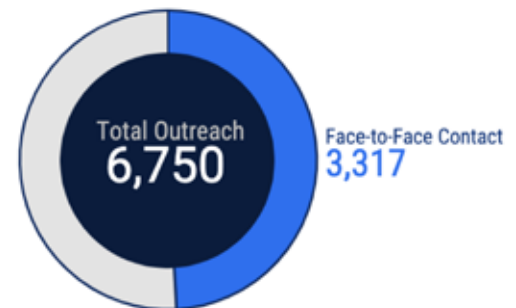
SY18-19 Universe of Calls

In SY 2018-19, we received 758 calls. We answered 507 RFAs during our operating hours, 9 a.m. – 5 p.m., with 251 of our total calls received outside of our operating hours. While we respond to all calls made outside of our non-operating hours, those who call our line outside of that window are provided our email address and directed to our website, accessible 24/7, which may be able to provide them the information they need in the moment via our voicemail message.

Non-Operating Hours: 251 Calls

Total Calls: 758

Operating Hours: 507 Calls

SY 18-19 RFAs by Ward of Residence

The majority of the RFAs to our office come from the wards with the largest number of school-aged children in the city, Wards 7 and 8. Our presence citywide has increased over our years of operation due to our "Know Your Rights" special education workshops (in Wards 1, 5, 7, and 8), our Safe Passage Solutions Sessions (in Wards 6 and 8), our Citywide Bullying Prevention Workshop, and our Ward 8 Safe Passage Collaborative.

Ward	Percentage
Ward 8	30%
Ward 7	25%
Ward 6	11%
Ward 5	16%
Ward 4	8%
Ward 3	2.2%
Ward 2	1.9%
Ward 1	6%
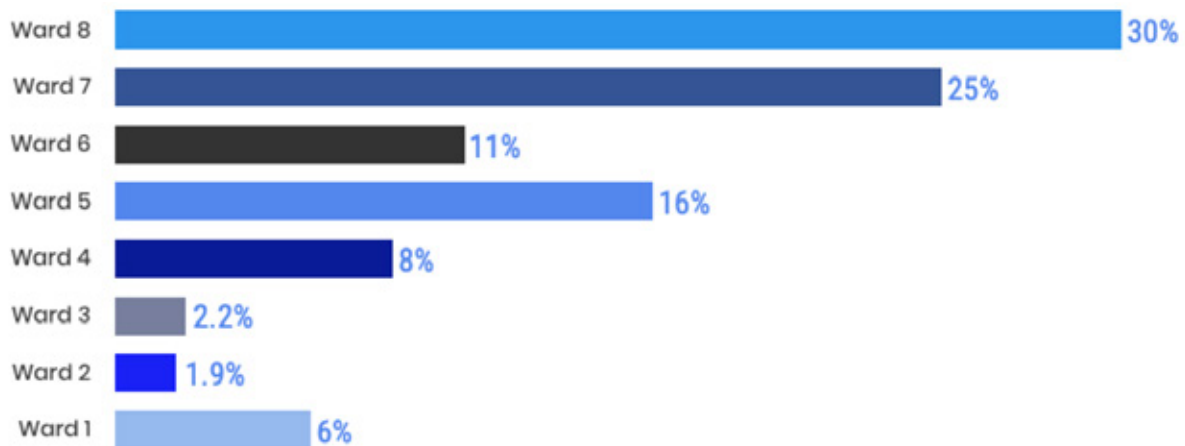
SY 18-19 RFAs by Race

We included a race identity question for those requesting assistance in order to be intentional about our data collection. As we work to support equity, we need to assess how race relates to public education issues and concerns. If we are to be honest and transparent about which families in the District need targeted supports and resources regarding public education, we have to consider racial identity when pushing for equitable outcomes for all students.

73%	4%	3%	<1%	<1%
Black / African American	White / Caucasian	Latinx	Multiracial	Native American
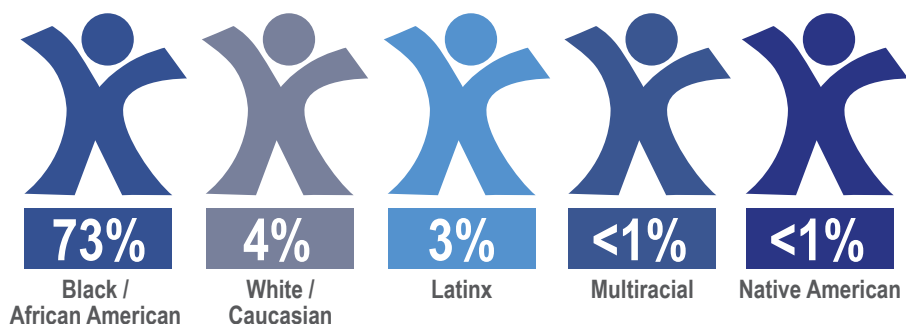
* 20% of RFA respondents declined to provide information related to race.

The top four primary concerns we received from families that self identified as Black or African-American were related to Special Education/Disability, Student Safety, Enrollment/Access and Academic Instruction. The top three secondary/detailed concerns were Bullying 18%, Individual Education Plan (IEP) 13%, and Special Education Placement 11%.

Black/African American

Student Safety 19%
Academics/Instruction 10%
Special Education/Disability 25%
Enrollment/Access 19%
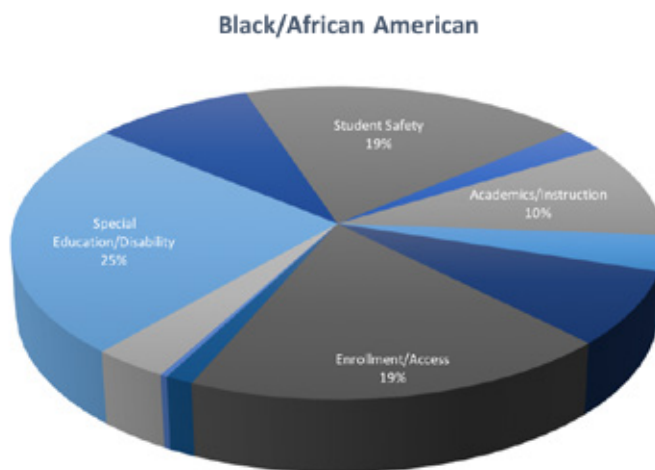
The top four primary concerns we received from families that self identified as White or Non-Hispanic were related to Special Education/Disability, Enrollment/Access, Student Safety, and Academic Instruction. The top three secondary/detailed concerns were Individual Education Plan (IEP) 23%, Documentation 23%, and Special Education Placement and Bullying were tied at 15%.

White/Non-Hispanic

Academics/Instruction
11%

Student Safety
17%

Enrollment/Access
28%

Special
Education/Disability
33%
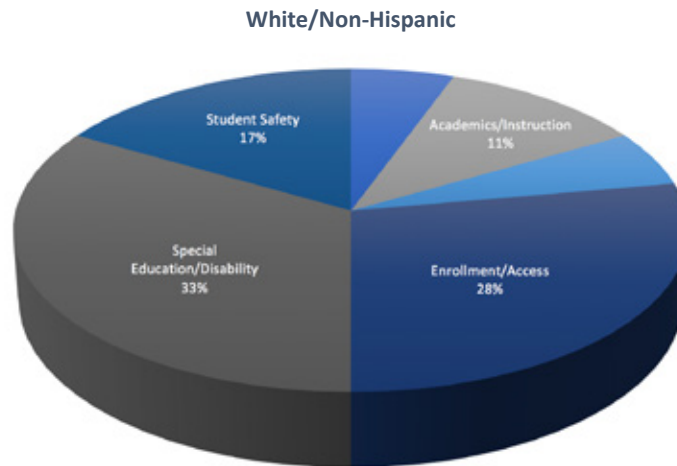
The top four primary concerns of families that self identified as Latinx or Hispanic were related to Enrollment/Access, Abuse & Neglect, Special Education/Disability, and Academic Instruction. The top three secondary/detailed concerns were School Choice/Lottery 25%, Individual Education Plan (IEP) 17% and Documentation 17%.

Latinx/Hispanic

Academics/Instruction
17%

Abuse and / or
Neglect
17%

Enrollment/Access
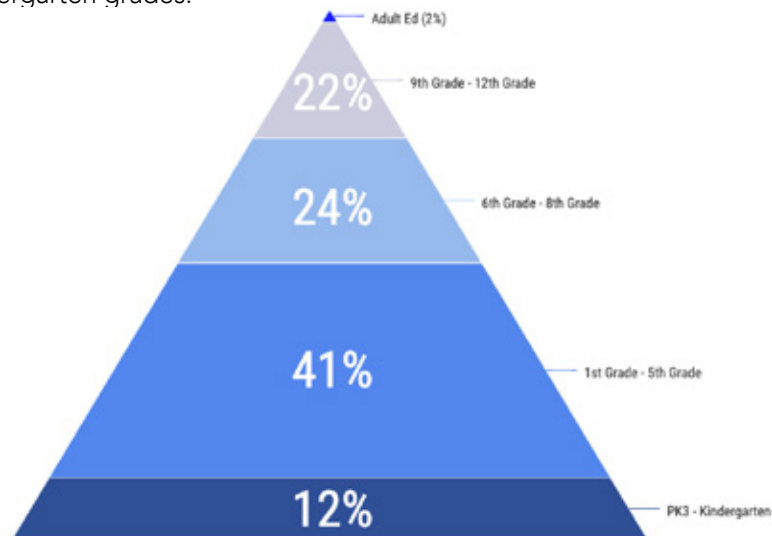41%

Special
Education/Disability
17%
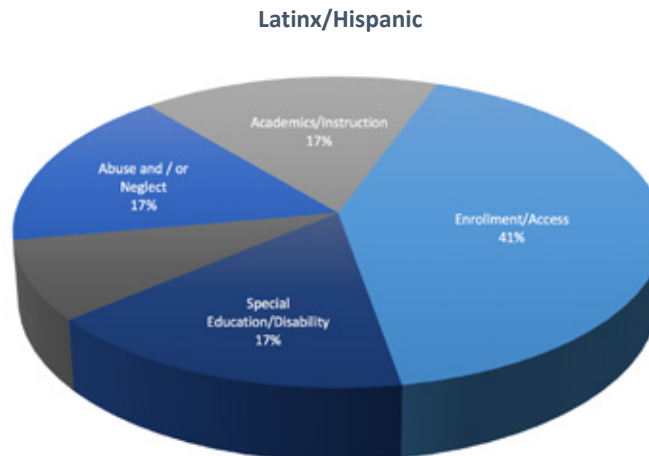
SY 18-19 RFAs by Sector

More than 65% of our RFAs came from students and families being served by DCPS. The number of calls from DCPS families can be attributed to DCPS being the largest LEA in the District with 116 school locations. About one-fourth of our RFAs came from students and families served by one of the District's 60+ charter LEAs. We are continuing to identify ways to work more closely with charter schools.

DC Public School
68%

Public Charter School
26%

*4% of RFAs came from families that were not enrolled, and an additional 2% came from families with students in private schools.
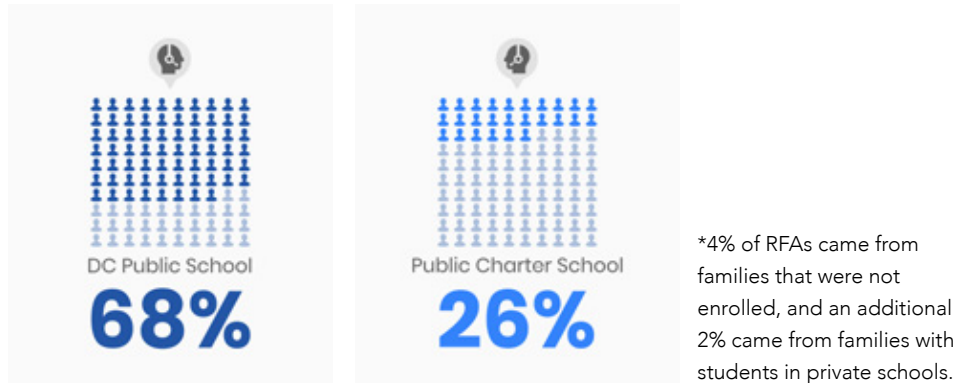
SY 18-19 RFAs by Grade Band

More than 40% of our RFAs came from families with students in between the first and fifth grade. This aligns with the proportion of first through fifth grade students enrolled in DCPS and charter schools in the district. We have received a higher rate of calls from families with children in middle school and high school while receiving a lower rate of calls from families with students enrolled in pre-kindergarten and kindergarten programs. About 16% of DC students attend middle school, 19% of students attend high school, and 24% of students were enrolled in pre-kindergarten through kindergarten grades.

Adult Ed (2%)

22% — 9th Grade - 12th Grade

24% — 6th Grade - 8th Grade

41% — 1st Grade - 5th Grade

12% — PK3 - Kindergarten

SY 18-19 Referral Sources

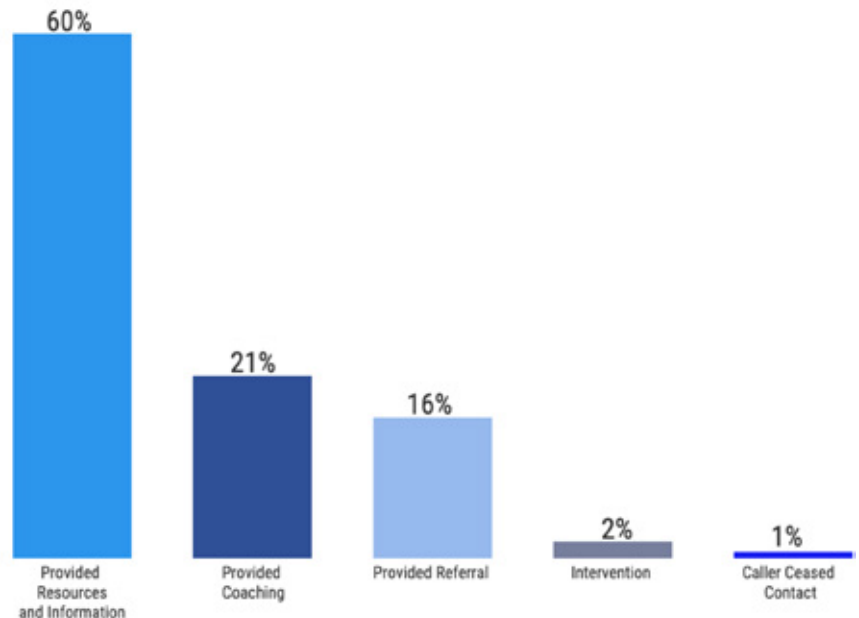Our online presence drove the number of referrals our office received. Approximately 36% of callers contacted our office after finding our information on our website, via an internet search, or on social media. About 7% of parents and families served in SY 2018-19 were parents that we worked with in the past. Nearly half of our referrals came from organizational, community, and school partners.

Worked with previously: 7.3 %
School Referral: 4.8 %
SBOE website or social media: 5.1 %
SBOE Referral: 18.8 %
Parent Organization: 1.3 %
OSSE Referral: 0.5 %
Office of the Student Advocate Training/Workshop: 0.8 %
Office of the Student Advocate (OSA) website or social media: 5.6 %
Community Meeting: 2.2 %
Community-Based Organization: 4.6 %
DC Council Member/Office Referral: 3.0 %
Internet Search: 30.4 %
Metro: 3.5 %
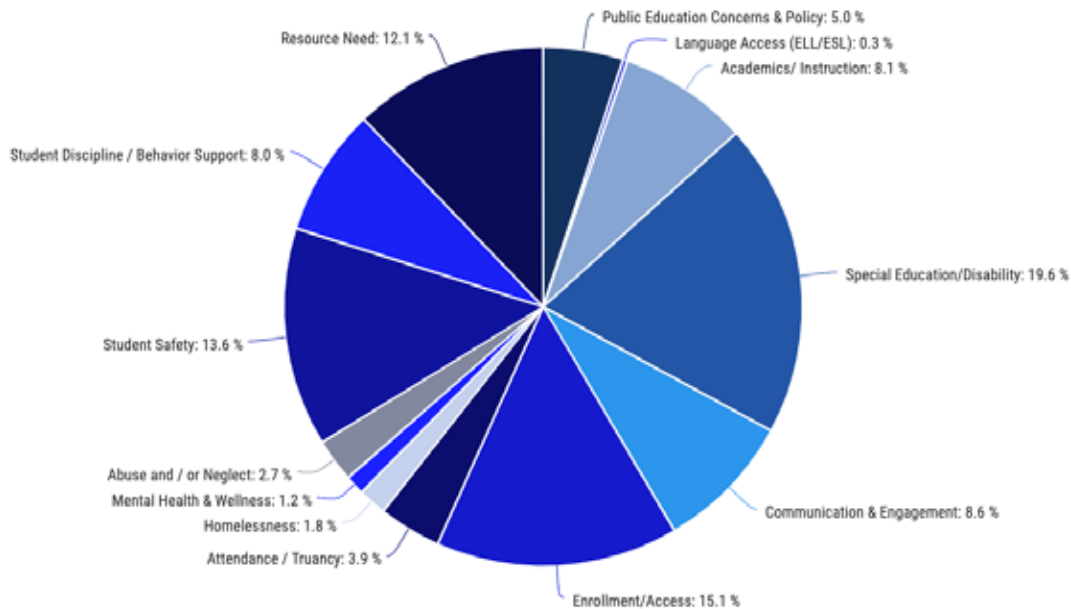Office of the Ombudsman for Public Education Referral: 12.1 %

SY 18-19 RFAs by Resolution

The majority of our resolutions involved connecting families to resources and providing information about their stated issue or need. Along with our resource guide and stakeholder engagement, our ability to provide information to families in real time allowed us to ensure that parents and families were as informed as possible. We also coached families 23% of the time, as they used information and resources provided to navigate the DC education landscape.

60% Provided Resources and Information
21% Provided Coaching
16% Provided Referral
2% Intervention
1% Caller Ceased Contact

SY 18-19 by RFA Topic

Two of the top issue areas for parents and families in SY 2018-19 were special education and enrollment/access. These two issues have trended high consistently since our office opened in 2015. Enrollment/access captures questions and concerns ranging from school choice and the lottery process to revoking invitations from schools not communicated to parents until the next school year. We also saw an increase in calls related to special education services. Parents reached out to our office looking for special education support as it related to IEPs, 504 plans, initiating the evaluation process, and available resources. This increase in RFAs could also be attributed to our work in the special education space with the continuation of our "Know Your Rights" special education workshop series.

Pie chart data:
- Public Education Concerns & Policy: 5.0 %
- Language Access (ELL/ESL): 0.3 %
- Academics/ Instruction: 8.1 %
- Special Education/Disability: 19.6 %
- Communication & Engagement: 8.6 %
- Enrollment/Access: 15.1 %
- Attendance / Truancy: 3.9 %
- Homelessness: 1.8 %
- Mental Health & Wellness: 1.2 %
- Abuse and / or Neglect: 2.7 %
- Student Safety: 13.6 %
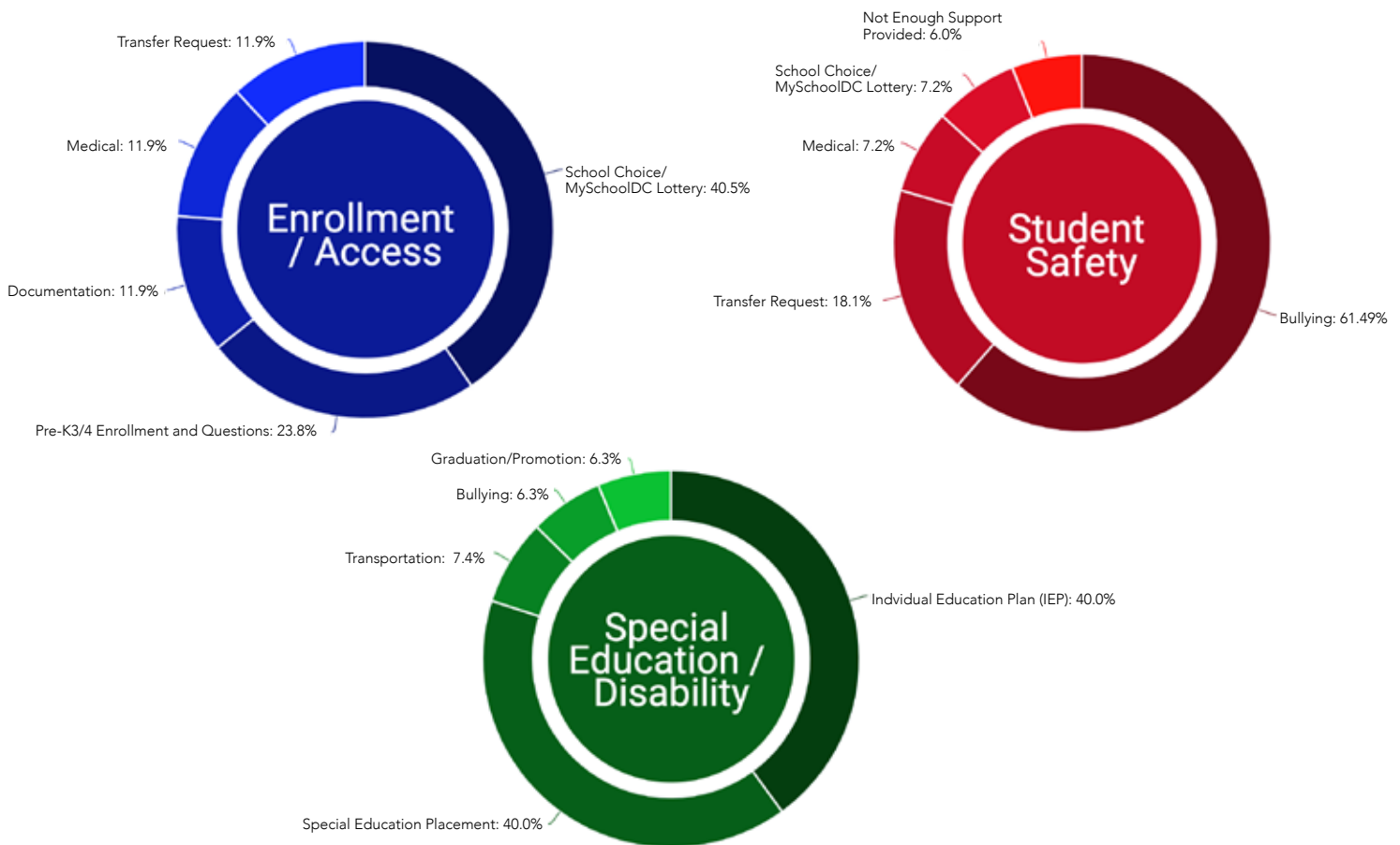- Student Discipline / Behavior Support: 8.0 %
- Resource Need: 12.1 %

Other RFA topic areas that trended high in SY 2018-19 were student safety and discipline at 22% of total RFAs. Student safety refers to issues and questions around safe passage to-and-from school, assault, and facilities maintenance. Student discipline is directly related to exclusionary discipline practices (suspensions and expulsions). While the two categories denote different areas of need, both categories heavily impact a school's climate and culture and ultimately student learning outcomes. These results continue to shape the areas of focus for our office.

SY 18-19 Secondary Topic Areas

In SY 2018-19, we were able to use secondary topic areas for more specificity when assisting parents and families. Secondary topic areas are correlated to our primary topic areas. For example, the primary topic area "Special Education" is related to the following secondary topic areas: IEPs, special education placement, transportation, bullying, and graduation/promotion.
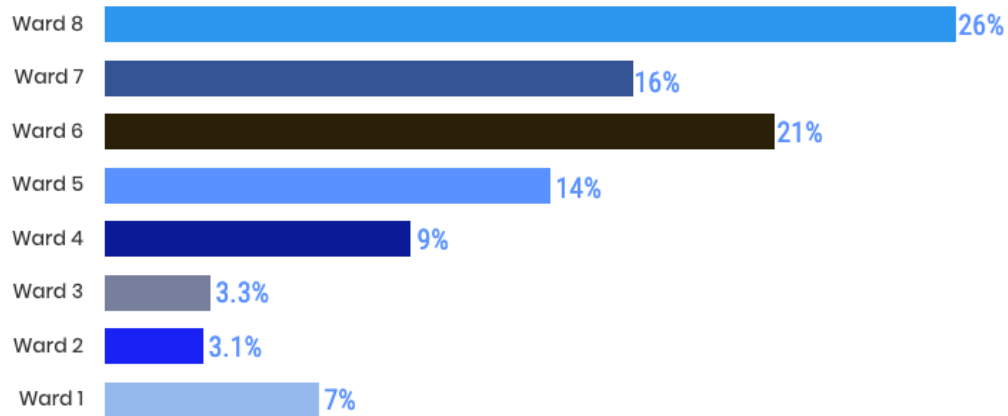
For the second year in a row, most of our calls were related to "Special Education / Disabilities." We saw an increase in two areas in particular: first, student safety calls, and secondly, in the area of enrollment/access. Nearly 20% of calls on the RFA line related to "Special Education / Disability." Of those calls, the top three areas of concern related to Individual Education Plans (IEPs), Special Education Placement, and Transportation. About 15% of calls on the RFA line related to "Enrollment / Access." Of those calls, the top three areas of concern related to School Choice / MySchoolDC Lottery, Pre-K3/4 Enrollment & Questions, and Documentation. Approximately 14% of calls on the RFA line related to "Student Safety." Of those calls, a majority were related to Bullying, followed by Transfer Requests, and Medical concerns.

Enrollment / Access
- Transfer Request: 11.9%
- Medical: 11.9%
- Documentation: 11.9%
- Pre-K3/4 Enrollment and Questions: 23.8%
- School Choice/ MySchoolDC Lottery: 40.5%

Student Safety
- Not Enough Support Provided: 6.0%
- School Choice/ MySchoolDC Lottery: 7.2%
- Medical: 7.2%
- Transfer Request: 18.1%
- Bullying: 61.49%

Special Education / Disability
- Graduation/Promotion: 6.3%
- Bullying: 6.3%
- Transportation: 7.4%
- Individual Education Plan (IEP): 40.0%
- Special Education Placement: 40.0%

SY 18-19 RFAs by School Ward

In addition to asking our callers for information about their ward of residence, we started to look at school wards to better track trends. Of our RFAs concerning schools, schools in Wards 6, 7, and 8 accounted for about two-thirds of our calls.

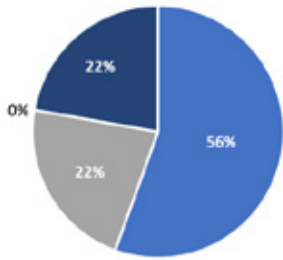| Ward	Percentage
Ward 8	26%
Ward 7	16%
Ward 6	21%
Ward 5	14%
Ward 4	9%
Ward 3	3.3%
Ward 2	3.1%
Ward 1	7%

Using ward of residence data and school ward data, we were able to provide additional context for issues that students and families experience based on their proximity to their school. While comparing data from individual school wards, we noticed that:

- Majority of RFAs from Wards 1, 3, 4, 6 concerned DCPS within the school's boundary.
- Majority of RFAs from Wards 2, 5, 7 concerned DCPS or public charter schools that are not within the school's boundary or ward.
- Majority of RFAs from Ward 8 concerned DCPS or public charter schools within their respective boundaries or ward.
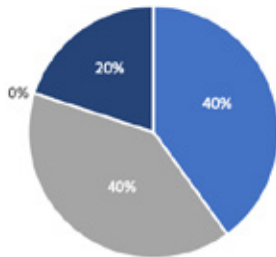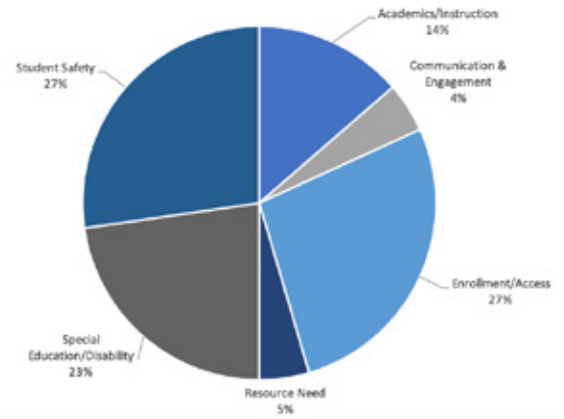
Using ward of residence data and primary topic data we were able to notice different areas of concern per ward.

- Student safety is in the top three areas of concern across all wards except ward 4.
- Enrollment/access is in the top three areas of concern across all wards.
- Parents and families east of the river are concerned with enrollment/access, student discipline/behavior supports, student safety, and issues regarding special education.
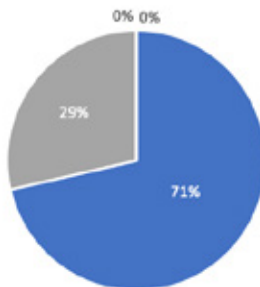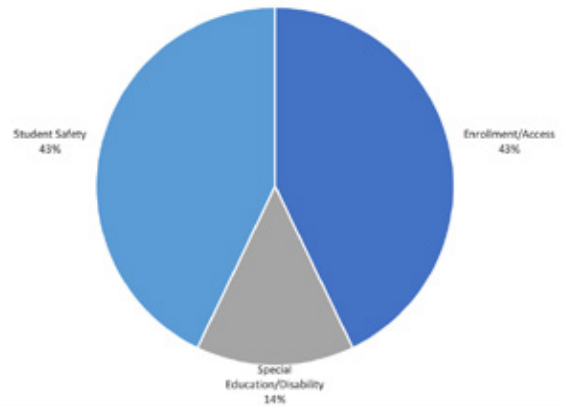
WARD 1

DCPS In-Boundary — 56%
DCPS Out-of-Boundary — 22%
PCS Inside Ward — 0%
PCS Outside Ward — 22%

Academics/Instruction 14%
Communication & Engagement 4%
Enrollment/Access 27%
Resource Need 5%
Special Education/Disability 23%
Student Safety 27%

WARD 2

DCPS In-Boundary — 40%
DCPS Out-of-Boundary — 40%
PCS Inside Ward — 0%
PCS Outside Ward — 20%

Enrollment/Access 43%
Special Education/Disability 14%
Student Safety 43%

WARD 3

DCPS In-Boundary — 71%
DCPS Out-of-Boundary — 29%
PCS Inside Ward — 0%
PCS Outside Ward — 0%

Abuse and / or Neglect 12%
Academics/Instruction 12%
Enrollment/Access 25%
Resource Need 13%
Special Education/Disability 13%
Student Safety 25%

WARD 4
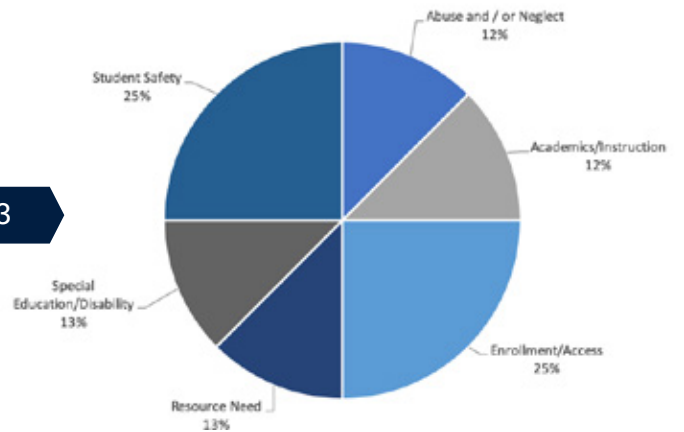
DCPS In-Boundary
DCPS Out-of-Boundary
PCS Inside Ward
PCS Outside Ward

- DCPS In-Boundary: 58%
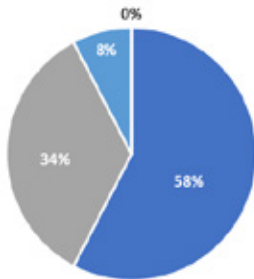- DCPS Out-of-Boundary: 34%
- PCS Inside Ward: 8%
- PCS Outside Ward: 0%

Academics/Instruction 16%
Communication & Engagement 7%
Enrollment/Access 16%
Homelessness, 3%
Mental Health & Wellness, 3%
Public Education Concerns & Policy 3%
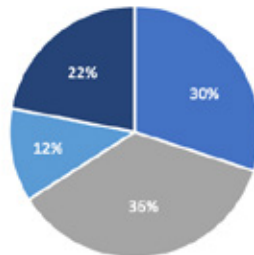Resource Need 6%
Special Education/Disability 29%

WARD 5

DCPS In-Boundary
DCPS Out-of-Boundary
PCS Inside Ward
PCS Outside Ward

- DCPS In-Boundary: 30%
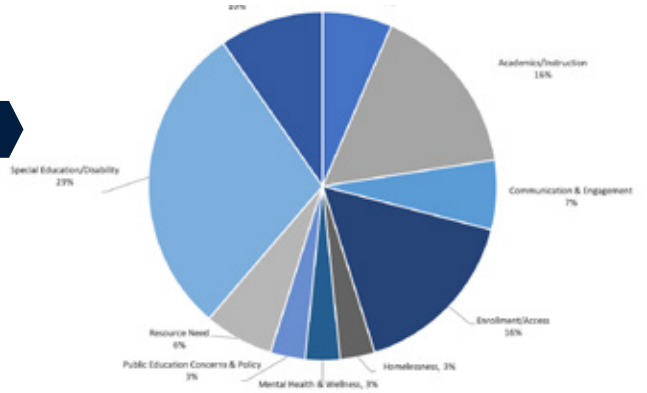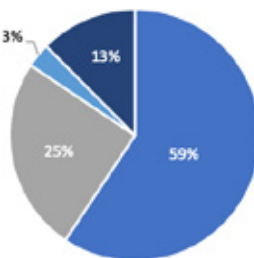- DCPS Out-of-Boundary: 36%
- PCS Inside Ward: 12%
- PCS Outside Ward: 22%

Abuse and / or Neglect 2%
Academics/Instruction 8%
Attendance/Truancy 2%
Communication & Engagement 2%
Enrollment/Access 21%
Public Education Concerns & Policy 9%
Resource Need 5%
Special Education/Disability 31%
Student Discipline/Behavior Support 3%
Student Safety 17%

WARD 6

DCPS In-Boundary
DCPS Out-of-Boundary
PCS Inside Ward
PCS Outside Ward

- DCPS In-Boundary: 59%
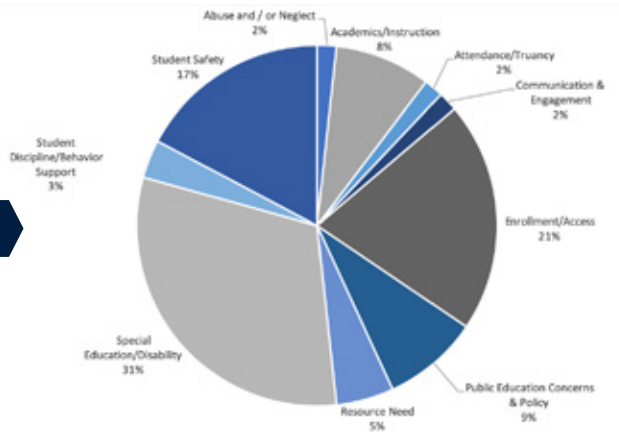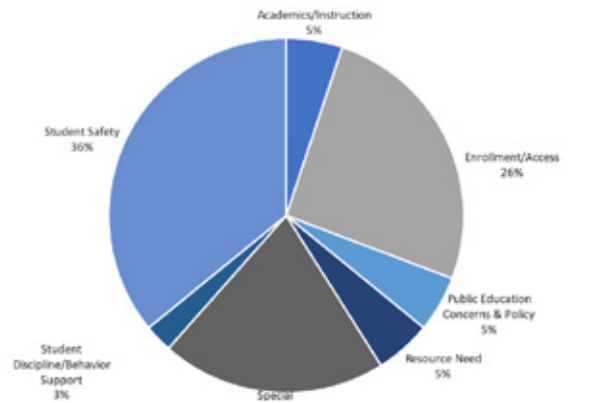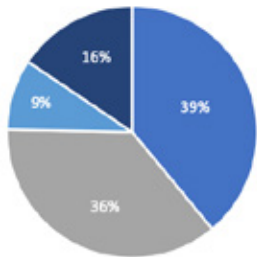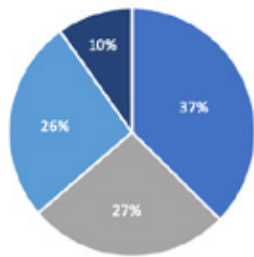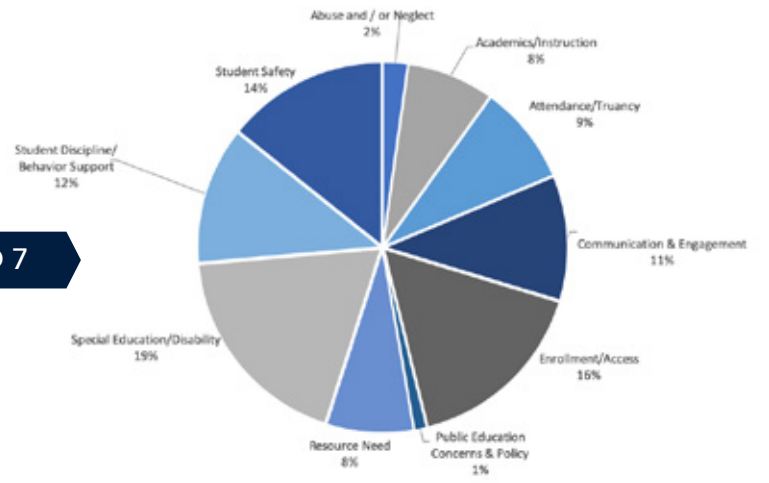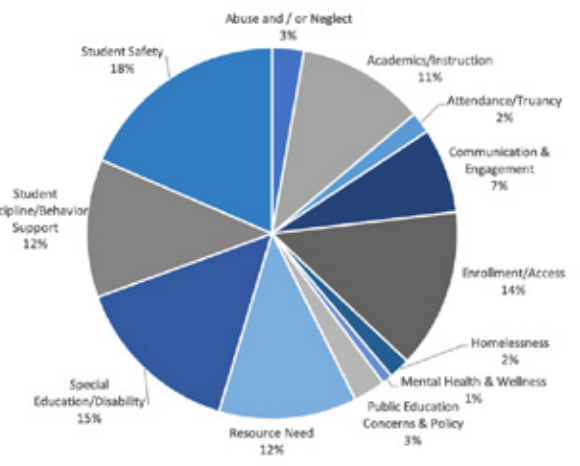- DCPS Out-of-Boundary: 25%
- PCS Inside Ward: 3%
- PCS Outside Ward: 13%

Academics/Instruction 5%
Enrollment/Access 26%
Public Education Concerns & Policy 5%
Resource Need 5%
Special
Student Discipline/Behavior Support 3%
Student Safety 36%

WARD 7

DCPS In-Boundary — 39%
DCPS Out-of-Boundary — 36%
PCS Inside Ward — 9%
PCS Outside Ward — 16%

Abuse and / or Neglect 2%
Academics/Instruction 8%
Attendance/Truancy 9%
Communication & Engagement 11%
Enrollment/Access 16%
Public Education Concerns & Policy 1%
Resource Need 8%
Special Education/Disability 19%
Student Discipline/Behavior Support 12%
Student Safety 14%

WARD 8

DCPS In-Boundary — 37%
DCPS Out-of-Boundary — 27%
PCS Inside Ward — 26%
PCS Outside Ward — 10%

Abuse and / or Neglect 3%
Academics/Instruction 11%
Attendance/Truancy 2%
Communication & Engagement 7%
Enrollment/Access 14%
Homelessness 2%
Mental Health & Wellness 1%
Public Education Concerns & Policy 3%
Resource Need 12%
Special Education/Disability 15%
Student Discipline/Behavior Support 12%
Student Safety 18%

SY 18-19 Public Engagement Data

Our office touched more than 3,300 individuals in SY 2018-19. 53% of our outreach efforts involved engaging families, communities, and individual schools. This focus allowed us to tailor our services to the needs of those most impacted by our work. 40% of outreach focused on government and organizational stakeholders.

40% Government Stakeholder Engagement
20% Organization Stakeholder Engagement
19% School Visits
10% Community Engagement
10% Parent Student Engagement
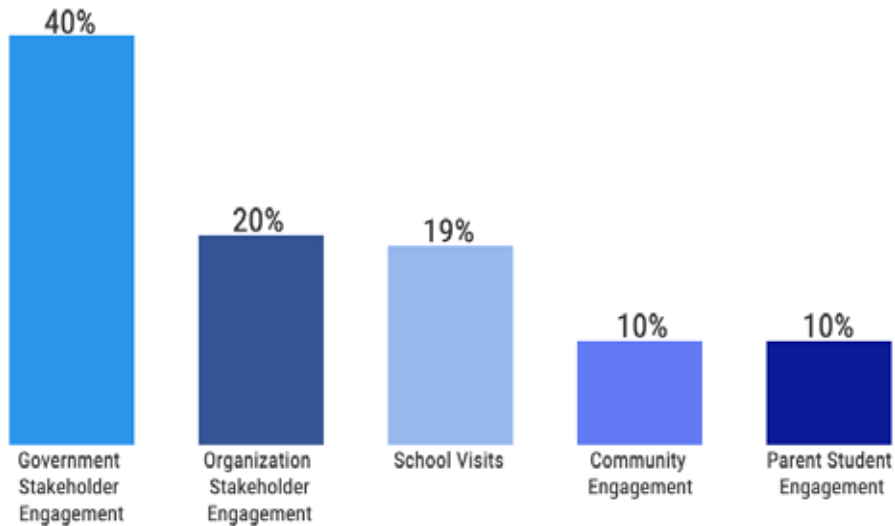
Public Engagement Mode

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. Along with our position in the education landscape, this balance of our work reinforces our ability to serve as liaisons between all stakeholders. Our intention and focus on face to face contact is to ensure that access to our office and partners is connected to accountability.
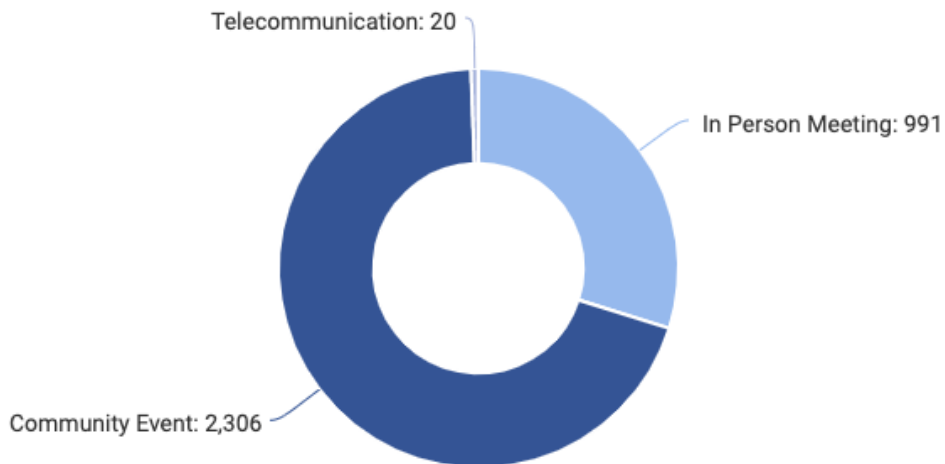

Community Event
38%

In-Person Meeting
56%

* 3% of engagement came from contact via an In-Person Panel, and additional 3% came from contact via telecommunication eg webinar, skype, zoom."
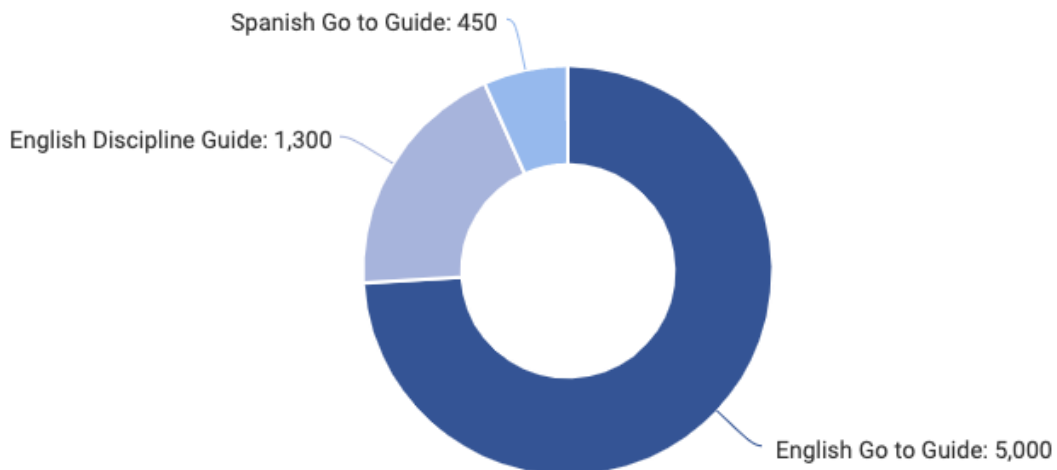
In SY 2018-19, we met face-to-face with more than 3,300 individuals and distributed resources to more than 6,750 people through our outreach and community engagement efforts.

Face-to-Face Contact

Telecommunication: 20

In Person Meeting: 991

Community Event: 2,306

Resources Distributed

Spanish Go to Guide: 450

English Discipline Guide: 1,300

English Go to Guide: 5,000

EVIDENCE OF OUR WORK

Outreach/Stakeholder Engagement

Our relationships with families and community members are at the center of our work. We have continued to strengthen these relationships through our outreach efforts and program development. Each school year we work to deepen our outreach and partnerships to address the specific needs and concerns of parents and community members. In our efforts to accomplish this task, we continued to answer our RFA line live Monday through Friday to address the needs of families in real time. We formed partnerships and collaborated with a number of community groups, organizations, and government stakeholders, in addition to our constant collaboration with parents and students.

While our collaboration with families is integral to our work, our partnerships with government stakeholders and education-focused organizations make this collaboration possible. The office engages in other education policy discussions and thought-leadership through membership on several task forces, advisory committees, working groups, panels, and conference participation ranging from attendance to student safety.

We participated in the following outreach events in partnership with government, organizational, and community stakeholders:

- Center City Congress Heights Learning Walk
- Committee on Education 2018 Education Town Halls
- DC Public Schools (DCPS) Youth & Family High School Resource Fairs
- EDFest 2018
- From Community Schools to Community Districts: Building Systems for Student Success
- Office of the State Superintendent of Education Parent & Engagement Summit
- Parents Amplifying Voices in Education Parent Policy Summit and Resource Fair
- Public Charter School Board's Voices in School Choice
- Ward 8 Budget Town Hall
- 2018 NCFL Families Learning Conference
- 2019 National Family and Community Engagement Conference
- Far South East Collaborative's Annual Business Meeting & Community Conference
- Find Your Future Conference

- KIPP DC, PCS and DC Prep PCS Safe Passage Town Hall
- KIPP Safe Passage Citywide Convening
- LEE Diversity in Public Leadership Summit
- Public Safety Walk
- Racial Equity Symposium
- RaiseDC Graduation Pathways Summit
- Rocketship Parent Training- Public Education Governance Workshop
- School Climate Resource Fair
- Somerset Prep Safe Passage Meeting
- SXSW Edu – South by Southwest Education Conference

More information on our SY 2018-19 stakeholder and community partnerships can be found at the back of this report in Section VI: Stakeholder & Community Outreach.

Engage Families from Underserved Population

i.   Homeless Students & Families

The McKinney-Vento Homeless Assistance Act protects the rights of students experiencing homelessness to attend school. In SY 2018-19, less than 10 schools in DC receive a subgrant from the Act to address educational and related needs of homeless children and youths. Regardless of reception of the grant, Local Education Agencies (LEAs) must fully ensure that children and youth experiencing homelessness have equal access to the same free and appropriate public education from Pre-K to high school as other youth. LEAs with the highest percentage of students experiencing homelessness are most concentrated in Wards 7 & 8, with the largest racial demographic being African-American students. In school wards serving traditionally middle-class families we have seen many LEAs struggle to meet the needs of their students experiencing homelessness. With more than 6,500 children and youth experiencing homelessness, the population makes up approximately 7% of our children enrolled in schools throughout DC. This number is only continuing to increase over the last couple of years. The majority of these students are living with another family, but a large portion are living in shelters, transitional housing, or awaiting foster care.

In SY 18-19 our office joined DC Prep, Children's Playtime Project, Sasha Bruce Youthwork and several community leaders in conversations about ways to decrease barriers to success for students and families experiencing housing instability. We hosted focus groups with parents at several of the temporary shelter sites at the hotels along New York Avenue. We conducted brief interview surveys with parents and frontline staff assigned to facilities for young adult-headed households. Regardless of location, nearly every parent expressed dissatisfaction in the current options available to get their children to school; many believed that too often decisions are made for the convenience of decisionmakers.

Families placed at the shelters spoke about the patchwork of bus and train routes they have to take to get their children to the schools they attended before their housing crisis. Policies such as children/minors being barred from temporary shelter sites property unless accompanied by a guardian; a policy in practice that restricts family functioning and is an added weight to families already in a housing crisis. Ramifications from this policy ripple out to parents adjusting work schedules to pick-up young children during dismissal, students missed opportunities for extra curricular activities and another disruption of family dynamics where older youth are no longer able to be relied upon to monitor their siblings. These families were also concerned about locating housing near high performing schools or in the communities their children currently go to school. Families were also concerned about the Kids Ride Free program, mainly because adults accompanying children with smart trip cards are still expected to pay their fare.

In SY 2019-20 our office plans to continue to meet families where they are and host workshops and sessions for residents at temporary hotel based shelter sites, but also expanded to the short-term family housing facilities. Moreover we will revamp our current homeless student and family toolkit to be an online and in hand pocket guide.

ii.   Active Parenting as a Justice-Involved Resident

In SY 18-19, our office began discussions with the Mayor's Office of Returning Citizen Affairs, the DC Department of Corrections, and residents currently housed at DC Jail about barriers to be an active and informed parent while justice-involved and as a returning citizen. Parental expertise does not stop at arrest, although justice-involved residents have physical limitations to being active partners in education of their children, they can still be a resource. We engaged small group conversations with several residents at DC Jail who expressed a desire to be more informed about grade level educational standards so they can ask appropriate questions of their children. They expressed a desire to be informed at a baseline level of the subjects their children were enrolled in and assignment dates. The overall request is to be informed of educational progress without depending exclusively on their co-parent for access. Leadership from DC Department of Corrections and the Mayor's Office of Returning Citizen Affairs see a protective benefit for both child and justice-involved parent.

In SY 19-20, our office will release an expanded Parent and Family Go-To Guide with information for parents that are justice-involved or returning citizens that will lay out ways to be an active educational partner while away. The guide will also contain information on how to engage students with grade and age appropriate conversation starters.

Safe Passage

The safe passage of our students, as they travel to and from school, is paramount but we know that the instances of community violence that surrounds our schools and our communities puts the safety of our students, and the safety of our community at large, at risk. Given the volume of RFAs concerning student safety, we updated and re-released our Safe Passage Community Resource Toolkit. This toolkit is a compilation of resources for families, schools, and communities based on the six E's from National Safe Routes to School that utilize a comprehensive and integrated approach for safe passage initiatives.

In SY 2018-19, we also worked to re-engage the community on topics including student safety and safe passage. In Ward 8, we established a Ward 8 Student Safety and Safe Passage Working Group, which includes students, parents, Ward 8 non-profit and community-based organizations, government offices and agencies, and schools/LEAs. These conversations aim to bring education, health and safety, and community leaders together to discuss how to address the community violence impacting students, schools, and communities.

Highlights from our working group include:

- $50,000 Commitment from the Office of the Deputy Mayor for Education.
- The development of the LiveSafe mobile application adapted for DC students.
- The launch of a Carpool to School pilot program for students.
- Strategic outreach partnering with businesses and organizations along designated safe routes.
- Formalized Communication protocols between LEAs, WMATA (Metro), & Responders.

The initiatives highlighted above will be piloted during SY 2019 – 20. More information and resources on the current safe passage initiatives can be found at safepassage.dc.gov.

Bullying (+ Tools/Podcast)

In SY 2018-19, our office continued our bullying prevention workshop, in partnership with the DC Office of Human Rights Citywide Bullying Prevention Program (OHR Bullying). This workshop was developed to provide clarity regarding local laws and definitions of bullying, to discuss bullying prevention practices, and to share accessible resources and supports for students and families. This workshop was developed as a forum to facilitate more open conversations about bullying, including what bullying is and what the school's role is in ensuring student safety. In the development of this workshop, we were intentional about partnering with offices and organizations that were able to share practical tools and techniques with parents and other caring adults. This convening exposed families to resources and supports while facilitating conversations with parents about proactive steps they can take at home to reduce incidents of victimization and aggressive behavior. Along with OHR Bullying, we had representation from the following organizations: SYMAL, Office of the State Superintendent for Education, the Office of Neighborhood Engagement & Safety, and Department of Behavioral Health. By convening this group of experts, we were able to start conversations with parents about what support they should expect from those offices if affected by bullying and what families can do at home to reduce incidents of victimization and aggressive behavior.

In Fall 2018, we launched a podcast with Office of Human Rights Citywide Bullying Prevention Program sharing information on ways that parents can work in conjunction with their schools and/or neighbors to reduce bullying in their communities. In SY19-20, we will be recording future sessions with parents, students and partners to share their experience and ways to create safety at school and prevent bullying. Community members can locate the podcast on our website under Bullying Resources in the Information & Advocacy Resources and Tools tab.

Special Education

Our "Know Your Rights" special education workshop, launched in our office's first year of operation, is designed for families with students in need of specialized instruction and other supports. In SY 2018-19, we hosted our informational sessions on special education in Wards 1, 5, and 7 & 8 in partnership with DC State Board of Education Representatives (Emily Gasoi, Ward 1; Mark Jones, formerly Ward 5; Karen Williams, Ward 7 and Markus Batchelor, Ward 8), DC Councilmembers (Councilmember Brianne Nadeau, Ward 1; Councilmember Kenyan McDuffie, Ward 5), and ward-based education organizations (Ward 1 Education Council; Ward 5 Council on Education; Ward 7 Education Council; Ward 8 Education Council). Navigating and understanding how special education works in the District and within individual LEAs is essential in order for families to advocate on behalf of their student. Unique collaboration with PAVE, KIPP DC and DCPS ensured families from both sectors were at the table for these sessions. Our sessions included information about:

- Basic provisions of federal and local special education law

- Differences between 504 plans and IEPs

- Prompting an evaluation

- Determining eligibility for services

- Understanding procedural safeguards (if there has been a denial of FAPE)

This forum gives families the opportunity to interact with local level special education experts to workshop their specific concerns. Our SY 2018-19 partners included: Office of the Ombudsman for Public Education, Office of the State Superintendent of Education's (OSSE) State Advisory Panel on Special Education, OSSE State Complaints Office, OSSE Strong Start, OSSE Office of Dispute Resolution, OSSE Division of Student Transportation, DC Special Education Cooperative, DCPS Division of Specialized Instruction, DCPS Section 504 and Accommodations Team, DCPS Early Stages, Advocates for Justice and Education, Children's Law Center, and Disability Rights DC at University Legal Services.

In addition to our workshop series, we offer a host of resources and tools related to special education on our website, including our workshop presentation, as both a printable handout and a webinar; a list of special education acronyms, abbreviations, and definitions; a list of resources and organizational supports; our ask sheets; and our Parent & Family Go-To Guide.

DC Student Discipline Guide

Since 2015, our office has undertaken an annual analysis of all LEA student discipline policies in the city. In SY 2017-18, our office, in partnership with the Howard University School of Law, analyzed discipline policies from 57 LEAs in the District. From that analysis, we discovered the following trends (highlighted in full in our 2018 Annual Report):

- Parents' Rights and Responsibilities: In general, parent and student rights and responsibilities that are created or imposed by LEAs are not consistently presented in a clear and easily identifiable section. Approximately 20% of the handbooks have little or no mention of such policies.

- Clear Statements of Infractions and Penalties: Approximately 20% neither list statements of infractions nor provide students and parents any notice of disciplinary consequences, and many of the policies are very vague and lack of definitions.

- Due Process and Appeals: While roughly two-thirds of LEAs have good statements of basic due process right for expulsions and suspensions, only 20% have appellate decision makers who hold a position with some degree of impartiality.

- Exclusionary Discipline and Its Alternatives: Most LEA handbooks indicate some form of exclusionary discipline. Slightly less than half still maintain some form of zero tolerance policy. Restorative justice practices are present in a small sampling of LEAs.

- Alternative Education Settings: Approximately half of all the policies fail to mention anything regarding alternative education for students on suspension or medical leave. Those schools that do provide alternative education have very limiting policies.

In May 2018, DC Council addressed many of these trends with the Student Fair Access to School Amendment Act of 2018.[3] The goal of the Act is to limit out-of-school suspension, ban the use of suspension for minor offenses, and protect a student's right to education while off school premises. As the new law phased in, we noticed that families and schools were unsure how the law changed student discipline policies. As a result, our office, in collaboration with Office of the Ombudsman for Public Education and the Every Student Every Day (ESED) Coalition, created the District of Columbia Student Discipline Guide.

The guide explains new citywide rules for school discipline that all public schools must follow under DC law. It includes:

- Terms to Know: Uniform Definitions, General Terms
- Know Your Rights: Limits on Duration of Disciplinary Removals, Student Exclusion Protections, and Access to Education During Exclusion
- Alternative Disciplinary Responses
- Government Agencies & Offices Connected to Student Discipline (map)
- Self-Advocacy guide
- Conversation Starters (questions)
- Numbers to Know

All students and families should know their rights proactively, when making school selection choices and reactively, whether or not they seek to challenge a disciplinary decision. The DC Student Discipline Guide is available in print and online at studentadvocate.dc.gov.

Race, Equity, and Inclusion

As an office, we often highlight the need for equity in public education through the lens of family engagement. Race and class serve as barriers to engagement leaving a void between students, families, communities, and schools. We created our Race, Equity, and Inclusion toolkit as a resource for families, schools, and community organizations looking to begin their work toward equitable and inclusive spaces in education. The information and resources included in the toolkit have been pulled from organizations, educators, and scholars who have been instrumental in moving the conversation on race, equity, and inclusion forward both nationally and locally.

In the toolkit, families, schools, and community organizations can access standardized definitions, articles, books, videos, and other informational materials addressing issues surrounding race, equity, and inclusion.

The toolkit is divided into the following sections:

- Race: Race continues to be an indicator of inequities that students face in education. With nonwhite students making up the majority of public school students in the nation[4], more than 80% of DC's public[5] and public charter school population identify as students of color.[6]
- Equity: Equity exists when students are able to access opportunities available to them regardless of race, ethnicity, socioeconomic status, gender, sexual orientation, or ability.
- Inclusion: An inclusive education is one where all students are placed in classes within their public or public charter schools where they receive high-quality instruction, interventions, and supports that enable them to achieve success.
- Action Steps: This section is meant to encourage readers to apply information provided and knowledge gained within their sphere of influence in education. All education stakeholders, in whatever capacity in which they serve, can work to close learning, achievement, and opportunity gaps for our students.

Our Race, Equity, and Inclusion Toolkit is available online at studentadvocate.dc.gov.

Teacher Representation

With DC's confusing education landscape, countless resources have been created to help families choose which schools are the best fit for their students, with the most recent being the DC School Report Card.[7] Information regarding the students attending public and public charter schools is plentiful, but there is limited information regarding the teachers working within these school buildings. Teachers play a vital role in establishing the culture of any school, but families do not have access to information about schools' teaching staff. The Teacher

Representation resource is an informative tool that provides questions for families to consider as they meet with leaders of prospective schools and ultimately choose schools for their students to attend.

In order for families to make informed school selection decisions, they should have access to information about staff within school buildings. Teachers of color can help alleviate the disparities students of color endure. Substantial evidence indicates that students of color are disproportionately punished in schools nationally, and specifically in the District of Columbia.[8] The more time missed due to disciplinary actions means less time that students receive academic instruction. Research suggests that "frequent suspensions appear to significantly increase the risk of academic underperformance".[9]

Additionally, language access impacts student achievement within DC schools. Though Latinx students make up approximately 20% of DCPS students and 16% of public charter school students, less than 7% of DCPS teachers identify as Latinx.[10] This statistic becomes even more problematic when we look at the percentage of Latinx students that make up the nation's English language learner (ELL) population.[11] There is no reliable information regarding how many DC public and public charter school teachers speak a second language, which also places an unfair burden on the teaching and other school staff who do speak a second language.

Limited information is available across LEAs regarding teachers' gender. Only 24% of DCPS teachers identified as male, while public charter LEAs do not report this information.[12] While men are underrepresented as teachers, boys make up about 50% of all public school students.[13] National research suggests that boys in the eighth grade with a female teacher fell behind girls by about three and a half months of instructional learning.[14] Boys in Washington, DC had significantly lower proficiency scores on state standardized assessments than girls[15], boys graduated high school at lower rates than girls[16], and boys have been disciplined at higher rates than girls.[17]

There is no available information regarding lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA+) students and teachers in local LEAs. This is problematic because more than 83.7% of transgender and gender nonconforming students experience bullying nationally.[18] Having a representative teaching staff that address LGBTQIA+ issues positively can foster a safe environment for transgender and gender non-conforming students. Negative remarks and harassment is reduced in schools where LGBTQIA+ issues are positively represented in a school's curriculum.[19]

Recruiting a representative group of qualified teachers is essential to closing existing achievement gaps in our nation's capital. Recruiting a representative group of teachers will Creating a more diverse pool of effective teacher will also address the dangerous levels of attrition that exist in DCPS and public charter schools. There have been notable efforts addressing teacher shortages across the nation that should be used towards enhancing DC's community centered recruitment strategies.

Our Teacher Representation resource is available online at studentadvocate.dc.gov. ■

SECTION VI

RECOMMENDATIONS

Safe Passage

1. Continue to expand safe passage routes on a school-by-school basis. There must be a continued effort to expand the number of local businesses and organizations designated as "Safe Spots" along these routes. Schools must be a part of the creation of these routes because they are most familiar with the concerns of the students and families along these routes.

2. Invest in community organizations that will recruit and train volunteers to actively patrol safe passage routes. These volunteers should include local residents parents and family members. These volunteers would report suspicious behavior along safe routes that have minimal business "Safe Spots" along their path. They should fill in the blind spots of the designated passage routes.

3. Collaborate with the Office of Neighborhood Safety and Engagement's Violence Intervention and Prevention Program to respond to incidents along designated safe passage routes. This could help minimize involvement from the Metropolitan Police Department and establish a more community-based process.

4. Include supplemental funding for students deemed at-risk due to homelessness in the Uniform Per Pupil Fund Formula to cover transportation costs. Homeless shelters and service providers for homeless families are often located further away from the schools of those students. This funding can help provide homeless youth a safe passage to-and-from school.

Bullying

1. The Bullying Prevention and Intervention in D.C. Educational Institutions Training Toolkit should be the foundation for staff training on bullying policies. Schools should also incorporate this training into their professional development sessions. There is a large variance in staff training on the requirements of the Youth Bullying and Prevention Act (YBPA). While many schools do provide some form of training, only a small number meet all of the requirements consistent with the YBPA.

2. When creating bullying prevention programming, schools should intentionally include information about all populations represented within the school, specifically LGBTQIA+ identifying students. This information should be included in staff and personnel training at the commencement of the school year. Schools should be inclusive of all student populations since school climate is an integral part of bullying prevention and intervention efforts in schools.

3. OSSE along with the Citywide Bullying Prevention Program should work with schools to provide resources supporting the implementation of the four basic requirements of the YBPA (policy; data collection and reporting; policy dissemination; staff training). Each LEA is responsible for reporting data around bullying to the Office of Human Rights in compliance with YBPA. Yet, there is strong variance across schools in their implementation of the YBPA and the data being reported.

Special Education

1. Provide families with comprehensive access to resources and organizational supports, to ensure true school choice. Families who have students with specialized instruction and service needs are faced with a tedious process in school choice and selection, enrollment, and afterschool programming. There is an urgent need for information about available supports, specific programming, and additional resources offered by the LEA in the selection and enrollment process. Points of contact for families should be prominent so that questions and concerns may be addressed throughout the process. The next production of the new state report card would be the most appropriate place for such a resource in addition to the My School DC platform.

2. Afterschool and out-of-school program providers should be required to report the levels of support they provide to students with specialized instructional and service needs. This information should be made easily accessible for families on platforms like OSSE's website and the Learn24 platform. LEAs should also connect families of students with specialized needs to these resources.

3. Develop a city-wide Response to Intervention (RTI) framework that standardizes the RTI process across all LEAs. RTI processes are not implemented with fidelity and there is no standardized RTI process or guidance for LEAs to follow. OSSE should provide increased technical support and guidance to schools on RTI.

4. Greater attention needs to be given to the understanding and consistent implementation of the requirements of the Special Education Procedural Protections Expansion Act of 2014. Many LEAs fail to be responsive to elements of the Act, such as oral requests for evaluation from families, and miss serving the specialized needs of their students. Schools need additional technical support in order to fully implement the requirements of the law.

Student Discipline

1. LEAs must increase their effectiveness on informing students and families of the recent changes to the student discipline policies with the implementation of the Student Fair Access to School Act (SFASA).

2. A state-level advisory panel – whether the State Board of Education, the Office of the State Superintendent

of Education, or the DC Council – should be formed to focus on student discipline. This advisory panel should be comprised of parents, students, and school/LEA leaders and staff. The OSSE School Discipline report shows disparities in data being tracked and reported across sectors. This panel should have the authority to identify disparities in data across individual LEAs, provide recommendations for the discipline policies of those LEAs, and to recommend the necessary supports for implementation to OSSE.

3. All LEAs should create a student discipline advisory committee comprised of parents, students, and educators. This would allow schools to regularly review their student discipline policies, while including parent and student voice. These advisory committees can streamline their discipline policies and practices in order to best meet the need of students. This process could also facilitate the process of LEAs ensuring that families and students understand, and are familiar with, their discipline policies, procedures, and processes.

4. All LEAs should develop alternative instructional policies to support the academic needs of students while out-of-school for disciplinary reasons. Though required by SFASA, many LEAs have failed to identify best practices in supporting student's academic achievement during exclusionary discipline.

Teacher Representation:

1. Require every LEA to track and report data regarding their teaching staff. The information being tracked should anonymously include: the demographics of teachers, years of experience teaching, years teaching at the current school, certification status, and what teacher preparation programs they are coming from. The demographic information being collected should include race, ethnicity, and language proficiency. This information should be made available for parents to consider when choosing a school.

2. Include information about teachers in DC's STAR framework. The available information regarding teachers in the current STAR framework is limited. All LEAs currently report the number of years their teachers have taught but only DCPS is required to report the amount of certified and in-field teachers there are. All LEAs should be required to report the amount of certified and in-field teachers.

3. Expand the teacher candidate pool by creating career pathways to teaching and grow-your-own programs to recruit DC high school students into the teacher profession. There must be a deliberate emphasis on diversifying the teacher workforce. These programs should offer dual-enrollment courses at state-approved educator preparation programs with colleges and universities in the DC area. These programs should be offered to 11th and 12th graders giving them the opportunity to earn between three to nine college credits. These programs must include a student-facing residency component in addition to in-class instructional time. Students should be awarded a paraprofessional certification upon the completion of these requirements as an incentive for completing the program.

4. Create grants for DC residents to attend teacher preparation programs at local colleges and universities. These grants should target students from schools where teacher shortages are the highest. These grants should also incentivize students to return and teach in those schools where these shortages persist. ■

SECTION VI

STAKEHOLDER AND COMMUNITY OUTREACH

21st Century School Fund
Achievement Prep Public Charter School
Advisory Neighborhood Commissions
AppleTree Public Charter School
Advocates for Justice and Education (AJE)
Bazelon Center for Mental Health Law
Boys and Girls Club FBR Branch
Boys and Girls Club of Greater Washington
Capitol Hill Public School Parent Organization
Center City Public Charter School
Children's Law Center
Coalition for DC Public Schools & Communities (C4DC)
Collaborative Solutions for Communities
Community of Hope
Council for Court Excellence (CCE)
Court Services and Offender Supervision Agency (CSOSA)
Daybreak Ministries
DC Action for Children
DC Alliance for Youth Advocates (DCAYA)
DC Council
DC Department of Parks & Recreation
DC Fiscal Policy Institute
DC Promise Neighborhood Initiative
DC Public Charter School Board
DC Public Schools
DC Public Schools, Division of Specialized Instruction
DC Public Schools, Office of Family and Public Engagement
DC Public Schools, Office of Student Wellness
DC School Reform Now
DC State Board of Education
District of Columbia Community Schools Advocacy Group

District of Columbia Special Education Cooperative
Douglass Knoll Community Center
East of the River Family Strengthening Collaborative
Edgewood Brookland Family Support Collaborative
Family Voices of Washington DC
Far Southeast Family Strengthening Collaborative
Flamboyan Foundation
FOCUS Data Summit
Friendship Public Charter School
Georgetown University Institute of College Preparedness
Howard Middle School Public Charter School
Howard University School of Law
Institute for Educational Leadership (IEL)
KIPP DC, Public Charter School
Lawyers' Committee for Civil Rights Under Law
Leadership for Educational Equity
Learning with PRIDE
Man the Block, Richard Wright Public Charter Schools
Marion Barry Youth Leadership Institute
Mayor's Office of Community Relations & Services
Mayor's Office on African Affairs
Mayor's Office on Asian and Pacific Islander Affairs
Metropolitan Police Department (MPD)
Metro Transit Police Department
My School DC
Office of Councilmember Brandon Todd (Ward 4)
Office of Councilmember Brianne Nadeau (Ward 1)
Office of Councilmember Charles Allen (Ward 6)
Office of Councilmember David Grosso (At-Large)
Office of Councilmember Elissa Silverman (At-Large)
Office of Councilmember Robert White (At-Large)
Office of the Deputy Mayor for Education

Office of the Deputy Mayor for Public Safety and Justice
Office of Human Rights
One City All-Star Extravaganza (OCASE) Foundation
OSSE, Division of Health & Wellness
OSSE, Office of Dispute Resolution
OSSE, Re-Engagement Center
OSSE, State Advisory Panel on Special Education
Parents Amplifying Voices in Education (PAVE)
Rocketship Public Charter School
Senior High Alliance of Parents Principals and Educators (S.H.A.P.P.E.)

Teaching 4 Change
Ward 2 Education Network
Ward 3 Education Network
Ward 4 Education Alliance
Ward 7 Education Council
Ward 8 Council on Education
Ward Five Council on Education
Washington Lawyers' Committee for Civil Rights and Urban Affairs
Washington Metropolitan Area Transit Authority (WMATA)

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