



OFFICE OF THE  
**STUDENT**  
ADVOCATE

# School Year 2017-18 Quarter 3 Report

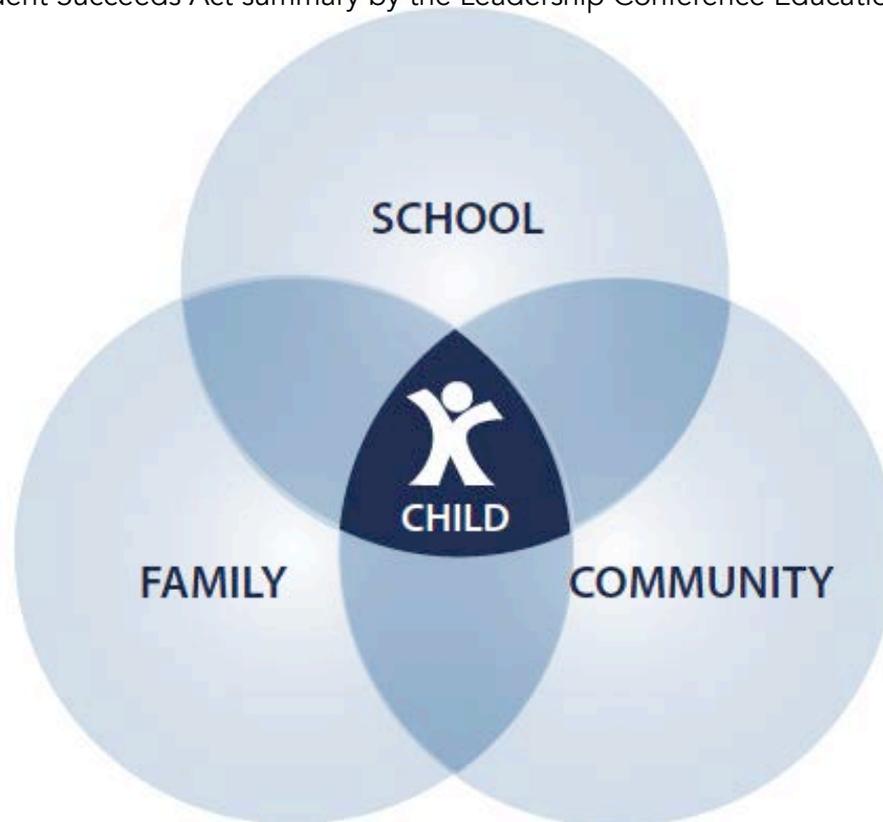


# Family Engagement: What It Should Be

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“Gaps in educational opportunity and achievement will only be remedied when...parents, families, and communities are driving decision-making.”

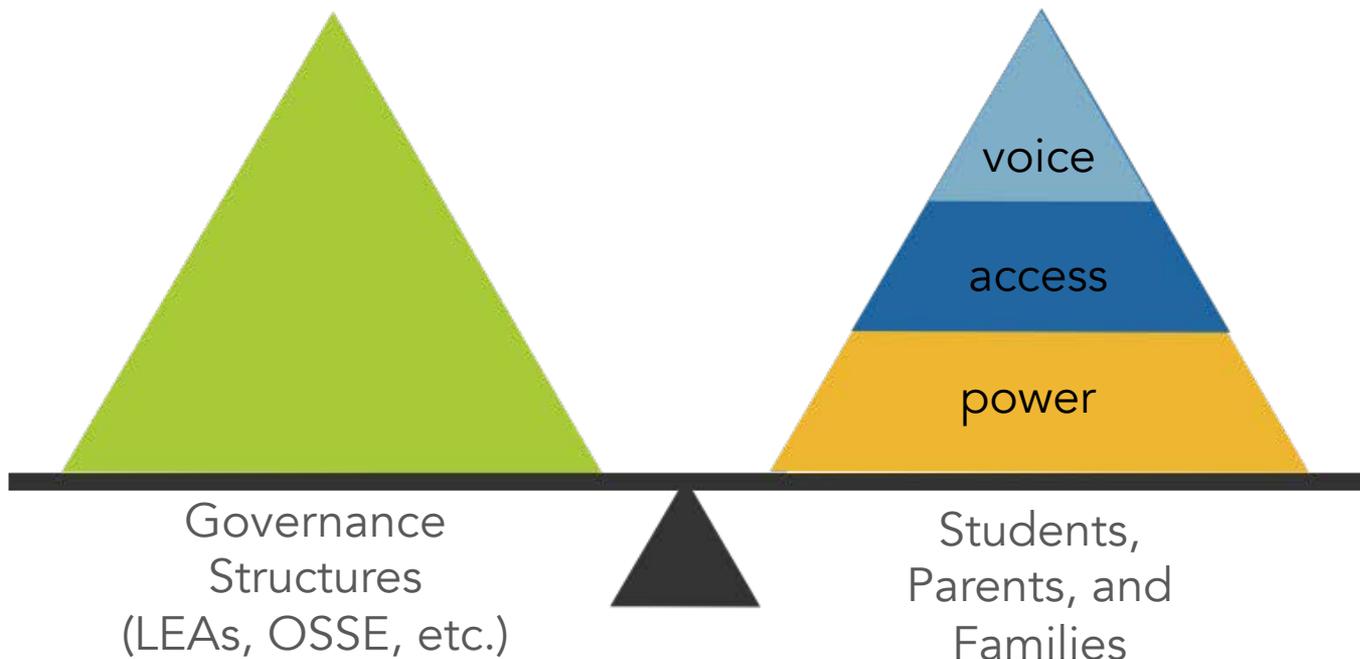
- Every Student Succeeds Act summary by the Leadership Conference Education Fund



# Our Office

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In our day to day work, we work to define equity and support students, parents, and families in their advocacy through **parent education**, **one-on-one coaching**, **resource supports**, and **trainings**. We do this in order to amplify the voices of families and communities in processes and decision-making; to provide avenues for access to resources and understanding systems; and to support power families and communities already possess.



# Our Office

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Our work supports families in three ways:



## Request for Assistance Line

202-741-4692

- Operates live Monday- Friday, 9 am to 5 pm to answer questions/concerns regarding public education in DC



## Education and Community Resource Guide

<http://studentadvocate.dc.gov>

- Over 400 education-related resources and agencies categorized into 20 different topic areas on our website



## Online Resources and Tools

[student.advocate@dc.gov](mailto:student.advocate@dc.gov)

- Resources for topics ranging from special education to homelessness to attendance and truancy

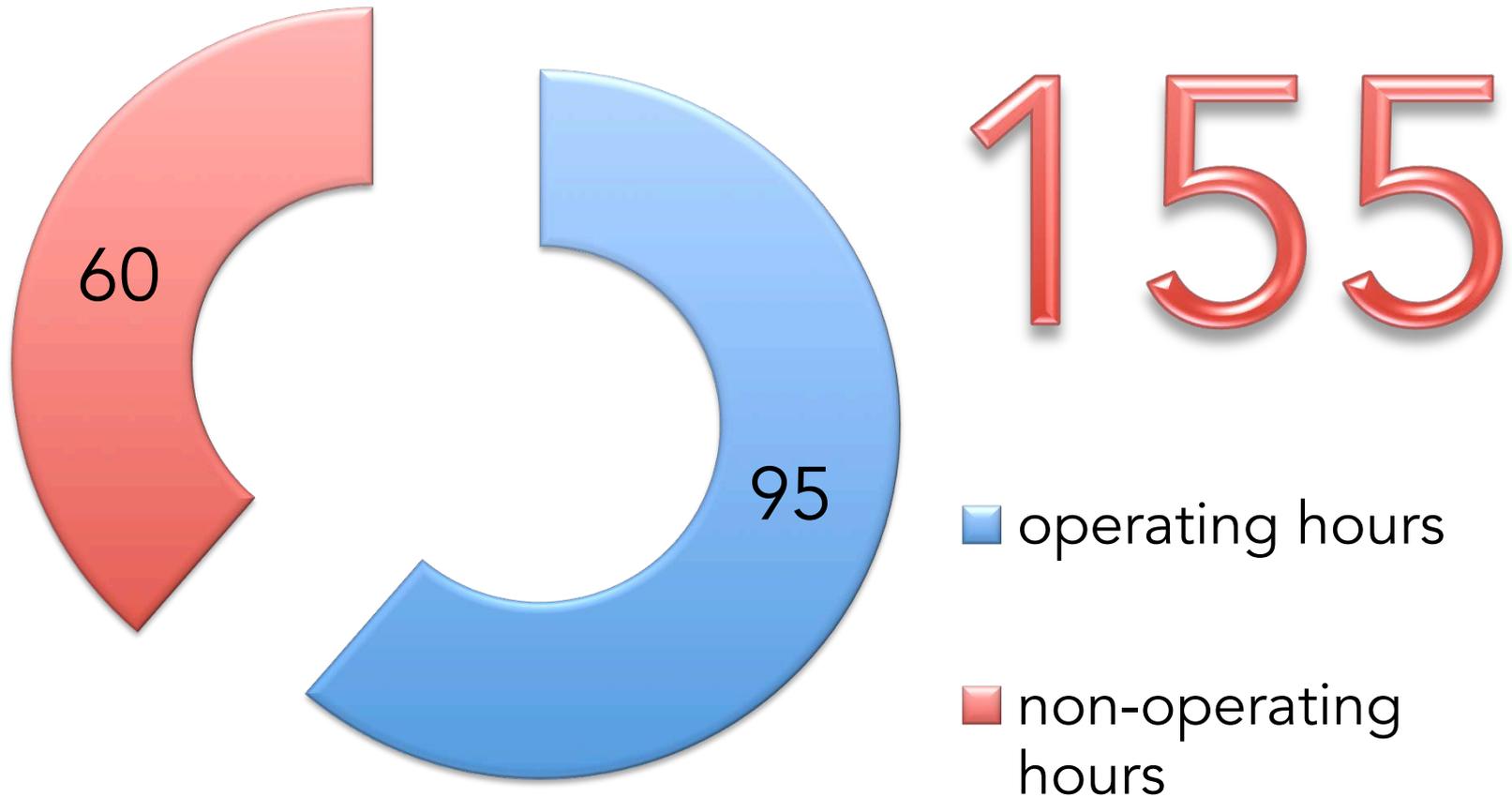
# Quarter 3

February 1<sup>st</sup> – April 30<sup>th</sup>



# Q3 Calls Received

Total Number of Calls Received in Q3



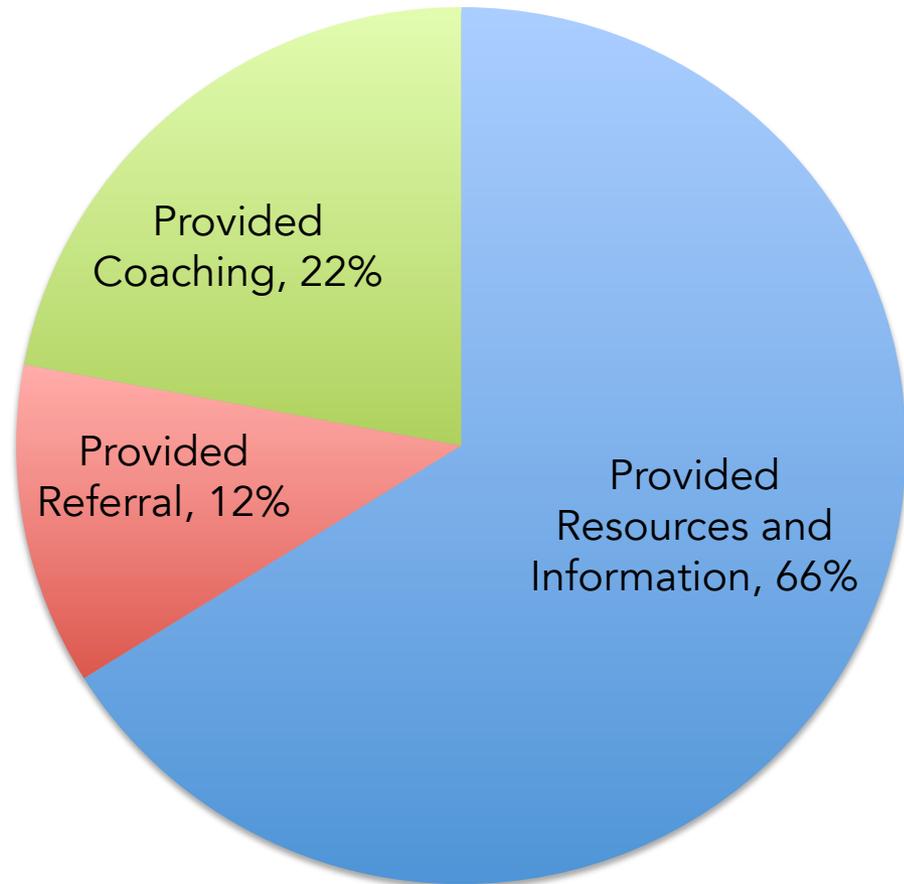
\*Several calls captured in the "before 9 am" and "after 5 pm" data set were serviced as RFAs in the "9 am to 5 pm" data set as result of OSA efforts to engage all service-seekers contacting our office outside of operating hours.

# Requests for Assistance (RFAs) – Quarter 3 Breakdown

95

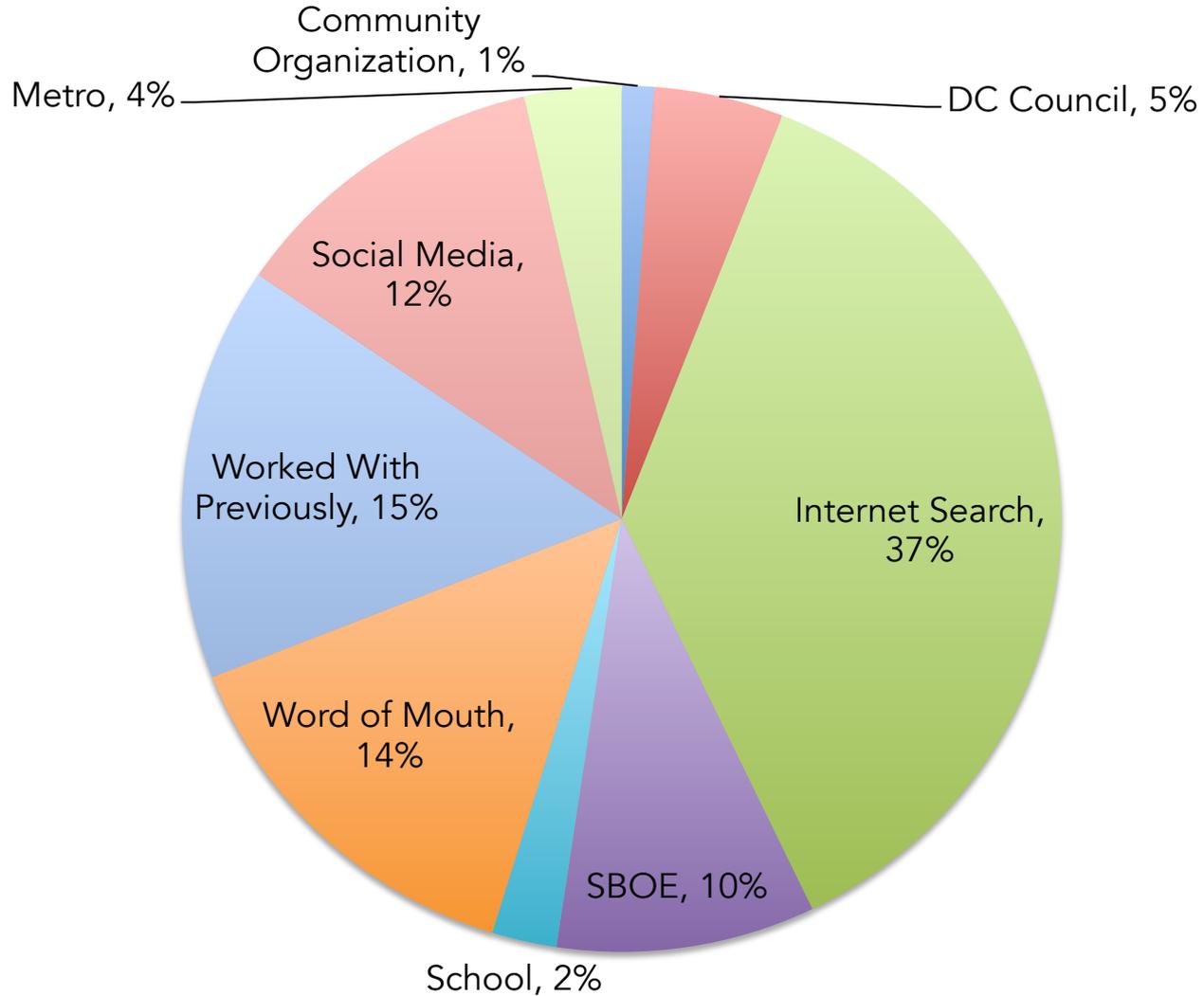
Quarter 3  
Requests for  
Assistance

Resolutions

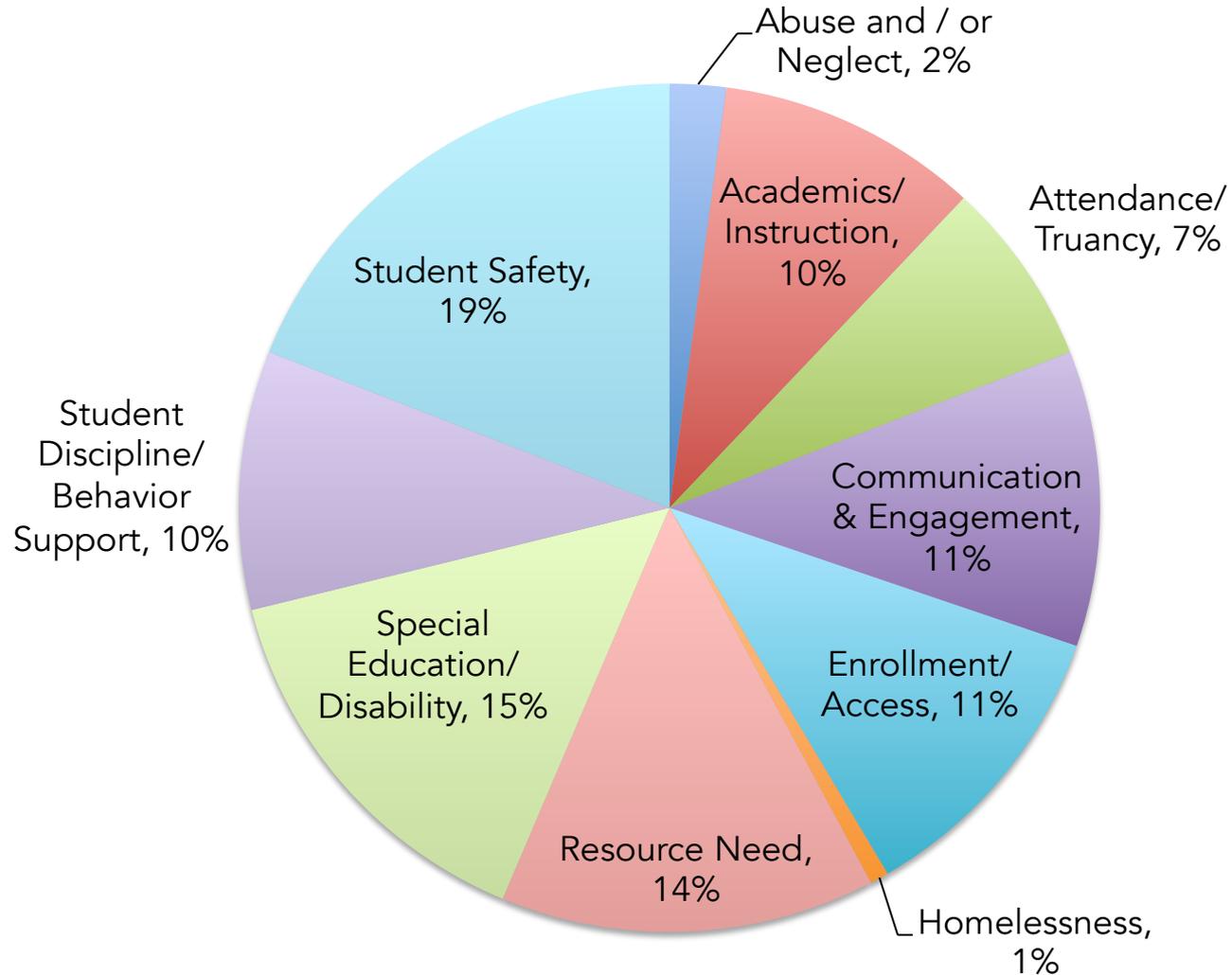


# Quarter 3

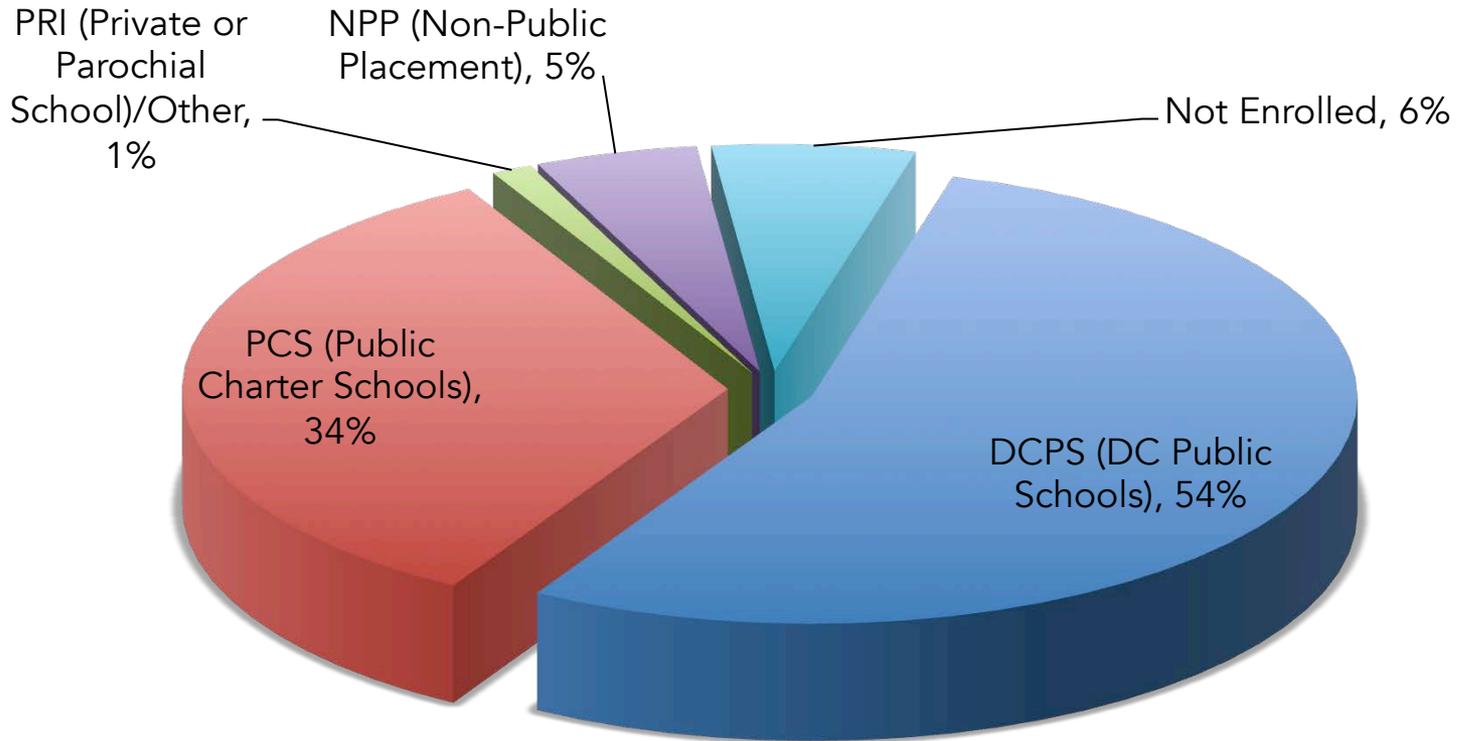
## Origin of Referrals to Our Office



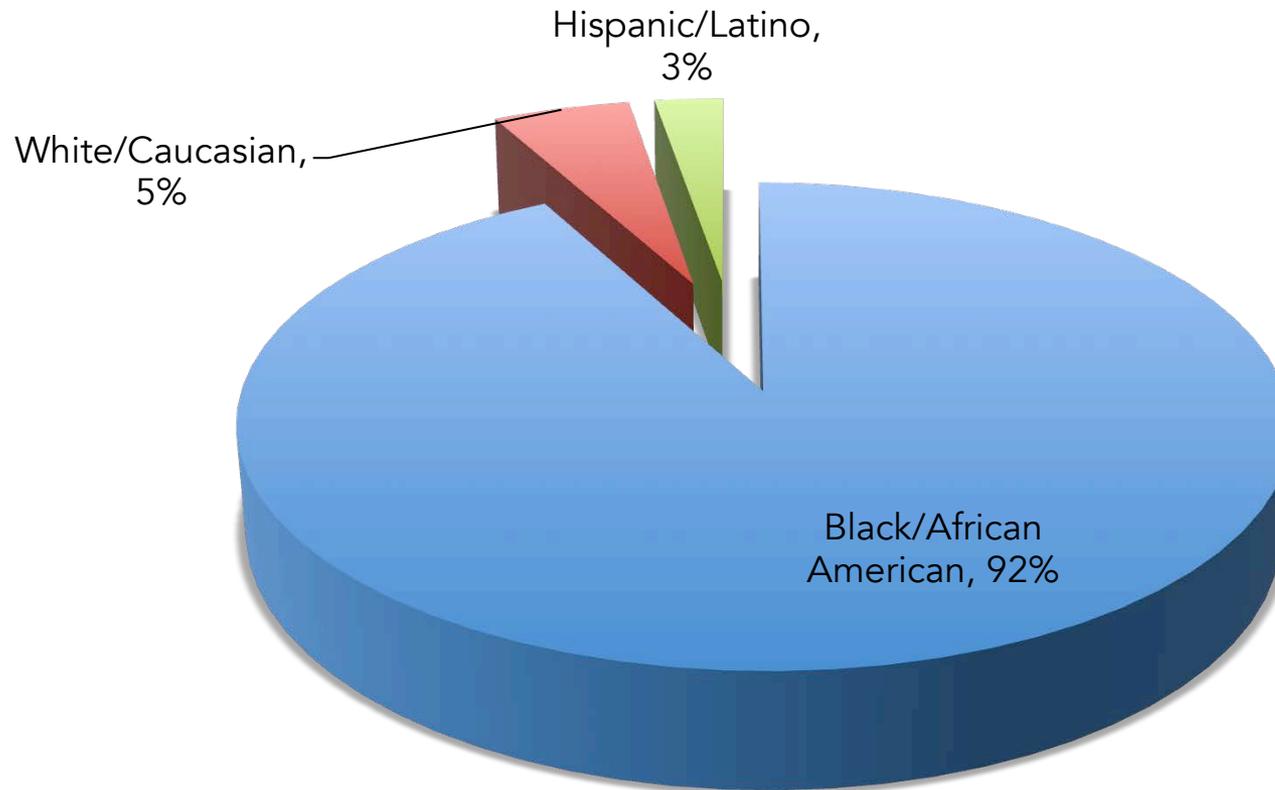
# RFA Quarter 3 Topic Areas



# RFA Numbers by Sector Quarter 3



# RFA Numbers by Race Quarter 3



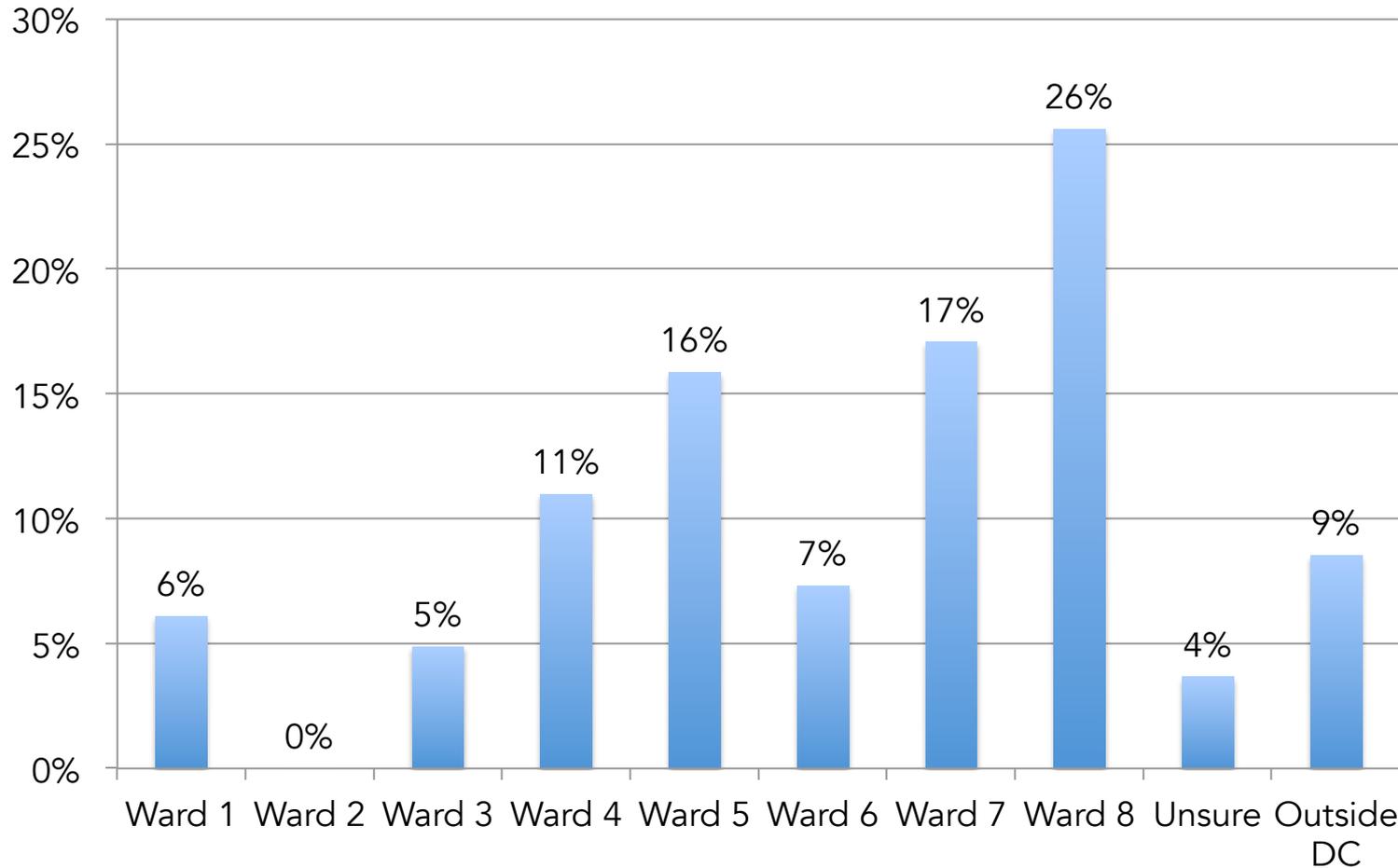


# RFAs by Ward Breakdown

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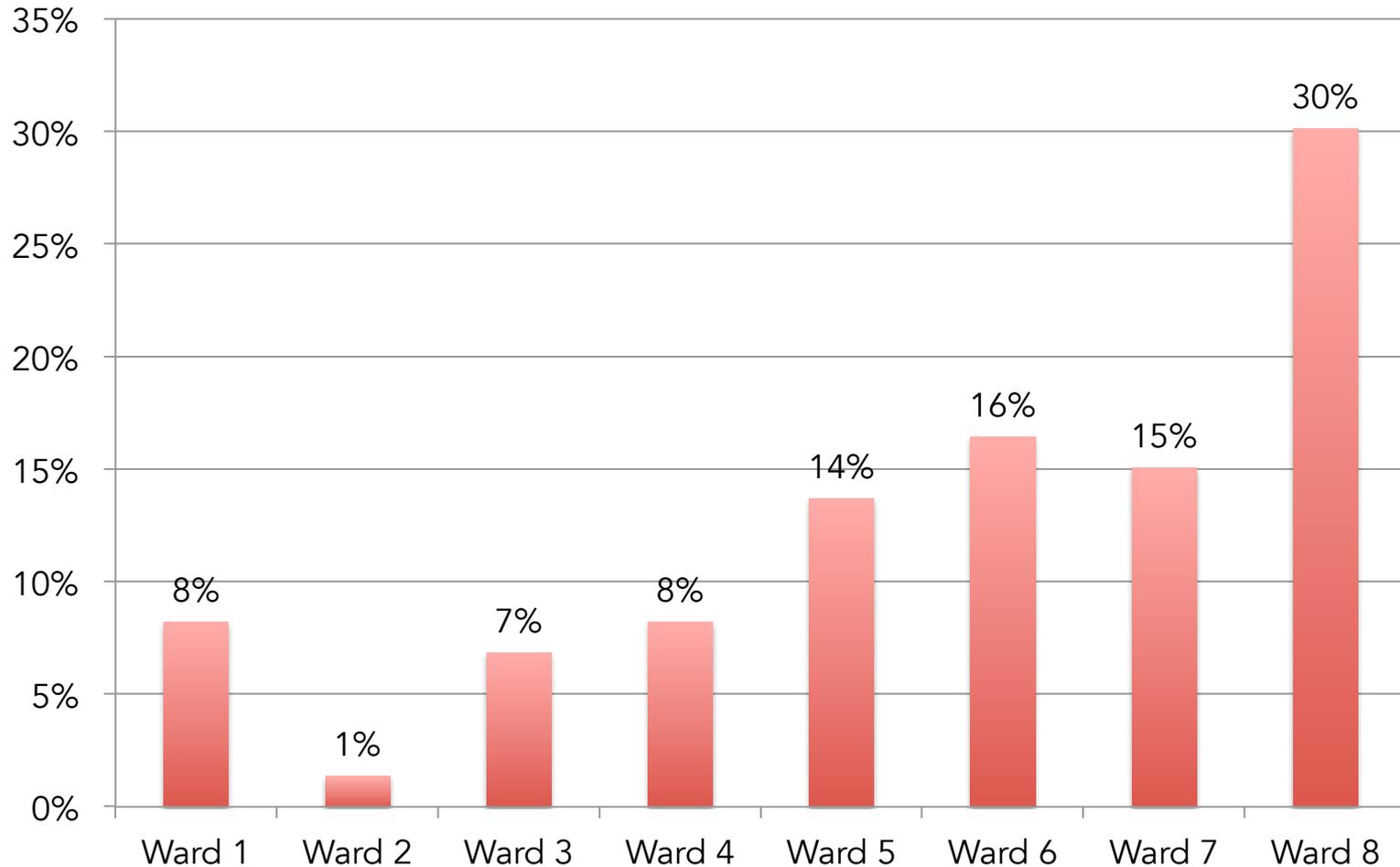
# RFA's SY 17-18 Quarter 3

## Ward of Residence Breakdown



\*Data included reflects the number of total RFAs.

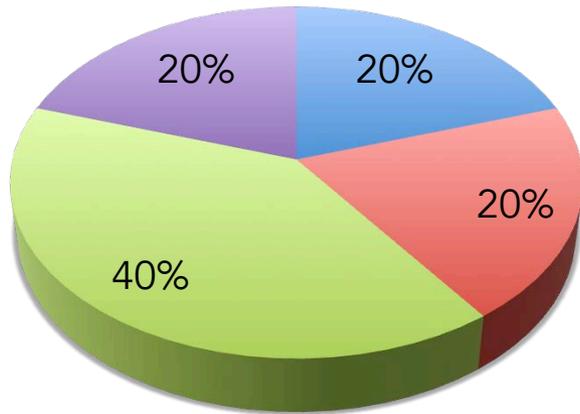
# RFA's SY 17-18 Quarter 3 School Ward Breakdown



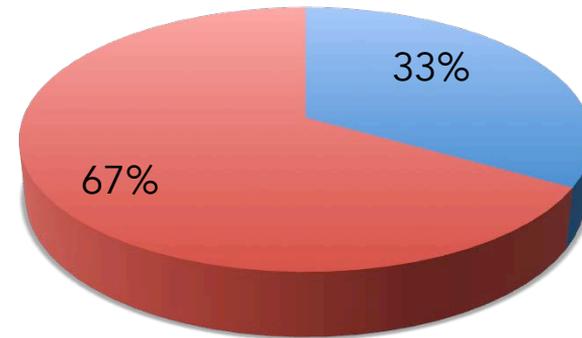
\*Data included reflects number of RFAs associated with a public school, either DCPS and public charter.

# RFA Data by School Ward & Ward of Residence

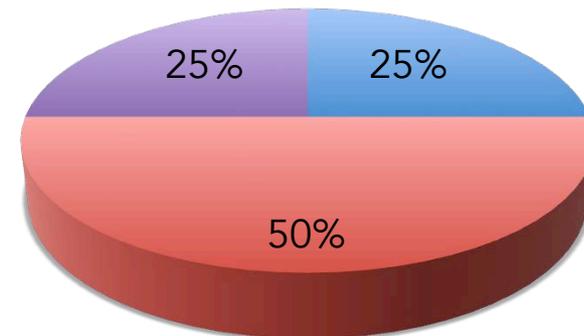
Ward: 1



Ward: 3



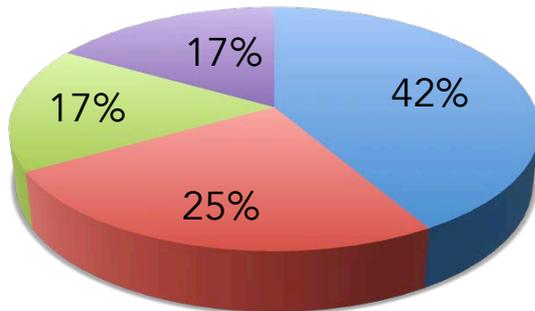
Ward: 4



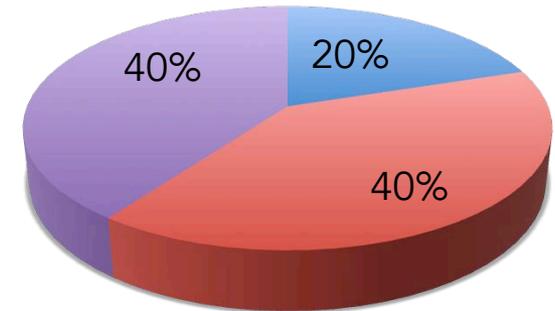
- DCPS in-boundary
- DCPS out-of boundary
- PCS (w/in ward)
- PCS (outside of ward)

# RFA Data by School Ward & Ward of Residence

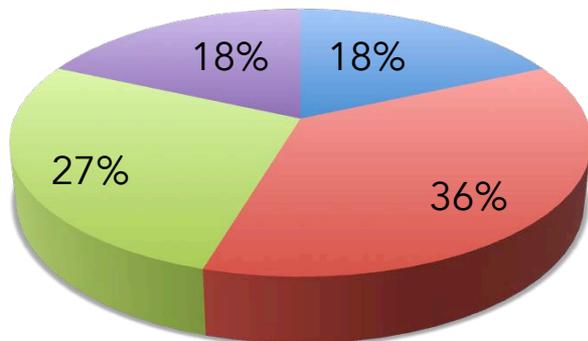
Ward: 5



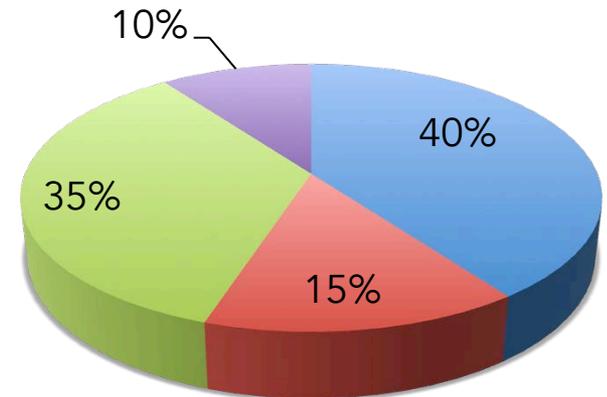
Ward: 6



Ward: 7



Ward: 8



- DCPS in-boundary
- DCPS out-of boundary
- PCS (w/in ward)
- PCS (outside of ward)

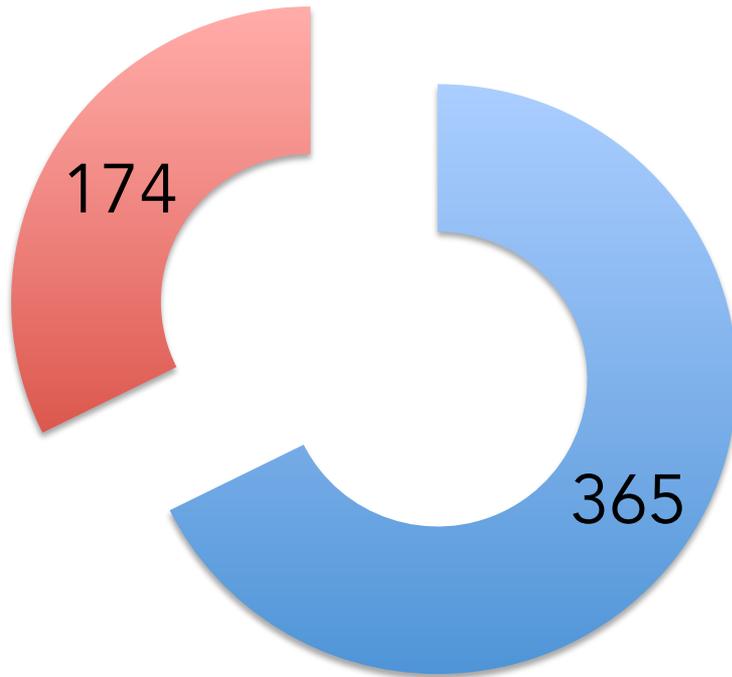
# Where We Are To Date

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# Calls Received to Date

Total Number of Calls Received  
in SY 17-18 to Date

5339

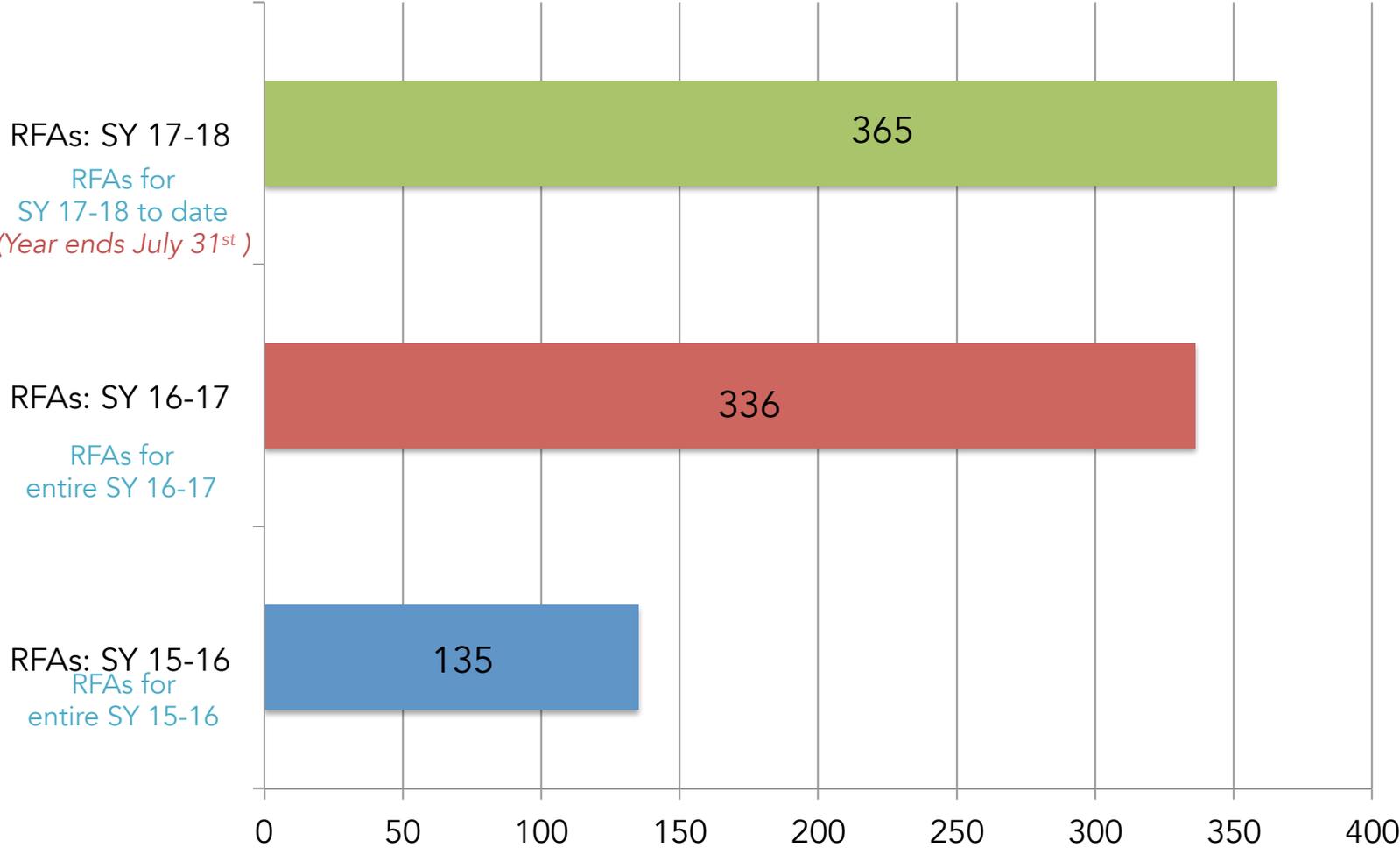


*When people contact our office during non-operating hours, our voicemail directs people to information for our email and website, which could provide them information or resources they need in the moment.*

- operating hours
- non-operating hours

\*Several calls captured in the "before 9 am" and "after 5 pm" data set were serviced as RFAs in the "9 am to 5 pm" data set as result of OSA efforts to engage all service-seekers contacting our office outside of operating hours.

# RFA School Year Comparison



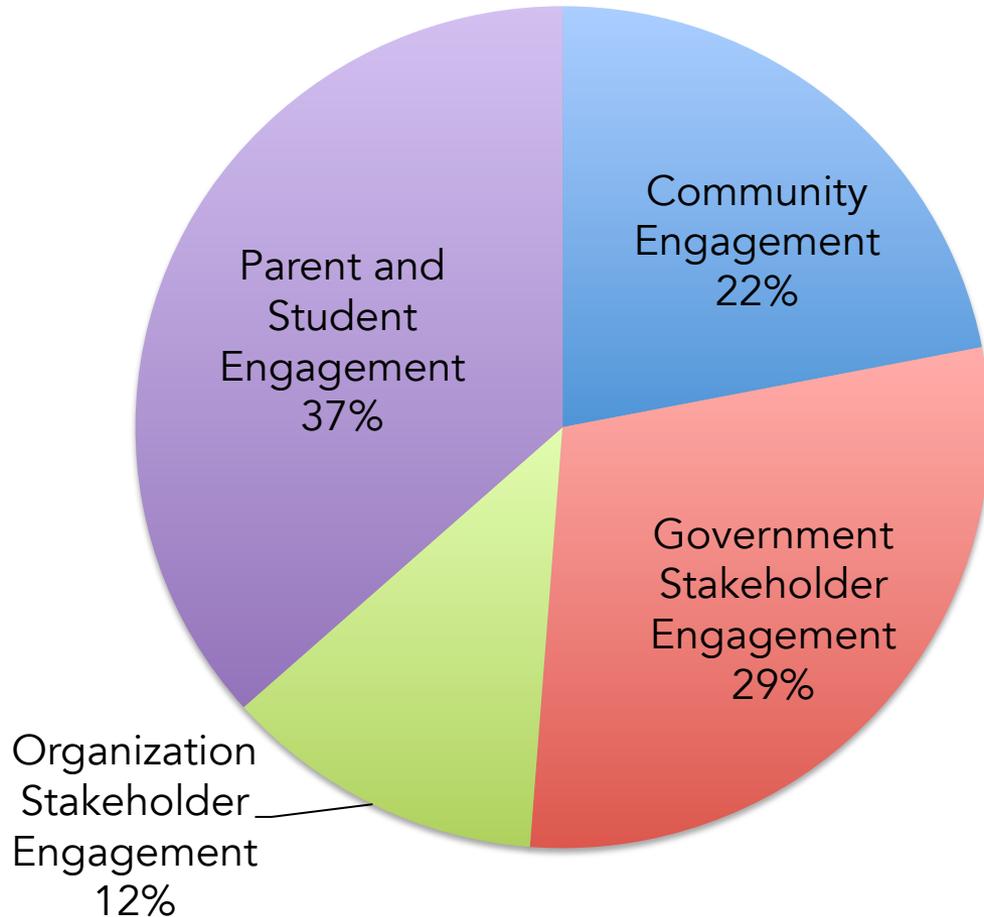
# Where We Are Today

To date, for SY 2017-18:

...we have supported 365 individuals through our Request for Assistance (RFA) process, a 34% increase from where we were this time last year.

# Quarter 3

## Outreach & Engagement Activities



Meetings, Panels,  
& Events attended in  
Quarter 3

41

# Outreach & Engagement Modes SY 17-18 to Date

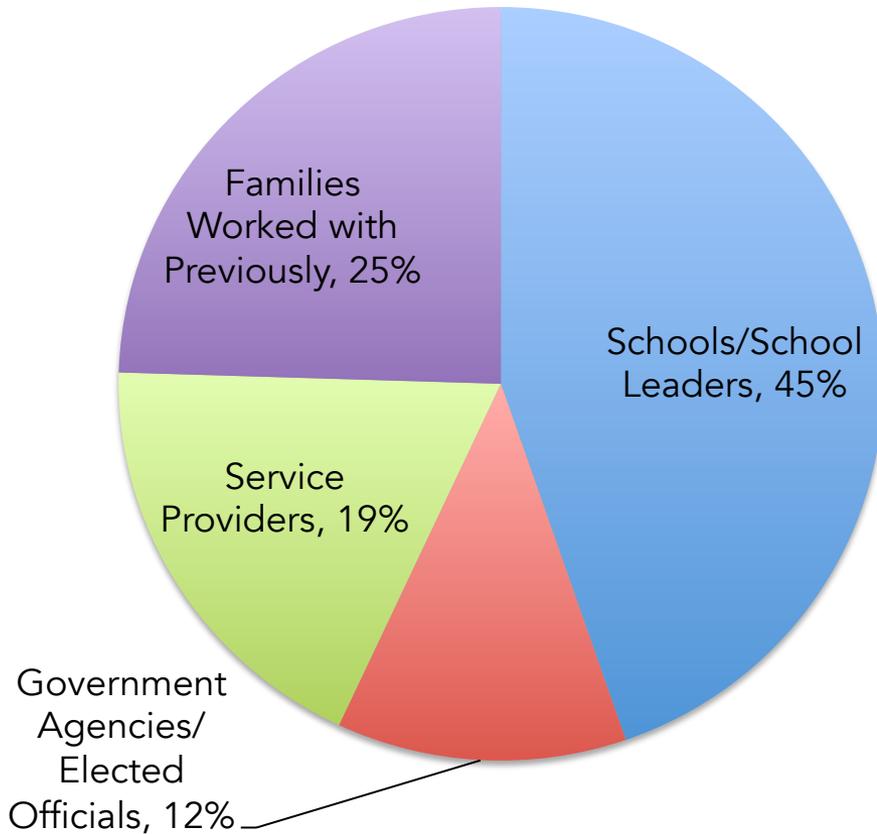


More than...

16000

have been touched by our office via one of our engagement and outreach modes.

# Strategic Email Outreach

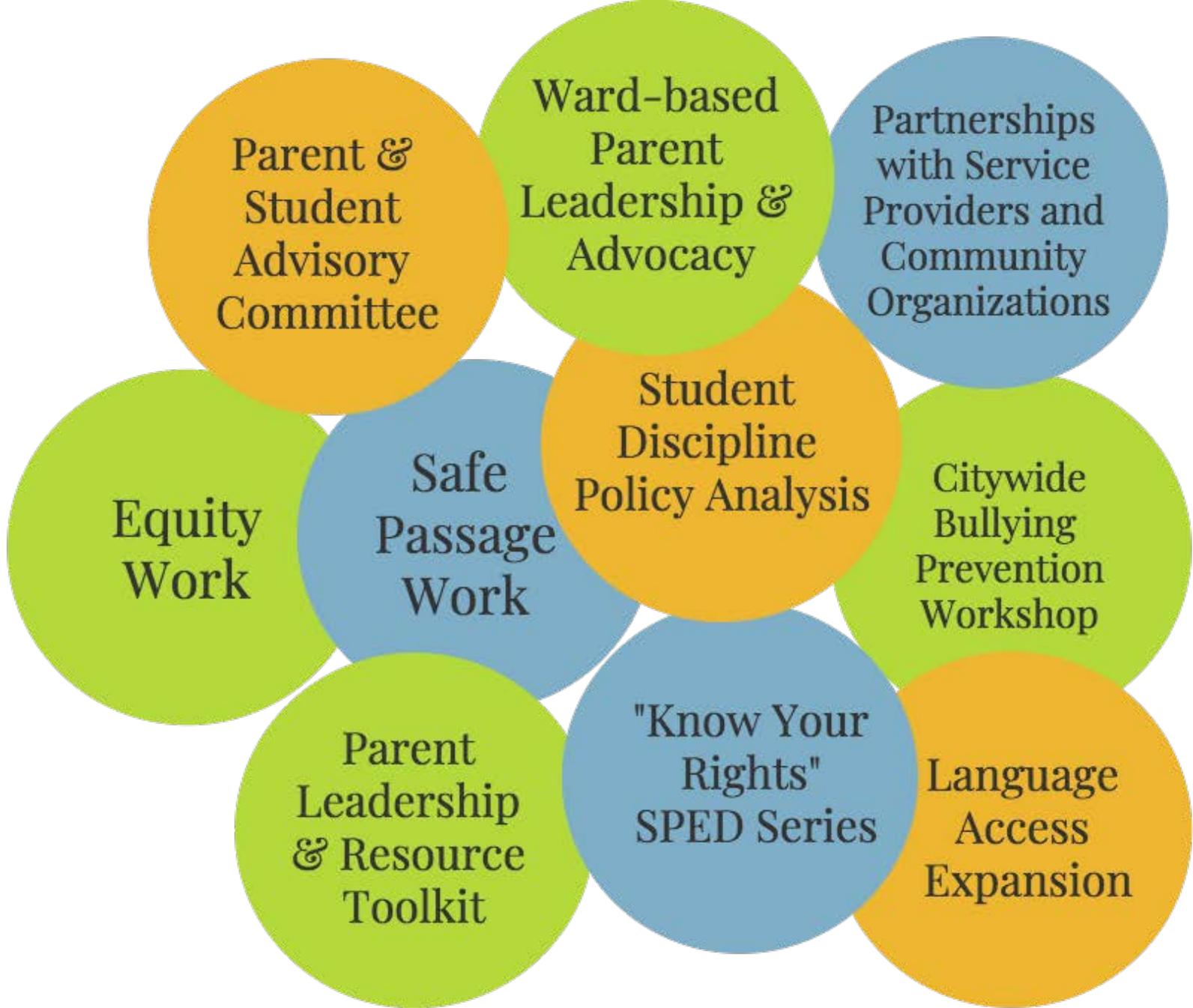


We have connected with roughly

8000

individuals via email to date. Sending direct communication not only helps remind stakeholders that we are here to support them, but also helps us build our network and increase our reach.

# Ongoing Work



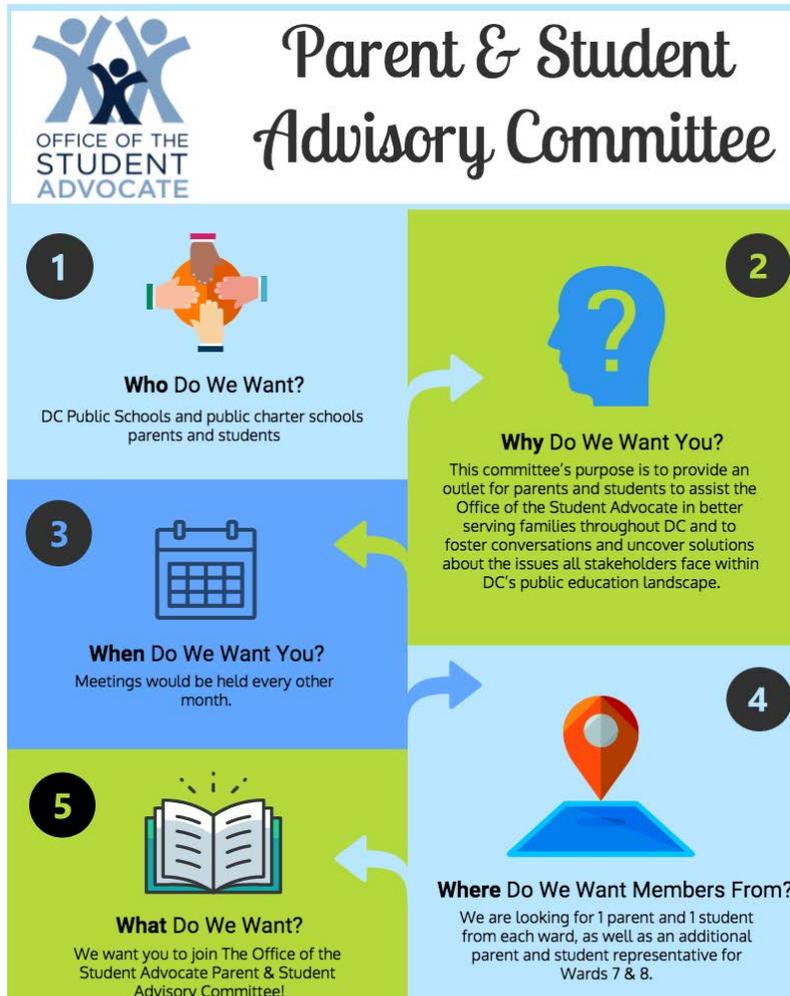
# Our Go-To Guide

Our Go-To Guide, now printed, includes some information and resources we offer on our website in one handy document. *Topics include:*



- Public Education in DC
- Achievement
- Behavior
- Attendance
- Enrollment
- Special Education
- Additional Resources

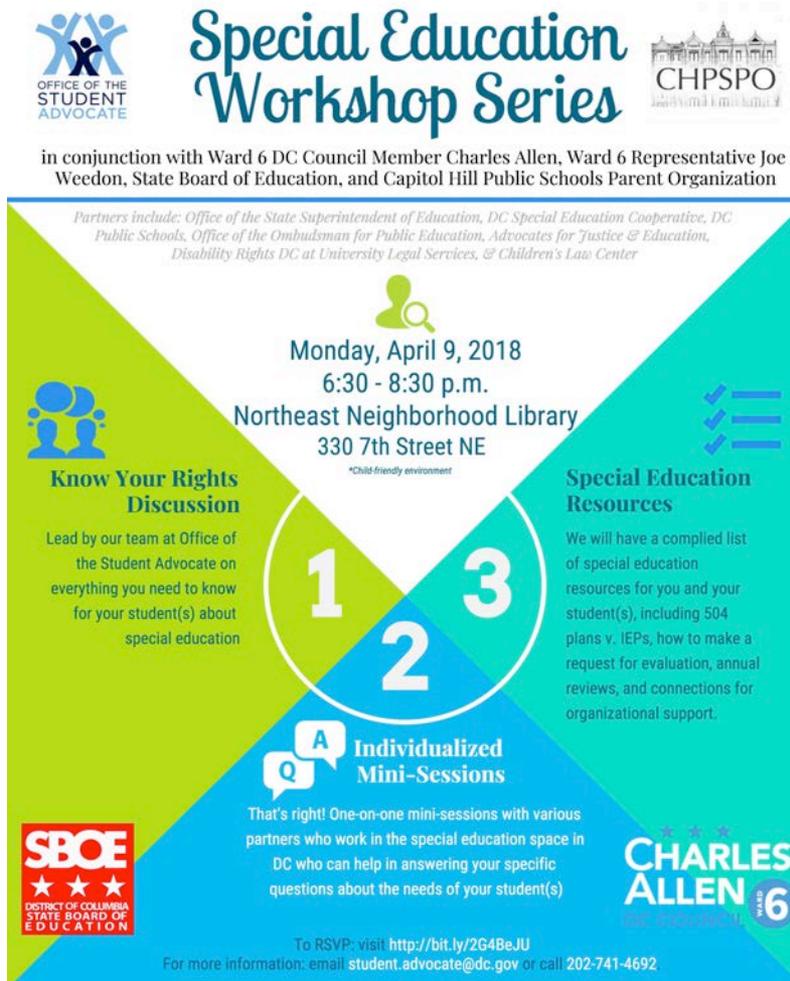
# Parent & Student Advisory Committee



We've recently broken out into two subcommittees regarding academic standards & collaboration between the traditional public and public charter sector.

We are still looking for more student representation for the committee!

# SPED Workshop Series



The poster is a diamond-shaped graphic divided into four colored quadrants: top-left (green), top-right (teal), bottom-left (blue), and bottom-right (light blue). In the center, a white circle contains the numbers 1, 2, and 3. The top-left quadrant features a person icon and the text 'Know Your Rights Discussion'. The top-right quadrant features a list icon and the text 'Special Education Resources'. The bottom-left quadrant features a speech bubble icon and the text 'Individualized Mini-Sessions'. The bottom-right quadrant features a star icon and the name 'CHARLES ALLEN WARD 6'. The central text includes the date 'Monday, April 9, 2018', time '6:30 - 8:30 p.m.', and location 'Northeast Neighborhood Library, 330 7th Street NE'. Logos for the Office of the Student Advocate and CHPSPO are at the top. A list of partners is at the top left. The SBOE logo is at the bottom left. A URL and contact information are at the bottom.

**Special Education Workshop Series**

in conjunction with Ward 6 DC Council Member Charles Allen, Ward 6 Representative Joe Weedon, State Board of Education, and Capitol Hill Public Schools Parent Organization

Partners include: Office of the State Superintendent of Education, DC Special Education Cooperative, DC Public Schools, Office of the Ombudsman for Public Education, Advocates for Justice & Education, Disability Rights DC at University Legal Services, & Children's Law Center

Monday, April 9, 2018  
6:30 - 8:30 p.m.  
Northeast Neighborhood Library  
330 7th Street NE  
*\*Child-friendly environment*

**1 Know Your Rights Discussion**  
Lead by our team at Office of the Student Advocate on everything you need to know for your student(s) about special education

**2 Individualized Mini-Sessions**  
That's right! One-on-one mini-sessions with various partners who work in the special education space in DC who can help in answering your specific questions about the needs of your student(s)

**3 Special Education Resources**  
We will have a compiled list of special education resources for you and your student(s), including 504 plans v. IEPs, how to make a request for evaluation, annual reviews, and connections for organizational support.

**CHARLES ALLEN** WARD 6

To RSVP: visit <http://bit.ly/2G4BeJU>  
For more information: email [student.advocate@dc.gov](mailto:student.advocate@dc.gov) or call 202-741-4692

Our presentation and webinar, “Transforming Emotions to Effective Advocacy: Understanding the Issues Surrounding Special Education Rights in DC”, are available on our website, along with other resources, including:

- Right to Know on SPED
- Right to Know on RTI
- SPED Acronyms, Abbreviations, and Definitions
- DC SPED resources
- Understanding the Difference between 504s and IEPs

# Citywide Bullying Workshop

In addition to hosting our bullying workshop in April, we've added bullying resources to our website:

- Bullying Quicksheet
- Bullying Stats
- OHR's Know Your Policy Portal

We're working on posting the recording that we've done with workshop participants by end of summer



Parents, school staff, and other caring adults have a role to play in preventing bullying. Bullying can be prevented, especially when the power of a community is brought together.

ጉልበተኝነትን ለመከላከል ወላጆች፣ የትምህርት ቤት ሰራተኞች እና ሌሎች ተንከባካቢዎች የሚጫወቱት ሚና አለቸው። በተለይ የማሳበረሰብ ኃይል ሲሰጥ ጉልበተኞች መከላከል ይቻላል።

Los padres, el personal educativo y otros adultos que se preocupan sobre el problema tienen un rol que desempeñar en la prevención del acoso. El acoso puede prevenirse, especialmente cuando toda una comunidad se une para tal fin.

Servicios de idiomas disponibles.  
የቋንቋ ስገልግሎቶች ይገኛሉ።



**When:**

Monday  
April 23, 2018  
6:30pm - 8:30pm



**Where:**

Petworth Neighborhood Library  
4200 Kansas Ave NW  
Washington, DC 20011



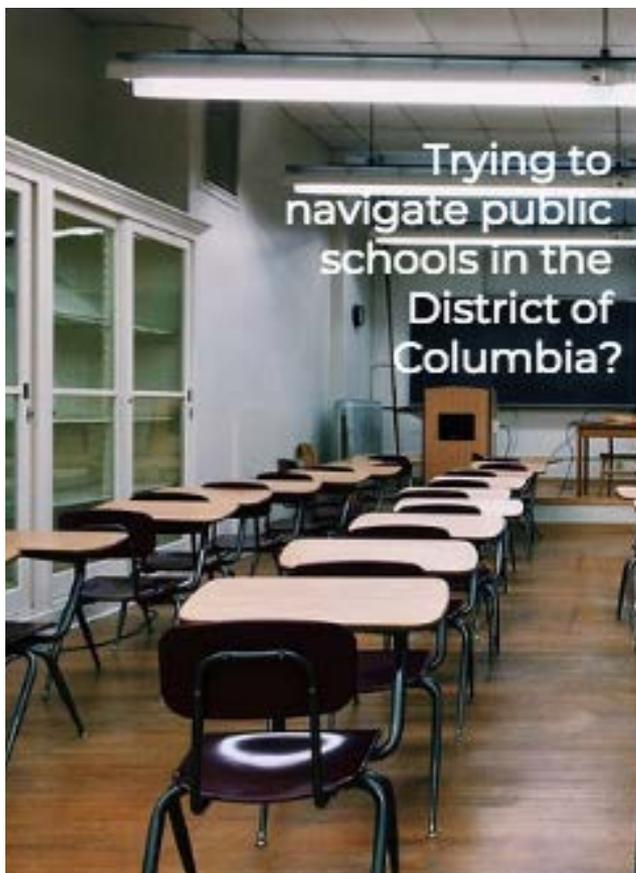
**Who:**

Dave Trachtenberg, *Minds*  
Suzanne Greenfield, *Citywide Youth Bullying Prevention Program*  
Tia Marie Brumstead, *E.L. Haynes PCS*  
Cameron Shields, *Safer Stronger DC*  
and more!!!

# Online Resources & Toolkits

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We have a wealth of resources and interactive tools on a variety of topic areas available on our website, [studentadvocate.dc.gov](http://studentadvocate.dc.gov):



- Advocacy & Lobbying
- Attendance & Truancy
- Behavioral & Mental Health
- Bullying
- Effective Communication
- Enrollment
- Graduation Requirements
- Homelessness
- Parent Leadership
- Right to Know Ask Sheets
- Safe Passage
- Special Education
- Student Leadership
- Testing & Assessment

# 2018 Community Schools National Forum



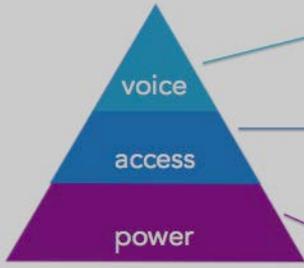
## Equitable Family Engagement in Policy

*How to Better Serve Students by Including Family Voice in Policy Making*

**Office of the Student Advocate**  
 Faith Gibson Hubbard, Chief Student Advocate  
 Dan Davis, Student Advocate  
 Tiffany Wilson, Program Associate

Community Schools National Forum 2018 (Baltimore, Maryland)

## Defining and Supporting Equity



**voice** → Voice ensures that families' perspectives are heard, prioritized, and sought.

**access** → Access ensures families have a priority seat at the decision-making table.

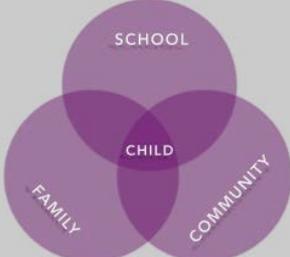
**power** → Power ensures the priorities of families are integral to policy development.

**Families**

## Family Engagement: What It *Should* Be

*"Gaps in educational opportunity and achievement will only be remedied when...parents, families, and communities are driving decision-making."*

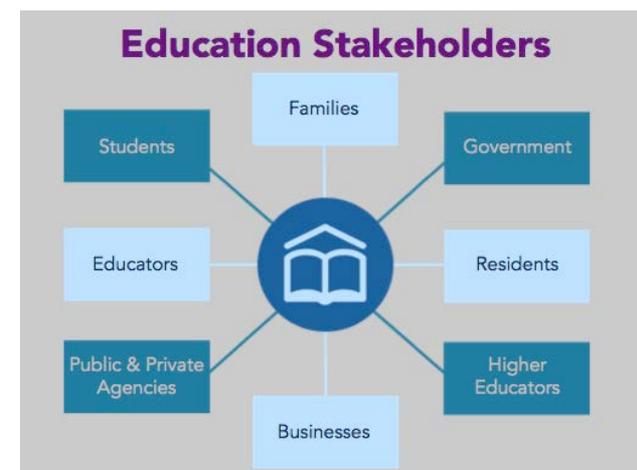
- Every Student Succeeds Act summary by the Leadership Conference Education Fund



Epstein, J.L. (2009). Conceptualizing and Defining Family Involvement for Research: Setting New Directions (PowerPoint Slides). Retrieved from [http://iapsunl.edu/videoc/epst07\\_Epstein.pdf](http://iapsunl.edu/videoc/epst07_Epstein.pdf)

Policy Issue: \_\_\_\_\_

Stakeholders	Characteristics			
	What has been their involvement in the issue?	What is their stance on the issue?	What type of power/influence do they hold?	How does this issue impact them?
Stakeholder Group #1				
Stakeholder Group #2				
Stakeholder Group #3				
Stakeholder Group #4				



# 2018 Community Schools National Forum

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One of the ways we were able to highlight the need for family partnership was by conducting a root cause analysis with our 50 workshop participants in order to connect the lack of voice, access, and power to systemic disparities.



# A Look Forward... Quarter 4

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- 17-18 School Year Close Out Outreach
- Gearing up for “Back to School”
- Discipline Policies & Legislation
- Planning Q1 initiatives
  - Bullying Series
  - Parent Leadership Townhalls
  - SPED Workshops (Transitions)

# Questions?