

DC Education Research Collaborative

Agenda

- Membership process update + vote
- Research agenda update + vote
- Next steps
- Executive director update and next steps
- Message from the chair

Membership

Membership

The following describes the eligibility, requirements, term limits, selection process, and termination procedures for membership and filling vacancies for the Advisory Committee of the DC Research Collaborative.

Developed based on the:

- DC Education Research Practice Partnership legislation (D.C. Act 22-597 Sec. (105))
- Collaborative bylaws
- Feedback from Advisory Committee members

The principles guiding the development of the following procedures/process are:

1. Diversity and inclusion.
2. Commitment to supporting schools.
3. Commitment to being active participants on the Advisory Committee.

Two Types of Members

The DC Education Research Practice Partnership legislation (D.C. Act 22-597 Sec. (105)) designates 21 seats for the Advisory Committee consisting of two types of members:

- Institutional members (9 members)
- Non Institutional members (12 members)

Designations per the law

<i>Institutional members</i>	<i>Non-Institutional members</i>
<p>Limited to only 1 member per institutional group.</p> <ol style="list-style-type: none"> 1. Council 2. Deputy Mayor of Education 3. Office of the State Superintendent of Education 4. DC Public Schools 5. DC Public Charter School Board 6. Public charter LEA 7. Washington Teachers' Union 8. Council of School Officers 9. State Board of Education 	<p>Law does not create min or max number per group; the membership committee recommends ensuring all groups are represented.</p> <ol style="list-style-type: none"> 1. Families 2. Representatives from education-related nonprofit organizations 3. Current teachers from both education sectors 4. Current principals from both education sectors, and 5. Other education stakeholders 6. <i>Students or recent high school alumni</i> (membership subcommittee added)

Institutional Member Eligibility

Eligibility Criteria

1. Employed with one of the legislated institutional groups (see previous slide)
2. Have the ability to contribute substantive expertise to the research process related to student learning, educational improvement, and urban education policy.
3. Actively involved in practice, policy, or research on school improvement.
 - *Research familiarity is a plus but not necessary.*
4. Intend to work collaboratively with all Advisory Members to support a shared research agenda.
5. Committed to being responsive to the Collaborative's Executive Director and Advisory Committee Chair(s).

1-3
verbatim
from the
law

Institutional Members Requirements

Requirements

1. Attends 75% of Advisory Committee public meetings per calendar year
2. Actively participates during meetings
3. Participates in at least 1 standing committee
4. Collects and shares interests and feedback of their respective institution

Institutional Members Term Limits and Selection Process

Term Limits

1. Inaugural members – may extend participation by 1 additional year = no more than 4 years in total
2. “New” members limited to a two-year term that can be extended by one additional year not exceeding three years of service
3. Members interested in continuing up to their maximum term limit will notify the Advisory Committee Chair(s) and ED in writing at least two weeks before the “open period” begins. No application necessary.

Selection Process

1. Replaced at will and/or rotated by the institution – on a rolling as-needed basis
2. Institution must designate the next institutional member within 2 weeks of the resignation
3. Otherwise, the Executive Director of the Consortium will contact the institution’s executive leadership for a replacement.

Institutional Members Resignation Procedures

Voluntary Resignation

1. Members can end their membership by submitting written notice to the Chair(s) and Executive Director.

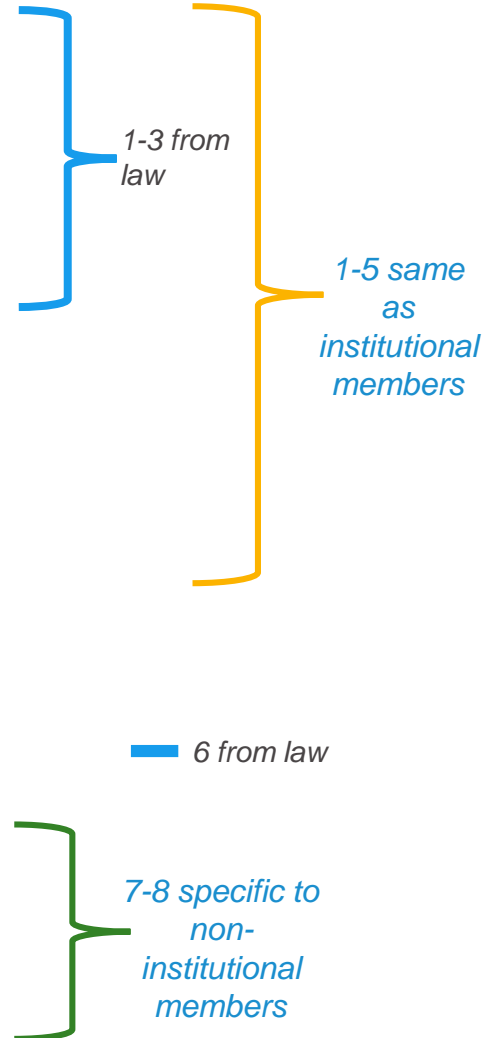
Termination

1. When member is no longer employed by the institution.
2. If a member does not attend 3 consecutive public meetings and is unresponsive to communications for more than 2 months.

Non-Institutional Member Eligibility

Eligibility Criteria

1. Representing one of the identified non-institutional groups
2. Have the ability to contribute substantive expertise to the research process related to student learning, educational improvement, and urban education policy.
3. Actively involved in practice, policy, or research on school improvement.
 - *Research familiarity is a plus but not necessary.*
4. Intend to work collaboratively with all Advisory Members to support a shared research agenda.
5. Committed to being responsive to the Collaborative's Executive Director and Advisory Committee Chair(s).
6. Cannot be an employee of the Urban Institute or any other research entity participating in the Collaborative.
7. Can be an employee of one of the institutions represented but will not speak on behalf of all the institution.
8. Resident of Washington, DC.



Non-Institutional Member Requirements and Term Length

Requirements

1. Attends 75% of Advisory Committee public meetings per calendar year
2. Actively participates during meetings
3. Participates in at least 1 standing committee
4. Collects and shares interests and feedback of their respective group

Term Limits

1. Inaugural members – may extend participation by 1 additional year = no more than 4 years in total
2. “New” members limited to a two-year term that can be extended by one additional year not exceeding three years of service

Non-Institutional Vacancy Process Overview

The goal in filling vacant positions is to ensure diversity and inclusion, ensure active participation, and ensure individuals are committed to supporting schools.

Overview

1. When there are vacancies, interested individuals may *fill out a simple online form* during the “**open season.**”
 1. An online form accessible by phone will ensure information is systematically collected and transparent to all.
2. Interested individuals will briefly describe how they meet each of the **membership criteria** and how they meet the membership committee’s **Request for Applicants** that will help support diversity on the committee.
3. Interested individuals will be asked to **attend a subcommittee meeting** where individuals can ask questions and members can ask clarifying questions.
4. Subcommittee members will **score applicants** to assist in transparently identifying new members.

Non-Institutional Member Needs to Support Diversity

Request for Applicants (RFA)

In order to **maintain diversity** of Advisory Committee membership, the membership subcommittee will develop a **Request for Applicants (RFA)** that identifies the preferred perspectives needed to balance the Advisory Committee for the upcoming year. This includes:

- The number of vacancies
- The preferred perspectives: family, school leader, researcher, or high school student or recent alumni
- The preferred wards of residence
- The preferred sector of school

Open Season

1. The membership committee will **post the RFA** before the “open season.”
2. The Advisory Committee will hold an **open season** and encourage applicants to *fill out the form* being responsive to the RFA.

Non-Institutional Filling Vacancy Process

Vetting Candidates

1. The membership subcommittee will vet *potential volunteers* using a rubric.
 1. A rubric helps ensure a transparent process and is particularly necessary when there are more volunteers than seats.
2. The membership subcommittee will request that potential volunteers attend a virtual subcommittee meeting so that the subcommittee can ask for clarifying information and the candidate can ask questions.
3. The membership subcommittee will identify those individuals who will become part of the Advisory Committee using the rubric. The subcommittee members will come to consensus on the final selections.
4. The membership subcommittee will present the new members to the Advisory Committee during an upcoming meeting.
5. The new Advisory Committee members will start at the start of the new cycle.

Non-Institutional New Member Form

Part 1 of the Form

Includes brief open-ended responses about eligibility requirements and diversity needs described in the RFA.

Brief description of:

1. Involvement in practice, policy, or research on school improvement. Research familiarity is a plus but not necessary.
2. Intention to work collaboratively with all Advisory Members to support a shared research agenda.
3. Commitment to being responsive to the Collaborative's Executive Director and Advisory Committee Chair(s).

Non-Institutional New Member Form, cont'd

Part 2 of the Form

The form will have a series of check boxes to indicate the experiences that volunteers represent:

1. Affiliated position within DC education landscape
 - Select 1: family member, student/alumni, teacher, school leader/principal, researcher, or supporting education organization
2. Name of affiliated public school(s), if applicable
 - Ward of school
3. Ward of residence
4. Race/ethnicity
5. Gender affiliation

Non-Institutional Member Form Scoring Rubric

The membership subcommittee will vet *potential volunteers* using a rubric.

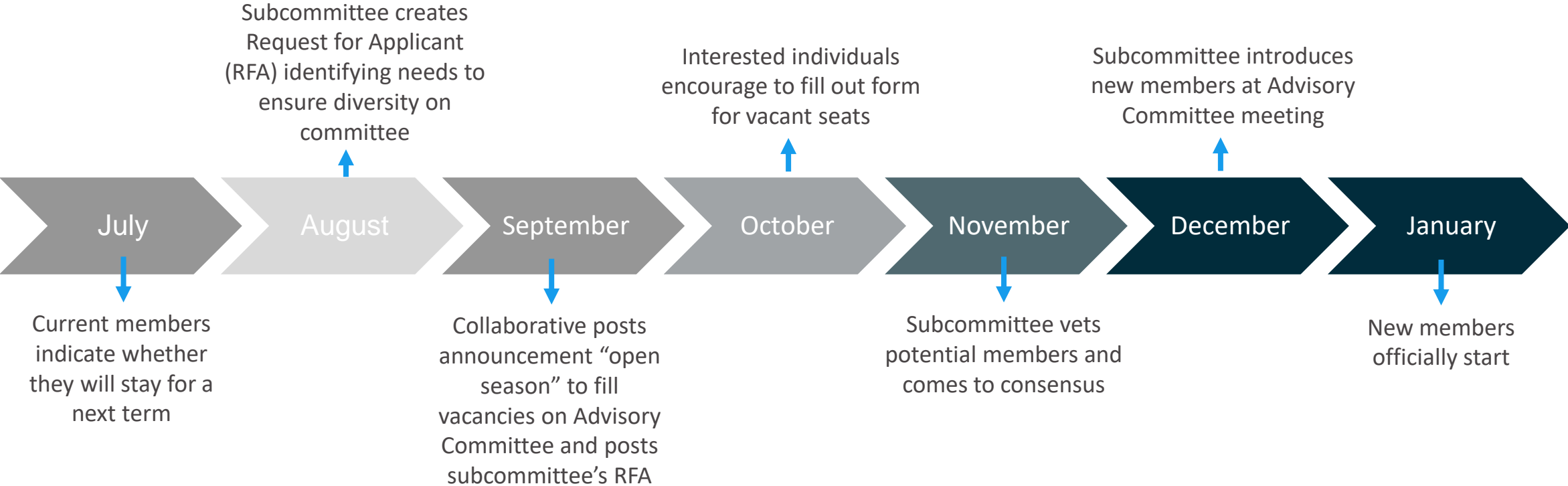
A rubric is necessary when there are:

- More volunteers than seats, and
- To ensure a transparent process.

The rubric is based on whether the volunteer:

1. Meets the eligibility requirements
2. Meets the identified needs in the Request for Applicants

Recommended Timeline



Research Agenda Update

Purpose of our research agenda

- To clarify and communicate our goals and priorities for DC's students and schools
- To plan for 5 years' worth of rigorous and relevant research that is useful and actionable to practitioners
- To focus researchers' time and resources on questions that the DC education community needs answered in order to make decisions that improve outcomes and advance equity

Our agenda's form and content

- Information about the Collaborative and its research agenda
- Description of seven focus areas
 - Focus areas are broad topics that **describe the Collaborative's goals for public education in DC**
 - The first two focus areas are their own areas of inquiry and also undergird all the others
 - All focus areas have motivating/contextualizing paragraphs
- List of 3-4 guiding questions per focus area
 - Guiding questions are not specific enough to be projects on their own.
 - Multiple projects create a body of work that informs each guiding question.
 - Broadly, the format is “If we can get answers to these guiding questions, we can inform decisions to meet the goal for this area.”

Research agenda focus areas

Focus area 1: An anti-racist system where all schools are places where students flourish

Focus area 2: Adequate access to and equitable distribution of resources

Focus area 3: Equity in learning outcomes

Focus area 4: Students who are prepared for success after high school

Focus area 5: School environments that support student social, emotional, physical, and academic well-being

Focus area 6: A high-quality, diverse educator workforce

Focus area 7: Schools that are responsive to family, caregiver, and community needs

Research Agenda development process

- Research Agenda Working Group: 5 Advisory Committee, 4 Research Council members volunteered in early September
 - Meetings were held approximately every three weeks between September and December
 - Multiple rounds of asynchronous work to draft, edit, and refine the agenda
 - Draft and revisions based on Advisory Committee, education community, and public input, consultation, and feedback
- The Advisory Committee was advised and consulted throughout
 - Green-light survey (October)
 - Full draft presented in advance of the October Collaborative meeting, and an in-depth discussion held at the October meeting
 - Working Group carefully integrated feedback and consulted with other Collaborative members throughout October and November

Input, consultation, and feedback

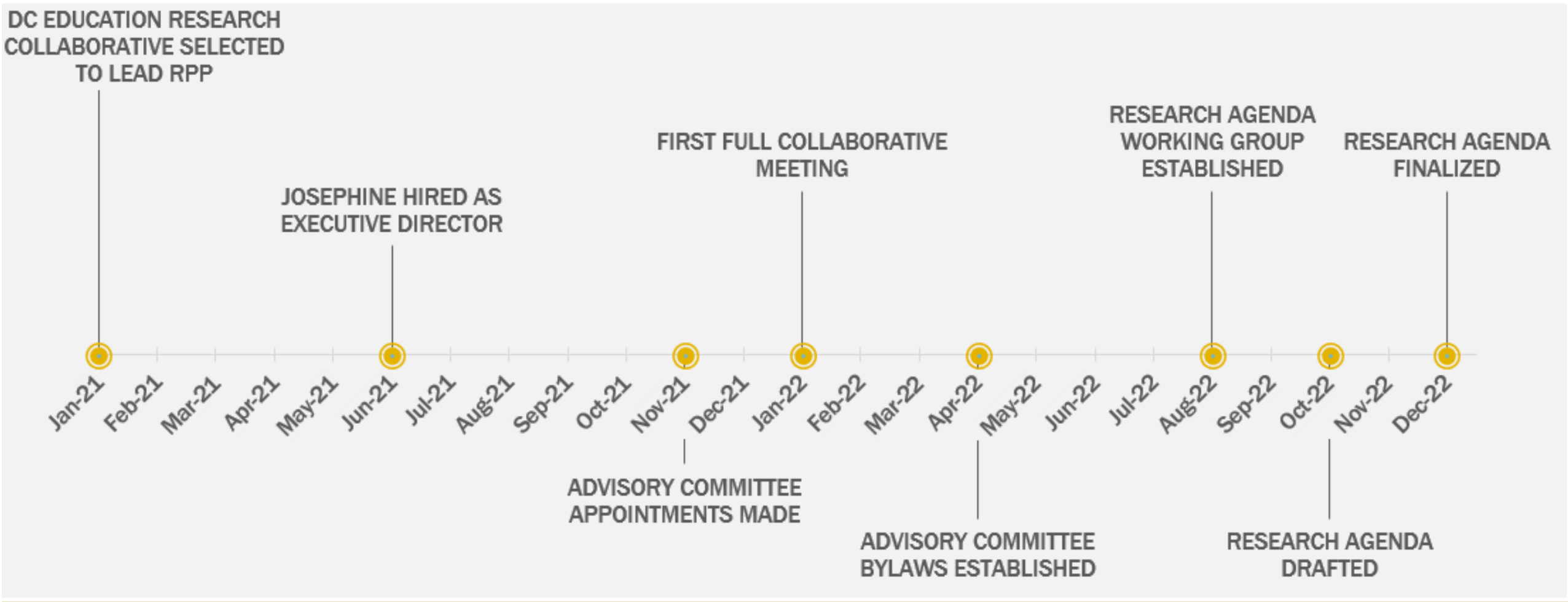
1. Educator workshops, conducted by the DC Policy Center (2021, prior to research agenda work)
2. Initial Collaborative brainstorming (March 2022)
3. Follow up Collaborative brainstorming (August 2022)
4. Survey open to the public (August-September, 2022)
5. Public listening session (August 2022)
6. DC education organization listening session, organized/facilitated by the DC Students Succeed Coalition (August 2022)
7. Parent listening session, organized/facilitated by PAVE (September 2022)
8. Teacher listening session, organized/facilitated by EmpowerEd (September 2022)
9. Collaborative focus area green light survey (October 2022)
10. Ward 1 education dialogue group listening session (October 2022)
11. Collaborative meeting and discussion of draft, and consultation with Advisory Committee members (October 2022)
12. Public comment on research agenda draft, available in English and Spanish (November 10-23)

Overview of public comment

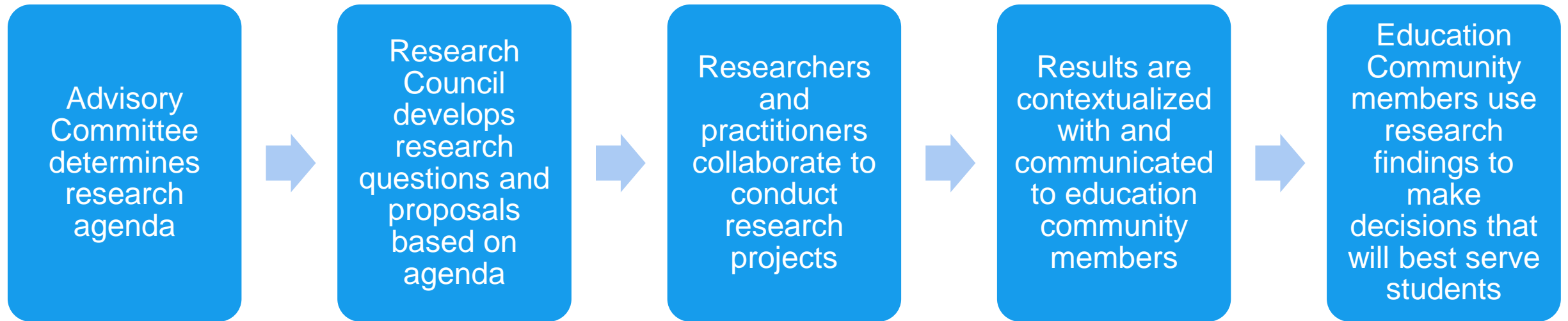
- Research agenda draft was available in English and Spanish, November 10-23
- Received 17 responses via web form, plus two separate memos
 - Requests or suggestions for clarifying, inclusive, or more precise language
 - Recommendations for specific projects
 - Largely positive feedback on the agenda's content
 - Input on agenda form and Collaborative's approach to agenda implementation
- Comments were carefully reviewed by Collaborative staff and Research Agenda Working Group, and integrated into the final research agenda

Executive Director Update and Next Steps

DC Education Research Collaborative Timeline



From research agenda to project (and beyond)



Advisory Committee roles

- During project planning:
 - Advisory Committee develops the research agenda from which projects arise
 - Researcher presents project ideas to Advisory Committee for feedback as projects are being proposed and designed
 - **Advisory Committee members are encouraged to approach Collaborative staff with needs and ideas**
- When projects are underway:
 - Advisory Committee sees each project in the early stages of analysis and provides feedback
 - Advisory Committee receives regular updates on all ongoing projects
 - Advisory Committee members may be practitioner partners on individual projects, or connect researchers to practitioner partners
- When analysis is complete:
 - Advisory Committee gives feedback on final results prior to public release
 - Advisory Committee members may give feedback on, or participate in, project communication and rollout

Now What Do We Do?

We Do Research That Matters & Keep Building...

- **Collaborative Members**

- Minimum of 6 public Advisory Committee meetings in 2023 but they may not include Research Council members at every meeting.
 - Will continue to be every 6-8 weeks: a mix of in-person and virtual
 - Advisory Committee Subcommittee membership will be reconstituted in January 2023 (Governance, Equity & Access, Membership & Meetings)

- **Urban Institute**

- Resource development
- Infrastructure development
- Communications and outreach

Thank you

Dawn Williams

Etai Mizrav*

Evan Kramer*

Jennifer Hauver

Lakecia Richardson*

Rashida Young*

Troy Bent*

*Advisory Committee members

Welcome

Bryce Jacobs

Carlas McCauley

Christina Setlow*

Debbie Van Camp

Kelley Scholl*

Kirsten James*

Rachel Perera

*Advisory Committee members

Closing Message from the Chair