EDC! Taskforce

MAYOR BOWSER PRESENTS

EVERY DAY COUNTS!

ATTENDANCE.DC.GOV

September 17 , 2024

DEPUTY MAYOR FOR EDUCATION

Agenda

- **Deputy Mayor Welcome**

- **New Member Introductions**

- **Every Day Counts! Task Force Strategic Future**

- **Department of Human Services Pilot Update**

- **Next Steps & Closing**

NEW EDC! Taskforce Members

`Abdu'l-Karim Ewing-Boyd

abdul-karim.ewing-boyd@dc.gov

`Abdu'l-Karim Ewing-Boyd joins the Office of the Deputy Mayor for Education as Director of Strategic K-12 Initiatives. He is originally from Kansas City, Kansas, but grew up in the Gullah Communities of Coastal South Carolina and in Metro-Atlanta, Georgia. He is a Morehouse College graduate and has completed graduate coursework at the University of South Carolina and Georgetown University. For the previous 20 years, `Abdu'l-Karim worked at the Elsie Whitlow Stokes Community Freedom Public Charter School, where he served as 6th grade teacher and then founding Campus Director for the Stokes School - East End Campus. He is a proud DC resident, where he has lived for over two decades, and is a member of the Northeast Boundary Civic Association.

Phillip Copeland
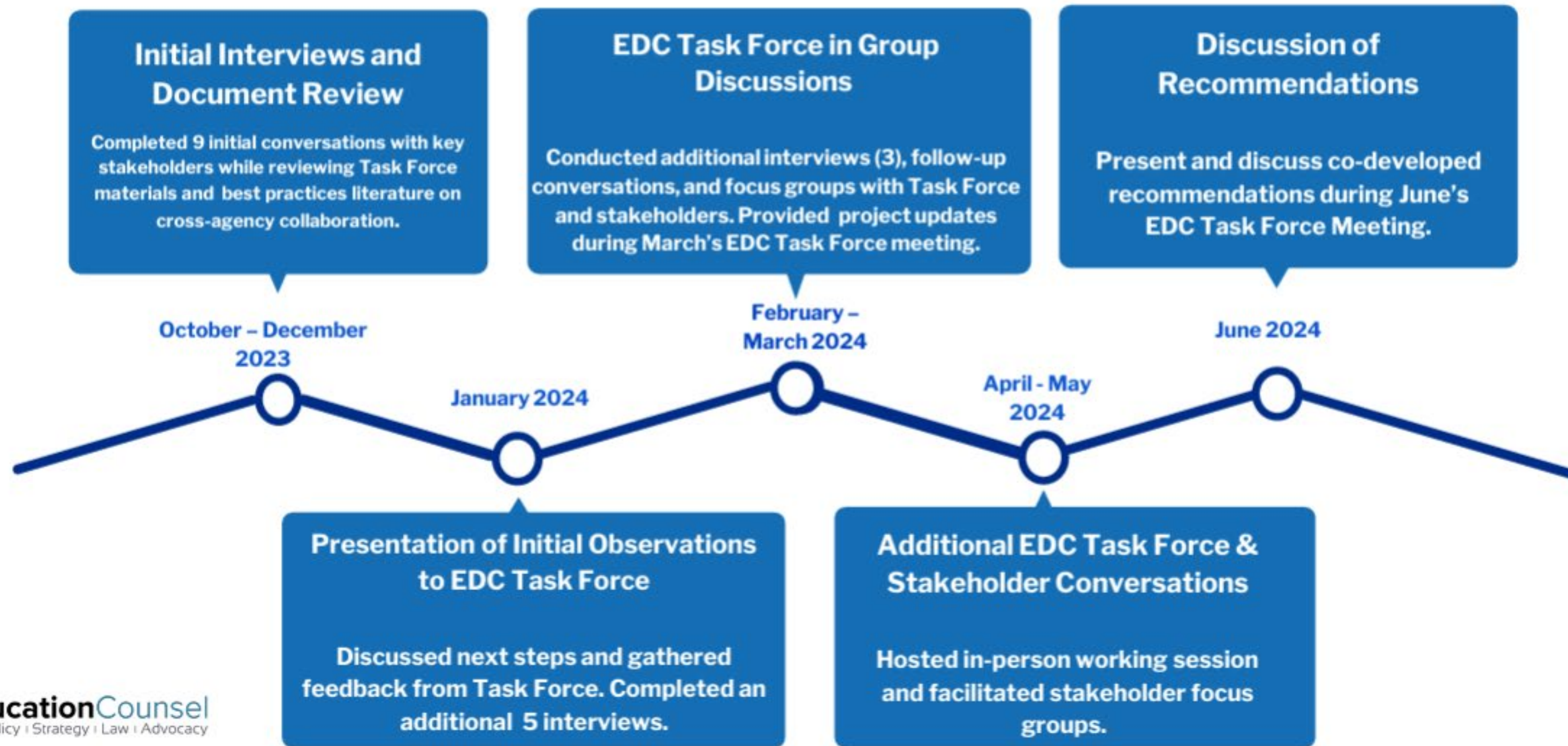
phillip.copeland1@dc.gov

Phillip Copeland joins the Office of the Deputy Mayor for Education as Director of Strategic Youth Safety Initiatives. Phillip is a graduate of George Mason University and Trinity University and is currently pursuing his doctorate in education leadership and policy studies from Howard University. He started his career as a middle school math teacher, where he influenced substantial student success and learned first-hand the needs of students and their families in the District. Prior to joining DME, he worked at the Office of the Student Advocate, where he directly assisted students and their families with a diverse array of topics, with special education and student safety being the highest areas of need.
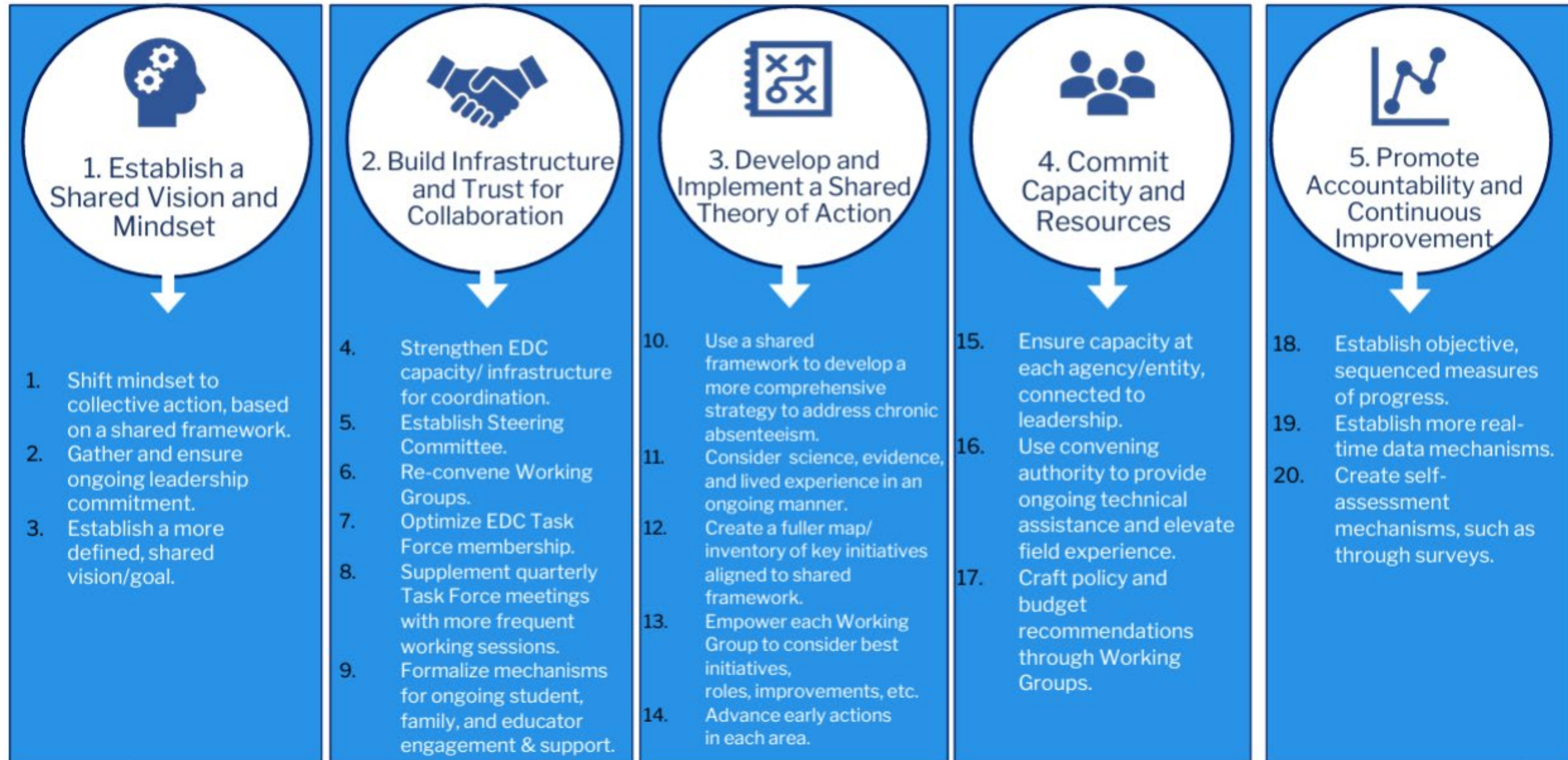
Every Day Counts! Task Force Strategic Future

Senior Policy & Data Analyst, Carlo Castillo

Reminder: Education Counsel Engagement

Goal: To support DME and the Every Day Counts Task Force in strengthening their <u>shared, comprehensive strategy</u> to improve cross-agency and community collaboration to address chronic absenteeism in D.C. schools.

Initial Interviews and Document Review

Completed 9 initial conversations with key stakeholders while reviewing Task Force materials and best practices literature on cross-agency collaboration.

EDC Task Force in Group Discussions

Conducted additional interviews (3), follow-up conversations, and focus groups with Task Force and stakeholders. Provided project updates during March's EDC Task Force meeting.

Discussion of Recommendations

Present and discuss co-developed recommendations during June's EDC Task Force Meeting.

October – December 2023

January 2024

February – March 2024

April - May 2024

June 2024

Presentation of Initial Observations to EDC Task Force

Discussed next steps and gathered feedback from Task Force. Completed an additional 5 interviews.

Additional EDC Task Force & Stakeholder Conversations

Hosted in-person working session and facilitated stakeholder focus groups.

EducationCounsel
Policy | Strategy | Law | Advocacy

Reminder: Education Counsel Recommendations

1. Establish a Shared Vision and Mindset

1. Shift mindset to collective action, based on a shared framework.
2. Gather and ensure ongoing leadership commitment.
3. Establish a more defined, shared vision/goal.

2. Build Infrastructure and Trust for Collaboration

4. Strengthen EDC capacity/ infrastructure for coordination.
5. Establish Steering Committee.
6. Re-convene Working Groups.
7. Optimize EDC Task Force membership.
8. Supplement quarterly Task Force meetings with more frequent working sessions.
9. Formalize mechanisms for ongoing student, family, and educator engagement & support.

3. Develop and Implement a Shared Theory of Action

10. Use a shared framework to develop a more comprehensive strategy to address chronic absenteeism.
11. Consider science, evidence, and lived experience in an ongoing manner.
12. Create a fuller map/ inventory of key initiatives aligned to shared framework.
13. Empower each Working Group to consider best initiatives, roles, improvements, etc.
14. Advance early actions in each area.

4. Commit Capacity and Resources

15. Ensure capacity at each agency/entity, connected to leadership.
16. Use convening authority to provide ongoing technical assistance and elevate field experience.
17. Craft policy and budget recommendations through Working Groups.

5. Promote Accountability and Continuous Improvement

18. Establish objective, sequenced measures of progress.
19. Establish more real-time data mechanisms.
20. Create self-assessment mechanisms, such as through surveys.

Recommendation 5: Steering Committee

Works to set the strategic direction of the taskforce, which includes identifying projects for the four working groups. Maps existing city investments in improving school attendance and identifies gaps in services.

Office /Representing	Member
Office of the Deputy Mayor for Education	*Chair:* `Abdu'l-Karim Ewing-Boyd
Office of the Deputy Mayor for Public Safety & Justice	Ciatta Savoy
Office of the Student Advocate	Dan Davis
DCPS Teacher Rep	Ben Williams
Charter School Teacher Rep	VACANT
Department of Human Services	Sheila Clark
Non-Profit Representative/ Children's Law Center	Danielle Robinette
Student Rep (s) (1-2 student reps)	VACANT

Meet Your Steering Committee

- Name

- Organization

- Role

- One goal for the EDC! Taskforce

Recommendation 6: Working Groups

Guidance & Communication: working group to promote a clear narrative on the importance of attendance; establish clear, consistent expectations and policies for attendance; and prioritize ongoing family engagement and support.

Relationships & Capacity Building: working group to strengthen trusted student-staff peer relationships; build teacher/staff/community capacity to provide ongoing support to students and families; provide timely, actionable data for continuous improvement.

Safety & Belonging: working group to ensure safe passage and affordable, accessible, reliable transportation; establish safe, welcoming, and positive school climate and conditions; promote safe, supportive communities.

Learning Opportunities & Supports: working group to provide comprehensive supports to meet each student's needs; establish culturally sustaining, meaningful course lessons and pedagogy; strengthen partnerships and ensure meaningful out-of-school opportunities.

Recommendation 6: Working Groups Co-Chairs

Co-chairs of working groups will be responsible for scheduling monthly meetings with the working group they lead, setting agenda for meetings, and reporting progress to larger taskforce.

Working Group	Co-Chairs	
Guidance & Communication	Nicole Travers, DC Charter School Alliance	VACANT
Relationships & Capacity Building	VACANT	VACANT
Safety & Belonging	Michael Lamb, DCPS	Phillip Copeland, DME
Learning Opportunities & Supports	Abdu'l-Karim Ewing-Boyd, DME	VACANT

Working Group Duties

Working groups will **map out existing resources** in the District, and then work to **identify gaps in services/programming**. When appropriate, working groups will elevate **budget enhancement requests** and **policy recommendations** to steering committee. Steering committee can then determine what to elevate to appropriate agency leadership.

We anticipate that working groups will meet once or twice a month for about an hour each meeting. We also anticipate that between each meeting, there may be tasks related to member's day job.

SURVEY

Updated Strategy Map

Strategies	Description	Citywide Initiative
1. Guidance & Communications	Promote a clear narrative on the importance of attendance; establish clear, consistent expectations and policies for attendance; and prioritize ongoing family engagement and support.	•OSSE communities of practice •LEA training for school staff •EveryDay Labs Partnership •OSSE Truancy Letters
2. Relationships & Capacity Building	Strengthen trusted student-staff peer relationships; build teacher/staff/community capacity to provide ongoing support to students and families; provide timely, actionable data for continuous improvement.	•Attendance counselors •District- and LEA- funded home visiting and mentorship programs. •DC School Report Cards •OSSE attendance reports (3X a year)
3. Safety & Belonging	Ensure safe passage and affordable, accessible, reliable transportation; establish safe, welcoming, and positive school climate and conditions; promote safe, supportive communities.	•DC School Connect •Safe Passage, Safe Blocks •ONSE Leadership Academies •DCPS Becoming •Social-emotional learning
4. Learning Opportunities & Supports	Provide comprehensive supports to meet each student's needs; establish culturally sustaining, meaningful course lessons and pedagogy; strengthen partnerships and ensure meaningful out-of-school opportunities.	•Student Support Teams (SST) •School-based Behavioral Health program •Alternative to Court Experience (ACE) program. •Parent and Adolescent Support Services (PASS) Intensive Case Management (ICM) •Show Up, Stand Out (SUSO) •Child & Family Services Agency (CFSA) referrals •OAG ATTEND and I BELONG HERE programs •DC ReEngagement Center (OSSE). •High-Impact Tutoring •DHS Attendance Reduction Pilot

Ways to Get Involved

Steering Committee
- Help us identify individuals to fill vacant positions
    - Charter teacher representative
    - Student representatives

Working Groups
- Serve as a co-chair of a working group
- Join a working group as a member SURVEY
- Help us identify working group co-chairs and members

Recommendation 2: Convene agency leaders to align on urgency and priority

Meeting the Moment: EveryDay Counts! Relaunch Summit

Through this half-day summit, government professionals and their non-government partners working on improving school attendance will convene to align on urgency and priority of reducing chronic absenteeism.

**October 16, 2024
8:30 am to 1:00 pm
Education Counsel
101 Constitution Ave NW**

Through testimony from national and local experts, goal of event to is to persuade government and non-government individuals of need to commit dedicated organizational capacity and collective action to reducing school absenteeism.

Leader Convening Panels

- **National Expert Panel** – comprised of experts who can speak to what is working in other jurisdictions, and the specific role that local government leaders play in facilitating that work.

- **School Leader Panel** – can speak to what is working in their contexts and how local government can be stronger partners in the work.

- **High School Student Panel** – can speak to what motivates them to attend school, barriers and challenges they face in getting to school, their experiences of government services.

Ways to Get Involved

Expert Panels
- Serve as expert on a panel
- Help us identify experts to serve on a panel

Event Costs
- Help us identify sponsors

Other Ways to Help
- Help us spread the word!
- Event execution (sign-in table, greeter, etc.)

Department of Human Services Pilot

Deputy Administrator, Sheila Clark

Special Assistant, Deanna Pruitt

Attendance Improvement Pilot Overview

Five schools (approx. 3,000 students) with truancy rates above 50%

About 1,600 students with 15 full day absences will be referred to DHS

Pilot will strengthen resources schools have to support truant students

Pilot will be implemented in phases to allow DHS to hire staff and build capacity

Phase 1 started mid-September 2024
Phase 2 projected November 2024
Phase 3 projected January 2025

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Pilot Phase Rollout

	School	Ward	Staff Hires	Target Date
Phase 1	Anacostia & KIPP Legacy	8	3	Sept 2024
Phase 2	Eastern Digital Pioneers	7 6	9	November 2024
Phase 3	HD Woodson	7	7	January 2025

Schools will follow their usual process until the pilot launches in their school.

DHS will provide differentiated service through the pilot

Outreach	Phone call + connection to resource	Case Management Lite or External Referral	Parent and Adolescent Support Intensive Case Management
Target	ALL Families	**Families facing single barrier to school attendance**	**Families with compound barriers to school attendance or aversion to school**
Student Profile	Students that need to be reconnected with school that would benefit from a second entity reminding them of the importance of school and of consequences if absenteeism continues.	Students struggling with external barriers to attendance such as housing insecurity and transportation. Students are struggling academically or have mild difficulties adjusting in the school environment.	Students struggling with high levels of apathy and demotivation. Students with significant mental health or safety concerns. Students who may be system involved (child welfare, homelessness, or juvenile justice). Or those that have experienced severe consequences and disconnection from school.
DHS Intervention	Initial phone call to family to dispel misconceptions. DHS will inform family of absences and of consequences if absenteeism continues. DHS will explore whether an external referral or case management services are needed.	Internal case management or referral to community-based organization, such as those participating in family collaboratives to remediate external barriers.	Intensive case management through PASS program.
Length of Intervention	Less than 30 days	90 days or less	~6 months

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# Pilot Performance Measures

Process Measures
- # Referrals from Schools
- # Referrals Completed Triage
- # Early Closure (No Contact)
- # Referred to Case Management Lite & PASS
- # Completions – Truancy Education, Case Management Lite & PASS

Outcome Measures (at Completion of intervention period)
- % Completions w/ CAFAS Improvement
  - ✓ *Case Management Lite & PASS only*
- % Completions w/ attendance improvement

Emergency Legislation Measures
- Top 5 Reasons for Truancy & Top 5 DHS Interventions
- *Student Attendance Rates in Pilot in SY 23-24 compared to SY 24-25*
- *Arrest Rates of Students in Pilot in SY 23-24 compared to SY 24-25*
- *Academic Standing of Students in Pilot in SY 23-24 to SY 24-25*
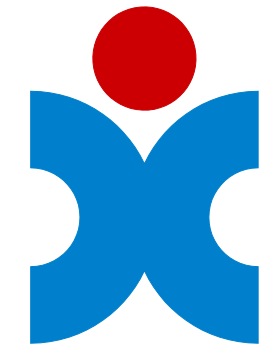
What Does Success Look Like in Year One?

SYSTEM SUCCESS:

- Schools can quickly and easily refer students with 15 absences to DHS
- Primary reasons for student absences prioritized to inform future policy
- Schools informed about results of DHS efforts at 10 days post referral and when case status change
- Baseline attendance improvements through pilot documented
- Schools maintain primary responsibility for attendance and fostering positive relationships with students and caregivers, with DHS support as needed

STUDENT SUCCESS:

- Families are informed about the number of absences their students has and are educated about DHS services
- Families are linked to services quickly and attendance barriers remediated
- Student attendance improvements are documented for each type of DHS intervention (truancy education, case management lite, and PASS)
- Students receiving case management improve behavioral functioning in critical domains like school, home, and community
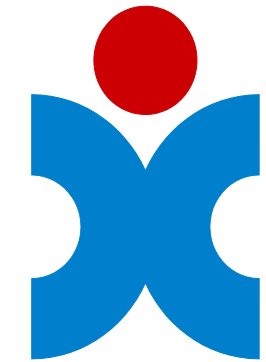
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Member Updates

Next Steps & Closing

- Join a working group! Interest survey will be shared after meeting. Due by September 26th.

- Attend **Meeting the Moment: EveryDay Counts Relaunch Summit** on October 16, 2024 @ 8:30 am

- Next quarterly taskforce meeting will occur on December 17, 2024 @ 3:30 pm