

AT-RISK WORKING GROUP: MEETING 11

Off-Cycle Call
October 13,
2017

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- Goals for today's meeting & review of working group process
- Begin prioritizing recommendations
- Next steps

GOALS FOR TODAY'S MEETING

**Prioritize and clarify
recommendations for discussion
within entire Task Force**

Determine next steps

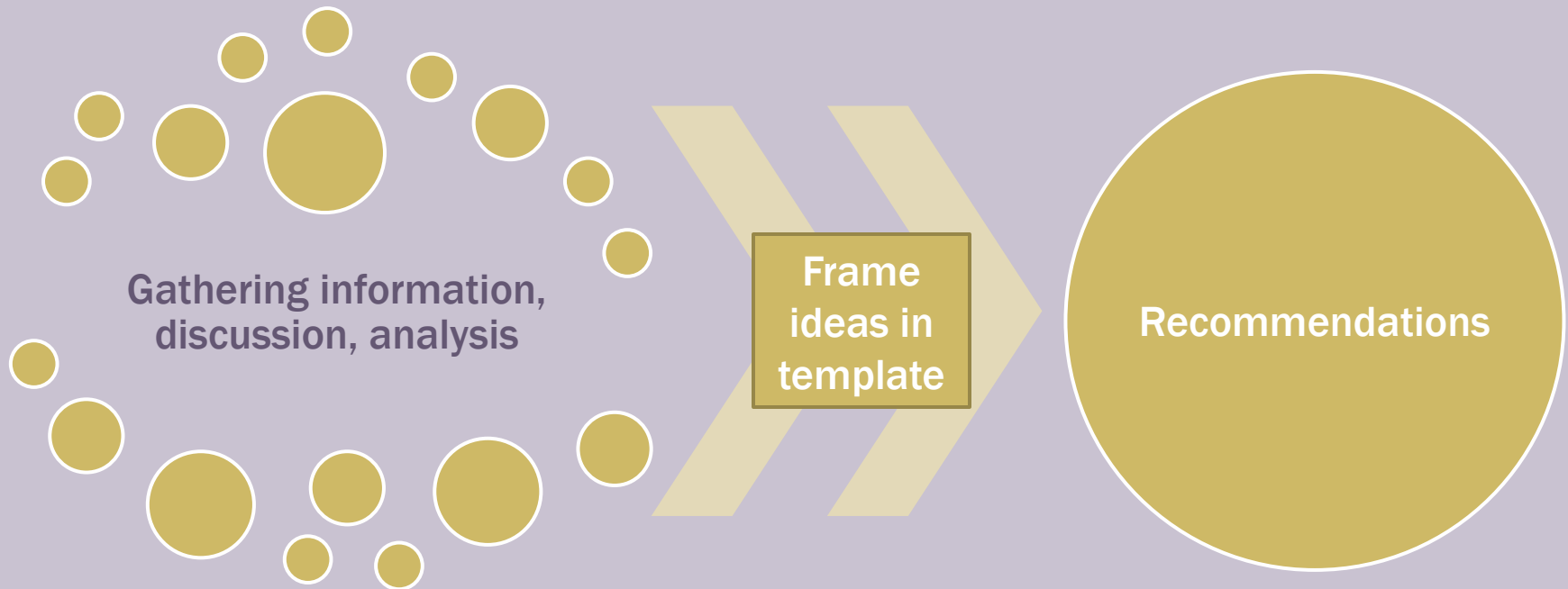
MONTHLY TASK FORCE MEETINGS

RECAP – SEPTEMBER TASK FORCE MEETING

- Discussed the at-risk preference, including the potential impacts of the preference, the limitations of its effectiveness, and the possibility of opening up the preference to all schools (including schools with more than 25% at-risk students).
- Recommended that there should be a way to identify at-risk pre-K students.
- Discussed ways to ensure that the burden of reducing the concentration of at-risk students does not fall solely on at-risk students, such as bringing desirable programs to schools serving a higher proportion of at-risk students.
- Discussed identifying ways to replicate programs that are serving students well, possibly by embedding experts in schools.

REVIEW OF WORKING GROUP PROCESS

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.

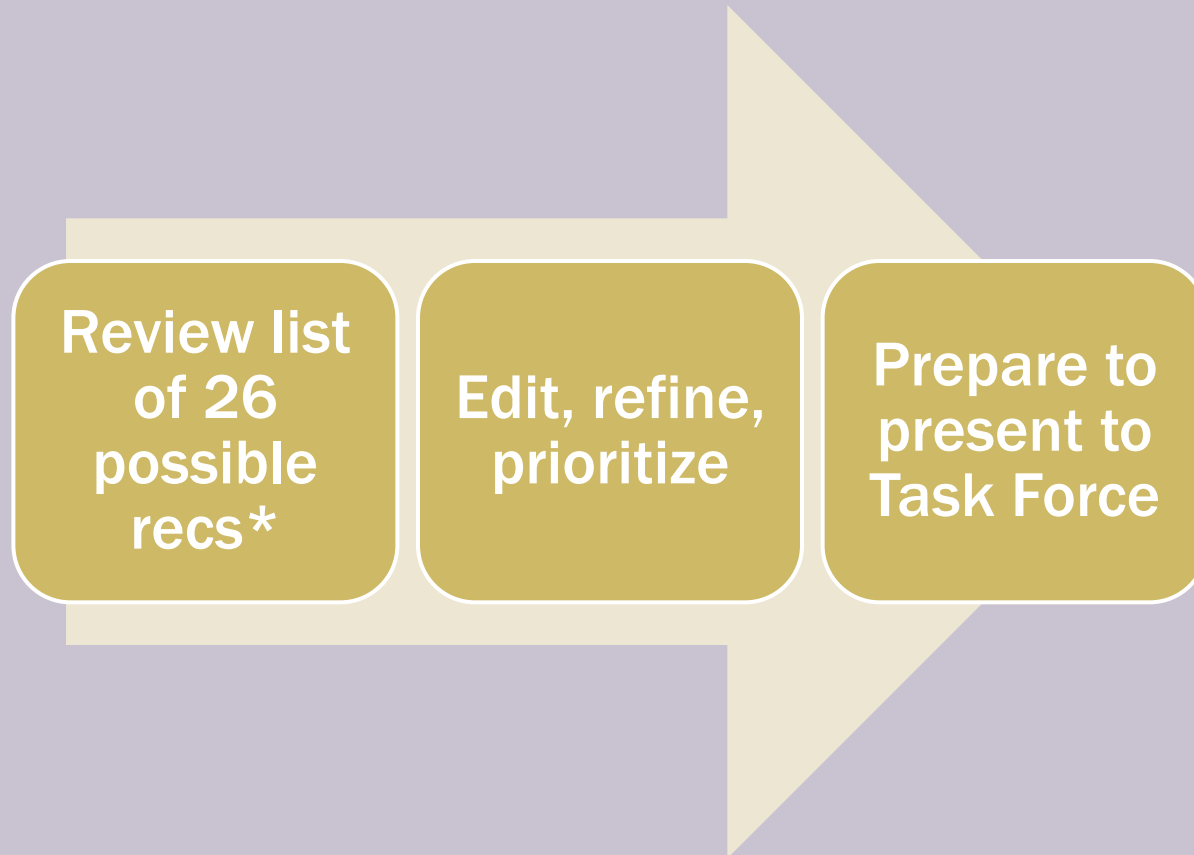
Task Force’s
original
recommendation

Implementation Status:

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

**RECOMMENDATIONS
FROM THE AT-RISK
WORKING GROUP**

REVIEWING AND PRIORITIZING POSSIBLE RECOMMENDATIONS



**See Possible Recommendations handout*

DISCUSSION QUESTIONS

- Which recommendations are most important? How would you prioritize them? Why?
- Which recommendations do you want to prepare for consideration by the Task Force? How will you present them to the Task Force?

NEXT STEPS

NEXT STEPS

- Next steps from this call
- Next meeting: October 24, 2017 at TBD

APPENDIX: TASK FORCE GOALS

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.