

# Students in the Care of D.C. Coordinating Committee

Meeting #1 – November 7, 2024



# Agenda

- Welcome and Call to Order
- Introductions of Committee Members
- SCDC: Who We Are
- What we know about Students in the Care of DC
- Review of Previous Recommendations & Work
- Identifying Potential Priorities
- Next Steps & Action Items

# Students in the Care of DC Coordinating Committee Members

## **Government Voting Members or Designee:**

- State Superintendent, OSSE;
- Director, ReEngagement Center;
- Director, Department of Youth Rehabilitation Services;
- Director, Child and Family Services Agency;
- Director, Department of Corrections;
- Chancellor, District of Columbia Public Schools;
- Executive Director, Public Charter School Board;
- President, University of the District of Columbia Community College;
- Director, Family Court Social Services Division;
- Chief Judge, Superior Court of the District of Columbia;
- Executive Director, Corrections Information Council;
- Director, Department of Behavioral Health;
- Attorney General for the District of Columbia;
- Director, Department of Disability Services;
- Director, District of Columbia Public Defender Service; and
- Deputy Mayor for Education;

## **Non-Government Voting Members:**

- A parent, guardian, or foster parent of a student in the care of D.C.;
- A current or former student involved in the juvenile or criminal justice system;
- A current or former student involved in the foster care system;
- A representative from an organization that provide services to students involved in the juvenile or criminal justice system;
- A representative from an organization that provides services to students involved in the foster care system;
- An education attorney representing students in the care of D.C. involved in the juvenile and criminal system;
- An attorney representing students in the care of D.C. involved in the foster care system; and
- One representative each from 2 charter school local education agencies.

## **Non-Voting Governmental Members or Designee:**

- Director, Court Services and Offender Supervision Agency for the District of Columbia;
- Director, Pretrial Services Agency for the District of Columbia; and
- Director, Bureau of Prisons; and
- The Director of the Coordinating Committee, who shall serve as a nonvoting member.



## Who We Are: Students in the Care of D.C. Coordinating Committee Act of 2018 (D.C. Law 22-303)

- **Operational Role:** The committee is tasked with assessing, developing, and recommending strategies, policies, and interagency agreements to improve educational access, quality, and stability for students in care. This includes monitoring educational progress, data sharing, and supporting agency coordination.
- **Strategic Planning and Reporting:** The committee develops a strategic plan with measurable goals and outcomes, updating it every four years as required by law. It submits an annual report to the Mayor and the D.C. Council, detailing progress and challenges in meeting its objectives.
- **Legal and Compliance Role:** The committee ensures that all activities and initiatives are compliant with local and federal regulations, supporting transparency and accountability in improving outcomes for students in care.

# Who We Are: Defining Students in the Care of DC

**"Students in the Care of D.C."** means District residents under 25 years of age who are incarcerated or detained by, committed to and under the custody of, or otherwise under the supervision of, the:

- Department of Youth Rehabilitation Services (DYRS)
- Court Services and Offender Supervision Agency (CSOSA)
- Pretrial Services Agency for the District of Columbia (PSA)
- Family Court Social Services Division
- Child and Family Services Agency (CFSA)
- Department of Corrections (DOC)
- Federal Bureau of Prisons (BOP)

# Who We Are: Our Mission & Vision

**Mission:** To improve educational outcomes for students in the care of DC by fostering collaboration among agencies responsible for their education and well-being.

**Vision:** A future where all students in the care of DC receive a high-quality education, tailored supports, and opportunities for post-secondary success.

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# Children in Foster Care

## Scale of Need: (FY2024): Children & Families Served in Foster Care

- **Children Served:** Up to 584 students served cumulatively FY 2024
- **Families Served:** Up to 415 families served cumulatively FY2024

## Academic Outcomes (SY2023 – 24): Proficiency

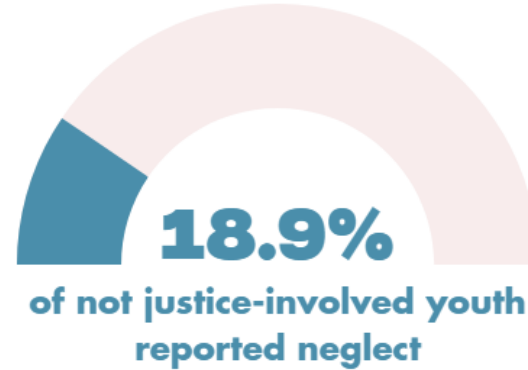
- **ELA Proficiency:** 12.1% of Foster Care Youth
- **Math Proficiency:** Less than 1% of Foster Care Youth
- **Science Proficiency:** Less than 5% of Foster Care Youth

## Academic Outcomes (SY2023 – 24): Graduation Rates

- **4-Year Graduation Rate:** 51.1% of Foster Care Youth
- **5-Year Graduation Rate:** 39.4% of Foster Care Youth



# Prevalence of Reported Maltreatment

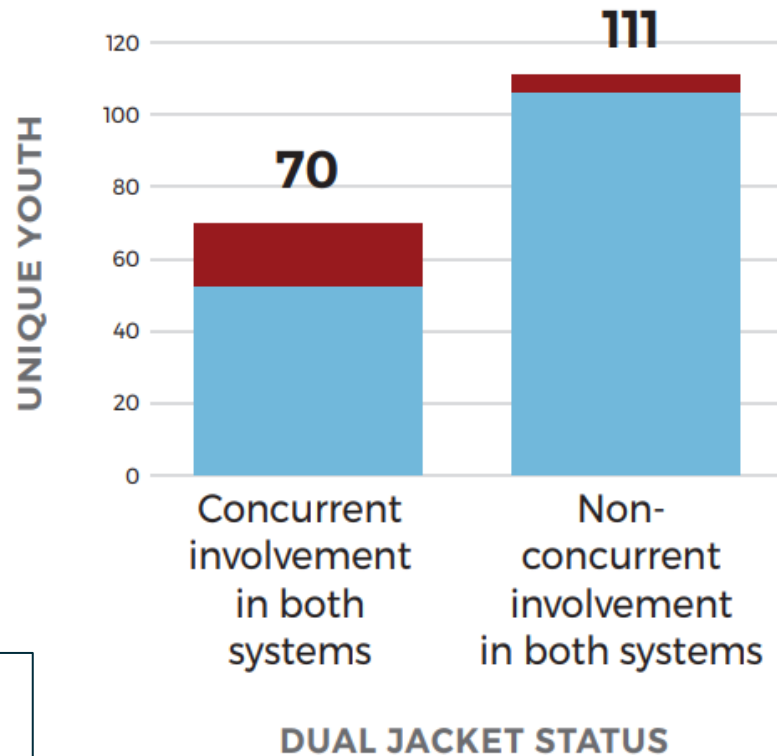


Justice-involved youth were **more than twice as likely** to report neglect.



Justice-involved youth were **more than three times as likely** to report abuse.

# Crossover Youth by Dual-Jacket Status: First System Involvement (2018-22)



The Council for Court Excellence (CCE) found that during the audit period, there were **181 crossover youth** with active delinquency cases and current or past CFSA involvement. Of these, **111 were not dual-jacketed**, meaning their delinquency and CFSA cases were **not concurrent**.

**Most Crossover youth's first involvement took place in CFSA.**

# DYRS: Population Report

## **New Beginnings Youth Development Center: 43 Total Youth**

- **Male:** 39 Youth
- **Female:** 4 Youth

## **Youth Services Center (YSC): 92 Total Youth**

- **Male:** 78 Youth
- **Female:** 14 Youth

## **Youth Shelter Homes: 33 Total Youth**

- **Male:** 21 Youth
- **Female:** 12 Youth

# Mid-Year Placements & Transfers: SY 2022 - 23

**# of Students who Transferred from a Juvenile Justice Setting Mid-Year: 60 Total Youth**

- DCPS: 44 Youth
- PCS: 16 Youth

**# of Students who Transferred into a Juvenile Justice Setting Mid-Year: 45 Total Youth**

- DCPS: 28 Youth
- PCS: 17 Youth

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# Review of 2018 Working Group Recommendations

- **Office of the State Superintendent of Education (OSSE)**
  - Guide LEAs on enrolling and monitoring students in various placements to prevent education interruptions.
  - Identify and address barriers to Free Appropriate Public Education (FAPE) for eligible students with disabilities.
  - Publish a training plan for students, families, LEAs, and stakeholders on education access for students in care.
  - Create a decision-making framework to improve educational continuity, prioritize local placements, and increase access to D.C.-approved programs.
  - Enhance data systems and expand real-time data sharing agreements with CSSD.
  - Publish Addendum Notification for Juvenile Justice Points of Contact (POCs).
- **D.C. Public Schools (DCPS)**
  - Expand Career and Technical Education (CTE) in Opportunity Academies to include dual enrollment for special education students.
  - Improve credit-earning opportunities and expand special education services at IYP and YSC.
  - Streamline the student records process, including a two-day record transfer requirement.
  - Protect students' education rights, ensuring course enrollment aligns with graduation and special education needs.
  - Collaborate with DYRS to establish Juvenile Justice POCs for program accountability and coordination with stakeholders.
  - Coordinate with Charter LEAs to enable flexibility for non-elective credit.
- **D.C. Public Charter School (PCS) LEAs**
  - Designate a transition specialist / Juvenile Justice POC at each school for efficient student record transfers within five days.
  - Establish a flexible credit recovery policy for students in care.
  - Safeguard students' education rights by ensuring appropriate course enrollment, special education support, and IEP updates.
  - Collaborate with DCPS to provide course listings and ensure internal credit flexibility.

# Review of 2018 Working Group Recommendations

- **D.C. Superior Court**
  - Educate judges on educational impacts of sentences.
  - Inform students, parents, and guardians of their educational rights, resources, and access to free legal assistance.
  - Expand court-appointed special education attorneys for eligible students (ages 18-22).
  - Enhance real-time data sharing with OSSE.
- **Department of Youth Rehabilitation Services (DYRS)**
  - Streamline record-sharing within two days to avoid education disruption.
  - Provide high-quality, personalized education in suitable classroom settings.
  - Appoint a Juvenile Justice POC to coordinate across DCPS and Charter LEAs.
  - Enhance data tracking of educational outcomes.
  - Strengthen transition support and IEP adherence for students at New Beginnings and awaiting placement.
- **Child and Family Services Agency (CFSA)**
  - Expedite record transfers (within two days) to maintain education continuity.
  - Deliver individualized, high-quality education.
  - Expand support for students aging out of foster care.
- **Department of Corrections (DOC)**
  - Ensure suitable classroom spaces for youth.
  - Require consistent class attendance and regular progress meetings with case managers and readiness staff.

# Review of 2018 Working Group Recommendations

- **Council of the District of Columbia**

- **Establish a Standing Coordinating Committee:** Create a permanent committee to address educational challenges, coordinate interagency efforts, and improve outcomes for justice-involved and foster care youth. Responsibilities include assessing barriers, improving data sharing, and setting clear student monitoring protocols.
- **Implement a Partial Credit System:** Support credit continuity for mobile students, allowing partial credits for completed coursework. Encourage collaboration with schools outside D.C. to facilitate credit transfer.
- **Court-Appointed Special Education Panel for 18-22-Year-Olds:** Establish a pilot program to provide special education legal representation in criminal court for eligible youth, similar to Family Court support.



# Review of SCDC's Previous Work

Supporting Students Through COVID-19

Partial Credit Work

Expanding Out of School Time (OST) Opportunities

# Developing Highest Impact Areas of Focus

	Actions	Completed	# of Engaged Stakeholders
<b>SCDC History:</b>			
○ Full review of Previous SCDC Work	Review 2018 Working Group Report	✓	N/A
	Review Drafts of Strategic Priorities	✓	N/A
	Conduct Interviews with SCDC Stakeholders	✓	7
<b>Assessing Current Needs:</b>			
○ Interviews with DC Government Stakeholders	Learn about current landscape and the scale of concerns	✓	22
○ Interviews with Non-Government Stakeholders	Identify gaps within the current landscape	✓	10
○ Interviews with School Leaders	Identify challenges within schools	✓	26
<b>Review of Best Practices</b>			
○ Review of relevant literature	Read reports and testimonies on relevant student populations	✓	N/A
○ Interviews with national experts	Check in with national experts on potential topic areas	✓	4
○ Development of relevant case studies	Conduct deep dives into relevant examples from other jurisdictions	✓	N/A

# Potential Areas of Focus:

## I. Preventative Support:

- Short-Term: Strengthen Interagency Communication for Early Intervention
- Mid-Term: Establish a Student Data and Intervention System
- Long-Term: Identify Students at Greatest Risk of Justice Involvement & Coordinate Supports

## II. In Care Support:

- Short-Term: Ensure Proper Evaluations for Special Education and Behavioral Health Services
- Mid-Term: Expand Workforce Development, CTE, GED, and Higher Ed Programs
- Long-Term: Expand District operated Placement Options (RTC, PRTF, NPP)

## III. Transitional Support:

- Short-Term: Implement a Partial Credit System
- Mid-Term: Strengthen the Process for Educational Record Transfers
- Long-Term: Provide Wraparound Supports for Students Transitioning from Care.

# Getting Started: Potential Early Areas of Focus

## I. Preventative Support:

- **Short-Term: Strengthen Interagency Communication for Early Intervention**
- Mid-Term: Establish a Student Data and Intervention System
- Long-Term: Identify Students at Greatest Risk of Justice Involvement & Coordinate Supports

**Objective:** Improve communication between District of Columbia Public Schools (DCPS), Public Charter Schools (PCS), Child and Family Services Agency (CFSA), Department of Youth Rehabilitation Services (DYRS), and justice agencies to ensure early identification and intervention for students at risk of school failure or behavioral issues.

**Justification:** Disjointed communication between agencies and schools often delays support for at-risk students, leading to higher rates of disengagement and justice involvement.

# Getting Started: Potential Early Areas of Focus

## I. Preventative Support:

- Short-Term: Strengthen Interagency Communication for Early Intervention
- **Mid-Term: Establish a Student Data and Intervention System**
- Long-Term: Identify Students at Greatest Risk of Justice Involvement & Coordinate Supports

**Objective:** Develop a Student Data and Intervention System to allow timely sharing of academic and behavioral data between government agencies and Local Educational Agencies (LEAs), improving intervention efforts for students at risk of justice involvement.

**Justification:** Coordinated data sharing across schools and agencies is critical for ensuring continuous monitoring and early identification of students in need of support, especially as they transition between care settings and schools (School Safety Enhancement Committee, 2018).

# Getting Started: Potential Early Areas of Focus

## II. In Care Support:

- Short-Term: Ensure Proper Evaluations for Special Education and Behavioral Health Services
- Mid-Term: Expand Workforce Development, CTE, GED, and Higher Ed Programs
- **Long-Term: Expand District Operated Placement Options (RTC, PRTF, PHP)**

**Objective:** Expand a network of local treatment options, including PRTFs, RTCs, PHPs, and day treatment programs, to provide therapeutic support for D.C. youth with mental health and behavioral needs, reducing punitive actions like expulsions and involuntary school transfers.

**Justification:** Currently, D.C. youth often lack access to intensive, community-based mental health supports, leading to out-of-state placements and disrupted family connections. A strengthened local network would enable more youth to receive appropriate care within their communities, emphasizing therapeutic interventions over punitive measures.

# Therapeutic Interventions: Community Supports

## Youth Serving Community-Based Service Providers

- All Walks of Life
- Better Morning
- Community Connections, Inc.
- Community Wellness Ventures
- Doors of Hope
- Family Wellness
- Hillcrest Children & Family Center
- Inner City Family Services
- Kinara Health and Home Care Services, LLC
- Latin American Youth Center (LAYC)
- Life Enhancement Services
- Mary's Center
- MBI
- MD/DC Family Resource
- Mental Health Services Division
- Preventative Measures
- PIS
- Quality Health Care Services, LLC
- Umbrella Therapeutic Services

# Alternative Learning Environments:

## PCS: Adult Learners / Alternative Settings

- Academy of Hope Adult PCS
- Briya PCS
- Carlos Rosario International PCS
- Community College Preparatory Academy PCS
- Goodwill Excel Center PCS
- Kingsman Academy PCS
- LAYC Career Academy PCS
- Maya Angelou PCS
- The Family Place PCS
- The Next Step PCS
- YouthBuild PCS

## DCPS Opportunity Academies

- Ballou STAY High School
- Garnet-Patterson STAY High School
- Luke C Moore High School

## Boarding Schools

- Monument Academy PCS
- SEED PCS



# Residential Centers / Facilities:

**Residential Treatment Centers (RTC)** provide structured residential care and therapy for children and adolescents with emotional, behavioral, or substance use issues. These facilities offer a range of therapeutic services, including individual, group, and family therapy, often combined with academic support. RTCs generally provide a lower level of medical supervision compared to PRTFs.

**Psychiatric Residential Treatment Facilities (PRTF)** provide active treatment to children and youth under age 21 with complex mental health conditions. This is a long-term, inpatient level of care provided in a residential facility rather than a hospital.

# What's missing from DC's Landscape?

- Alternative Education Settings for Students with Severe Behavioral Concerns
- District operated Partial Hospitalization Programs (PHP)
- More diverse nonpublic placement (NPP) options
- District operated RTCs
- District operated PRTFs

# Getting Started: Potential Early Areas of Focus

## III. Transitional Support:

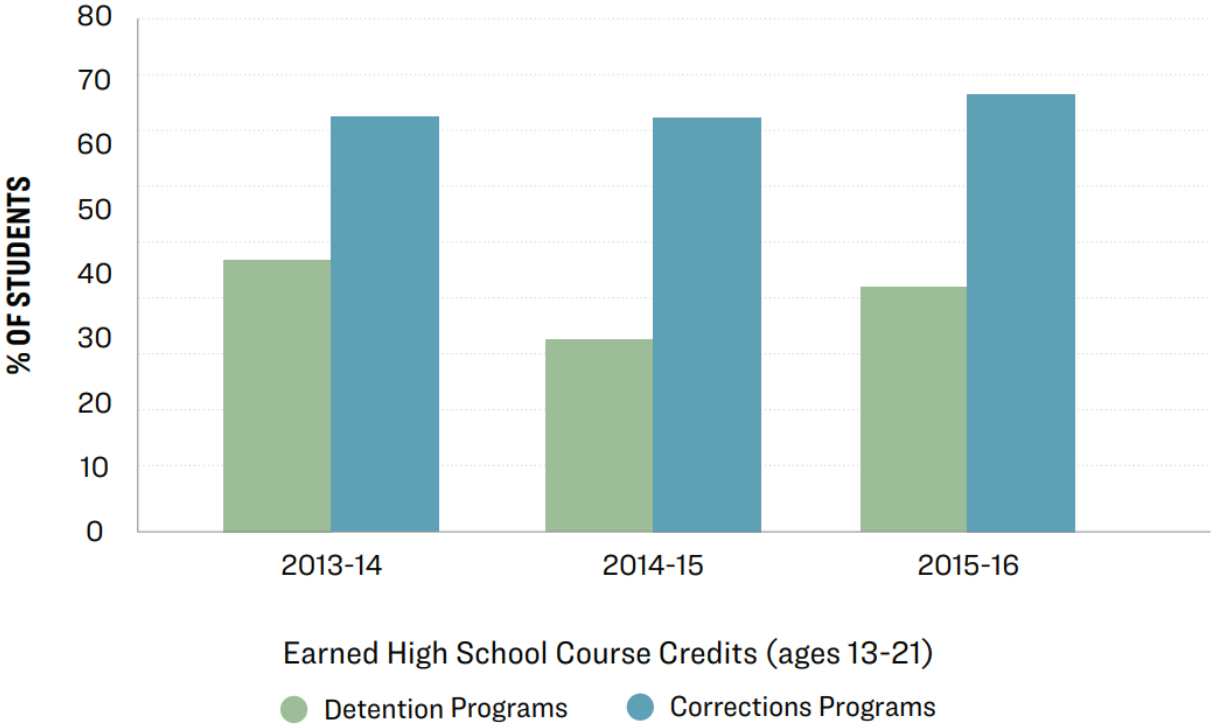
- **Short-Term: Implement a Partial Credit System**
- Mid-Term: Strengthen the Process for Educational Record Transfers
- Long-Term: Provide Wraparound Services for Students Transitioning from Care

**Objective:** Develop and implement a partial credit system to ensure that justice-involved students receive academic credit for coursework completed, even when they transition between schools or care settings.

**Justification:** What would encourage students to complete coursework if they were not guaranteed credit for the work that they completed? Justice-involved youth often lose academic credits when they move between schools, causing them to fall behind academically.

# Justice Involved Youth: National Trends (2020)

**PERCENT OF YOUTH AGES 13-21 EARNING CREDIT IN TITLE I,  
PART D-FUNDED JUVENILE DETENTION AND CORRECTIONS PROGRAMS**



# Partial Credit Systems: Local Context

## Failure to Receive Credits:

- 1. Educational Interruptions:** Detention, commitment, and foster care placements disrupt students' education, often causing them to fall behind.
- 2. Out-of-State Placements:** DYRS frequently places students in detention or therapeutic foster care programs not aligned with D.C. graduation requirements.
- 3. Non-Approved Programs:** Many placements are in schools not on OSSE's Approved Nonpublic Schools List, leading to potential gaps in educational quality and credit transferability.
- 4. Partial Credit Issues:** While students can earn partial credits at Maya Angelou Academy, DCPS and charter schools do not accept these credits, forcing students to retake courses.

# Partial Credit Systems: Local Context

Here are several other examples of what often occurs:

- Credits from one school may not transfer to another school or the youth may be moved in the middle of a course where the sending school does not award credit for work completed up to that point.
- The home school may fail to send the student's records to the new school, so the new school does not know which classes the student should be enrolled.
- The new school may not award credits or place the youth in appropriate classes.
- DOC, DYRS, and out-of-state placements do not/may not offer opportunities for student to continue coursework from their home school or earn full or partial credit.

# Partial Credit Systems: Existing Work in Other States

## State Policies on Credit Transfers for Justice-Impacted Students

- **California (S.B. 532, 2022):**
  - Schools assess eligibility for highly mobile and juvenile court students.
  - Educational records provided within **2 business days** to receiving schools.
  - Options for extended high school and age-based grade placement.
  - Notify students of graduation exemptions within **30 days** after a move.
- **Colorado (H.B. 24-1216, 2024):**
  - Establishes a bill of rights for justice-involved K-12 students.
  - Ensures credit for coursework completed during justice involvement.
  - State Board to set credit transfer processes by **August 2025**.
- **New Mexico:**
  - Rules for awarding credits to students with educational disruptions due to homelessness or adjudication.
  - Sending schools provide records within **2 business days**.
  - Receiving schools apply partial credits based on **percentage of course completed**.
- **Pennsylvania (Act 1):**
  - Supports graduation for students facing educational instability.
  - Schools adopt policies on course credits and individualized graduation plans.
  - Facilitates on-time graduation, including alternative pathways.
- **Washington:**
  - Schools facilitate on-time progression for homeless, at-risk, or justice-involved students.
  - Procedures for calculating and awarding partial credits.

# Next Steps: Establishment of Working Groups

## Communication & Data Sharing

- Strengthen Interagency Communication
- Establish a Student Data / Records Sharing System

## Expand Local Placement Options

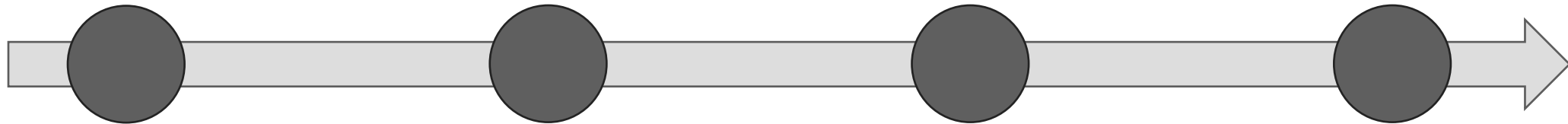
- Expanding District Operated Placement Options

## Partial Credit Systems

- Implementing a Partial Credit System



# Timeline through early 2025



Meeting #Q1

November 7

Kick off and  
Strategic Mapping

Meeting #Q2

March 6

Review of Working  
Group Draft  
Recommendations

Agency Report Outs

Meeting #Q3

June 3

Review of Working  
Group Draft  
Recommendations

Agency Report Outs

Meeting #Q4

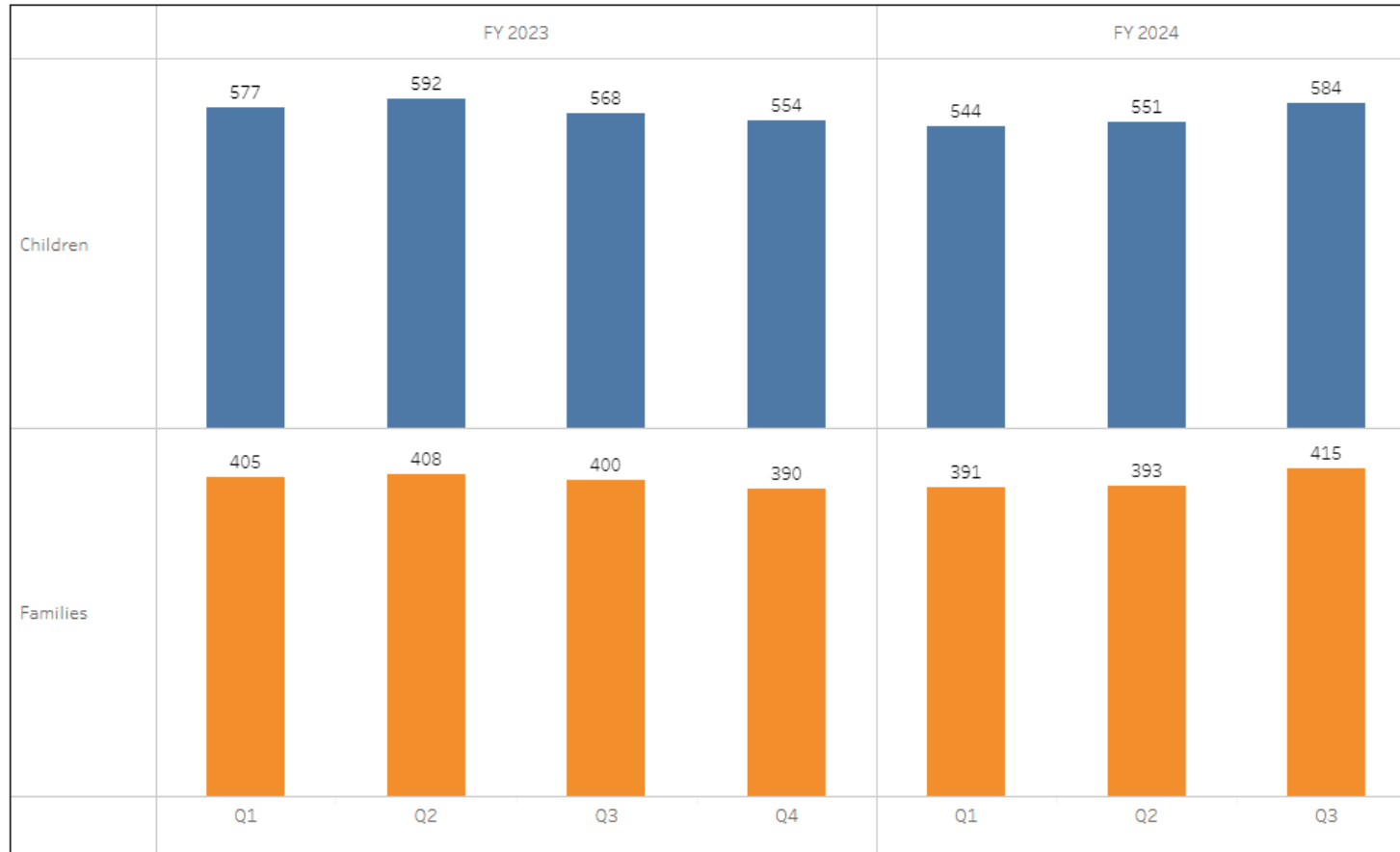
August 7

Review of Working  
Group Draft  
Recommendations

----- Quarterly Meetings 3:30pm – 5:00pm -----

# Appendix

# Children in Foster Care: Total Children and Families Served

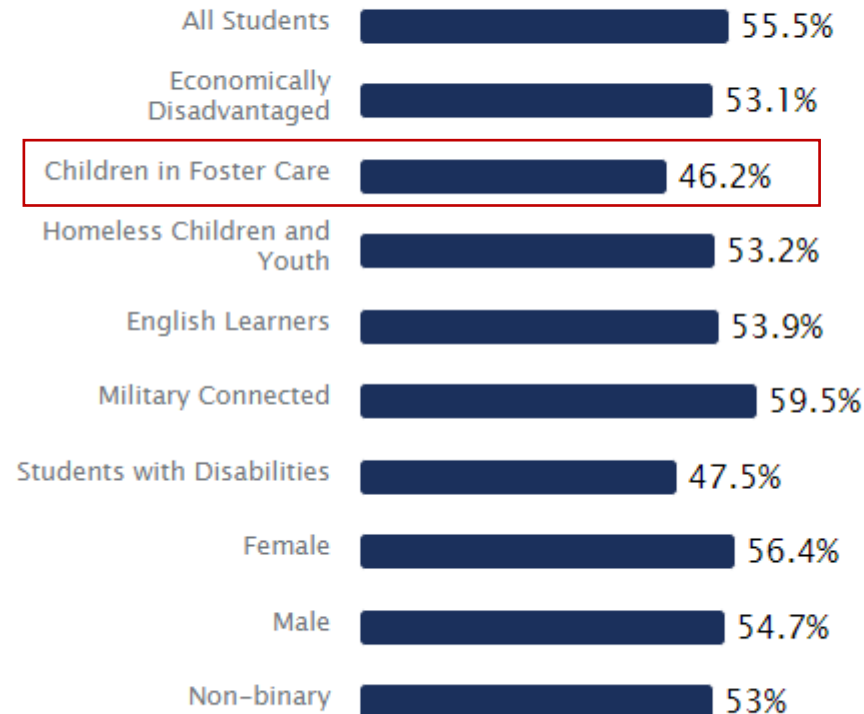


Read more: [Total Children and Families Served in Foster Care | cfsadashboard \(dc.gov\)](https://cfsadashboard.dc.gov)

# Children in Foster Care: Academic Growth (SY 23 – 24)

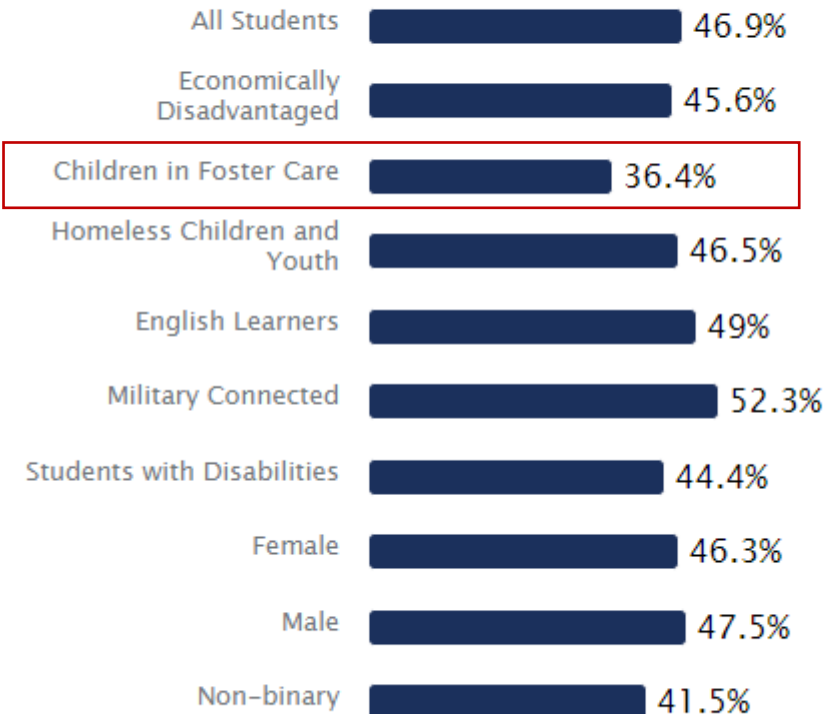
## ELA Growth to Proficiency

[What are these student groups?](#)



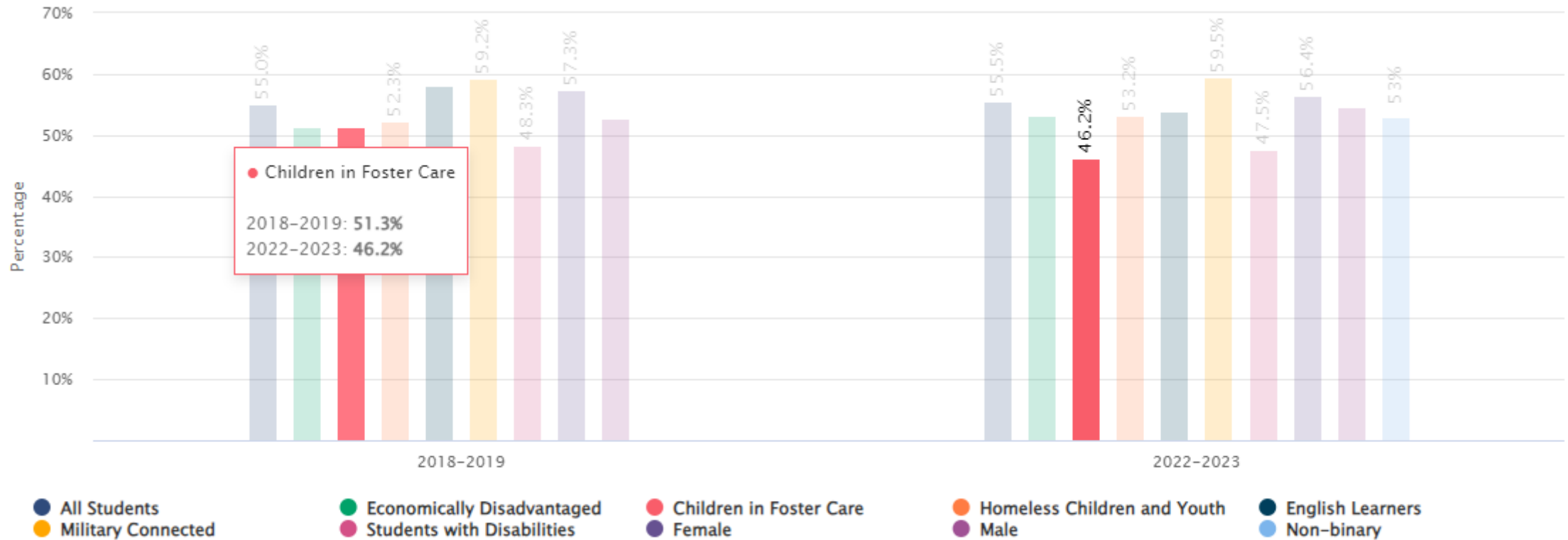
## Math Growth to Proficiency

[What are these student groups?](#)



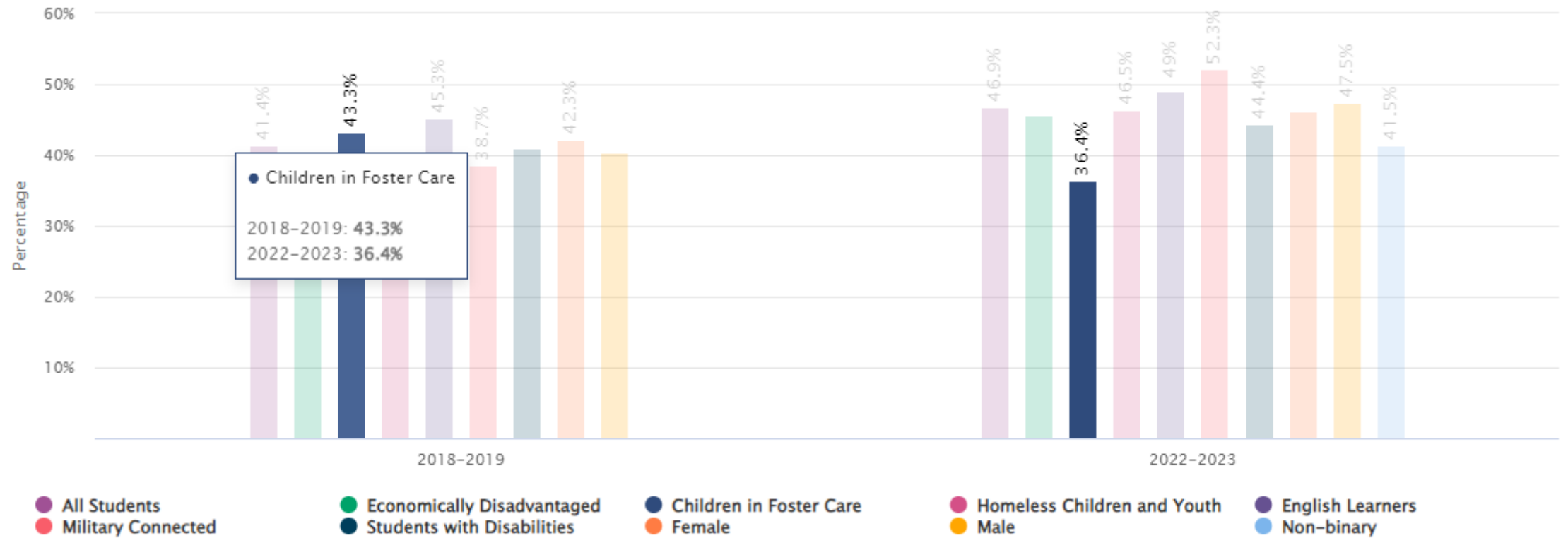
Read more: [DCRC - DC Overall](#)

# Children in Foster Care: ELA Growth (4-year comparison)



Read more: [DCRC - Academic Growth](#)

# Children in Foster Care: Math Growth (4-year comparison)

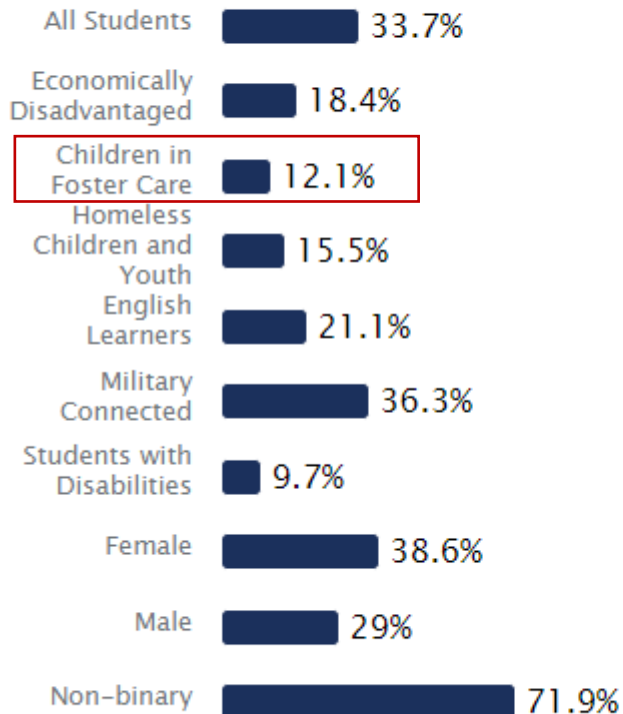


Read more: [DCRC - Academic Growth](#)

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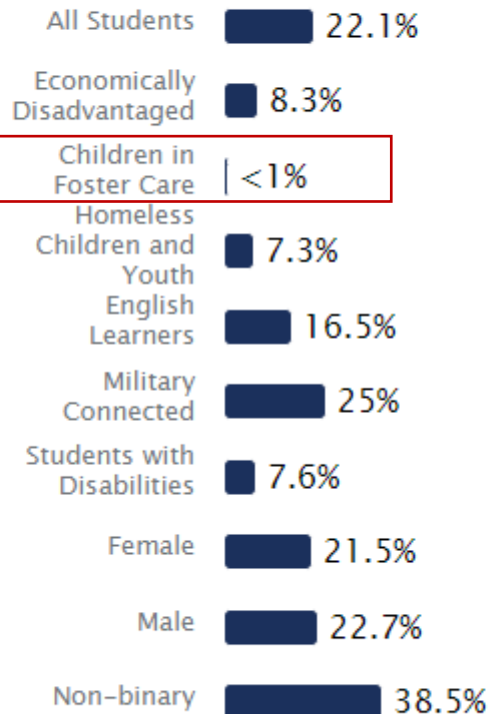
## ELA Proficiency

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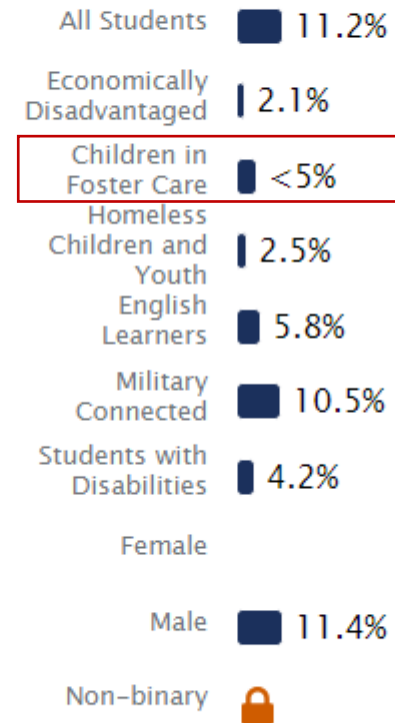
## Math Proficiency

[What are these student groups?](#)



## Science Proficiency

[What are these student groups?](#)

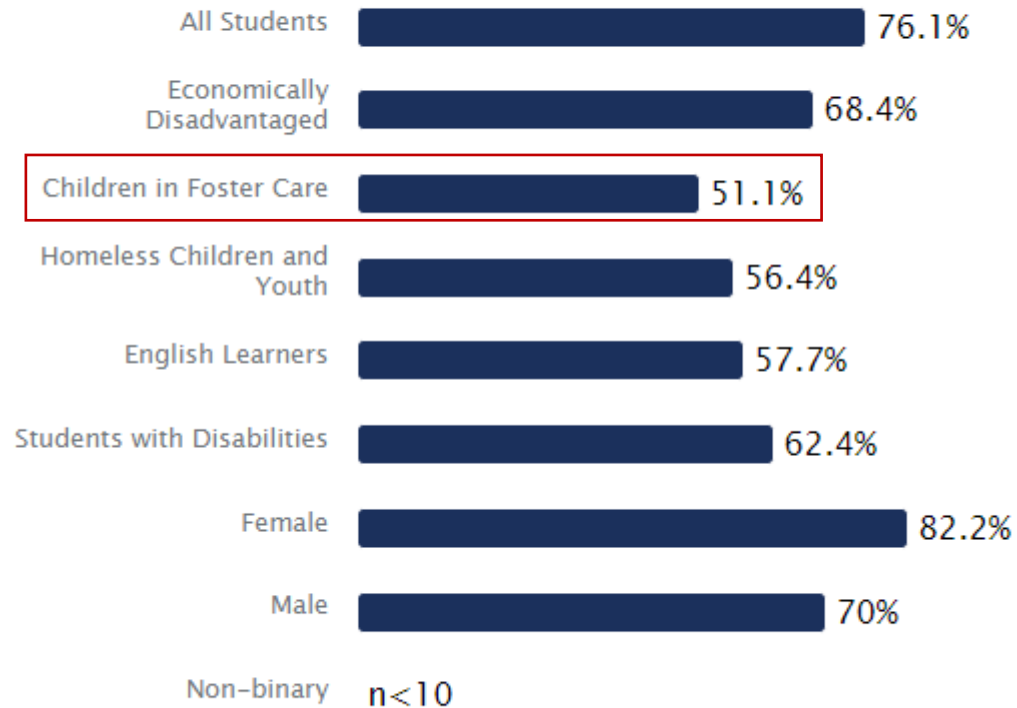


Read more: [DCRC - DC Overall](#)

# Children in Foster Care: Graduation Rates (SY 23 – 24)

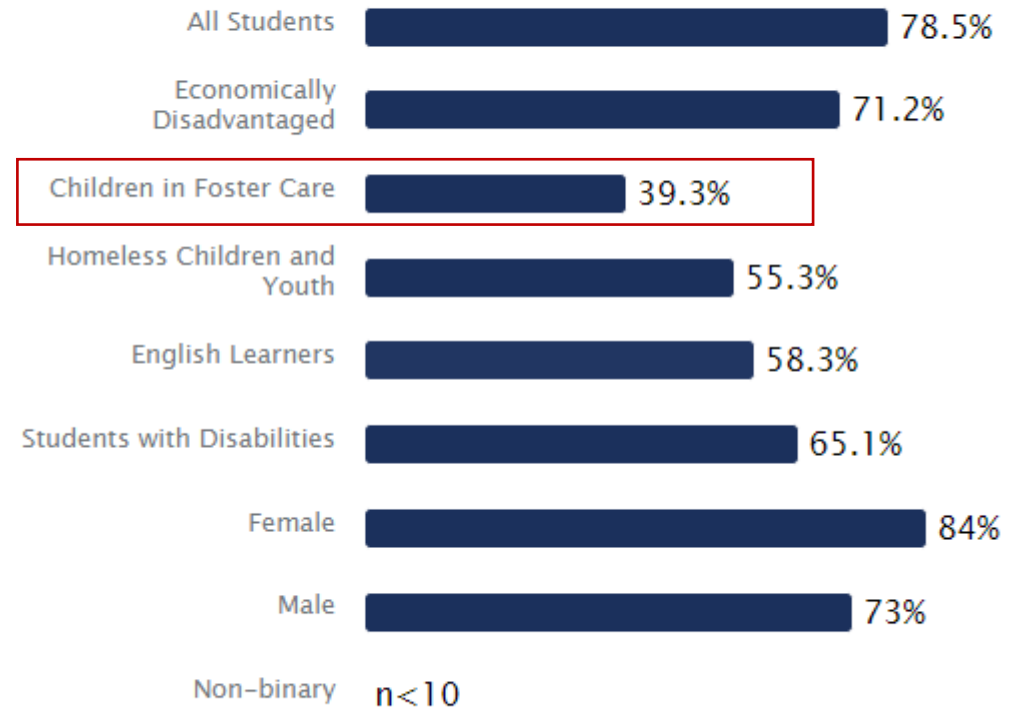
## 4-Year Graduation by Student Group

[What are these student groups?](#)



## 5-Year Graduation by Student Group

[What are these student groups?](#)



Read more: [DCRC - DC Overall](#)