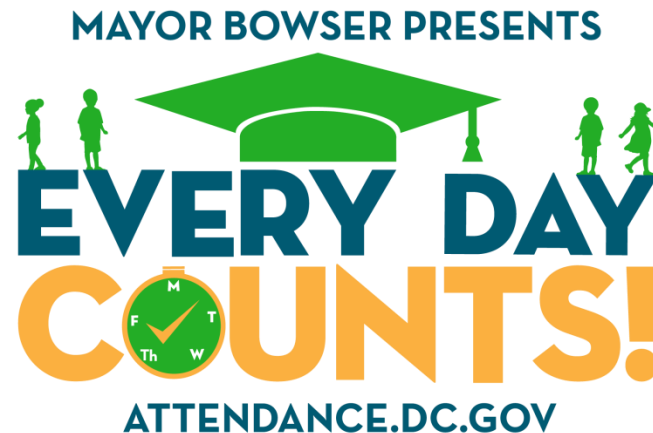


# Every Day Counts! Taskforce Meeting

September 17, 2019



# Meeting Overview



## **I. Welcome** (5 min)

## **II. Measure/Monitor/Act** (50 min)

- EDC! Taskforce SY2019-20 Strategic Initiative Check (Agencies + LEAs)
- EDC! Taskforce SY2019-20 Metrics Check (Agencies +LEAs)

## **III. EDC! Taskforce Spotlight** (30 min)

- Kinolved Family Engagement Pilot

## **IV. Next Steps** (5 min)

# Meeting Goals



- 1. Discuss Dashboard for SY2019-20 Strategic Initiatives and Metrics**

**Measure/Monitor/Act:**  
**EDC! Taskforce SY2019-20 Strategic**  
**Initiatives & Metrics Check**  
**(Agencies + LEAs)**



- Do the initiatives included capture the key strategic work to address attendance in your agency in School Year 2019-20?
- Collectively, will the initiatives captured produce the progress we need to reach our goals of improving attendance as a Taskforce?



- Will the metrics included capture progress on attendance made by key strategic work to address attendance in your agency in School Year 2019-20?
- When can we expect updates beyond baseline measures?

# SY2019 Strategic Initiatives/Metrics Dashboard



Agency	SY19-20 Strategy	Summary	Aligned Metric	September 2019 Metric Status Update	Resources
DME	PILOT: Family Engagement in High Schools	Through contract with Kinvoled, pilot schools will deploy family engagement strategies and training to support attendance. Interventions will include increased communication with families enabled by technology solution "Kinvo," which offers two way texting and regular, positive communication with families.	Percentage of high school students who are chronically absent in pilot schools.	Baseline being set for CHEC, Dunbar, Anacostia, Friendship PCS, and Paul PCS.	\$290,000
DME	PILOT: Transit Benefit Flexibility for Families Experiencing Homelessness	Every Ride Counts! will provide families experiencing homelessness an opportunity to receive a flexible ridesharing or gas benefits during a two-week transition period into short-term family housing.	Percentage of students who improve their attendance in schools receiving the intervention.	Metric will be updated through evaluation support from the Lab at DC (anticipate January 2020)	\$120,000
DME	PILOT: Walk/Ride Pooling Facilitation	DME will pilot a tech solution ("Carpool to School") to support schools in creating safe passage pools – including by car, walking, public transit or bike.	Percentage of students who improve their attendance in pilot schools.	Confirming schools to set baselines.	\$20,000
DME	PILOT: Safety Alerts and Route Sharing	DME will pilot a tech solution to support students' safe passage concerns and interest in sending emergency alerts, sharing their walking or riding route/status with others, and reporting issues to law enforcement.	Percentage of students who are chronically absent among application users.	Confirming schools to set baselines.	\$30,000
DCPS	Cluster Model of Support	<ul style="list-style-type: none"> <li>•Cluster Model of School Support, including a uniform menu of attendance supports</li> <li>•Comprehensive School Plans</li> <li>•Proving Ground Communications with Students/Families</li> <li>•Additional Attendance Specialists to Increase Support for Schools</li> <li>•Enhanced Multiple Tiered Systems of Support (MTSS) Process</li> </ul>	<ul style="list-style-type: none"> <li>•Percentage of Students Who Are Chronically Absent at the District Level and School</li> <li>•Quarterly reporting on student and school success based on partnerships w/ CBOs &amp; CFSA</li> </ul>	YTD ISA: 93.8% LYTD ISA: 93.4%	

# SY2019 Strategic Initiatives/Metrics Dashboard



Agency	SY19-20 Strategy	Summary	Aligned Metric	September 2019 Metric Status Update	Resources
DBH	PILOT: DBH Behavioral Health Supports (DBH Clinicians and School Mental Health Program Clinicians)	DBH will focus on Anacostia, Washington Metropolitan Opportunity Academy, Jefferson Middle School. Use of early intervention groups and incentives of gift cards. The frequency, structure, duration and other components have not yet been developed.	Improvements in year over year attendance (reduction in chronic absenteeism) in pilot schools.		
CFSA	Educational Neglect investigations are conducted solely by the social workers in the newly formed specialized Educational Neglect unit.	Specialized unit will collaborate closely with DCPS teams to investigate cases of Educational Neglect and intervene with the family to address risks and prevent recidivism. Using this aligned metric will help CFSA determine the efficacy of the intervention plan created upon the conclusion of the investigation, and/or the efficacy of the In-Home services provided (should an In-home case be opened).	Number of new referrals for Educational Neglect received following an investigation and intervention plan by the CFSA		
DHS	Tiered Case Management Model	Based on a new three-tiered model of case management beginning FY20, Youth Services Division will measure the percentage of students who improve their in-seat attendance.	<ul style="list-style-type: none"> <li>In-seat attendance rate (percentage) by quarter fiscal year reports (for DHS youth only)</li> <li>CAFAS domain scores (for DHS youth)</li> </ul>		
Children's National Health System	PILOT: Pediatric Provider Education	Children's National will develop an online module on chronic absenteeism for pediatric providers and pilot the module among pediatric residents at CNHS	Production of module; pilot of module with pediatric residents at CNHS (group size TBD)		\$6,000 from AAP; in-kind time from CNHS



# SY2019 Strategic Initiatives/Metrics Dashboard



Agency	SY19-20 Strategy	Summary	Aligned Metric	September 2019 Metric Status Update	Resources
OAG	Continuation of the I Belong Here truancy reduction initiative	OAG will continue the work in Sousa Middle School for the I Belong Here truancy reduction initiative. This is the third year that OAG has run this program. This year OAG will deepen its relationship with Howard University in order to strengthen the initiative.	Percentage of students who improve their attendance in pilot school.		\$4,500
OSSE					
PCSB	Solicit and consider feedback from charter LEAs regarding EDC! Initiatives	DC PCSB will invite two charter LEAs to present to the EDC! Taskforce. Ideally, these LEAs will be participating in one of EDC!'s pilot initiatives and can provide updates and actionable feedback to the group.	Two charter LEAs present and do a Q&A with EDC! Taskforce		
OVSJG	Monitor engagement, increase data sharing, and measure impact on student attitudes and attendance.	SUSO-OVSJG will monitor school referrals and engagement of CBO's. HSTRP-continue to monitor student knowledge, attitudes, and behaviors (KAB). OVSJG data sharing with OSSE to receive data that can be used to monitor student attendance (in progress). **OVSJG has drafted a data sharing agreement with DCPS and PCSB.	Proportion of Referred Students Engaged w/ a SUSO Partner  Students/Families Engaged w/ a SUSO Partner		

# **EDC! Taskforce Spotlight:**

## **Kinvolved Family Engagement Pilot**

# **RFP DOC399134 | DME Chronic Absenteeism Research and Consulting**

# DME Award Question

*in partnership with The Lab @ DC*



Does giving teachers technology and training to positively engage families improve student attendance?

# One-stop family engagement system: In the service of elevating attendance



**Text message, email, voice alert**

**One-way notifications**

**Attendance notifications and reports**

**School-level announcements**

**80 2-way language translations**

**Teacher-parent 2-way messaging**

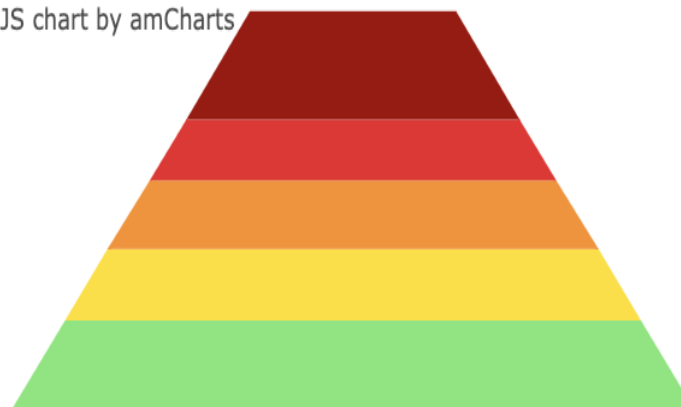
**Archive all communications**






**Web and mobile app**

## YEAR-TO-DATE ATTENDANCE TIERS

Download   

JS chart by amCharts



	Missing 30%+ of school days (Profound chronic absence)	82
	Missing 20-29.9% of school days (Severe chronic absence)	46
	Missing 10-19.9% of school days (Chronic absence)	52
	Missing 5-9.9% of school days (At risk)	55
	Missing 0-4.9% of school days (Satisfactory)	68

# Kinvolved's model: Positive, measurable, and safe student and family engagement



## Partnership

Strategize with experts

- Positive focus
- Capacity-building
- Strategic planning
- Technical support

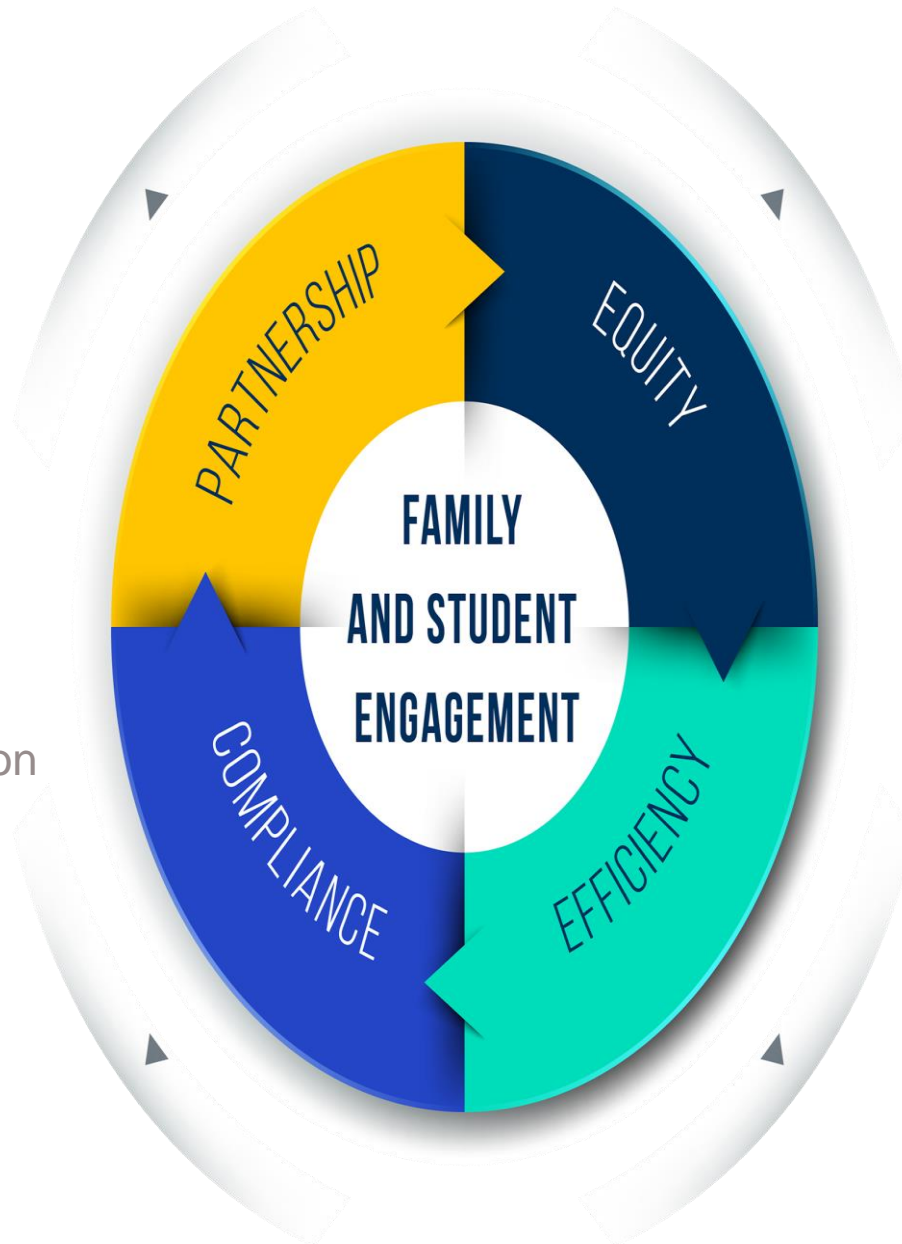
## Compliance

Archive all communication

- Teacher
- School
- District



THE **LAB** @ DC



## Equity

Reach and engage all families

- Two-way SMS, email, voice call
- 80 languages in real time
- Dashboard to track response

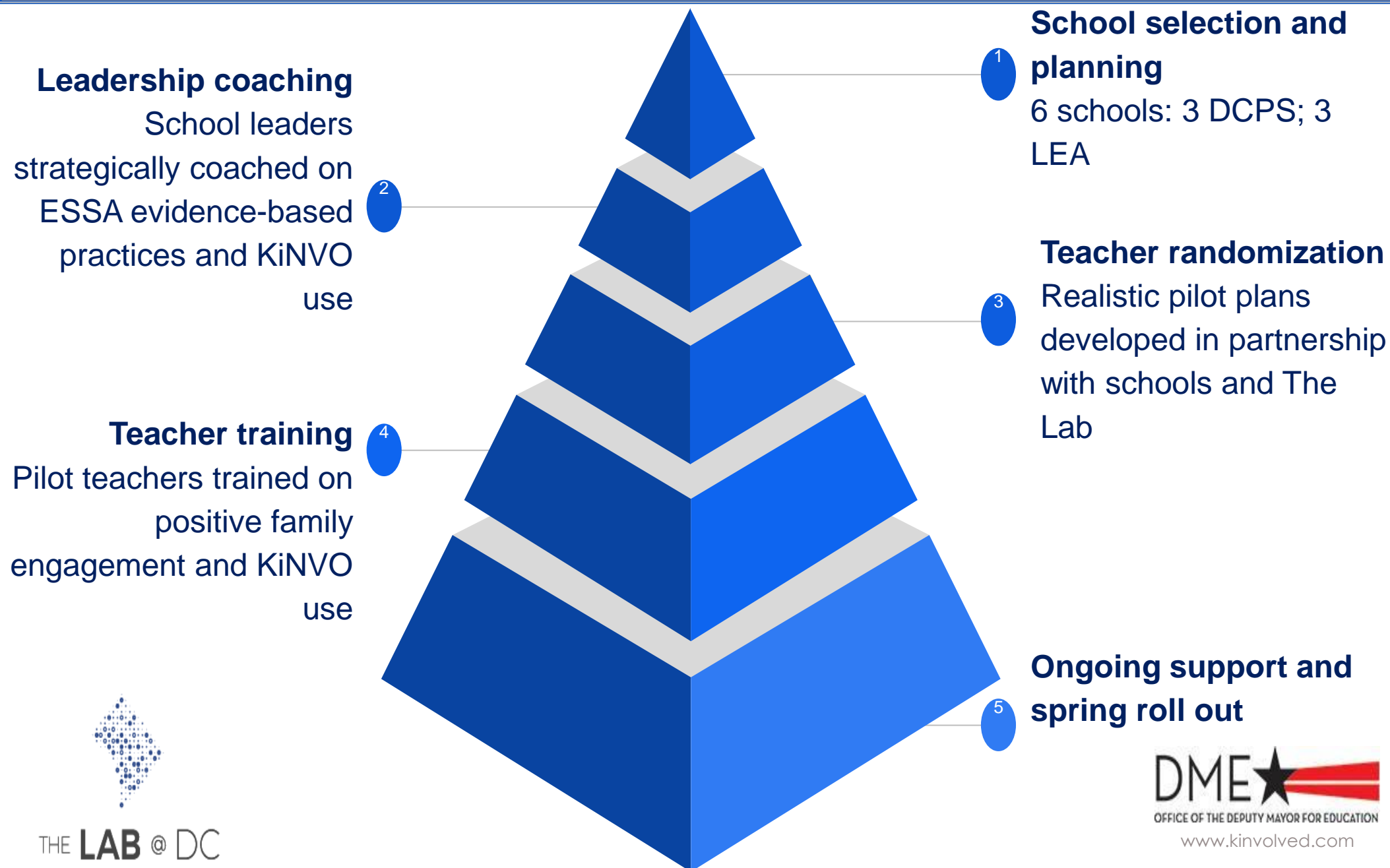
## Efficiency

Consolidate systems

- Attendance notification
- Teacher messaging
- One-way alerts



## Pilot phases





**“I was able to communicate with 60 parents (out of my 90!) upon my first use of KiNVO. Within minutes I was even able to schedule two home visits.”**

***High School Teacher***

**“As a non-Spanish speaker, KiNVO’s translations helped me connect with parents I was unable to contact before. I am so relieved. I feel like I am becoming more of a part of the parent community.”**

***High School Teacher***

**“One of the great things that I see is the potential to speak to families that we don’t have the language to engage with.... This gives us an interpreter for every language that we want for our parents.”**

***High School Administrator***



**“I think this is a great tool to support students who are missing school or late to class, but also to shout out and celebrate students who have shown up 100% of the time — and to celebrate parents.”**

***High School Administrator***

- ❑ Build stronger culture of positive family engagement
- ❑ Elevate attendance
- ❑ Evaluate impact

# DME Award Question

*in partnership with The Lab @ DC*



Does giving teachers technology and training to positively engage families improve student attendance?

- We are piloting KiNVO in six schools (3 DCPS; 3 PCS)
- Why pilot? To meet ESSA strong evidence standards
- Each school is starting at a different level of chronic absenteeism and in-seat attendance (ISA):
  - For the six participating schools, chronic absenteeism is at or anywhere between 15-80 percent
  - For the six participating schools, in-seat attendance either exceeds 90% or is in the 60-70 percent range

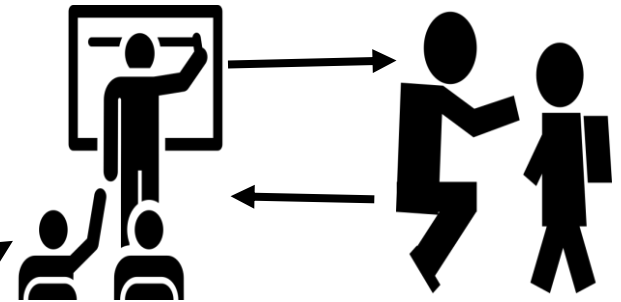
# Overview of how we're evaluating

**Step one:** worked with schools to decide pool of teachers to draw from:

- ELA
- Social studies
- Homeroom
- Electives

**Step two:** randomly divided those teachers into **pilot (treatment)** and **non-pilot (control) groups** (N ~ 60 teachers; ~3000 students)

Trained **pilot teachers** to begin using KiNVO



*Non-pilot teachers begin messaging Feb. 2020*

Aug. and Sep. 2019

Sep. 2019

Measure outcomes for students of those teachers:  
Oct. 1 2019- end of Jan. 2020



**Stay tuned and stay in touch!**

<http://thelabprojects.dc.gov/parent-engagement>

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[hello@kinvolved.com](mailto:hello@kinvolved.com)



## Next Steps

# Next Steps



- **Next Taskforce Meeting**
  - Tuesday, November 19<sup>th</sup>, 3:30pm-5:00pm