



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

November 28, 2018

# Anacostia Community Working Group

## Meeting #2



# Welcome and Introductions

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- Name
  - School(s) with which you affiliated and how (age/grade of kid(s), role in community, etc.)?
  - SEL Opener
-

# Agenda

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- Welcome and Introductions
  - Group Purpose and Norms
  - Overview of DCPS Enrollment & Recruitment Strategy
  - Bard DC Public Survey Update
  - Bard Early College Discussion
  - ESSA Q&A
  - Closing and Next Steps
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# Community Working Group Overview

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Members  
represent their  
communities

Not a decision-  
making body,  
but advisory

Help guide  
DCPS planning

# Norms for CWG Meetings

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- Take a **collaborative** approach
- Focus on common **purpose** and **goals**
- Lean into **difficult conversations**
- Presume a **positive intent**
- Go **hard on issues** and **soft on people**
- Acknowledge multiple **perspectives**



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# Enrollment & Recruitment Strategy



# A Capital Commitment: 2017-2022

## Every Student. Every School. Every Day.

### OUR GOALS



1

DOUBLE THE PERCENT  
of students who are  
**COLLEGE AND CAREER READY**

AND TRIPLE THE PERCENT  
of at-risk and students of color who  
are college and career ready.

2

100 PERCENT  
of K-2 students are  
**READING ON OR  
ABOVE GRADE LEVEL.**

3

85 percent  
OF STUDENTS > **GRADUATE**  
WITHIN FOUR YEARS

AND 90 PERCENT  
graduate within four or five years.

4

100 percent >>> OF STUDENTS  
**FEEL LOVED**  
CHALLENGED & PREPARED.

5

100 PERCENT  
of schools are  
**HIGHLY RATED**  
or are improving.



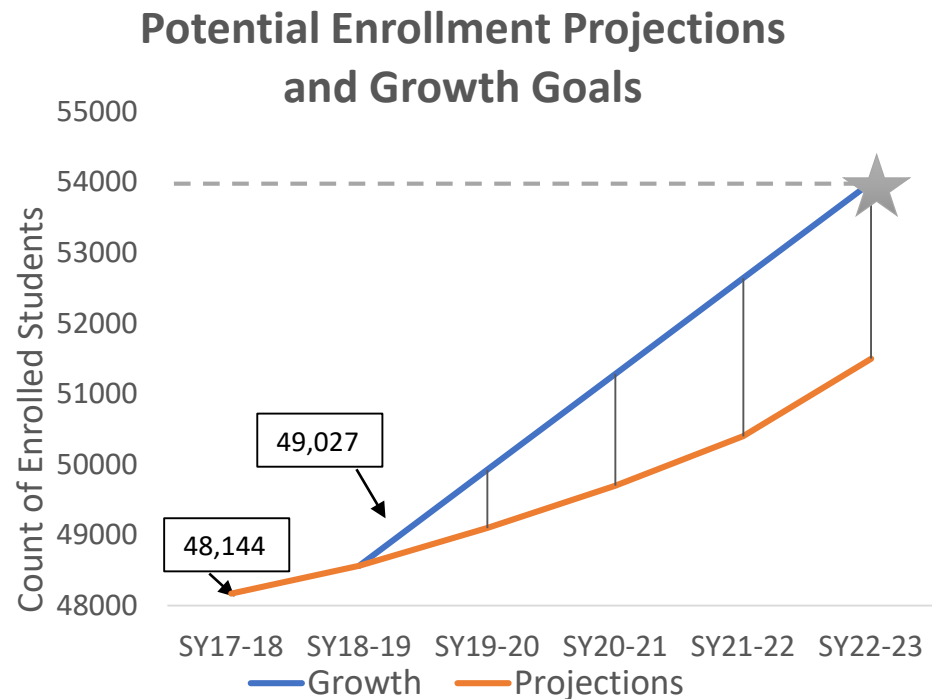
6

90 percent >>> OF STUDENTS  
**RE-ENROLL**  
AND DCPS SERVES  
54,000 STUDENTS.



## 54,000 DCPS students by 2022

- Increased by +883 in SY18-19.
- We must increase 1244+ students annually to reach our goal in 4 years.
- We won't reach our enrollment goals relying only on the projection process.
- We will continue to track toward a growth goal that incentivizes schools to go beyond their projection.





## 7 Key SY18-19 District-Wide Enrollment Growth Plan Strategies

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Tracking Toward  
Projection *and*  
Growth Goals

Updated Benchmarks  
with Corresponding  
Incentives for Schools  
and Families

Differentiated and  
Expanded Supports to  
Schools

District and School-  
Level Marketing

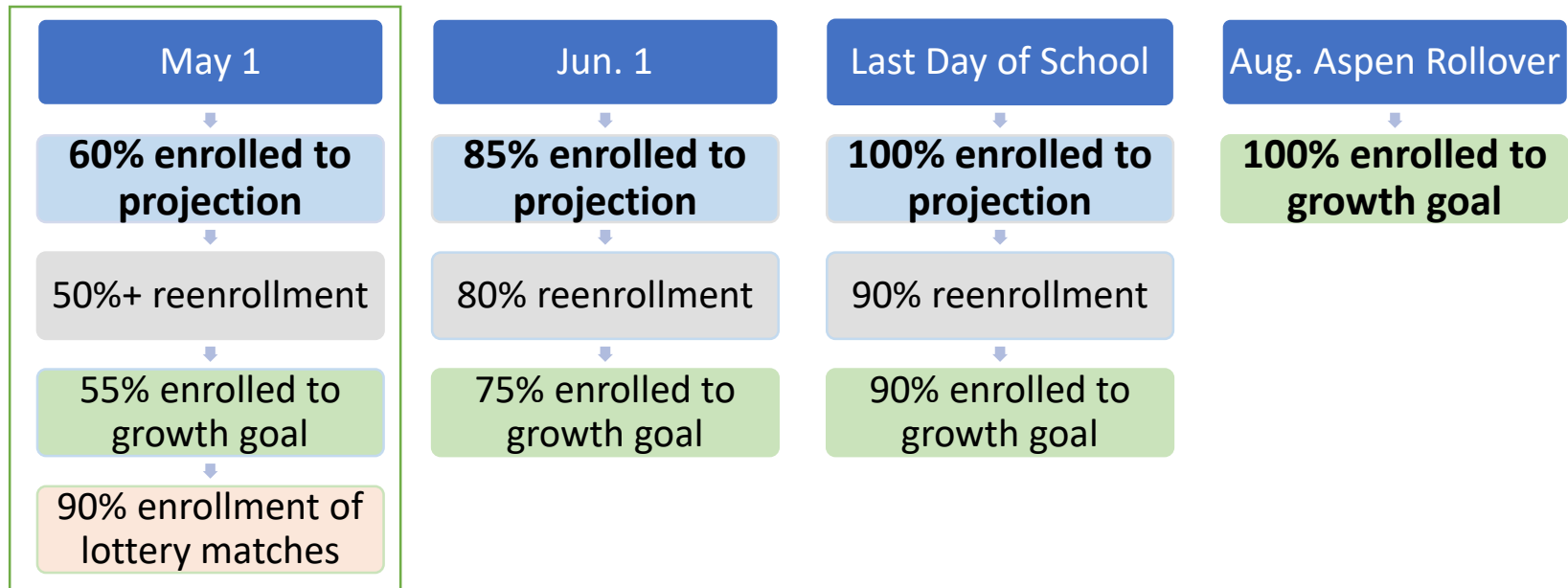
Individual School  
Enrollment Growth  
Plans

Research: Determine  
Why Families are  
NOT Choosing DCPS

External Vendor:  
Grassroots Support

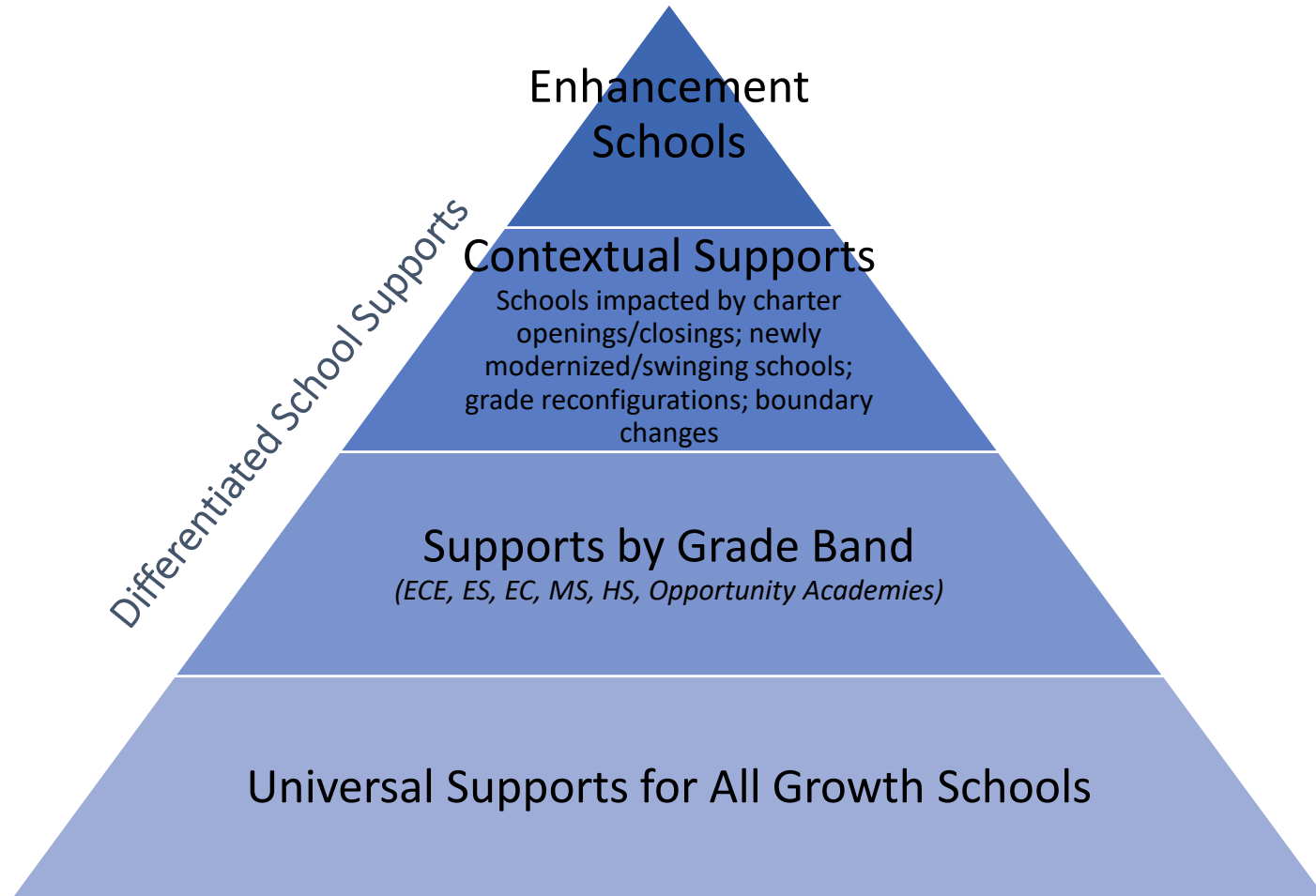
## SY19-20 Enrollment Benchmarks

Benchmarks will continue for SY19-20 with a focus on clearer communication on which benchmarks are priority.

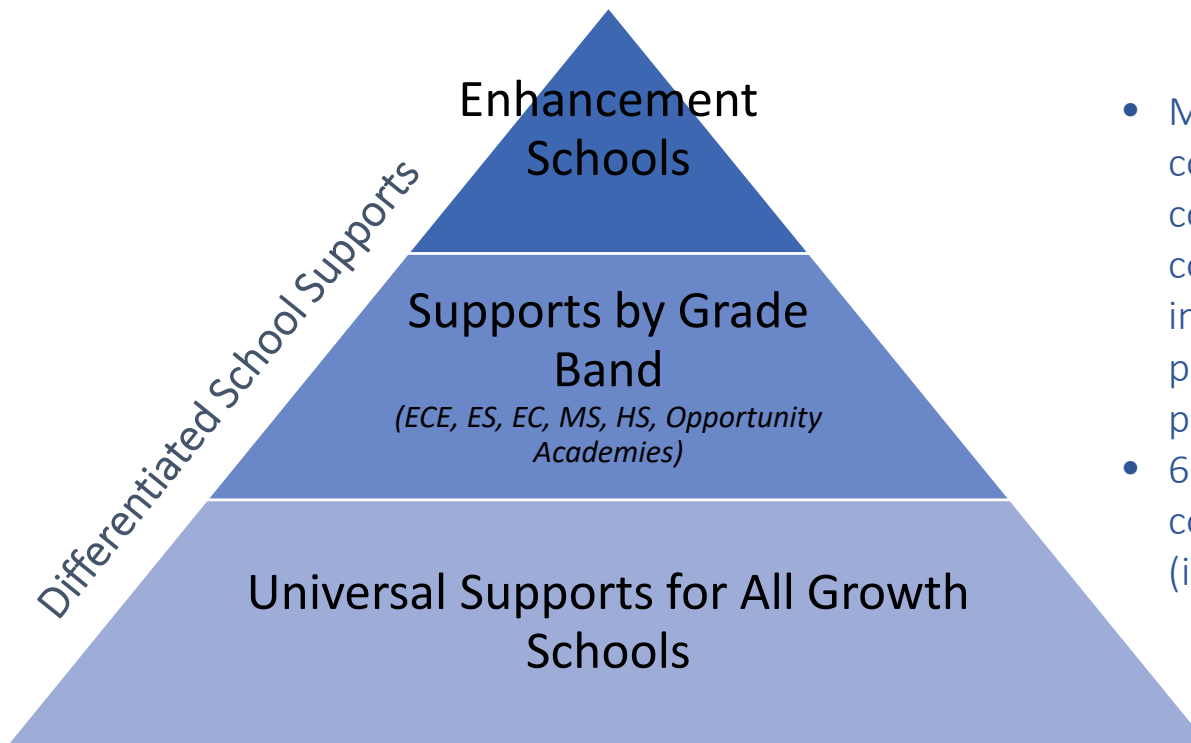


# SY18-19 Enrollment Supports for Growth Schools

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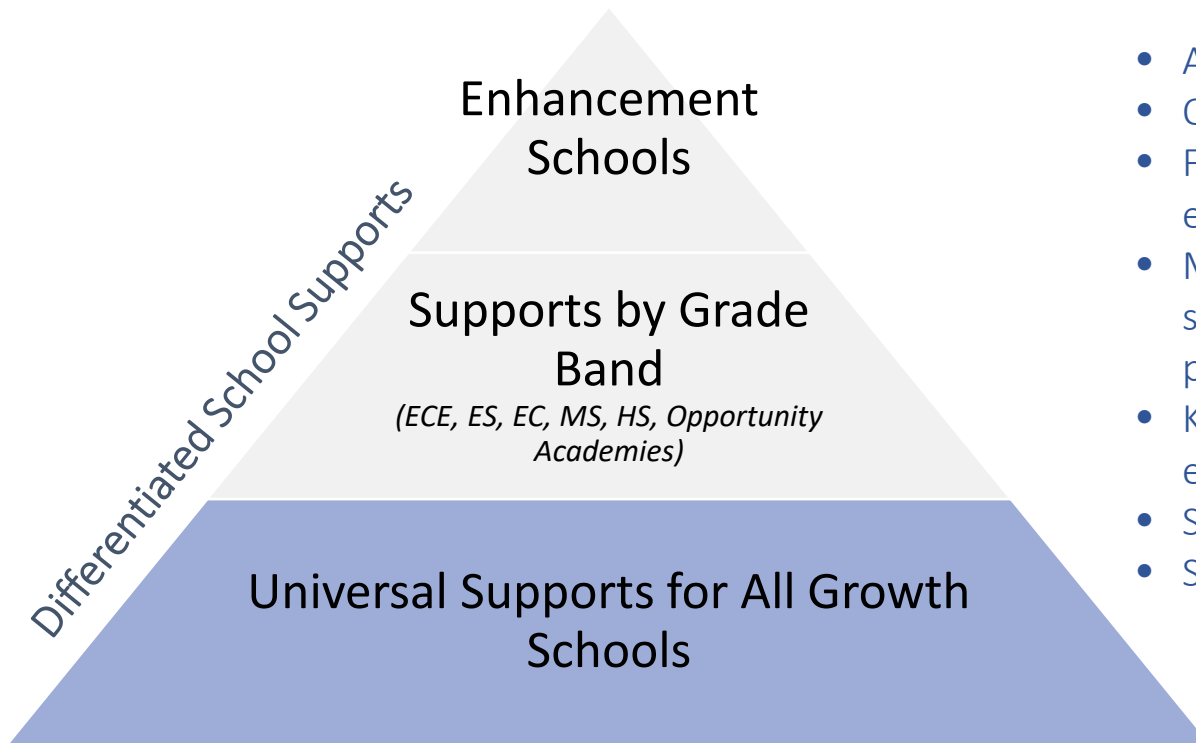


# SY19-20 Enrollment Supports for Growth Schools



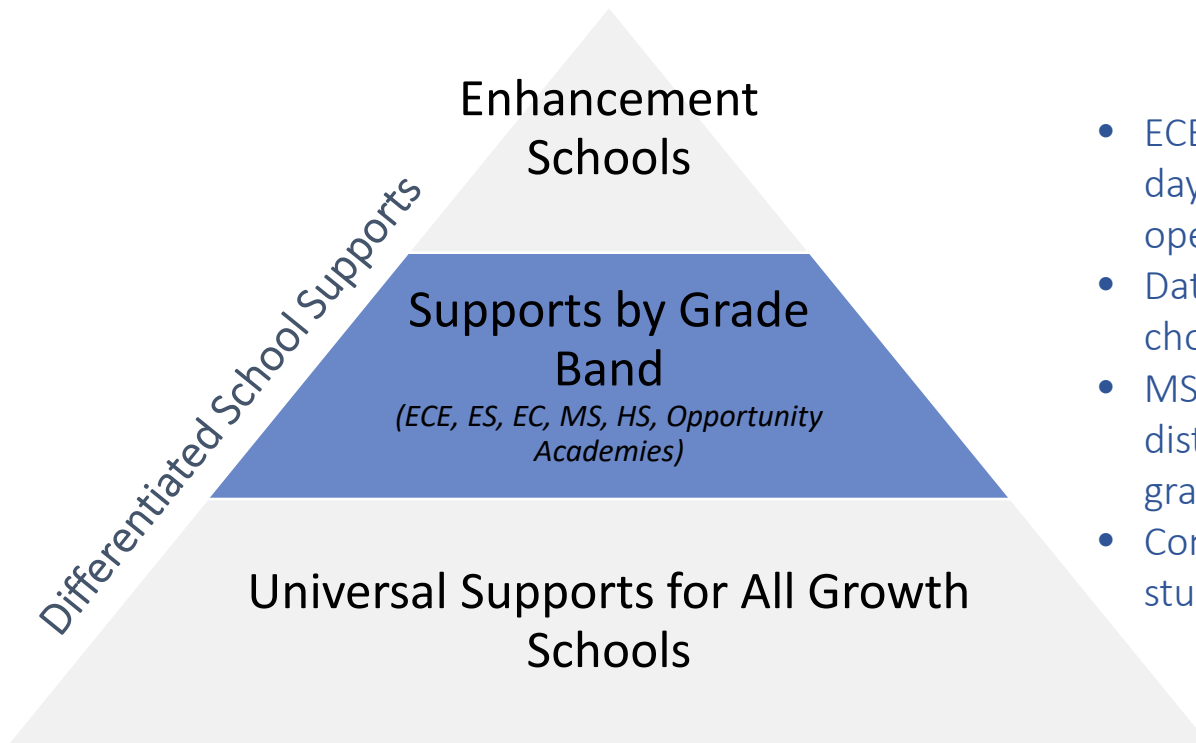
- Most schools have some kind of contextual circumstance that could impact enrollment. This component has been incorporated as an additional part of the enrollment growth plan template.
- 62/71 Growth schools completed growth plans (includes Excel).

# SY19-20 Enrollment Supports for Growth Schools



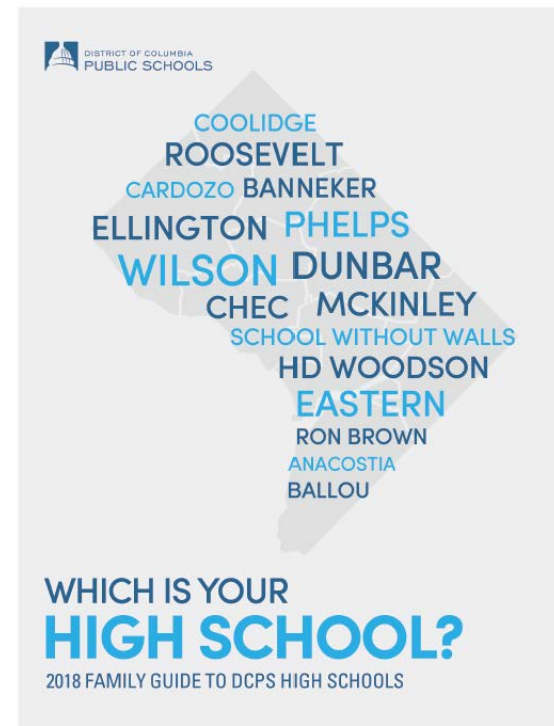
- Admin premium budgets
- Overtime budgets
- Food budgets for school enrollment events
- Marketing materials that specifically promote feeder patterns
- Key data on school choice and enrollment patterns
- Student Recruitment Toolkit
- Student Incentives (Branded):
  - PK3-5 = Coloring Books
  - 6-8 = Backpacks
  - 9-12 = Ear buds

# SY19-20 Enrollment Supports for Growth Schools



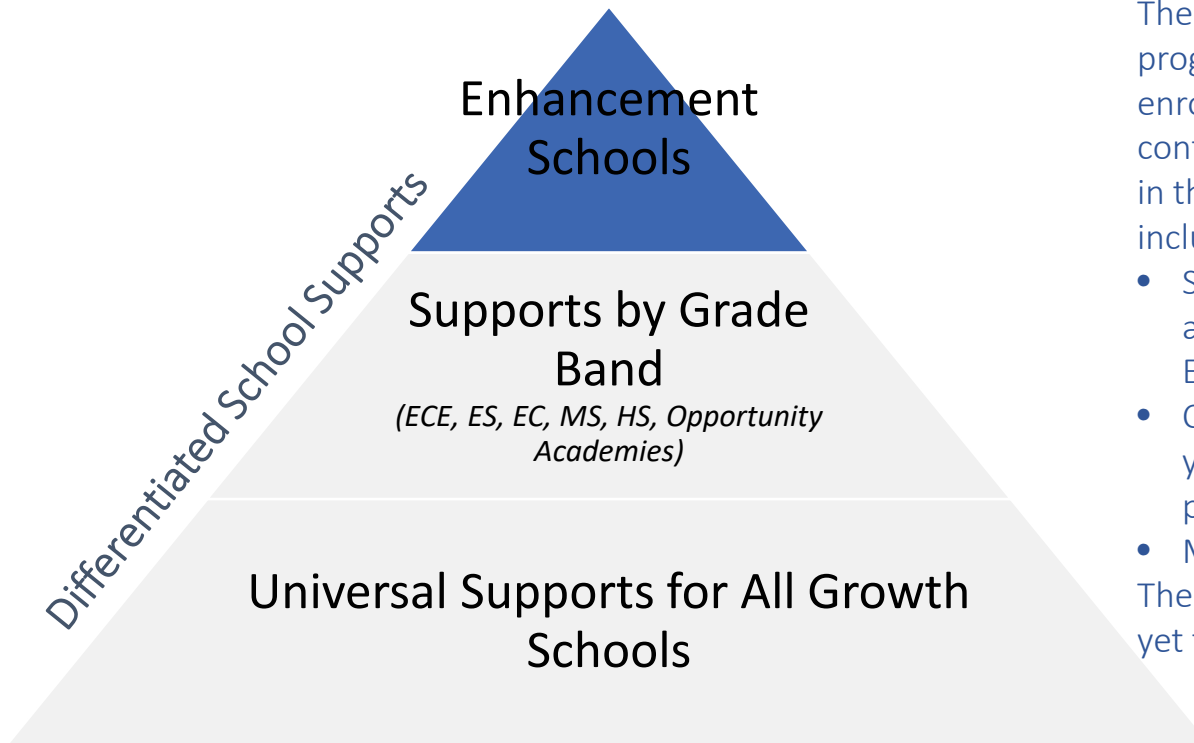
- ECE marketing materials for daycare centers, EAPK schools, opening new classrooms
- Data on retention by grade level, choice patterns, feeder capture
- MS/HS marketing materials distributed to all 5th and 8th grade families
- Contact lists for prospective students

# New and Updated Booklets



Visit and Download: <http://enrolldcps.dc.gov/node/46>

# SY19-20 Enrollment Supports for Growth Schools



The goal of the enhancement school program is to build capacity for enrollment growth so that schools can continue momentum beyond their year in the cohort. Supports and Resources include:

- Strategy sessions, high-touch support, and progress monitoring by the Enrollment Growth Team
- Customized marketing materials (e.g., yard sign, flyer, social media graphic, postcard)
- Metro and Bus ads

The 19-20 enhancement cohort is not yet final.



## 7 Key SY19-20 Enrollment Growth Plan Strategies

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Tracking Toward  
Projection *and*  
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Updated Benchmarks  
with Corresponding  
Incentives for Schools  
and Families

Differentiated and  
Expanded Supports to  
Schools

District and School-  
Level Marketing

Individual School  
Enrollment Growth  
Plans

Feeder Engagement

Recruitment from  
Closing Charters

## SY19-20 New Strategies

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### Feeder Promotion and Engagement

- NEW Feeder Promotional Booklet distributed to families and schools
- Feeder Fests in January and February: similar to EdFEST but feeder pattern-specific and hosted at the feeder high school.
  - Piloting with Anacostia, Ballou, Coolidge, Eastern/Woodson

### Recruitment from Closing Charters

- Targeted Marketing to ensure families know their DCPS options
- Engage with Families impacted to ensure they know their DCPS options
- Provide training to ensure schools are equipped to recruitment families impacted

# Feeder Promotion and Engagement Details

## Feeder Booklet Details

- *About:* This booklet defines the PK-12th grade options and pathways that DCPS offers students and families.
- *Production Details:* Content was drawn from schools and Central program teams, and from online resources (e.g., school websites).
- *Distribution:* Copies will be sent to all schools for reference, mailed to all current 5<sup>th</sup> and 8<sup>th</sup> graders, and included in the EdFEST welcome bag for attendees.



## Feeder Promotion and Engagement Details

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### **Feeder Fest Details**

- *Vision:* Feeder families to learn about their DCPS feeder pattern options and feeder schools to continue to engage grow relationships.
- *19-20 Pilot:* Four DCPS feeder patterns in January and February.
- *Location:* Hosted at the feeder high school.
- *Attendees:* All feeder schools will be invited to table; all feeder families will be invited to attend.
  - Schools will receive communication templates to advertise to feeder families.
  - Central will also advertise to feeder families.
- DJ and light snacks to be provided.

## See You at EdFEST 2018!!

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- Hosted by My School DC, EdFEST is the annual citywide public school fair.
- EdFEST kicks off the SY19-20 recruitment and enrollment season.
- EdFEST is a big step to ensure schools are on track to meet annual enrollment projections, and the District continues to rise toward our Capital Commitment goal of enrolling 54,000 students by 2022!
- Contact Emerald Becker, DCPS Director of Enrollment, [emerald.becker@dc.gov](mailto:emerald.becker@dc.gov)



# Feedback

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## **Discussion Questions**

- What does successful enrollment look like in our schools and feeder patterns?
- What are the greatest barriers to meeting enrollment goals?
- What recruitment/enrollment strategies have you found to be the most successful and why?
- How can Central support schools in increasing enrollment?

## **Additional Feedback**

- Contact Emerald Becker, Director of Enrollment: [emerald.becker@dc.gov](mailto:emerald.becker@dc.gov)



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# Bard DC Public Survey Update



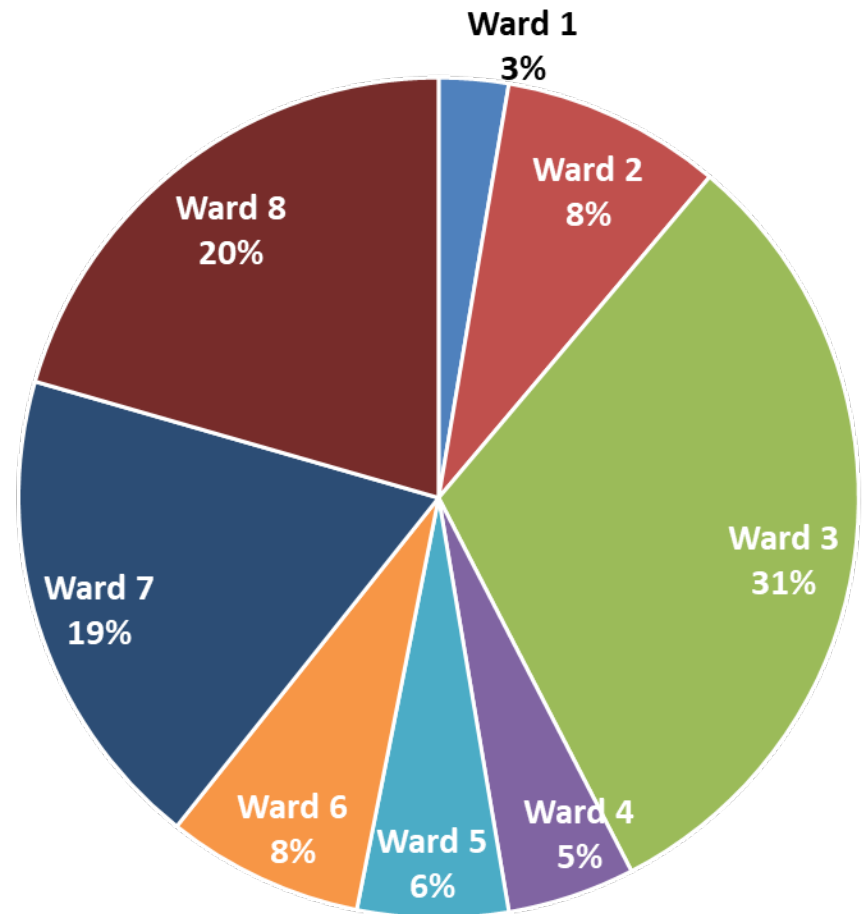
## Bard DC Public Survey Update

### Who We've Heard From

- The survey was released on November 9, 2018
- A total of 224 responses as of November 27, 2018
- EOTR respondents include residents from:

Congress Heights	Eastland Gardens
Hillcrest	Benning Ridge
Anacostia	Burrville
Deanwood	Buena Vista
Hillsdale	Marshall Heights
Fairlawn	Bellevue
Hillbrook	Fort DuPont
Penn Branch	Parkside

### Survey Respondents by Ward



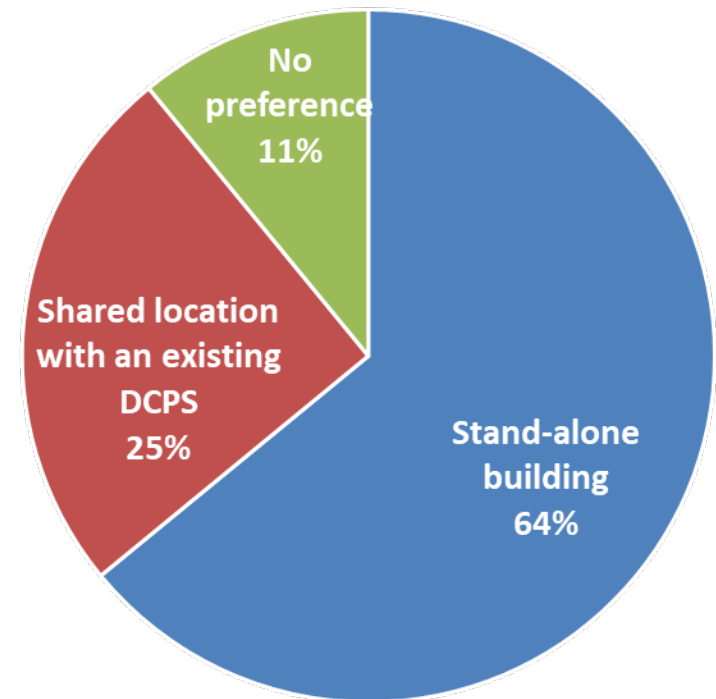


## Bard DC Public Survey Update

### What key themes are emerging?

- *“A stand-alone school will allow students to focus solely on the mission and vision of Bard DC. A shared location will only become a distraction for students.”*
- *“I think that if you can make it engaging, safe and a place where these kids can thrive and learn then it shouldn’t matter what type of building you are in. It is all about being inclusive.”*
- *“I think both location options should be considered; ultimately, a stand-alone would be ideal. A shared location is an easier start, if there is space in a current school or at a school property that could accommodate the additional buildings.”*

**For Bard DC’s Year 1, do you prefer a stand-alone location or a shared location with another existing DCPS?**

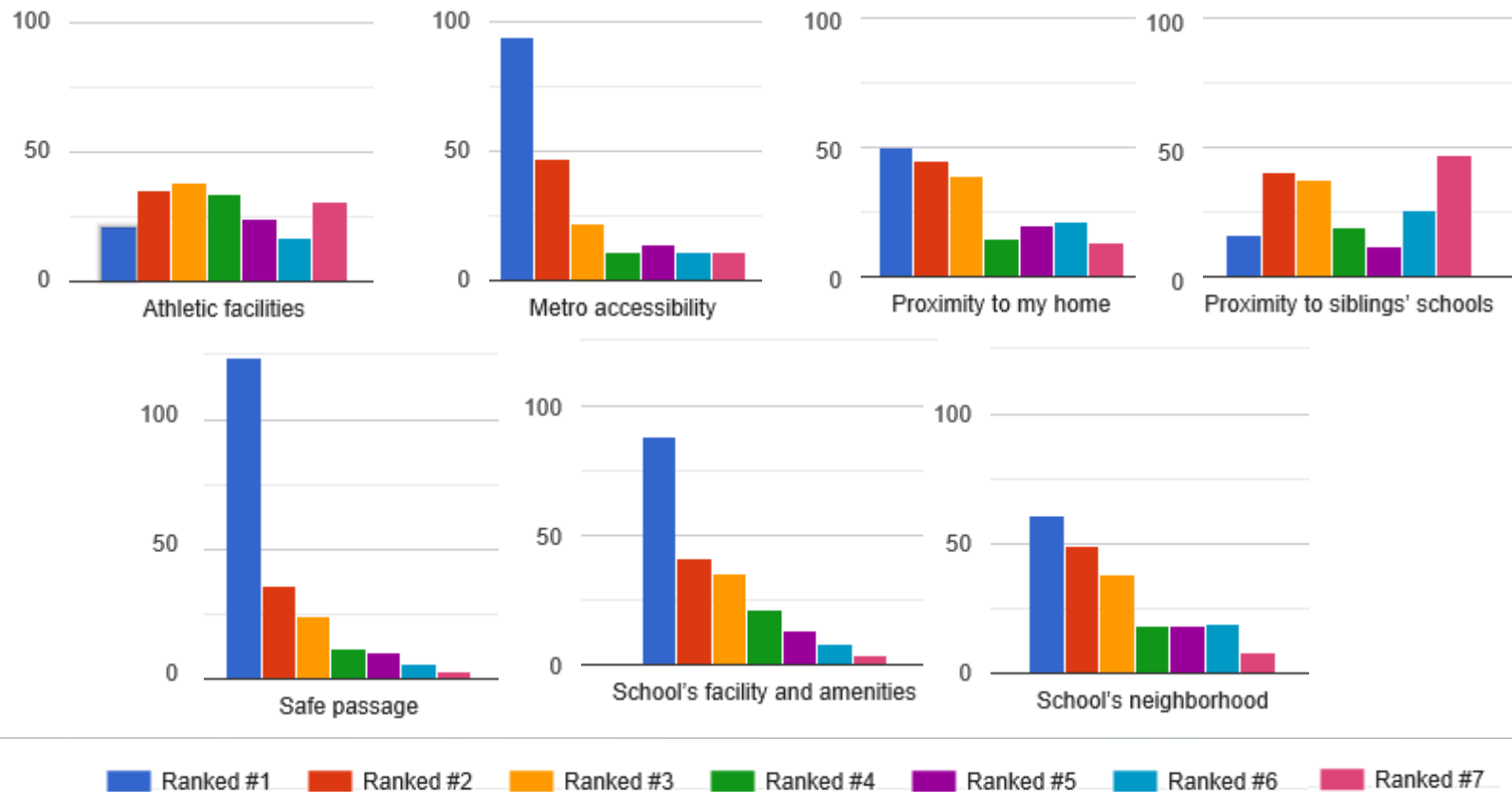


## Bard DC Public Survey Update

### What key themes are emerging?

*Rank the following traits in order of importance for the Bard DC location.*

- Safe passage was the most important factor regarding Bard DC's location (124) followed by metro accessibility (94) and school's facilities & amenities (88)



## Bard DC Public Survey Update

### What key themes are emerging?

As a citywide school, Bard DC can accept students from anywhere in the District. What are some ways DCPS and Bard can accommodate and support students traveling to school?

- *“Separate metro bus for students going to the school.”*
- *“Ensuring location near a metro station OR requesting separate metro line in rush hour times.”*
- *“Clear safe passage routes, staff presence at dismissal, and engage the neighborhood.”*
- *“DCPS needs to look at the hours for offering classes for those students having to travel the distance to reach school.”*
- *“Expand the ability for students to travel free of cost to and from the location.”*
- *“Make sure that the drop-off location is big enough for cars to come into, and get out of.”*

# Bard High School Early College DC

*Jump Start Your College Education*





# ABOUT BARD COLLEGE

Founded in 1860, Bard College is a nonprofit, selective, independent college with its main campus in Annandale-on-Hudson, NY. Bard enrolls approximately 2,000 students on its main campus.

## **A Tradition of Excellent Teaching**

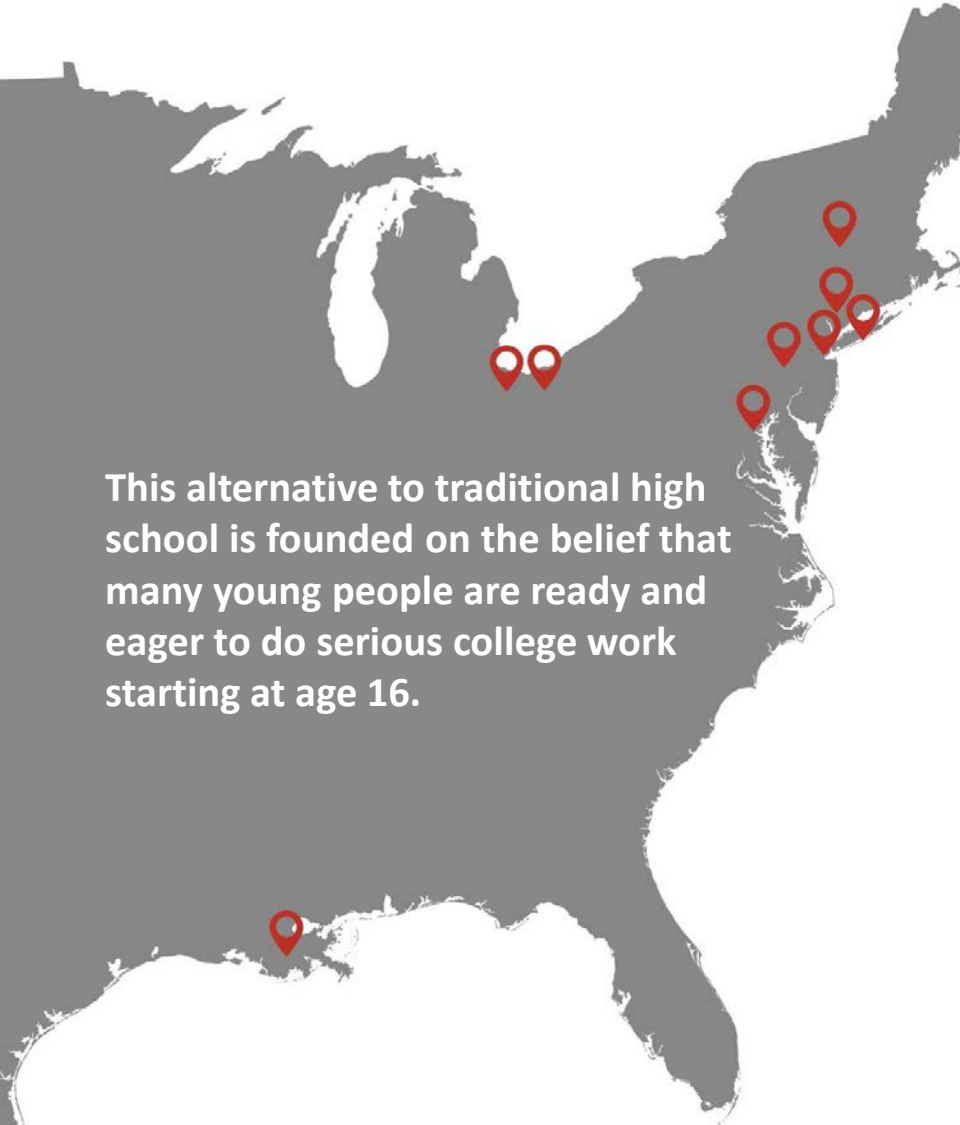
In 2018, the Princeton Review ranked Bard in the top 10 among colleges in the U.S. for best classroom experience and for well-rated professors.

## **A Tradition of Innovation in the Public Interest**

Bard College has a strong public interest mission and tradition of bringing high-quality liberal arts education to underserved populations, including through international programs, prison education, and early colleges.



# THE BARD EARLY COLLEGE NETWORK



This alternative to traditional high school is founded on the belief that many young people are ready and eager to do serious college work starting at age 16.

- 1979: **Simon's Rock** becomes part of Bard College, inspiring Bard's involvement and leadership in the early college movement
- 2001: **Bard High School Early College (BHSEC) Manhattan** opens in partnership with the New York City Department of Education
- 2008: **BHSEC Queens** opens at the request of the NYCDOE
- 2011: **BHSEC Newark** opens at the request of the City of Newark; **Bard Early College New Orleans** is established
- 2013: **Bard Early College at the Harlem Children's Zone Promise Academy** is established
- 2014: **BHSEC Cleveland West** opens through a partnership with the Cleveland Metropolitan School District
- 2015: **BHSEC Baltimore** opens through a partnership with Baltimore City Public Schools
- 2017: **BHSEC Cleveland East** and **Bard Early College Hudson** are established
- 2019: **BHSEC** to open in **Washington, D.C.** in partnership with DCPS

# HOW DO I GET A COLLEGE DEGREE DURING HIGH SCHOOL?

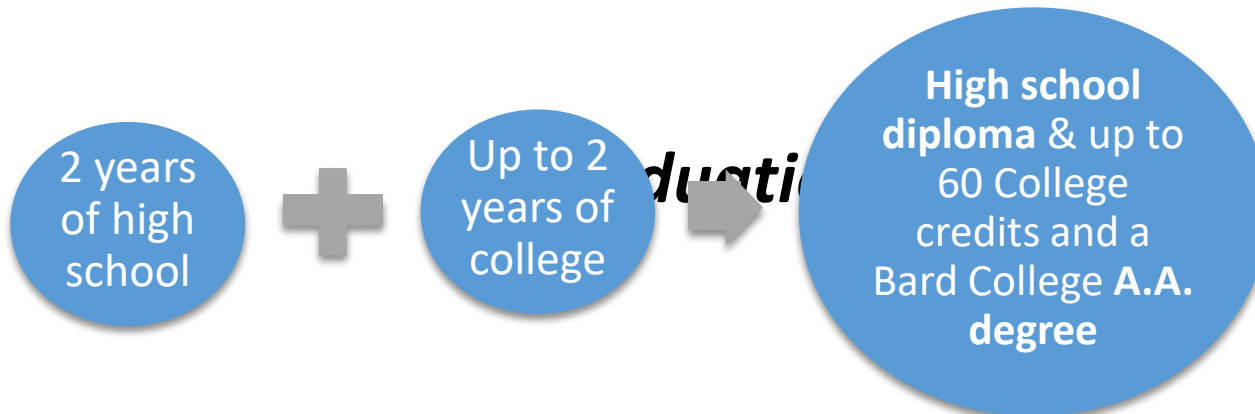
**9th and 10th grade: accelerated high school courses**



***Matriculation***



**11th and 12th grade (Year 1 and Year 2): college courses**



# SO COLLEGE-LEVEL CLASSES, LIKE ADVANCED PLACEMENT?

**NOPE!**

BHSEC faculty are professors who have taught college and typically hold the highest degree in their fields, and they teach high school and college courses at BHSEC. Some sample courses include:

Topics in Organic Chemistry; Forensic Science; Marine Biology

Cold War Civil Rights; History of Poverty; Confronting Empires; Asian-American Cinema

Introduction to Art History; Creative Writing; History of Jazz in America

College Chinese; College Spanish; Latin American Literature

Introduction to Music Theory; Lyric Poetry of Early Modern Spain

Students aren't held to a test, and they graduate with a Bard College transcript

Professors hold office hours to support student success



# BENEFITS OF BARD

- **Free college credits** up to an Associate's degree that transfer to bachelor's degree programs across the country
- **High School Diploma** from DCPS
- **College faculty** teaching all grade levels
- A robust and engaging **liberal arts and sciences curriculum** that foster strong **critical thinking, writing, and communication skills**
- Small, **writing- and discussion-based** seminar classes
- Strong **student supports**, including tutoring, advisory, mental health services, and college transfer advising
- **Qualitative admissions process** that selects students based on their motivation and intellectual curiosity
- **Diversity** in the student body
- **Partnership** with DCPS

# ASPECTS OF LIFE AT BARD

Writing and Thinking

Block scheduling with free periods

Advisory

College Transfer Office

Restorative justice practices

Seminar

Experiences on Bard's main campus

Student-led clubs

No uniforms



# **CLUBS AND ACTIVITIES AT BARD (popular at other Bard campuses)**

**Basketball**

**Anime Club**

**Fencing**

**Track**

**Ultimate Frisbee**

**Philosophy Club**

**Mock Trial**

**Chess**

**National Honor Society**

**Step/Drill Team**

**GSA**

**Future Health Professionals  
Club**

**Film Club**

**Literary Magazine**

**Quidditch Club**

**Newspaper**

**Black Student Union**

**Engineering Club**

**Yearbook**

**Student Government  
Association**

**Performing Arts Club**

# WHAT DO BARD GRADS DO NEXT?

## **First graduating class from Bard Baltimore:**

88% enrolled in 4-year colleges

1 student enrolled in the Police  
Academy

1 Student entered military

1 student chose a gap year, but has  
been accepted to college

## **Overall Class of 2018:**

97% graduated high school, 82%  
received AA degree

88% planned to enroll in 4-year  
colleges



# PROMOTING COLLEGE AFFORDABILITY



On average, our Class of 2018 graduates earned **59 free college credits by the time they graduated high school.**

The average college credit in America costs around \$594, so **the average graduate earned over \$35K in free credits.**

BHSEC students have been awarded **generous college scholarships**, such as Posse, QuestBridge, Bard Early College Opportunity Scholarship, among others.

# **WHERE DO BARD STUDENTS GO AFTER GRADUATION?**

**American University**

**Bard College**

**Bowie State University**

**Bucknell University**

**Champlain College**

**Clark University**

**Colorado State University**

**Drexel University**

**Georgetown University George**

**Washington University**

**Goucher College**

**Harrisburg University**

**Harvard University**

**Howard University**

**McDaniel College**

**Morgan State University**

**New York University**

**Northwestern University**

**The Ohio State University**

**Rutgers University**

**Stanford University**

**SUNY Albany**

**SUNY Binghamton**

**Temple University**

**UMBC**

**University of Maryland, College  
Park**

**University of Chicago**

**York College**



## STUDENT PERSPECTIVES

**"To be a BHSEC graduate means to love learning. No matter the subject, topic, or situation. **The desire to expand your knowledge in any and every opportunity** given to you is how it feels to be a BHSEC graduate navigating through the world."**

*- Anthony Lloyd, 2017 BHSEC Baltimore Graduate, currently attending Bard College*



## STUDENT PERSPECTIVES

**"Learning to think for myself** was a lot harder than learning how to get good grades or test scores. BHSEC has allowed me to **unlock an intellectual vitality and curiosity within myself** that I carry with me everywhere.

*- Taylor Spann, 2017 BHSEC Baltimore Graduate, currently attending Stanford University*





## INTERESTED IN APPLYING?



Interested students participate in an **individual interview** with a Bard representative and complete a **writing assignment**.

Bard DC **does not review middle school GPA** when making admissions decisions.

We are looking for **academic motivation, student voice** and **a student ready for an academic challenge** beyond their traditional high school.

**THANK YOU!**  
**QUESTIONS?**



# Closing/Next Steps

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- Bard DC Survey - <http://bit.ly/Bardlocation> - EXTENDED DEADLINE until November 30
  - Attend an ESSA Community Meeting at your school – info will be sent home in the next few weeks
  - Attend a community conversation, facilitated by OSSE, in January 2019. Stay tuned for dates.
  - Next Community Working Group Meeting: January 9, 2019 at 6pm – location TBD
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