

And PAVE DC Parent Voice and Choice Week 2022

Chairman Mendelson Meeting Agenda

Welcome - 10:00 - 10:03am

- **Maya Martin Cadogan**, Founder & Executive Director of PAVE
- **Marcia Huff**, Policy Captain and Ward 7 PLE Board Member, Two Rivers PCS at Young - Meeting Chair

Introductions - 10:03 - 10:05am

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

Chairman Mendelson Remarks - 10:05 - 10:08am

Parent Q&A - 10:08 - 10:25am - see full questions below!

- **Takiyah Worthy**, Ward 7 PLE Board Member, AppleTree Early Learning PCS - Oklahoma Ave and Elsie Whitlow Stokes PCS , OST Strategic Funding
- **Tracy Barnes**, Ward 5 PLE Board Member, Inspired Teaching School and Washington Leadership Academy PCS, OST Funding
- **Chelly Jones**, Ward 4 PLE Board Member, DC International PCS, Mental Health Needs Assessment
- Chat questions (as time allows)

Closing and next steps - 10:25 - 10:30am

Parent Name	Question
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<p>Takiyah Worthy, Ward 7 PLE Board Member, AppleTree Early Learning PCS - Oklahoma Ave and Elsie Whitlow Stokes PCS, OST Strategic Plan</p>	<p>I have a son in 2nd grade at a Ward 7 charter school. When I pick him up from school at the end of the day he is bursting at the seams to release energy, so much so that he literally runs the entire two blocks home. I have found opportunities to channel his OST but almost all of them require me to travel outside my Ward. Options for DPR are very limited, and other options I see on my drive across the city to take him to programs are often limited to children who attend those schools or come at a high cost for private programs. That hour-long commute is burning both me and my son out - I'd rather him spend that prime time on academics, which I know is a top priority for you, Chairman. He reads one book a day, helping a second-grader sound out words while driving between Deanwood and Shaw, during rush hour traffic is not an easy feat but it is a normal occurrence for us. Marvin Gaye Rec Center is within walking distance from my home, but they rarely offer OST programming. What can you do to ensure we have a strategic plan to expand more diverse OST programming in our own backyards, at little or no cost to families?</p>
<p>Tracy Barnes, Ward 5 PLE Board Member, Inspired Teaching School and Washington Leadership Academy PCS, OST Funding</p>	<p>My family has benefited so much from our Out of School Time (OST) program at Beacon House. For me, it was a few extra hours in the day as a busy mother, but for my older son, who has sensory processing disorder (SPD), the after school program helped give him homework help, something to look forward to, and a place to decompress. And most important to me, it gave him the opportunity to write a book! OST programs are so important for children as it helps them academically, socially, and emotionally.</p> <p>We also appreciate how much work you have done on increasing literacy for all of our children and OST can provide extra opportunities that may not be available during the regular school day to build critical reading and writing skills. However, there is limited access to these types of programs in DC, especially for those who have special needs, are from low-income households, and/or live East of the River. Given the high cost of OST programs and living in DC, we need a sliding scale for financial aid or</p>

	<p>vouchers so more families with financial hardships can access these enriching programs. How can you partner with us to increase OST funding by AT LEAST \$8 million in local, recurring dollars to get to our goal of \$25 million for this year ensure that every family regardless of needs, socioeconomic status and where they live, have access to OST programs that help to address issues like our literacy crisis?</p>
<p>Chelly Jones, Ward 4 PLE Board Member, DC International PCS, Mental Health Needs Assessment and Accountability System</p>	<p>My son suffered a mental health crisis during the pandemic that deeply rocked my family. While we struggled to find him support with a private provider, we were fortunate to have access to in-school mental health support.</p> <p>Thank you for your work to provide full funding for the SBMH expansion to make sure every school could have access to at least one mental health professional! This was a great step! Now, we have specific asks around mental health that are even more urgent. We have to take care of kids’ mental health to set them up to learn. We have two asks to build on the work DC has already done around mental health:</p> <ul style="list-style-type: none"> ● Conducting an assessment understand the mental health needs of our communities, what supports already exist, and where there are gaps to inform future planning, and ● Create clear and transparent accountability system to ensure that resources and supports are actually getting to kids and being implemented well
<p><i>Chat Questions</i></p>	
<p>Miguelina Zapata</p>	<p>Chair Meldelson, thank you for meeting with us. What are some strategies your office has made to make OST programs more equitable? How do you measure the quality of OST programs?</p>
<p>Amber Golden, Ward 4, Duke Ellington Parent</p>	<p>In one of our other meetings this week, we were told that the OST indicators of program quality were 1) number of students signing up and 2) the number of students who attend an OST program. Since these are output measures and not indicators of quality, how can the council ensure that effective measures of quality are required and reviewed as it relates to all OST programs?</p>

<p>Yolanda Corbett, Ward 7 PLE Board Member</p>	<p>Is there any way to make addressing the need for more inclusive programming for families that have a child or children with disabilities a top priority or a more intentional discussion? As Tracy mentioned during her question and testimony, there is very little choice let alone access for families that have inequities that are further exasperated.</p>
<p>Lisa Weddington, Ward 8 PLE Board Member</p>	<p>Is there oversight when the funds are granted to ensure the use is inline with our priorities?</p>
<p>Letisha Vinson, Ward 7 PLE Board Member</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 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?</p>