OPENING, CLOSING, SITING WORKING GROUP: MEETING 9

July Task Force Meeting
July 25, 2017

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GOALS FOR TODAY'S MEETING

Finalize theory of action, policy proposal, and/or draft recommendation

Determine the characteristics of community engagement processes around OCS

Determine next steps

RECAP OF JULY TASK FORCE MEETING

- Discussed the possible categories for DC's Strategic Citywide Analysis (SCA).
- Determined that the purpose of the analyses conducted in the SCA would be to put together a picture of what the city needs via different analyses rather than to assign weights to certain analyses in order to rate schools.
- Discussed the importance of looking at schools individually when conducting analyses of where schools draw students, given citywide and out-of-boundary seats.
- Identified several different analyses that should be included (analysis to identify gaps in travel time, transportation, etc.)

REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION

Gathering information, discussion, analysis

Frame ideas in template

Recommendations
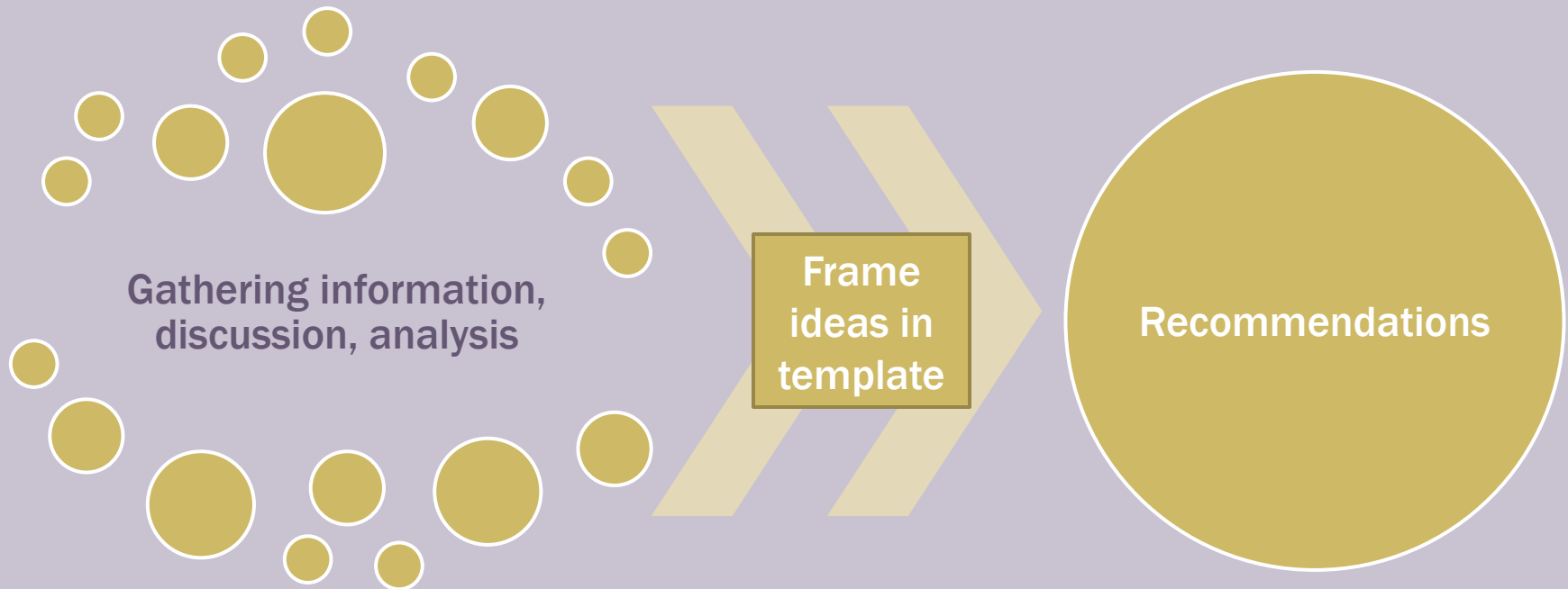
Task Force Strategy D

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.

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.

Task Force's original recommendation

- 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.
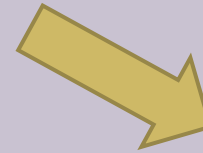
Implementation Status:

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

CONTINUED: AGREEING ON DEFINITION OF PROBLEM AND THEORY OF ACTION

WORKING GROUP: PROCESS FOR DEVELOPING RECOMMENDATIONS

Discuss the Principles and Goals related to the Working Group's subject area

Define (and refine) the problem we want to solve

Formulate recommendations

Develop and discuss possible policy solutions

Ask probing questions about what we know now; brainstorm theories of action; determine what further information we need

PCS perspective of the problem

DCPS perspective of the problem

Public/community perspective of the problem

- **Data:** Lack of shared information at the neighborhood and citywide levels so LEAs and agencies are unable to plan strategically
- **Community Input:** Lack of meaningful community engagement and input into the planning process
- **Timing:** Little to no advance notice so other sector can plan when other sector opens, closes, or locates.
- **Transparency:** Lack of readily available information and communication across sectors, with LEAs, and with the public

Related Task Force Goals:

Goal 2: Develop methods for information sharing with the public and across public school sectors.

Goal 3: Develop a framework for coordinating processes on school openings, closings, and facilities planning.

Statement of Problem: There is a lack of shared data and analysis that LEAs, agencies, non-profits, and the community can use to plan their work, which leads to 1) a lack of coordination, 2) inefficiency, and 3) a missed opportunity to accelerate the improvement of public education in DC at the neighborhood and citywide levels regarding our current and potentially future public education system, population, demographics, and neighborhood characteristics.

Theory of Action: A common set of data and analyses on citywide and neighborhood levels will allow LEAs, agencies, non-profits, and the community to estimate where there are gaps to support the improvement of school quality in all neighborhoods, improve planning efforts, and promote collaboration and coordination.

Brief Overview of the Issue and Key Data:

- Oakland, CA and Denver, CO release an annual document called a Strategic Regional Analysis (SRA) that looks to identify regional and citywide needs to inform decisions about existing or future schools. Denver and Oakland align their regional analyses with the larger vision/goals they have for their public education system.
    - In Denver, their SRA supports their goal of having "at least 80% of students attending School Performance Framework (SPF) green or blue schools in every region in the district."
    - In Oakland, their SRA supports their goal "to ensure [they] are good stewards of [their] schools and are expanding [their] portfolio of quality schools."
- Oakland and Denver use their SRAs to inform annual processes to meet the needs and address the gaps identified in the SRAs. Both district and charter schools are able to submit proposals for new schools or programs.

Possible Policy Solutions:

- Create a strategic citywide analysis (SCA) similar to the strategic regional analyses conducted in Denver and Oakland and include buckets of analysis identified within and outside of the Denver and Oakland SRAs

COMMUNITY ENGAGEMENT

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DCPS perspective of the problem

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DISCUSSION

- What should the community engagement process around opening, closing, and siting schools look like?
  - What are the principles that should guide this process?
  - What are the characteristics of this process?

NEXT STEPS