DC CROSS-SECTOR COLLABORATION TASK FORCE

April 24, 2018
Meeting 21

AGENDA

- Goals of the Meeting
- Cross-Sector Spotlight
- Overview of Citywide Meetings
- Summary of Feedback
- Incorporating Feedback
- Next Steps

GOALS FOR THE MEETING

1. Review citywide meeting data and feedback
2. Determine method for incorporating feedback and outline plan for developing final report
3. Begin incorporating feedback
4. Determine next steps

CROSS-SECTOR SPOTLIGHT: EVERY DAY COUNTS! COP
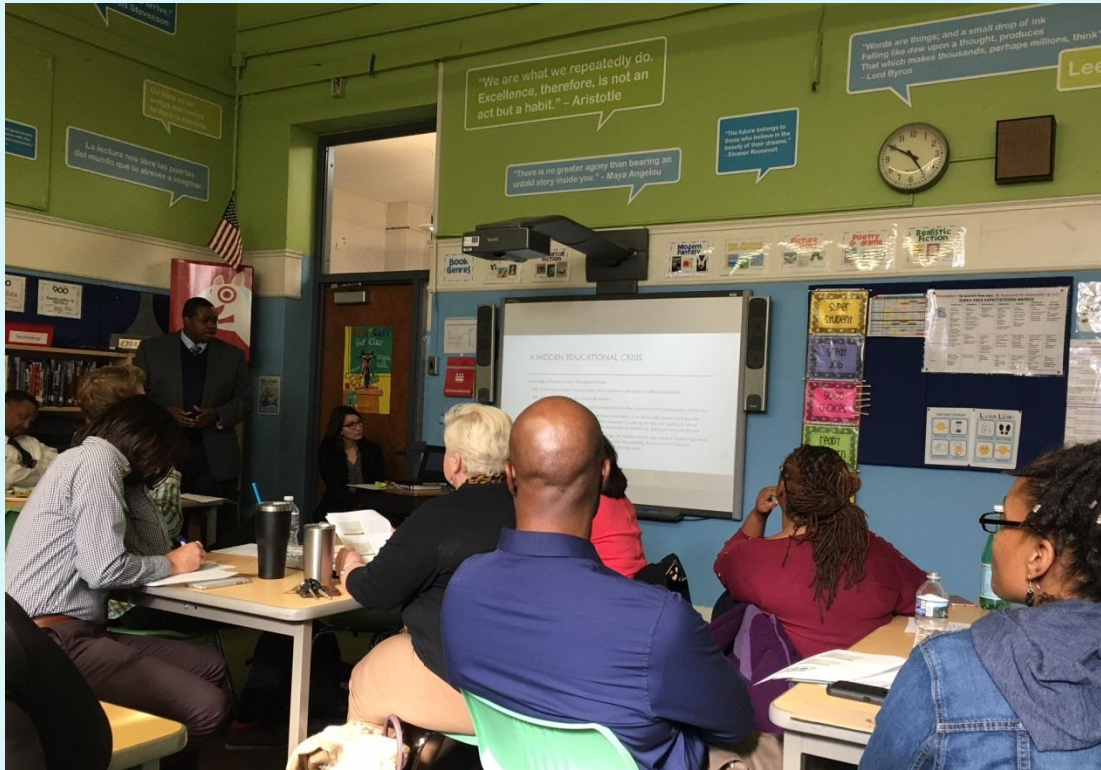
- **Garfield** Principal Kennard Branch
- **E.L. Haynes** staff Courtney Thompson and Tia Brumsted
- **92%** of participants are likely or very likely to use a tool from the first meeting to improve attendance at their school.
- **92%** said the best-practice sharing was very helpful.

"We are enriched by our reciprocate differences."
--*Paul Valery*

REVIEW OF CITYWIDE MEETINGS

CITYWIDE MEETING OVERVIEW

Purpose

- Provide the larger community an opportunity to learn about the draft proposals and focus-group feedback
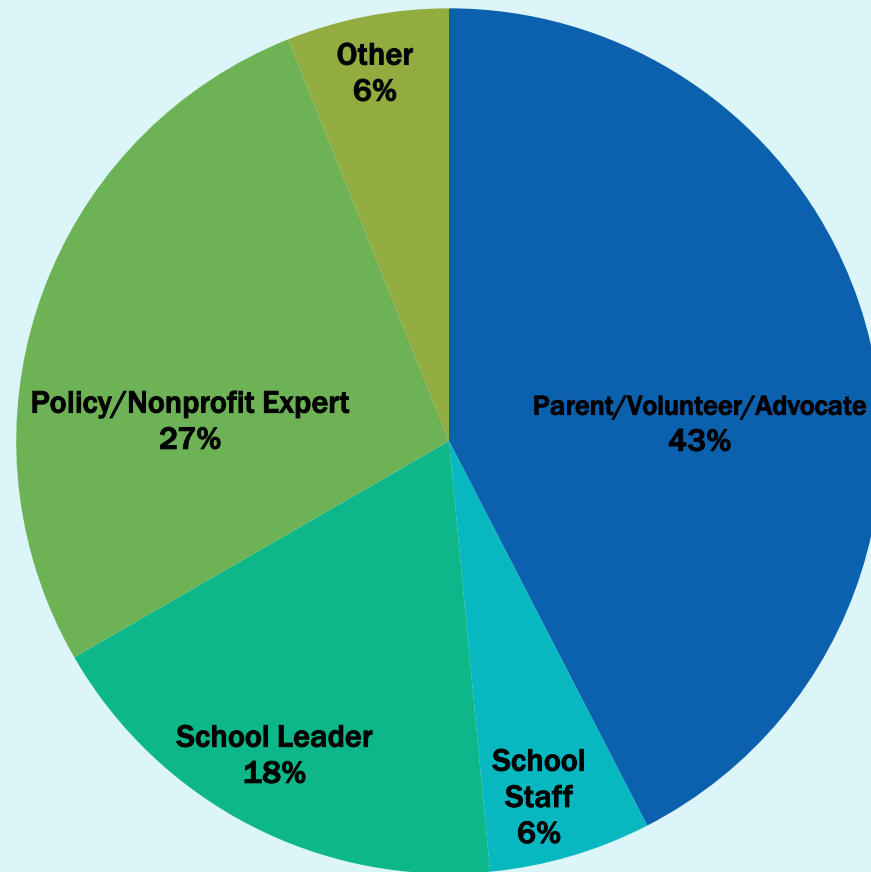- Locations: Columbia Heights Education Campus, Thurgood Marshall PCS

Participation

- Received 64 total RSVPs
- Hosted 32 total participants
  - (21 in the first; 11 in the second, which was rescheduled due to snow)
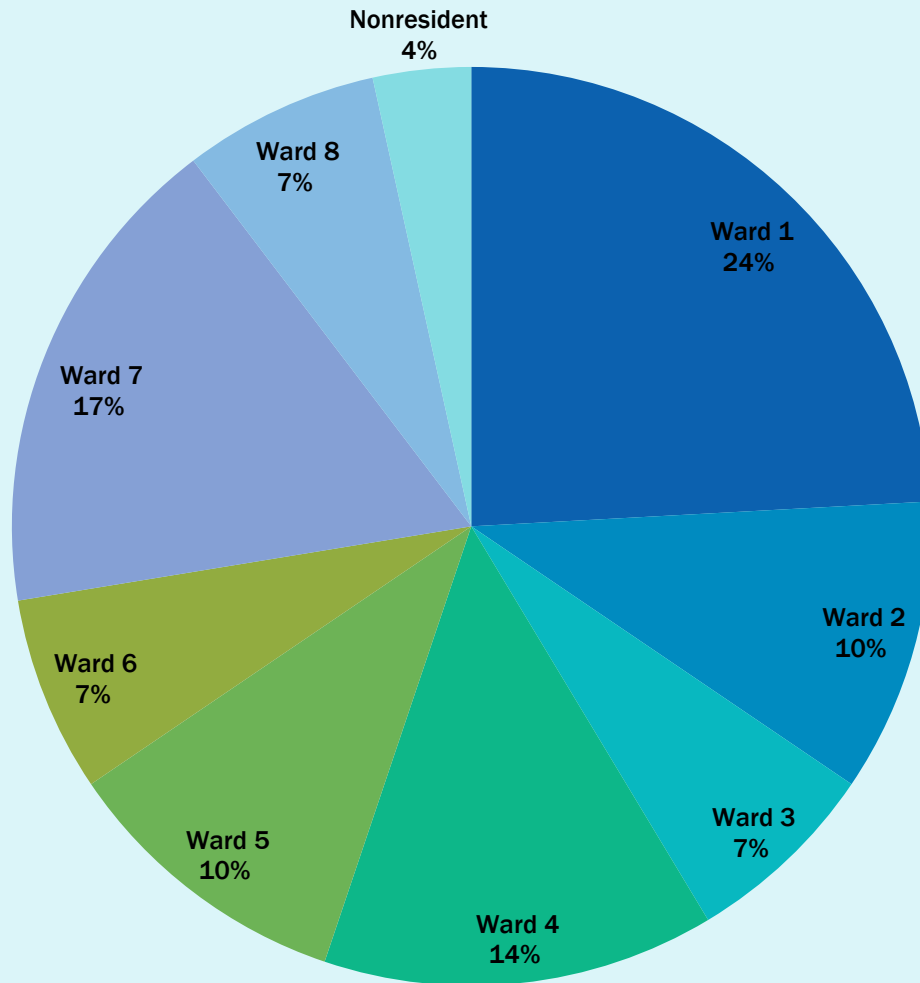
Context

- To date, the Task Force has held over 22 focus groups and citywide meetings since its inception: one round for establishing goals, a second round on mid-year mobility, and third round on final recommendations.

CITYWIDE MEETINGS: WHO PARTICIPATED?

Pie chart showing participation:
- Parent/Volunteer/Advocate 43%
- Policy/Nonprofit Expert 27%
- School Leader 18%
- School Staff 6%
- Other 6%

CITYWIDE MEETINGS: PARTICIPATION BY WARD

Nonresident 4%
Ward 8 7%
Ward 7 17%
Ward 6 7%
Ward 5 10%
Ward 4 14%
Ward 3 7%
Ward 2 10%
Ward 1 24%

*Nonresidents were participants who work in DC schools but are not DC residents
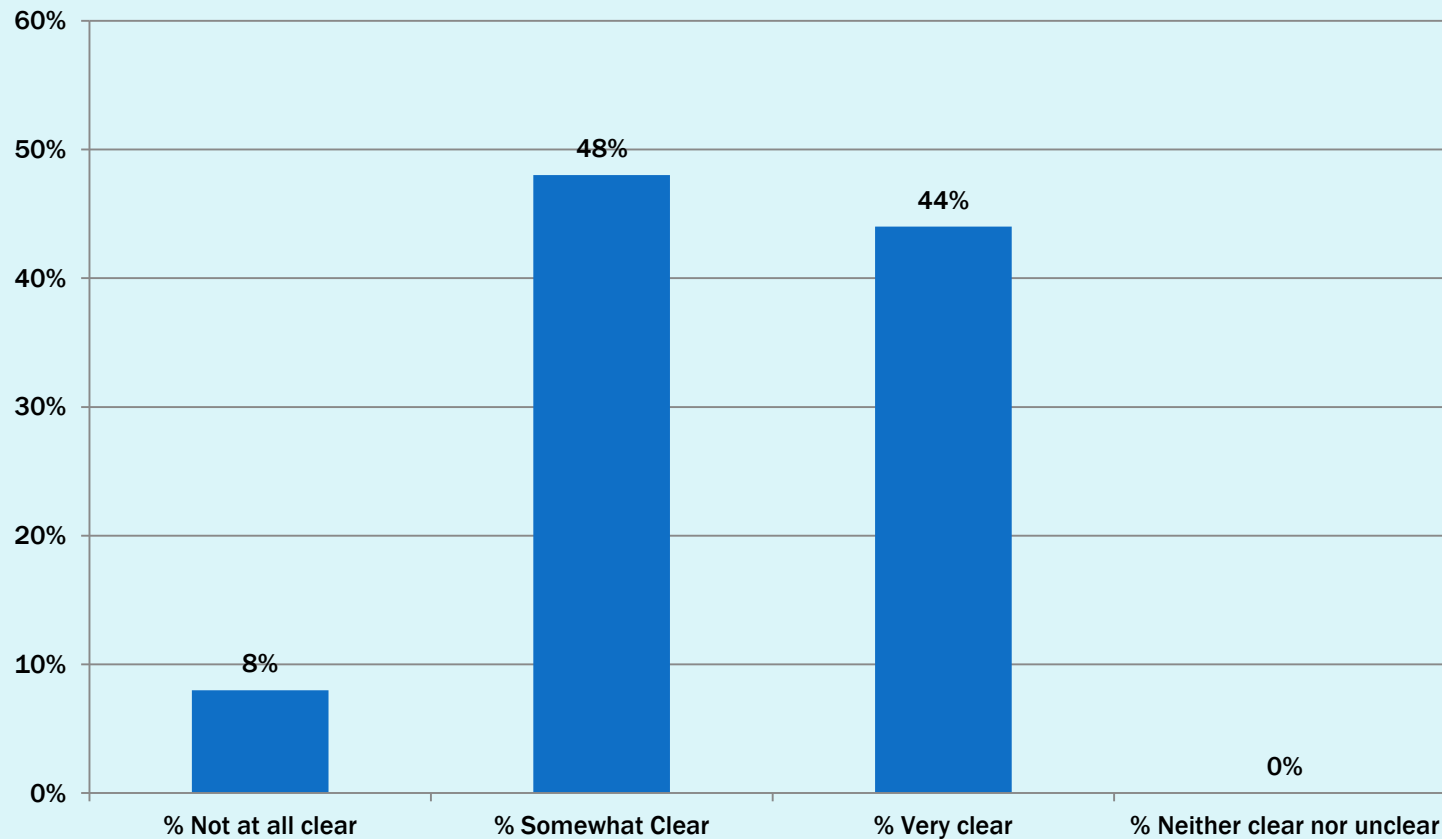
CITYWIDE MEETINGS: STRUCTURE

1. **Welcome and Introductions**
2. **Overview of the Task Force**
3. **Small Group Activity**
   - Reviewed each recommendation and the associated bullet points, as well as popular commentary from the focus groups
   - Discussed their views on the recommendations and focus group feedback
   - Each table facilitated by a Task Force or DME staff member
4. **Tables Report Out and Whole Group Discussion**
5. **Closing and Survey**

SUMMARY OF FEEDBACK ON DRAFT PROPOSALS

Citywide Meetings And Public Comments

CITYWIDE MEETING FEEDBACK HIGHLIGHTS: AT-RISK

At-Risk Objective 1 is confusing and needs more detail; inconsistent feedback about magnet schools

Addressing attendance barriers is most important part of At-Risk Objective 3, especially transportation

At-Risk Objective 4 had the most positive feedback

Most agreed with focus group feedback on At-Risk objective 5

Recommendations related to pre-K and ECE across objectives were well-received.

Inconsistent feedback about opportunity academies; make sure they don't limit students

CITYWIDE MEETING FEEDBACK HIGHLIGHTS: OCS

Coordination of school planning across sectors is needed

How to incorporate checks and feedback loops into the process?

Data-sharing is very important; include guidance

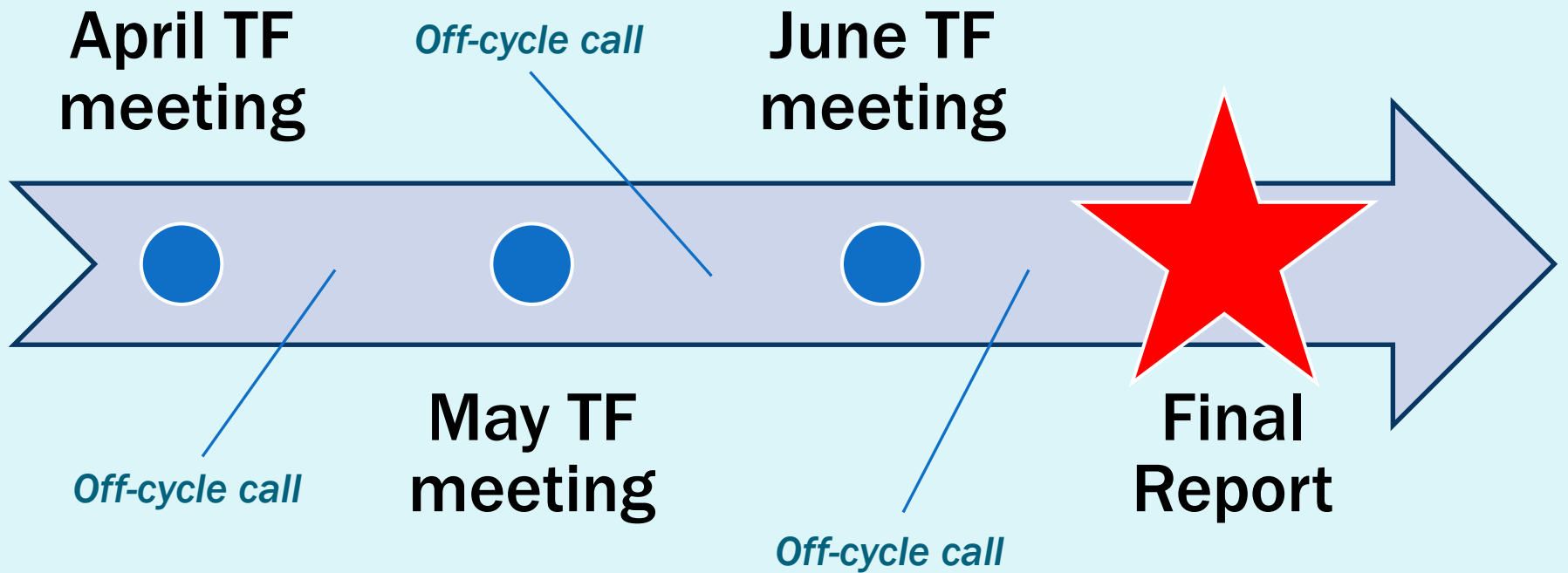We should have a comprehensive Education Plan

Community engagement received the most positive feedback, communicate opportunities effectively

PROCESS FOR FINALIZING RECOMMENDATIONS

TIMELINE

April TF meeting

Off-cycle call

June TF meeting

May TF meeting

Off-cycle call

Off-cycle call

Final Report

| Incorporate feedback | Finalize recommendations | Draft report | Finalize report |

OPTIONS FOR INCORPORATING FEEDBACK

1. Break into two original working groups

OR

1. Split into smaller groups by objective
   - 8 objectives, 8 groups

- Discuss feedback from focus groups, citywide meetings, and public comments

OBJECTIVE 1: DEVELOP AND SUPPORT POLICIES AND PROGRAMS TO REDUCE CONCENTRATED POVERTY IN PUBLIC SCHOOLS.

Specific Recommendations	Policy and Implementation Considerations
1.1: Explore the use of lottery mechanisms, including optional preferences or weights, to advantage at-risk students. 1.2 Develop and support programs to provide at-risk students and families with all necessary information and resources to access excellent educational options and succeed in school. 1.3: Explore the development of policies and programs designed to increase socioeconomic diversity in schools.	1.1.1: Consider the appropriate threshold for eligibility for an at-risk preference (e.g., only schools with less than 25% at-risk students may implement the preference). 1.1.2: Examine and develop methods to identify pre-Kindergarten students who may be at risk. 1.1.3: Explore the development of an at-risk lottery preference for at-risk PK3, PK4, or K students matriculating from a CBO with which the school shares an educational program. 1.2.1: Work with a partner organization (e.g., DC School Reform Now) to develop an "education navigator" program to provide individualized counseling on school choice options for families throughout the My School DC process. 1.2.2: Streamline school-quality information available to families. 1.2.3: Investigate ways to better connect students and families with the agencies responsible for providing mental health supports, including mental health services provided in schools, and understand preexisting advantages and disadvantages to accessing resources and services. 1.3.1: Consider developing a citywide diversity plan with benchmarks for at-risk students or students from low-income families. 1.3.2: Identify and implement policies, such as the use of magnet programs, designed to equitably distribute at-risk students without placing the burden of moving schools solely on at-risk students. 1.3.3: Explore data around students who travel across the city to attend a higher-performing public school. 1.3.4: Explore the establishment of zip-code or census-tract lottery to create deliberately diverse schools. 1.3.5: Conduct a feasibility study for city-run school busses on high density routes. 1.3.6: Consider additional funding incentives, at the student, school, or LEA level, designed to increase socioeconomic diversity.

At-Risk, Objective 1

Develop and support policies and programs to reduce concentrated poverty in public schools.

- Consider using the My School DC lottery to give an advantage to underserved students.

- Explore ways to identify pre-K students who may be underserved.

- Consider a lottery preference for Pre-K and Kindergarten students coming from community-based childcare programs.

- Create "education navigators" who can guide families through the My School DC process.

- Consider creating a diversity plan for the city, with ways to measure progress.

- Consider new policies like magnet schools in underserved neighborhoods.

Like preference but schools must be ready to serve at-risk students

CBO lottery preference for important for families

Diverse schools are key to closing the achievement gap

Support for education navigators

Magnet schools can concentrate most involved families

Navigators must reach hardest-to-reach families

Must reexamine transportation when looking at diversity & access

DME ★
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

BREAK INTO GROUPS

NEXT STEPS

NEXT STEPS

- DME will schedule working group calls to continue revising the draft recommendations

- Next Meeting: May 22, 6:00 – 8:00 PM
  - EducationCounsel, 101 Constitution Ave, NW, Suite 900