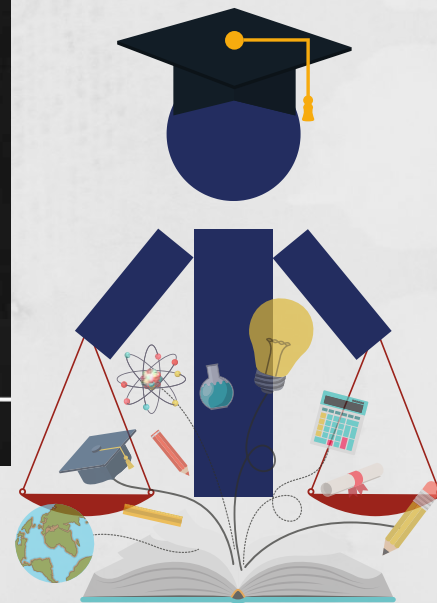




Advocates for Justice and Education, Inc.

The Parent Training and Information Center for the District of Columbia

EDUCATION JUSTICE PROJECT



**Rooted in
Humanity**

This project was funded in part by Meyer Foundation.

WHAT IS THE EDUCATION JUSTICE PROJECT?

The Education Justice Project (EJP) is a year-long project in which we will provide outreach, training, and advocacy as it relates to disparities caused in education by COVID-19.

WHAT WE WANTED TO KNOW

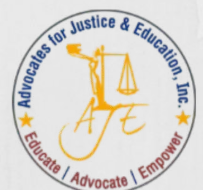
.....

What were DC families' experiences as it relates to disparities in education and health during the COVID-19 pandemic?

WHAT WE DID

.....

AJE conducted an impact assessment (*in English and Spanish*) of District families to identify those who have been impacted by COVID-19 related policies and practices.



WHAT IS THE EDUCATION JUSTICE PROJECT?

GOAL 1: TRAINING

.....

As a part of this project we will provide training to families:
on their rights and on obligations of schools to provide recovery services.

Our training will:
build the knowledge and capacity of parents and empower parents to meaningfully participate and advocate in the education process (individually and collectively) for the changes they want to see



WHAT IS THE EDUCATION JUSTICE PROJECT?

GOAL 2 : ADVOCACY

.....

AJE will, in partnership with parents and other stakeholders, engage in policy and systemic advocacy strategies to eliminate the policies and practices that have denied children equitable access to the education to which they are entitled too.



WHAT IS THE EDUCATION JUSTICE PROJECT?

GOAL 3 : ENGAGEMENT

.....

We will provide ongoing engagement efforts to:

- hear from families about their experiences;
- identify areas of concern;
- build the capacity of families to engage in system-level advocacy;
and
- collaborate with legal and community partners to determine legal strategies for achieving systemic change.

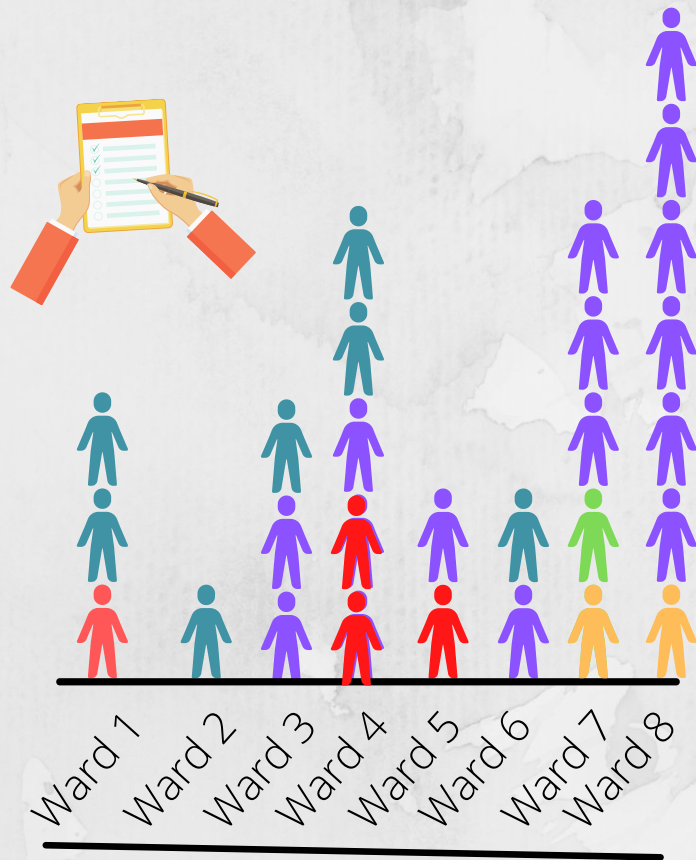







TABLE OF CONTENTS

Participants.....	2
Employment and Stability.....	3
Bills and Spending.....	4
Enrollment.....	5
Access to School Meals.....	6
Distance Learning.....	7
Appropriate Education & IEP's.....	13
Academic Performance.....	15
Mental Health.....	17
Language Access.....	18
Disciplinary Action.....	21
Technology.....	25
Patient Needs.....	21



PARTICIPANTS



 White
  Asian/Pacific Islander
 Hispanic
  Biracial
 Black



List of Schools:

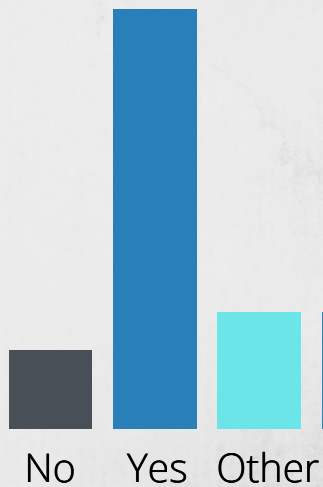


Hardy ES
 Upper Darby high school Drexel Hill middle school
 Elementary school
 RCA
 Bard HSEC, Stuart Hobson MS
 Walker Jones
 Brent Elementary School
 Richmond Street Elementary
 Averill Park High School
 City Center
 Foundation School (Largo MD Campus)
 St Coletta PCS
 Cardozo
 Washington Yu Ying PCS
 digital Pioneers
 School within School @Goding DC International
 Leckie Educational Campus Roosevelt High School
 Latin American Montessori Bilingual (2)
 DC Bilingual
 Takoma Educational Center
 Ivymount School
 Deal/Lafayette
 Bridges Stuart Hobson
 Dc scholars The foundation school Idea
 Hearst Elementary School D.C.
 friendship online
 DC Prep



EMPLOYMENT & STABILITY

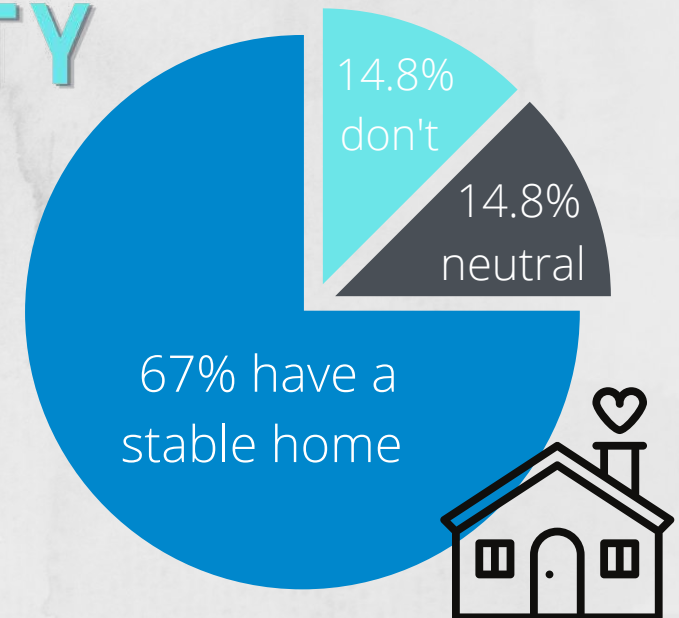
Employment



64% of the participants are employed



25% have an in-person job that requires childcare arrangements



35%

of participants agree that one or more people who stay in their home lost their job during COVID-19



BILLS & SPENDING



Over half of the participants said that they **spent more money** during Covid-19 to pay for:

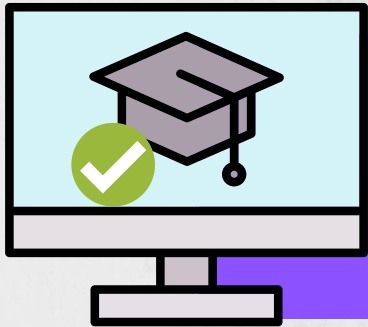
- 1 School Supplies
- 2 Tutoring Services
- 3 Other Educational Services

60%
of participants

**SAID THEIR
INTERNET BILL
INCREASED**



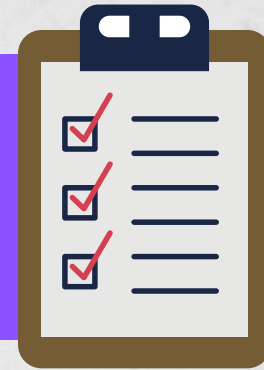
ENROLLMENT



Around half of participants say it has been easy for them to navigate school enrollment

$\frac{1}{3}$

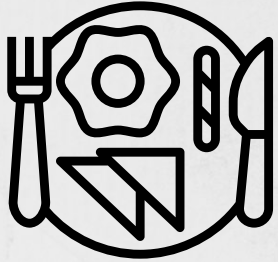
of parents say that they need more help registering their child for the next academic year



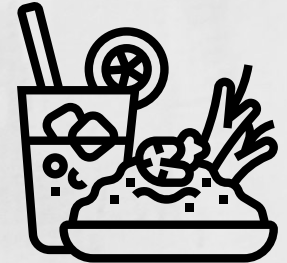
57%

of parents do not need assistance navigating MySchoolDC to enter the lottery





ACCESS TO SCHOOL MEALS



Almost half of participants say their child has not had access to breakfast that is usually provided by the school



Half of participants say their child has not had access to lunch that is usually provided by the school

Children's access to meals provided by the school has decreased since distance learning

DISTANCE LEARNING

71%

of participants were
HOMESCHOOLED
throughout or during
some part of Distance
Learning



"MY SON'S TEACHER HAS
BEEN THE MOST HELP TO
MY SON THAN ANYONE ON
THE TEAM. THE OTHERS ACT
LIKE THEY NO LONGER
WANT TO DO THEIR JOB"

42%

of participants said
their child's school
schedules **SERVICES**
around their
AVAILABILITY

DISTANCE LEARNING

67%

understood the explanation given to them about Distance Learning **POLICIES** and **PROCEDURES**

"Often there are confusing messages about what is happening when"

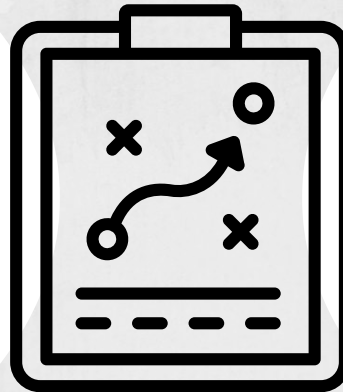


About $\frac{1}{2}$ understood the explanation given to them about the **PURPOSE** of Distance Learning

DISTANCE LEARNING

42%

of the participants
agreed they had
INPUT in their child's
Distance Learning Plan



1/5

of the participants
stated that the
Distance Learning Plan
explained to them
WAS NOT

I HAVEN'T SEEN ANY
OF THESE
ACCOMMODATIONS

DISTANCE LEARNING

32%
of participants did not
receive **ADEQUATE**
RESOURCES to
support their
academics



"ALL ACCOMMODATIONS
DENIED. I'VE BEEN TOLD THE
TEACHERS SHOULD MEET
WITH MY SON... INSTEAD.
ACCOMMODATIONS ARE
USUALLY NOT PROVIDED
DURING THESE MEETINGS"

35%
said their child did not
receive **APPROPRIATE**
ACCOMMODATIONS
to support their
academics

DISTANCE LEARNING

HALF

said their children
have access to FREE
online TUTORING
resources during
Distance Learning



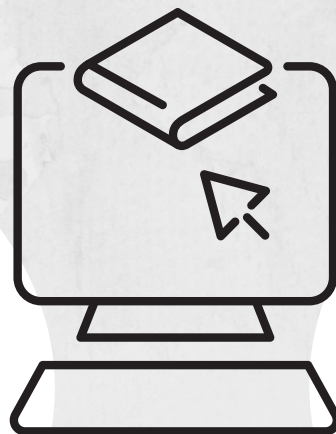
"SOME OF THE BEST
APPS REQUIRE THAT
WE PAY FOR IT
OURSELVES..."

"IT'S REALLY HARD
FOR MY KIDS TO
FOCUS ON A
COMPUTER ALL DAY"

60%

said their children do
not have virtual after
school HOMEWORK
support provided by
the SCHOOL

DISTANCE LEARNING



71%

of participants were
provided with the
NECESSARY EQUIPMENT
to engage in Distance
Learning

"I PAID TO GET MY
SON HIS
NECESSARY
APPLIANCES"

42%

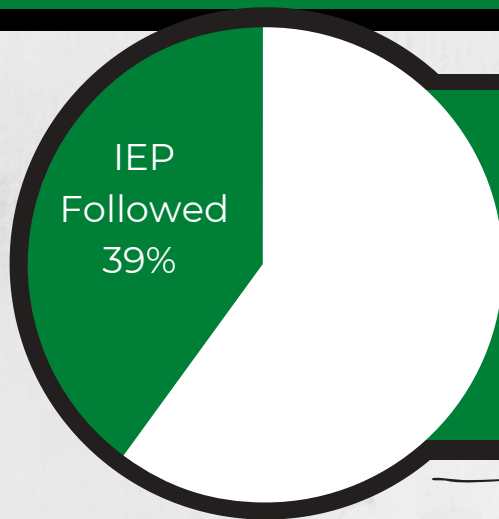
said there are no
FREE and **ACCESSIBLE**
online programs to
help their child during
Distance Learning

"I Agree [there are programs],
but the school doesn't use the
best ones and assigns too
much homework, so our
children don't have as much
time to... use...such programs"

APPROPRIATE EDUCATION & IEP'S



About **40%** of participants were able to have their child **EVALUATED** during Distance Learning



Only **39%** of parents felt that their child's **IEP WAS FOLLOWED** during Distance Learning



APPROPRIATE EDUCATION & IEP'S

43% OF PARTICIPANTS HAD THEIR IEP
SERVICES CHANGE BECAUSE OF DISTANCE
LEARNING



ONLY **1/2** OF PARTICIPANTS THINK THEIR
CHILD'S IEP TEAM MADE **HELPFUL**
CHANGES DURING DISTANCE LEARNING

"School says they do not need to provide
accommodations because of virtual learning"



ACADEMIC PERFORMANCE

1/2 OF PARENTS SAID
THEIR CHILD'S
ACADEMICS HAVE
WORSENERD DURING
DISTANCE LEARNING

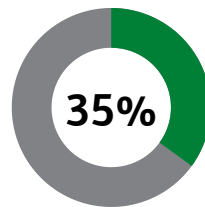
"Middle school child
failing multiple classes
since distance
learning began"

"Less hours and direct
support for her as a
struggling reader and
writer"



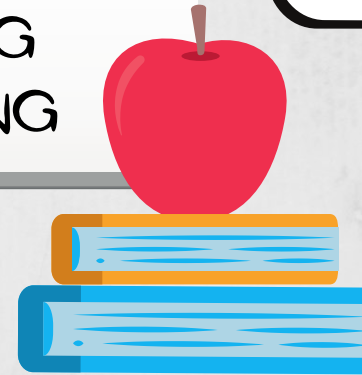
ACADEMIC PERFORMANCE

"My 3rd grader is doing better. Less behavior problems"

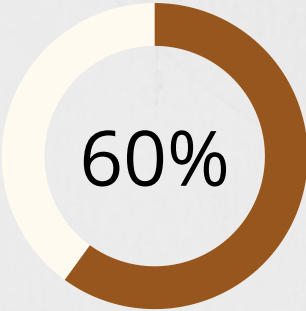


OF PARENTS SAID THEIR CHILD'S **ACADEMICS** HAVE **IMPROVED** DURING DISTANCE LEARNING

"My 3rd grader has finally caught up. Distance learning helped me realize how far he had fallen behind during in-person schooling"



MENTAL HEALTH



60%

of participants agree that their child's mental health has been negatively impacted because of Distance Learning

of participants agree mental health services are accessible



"Two instances of suicidal ideation. School did not follow through with a safety plan and threatened to call CPS when I disclosed the first instance"

"She misses in class learning, direct contact with her teacher and friends... she is not seen with all her abilities, competences and needs through the screen..."

"Children have to reach out but what if they children don't want to. I feel they should meet the kids where they are. Some kids need a push"



LANGUAGE ACCESS



SOME PARTICIPANTS DID
NOT RECEIVE AN
INTERPRETER DURING
VIRTUAL **IEP MEETING**

14%

Hi!

嗨

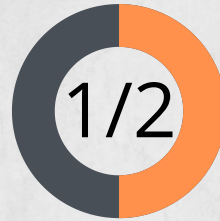
Hola!

A LITTLE OVER A THIRD OF
PARTICIPANTS RECEIVED
DOCUMENTS IN THEIR NATIVE
LANGUAGE **5 DAYS BEFORE MEETING**

35%



LANGUAGE ACCESS



of participants were

**PROVIDED MATERIALS IN THEIR
NATIVE LANGUAGE**

**PROVIDED INFORMATION IN NATIVE
LANGUAGE FROM CHILD'S IEP TEAM**



LANGUAGE ACCESS

ALMOST HALF OF THE PARTICIPANTS WERE PROVIDED TECHNOLOGY ASSISTANCE BY THE DISTRICT IN THEIR NATIVE LANGUAGE

&

53% OF THE PARTICIPANTS WERE COMMUNICATED WITH IN THEIR NATIVE LANGUAGE WHEN THE DISTANCE LEARNING POLICIES AND PROCEDURES WERE EXPLAINED

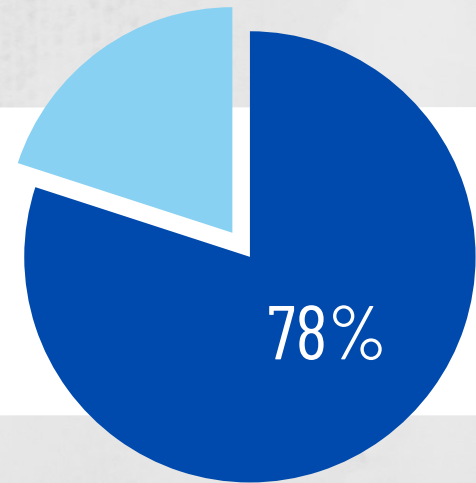


DISCIPLINARY ACTION



85% of participants did **NOT** have a child **EXPELLED** during Distance Learning

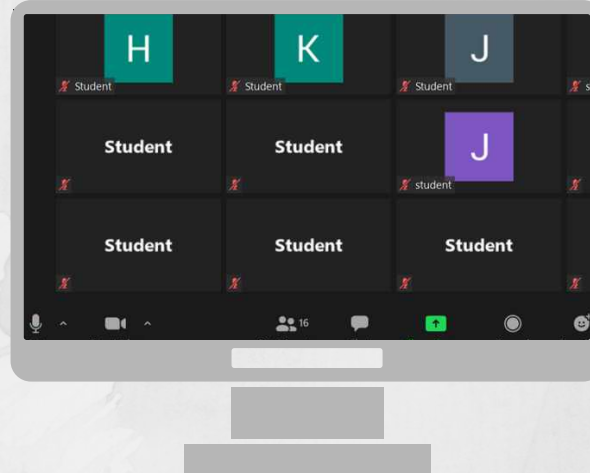
Most participants did **NOT** have a child **REMOVED** from the class as a form of discipline



DISCIPLINARY ACTION

A **THIRD** of participants say their child has been marked **ABSENT** for having their camera's off during Distance Learning

"My child is autistic, so she feels more comfortable with her camera off..."



"Kids should not be forced to turn on their camera this is all new to everyone social distance learning it's invasive"

DISCIPLINARY ACTION



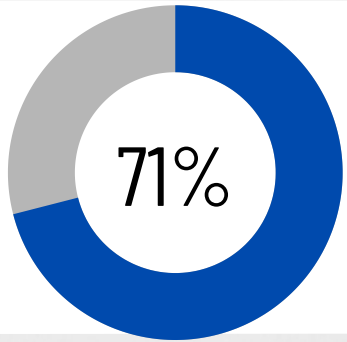
41% of participants indicated that they did **NOT UNDERSTAND THEIR RIGHTS** after their child was suspended/expelled

"I was told I had no rights and they had the discretion to remove child from classes without consent"

Only 15% of participants said they felt **PREPARED AND SUPPORTED** when they attended **VIRTUAL HEARINGS**



DISCIPLINARY ACTION



Most participants did **NOT** have social services, MPD, or CSFA come to their home because their child was **ABSENT**



TECHNOLOGY



35% OF
PARTICIPANTS HAVE
DIFFICULTY
NAVIGATING THEIR
SCHOOL'S
TECHNOLOGY



AROUND 1/4 OF
PARTICIPANTS'
CHILD(REN) CANNOT
NAVIGATE ONLINE
PLATFORMS USED BY
SCHOOL WITHOUT
ISSUES



CANVAS

"IT'S A LOT OF PROGRAMS
AND PASSWORDS MY SON
CANNOT KEEP UP WITH
THESE DIFFERENT
PROGRAMS"

"OLDER CHILDREN CAN
BUT KINDERGARTEN
CHILD (WITH
DISABILITIES) NEEDS 100%
ASSISTANCE"

TECHNOLOGY



92% OF
PARTICIPANTS' CHILDREN
HAVE ACCESS TO STABLE
INTERNET CONNECTION
AT HOME



25% OF
PARTICIPANTS
WERE NOT OFFERED A STABLE
INTERNET CONNECTION FROM THEIR
CHILD'S SCHOOL



"THEY KEEP SAYING THAT THE CITY WILL PROVIDE WI-FI . . .
NO ONE HAS CONTACTED ME ABOUT THE WI-FI . . . I'M
PAYING FOR MY OWN WI-FI EVERY MONTH"

TECHNOLOGY



32% OF THE DEVICES PROVIDED BY THE SCHOOL DO NOT FUNCTION WELL FOR DISTANCE LEARNING



75% OF PARENTS AGREE THAT THEIR CHILD HAD ACCESS TO TELEHEALTH SERVICES



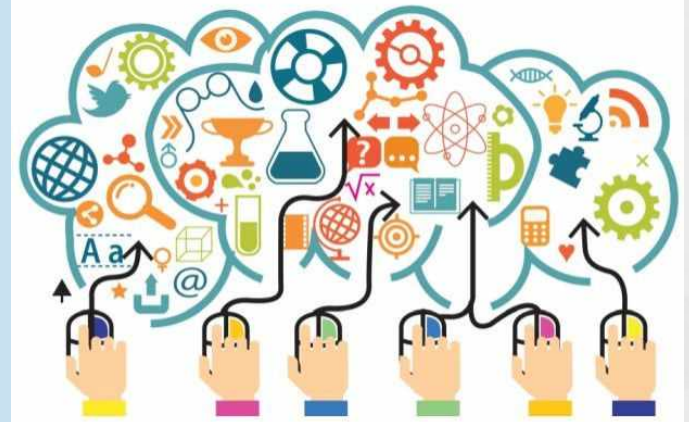
ABOUT 40% OF PARENTS SAY THAT ITS DIFFICULT TO ACCESS HEALTH SERVICES ON SCHOOL DEVICES BECAUSE OF RESTRICTIONS



"THEY SEND WORK WITH YOUTUBE VIDEOS AND YOU CANNOT WATCH THE VIDEOS ON THE COMPUTER. WHY THEN SEND YOUTUBE VIDEOS WITH THE WORK?"

TECHNOLOGY

ALMOST HALF OF PARTICIPANTS' CHILDREN DID NOT HAVE ACCESS TO ASSISTIVE TECHNOLOGY TO HELP COMPLETE THEIR SCHOOLWORK



"IT MAY BE PRESENT ON THE DEVICE, BUT NOBODY HAS EXPLAINED HOW TO USE THOSE FEATURES"

"IT IS DIFFICULT FOR US TO UNDERSTAND TECHNOLOGY (AND MY CHILD AS WELL)"

"I AM SEEKING MORE ASSISTANCE TO GET HIM MORE HELP WITH HIS LEARNING. HE HAS BEEN REGRESSING"

PARENT NEEDS



42% OF PARTICIPANTS SAY THEY DO NOT NEED MORE RESOURCES TO HELP NAVIGATE DISTANCE LEARNING



35% OF PARTICIPANTS SAY THEY NEED MORE RESOURCES TO NAVIGATE DISTANCE LEARNING



28% OF PARTICIPANTS SAY THEY NEED MORE ONE-ON-ONE TECHNICAL SUPPORT



Thank you to all of the families who participated in this study as well as to the Meyer Foundation! If you have any questions about the content of this needs assessment, please contact us at:

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