

DC CROSS-SECTOR COLLABORATION TASK FORCE

3.8.2018
Summary of
Feedback
from
Focus Groups

AGENDA

- 1. Goals for the call**
- 2. Focus group participant data**
- 3. Summary of feedback**
- 4. Discussion of adjustments to recommendations**
- 5. Approach for upcoming citywide meetings**
- 6. Next steps**

GOALS FOR THE CALL

- Review focus group participant data
- Review summary of feedback collected
- Discuss changes to draft recommendations
- Determine next steps for citywide meetings

OVERVIEW OF FOCUS GROUPS

FOCUS GROUP OVERVIEW

6 Focus Groups

- Each focus group geared toward specific audience (e.g., parents and families, LEA leaders, policy experts)
- Locations: Benning (Dorothy I. Height) Library, Capitol View Library, Mt. Pleasant Library, Whittier Education Campus (EML).

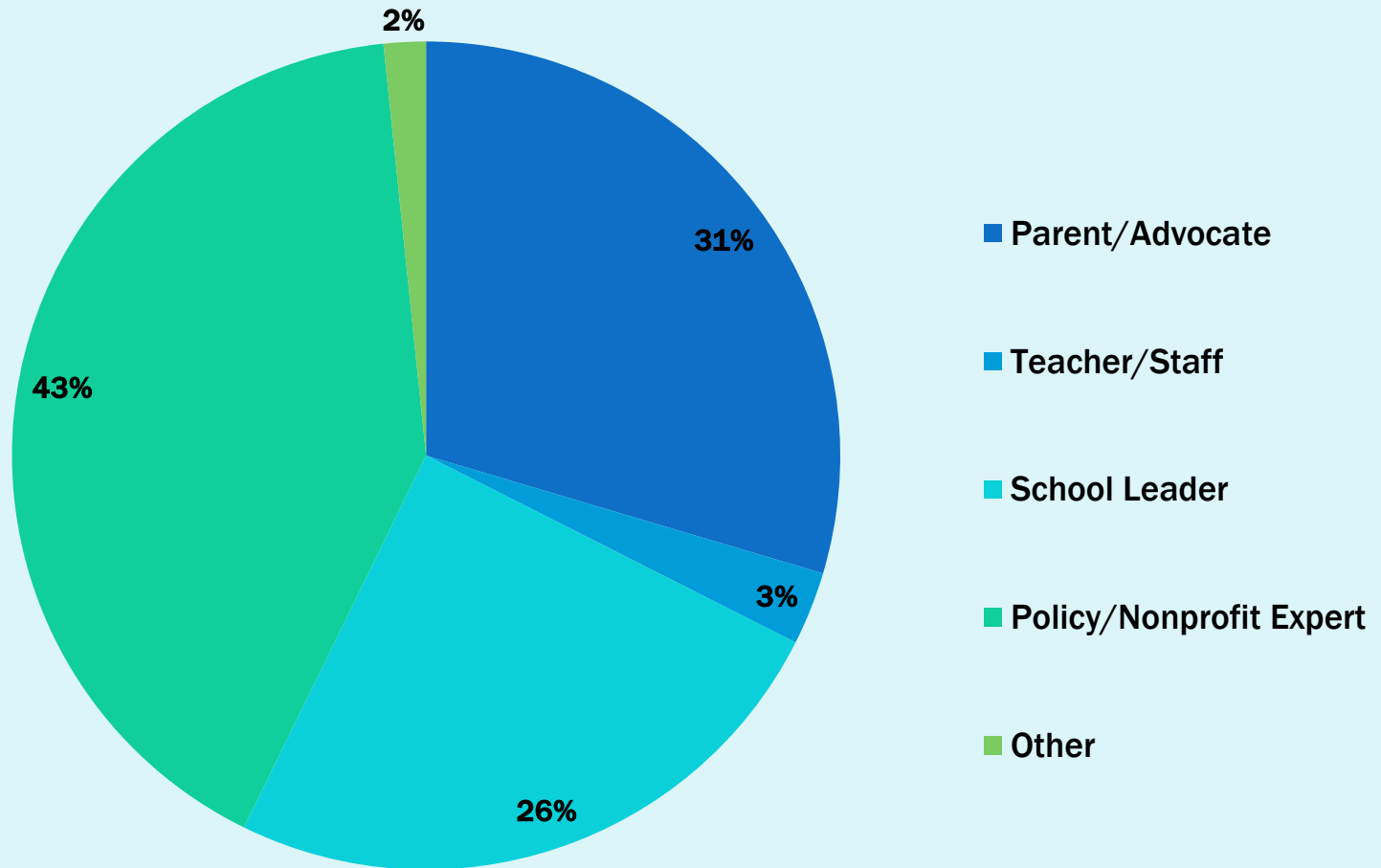
Participation

- Targeted 10 – 20 participants for each
- Received 115 total RSVPs
- Hosted 64 total participants, ranging from 3 to 19

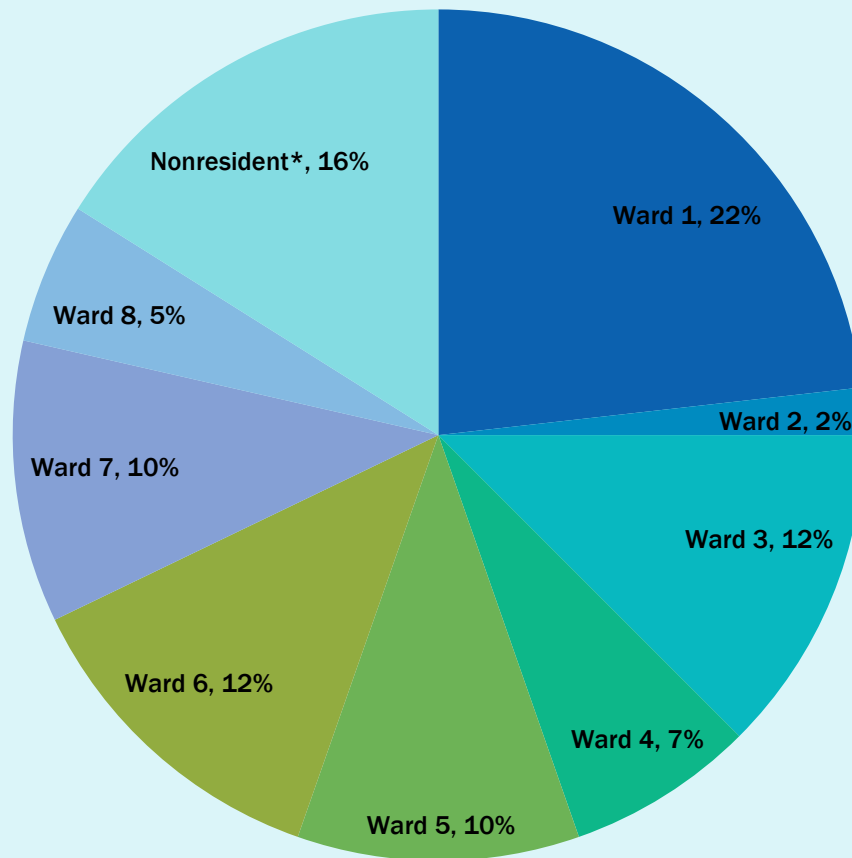
Context

- To date, the Task Force has held over 20 focus groups and citywide meetings since its inception: one round for establishing goals and a second round on mid-year mobility.
- For the earlier focus groups on mid-year mobility, we hosted 32 total participants, so participation in the current process has been robust.

FOCUS GROUPS: WHO PARTICIPATED?



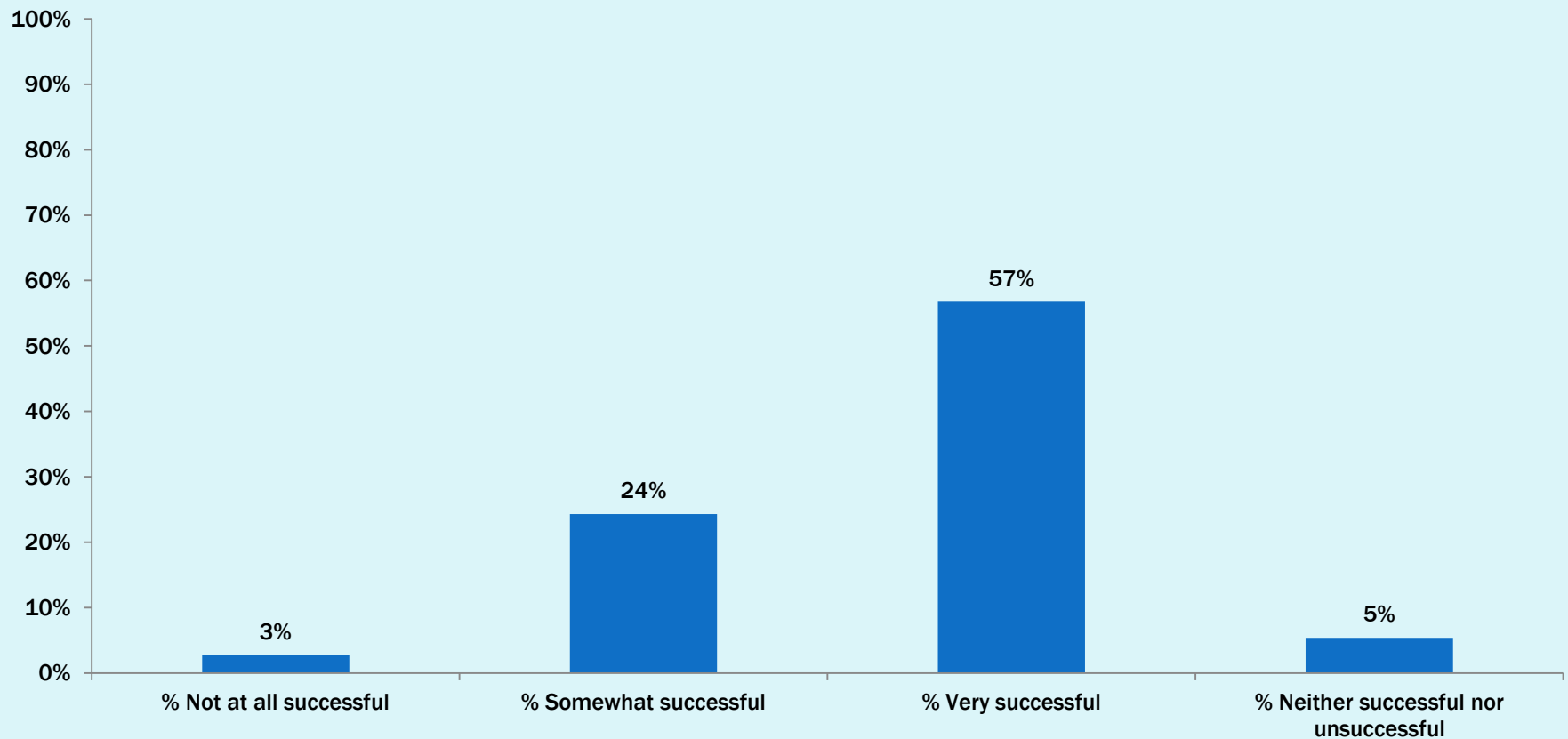
FOCUS GROUPS: PARTICIPATION BY WARD



*Nonresidents were participants who work in DC schools but are not DC residents

FOCUS GROUPS: FEEDBACK ON EFFICACY

How successful or unsuccessful was the focus group in providing an opportunity for feedback?



FOCUS GROUPS: STRUCTURE

1. Welcome and Introductions
2. Overview of the Task Force
3. Whole group activities
 - Reviewed posters with high-level summaries of each objective and recommendations
 - Will the recommendations achieve the objective?
 - Yes: Green Post-It
 - No: Red Post-It
4. Group discussion on recommendations
5. Closing and Survey

SUMMARY OF FEEDBACK ON DRAFT PROPOSALS

AT-RISK OBJECTIVE 1

DEVELOP AND SUPPORT POLICIES AND PROGRAMS TO REDUCE CONCENTRATED POVERTY IN PUBLIC SCHOOLS.

“Green” feedback

- Support for education navigators - some schools are taking this job on themselves
- Education navigators are especially important for pre-K, important to identify at-risk pre-K students
- CBO lottery preference for Kindergarten important for families
- Agree with considering using city-run school buses to increase access to choice

“Red” feedback

- Ensure education navigators reach students and families that need them most
- Ensure schools receiving at-risk students would be prepared to serve them and avoid stigmatizing at-risk
- Magnet schools sometimes create a concentration of most involved families

AT-RISK OBJECTIVE 2

INVEST IN EFFORTS TO IDENTIFY, SHARE, AND EXPAND PROGRAMS THAT SERVE AT-RISK STUDENTS EFFECTIVELY.

“Green” feedback

- Strong support for early intervention
- People want practitioner-level sharing
- Pilot opportunity academy

“Red” feedback

- Train staff around cultural competency for identifying special education needs
- Ensure adults with special needs receive services
- Ensure opportunity academies do not track students before trying interventions

AT-RISK OBJECTIVE 3

BOLSTER AND SUPPORT CITYWIDE EFFORTS TO IMPROVE ATTENDANCE.

“Green” feedback

- Attendance support is crucial because some families don't understand missing school equals lost instructional time, even more important in pre-k
- Good to promote positive incentives but stay away from being punitive
- Strong support for root-cause analysis

“Red” feedback

- Families already know attendance is a problem; we should survey them about barriers
- Attendance is a problem because we need to improve school climates
- Pressure on test scores can impact attendance
- Should support families with adult education, laundry, food and health, safety, and transportation

AT-RISK OBJECTIVE 4

EXPAND AND STRENGTHEN CITYWIDE, CROSS-SECTOR APPROACHES TO SHARING DATA AND INFORMATION.

“Green” feedback

- Support from family and advocacy group and school leaders
- Information sharing is important for preparing to serve students well, especially for special education
- Need to share things beyond academic data, like counselor notes
- Supported recent change for accessing special education information earlier; support to expand

“Red” feedback

- Make sure the information shared is helpful rather than derogatory and does not lead to push out (ex. sharing IEPs *and* protecting students’ rights to be in school)
- Could have implications for attendance/promotion (ex. Receiving school sees the number of absences the prior year)

AT-RISK OBJECTIVE 5

PROVIDE THE RESOURCES NECESSARY TO ENSURE THE SUCCESS OF STUDENTS WHO ARE AT RISK.

“Green” feedback

- At-risk definition excludes adults
- Eligibility not the same as need; at-risk definition should consider a spectrum of need
- Support for school-level needs analysis to match resources

“Red” feedback

- Special education is not currently adequately funded
- Additional funding based on at-risk should not have constraints
- Avoid stigmatizing students
- Should consider assessing family need in addition to student need
- Ensure money is actually spent on students' needs
- Schools with concentrated poverty need more than targeted support
- Provide transportation
- Consider adding trauma as an indicator
- Consider coordinating with social service agencies/CBOs to identify

OCS OBJECTIVE 1

ESTABLISH A COORDINATED DC EDUCATION PLANNING CYCLE.

“Green” feedback

- School planning needs to begin with data
- “Seems surprising you don't already have this.”

“Red” feedback

- Consider where facilities fit in/use facilities to influence siting
- Does not trust the public would be meaningfully involved in the decisions
- Clarify "education leaders," could that include parent advisors?
- What is Task Force authority for enforcement?
- How can this increase equity?

OCS OBJECTIVE 2

ENSURE THAT PLANNING DECISIONS ARE INFORMED BY COMMON DATA AND INFORMATION.

“Green” feedback

- Data could be helpful in securing facilities for public charters
- Need to look at demographic trends and projected growth to make school planning decisions
- Good for making decisions about how to use limited resources
- Common data communicates a level field and makes sense because both sectors receive public money

“Red” feedback

- Need to set expectations for both sectors related to performance
- Ensure the data is public, explain definition of "the public"
- Some said demographic information is helpful, others said demographic information is harmful
- Ensure data is verified and vetted by someone
- Include discipline and special education rates; should not be the same data as for the Report Cards

**Some were confusing CSAPE with accountability data, asking about whether the data elements carry weights, and the how PMF fits in.*

OCS OBJECTIVE 3

ALIGN PLANNING TIMELINES AND COMMUNITY ENGAGEMENT EXPECTATIONS ACROSS SECTORS.

“Green” feedback

- Strong support from family and advocacy groups
- Neighborhood and community decision-making very important

“Red” feedback

- Could use ANCs to get the information out to the public
- Should continuously reflect on this process for improvement
- How to hold the sectors accountable for this?
- MSDC community engagement as a model for how to do it well

PLANNING FOR CITYWIDE MEETINGS

CITYWIDE MEETINGS

2 Citywide Meetings

- March 13, 2018, at Columbia Heights Education Campus
- March 21, 2018, at Thurgood Marshal Academy PCS

Participation

- Targeting 50 – 100 participants for each meeting
- **Task Force participation and outreach is essential!**

Format

- Considering facilitated table conversations, one round for each working group topic
- Possible agenda: 20 min. overview → 35 min. WG 1 → 35 min. WG 2

NEXT STEPS