

PAVE DC Parent Voice and Choice Week 2022

Deputy Mayor of Education (DME) Paul Kihn Meeting Agenda

Welcome: 1:00 - 1:05pm

- **Kerry Savage**, Director of Policy at PAVE
- **Yvette Selby**, Citywide and Ward 5 PLE Board Member, McKinley Tech and Capital City High School Parent - Meeting Chair

Introductions: 1:05 - 1:07pm

- Name
- Ward of residence
- Where your children attend school

DME Kihn Remarks: 1:07- 1:15pm

- Opening Remarks from DME Kihn

Parent Q&A - 1:15 - 1:55pm - see full questions below!

- **Carolyn Bowen**, Ward 6 PLE Member, Payne Elementary School Parent, Out of School Time (OST) Program Strategic Plan
- **Jillian Blair**, Ward 4 PLE Member, Sojourner Truth Parent, OST Funding
- **Sherri Newsome**, Ward 8 PLE Member, Thurgood Marshall Parent, Mental Health Accountability
- **Letisha Vinson**, Ward 7 and Citywide PLE Member, KIPP Parent, Mental Health Needs Assessment
- Chat questions as time allows

Closing and Next Steps: 1:55 - 2:00pm

| Parent Name | Question |
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| Carolyn Bowen , Ward 6 PLE Member, Payne Elementary School Parent, Out of School Time (OST) Program Strategic Plan | My belief is that every child should have equitable access to Out of School Time programs. At elementary schools near my home, children are waitlisted for spots in aftercare, PTAs write grants to help fund supplemental enrichment activities, and outside groups have worked to fundraise to allow children to participate in their own school's after school |

program. There are simply not enough financial vouchers, staff, and spots for children to sign up, and this is hurting our children's futures.

In DC where some school communities are changing quickly, and there is a huge gap in the available resources between schools in various parts of the District, equitable access to Out of School Time programs is a huge issue for families. The funding for OST based on Title I status, differences between DCPS and charter schools, and lack of clear information about community-based programs makes navigating and accessing OST very different across the District. This also means that we may not be reaching or expanding access to OST to those most at-risk and most in need.

In order to address the needs and gaps in the current system, we need a citywide data-based, community-driven strategic plan to expand OST. In your role that leads the District's entire education system, including the Office of Out of School Time Grants and Youth Outcomes, how will you ensure that every child has access to a diversity of enriching out-of-school-time programming, regardless of Ward, income, or Title 1 status of their school?

Jillian Blair, Ward 4 PLE
Member, Sojourner Truth
Parent, OST Funding

Many students need visible direct from high school career pathways into careers in the DC government and other industries. And OST programs like the Summer Youth Employment Program (SYEP) are a great way to do that for high school students. But right now, because we don't have enough of those OST programs available for older youth, too many high school students see the end of their secondary education as a dead end and not a launching pad and stepping stone into the rest of their lives and this leads them to give up before graduating from the 12th grade.

[We know that our DCPS graduation rate in 2021 overall was 71% but it was an unacceptable 58% for at-risk students, 56% for English Language Learners, 69% for Black students, 64% for Males, and 65% for Hispanic students. The numbers above the mean are, as is usually true around the inequities we see in our school system and in DC generally, 90% for White students, 77% for Females, and 89% for Asian students.](#) We have to fix this or we're just perpetuating racial inequity in DC for generations of our students of color, low-income students, immigrant students, and young men not just now but also in the years to come. How is your office going to put equitable attention to OST funding for high school youth and ensure transparency and quality oversight so that HS students have access to in-demand career internships and pathways to DC government jobs? As Deputy Mayor, how are you going to work with other your other Deputy Mayors to develop OST pathways for students into engineering, HVAC, facilities and other technical careers through agencies like DDOT, WMATA, DOEE and DGS?

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| <p>Sherri Newsome, Ward 8 PLE Member, Thurgood Marshall Parent, Mental Health Accountability</p> | <p>I am a single mother of two. My children and I are transplants from NC and are proud to call DC home. As we move forward with the new normal of COVID-19, my son, a freshman at Thurgood Marshall Academy, struggles to cope and keep up. Some of my son's challenges stem from untimely out-of-school changes coupled with the fear of catching COVID again. As his mother, I reassure him daily with words of affirmations and actions - but this alone is not enough. It is essential to my child and all of our children that adequate mental health be provided, and there is accountability across the board. Our current mental health supports are strained, overwhelmed and need additional support to help our children cope with the dynamics surrounding COVID and the increasing variants. The American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry, and the Children’s Hospital Association declared that children’s mental health has become a national emergency in this pandemic.</p> <p>We appreciate your office’s support of the school-based mental health (SBMH) expansion. And are always grateful for your unwavering commitment to our education system. But we also need to make sure that the services we provide in our budgets are reaching our children as they are supposed to, especially during this pandemic. How can you put in place an accountability system for our SBMH programs to make sure the money you and your team helped to add to the budget in partnership with other agencies is actually making the intended impact for our kids?</p> |
| <p>Letisha Vinson, Ward 7 and Citywide PLE Member, KIPP Parent, Mental Health Needs Assessment</p> | <p>My son was manifesting school-related stress at home, although he was not acting out in class. They sincerely tried, but his school wasn’t able to provide the support we needed to resolve these issues at home. Given the stresses on children and families from the pandemic, the needs of students are much more complex than ever. We don’t fully understand what we’re seeing now in terms of student mental health needs and we don’t yet know what’s to come. We need to put systems in place to address this!</p> <p>We know you and Mayor Bowser have made additional investments in mental health over the past few years and that has helped us to fund the DBH expansion. Which we truly appreciate. But we want to go further and make sure every one of our children has the mental health supports they need and as parents, we know it’s still not reaching all of our kids. How can you and your office put together a mental health needs assessment to determine what supports exist and what gaps still persist across all tiers of</p> |

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| | support? How does the DME coordinate with the Department of Behavioral Health? And can you bring together all of the agencies under the Mayor to ensure our SBMH programs are accounting for the increased and intensive needs of our students amidst the pandemic? |
| Chat Questions | |
| OST | |
| Miguelina Zapata, Ward 4 PLE Board Member and Policy Captain, Breakthrough Montessori Parent | DME Kihn, thank you so much for sitting with us. I am a Ward 4 parent of 3 children. I have been having trouble accessing aftercare and summer programs. It is very difficult to get a spot on the DPR summer program. How can you make these programs accessible to EVERYONE? Also, how do you measure the quality of those programs? |
| Katrice Whitaker, Ward 6 PLE Board Member and Advocacy Captain, Statesman PCS Parent | How closely does the OST office look at the family engagement practices in school, especially if you are suggesting that assessing school communities instead of neighborhoods is “the way?” How in tune with families are schools to even give accurate data to the OST office? Do you feel that your crew within the Office of OST Grants and Outcomes can designate time to this concept and create family engagement metrics for our OST programs? |
| Yolanda Corbett, Ward 7 PLE Board Member, Washington Leadership Academy and Rocketship Parent | I would like to double tap on this sentiment for families of children who have disabilities - right now, access to OST programs is inequitable inside of my own family. It is extremely disproportionate when we are talking about access to QUALITY OST programming for students receiving education services. How do we begin to streamline funding to help our SPED families who are not even able to begin to find one program for our children with special needs and make sure our SPED students are also getting GREAT programs? |
| Chelly Jones, Ward 4 PLE Board Member, DCI Parent | How do we ensure equity for that access to OST and that it’s open to all high school students across the city? My question assumes this includes private/catholic schools and not just DCPS and DCPCS. So, right now, is every high school student able to access the programs equitably? |
| Elizabeth Reddick, Ward 7 PLE Board Member, BARD EC HS and Bridges PCS | What is your plan to include youth voices in their own education and OST? |

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| <p>Dominique Moore, Citywide and Ward 4 PLE Board Member, EL Haynes Parent</p> | <p>According to DCPS enrollment at a glance, there has been an average of 4,709 11th & 12th graders each year over the past 10 years. And that's just DCPS and doesn't include our charter high school students. What would it take to have more than the 142 seats added to the expanded internship programs so that the supply will close the gap on demand? (GOOD QUESTION AND DOMINIQUE LOOKED THIS UP HERSELF AND TEXTED IT TO ME!)</p> |
| <p>Amber Golden, Ward 4 PLE Board Member, Duke Ellington Parent</p> | <p>Respectfully, the number of people served is an output measure but does to deal with the impact of the program on the participants. What is the plan to include more meaningful metrics to OST programming?</p> |
| <p>Caroline Pahaham. Ward 4 PLE Board Member and Policy Captain, Mundo Verde and DCI Parent</p> | <p>DME Kihn, in one of our meetings with a Councilmember we learned that your office said you don't need more money for OST. We all know and many of us have experienced not having enough seats for our children to get into camps or after school care. It is hard to understand how we can have enough money for OST and too many of us can't get a seat ? How can your office work with more providers to allow for more seats to be filled?</p> |
| <p>Letisha Vinson, Citywide and Ward 7 PLE Board Member, KIPP DC Parent</p> | <p>How can we improve the dc database around services and resources e.g. Learn24? (CONNECTED TO NAKEASHA BELOW)</p> |
| <p>Nakeasha Sanders-Small, Ward 4 PLE Board Member, LAMB Parent</p> | <p>You've discussed many plans to increase and improve OST programming, which is fantastic. However, I've been a DC Charter School Parent for nearly 7 years and I JUST learned about the LearnDC website. What improvements can you commit to making to ensure that parents are made aware of OST offerings including and especially new changes and developments? (CONNECTED TO LETISHA ABOVE)</p> |
| <p>Jilian Blair, Ward 4 PLE Board Member, Sojourner Truth Parent</p> | <p>How does the Office recruit/advertise OST programs for older youth?</p> |
| <p>Letisha Vinson, Citywide and Ward 7 PLE Board Member, KIPP DC Parent</p> | <p>How are we investing in the Community of Practice (CoP) to improve family engagement? And what plans are In place to increase training for all school staff?</p> |

Mental Health

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| Kiara Childs, Ward 8 PLE Board Member, Friendship Online Parent | My question is what plans do you have for helping/stopping the violence within the schools? (CONNECTED TO JILLIAN'S BELOW) |
| Jilian Blair, Ward 4 PLE Member, Sojourner Truth Parent | We were told that at Anacostia there was no DCPS policy for how to respond to school shootings if there was not a physical injury. It seems like they should have a policy to deal with the emotional damage from a major act of violence in a school. Can your office implement that? (CONNECTED TO KIARA'S ABOVE) |
| Henderson Long, Ward 7 PLE Board Member, Washington Latin Parent | How is your office going to work to provide more training for teachers/administrators and those on the frontline "how to recognize the signs of trauma?" How is DME going to support the people working in our schools know what steps to take to address it and support families' #mentalhealth? (SIMILAR TO KIHN'S ANSWER ON TRAIN THE TRAINER FOR OST, HENDERSON WANTS TO KNOW ABOUT TRAINING ON SBMH) |
| Sharnetta Boone-Ruffin, Citwyide and Ward 8 PLE Board Member, Jefferson Middle School Parent | Can your office help to create a text messaging/email system in schools for students to use when in a crisis? This way students will have immediate access to Mental Health help at their fingertips. |
| Leigh Sims, Citywide and Ward 6 PLE Board Member, Childcare Parent | So what's holding us back around mental health? |
| Caroline Pahaham, Ward 4 PLE Board Member and Policy Captain, Mundo Verde and DCI Parent | What can WE do now? How can we get support now for mental health? |
| LaKeisha Battle-Crim | Where is the communication? for this information for the summer youth program |
| Letisha | apologies if I missed this but ... is there a plan to increase mentorship programs. |

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| Jilian | Who provides the 1/2 day career exposure/experience for the Summer Earn and Learn? Is this school based staff or outside providers? |
| Letisha | does the increased funding plan include Support OST programs with resources and training staff? |
| Letisha | are you/your office considering how to Improve information-sharing about program availability and registration processes? |
| Tamara Holmes | how can I get my daughter in the employment program where she can get paid while in summer school and gain work experience as well. |
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