



Districtwide Strategic Plan to Decrease Disengagement from Education

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WE ARE WASHINGTON GOVERNMENT OF THE DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR

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Vision for the Strategic Planning Effort

Project Goal: A plan for a more coordinated system across partner organizations that work with disengaged, formerly disengaged, and youth at risk of disengaging to reconnect them to education and career opportunities.



Defining Our Target Populations

- **Disengaged youth** = Youth who have not yet completed a secondary credential but are not currently enrolled in an education program
- **Reengaged youth** = Youth who disengaged at some point, but have since re-enrolled at an education program and are working toward a secondary credential
- **Youth at-risk of disengagement** = Youth who have a higher likelihood of disengaging from education or are feeling less connected from education, but have not yet disengaged



Our Approach

Phase 1 (July-Sept. 2021)

Information gathering to **understand key challenges and opportunities:**

- Youth focus groups
- Online survey for partner organizations
- Small group conversations with key partners and school leaders
- Examination of existing data

Phase 2 (October-December 2021)

Explore strategies for tackling the challenges and expanding the opportunities identified in Phase 1 to **complete the strategic plan.**

As needed, continue to engage with stakeholders to deepen our understanding:

- Focus groups with youth
- 1:1 or small group conversations with key partners

Our Approach (Continued)

OSSE Pathways Report to understand student journeys through the education system

Survey to understand opportunities, barriers, and challenges of youth-serving organizations in DC

Student, educator, and organization **focus groups and individual conversations** to gather deep feedback

Stakeholder Engagement

- Core OSSE Planning Group
 - Four virtual planning sessions
- Strategic Planning Group and Key Partner Input
 - In total, engaged with 47 organizations, agencies, and schools
 - Four virtual planning sessions
 - Smaller group conversations
 - Online survey with 25 complete and 22 partial responses
- Previously Disengaged Youth, 16-24 years
 - Five focus groups with 30 youth total

Research Questions



Primary Research Question

What does a more coordinated, systemic approach look like for decreasing disengagement in the District and which roles do the different partners and actors play in that coordinated system?

Secondary Research Questions

Secondary Research Question One: Are there policies, accountability structures, guidance or strategies that could be amended, developed and/or implemented to better support a coordinated effort to re-engage DC's disengaged youth and support the continued engagement and persistence of re-engaged youth and youth at risk of disengaging?

Secondary Research Question Two: What are the most common barriers to successful re-engagement or completion? What resources can be leveraged to address these barriers and why are the existing resources not accessed more often? Similarly, what are the most effective barrier-mitigation partnerships that can be replicated throughout the system?

Secondary Research Question Three: As the District and the country recover from the coronavirus (COVID-19) pandemic, what needs and challenges will youth in the District face that are either new or more acute than before, and how can the District help mitigate these challenges during the COVID-19 recovery period?

Current Data Landscape



Total Youth Disengaged

6,893*

Current number of youth between the ages of 16-24 years who are disengaged from secondary education (using Adjusted Cohort Graduation Rate, or ACGR, methodology)

Data caveats:

- *As of Sept. 30, 2020 (pre-pandemic calculation)
- Outcome of 98 students included in above figure unknown due to LEA data error
- Based on Adjusted Cohort Graduation Rate (ACGR) calculation so does not reflect youth who may be disengaged but never enrolled within a DC LEA

Current Educationally Disengaged: 2020 ACGR 4-Year Graduation Rate

Total Number of Students		Four Year Graduates		Non-Graduates		
Sector	Adjusted Cohort	Number of Graduates	Adjusted Cohort Graduation Rate (2020)	Enrolled in DC Schools in October SY2020-21	Other Credential or Attending College	Currently Educationally Disengaged
State	4,802	3,405	70.9%	742 (15.46%)	10 (.2%)	645 (13.44%)
DCPS	3,174	2,180	68.68%	551 (17.36%)	8 (.26%)	435 (13.7%)
PCS	1,597	1,223	76.58%	DS	DS	193 (12.08%)
State Programs	31	2	6.46%	DS	<5%	17 (54.84%)

Current Educationally Disengaged: 2020

ACGR 5-Year Graduation Rate

Ninth-Grade Class entering for the first time in the 2015-16 school year

Total Number of Students		Five-Year Graduates		Non-Graduates		
Sector	Adjusted Cohort	Number of Graduates	Adjusted Cohort Graduation Rate (2020)	Enrolled in DC Schools in October SY2020-21	Other Credential or Attending College	Currently Educationally Disengaged
State	4,944	3,615	73.12%	418 (8.46%)	6 (.12%)	905 (18.3%)
DCPS	3,352	2,342	69.86%	DS	DS	689 (20.56%)
PCS	1,562	1,266	81.04%	DS	<.1%	199 (12.74%)
State Programs	30	7	23.34%	DS	<5%	17 (56.66%)

Current Educationally Disengaged, by Race and Ethnicity

American Indian/Alaskan Native	n<10
Asian	1% (70 students)
Black/African-American	75% (5188 students)
Hispanic/Latino of any race	18% (1273 students)
Missing race	0.4% (27 students)
Native Hawaiian/Other Pacific Islander	Data Suppressed
Two or more races	0.6% (47 students)
White	4% (270 students)

Current Educationally Disengaged, by indicator

Students under the care of CFSA	589
Students with disabilities	1,582
Students with at least one at-risk indicator *	4,433

*Note: At-risk designation includes meeting at least one of the following indicators: homeless, Child and Family Services Agency (CFSA), Temporary Assistance for Needy Families (TANF)/Supplemental Nutrition Assistance Program (SNAP), and overage. The CFSA numbers above are included in the number of students with at least one at-risk indicator

Currently Educationally Disengaged, by grade at disengagement

Ninth	1,828
10th	1,169
11th	775
12th	521
Adult	119
Unknown/Missing	2,481

Currently Educationally Disengaged, by 9th grade repeat status

Repeated ninth grade at least once	1,194
Did not repeat ninth grade	5,699

Grouping of Currently Educationally Disengaged, by last known school

Between 0-100 educationally disengaged students	43 high schools
Between 101-200 educationally disengaged students	Eight high schools
Between 201-300 educationally disengaged students	Six high schools
Between 301-400 educationally disengaged students	Three high schools
Between 401-500 educationally disengaged students	Three high schools
Note: These numbers are estimations based on the best data available to OSSE from LEAs; however, it must be noted that there is potential for data submission errors from the LEAs. This also includes closed schools (19 of 63 schools).	

Stakeholder Feedback and Themes



Key Themes Identified by Stakeholders on Student Need and Barriers

Economic Demands

Whole Student Supports

Dedicated and Caring Adults

Relevant Program Options

Outreach and Awareness

Overall Focus: Reengagement or Prevention?

Stakeholders weighed in on whether Districtwide efforts should focus on preventing disengagement, re-engaging students, or an equal focus on both:

- School leaders felt that while prevention is critical, we must continue our focus on those who have disengaged, working to coordinate across schools and programs (DCPS, charter and community-based organizations).
- Community-based organizations and other school staff felt the emphasis should be on both due to how connected the work is between the two.
- All groups noted that more resources and effort are required to re-engage students and support their efforts to complete a secondary credential.

Economic Demands & Relevant Program Options

Students, educators and community-based organizations all spoke to a need for program options that address students' economic needs, connect to the real world, and are culturally relevant. This included:

- Greater availability of “learn and earn” programs that combine career exposure and readiness with opportunities for secondary degree completion.
- Flexibility of program options that allow for attendance at different times of day to allow for work.

Whole Student Supports & Dedicated Caring Adults

- Students shared a need for dedicated and individualized support within the school building. This feedback was related to both preventing disengagement and supporting reengagement.
- Students also expressed a need for fluid connections to other types of services, including mental health counseling, connections to housing, career exposure, transportation and child care.
- Students shared experiences about staff, counselors, or administrators who did not understand their challenges or who did not feel caring or did not have the time or ability to provide the type of support needed.

Outreach and Awareness

- Stakeholders shared that Districtwide communications are not reaching students and a broader and more tech-savvy strategy is needed.
- Students noted that while social media is a good way to reach youth, it is important to not overlook community organizations where youth spend their time (e.g., recreation centers and libraries).
- Many re-engaged students learned of their current educational program through word of mouth (family and friends).

Feedback about the ReEngagement Center

- Clients of the ReEngagement Center spoke highly about their individual case management experiences with RECenter staff, expressing that counselors went above and beyond to help them address barriers.
- Recommendations for the REC from students included more information and connections to career opportunities, an understanding about the need for flexibility, and further help with child care.
- Both students and REC partners saw an opportunity for greater community outreach, marketing and awareness about the REC and its accomplishments.



Selected Themes from Partner Survey



Greater Need for Districtwide Collaboration

2.83

out of 5

Average rating for current cross-organizational collaboration on behalf of **youth at risk of disengagement**

2.92

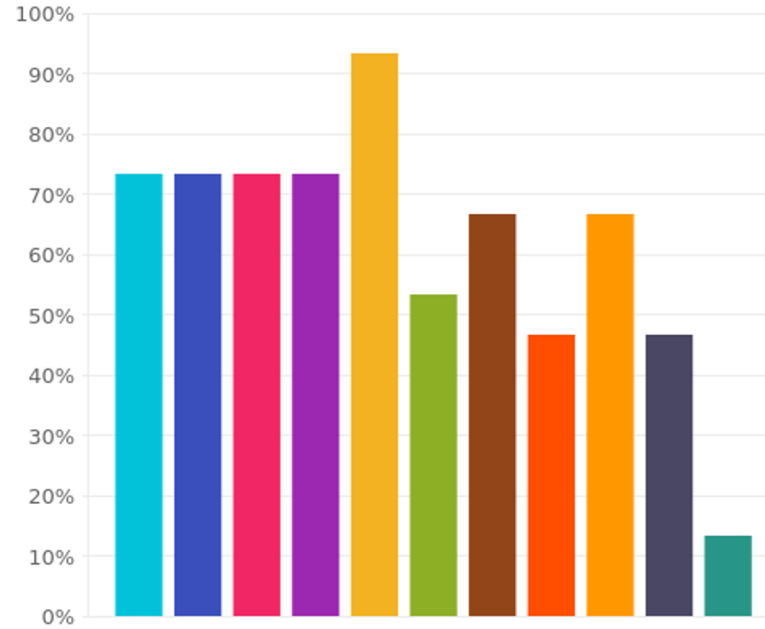
out of 5

Average rating for current cross-organizational collaboration on behalf of **disengaged youth**

On a scale of 1 to 5 (with 5 being the highest), how would you rate the current level of cross-organizational collaboration in the District on behalf of youth at-risk of disengagement/disengaged youth?

What are the primary services your organization provides for **youth at-risk of disengagement**? Select all that apply.

Answered: 15 Skipped: 10

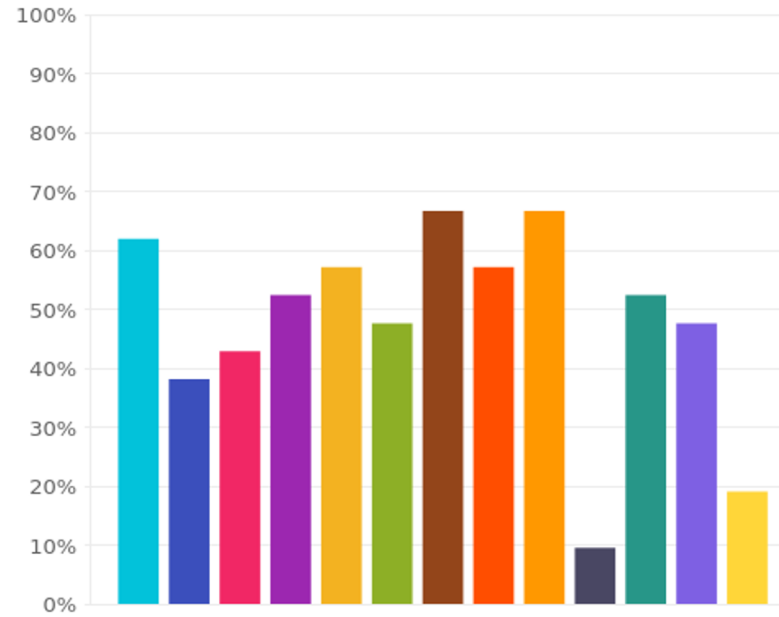


- Overall educational services
- Services for youth experiencing homelessness
- Support with access to food or healthy meals
- Support for LGBTQ+ youth
- Mental health services (e.g., counseling)
- Physical health and wellness services
- Career and/or college exposure and preparation
- Connection to out-of-school time programs
- Connection to additional academic services or interventions during the school day
- English learner services
- Other (Please specify)



What are the primary services your organization provides for **disengaged youth**? Select all that apply.

Answered: 21 Skipped: 4



- Overall educational services
- Reengagement with high school diploma program
- Reengagement with GED program
- Services for youth experiencing homelessness
- Support with access to food or healthy meals
- Support for LGBTQ+ youth
- Mental health services
- Physical health and wellness services
- Career and/or college exposure and preparation
- Connection to out-of-school time programs
- Connection to additional academic services or interventions during the school day
- English learner services
- Other (Please specify)



Top Barriers: Disengaged Youth

N=25

CHALLENGE	INTENSITY	FREQUENCY
Need for steady work or income	4.56	4.44
Mental and physical health challenges	4.32	4.24
Lack of educational programs that are interesting or fit their needs	4.12	4.12
Lack of motivation	4.04	3.92
Lack of access to child care	4.08	3.84
Lack of stable housing	4.08	3.8
Transportation challenges	3.16	2.8

*What challenges do you see **disengaged youth** facing that led to their disengagement? On a scale of 1-5 (with 5 being the highest), rank each option below based on the intensity (how disruptive the challenge is for youth) and frequency (how pervasive the challenge is).*

Top Barriers: Youth At-Risk of Disengagement

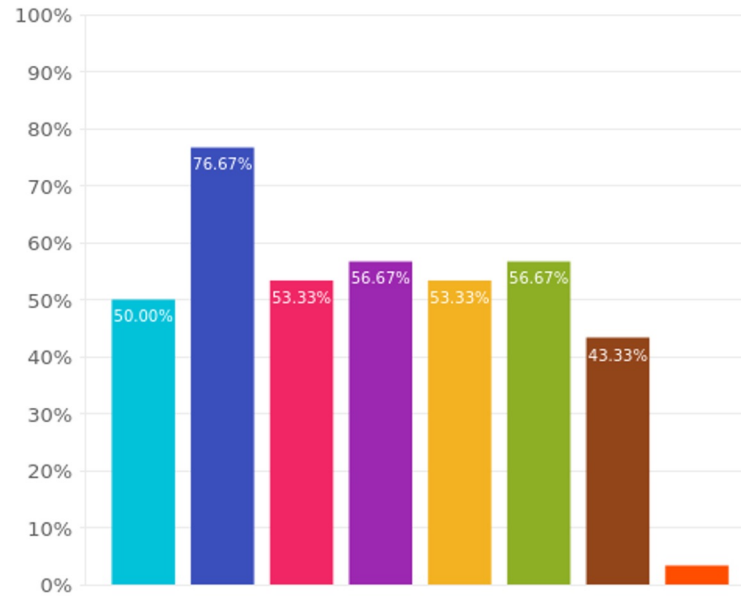
N=30

CHALLENGE	INTENSITY	FREQUENCY
Mental or physical health challenges	4.03	4.07
Homelessness or housing instability	4.07	3.93
Need to work or care for children while attending school	4.0	3.77
Lack of educational programs that interest the student	3.83	3.6
Lack of educational supports or accommodations in school	3.73	3.6
Lack of caring, meaningful relationships with adults in school	3.37	3.33
Incarceration	3.43	3.17
Placement into foster care	3.33	3.17
Transportation challenges	2.83	2.8

What challenges do you see **youth at-risk of disengagement** facing that lead them to disengage from education? On a scale of 1-5 (with 5 being the highest), rank each option below based on the intensity (how disruptive the challenge is for youth) and frequency (how pervasive the challenge is).

In your opinion, what systemic barriers does **the District overall** face in serving **youth at-risk of disengagement**? Select all that apply.

Answered: 30 Skipped: 17

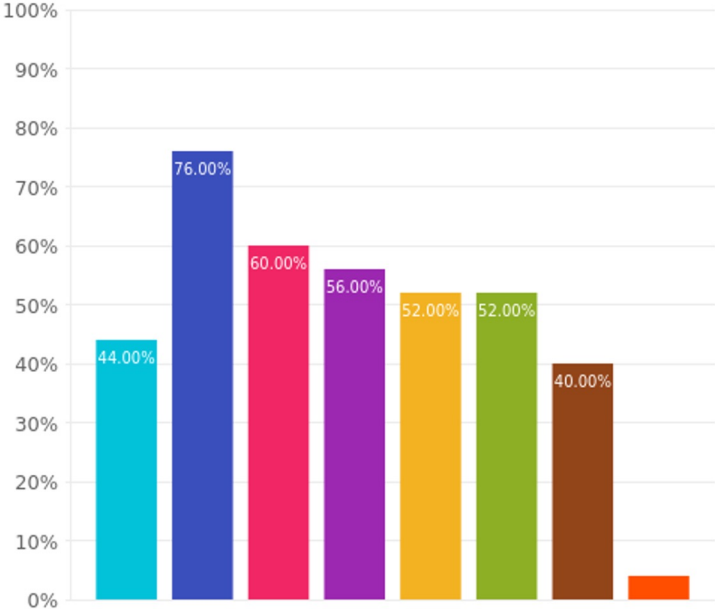


- Lack of information or data about youth at-risk of disengagement
- Lack of connection to youth at-risk of disengagement
- Lack of funding or other resources to serve youth
- Lack of key partnerships that would strengthen our services
- Lack of policies, accountability measures, or guidance that would support our organization or other organizations serving this population of youth
- Lack of programmatic pathways or options for youth
- Lack of widely available internet or technology access for youth
- Other (Please specify)



In your opinion, what systemic barriers does **the District overall** face in serving **disengaged youth**? Select all that apply.

Answered: 25 Skipped: 22

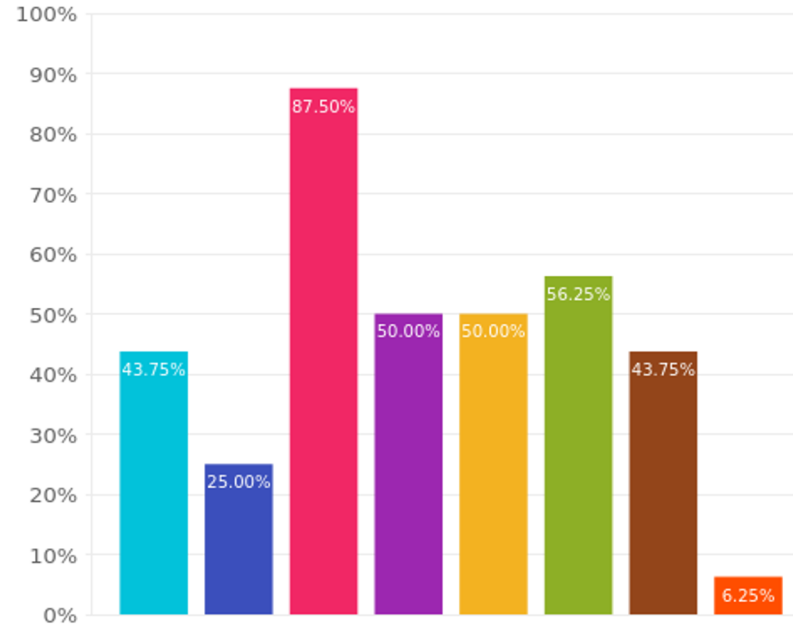


- Lack of information or data about disengaged youth
- Lack of connection to disengaged youth
- Lack of funding or other resources to serve youth
- Lack of key partnerships that would strengthen our services
- Lack of policies, accountability measures, or guidance that would support our organization or other organizations serving this population of youth
- Lack of programmatic pathways or options for youth
- Lack of widely available internet or technology access for youth
- Other (Please specify)



What systemic barriers does **your organization** face in serving **youth at-risk of disengagement**? Select all that apply.

Answered: 16 Skipped: 31

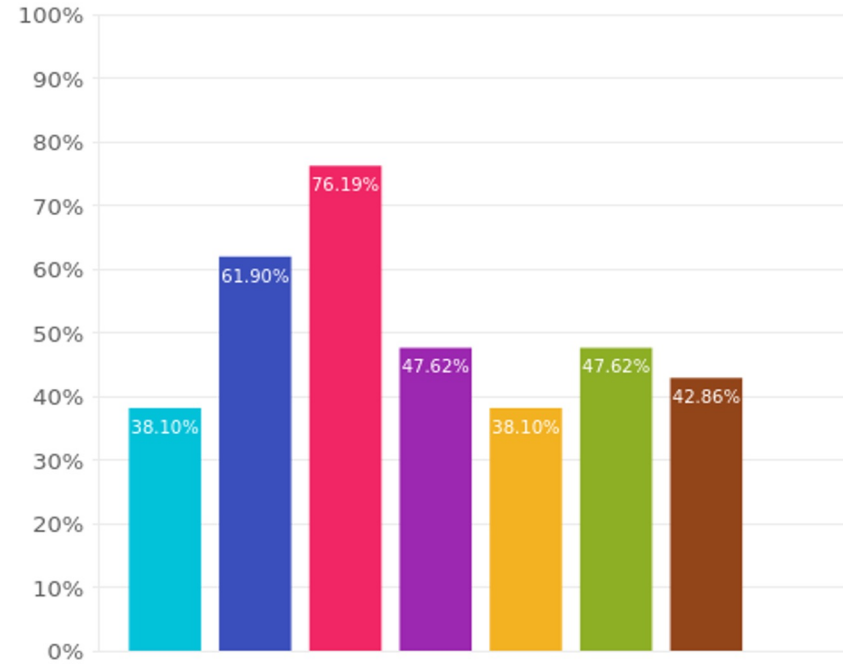


- Lack of information or data about youth at-risk of disengagement
- Lack of connection to youth at-risk of disengagement
- Lack of funding or other resources to serve youth
- Lack of key partnerships that would strengthen our services
- Lack of policies, accountability measures, or guidance that would support our organization or other organizations serving this population of youth
- Lack of programmatic pathways or options for youth
- Lack of systemic internet or technology access for youth
- Other (Please specify)



What systemic barriers does **your organization** face in serving **disengaged youth**? Select all that apply.

Answered: 21 Skipped: 26



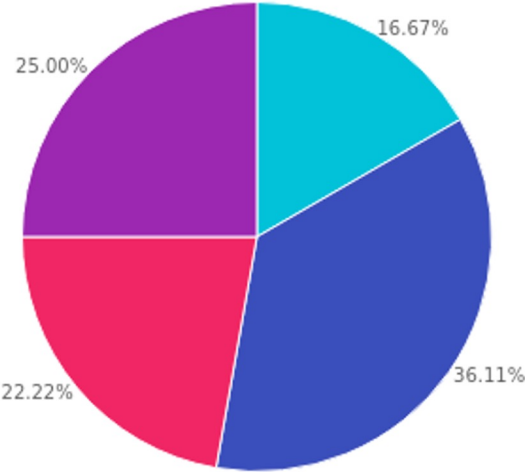
- Lack of information or data about disengaged youth
- Lack of connection to disengaged youth
- Lack of funding or other resources to serve youth
- Lack of key partnerships that would strengthen our services
- Lack of policies, accountability measures, or guidance that would support our organization or other organizations serving this population of youth
- Lack of programmatic pathways or options for youth
- Lack of systemic internet or technology access for youth
- Other (Please specify)



Success of Communication + Outreach

Do you feel that the District's current communication and messaging strategy is effectively reaching and resonating with disengaged youth?

Answered: 36 Skipped: 11



- Yes, it's both reaching and resonating with disengaged youth
- No, I believe it's not reaching disengaged youth
- It's reaching disengaged youth, but not resonating with them
- Unsure



Recommended Citywide Strategies



Overarching Goals

1

DECREASE disengagement from education and implement student support systems that identify and support students at-risk of disengagement.

2

INCREASE Districtwide coordination, collaboration, and communication among critical stakeholders supporting reengagement.

3

AMPLIFY Districtwide advertising and marketing around reengagement efforts, graduation and postsecondary and career paths.

Critical Partners

<p>Decreasing Disengagement Consortium</p>	<p>Members of the strategic planning group, including but not limited to: OSSE (including the divisions of Postsecondary and Career Education (PCE), Data, Assessment, and Research (DAR) K-12 Systems and Supports (K12), Health and Wellness (H&W)), the Department of Employment Services (DOES), DC Public Schools (DCPS), the office of the Deputy Mayor for Education (DME), the Department of Human Services (DHS), the Department of Behavioral Health (DBH), the Public Charter School Board (PCSB), alternative and adult schools, the Workforce Investment Council (WIC), and relevant Community Based Organizations (CBOs).</p>
<p>Local Education Agencies (LEAs)</p>	<p>All LEAs serving a middle school, high school, alternative and adult population</p>
<p>Community-Based Organizations (CBOs)</p>	<p>All CBOs serving at-risk and disengaged youth through wraparound services, barrier remediation, housing, mental health services, tutoring</p>
<p>District Agencies</p>	<p>All District agencies impacting this work, including but not limited to: OSSE, DCPS, DOES, DHS, WIC, DBH</p>



Districtwide Recommendations: ReEngagement

Area of Need	Strategic Goal	Strategies	Key Partners
Outreach and Awareness	Ensure the ReEngagement Center and alternative and adult programs are widely known.	<ul style="list-style-type: none"> Launch a coordinated, Districtwide marketing push sharing information about the ReEngagement Center, alternative programs and adult programs across multiple platforms. Identify opportunities for youth to participate and lead outreach efforts. 	LEAs, adult ed CBOs, OSSE: (REC)
Whole Student Supports	Provide a deeper level of wraparound, whole student supports for re-engaging youth.	<ul style="list-style-type: none"> Develop/expand shared systems and informational materials as well as multi-entity partnerships to better collaborate across organizations, helping all players to understand resources and service availability/eligibility among programs. Co-locate wraparound services in school buildings, with a particular focus on housing and mental health services. Expand access to mentoring opportunities, potentially including peer or near-peer mentoring, for youth choosing to re-engage. 	LEAs, adult ed CBOs, OSSE: (REC/H&W/K12), DME, DHS, CBOs
Economic Demands	Ensure youth know about and can access existing opportunities to earn a living wage while completing a secondary credential.	<ul style="list-style-type: none"> Explore ways to further promote existing opportunities to earn money while attending school. Analyze whether existing earn-and-learn and work-based learning opportunities meet youth's needs. 	LEAs, adult ed CBOs, DOES, DHS, OSSE: (CTE/DAR)
Economic Demands	Reduce the potential conflict between earning a degree or credential and needing to work by establishing appropriate flexibilities in how and when re-engaging youth attend school.	<ul style="list-style-type: none"> Ensure programmatic options include a diversity of options for attending – including synchronous, asynchronous, daytime and evening options as well as competency-based options that aren't directly connected to seat-time requirements. 	LEAs, adult ed CBOs, OSSE, possibly DME, PCSB



Districtwide Recommendations: ReEngagement – Outreach and Awareness

Area of Need	Outreach and Awareness		
Strategic Goal	Ensure the ReEngagement Center and alternative and adult programs are widely known.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Work across stakeholder groups to develop clear, concise, and targeted messaging highlighting programmatic options for alternative and adult pathways. Create process and pipeline for reengaged students to serve as ambassadors for other students looking to reengage. Pilot a coordinated, Districtwide marketing push sharing information about the ReEngagement Center, alternative programs and adult programs across multiple platforms. 	<p>Consortium</p> <p>OSSE (REC)</p> <p>Consortium, OSSE (REC)</p>	<p>Adult and alternative LEAs and CBOs</p>
Year Two (SY 23/24)	<ul style="list-style-type: none"> Work alongside partners to develop system and process for collecting data from reengaged students identifying how they learned of programmatic opportunity. Launch student ambassador program (potentially with compensation). 	<p>Consortium</p> <p>OSSE (REC)</p>	<p>LEAs, CBOs, OSSE: (REC)</p> <p>Consortium</p>
Year Three (SY 24/25)	<ul style="list-style-type: none"> Evaluate and measure effectiveness of coordinated marketing push and update approach based on findings. 	<p>Consortium</p>	<p>OSSE, LEAs, CBOs</p>
Year Four (SY 25/26)	<ul style="list-style-type: none"> Based on effectiveness, grow student ambassador program and identify other ways for peer and near-peer marketing and outreach. 	<p>OSSE (REC)</p>	<p>Consortium</p>



Districtwide Recommendations: ReEngagement – Whole Student Supports

Area of Need	Whole Student Supports		
Strategic Goal	Provide a deeper level of wraparound, whole student supports for re-engaging youth.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Develop/expand shared systems and informational materials as well as multi-entity partnerships to better collaborate across organizations, helping all players to understand resources and service availability/eligibility among programs. Inventory all CBOs and agencies providing wraparound supports to determine potential partnerships. Develop and disseminate survey for schools regarding the wrap-around services they offer and which they lack to inform eventual co-location. 	<p>Consortium</p> <p>Consortium</p> <p>OSSE, Consortium</p>	<p>LEAs, DC agencies, CBOs</p>
Year Two (SY 23/24)	<ul style="list-style-type: none"> Share data across District agencies on 6,893 identified students who are currently disengaged to determine current participation in programming and services and identify most recent contact. Co-locate wraparound services in school buildings, based on survey findings and with a particular focus on housing and mental health services. Develop evaluation mechanism for co-location. 	<p>OSSE, DME</p> <p>LEAs and Consortium</p> <p>Consortium</p>	<p>DC agencies, CBOs</p> <p>OSSE, CBOs</p>
Year Three (SY 24/25)	<ul style="list-style-type: none"> Expand access to mentoring opportunities, potentially including peer or near-peer mentoring, for youth choosing to re-engage. 	<p>OSSE (REC)</p>	<p>CBOs, LEAs</p>
Year Four (SY 25/26)	<ul style="list-style-type: none"> Evaluate co-location model and provide any necessary adjustments. 	<p>Consortium</p>	<p>OSSE, LEAs</p>



Districtwide Recommendations: ReEngagement – Economic Demand

Area of Need	Economic Demand		
Strategic Goal	Ensure youth know about and can access existing opportunities to earn a living wage while completing a secondary credential.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Conduct landscape analysis to determine a comprehensive view of all programs that provide opportunities for compensation while earning a secondary credential. Explore ways/partnerships to further promote existing opportunities to earn money while attending school. 	<p>Consortium</p> <p>Consortium</p>	DOES, LEAs, CBOs, WIC
Year Two (SY 23/24)	<ul style="list-style-type: none"> Analyze whether existing earn-and-learn and work-based learning opportunities meet youth’s needs. Make informed recommendations for program creation or growth based on findings from the landscape and youth need analysis. 	<p>Consortium</p> <p>Consortium</p>	DOES, LEAs, CBOs, WIC
Year Three (SY 24/25)	<ul style="list-style-type: none"> Develop platform or build on existing platforms that allow students to identify which blended model (education and workforce) best meets their needs. 	OSSE (REC)	Consortium, LEAs, DOES, WIC
Year Four (SY 25/26)	<ul style="list-style-type: none"> If needed, develop shared evaluation mechanism for current and new programmatic offerings. If needed, launch new and expanded Districtwide approaches to earning a living wage while completing a secondary credential. 	Consortium, LEAs	OSSE (REC), DOES, LEAs, CBOs



Districtwide Recommendations: ReEngagement – Economic Demand

Area of Need	Economic Demand		
Strategic Goal	Reduce the potential conflict between earning a degree or credential and needing to work by establishing appropriate flexibilities in how and when re-engaging youth attend school.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Collect inventory of all programmatic options, including synchronous, asynchronous, daytime and evening options as well as competency-based options that aren't directly connected to seat-time requirements. Facilitate ongoing conversations with reengaged students and those close to reengagement to assess learning models that best fit their needs. 	OSSE (DAR, PCE) Consortium, OSSE (REC)	LEAs
Year Two (SY 23/24)	<ul style="list-style-type: none"> Promote policy recommendations on behalf of alternative and adult LEAs that promote flexibility in earning a secondary credential. 	Consortium	DME, LEAs
Year Three (SY 24/25)	<ul style="list-style-type: none"> Conduct analysis of learning and completion outcomes for those LEAs and CBOs providing flexible instruction compared to those providing traditional instruction. Release Districtwide report and recommendation for flexible learning pathways. 	OSSE (DAR, PCE) OSSE (DAR, PCE)	LEAs LEAs
Year Four (SY 25/26)			



Districtwide Recommendations: Prevention

Area of Need	Strategic Goal	Strategies	Key Partners
Whole Student Supports	Build systems and structures so that youth at risk of disengaging get rapid and comprehensive supports.	<ul style="list-style-type: none"> Work with LEAs to help them pro-actively use student data to allow for earlier identification of youth with disengagement warning factors for the sole purpose of offering additional and targeted student supports. Co-locate wraparound services in school buildings, with a particular focus on housing and mental health services. 	LEAs, OSSE: (REC/H&W/K12/DAR/CIO), DME, DHS, CBOs
Dedicated and Caring Adults	Ensure that every student has an adult that knows them and is a caring, trusted relationship.	<ul style="list-style-type: none"> Expand access to mentoring opportunities particularly for at-risk students, potentially including peer or near-peer mentoring. Invest in a major expansion of multiple, trained SEL professionals in every school (with a focus on schools with high numbers of at-risk students and/or track records of high disengagement) to better respond to student mental health and non-academic support needs. 	LEAs, OSSE: (H&W/K12)
Relevant Program Options	Provide additional work-based learning and other career-linked learning opportunities that feel exciting, motivating and relevant to youth.	<ul style="list-style-type: none"> Expand educational pathways to a high school diploma that incorporate work-based learning, apprenticeships, CTE and/or individualized, portfolio opportunities as part of the requirements to complete a secondary credential. 	LEAs, OSSE: (K12/CTE), DME, SBOE, PCSB
Relevant Program Options	Balance rigorous graduation timelines and federal policy requirements with appropriate flexibility for youth facing specific barriers.	<ul style="list-style-type: none"> Consider any flexibilities possible for students who may need to complete their degree on a longer time schedule, particularly for students new to the United States. 	LEAs, OSSE: (K12), PCSB



Districtwide Recommendations: Prevention – Whole Student Supports

Area of Need	Whole Student Supports		
Strategic Goal	Build systems and structures so that youth at risk of disengaging get rapid and comprehensive supports.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Conduct analysis to further refine academic and non-academic indicators for students at risk of disengagement. This would include data analysis and a landscape scan of what indicators/systems LEAs already use when identifying students at risk of disengagement. Inventory all CBOs and agencies providing wraparound supports to determine potential partnerships. Develop and disseminate survey for schools regarding what wrap-around services they offer and which they lack to inform eventual co-location. 	<p>OSSE (DAR, PCE, REC, K12), Consortium</p> <p>Consortium</p> <p>OSSE, Consortium</p>	<p>LEAs, CBOs</p> <p>LEAs, CBOs</p>
Year Two (SY 23/24)	<ul style="list-style-type: none"> Work with LEAs to help them pro-actively use student data to allow for earlier identification of youth with disengagement warning factors for the sole purpose of offering additional and targeted student supports. Co-locate wraparound services in school buildings, based on survey findings and with a particular focus on housing and mental health services. Develop evaluation mechanism for co-location. 	<p>OSSE (DAR)</p> <p>LEAs, Consortium</p> <p>LEAs, Consortium</p>	<p>LEAs</p>
Years Three (SY 24/25) /Four (SY 25/26)	<ul style="list-style-type: none"> Evaluate co-location model and provide any necessary adjustments. Publish first report on student at-risk factors, interventions and outcomes. 	<p>Consortium</p> <p>OSSE (DAR)</p>	<p>OSSE, LEAs</p> <p>LEAs</p>

Districtwide Recommendations: Prevention – Dedicated and Caring Adults

Area of Need	Dedicated and Caring Adults		
Strategic Goal	Ensure that every student has an adult that knows them and is a caring, trusted relationship.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Inventory all in-school mentoring, tutoring and other programs that facilitate additional student supports. Inventory all SEL-based programs available across schools. 	<p>Consortium, OSSE (K12)</p> <p>Consortium, OSSE (H&W)</p>	LEAs, CBOs
Year Two (SY 23/24)	<ul style="list-style-type: none"> Invest in and launch major expansion of multiple, trained SEL professionals in every school (with a focus on schools with high numbers of at-risk students and/or track-records of high disengagement) to better respond to student mental health and non-academic support needs. Develop evaluation mechanism for SEL effort. 	<p>OSSE, DME</p> <p>OSSE (H&W)</p>	LEAs, outside funders
Year Three (SY 24/25)	<ul style="list-style-type: none"> Expand access to mentoring opportunities particularly for at-risk students, potentially including peer or near-peer mentoring. 	Consortium, OSSE	CBOs, LEAs
Year Four (SY 25/26)	<ul style="list-style-type: none"> Evaluate infusion of SEL professionals and expanding mentoring opportunities and publish first annual report on impacts and effectiveness. 	Consortium	OSSE (DAR), LEAs, CBOs

Districtwide Recommendations: Prevention – Relevant Program Options

Area of Need	Relevant Program Options		
Strategic Goal	Provide additional work-based learning and other career-linked learning opportunities that feel exciting, motivating, and relevant to youth.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Map out all career and work-based learning opportunities across the District to understand current LEA opportunities. Conduct external research around good practices within state-recognized educational pathways. 	<p>Consortium, OSSE (PCE)</p> <p>Consortium</p>	LEAs
Year Two (SY 23/24)	<ul style="list-style-type: none"> Expand educational pathways to a high school diploma that incorporate work-based learning, apprenticeships, CTE and/or individualized, portfolio opportunities as part of the requirements to complete a secondary credential. Develop recommendations around potential Districtwide policy changes that incorporate hands-on work-based learning experiences connected to graduation requirements. Align with CTE state plan to ensure coordinated efforts within career education and secondary completion 	<p>Consortium</p> <p>Consortium, OSSE (PCE), DME</p> <p>Consortium, OSSE (PCE)</p>	LEAs
Year Three (SY 24/25)	<ul style="list-style-type: none"> Develop or build upon existing tool for students to access real-time information on career-linked education opportunities. 	Consortium, OSSE (PCE)	LEAs
Year Four (SY 25/26)			



Districtwide Recommendations: Prevention – Relevant Program Options

Area of Need	Relevant Program Options		
Strategic Goal	Balance rigorous graduation timelines and federal policy requirements with appropriate flexibility for youth facing specific barriers.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Engage with LEAs through surveys or focus groups to better understand all barriers to four- and five-year graduation and capture recommendations for policy and accountability changes. 	Consortium	LEAs
Year Two (SY 23/24)	<ul style="list-style-type: none"> Consider any flexibilities possible for students who may need to complete their degree on a longer time schedule, particularly for students new to the United States. Explore potential changes to graduation requirements, accountability framework and other policies coming from year one activities. This could include changing/eliminating community service graduation requirement; changes to accountability framework to prevent schools from being penalized when students exit and enter a GED program or when they take longer than five years to graduate; and other recommendations. 	OSSE OSSE (DAR, K12)	LEAs LEAs
Year Three (SY 24/25)	<ul style="list-style-type: none"> Based on feasibility, implement policy and accountability changes to allow for completion flexibility. 	OSSE	DME
Year Four (SY 25/26)	<ul style="list-style-type: none"> Revisit outcomes of changes and initial LEA engagement to determine additional needed areas of flexibility. 	Consortium	LEAs



OSSE and ReEngagement Center Strategies



OSSE/ReEngagement Center Strategic Focus Areas

Cross-Organizational Connection and Information Sharing

Youth and Partner Outreach and Awareness

More Frequent Access to Youth Pathways and Barriers Data

Continue providing excellent, individualized case management and barrier mitigation for disengaged youth ages 16-24

OSSE and REC-Led Strategies

Area of Need	Strategic Goal	Strategies	Key Partners
Outreach and Awareness	Ensure the ReEngagement Center and alternative and adult programs are widely known.	<ul style="list-style-type: none"> Launch a Districtwide marketing effort to share about the ReEngagement Center, including on social media and via key partners. Identify opportunities for youth to participate and lead outreach efforts. Continue and expand efforts to share critical reengagement information (quarterly roundtables with key stakeholders, ongoing youth engagement events such as REC Live, ongoing resource workshops). 	OSSE: (REC/Coms), LEAs, adult ed CBOs
Outreach and Awareness	Develop and implement a plan to make sure stakeholders are aware of the final strategic plan and the recommendations are implemented with fidelity.	<ul style="list-style-type: none"> Connect with middle schools, high schools, and community partners to share specifics about the strategic plan. Facilitate a Districtwide consortium focused on decreasing disengagement comprised of key District agencies, school representatives and community partners that are associated with strategies outlined in this plan. 	OSSE: (REC/H&W/K12/DAR), LEAs, adult ed CBOs, DME, DHS, DOES, DBH, DYRS, CBOs
Whole Student Supports, Relevant Program Options	Serve as a central point for organizations and agencies that support disengaged youth to be well-connected and understand the services each other provide.	<ul style="list-style-type: none"> Through a community of practice, facilitate knowledge sharing to actively connect schools, LEAs, agencies and organizations supporting youth. Develop guidance documents that identify replicable best and promising practices and partnerships from national and local research. 	OSSE: (REC/H&W/K12/DAR), LEAs, adult ed CBOs, DME, DHS, DOES, DBH, DYRS, CBOs
Whole Student Supports, Relevant Program Options	Facilitate organizations and agencies to better understand and serve target youth by more regularly sharing data about youth pathways, barriers and types of programmatic options.	<ul style="list-style-type: none"> Annually share data and information with partners about disengaged youth and youth at-risk of disengagement. Collect and share information from and among LEAs about the number of youth pursuing flexible programming options and specific barrier mitigation services to inform the District about any observed trends. 	OSSE: (REC/DAR), LEAs



OSSE and REC-Led Strategies – Outreach and Awareness

Area of Need	Outreach and Awareness			
Strategic Goal	Ensure the ReEngagement Center and alternative and adult programs are widely known.			
		Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Continue and expand efforts to share critical information about reengagement efforts and resources (quarterly roundtables with key stakeholders, ongoing youth engagement events such as REC Live, ongoing resource workshops). Create process and pipeline for reengaged students to serve as ambassadors for other students looking to reengage. Pilot a Districtwide marketing effort to share about the ReEngagement Center, including on social media and via key partners. Identify opportunities for youth to participate and lead outreach efforts. 	OSSE (REC) and Consortium OSSE (REC) OSSE (REC) and Consortium	LEAs, CBOs, DC agencies	
Year Two (SY 23/24)	<ul style="list-style-type: none"> Launch student ambassador program (potentially with compensation). 	OSSE (REC)	LEAs, adult ed CBOs,	
Year Three (SY 24/25)	<ul style="list-style-type: none"> Alongside the consortium, evaluate and measure effectiveness of coordinated marketing push and update approach based on findings. 	OSSE (REC) and Consortium	LEAs and CBOs	
Year Four (SY 25/26)	<ul style="list-style-type: none"> Based on effectiveness, grow student ambassador program and identify other ways for peer and near-peer marketing and outreach. 	OSSE (REC)	LEAs and CBOs	



OSSE and REC-Led Strategies – Outreach and Awareness

Area of Need	Outreach and Awareness		
Strategic Goal	Develop and implement a plan to make sure stakeholders are aware of the final strategic plan and the recommendations are implemented with fidelity.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Launch and facilitate a Districtwide consortium focused on decreasing disengagement comprised of key District agencies, school representatives, and community partners that are associated with strategies outlined in this plan. Develop quarterly meeting cadence and maintain ownership of agenda-setting, goal development, tracking critical milestones, and reporting out work to other stakeholders on a regular basis. Connect with middle schools, high schools and community partners to share specifics about the strategic plan in a ways that is engaging to youth, staff, and community members. 	<p>OSSE (REC)</p> <p>OSSE (REC)</p>	<p>LEAs, CBOs, DC agencies, OSSE (H&W/K12/DAR)</p>
Year Two (SY 23/24)	<ul style="list-style-type: none"> Continue to convene Districtwide consortium focused on decreasing disengagement and release year two progress report detailing outcomes of work and immediate next steps for the year. 	OSSE (REC)	Consortium
Year Three (SY 24/25)	<ul style="list-style-type: none"> Continue to convene Districtwide consortium focused on decreasing disengagement and release year three progress report detailing outcomes of work and immediate next steps for the year. 	OSSE (REC)	Consortium
Year Four (SY 25/26)	<ul style="list-style-type: none"> Continue to convene Districtwide consortium focused on decreasing disengagement and release year four progress report detailing outcomes of work and immediate next steps for the year. Develop and release updated strategic plan. 	OSSE (REC)	Consortium



OSSE and REC-Led Strategies – Whole Student Supports and Relevant Program Options

Area of Need	Whole Student Supports and Relevant Program Options		
Strategic Goal	Serve as a central point for organizations and agencies that support disengaged youth to be well-connected and understand the services each other provide.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Through a community of practice, facilitate knowledge sharing to actively connect schools, LEAs, agencies and organizations supporting youth. 	OSSE (REC/H&W/K12)	Consortium, LEAs, CBOs, DC agencies
Year Two (SY 23/24)	<ul style="list-style-type: none"> Continue to convene the community of practice to actively connect schools, LEAs, agencies and organizations supporting youth. Develop guidance documents that identify replicable best and promising practices and partnerships from national and local research. 	OSSE (REC/H&W/K12) OSSE (REC/H&W/K12)	Consortium, LEAs, CBOs, DC agencies
Year Three (SY 24/25)	<ul style="list-style-type: none"> Continue to convene the community of practice to actively connect schools, LEAs, agencies and organizations supporting youth. Develop guidance on two-generation models and consider strategies to implement wraparound services at other points of service, for example: workforce development sites/programs. 	OSSE (REC/H&W/K12) OSSE (REC/H&W/K12)	Consortium, LEAs, CBOs, DC agencies
Year Four (SY 25/26)	<ul style="list-style-type: none"> Continue to convene the community of practice to actively connect schools, LEAs, agencies and organizations supporting youth. Release four-year community of practice report. 	OSSE (REC/H&W/K12) OSSE (REC/H&W/K12)	



OSSE and REC-Led Strategies – Whole Student Supports and Relevant Program Options

Area of Need	Whole Student Supports and Relevant Program Options		
Strategic Goal	Facilitate organizations and agencies to better understand and serve disengaged youth by more regularly sharing data about youth pathways, barriers, and types of programmatic options.		
	Strategies	Lead	Critical Partners
Year One (SY 22/23)	<ul style="list-style-type: none"> Collect and share information from and among LEAs about the number of youth pursuing flexible programming options and specific barrier mitigation services to inform the District about any observed trends. Share out report/update on the following: further refinement of academic and non-academic indicators for students at risk of disengagement, additional supports for siblings of students who have disengaged and inventory of wraparound services. 	OSSE (REC/DAR)	Consortium, LEAs, CBOs
Year Two (SY 23/24)	<ul style="list-style-type: none"> Annually share data and information with partners about disengaged youth and youth at-risk of disengagement. Develop schedule of annual reports on students at-risk of disengaging, students who have disengaged and barrier remediation efforts underway in the District. 	OSSE (DAR) OSSE (DAR/REC)	OSSE (REC)
Year Three (SY 24/25)	<ul style="list-style-type: none"> Release report on state of students at-risk of disengaging, students who have disengaged and barrier remediation efforts underway in the District. 	OSSE (DAR/REC)	
Year Four (SY 25/26)	<ul style="list-style-type: none"> Facilitate Districtwide discussion of report findings 	OSSE (REC/DAR)	Consortium, LEAs, CBOs, DC agencies



Appendix

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DC MURIEL BOWSER, MAYOR

Stakeholders Engaged



Stakeholder Voices – Engaged, Phase 1

Academy of Hope	DCPS Central Office
Ballou High School and Ballou STAY	Deal Middle School
Bard High School Early College	Department of Behavioral Health
Briya Public Charter School	Department of Human Services
Capital Guardian Challenge Academy	Department of Youth Rehabilitation Services
Carlos Rosario Public Charter School	Deputy Mayor for Education
Catholic Charities of the Archdiocese of Washington	Four Walls Career and Technical Education
Community College Prep	Goodwill Excel
Coolidge High School	H.D. Woodson High School
Covenant House	Interagency Council on Homelessness

Stakeholder Voices – Engaged, Phase 1 (Continued)

LAYC Career Academy	SMYAL
Life Enhancement Services	So Others Might Eat (SOME)
Luke C. Moore	The Family Place Public Charter School
OSSE	The Next Step PCS
Opportunities Industrialization Center	The Young Women’s Project
Public Charter School Board	Whitman Walker
Rebuilding Independence My Style	Workforce Investment Council (WIC)
Roosevelt STAY	YouthBuild Public Charter School
See Forever Foundation	Department of Employment Services

Stakeholder Voices – Engaged, Phase 2

Court Services and Offender Supervision Agency (CSOSA)	Georgia Avenue Family Support Collaborative
Communities in Schools	Goodwill Excel Student Focus Group
DC Central Kitchen	Homeless Children’s Playtime Project
DC SHY Youth Action Board	Office of Neighborhood Safety and Engagement (ONSE)
DC Tutoring and Mentoring Initiative	Roosevelt STAY Student Focus Group
DCPS Central Office – Graduation, New Heights, and Student Support Teams	SMYAL
Echelon Community Services	

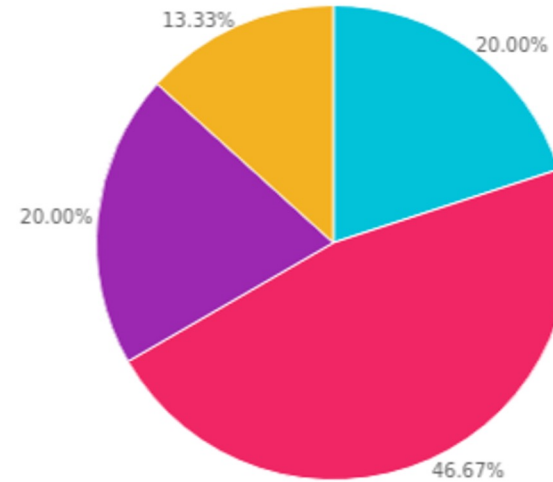
Who Completed the Survey



Who Completed the Survey: Role

Which **best** describes your role within your organization?

Answered: 15 Skipped: 32



● Staff working directly with youth

● Staff not working directly with youth

● Manager or director

● Senior agency or organization leadership

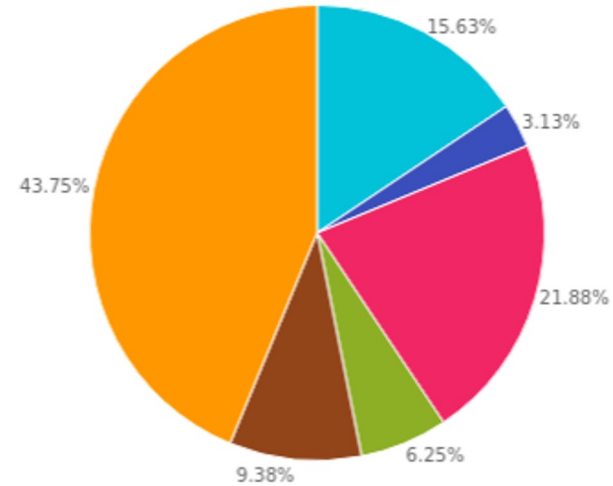
● Other (Please specify)



Who Completed the Survey: Role

Which **best** describes your role within your DCPS or public charter school?

Answered: 32 Skipped: 15



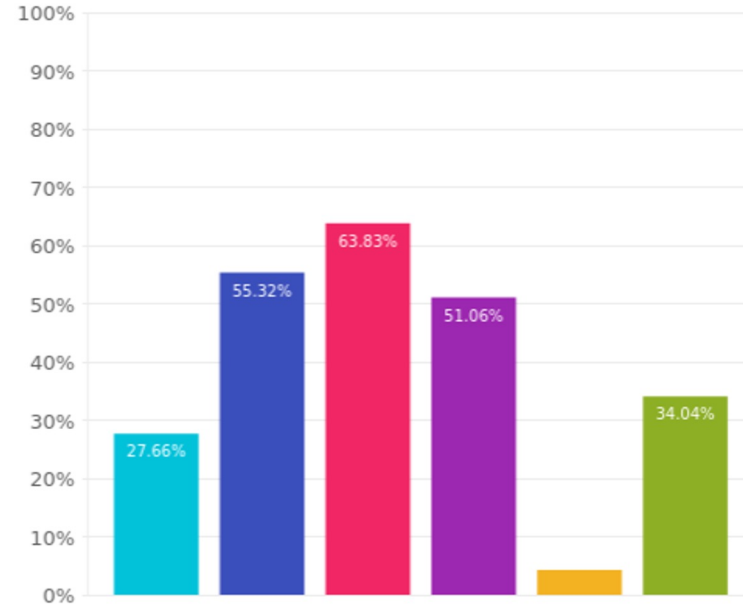
- Principal or head of school
- Assistant principal
- Counselor
- Community schools coordinator
- Homelessness coordinator
- New Heights coordinator
- Pathways coordinator
- School-based social worker
- Other (Please specify)



Who Completed the Survey: Youth Served

What age ranges of youth does your organization serve? Select all that apply.

Answered: 47 Skipped: 0



● Age 12-14

● Age 14-17

● Age 18-20

● Age 20-24

● My organization does not serve youth

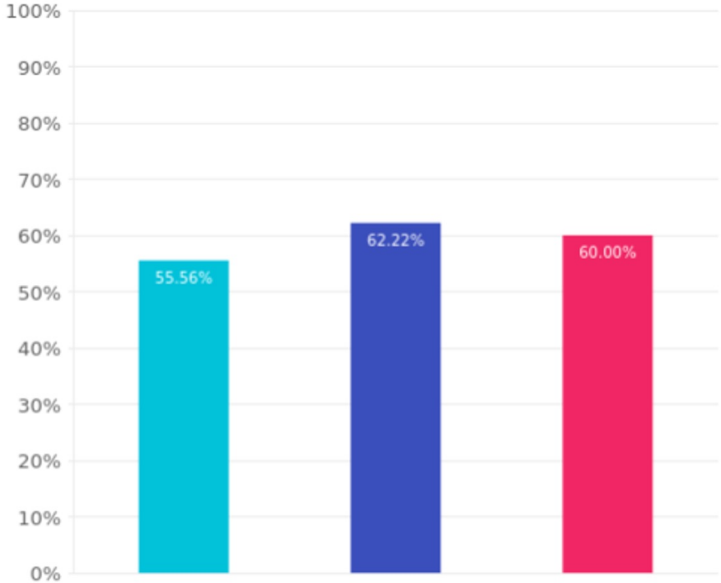
● Other (Please specify)



Who Completed the Survey: Youth Served

Which populations does your organization serve? Select all that apply.

Answered: 45 Skipped: 2



- Compulsory age youth who have not disengaged from education
- Youth who have disengaged and re-engaged with education

- Youth currently disengaged from education



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