

DC CROSS-SECTOR COLLABORATION TASK FORCE

02.28.16
Meeting 11

GOALS FOR TODAY'S MEETING

1. Conclude the first phase of recommendations about mid-year mobility process
2. Plan for remaining year of Task Force
3. Develop working groups

AGENDA

- **Welcome; New member introduction – Ramin Taheri, DME (6:00-6:05)**
- **Recommendations on Promoting Enrollment Stability (6:10 – 6:30)**
 - Overview of Draft Recommendations
 - Next Steps
- **Plan for Remaining Year of Task Force (6:30 – 7:55)**
 - Overview of subject areas for working groups
 - Small Group Activity
 - Whole Group Discussion
- **Closing: Looking Ahead & Next Steps (7:55-8:00)**

WELCOME

- **Welcome to the 11th meeting of the Task Force!**
- **Introduction of new DME staff member, Ramin Taheri, who will lead our cross-sector work, including the Cross-Sector Collaboration Task Force.**

**IF YOU WANT TO GO FAST,
GO ALONE.**

**IF YOU WANT TO GO FAR,
GO TOGETHER.**

-AFRICAN PROVERB

**FIRST PHASE OF
RECOMMENDATIONS
FOR PROMOTING
ENROLLMENT STABILITY**

CONTEXT OF RECOMMENDATIONS (1/24 VERSION)

- These recommendations are the first phase focused on how to promote enrollment stability. We expect that this phase will be part of an overall “package” of recommendations to the Mayor.
- These recommendations are narrow and will provide us with critical information needed to devise further policies to reduce mobility.
- The purposes of these first recommendations are to:
 - Decrease the mid-entry of students at DCPS schools, especially those with high churn, which will result in more stable learning environments.
 - Better ensure that schools are prepared with the information they need to immediately serve students who enter mid-year, which will result in better learning environments.
 - Ensure students in crisis have more options for a mid-year placement, which will result in better learning environments for the high-need students and ensure more stable learning environments in the sending school.
 - Increase our knowledge about why students enter and transfer mid year.

FIRST RECOMMENDATION

(1/24 VERSION)

The Task Force recommends that My School DC manage a common mid-year entry and transfer process for public school students starting in SY17-18.

Current thinking:

- Relies on the existing processes of the common lottery, My School DC.
- Includes students who wish to enroll in their in boundary DCPS school.
- Schools identify their available seats (available out-of-boundary seat for neighborhood DCPS schools and all seats at public charter schools, citywide DCPS schools, and selective DCPS schools) and ensure that these seats are up-to-date year round so mid-year students are aware of all options.
- Ensures prompt sharing of key information needed about the mid-year students from the previous school in order to best serve them.

SECOND RECOMMENDATION (1/24 VERSION)

The Task Force recommends that Local Education Agencies (DCPS and public charters) voluntarily set aside hardship seats that are separate from school waitlists in order to serve students who meet the hardship criteria.

Current thinking:

- Allow LEAs to identify the specific number of hardship set aside seats and keep their set aside seats updated on a regular basis.
- The process would operate in conjunction with the DCPS Placement Office and other support agencies like MPD.
- Participating LEAs would work together, with the student and family, to identify the best and most appropriate placement of the student.
- The sending LEA would be responsible for providing supporting documentation to ensure the student meets the criteria as well as the supporting records for the receiving LEA.
- The hardship criteria definition will be further refined by a working group who has experience with student placement.
- This would be phased in starting SY17-18.

LEVELS OF AGREEMENT FROM 1/24 MEETING

- Task Force members shared their level of agreement with the following revisions to the recommendations (scale of 0-5):
 1. Make the recommendations' purposes more explicit, including an acknowledgement that the Task Force is seeking to reduce mid-year mobility but cannot eliminate it completely nor increase it
 2. Rephrase the purpose and recommendations to be more student-focused
 3. Clarify the steps the Task Force is interested in taking in the future across all five goals so that the community is better informed about what the entire recommendations package may be
- All Task Force members indicated 3-5, with the majority showing a 4 or 5
- The following recommendations, sent to the Task Force on February 24, reflect changes made in response to members' input (changes shown in blue and red)

REVISED CONTEXT & PURPOSES

- ~~Decrease~~ Ensure students entering mid-year have equitable access to all available options to find the mid-entry of students at DCPS schools, especially those with high churn, ~~which~~ school that best matches their needs. This will result in ~~promote~~ more stable learning environments for entering students and students already attending schools.
- ~~Better ensure that schools are prepared with the information they need to immediately serve~~ Ensure students who enter mid-year, which will result in better experience supportive and appropriate learning environments by providing the receiving schools with timely, key information about the mid-year entrant from the previous school.
- Ensure students in crisis have more timely and appropriate options for a mid-year placement, ~~which will result in better~~ across DCPS and charter schools and that the receiving school is prepared to provide a supportive learning environment ~~for~~ based on the high-need students and ~~ensure more stable learning environments in~~ timely sharing of key information from the sending student's previous school.
- Increase our knowledge about why students enter and transfer mid-year to inform future policies to reduce mid-year mobility.

REVISED RECOMMENDATIONS: NUMBER 1

The Task Force recommends that My School DC manage a common mid-year entry and transfer process for public school students starting in SY17-18.

Current thinking:

- Relies on the existing processes of the common lottery, My School DC, and therefore involves all schools participating in the common lottery.
- Includes students who wish to enroll in their in boundary DCPS school after October 5.
- ~~Schools identify~~ Requires that schools will provide their ~~(available~~ seats after October 5 including out-of-boundary seats for neighborhood DCPS schools and all seats at public charter schools, citywide DCPS schools, and selective DCPS schools) ~~and~~ to MSDC. Schools will ensure that these seats are always up-to-date ~~year-round~~ in MSDC so mid-year students are aware of all options and can immediately enroll.
- Ensures prompt sharing of key information needed about the mid-year students from the previous school to the receiving school in order to best serve ~~them~~ the students.
- Gathers specific information about mid-year entry and transfer to develop future policies on how to reduce unnecessary student mobility and promote enrollment stability.
- Is contingent on the Common Lottery Board approving that My School DC shall take on this additional responsibility.

FINAL RECOMMENDATIONS: NUMBER 2

The Task Force recommends that Local Education Agencies (DCPS and public charters) voluntarily set aside hardship seats that are separate from school waitlists in order to serve students who meet the hardship criteria starting in SY17-18.

Current thinking:

- Allows LEAs to identify the specific number of hardship set aside seats and requires schools to keep their MSDC updated about the availability of their hardship set aside seats ~~updated on a regular basis~~.
- ~~The process would operate~~ Operates in conjunction with the DCPS Placement Office and other support agencies like MPD.
- ~~Participating LES would work together, with the student and family, to identify~~ Identifies the best and most appropriate placement ~~of~~ for the student, via the participating LEAs working together with the student and family.
- ~~The~~ Requires the sending LEA ~~would be responsible for providing~~ to provide records and supporting documentation, in a timely and accurate manner, to the receiving LEA to ensure the student meets the hardship criteria ~~as well as the supporting records for the receiving LEA~~.
- ~~The~~ Further refines the hardship criteria definition ~~would be refined by~~ through a working-group process involving participating LEA representatives who ~~has~~ have experience with student placement.
- ~~This would be phased in starting SY17-18~~ Requires a legislative change to allow for seats to be filled outside of the lottery process.
- Is contingent on the Common Lottery Board approving that My School DC shall take on this additional responsibility.
- Lottery Board approving that My School DC shall take on this additional responsibility.

NEXT STEPS

- These recommendations are a first step in meeting the goal of promoting enrollment stability and reducing mid-year mobility, and will be evaluated, in part, based on their impact on enrollment stability in the future.
- The Task Force previously discussed how to ensure that students transferring mid-year have access to the services, support, and resources they need to succeed at school, including by identifying barriers to school success; connecting students with available city-wide and school-based resources; and providing related counseling services. The Task Force may address this aspect of promoting enrollment stability during the coming year.
- DME will prepare a memo and transmit the first phase of Task Force recommendations to the Mayor by Friday, March 3.

**LOOKING AHEAD:
THE FINAL YEAR OF THE
CROSS-SECTOR
COLLABORATION
TASK FORCE**

LOOKING AHEAD

- **After the January Meeting:**
 - EducationCounsel hosted a 3-hour meeting with the Ed Leaders to look ahead
 - Conversation with Jim Sandman
 - Conversations with Task Force members
- The group agreed that dividing into working groups composed of Task Force members would be the most efficient use of our remaining time.

Path Forward:

- Divide into 2-4 working groups focused on the most important subject areas with DME staffers assigned to each one

**DETERMINING
SUBJECT AREAS FOR
WORKING GROUPS**

OVERVIEW OF SUBJECT AREAS

The following list of possible subject areas is based on the past discussions and the recent Ed Leaders meeting:

- **Common Enrollment System**
- **Framework for Coordinating Processes on the Opening, Closing, and Locating of Schools**
- **Counseling and School Information for Potential Mid-year Transfers and Entries**
- **School Safety and Safe Passage**
- **Improved Outcomes for At-risk Students across LEAs**

TASK FORCE SURVEY FEEDBACK

Based on the Task Force's feedback, the following issue areas emerged as the top 3 priorities for the Task Force to address during 2017:

1. Improved Outcomes for At-risk Students across LEAs (76%)
2. Framework for Coordinating Processes on the Opening, Closing, and Locating of Schools (71%)
3. Counseling on Supports, Resources, and School Information for Potential Mid-year Transfers and Entries (59%)
4. School Safety and Safe Passage (53%)
5. Common Enrollment System (41%)

IMPROVED OUTCOMES FOR AT-RISK STUDENTS ACROSS LEAS

- What policies can we put in place that will lead to improved outcomes for at-risk students?
- Possible considerations:
 - Build on Graduation Pathways work by Raise DC
 - Provide opportunities to share instructional and other practices across individual LEAs and schools
 - Identify best practices for supporting the success of at-risk students
 - Counseling for at-risk students transferring schools mid-year

Aligned to Task Force Goals 2, 4, and 5

FRAMEWORK FOR COORDINATING PROCESSES ON OPENING, CLOSING, AND LOCATING SCHOOLS

- What framework must we create to foster meaningful coordination between sectors on the opening, closing, and siting of schools?
- Possible considerations:
 - Principles used to inform facilities planning
 - Transparent and common planning information about seats needed in a particular area
 - Processes for collecting the input and desires of communities
 - Conditions and factors that affect decisions about facilities

Aligned to Task Force Goals 3, 4, and 5

SCHOOL SAFETY AND SAFE PASSAGE

- How can both sectors work together to identify and overcome obstacles to safety and safe passage?
- Possible considerations:
 - Framework and structures for collaboration and communication between agencies, schools, organizations, and citizens
 - Safe passage initiative
 - Safety needs assessments
 - Safety Working Group (an offshoot of the DME's Transportation Working group)

Aligned to Task Force Goals 2, 4, and 5

COUNSELING ON SUPPORTS, RESOURCES, AND SCHOOL INFORMATION FOR POTENTIAL MID-YEAR TRANSFERS AND ENTRIES

- How can we utilize counseling to improve access to information and better match students and families to the schools that best meet their needs?
- Possible considerations:
 - Referrals from MSDC to various providers (Office of the Ombudsmen, Office of the Chief Student Advocate, DC School Reform Now)
 - Education “navigation” to help families navigate education in the District

Aligned to Task Force Goals 1, 2, 4, and 5

COMMON ENROLLMENT SYSTEM

- How can we build on the common application process to better streamline enrollment?
- Possible considerations:
 - Common documentation required across all schools
 - Common portal to both apply and enroll in schools to which families are matched
 - Common portal to enroll in neighborhood schools

Aligned to Task Force Goals 1 and 5

WORKING GROUPS

Path Forward:

- Divide into 2-4 working groups focused on the most important subject areas with DME staffers assigned to each one
- How many of these issue areas should become Task Force working groups?

SMALL GROUP ACTIVITY

STRUCTURE AND RESPONSIBILITIES OF THE WORKING GROUPS

- Each working group will:
 - Be coordinated and staffed by one DME staff member, who will gather data and supporting resources, draft and manage agendas, and provide other support as necessary.
 - Meet at least once monthly (not necessarily in person).
 - Report out to the Task Force during the course of the year; in addition, individual working groups may choose to bring specific issues to the Task Force for input and guidance.
 - Produce a set of recommendations and present those recommendations to the whole Task Force.

COMPOSITION OF WORKING GROUPS:

- By COB Wednesday, March 1, please email ramin.taheri@dc.gov to express any preference for a particular working group.
- By COB Friday, March 3, DME staff will assign members to working groups and email those assignments to the Task Force. DME staff will take into account individual preferences and the need to balance working groups based on each individual's area of interest, expertise, and sector affiliation.

GOALS OF THE SMALL GROUP ACTIVITY

- Reflect on and suggest changes to the proposed working group template
- Begin thinking about how a working group could approach a new issue area

SMALL GROUP ACTIVITY

- Each small group will be randomly given one of the potential working groups to use as an example
- Start walking through or discussing the working group template
- Prepare to discuss the following as a whole group:
 - What are the benefits of using the template for the work of the working groups?
 - What are the challenges of using the template for the work of the working groups?
 - What changes would you make to the template for the working groups?
 - What thoughts do you have on this potential issue area after working with your group?

WHOLE GROUP DISCUSSION

DISCUSSION QUESTIONS

- What are the benefits of using this template for the work of the working groups?
- What are the challenges of using this template for the work of the working groups?
- What changes would you make to the template for the working groups?
- What thoughts do you have on this potential issue area after working with your group?

NEXT STEPS

NEXT STEPS

- By COB Wednesday, March 1, send preferences for working groups to Ramin Taheri (ramin.taheri@dc.gov) with questions about working groups
- By COB Friday, March 3, DME will assign Task Force members to working groups
- Next Task Force meeting: March 28, 2017, 6:00pm – 8:00pm, at Department of For-Hire Vehicles

**APPENDIX: TASK FORCE
GOALS, NORMS, &
PURPOSE**

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.
- Promoting 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*).