Every Day Counts! Task Force Meeting

August 28, 2018

MAYOR BOWSER PRESENTS

EVERY DAY COUNTS!

ATTENDANCE.DC.GOV
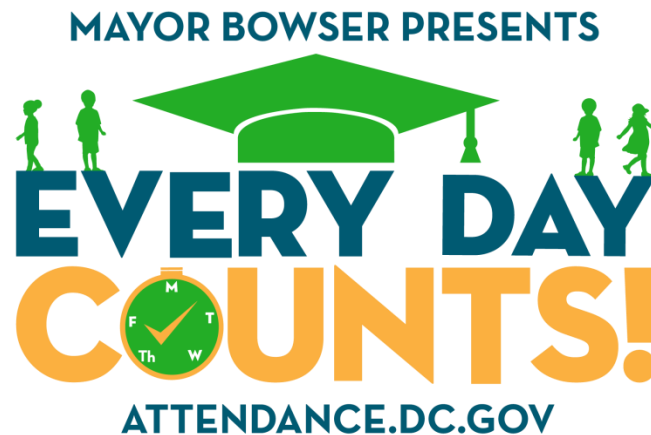
Meeting Overview

I. **Welcome** (5 min)

- Welcome Student Task Force Representatives

II. **Measure** (25 min)

- EOY Data Committee Report Highlights (DME)

- Health Provider Survey on Chronic Absenteeism (Children's National)

III. **Monitor** (20 min)

- OST Attendance Update

- Proving Ground Update

- Attendance Stat Readout

- Council Hearing on Truancy – 9/20

- EDC! Partner Updates (All)

IV. **Act** (30 min)

- Youth Engagement Planning

V. **Next Steps** (10 min)

- September Attendance Month

- EDC! SY2018-19 Pilots

- Attendance Agency Partner Meeting

Welcome

School Year 2018-19 Student Representatives

Student Representative: Pamela Harrington

Connection to DC
- Has lived in DC for 11 years.
- Lives in Ward 8.

Schooling
- Currently attends Eastern High School
- Has attended Washington Mathematics Science Technology Public Charter High School (WMST), Plummer Elementary School, John Phillip Sousa Middle School and Anacostia High School.

Involvement
- Is in the choir, Upward Bound Program and Big Brothers Big Sisters.
- Joined because she loves music and the other programs can help her with her academics.

Future Goals
- Wants to join the Air Force. While there, plans to receive degrees in music and culinary arts.

Student Representative: Pamela Harrington

I care about attendance because…

Attendance has affected me and my peers…

- If not physically present at school, cannot receive work, then cannot receive a grade for that work
- That will likely result in a failing grade for many classes

- When I miss school days, I miss individual lessons
- In turn, I miss coursework and homework
- This causes me to fall behind in class

Student Representative: **Zaria Wilson**

Connection to DC
- Has lived in DC for all her life
- Lives in Ward 4

Schooling
- Currently attends Wilson High School
- Has attended Deal Middle School

Involvement
- Enjoys having fun, hanging with friends, and making money

Future Goals
- Plans on graduating high school next year and going to college

Student Representative: Zaria Wilson

I care about attendance because...

Attendance has affected me and my peers...

- I've been affected by absenteeism. I want to help students who have trouble attending school by coming up with solutions to impact this issue.

- By skipping class and school, being unmotivated, and unfocused.

Where we are today…..

Citywide Self-Assessment

Tool Components	Strength Areas	Growth Areas
1. Actionable Data	Public reporting, availability of data to LEAs	Data sharing with attendance partners
2. Culture & Capacity Building	Openness to change, needs of students/families drive decisions	Support rather than blame students/families; apply a trauma-informed approach
3. Positive Engagement	Clear and consistent message, recognize positive examples and success, cross-sector approach	Training and workshops for families; early detection triggers outreach from caring adult; culture of attendance in community
4. Leadership	Public commitment from city leadership	School leadership knowledge unknown; students and families play an active role in effort
5. Shared Account-ability	Citywide plan, regular meetings to review data with context, school accountability framework	Student attendance improvement plans, connection with youth/family serving organizations
6. Partner-ships & Investments	School health resources, transit availability,	Professional development materials, homelessness; housing; school-level capacity to manage attendance plans; partners to do case management

Task Force
- Idea Generation

Agencies
- Ideas Summit
- Barriers Data

Students
- Design Challenge
- Resource Fairs

Generating
Fall 2017 – Winter 2018

Task Force
- Strategic Plan Update

Agencies
- Planning for FY19

Mayor/Council
- FY19 Budget Investments

Planning
Spring 2018

Task Force
- Monitor Plan

Agencies
- Attendance Stat
- Cross-Agency Mtgs.
- EDC! Pilots

Students
- Fall '18 Youth Engagement

Implementing/ Monitoring
Today

Pair & Share

Citywide Self-Assessment

Tool Components	Strength Areas	Growth A...
1. Actionable Data	Public reporting, availability of data to LEAs	Data... atten...
2. Culture & Capacity Building	Openness to change, needs of students/families drive decisions	Supp... blam... apply... appr...
3. Positive Engagement	Clear and consistent message, recognize positive examples and success, cross-sector approach	Train... for f... dete... outre... adult... atten...
4. Leadership	Public commitment from city leadership	Scho... know... stude... an a...
5. Shared Account-ability	Citywide plan, regular meetings to review data with context, school accountability framework	Stude... impro... conne... youth... orga...
6. Partner-ships & Investments	School health resources, transit availability,	Professional development materials, homelessness; housing; school-level capacity to manage attendance plans; partners to do case management

1) Describe the path of the EDC! Task Force work over the past year.

2) Describe the area where your agency played a role or an area your agency is most excited about.

...Force
...Monitor Plan
...ncies
...Attendance Stat
...Cross-Agency Mtgs.
...DC! Pilots
...ents
...all '18 Youth
...ngagement

Generating
Fall 2017 – Winter 2018

Planning
Spring 2018

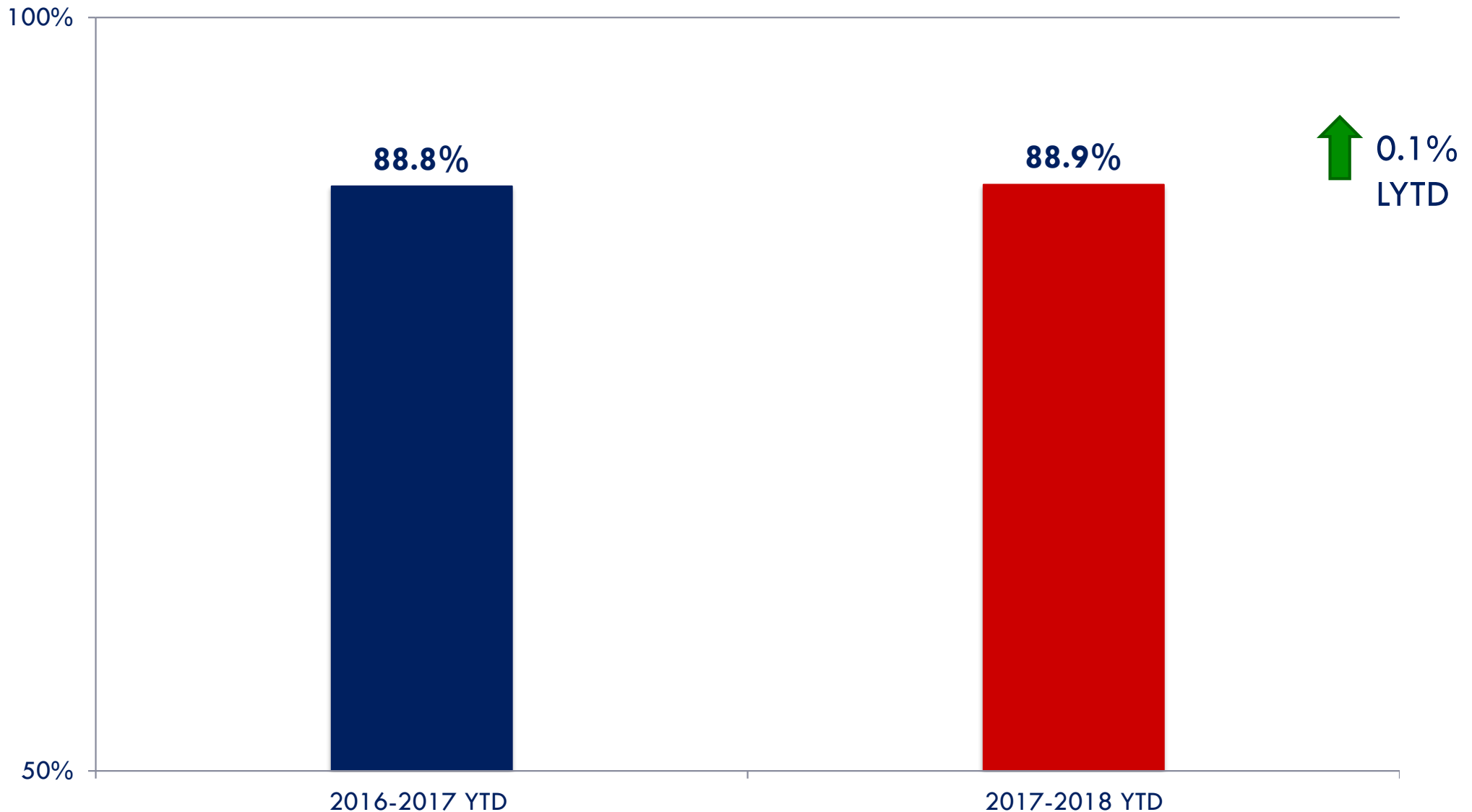**Implementing/ Monitoring**
Today

9

Measure:

Data Committee End of Year Report

(DME)

In-Seat Attendance – DCPS

In-Seat Attendance – PCS

2016-2017
Year End Goal =92.3%

2017-2018
Year End Goal = 92.3%

100%

91.9%

91.7%   ⬇ 0.2% LYTD

50%

2016-2017 YTD
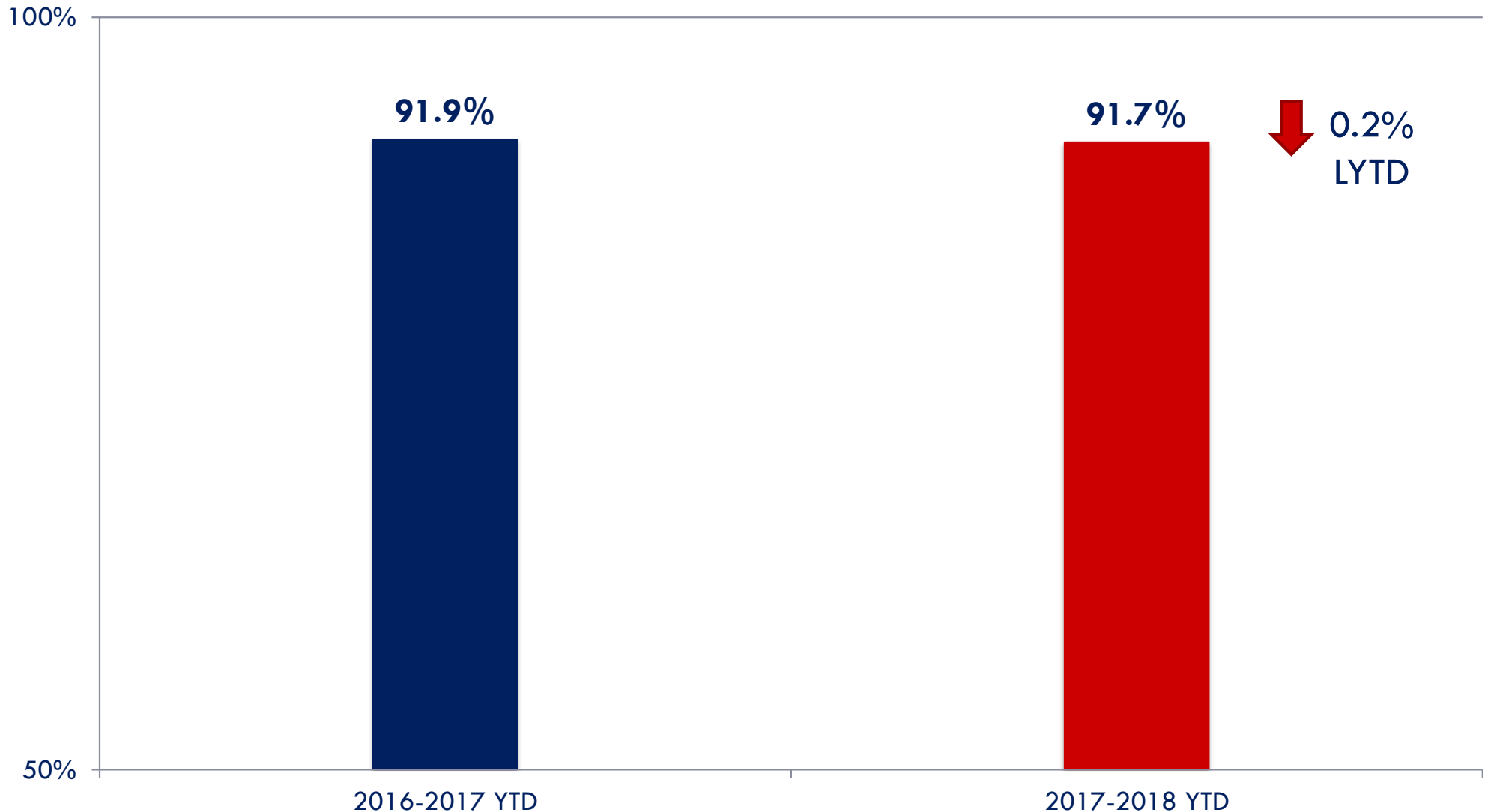
2017-2018 YTD

Truancy – DCPS

2016-2017
Year End Goal = 20%

2017-2018
Year End Goal = 20.9%
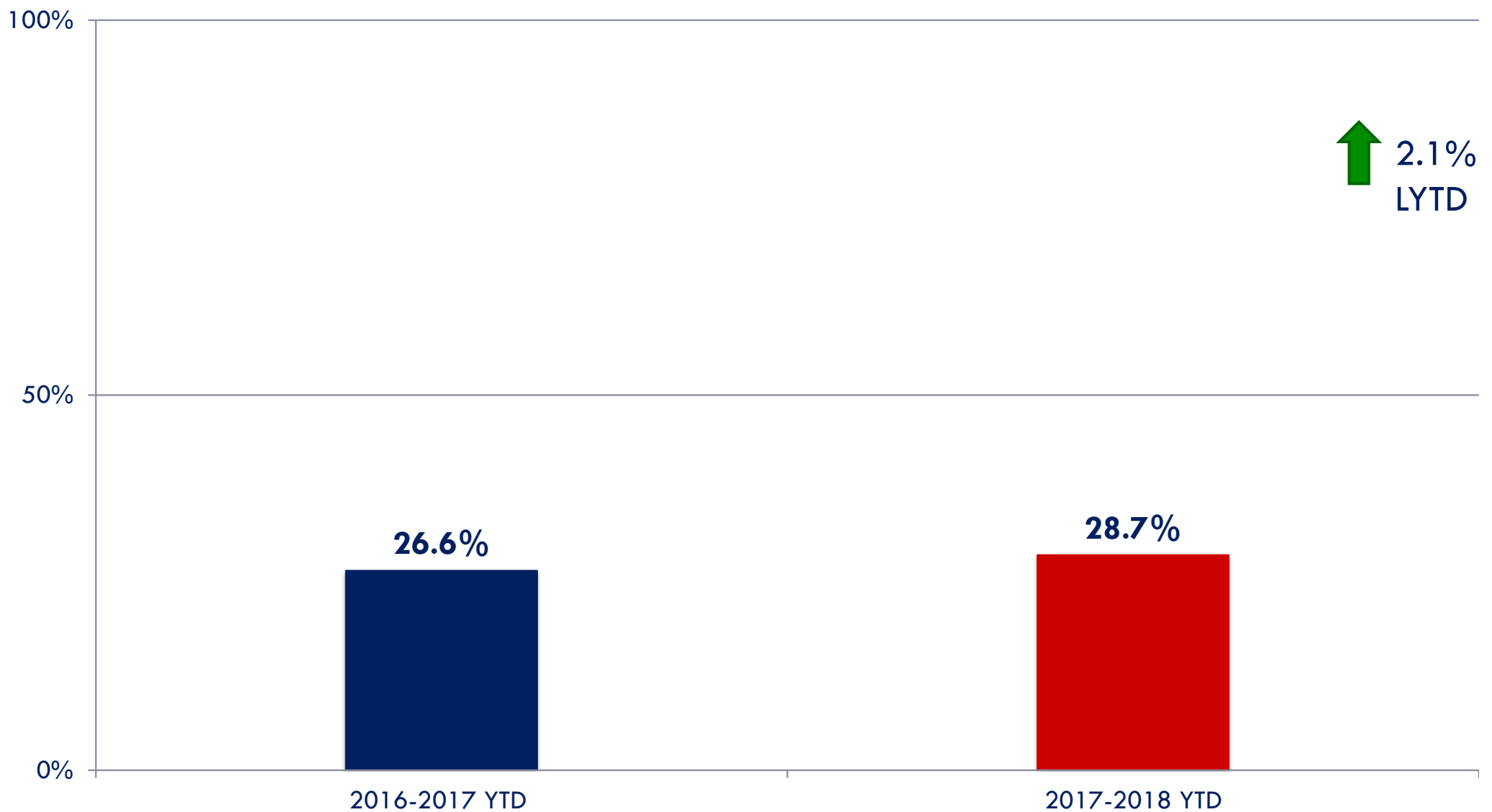
↑ 2.1%
LYTD

100%

50%

26.6%

28.7%

0%

2016-2017 YTD

2017-2018 YTD

Truancy – PCS

- 2.8% LYTD
- 21.7% — 2016-2017 YTD
- 24.5% — 2017-2018 YTD

CFSA Referrals Overview

|	DCPS [1]		PCSB	
	2017-2018	2016-2017	2017-2018	2016-2017
# of students required to be referred to CFSA	2,780	1,969	Data not known	Data not known
# of students referred by schools	2,260[2]	1,573	1,252[3]	NA[3]
# of children referred received by CFSA [4]	2,546	1,931	1,203	1,076

[1] Numbers provided by DCPS include students ages 5-13 as of 7/26/2018 with 10 or more full day unexcused absences. Students eligible for a referral are based on the number of registered students as of 7/26/2018.

[2] DCPS sent an additional 676 referrals at discretion of the schools (there referrals no longer met the requirement of the full day unexcused absence)

[3] PCS campuses are not required by statute to report on number of referrals

[4] Numbers provided by CFSA

CFSA Referrals by Status
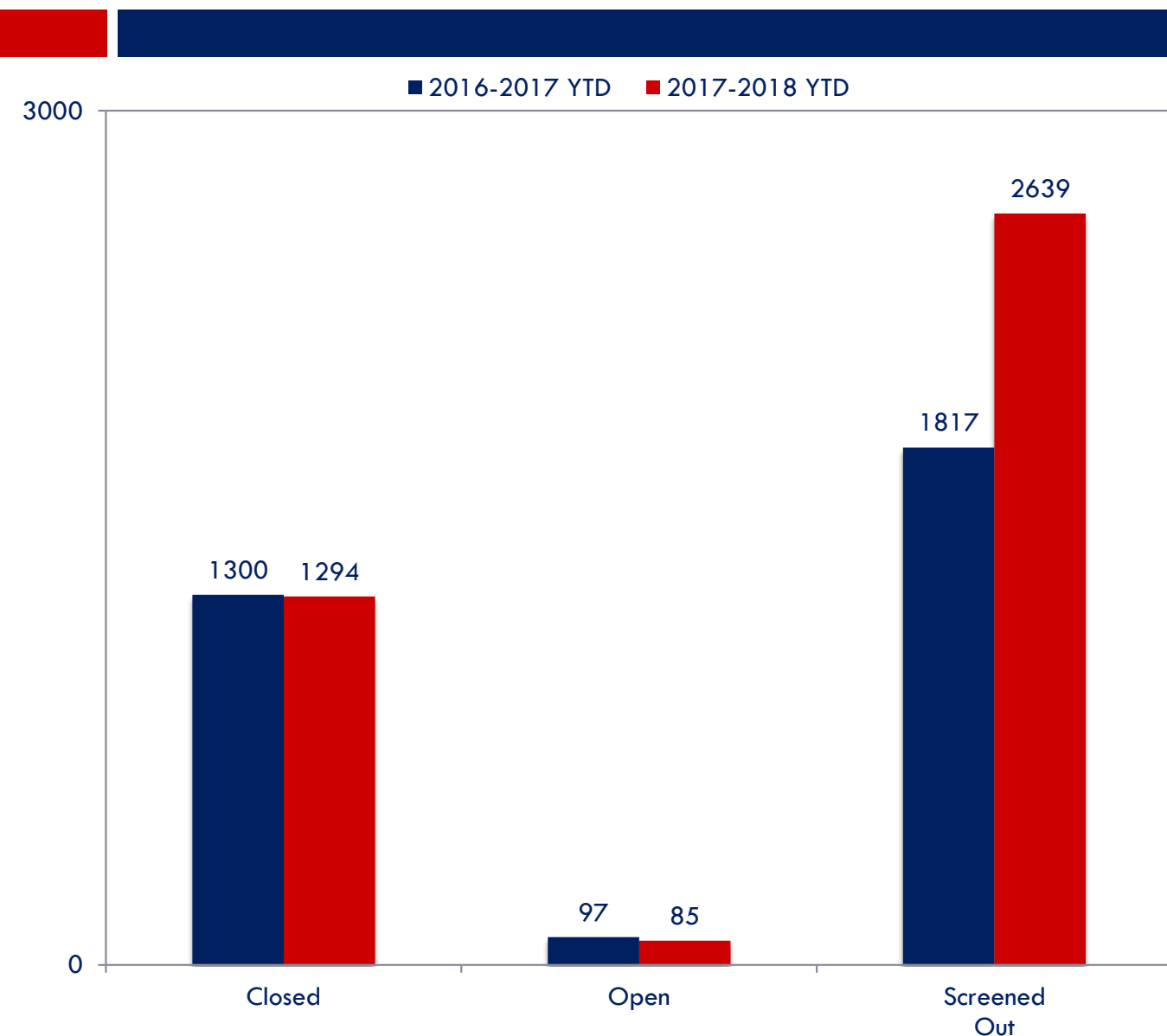
Definitions

Closed = When a referral has been accepted as an investigation or a Family Assessment and is completed.

Open = When a referral is actively being assessed by a CFSA worker.

Screened Out = Based on available information, concerns do not reach threshold for CPS response/no maltreatment and this can be determined at the hotline, RED Team, or Educational Neglect Triage level.

* Based on number of individual referrals accepted

CSSD Referral Overview[1]

	DCPS [2]		PCSB	
	2017-2018 (YTD)	2016-2017 (YTD)	2017-2018 (YTD)	2016-2017 (YTD)
# of students required to be referred to CSSD	2,318	993	Data not Known	Data not Known
# of referrals made by schools	797[2]	342	312[3]	NA[3]
# of referrals received by CSSD[4]	373	599	195	215

[1] For purposes of referral schools must apply the full day absence definition.

[2] DCPS sent an additional 255 referrals at discretion of the schools (these referrals no longer met the requirement of the full day unexcused absence).

[3] PCS campuses are not required by statute to report on number of referrals

[4] Data provided by CSSD as of 06/30/2018.

Engaging Pediatricians in Addressing School Absenteeism

August 28, 2018
Every Day Counts Taskforce

Asad Bandealy, MD MPH
Danielle Dooley, MD, MPhil, MPH

Children's National.

Overview

- Background
- Specific Aims
- Methods
- Results
- Summary
- Next Steps
- Acknowledgements

Children's National.

Why Engage Pediatricians?

- Frequent visits with children and families
- Children's National is the largest provider of pediatric primary care in Washington, DC
- Pediatricians often ask families about housing, food access, child care, employment – all things that affect a child's school attendance
- Educational attainment as a predictor of health status

Children's National.

Chronic Absenteeism Reduction Effort (CARE)

- Our vision is that school attendance is a vital sign in pediatric practice

- In order to achieve this vision, we need to understand what pediatricians already know about chronic absenteeism and what are the barriers they face to addressing it in clinical practice

Specific Aims

- To determine child health provider knowledge, attitudes, and practice around school attendance and chronic absenteeism

- To determine provider comfort and experience with school-system interactions around health and academic concerns

Children's National.

Methods

- Electronic survey of child health providers in Washington, DC using mailing list of DC Chapter of American Academy of Pediatrics

- Population: 431

- Recruitment via email with a cover letter signed by chapter leadership

- Incentives: $20 gift card to 30 respondents

Children's National.

Results

- Overall Response Rate = 31% (n = 431)
  - Among Resident Physicians = 45% (n = 122)

Characteristic	% of respondents
Provider Type: Physician	91%
Specialty: General Pediatrics	77%
Years in Practice: Resident or < 5 years	60%
Previous Training in School Health: Little or None	78%

Children's National.

Results— Reasons for School Absenteeism

- Perceived reasons for patient absence from school
    - Acute illness 66%
    - Social Determinants of Health 47%
    - Chronic Illness 46%

Children's National.

Results— Knowledge and Experience of Chronic Absenteeism

Survey Item	% Responding Agree + Strongly Agree
It is **within the scope of pediatric practice** to address school attendance	98%
I am familiar with the term 'Chronic Absenteeism'	82% (Yes)
I feel comfortable **identifying risk factors** for chronic absenteeism.	60%
I **DO NOT feel comfortable** determining whether a patient is chronically absent or not	40%
Practice has standard procedures for assisting students/families experiencing chronic absenteeism	**19%**
Familiar with school protocols for addressing absenteeism	**20%**

Results— Perceived Barriers to Addressing School Attendance in Clinical Practice

Barrier	Very Significant	Somewhat Significant	Not At All Significant
Logistics: Scheduling a time to speak with school staff	**66%**	33%	1%
Logistics: Knowing who to contact	**60%**	36%	3%
Insufficient Time in Clinical Practice	53%	45%	2%
Lack of Access to Attendance Data	**51%**	**42%**	7%
Lack of Experience or Training in School Health	**30%**	**57%**	13%
Concern that families would find it intrusive	11%	34%	**55%**

Children's National.

Results — Comfort and Contact* with Schools

Survey Item	% Responding Agree + Strongly Agree	Contacted School in the past 12 months
Comfortable contacting schools for health concerns	64%	**48%**
Comfortable contacting schools for academic concerns	46%	**27%**

* Contact = phone, e-mail, letter, screening form, team meeting

Children's National.

Summary

- Providers in this study believe school attendance is within the scope of clinical practice

- Many feel comfortable discussing health-related concerns with schools, but most do not connect

- Previous training in or experience around school health associated with higher odds of contacting schools

Children's National.

Next Steps

- Develop training opportunities for child health providers

  – We received $4k from the American Academy of Pediatrics to create a training on school absenteeism for child health providers – how can we highlight the resources and programs in this room?

  – All pediatric residents at Children's National now have a day designated for school health

- Qualitative research into patient and family perspectives

Children's National.

Next Steps – Putting Our Heads Together

- Work in partnership with DME, DC Health, OSSE, DCPS and others

    - Care Coordination: Pediatricians know who to contact in schools when they have a concern and schools can reach pediatricians when they have a concern

    - Critical dates during the school year, such as PARCC testing days

    - Educating pediatricians on attendance protocols and supports in schools

Children's National.

Acknowledgements

- Dr. Olga Acosta Price, Center for Health and Health Care in Schools
- Desiree de la Torre and Julia DeAngelo, Child Health Advocacy Institute, Children's National Health System
- Nicole Herrera, Children's National Health System
- American Academy of Pediatrics Community Access to Child Health Program
- DC Chapter of the American Academy of Pediatrics

Monitor:

Spotlight – Out of School Time Provider Data Sharing Pilot

(DME, Office of Out of School Time Grants & Youth Outcomes)

Out of School Time (OST) & Attendance Data Pilot

- **What:** Data sharing agreement between DME's OST Office & DCPS
    - o DCPS will share regularly educational data for OST participants including attendance and academic metrics
    - o OST Office will integrate data into database and develop general "indicators" for providers

- **Why:** School attendance data could inform OST program delivery and evaluation
    - o Allows OST Office to examine relationship between OST attendance and in-school attendance

Monitor:

Spotlight – Proving Ground Partnership (DME)

About Proving Ground

- Harvard's Center for Edu Policy Research

- Nine partner cities

- Two topic areas – chronic absence + ed tech

- Focused on continuous improvement through
  - ✓ Diagnosing the problem, hypothesizing solutions, piloting strategies, and continuously monitoring the results

Monitor:
Attendance Stat Readout
(DME)

Attendance Stat Readout

- ## Participants
  - o Office of Victim Services and Justice Grants, District of Columbia Public Schools, DC Public Charter School Board, Child and Family Services Agency, Office of the State Superintendent of Education, Department of Human Services

- ## Key Takeaways
  - o Review resources/supports are provided to students experiencing **homelessness**
  - o Closer look at transportation and impact of **Kids Ride Free**
  - o Focused on increased connection between agencies through **data sharing and increased communication** about the results of actions taken (e.g., referrals)
  - o Ensure that **evaluation** is built into new activities so we can **do more of what is working and less of what is not.**
  - o Review attendance **tracking and policies** for impact and improvement

- ## Next Steps
  - o Video to be made available online
  - o Follow up with City Administrator and align EDC! planning

Monitor:
EDC! Updates

EDC! Updates

- **Back to School Campaign**
  - EDC! Mailer to ALL DC Students
- **Fourth COP Meeting**
  - Family Engagement
  - Mini-Implementation Grants Awarded

Council Hearing:

"Improving School Attendance: Truancy, Chronic Absenteeism, and the Implementation of Reform Initiatives"

Thursday, September 20, 1:00pm
Room 412

Monitor:

Other EDC! Partner Updates

Act:

Youth Engagement in Fall 2018

Youth Engagement Planning

- **Goals: What are we trying to accomplish?**
  - Shape **priorities** for School Year 2019-20 & FY20 Budget
  - Build **youth capacity** to lead on attendance issues

- **Focus: What are we seeking to know?**
  - What are the **highest priority gaps/growth** areas from students' perspectives?
  - What **ideas or solutions** do young people have to offer?

- **Means: How will we execute engagement?**
  - What forums **already exist?**
  - What **qualities** must our engagement have to be successful (e.g., coordination, follow-up, authenticity, youth led)
  - What is **needed** to carry this out effectively?

- **Means: How will we execute engagement?**
  - ○ What forums **already exist?**
    - ➢ **Task:** Jot down **existing groups or meetings** where we could engage youth

  - ○ What **qualities** must our engagement have to be successful?
    - ➢ **Task:** Jot down a list of **qualities** that are critical to success – prepare to share out your top 2-3 (e.g., youth-led, authentic, coordinated)

  - ○ What is **needed** to carry this out effectively?
    - ➢ **Task:** Jot down a list of **needed items** or supports for you to engage in this work (e.g., script, youth leaders, space)

5 minutes per question & 15 minutes for readout

Next Steps

Next Steps

- September **Attendance Awareness Month**

- EDC! **SY2018-19 Pilots**
  - Family Engagement RFP (September)
  - Safe Passage Pilot Launch (October)
  - Youth Experiencing Homeless Pilot (October)

- Attendance **Agency Partner Meeting Series**
  - Demystify OSSE Attendance Data
  - Review Roles and Processes
  - Identify Improvements

- **Next Meetings**
  - Late October (Youth Engagement + Pilot Updates) & Mid-December (Annual Attendance Report)