

DC CROSS-SECTOR COLLABORATION TASK FORCE

10.25.16
Meeting 8

GOALS FOR TODAY'S MEETING

- Determine the aspects of the mid-year entry, transfer, and exit proposal that have the most promise
- Identify key questions of the mid-year entry, transfer, and exit proposal on which community feedback is needed
- Discuss the community engagement timeline

AGENDA

- **Welcome** (6:00-6:02)
- **Residency Regulations** (6:02-6:20)
- **Mid-Year Entry, Transfer, and Exit proposal discussion - large group** (6:20-7:35)
- **New Policy Proposal: Supporting Students in Schools Experiencing High-Churn** (7:35-7:45)
- **By-Right Charter School Proposal: Next Steps** (7:45-7:55)
- **Community Engagement and Next Steps** (7:55-8:00)

TASK FORCE GOALS

- Improve the experience of parents and families understanding and navigating their public school options.
- Develop methods for information sharing with the public and across public school sectors.
- Develop a framework for coordinating processes on school openings, closings, and facilities planning.
- Promote enrollment stability.
- Identify educational challenges that need to be addressed through cross-sector collaboration.

GROUP NORMS AND EXPECTATIONS

We want members to:

- Act as public ambassadors for the process
- Advocate for what is best for all students and families and not just what is best for one particular school community or sector
- Put individual agendas aside in the interest of improving public education for the city
- Be open-minded
 - Genuinely consider alternatives to their own opinions
 - Respect each others' opinion
 - Generate and consider creative solutions

PURPOSE OF OUR WORK

Twenty years ago public charter school choice was established in DC. With 56% of public school students attending DCPS and 44% attending public charter schools, the next chapter of improving education in DC is for both sectors to strategically work together.

We come together now to:

- Objectively consider data to better understand our educational landscape across the City.
- Brainstorm ideas and generate solutions through cross-sector collaboration and problem-solving.
- Consider our current challenges for what they are – citywide challenges - and not side with or assign blame to a single sector.
- Develop clear and fair recommendations on how to reach our CSCTF goals (*our charge*).

**THE GREAT THING IN THE WORLD IS NOT
SO MUCH WHERE WE STAND, AS IN WHAT
DIRECTION WE ARE MOVING.**

-OLIVER WENDELL HOLMES

RESIDENCY REGULATIONS

POLICY PROPOSALS

ORIGINAL LIST OF POLICY OPTIONS

Intake Policies

- Establish intake schools to take most/all students entering the District mid-year
- Placement of mid-year entries from out-of-state in PCS
- Establish common intake practices and/or procedures across LEAs to improve experience for students

Transfer Policies

- Citywide safety transfer policy
- Placement process for PCS expulsions and DYRS students
- Long-term suspension center

Exit Policies

- Enact windows for student movement across DC schools to give families specific times of year to make changes
- Exit counseling and transition support

By-Right Charter

- Allow charter schools to become by-right schools with certain parameters

Eliminate post-Kindergarten Cutoffs

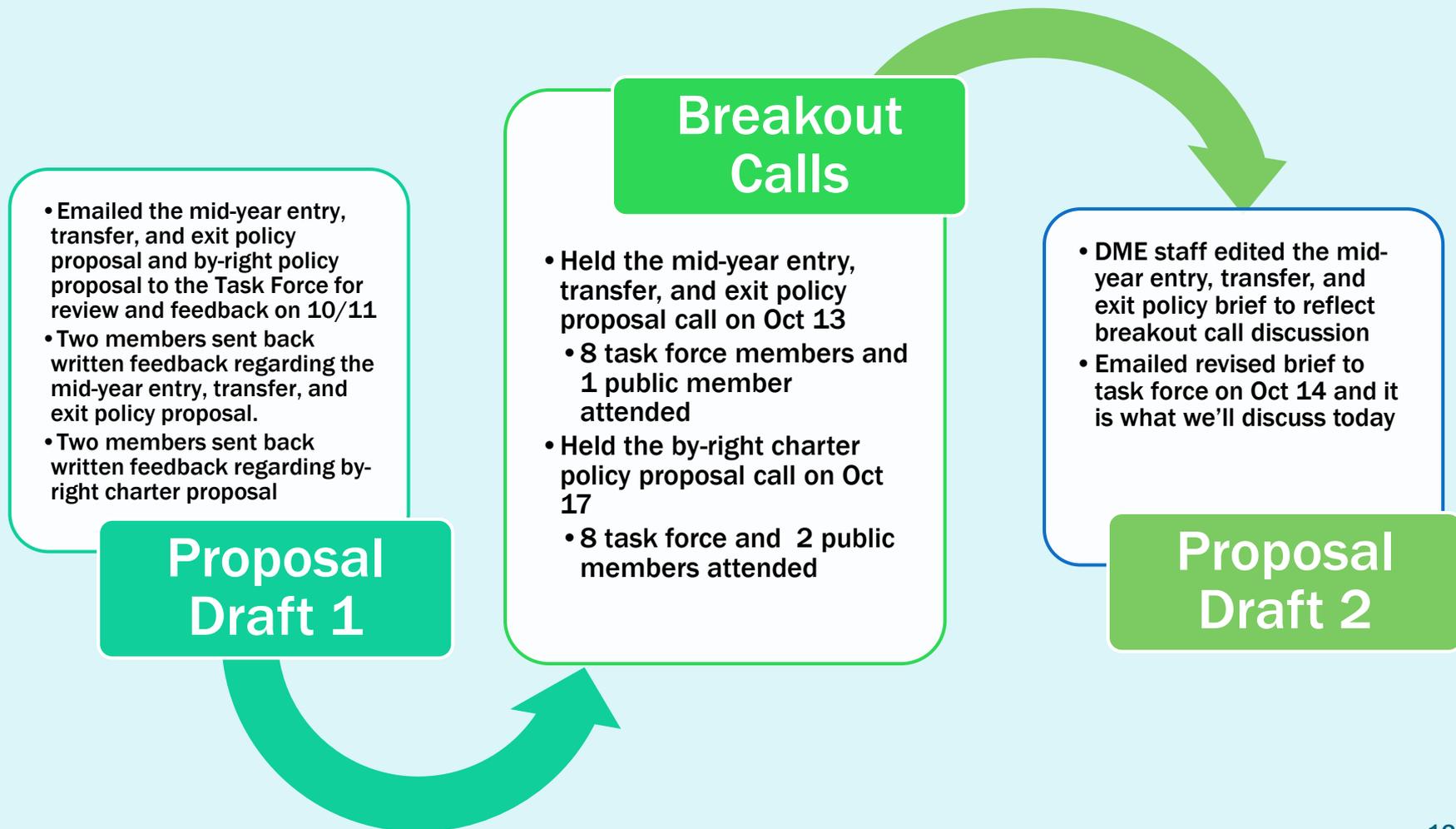
- Eliminate post-Kindergarten age cutoffs so as not to limit the options available to at-risk students in their choice of school

NARROWED LIST OF POLICY PROPOSALS

**Mid-Year Entry, Transfer,
and Exit Policies**

By-Right Charter

MID-YEAR ENTRY, TRANSFER, & EXIT POLICY PROPOSAL PROCESS



MID-YEAR ENTRY, TRANSFER, & EXIT POLICY PROPOSAL PURPOSE



- Better understand why students transfer, enter, and exit the public school system and facilitate entries and transfers.



- Ensure that schools are better prepared for new students who transfer or enter mid-year by providing the school with information on incoming students.



- Equitably distribute new mid-year students or transfer students to schools across both sectors so as to reduce the concentration of mid-year entry students in high-churn schools.



- Ensure that students and families are aware of their school choices should they enter or transfer schools mid-year, across both sectors

MID-YEAR ENTRY, TRANSFER, & EXIT POLICY PROPOSAL COMPONENTS

The components below could be individually implemented, phased in over time, or implemented altogether at the same time.

Component 1:
Centralized Citywide
Process for
Mid-Year* Entries,
Transfers, and Exits

Component 2:
Set-Asides for
Hardship Transfers

Component 3:
Set-Asides for
Out-of-State
Mid-Year* Entries

Role of waitlists?

*“Mid-year” refers to entries, transfer, and exits after the October 5 student count

COMPONENT 1: CENTRALIZED PROCESS FOR MID-YEAR ENTRIES AND TRANSFERS

1. Managed by My School DC.
2. Operates for the entire school year after October 5. There is not a designated window for transfers or new entries.
3. Includes all PK3-12 schools including public charter schools, in-boundary DCPS schools, out-of-boundary DCPS schools, citywide DCPS schools, and selective DCPS schools.
4. Includes all PK3-12th grade students entering the public school system mid-year or transferring between schools.
5. Maintains students' right to attend their in-boundary DCPS school at any time; however, mid-year entries to an in-boundary DCPS school would go through the centralized process.
6. Provides counseling for students and families. In the early stages of implementation, the office would not accept or reject transfer requests; it would focus on providing neutral counseling.
7. Ensures a timely enrollment process without delay.

COMPONENT 1: CENTRALIZED PROCESS FOR MID-YEAR ENTRIES AND TRANSFERS, CONT'D

8. All transfers would go through the office, including hardship transfers* and any other changes in enrollment.
9. Collects key information from students and families in order to ensure that reasons for entering mid-year and transferring are understood.
10. Ensures key information about the incoming student is shared with the new school within 48 hours (?) so that the new school is prepared to serve the student (e.g., information via SEDs and SLED, high school transcript, etc.).
11. Encourages students who exit the public school system to participate in this process and share with staff information on why they are leaving the public school system.

*Proposed hardship transfer definition, see slide 18

COMPONENT 1: CENTRALIZED PROCESS FOR MID-YEAR ENTRIES AND TRANSFERS QUESTIONS

1. After October 5, should this office exist alongside waitlists or should waitlists be eliminated?
2. Should there be a vetting or approval process for transfers (i.e., can some transfers be denied or approved) after the process runs smoothly?

COMPONENT 2: HARDSHIP TRANSFERS AND HARDSHIP SET-ASIDES

The Task Force discussed mechanisms to encourage public charter and citywide DCPS schools to accept “hardship transfers”, i.e., students already enrolled in DC schools who are experiencing special circumstances and need to change schools mid-year.

1. Public charters would “set-aside” seats for hardship transfers, possibly over their enrollment ceiling, with approval by DC PCSB.
2. Public charters would opt in – it would be a voluntary system to offer hardship seats.
3. Hardship transfer students would not be part of a waitlist and could be enrolled before other students on the waitlist.
4. Hardship transfers could occur at any time throughout the school year. There would be no “transfer window.”
5. Students who wish to transfer for reasons other than “hardship” would go through the centralized entry/transfer process and go to the end of a school’s waitlist.

COMPONENT 2: CRITERIA FOR A HARDSHIP TRANSFER

Criteria to Qualify for a Hardship Transfer:

- Medical reasons
- Safety reasons, including bullying
- Changes in legal or educational custody and/or guardianship
- Change of residence within DC if the move has created a hardship in getting to school
- Non-voluntary transfers/expulsions (?)

Question:

- Should expulsions and involuntary transfers be included in the hardship set-asides?

Hardship transfers must have supporting documentation and the family must agree to the hardship transfer.

COMPONENT 2: HARDSHIP TRANSFERS AND HARDSHIP SET-ASIDES QUESTIONS

1. Should the hardship transfer definition include expulsions and other involuntary transfers?
2. Would the hardship transfer process exist alongside the waitlists generated by the lottery or would waitlists be eliminated after October 5?
3. Would My School DC approve or disapprove the hardship transfer? Or would there need to be a different entity and/or an appeals process?
4. What incentives (if any) should be put in place to encourage public charter participation?

COMPONENT 3: SET-ASIDES FOR OUT-OF-STATE MID-YEAR ENTRIES

- The Task Force discussed having public charter schools provide separate seats for students moving into the District (i.e., out-of-state entries). This was proposed because DCPS schools disproportionately enroll these new students.
- New out-of-state entries would be “set-aside” seats above public charter school’s enrollment ceilings with DC PCSB approval.
- New out-of-state entry students would be enrolled before other students on the waitlist.
- Other students who wish to transfer between schools (not as new entries) would go through the centralized process and go to the end of a school’s waitlist.

COMPONENT 3: SET-ASIDES FOR OUT-OF-STATE MID-YEAR ENTRIES PARAMETERS

1. Qualifying students include those who move into the District mid-year or decide to enroll for the first time after October 5.
 - Includes previously homeschooled students, students from private school, or students previously disconnected from school (not enrolled during that school year)
2. Students would only qualify if there was no evidence of their enrollment in SLED for that school year.
3. Out-of-state mid-year entries would occur at any time throughout the school year after October 5.
4. Public charter schools would reserve a set number of seats above their enrollment ceiling as out-of-state seats with approval from the DC PCSB.
5. Public charters would opt in – it would be a voluntary system to offer seats to students entering the District’s public school system mid-year.

COMPONENT 3: SET-ASIDES FOR OUT-OF-STATE MID-YEAR ENTRIES QUESTIONS

1. How would these out-of-state set-aside seats work with the waitlist? Would public charter schools enroll these students before the existing waitlist?
2. What incentives could be put in place to encourage public charter participation?

DISCUSSION

Discussion questions:

- Which mid-year entry, transfer, or exit components hold the most promise?
- What aspects need community input?

**Component 1:
Centralized Citywide
Process for
Mid-Year Entries,
Transfers, and Exits**

**Component 2:
Set-Asides for
Hardship Transfers**

**Component 3:
Set-Asides for
Out-of-State
Mid-Year Entries**

Role of waitlists?

ADDITIONAL PROPOSAL

Supporting Students in Schools Experiencing High-Churn :

- Identify schools with high rates of churn.
- Allocate additional resources, services, and supports to high-churn schools and students entering mid-year.
- Possible components:
 - Transition program/academy: a program that would provide students with academic and social supports within schools before transitioning them to regular classes.
 - Enrollment projections/budgeting: factor in churn when determining funding and available school resources for student support.

BY-RIGHT CHARTER PROPOSAL

- The purpose of the proposal was to
 - Ensure a more equitable system to share the responsibility for serving students mid-year.
 - Provide a comparison of public school and public charter school quality where the enrollment policies are the same.
 - Provide a high-quality school option in areas of need.
 - Promote stronger community bonds between the community and a public charter school.

Next steps for the by-right charter proposal:

- We'll send out the by-right charter policy brief and additional research from EducationCounsel tomorrow.
- We'll discuss as a group during the November Task Force meeting.

COMMUNITY ENGAGEMENT

FROM PROPOSALS TO RECOMMENDATIONS

Flesh out
policy
proposals

Propose policy
proposals for
community
input

Get broad
community
feedback

Develop
recommendation for
the Mayor

GOALS OF COMMUNITY ENGAGEMENT PROCESS

- **Community feedback will:**
 - Engage a variety of stakeholders to gain broader perspectives on proposals
 - Help identify what additional information is needed to better understand the proposals
 - Help the Task Force decide which proposals to recommend to the Mayor
 - Ensure the process is transparent and open

COMMUNITY ENGAGEMENT PROCESS

Timeline

- Early December

Format/Structure

- Host three citywide meetings
- Partner with parent and stakeholder groups to identify structure and outreach
- Draft overview of presentation
 - Frame challenge (data overview)
 - What are the proposals and how would they work
- Facilitate table discussions and gather feedback from participants

LOOKING AHEAD

NOVEMBER RETREAT

- **Interactive, action-oriented retreat intended to**
 - Identify the next educational challenge that needs to be addressed through cross-sector collaboration (5th goal of the Task Force)
 - Reflect on our work to-date
 - Get to know one another better
- **November 7, 2016 5:00pm-9:00pm**
- **Location: EducationCounsel - 101 Constitution Ave, NW Suite 900**
- **Facilitated by EducationCounsel staff members**

REVISED TASK FORCE TIMELINE

Timeframe/Date	Task Force Action
October 25	October Task Force meeting—discuss Mid-Year Entry, Transfer, & Exit policy proposal
November 7	Task Force Retreat (EducationCounsel - 101 Constitution Ave, NW Suite 900)
November 22	November Task Force meeting—discuss By-Right Charter policy proposal (EducationCounsel - 101 Constitution Ave, NW Suite 900)
Early-Mid December	Community Engagement – 3 community meetings
Early January, 2017	First draft of recommendations for the Mayor sent to Task Force for feedback
January 10, 2017	New proposed date of January Task Force meeting to discuss draft recommendations to Mayor (rescheduled from Jan 24)
End of January	Submit recommendations to the Mayor

Reminder: there will be no December Task Force meeting