

# DC CROSS-SECTOR COLLABORATION TASK FORCE

Meeting 9  
Conference  
Call

# GOALS FOR TODAY'S CALL

- 1. Review updated centralized entry, exit, and transfer policy proposal based on the retreat discussion and the follow-up meeting with Hanseul Kang, Scott Pearson, John Davis, and Jennie Niles**
- 2. Identify topics and key questions that should be collected from the community engagement process**
- 3. Discuss our community engagement and key feedback needed on the proposal**
- 4. Look ahead to 2017 for the Task Force**

# AGENDA

- **Welcome (5 min)**
- **Overview of Strawman Proposal**
  - Overview (10 min)
  - Identify key questions and topics we want to collect from the community and education experts (30 min)
- **Review Community Engagement Plan (10 min)**
  - Introduction
  - Feedback on proposed plan
- **Task Force Timeline & Looking Ahead (5 min)**

# 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.

# 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*).

# 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

**GREAT THINGS ARE DONE BY A SERIES  
OF SMALL THINGS BROUGHT TOGETHER**  
*-VINCENT VAN GOGH*

# **CENTRALIZED ENTRY, TRANSFER, AND EXIT STRAWMAN OVERVIEW**



# TASK FORCE MEMBER RATINGS


- Task Force members supported the components of the centralized process during retreat.
- Task Force members identified the following concerns to address and collect feedback from the community (see summary doc for full details)

Component	% Rating 1 or 2	Summary comments
Underlying Assumptions	76%	All of the comments (7 members) identified concerns w/ making the centralized process voluntary
Component 1: Should there be a centralized process?	94%	Concerns re: centralized process slowing down in-boundary enrollment & distribution causing transportation issues
Component 2: Should there be hardship set-asides and/or out-of-state set-asides?	85%	Reservations re: definition of set-asides (unclear how many people wanted hardship v. out-of-state & unclear who would be included in each)
Component 3: Rate how the waitlists should be implemented	16 recommended specific type of waitlist	<u>Eliminate waitlists: 11</u> – some suggested eliminating in December, others in October Status quo waitlists: 0; updated waitlists: 3; unsure: 2
Component 4: Should participating LEAs use a uniform method for identifying open seats?	67%	Most were in favor of the open seat policy (1 in 1 out) and noted that there are already issues with waitlists and the number of students
Component 5: Information and counseling	80%	Comments: provide either counseling or wrap around services; MSDC might act as connection between families and other resources/counselors

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



- Better understand why students transfer, enter, and exit mid-year.




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



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



- Facilitate charter schools' ability to take on transfer and mid-year students, even if the schools have waitlists.

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

## Schools

- Better understand why students enter, transfer, or exit mid-year.
- More equitably distribute mid-year students or transfer students to schools across both sectors so as to reduce the concentration of mid-year transfer students in high-churn schools.
- Ensure that schools are better prepared for new students who transfer or enter mid-year by providing the school with timely information on incoming students.
- With hardship and set-asides, provide schools with more options to offer to students in crisis or experiencing special circumstances.

## Parents & Students

- Ensure that students and families are aware of their school choices so students can find schools that can best meet their needs.
- Improve the experience of students who enter and exit mid-year because schools are better prepared with timely, key information.
- With hardship set-asides, ensure that students in crisis or experiencing special circumstances have a wider array of school options.
- With out-of-state set-asides, provide new and transfer students access to high-demand schools mid-year.

## Mid-Year Entry, Transfer, and Exit Policy Action Steps

### Policy Goals:

1. Better understand why students enter, transfer, or exit mid-year.
2. More equitably distribute new mid-year students or transfer students to schools across both sectors so as to reduce the concentration of mid-year transfer students in high-churn schools.
3. Ensure that schools are better prepared for new students who transfer or enter mid-year by providing the school with information on incoming students.
4. Ensure that students and families are aware of their school choices should they enter or transfer school mid-year, across both sectors.
5. Facilitate charter schools' ability to take on transfer and entry students mid-year.

### Year 1 (SY17-18)

### Year 2 (SY18-19)

*LEA Payment Initiative in effect*

#### Centralized entry, transfer, and exit process:

##### Action Steps:

- Ensure that students/families are aware of available seats;
- Provide neutral information about the schools that have available seats;
- Collect information from students/families about why they are entering or transferring schools mid-year;
- Trigger OSSE to provide information from SLED and SEDS for the incoming school, so that schools have the information they need when students enter/transfer mid-year;
- Better ensure that the sending school releases student records to the receiving school, both within DC and possibly through relationships established with neighboring jurisdictions;
- Create a standardized method of identifying available seats.

#### Hardship set-asides:

##### Action Steps:

- Provide students who are experiencing special circumstances with the ability to choose a school that ameliorates the hardship
  - Allow interested schools to provide seats for students experiencing special circumstances (and help distribute the mid-year transfer students)
- \*\*Public charters would be able to set-aside seats for hardship transfers, possibly over their enrollment ceilings, with approval from PCSB; DCPS would work with their individual schools to determine hardship set-aside seats.

#### Out of state set-asides planned

#### Out-of-state set-asides implemented

##### Possible Action Steps:

- Provide qualifying students, including previously disengaged students, who are new to the public school system that school year with options.
- Allow interested schools to provide seats for new students (and help distribute mid-year transfer students)

*Waitlist Policy stays the same during Year 1; students who do not qualify for set-asides go on a school's waitlist.*

#### Waitlist policy changes implemented (if any)

##### Possible Action Steps:

- Update waitlists (families opt to remain on a waitlist after a certain date)
- As of X date, eliminate waitlists (waitlists could be eliminated after a certain date. Students wishing to transfer mid-year would be able to find out which schools had open seats via the centralized process; students who do not qualify for set-asides would choose from the open seats)

*Explore changes to waitlists*

## Mid-Year Entry, Transfer, and Exit Policy Parameters

Year 1 (SY17-18)	Year 2 (SY18-19)
<i>LEA Payment Initiative in effect</i>	
<p><b>Centralized entry, transfer, and exit process:</b> <i>Key Parameters:</i></p> <ul style="list-style-type: none"> <li>Centralized transfer process will be managed by My School DC (with additional resources and staff); they will provide all students with 1) seats available and 2) neutral information about the schools that have available seats.</li> <li>All PK3-12 schools would be eligible to participate, including in-boundary DCPS schools.</li> <li>Participation of the PK3-12 schools would be voluntary.</li> <li>The process will go into effect October 5; all students transferring after October 5 would go through this process to enter schools participating in the process.</li> <li>Students wishing to enroll mid-year in non-participating PK3-12 schools or adult and alternative schools would need to contact those schools separately</li> <li>The process maintains students' rights to their in-boundary schools; the process would be timely so as to avoid any delay in enrollment</li> <li>LEAs who opt into this system would report their open seats to My School DC to make those seats available to mid-year entry and transfer students.</li> </ul>	
<p><b>Hardship set-asides:</b> <i>Key Parameters:</i></p> <ul style="list-style-type: none"> <li>LEAs would voluntarily opt to create "hardship transfer set-aside" seats for students already enrolled in DC schools; students who are eligible for a hardship transfer set-aside seat would be experiencing special circumstances and would meet specific criteria (medical &amp; safety reasons, changes in legal or educational custody and/or guardianship, changes of residence in DC if the move has created a hardship getting to school, <b>expelled students (on an opt-in basis for charter schools)</b>)</li> <li>Hardship students would not enroll off of a waitlist; hardship seats would be filled by students in crisis or experiencing special circumstances, not by students from off of the general waitlist.</li> <li>Students who wish to transfer for reasons other than hardship would go through the centralized transfer process to go to the bottom of a school's waitlist</li> </ul>	
<p><b>Out of state set-asides planned</b></p> <ul style="list-style-type: none"> <li><i>Out-of-state set-aside seats would be planned while data on out-of-state mid-year student entry/exit is collected during year 1 in the event that waitlists will still exist in year 2.</i></li> <li><i>My School DC and education stakeholders would plan set-asides for students new to the public school system mid-year.</i></li> <li><i>Out-of-state set-asides only apply to K-12 because PK isn't mandatory (and to avoid gaming the system)</i></li> </ul>	<p><b>Out-of-state set-asides implemented</b> <i>Key Parameters:</i></p> <ul style="list-style-type: none"> <li>LEAs would voluntarily opt to create "out-of-state set-aside" seats.</li> <li>LEAs would reserve a set number of seats for out-of-state set-asides if waitlists are still in effect; public charter schools would need approval from PCSB if the set-asides were above their enrollment ceilings. DCPS would work with their individual schools.</li> <li>K-12 grade students who meet the following criteria and have appropriate documentation will qualify for an out-of-state set aside:             <ul style="list-style-type: none"> <li>Students who move to the District mid-year</li> <li>Students who decide to enroll in public school during a school year for the first time during that year-including students returning from home-schooling, and previously disconnected students (i.e., drop out)</li> <li>Student must not be enrolled in SLED for the school year in which they are trying to enroll</li> <li>Students who have been enrolled in private, independent, or parochial schools in the District <b>would NOT qualify</b> and would go through the centralized process to the end of a school's waitlist.</li> </ul> </li> </ul>
<p><b>Waitlist Policy:</b> stays the same Year 1; students who do not qualify for set-asides go on a school's waitlist. In addition, explore changes to waitlists for year 2.</p>	<p><i>Waitlist policy changes implemented (if any)</i></p> <p style="text-align: right;">DRAFT — 11/18/16 2</p>

# POTENTIAL KEY QUESTIONS/ISSUE AREAS FOR COMMUNITY FEEDBACK

## Considering the strawman and the draft proposed framing

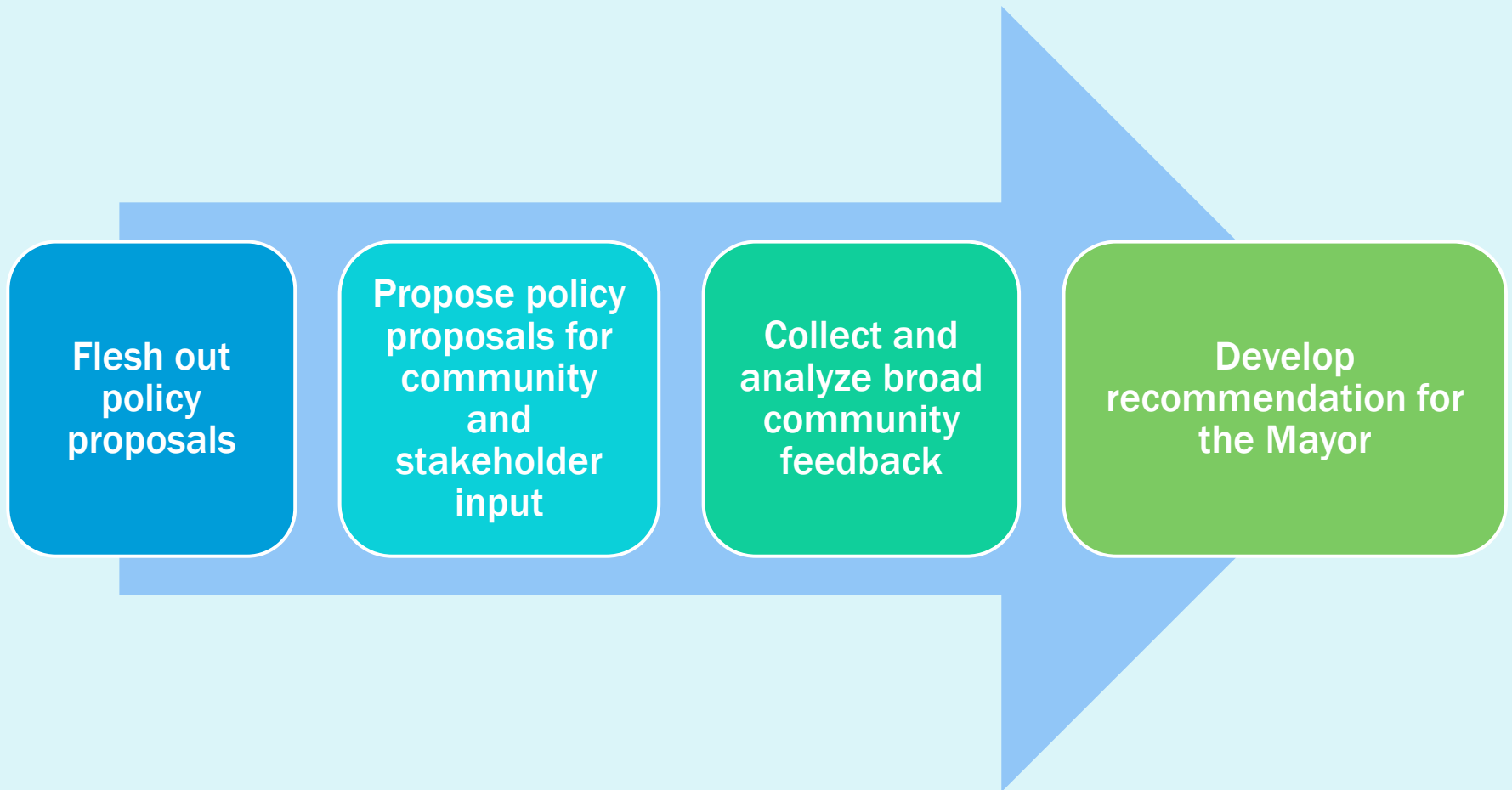
- Which components need community input?
- What are questions that could be posed to the community to get this feedback? For example...

### What are the benefits and challenges of:

1. Having a centralized process for mid-year entries and transfers, similar to how we're doing the My School DC lottery now?
2. Going through the centralized process for attending your in-boundary school if you are new or are transferring schools?
3. Holding set-asides for hardship transfers? What are your opinions about the definition of who qualifies?
4. Holding set-asides for out-of-state entries? What are your opinions about the definition of who qualifies?
5. Eliminating waitlists after the school year has started

# REVIEW: COMMUNITY ENGAGEMENT PROCESS

# THE PROCESS: FROM PROPOSALS TO RECOMMENDATIONS





# 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 what to recommend to the Mayor
  - Ensure the process is transparent and open

# COMMUNITY ENGAGEMENT PROCESS

## Timeline

- Part 1: Early December
- Part 2: Early January

## Format/Structure

### **Part 1:**

- Host focus groups for different groups of education stakeholders
  - Education policy stakeholders
  - LEA/School Leaders
  - Raise DC Executive Team
  - Innovation Fellows (teachers from both sectors)

### **Part 2:**

- Host three citywide meetings
- Partner with parent and stakeholder groups to identify outreach
- Presentation
  - Frame challenge (data overview)
  - What is the strawman and how would it work
- Facilitate table discussions and gather feedback from participants

# LOOKING AHEAD: TASK FORCE TIMELINE

# TASK FORCE MEETINGS

- No December meeting
- Next meeting: January 24, 2017 at the Department of For-Hire Vehicles
- For 2017: continue to plan Task Force meetings for the fourth Tuesday of the month
  - February 28, 2017
  - March 28, 2017
  - April 25, 2017
  - May 23, 2017
  - June 27, 2017
  - July 25, 2017
  - September 26, 2017
  - October 24, 2017
  - November 21, 2017

# REVISED TASK FORCE TIMELINE

Timeframe/Date	Task Force Action
November 22	November Task Force meeting (rescheduled) — conference calls to discuss community engagement and mid-year entry, transfer, and exit proposal on 12/1 and 12/2
December	3+ Focus Groups with school leaders and education policy experts
Early January 2017	3 Community Engagement sessions with parents, students, and community members
January 24	January Task Force meeting—review community engagement data and discuss the recommendations for the Mayor
Early February 2017	First draft of recommendations for the Mayor sent to Task Force for feedback
February 28	February Task Force meeting—finalize recommendations and begin to discuss the next issue area
End of February	Submit recommendations to the Mayor