

# **OPENING, CLOSING, SITING WORKING GROUP: MEETING 12**

**Task Force  
Meeting  
October 24,  
2017**

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- Discussion of community engagement within the coordinated cycle
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# GOALS FOR TODAY'S MEETING

Discuss goals and values for community engagement process

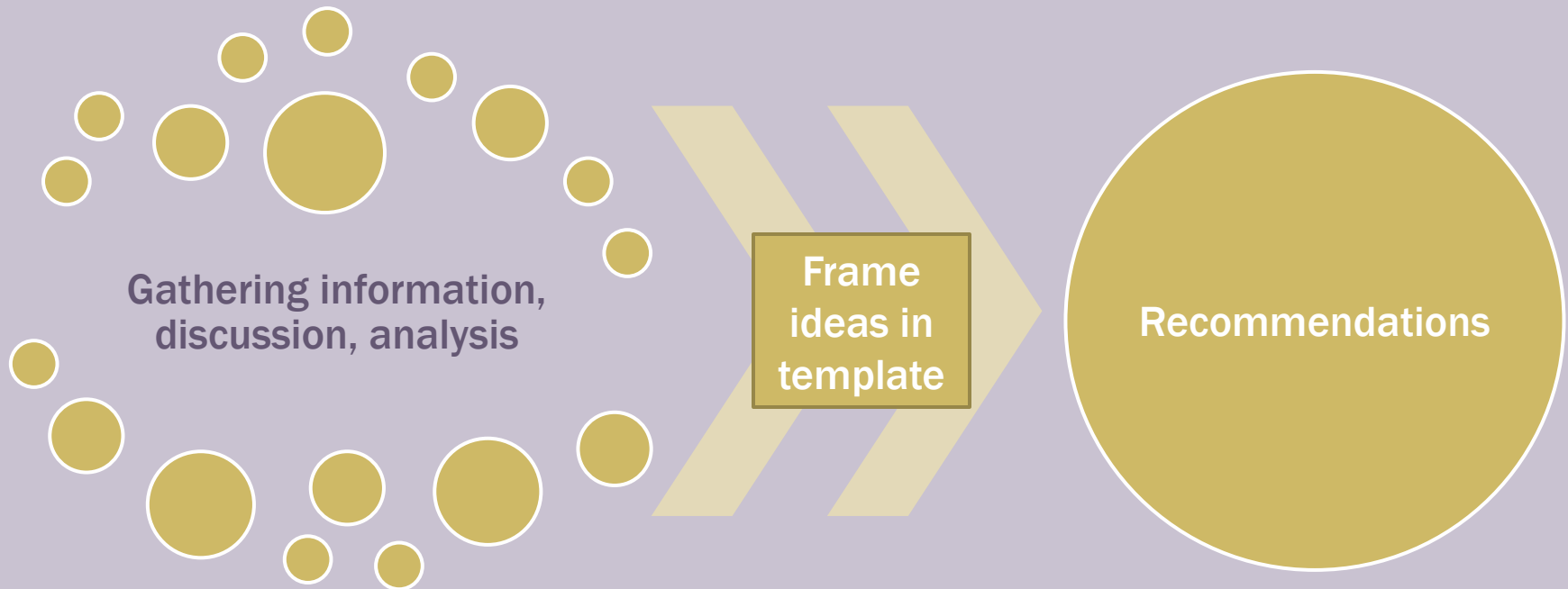
Discuss possible timing for community engagement within coordinated cycle

Determine next steps

# RECAP OF OCTOBER OFF-CYCLE CALL

- Discussed what a coordinated cycle could look like in DC
- Discussed the significance of specific wording throughout the framework
- Raised the importance of community engagement

# REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION



# REVIEW: SAMPLE REPORT LANGUAGE, EXAMPLE FROM CHARLOTTE-MECKLENBURG

## Task Force Strategy D

**Strengthen the early care and education workforce to improve the quality and experiences of early care and education available to children ages birth to five.**

### Key Recommendations

1. Improve the compensation and benefits of early care and education providers.
2. Expand the number of early care and education providers with certifications, credentials, and degrees.
3. Increase access to ongoing professional development for early care and education providers that is responsive to their limited time and financial resources, as well as to their educational needs.
4. Grow the cultural and linguistic diversity of our early care and education workforce to better serve our Latino children and families.

### Implementation Tactics and Policy Considerations

- Determine the cost of raising our child care workforce's compensation to that of comparably educated staff in public Pre-K, Head Start, and Early Head Start to reduce turnover in the early care and education workforce.
- Investigate public and private strategies that have increased the early care and education workforce's compensation without increasing costs of care for families.

# REVIEW: SAMPLE REPORT LANGUAGE, MID-YEAR MOBILITY

## Intention 1:

Ensure students entering mid-year have equitable access to all available options to find the school that best matches their needs.

“Loftier”  
language  
stemming  
from theory of  
action

### **Key Recommendations:**

1. Create and implement a common, centralized system for managing mid-year mobility.
2. [INSERT ADDITIONAL RECOMMENDATIONS, IF ANY]

**Entity responsible for implementation:** DME, My School DC

**Timeline:** Full implementation by school year 2017-18

### **Implementation and Policy Considerations:**

- 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.
- DME shall convene a working group, to include My School DC, to determine the process for implementing this recommendation. The working group will be responsible for determining whether implementation is contingent on the Common Lottery Board approving My School DC’s ability to take on this additional responsibility.
- The working group must determine the parameters for gathering specific information about mid-year entry and transfer that can inform future policies on how to reduce unnecessary student mobility and promote enrollment stability.
- The new mid-year system should rely on the existing processes of the common lottery, My School DC, and therefore involves all schools participating in the common lottery.
- The new mid-year system should include students who wish to enroll in their in boundary DCPS school after October 5.
- The new mid-year system must require schools to 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 to MSDC. Schools will ensure that these seats are always up-to-date in MSDC so mid-year students are aware of all options and can immediately enroll.

Task Force’s  
original  
recommendation

### **Implementation Status:**

- May 2017: DME convened working group to determine . . .

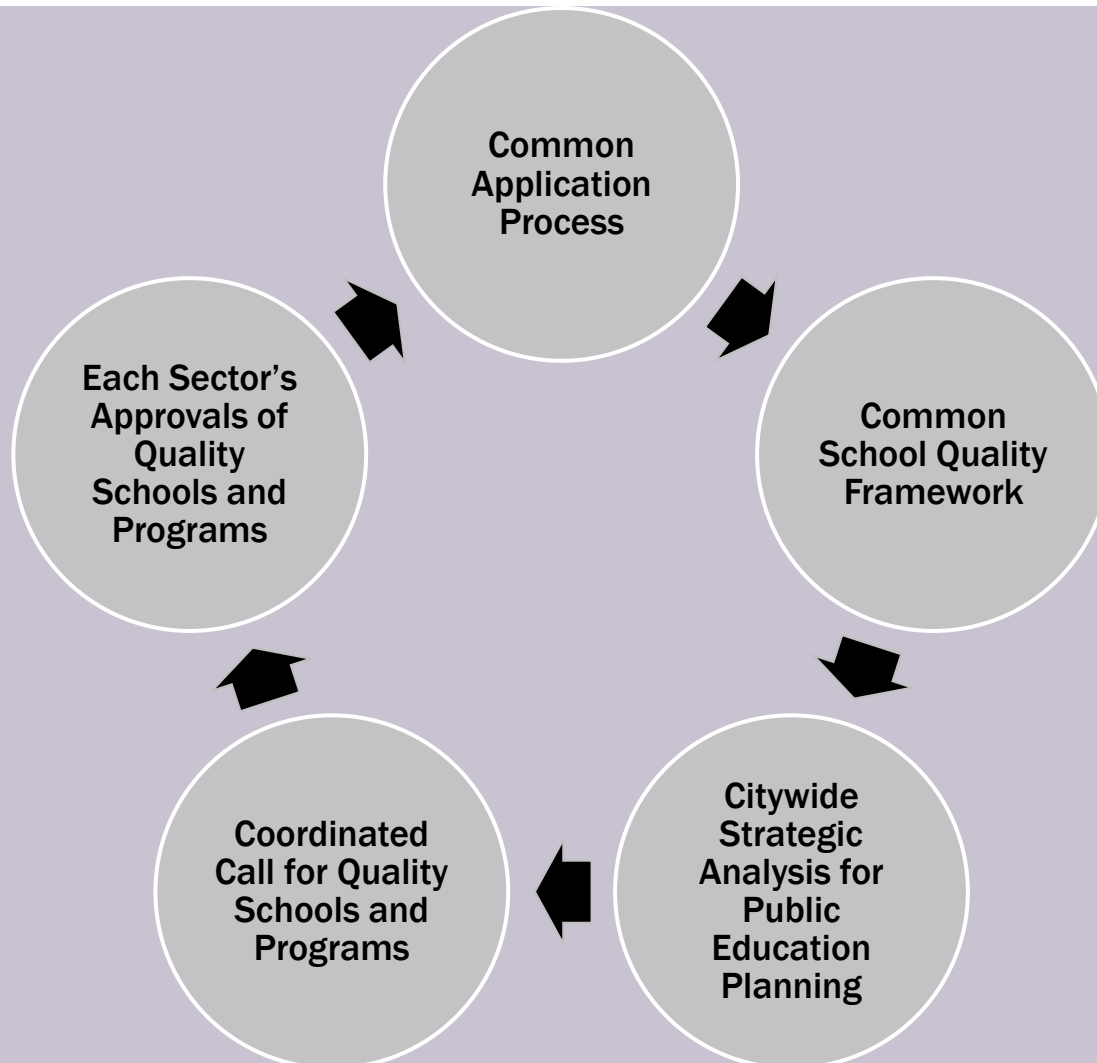
# DISCUSSION: COMMUNITY ENGAGEMENT



# COMMUNITY ENGAGEMENT VALUES

- What are our goals for community engagement?
- What values do we want the community engagement process to reflect?
- What are our goals for engaging the community throughout the planning framework?
- Where in the process should we engage the community, and what will engagement look like?

# AT WHAT POINTS WILL WE ENGAGE THE COMMUNITY?



# NEXT STEPS

# NEXT STEPS

- Scheduling Off-Cycle Calls
  - Refine recommendations
- Next Task Force Meeting: November 28, 2017
  - 6:00 – 8:00 PM

**APPENDIX: TASK FORCE  
GOALS AND GUIDING  
PRINCIPLES**

# 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.

# GUIDING PRINCIPLES

- Raising the achievement of all students while accelerating the achievement of the lowest-performing students.
- Yielding positive outcomes for students and families through public education policies and resource planning.
- Providing equitable access to high-quality schools.
- Creating a core system of high-quality public schools of right in every neighborhood complemented by high-quality public schools of choice.
- Engaging the public to obtain input and participation in policy development.