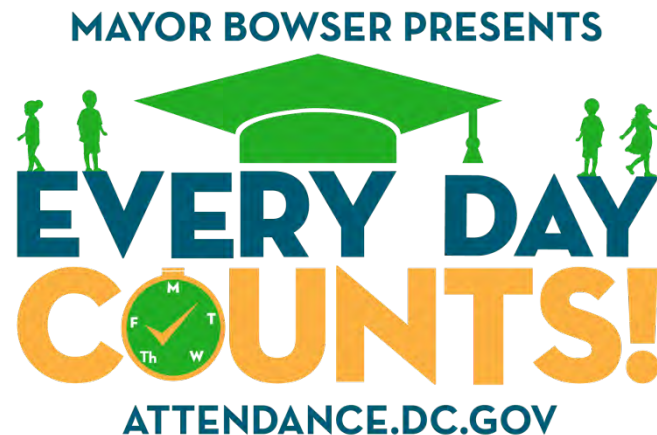


# Every Day Counts! Taskforce Meeting

April 3, 2018



# Meeting Overview



## **I. Welcome**

## **II. Monitor** (30 min)

- EDC! Updates
- Spotlight: SUSO High School Grants & Attendance Barriers
- Spotlight: School Safety & Safe Passage Working Group

## **III. Measure** (10 min)

- Q2 Data Committee Report

## **IV. Act** (45 min)

- EDC! Attendance Summit - 10 min
- Strategic Plan Update - 35 min

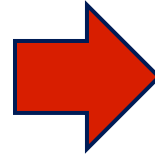
## **V. Next Steps** (5 min)



# Framing: Strategic Plan Update

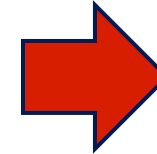
## Citywide Self-Assessment

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 Accountability	Citywide plan, regular meetings to review data with context, school accountability framework	Student attendance improvement plans, connection with youth/family serving organizations
6. Partnerships & Investments	School health resources, transit availability,	Professional development materials, homelessness; housing; school-level capacity to manage attendance plans; partners to do case management



## Idea Generation

- **Task Force**  
Idea Generation (1/18)
- **Agencies**  
Ideas Summit
- **Agencies**  
Barriers Data
- **Student**  
Design Challenge
- **Student**  
Resource Fairs



## Action Planning

- **Task Force**  
Strategic Plan Update
- **Agency**  
Planning for FY19
- **Mayor/Council**  
FY19 Budget Investments

**Starting a Cycle Continuous Improvement & Informed Action**

# **Monitor: EDC! Updates**



# Every Day Counts! Campaign Updates



## By the numbers:

- Over 4,482 attendance pledges signed, including 2,231 students pledges





# Every Day Counts! Campaign Updates



## Media

- Twitter: 726,074 impressions YTD (with 57,832 end of March)
- Facebook: over 2.2 million impressions YTD
- Posters for specific audiences (health, incentives, business, Spanish translation, etc.)

## Incentives

- All DC middle and high schools received 10 Atlantic 10 Finals Tickets
- All elementary EDC! Focus Schools received grocery gift cards
- **Upcoming**: Bikes, Sneakers, Laptops, Rec Day, Pool Party, Ice Cream Party, Prom DJ (tentative)

MAYOR BOWSER PRESENTS

**EVERY DAY COUNTS!**

ATTENDANCE.DC.GOV

**Success starts with attendance!**

Did you know missing just two days of school a month can set students back academically?

Students – committing to try your hardest to go to school 100% of the time is an investment in your future success.

Sign the Every Day Counts! pledge today at [attendance.dc.gov/CountMeIn](https://attendance.dc.gov/CountMeIn)

DME OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
MURIEL BOWSER, MAYOR

# Every Day Counts! Community of Practice



## Participants

- ✓ 30 individuals
- ✓ 16 schools
- ✓ All grade levels

## Focus

- ❖ Problem solving and sharing of Tier I and Tier II promising practices

## Frequency

- ❖ Monthly – Garfield ES + EL Haynes Presenting

## Incentives

- ❖ Small grant opportunities for implementing and measuring impact of new strategies



# Every Day Counts! in the Mayor's FY19 Budget



## **Every Day Counts! Enhancement (DME) - \$650,000**

- The Mayor's Proposed FY19 Budget includes support for taking action on the learning of the Every Day Counts! Task Force by supporting schools with the capacity, resources and partners they need to be successful in addressing student absenteeism in schools.

## **Victim Services - Trauma-specific Services Enhancement (OVSJG) - \$439,750**

- The Mayor's Proposed FY19 Budget also includes increased support for programs that touch on, including an enhancement of \$439,750 in the Victim Services program to support the community-based organizations providing trauma-specific services for victims of crime, incarcerated and returning citizens, and truant youth.

## **STEP Enhancement (DHS) - \$1,300,000**

- The Mayor's Proposed FY19 Budget continues previous support for the ACE and PASS programs that offer diversion and case management to connect the most under resourced families with needed services and includes an enhancement of \$1.3 million for DHS's Strengthening Teens Enriching Parents (STEP) team, which offers comprehensive services to prevent and address runaway behaviors for at-risk youth.



**Monitor:**

**Spotlight – SUSO Grant for High Schools  
(OVSJG)**



# Truancy Reduction Program Update

Every Day Counts! Task Force

April 3, 2018

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Office of Victim Services  
and Justice Grants

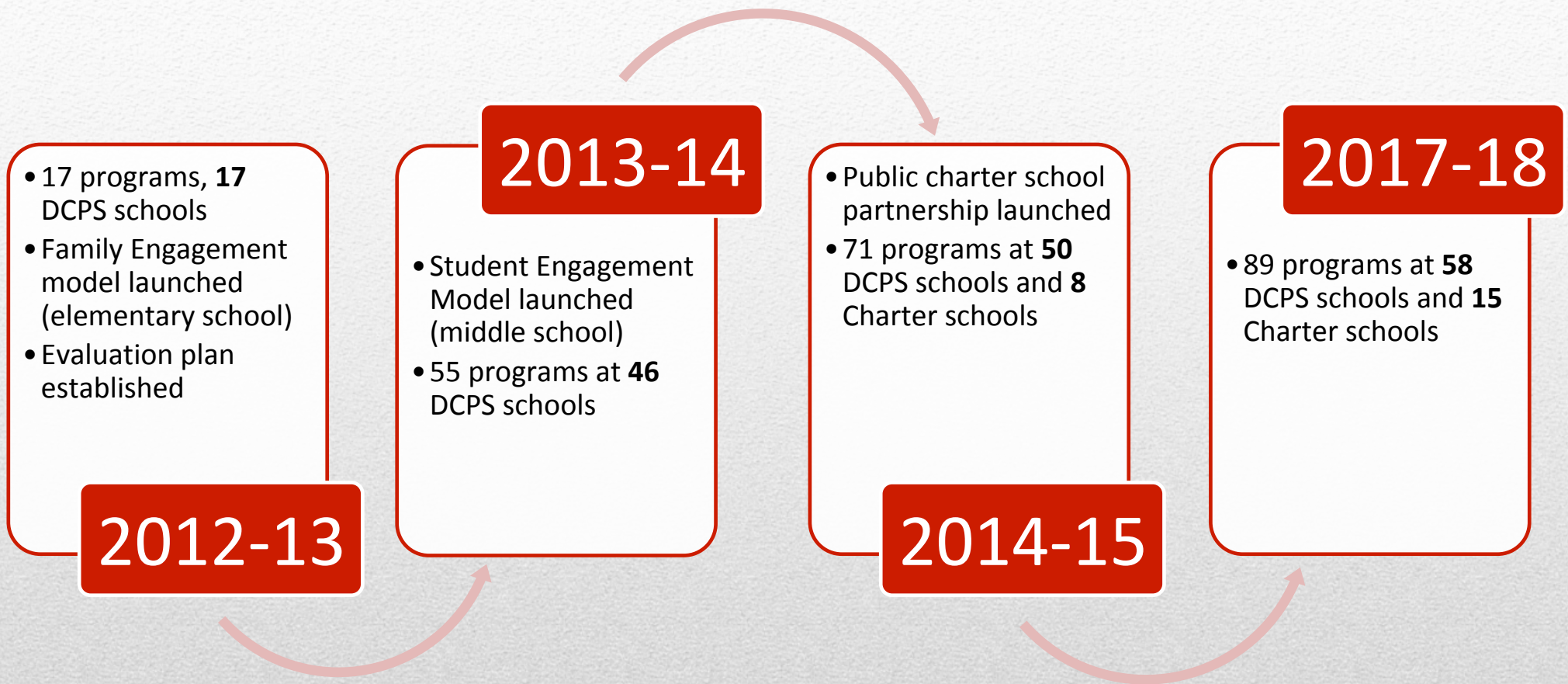


The mission of the Office of Victim Services and Justice Grants (OVSJG) is to develop, fund, and coordinate programs that improve public safety; enhance the administration of justice; and create systems of care for crime victims, youth, and their families in the District.

**Brenda Aleman**  
**[brenda.aleman@dc.gov](mailto:brenda.aleman@dc.gov)**  
**202-727-6710**

**Michelle M. Garcia**  
**[michelle.garcia@dc.gov](mailto:michelle.garcia@dc.gov)**  
**202-724-7216**





# Show Up, Stand Out

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Year 1 Community Based Truancy Reduction (CBTR) Demonstration Project

Year 2 Preliminary Attendance Data for District of Columbia Show Up, Stand Out (SUSO) Truancy Prevention and Youth and Families RE-Referred in Year 3 & Demographic Data-Young Men of Color

Year 2 2013-2014 Final Report SUSO Truancy Prevention Family Engagement and Youth Participation Programs

Year 3 Preliminary Outcomes for Quarter 1 thru Quarter 3 SUSO Truancy Prevention Family Engagement Program and Update on Youth and Families Re-Referred in Year 3

Year 3 2014-2015 Final Report SUSO Truancy Prevention Family Engagement and Youth Participation Programs

SUSO Youth and Families Re-Referred in Year 4

Year 1-4 Summary Report SUSO Truancy Prevention Family Engagement and Youth Participation Programs

Year 1-5 Re-Referral Snapshot Report SUSO Truancy Prevention Family Engagement and Youth Participation Programs

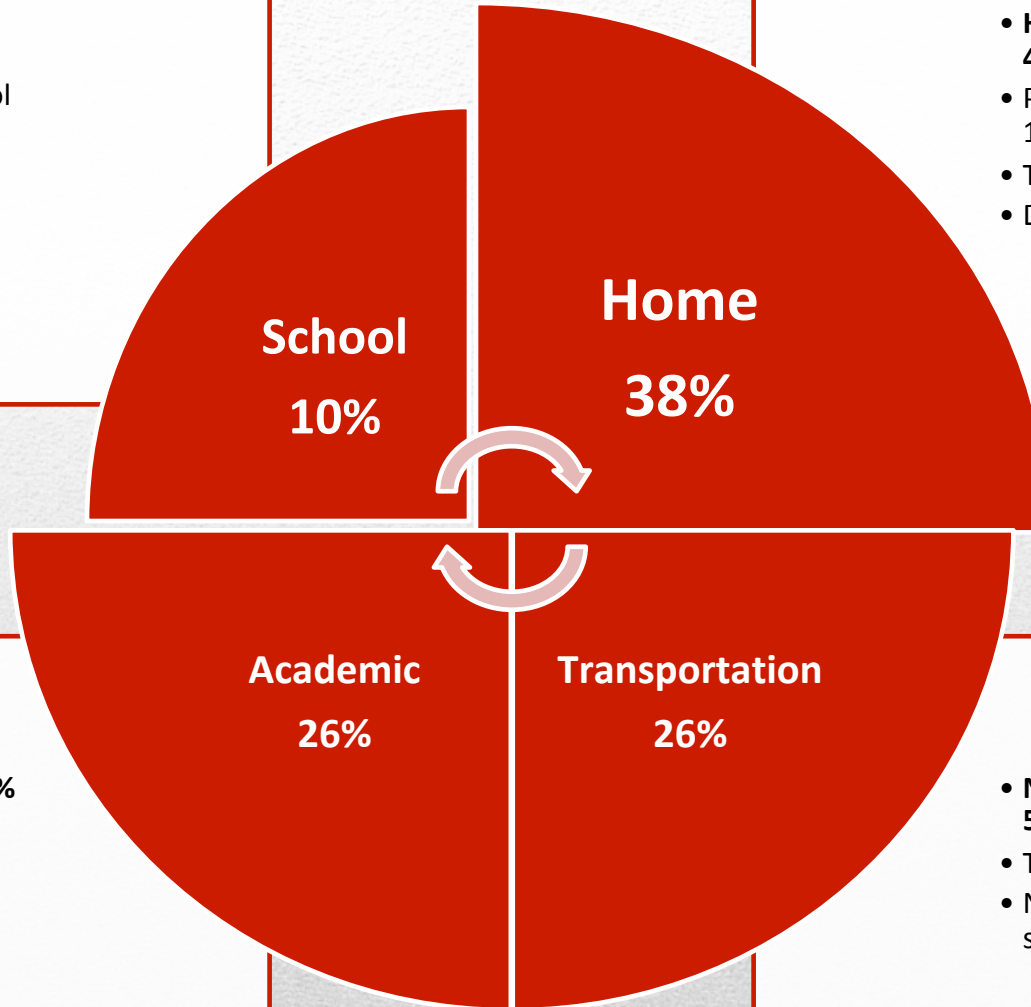
GW Capstone Project – Costs & Benefits of SUSO Program

# Evaluation

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- **Surrounding neighborhood not safe – 34%**
- Unsafe walking to and from school – 31%
- Bullying – 31%
- Gang/crew activity – 3%

- **Homeless or unstable housing – 47%**
- Parent/guardian sick or not well – 15%
- Tending to younger siblings – 13%
- Domestic or family violence – 9%



- **Poor academic performance - 40%**
- Fell behind in coursework and could not catch up- 25%
- Problems with teacher or other school personnel – 21%
- Suspended from school – 14%

- **No money for transportation – 50%**
- Too far to go – 34%
- No reliable means of getting to school – 16%

# Barriers Identified



\$500,000  
available  
for  
grants

Spring 2017  
Request for  
Applications  
(RFA)

11 applications received  
totaling \$2,084,838

Three  
applications  
selected

Access Youth, Inc.

Hillcrest Children and Family  
Center

Latin American Youth Center  
(LAYC)

# High School Truancy Reduction Program (HS TRP) Pilot – SY17-18

<b>Data Committee Chronic Truancy Top 10 (08/29/17)</b>	<b>DCPS/PCSB Recommendations</b>	<b>Schools Selected</b>
H.D. Woodson HS	Luke C. Moore HS	Anacostia High School
Ballou HS	Columbia Heights EC	Ballou HS
Phelps ACE HS	Roosevelt HS	Eastern HS
Ron Brown College Prep HS	Ron Brown HS	Roosevelt HS
Anacostia HS	Woodson HS	Phelps ACE HS
Roosevelt HS	KIPP DC-College Prep PCS	Maya Angelou Public Charter HS
Eastern HS	Washington Mathematics Science Tech PCHS	
KIPP DC College Prep	Maya Angelou PCS HS	
Friendship PCS Collegiate Academy	E.L Haynes PCS HS	
E.L. Haynes PCS HS	Cesar Chavez PCS for Publ Pol	



## Schools

- Anacostia HS
- Ballou HS
- Eastern HS

## Referrals Process

- Attendance staff refer students that have reached 5 unexcused absences

## Program Model

- Use truancy mediation to conduct Student Support Team (SST) conferences.
- Provide student case management, systems navigation, fast tracked referrals and family engagement.
- Life Skills curriculum based on scientifically validated model for understanding emotional intelligence used to build necessary social-emotional skills.

# Access Youth Inc.

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## Schools

- Phelps ACE HS
- Maya Angelou PC HS

## Referrals Process

- Attendance staff and/or SST Team refer students that have reached 5 unexcused absences

## Program Model

- Two evidence based models:
  - Thinking for a Change-integrated cognitive behavior change program that focuses on cognitive self-change, social skills, and problem solving.
  - Positive Action-focuses on the connection between positive thinking and positive actions designed to engage students in 6 comprehensive units.
- Provide case management, home visits, parent engagement activities, and student incentives for good attendance.

# Hillcrest Children and Family Center

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## Schools

- Roosevelt HS

## Referrals Process

- Attendance staff refer students that have reached 3 unexcused absences and have other risk factors identified by the school

## Program Model

- Use Promotor Pathway which is an evidence based, client management model which provides long term one-on-one mentoring and intensive case management.
- Students are screened through LAYC's *Risk Screening Tool* and are connected to services through a *Needs Assessment*.

# Latin American Youth Center (LAYC)

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- Knowledge, Attitude, and Behavior (KAB) assessment
  - Conducted at entry into programming (T1) and upon exit of programming (T2)
- Developing evaluation plan with third-party evaluator

1. Select the highest level of education you expect to complete:

- ☐ Master's, Doctorate, or other advanced degree
- ☐ Bachelor's degree (four-year college degree)
- ☐ Associate's degree (community college), technical school, or vacation/trade certification
- ☐ High school diploma
- ☐ GED
- ☐ Will not finish high school

2. Please indicate how much you agree with the following statements:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
Missing more than five days of school a year has little effect on my academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is someone in my life who notices and cares when I'm not at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have someone I can talk to if I'm having problems at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school helps me problem solve when I have barriers related to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please indicate how often you experience the following:

	None of the time	Some of the time	Most of the time	All the time
I feel safe in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My opinions are respected in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable being myself at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers engage me in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am an important part of my high school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can be successful in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate how often you do the following:

	None of the time	Some of the time	Most of the time	All the time
I get to school on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attend all my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get to all my classes on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I access school engagement services such as tutoring and extra-curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Measuring Outcomes





**Monitor:**  
**Spotlight – School Safety &  
Safe Passage Working Group  
(DME)**

# School Safety and Safe Passage Working Group



## Working Group Goal

This Working Group is tasked with addressing District student and school safety concerns, especially as students arrive and depart from school. The Working Group will be co-facilitated by DME's Chalon Jones and ONSE's John Mein and will enhance policies that affect charter LEAs and DCPS, in partnership with the DC Metropolitan Police Department, the Metropolitan Transit Police Department, and the community (including LEA- and community-based safe passage initiatives). Membership to this group will include agencies under the oversight of DME and DMPSJ, and others as needed.

## Actions Taken During School Year 2017–18

- Hosted District-wide Safe Passage Event on August 21<sup>st</sup> and August 25<sup>th</sup> with the support of various government agencies to increase the presence of adults as students traveled to school using public transportation
- Identified initial safe passage priority areas based on historical data and anecdotal recollections of areas with a high number of student involved incidents
- Coordinated calls between schools in safe passage priority areas, MPD, MTPD, and DDOT to collaboratively solve student safety issues
- Launched a needs-based assessment for school leaders, students, and families to describe the safety concerns they have in each safe passage area
- Developed an interactive Safe Passage Map, available at <https://dme.dc.gov/safe-passage-school> that can be used to determine the safest route to school based on the availability of crossing guards and public transportation.



# SY 17 – 18 Safe Passage Initial Priority Areas



## Priority Areas: Citywide View

### Priority Areas:

Anacostia Metro Station  
Minnesota Ave Metro Station  
L'Enfant Plaza/Waterfront Metro Station  
NoMa-Gallaudet U Metro Station  
Good Hope Rd SE corridor  
Congress Heights

### LEGEND

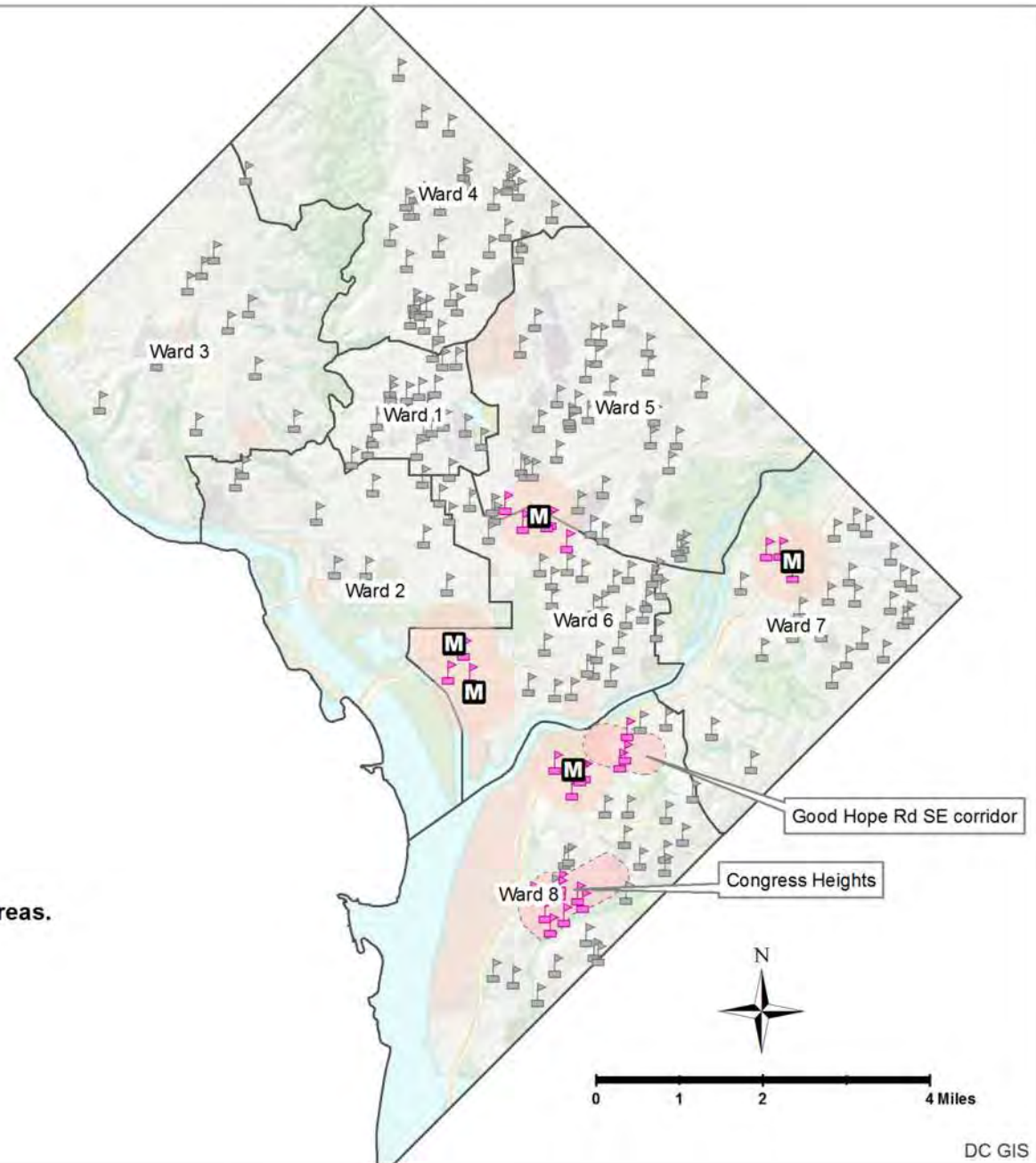
- Priority Areas near Metro Stations
- Good Hope Rd SE corridor
- Congress Heights
- Priority Metro Stations
- Public Schools Near Priority Areas
- Other Public Schools

**NOTE: Buffers are for illustrative purposes only  
and do not reflect the extent of proposed priority areas.**

Map Produced by  
**DME**  
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

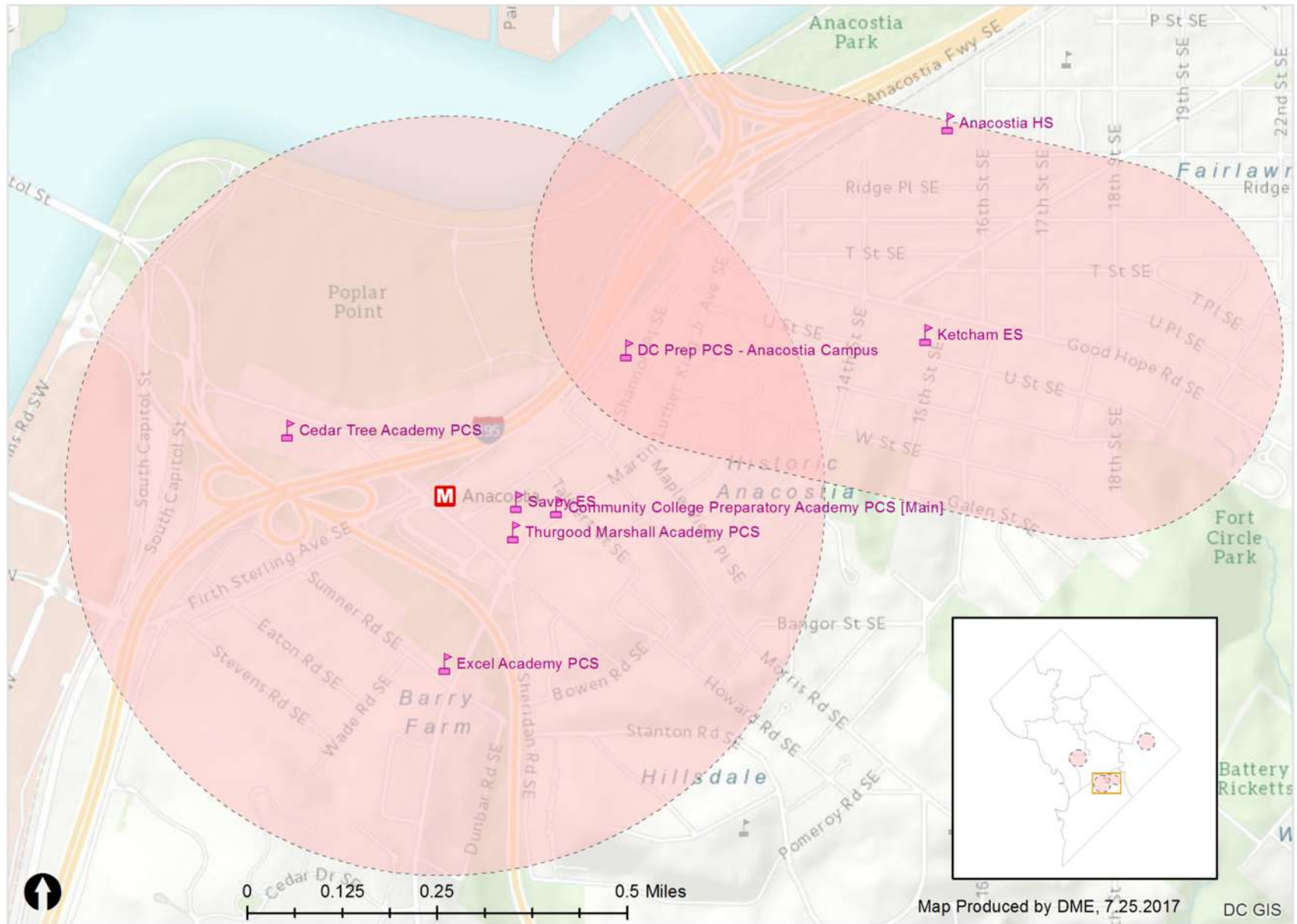
4.2.2018

Data Sources:  
Office of the Chief Technology Officer (OCTO),  
DME SY17-18 Facilities Dataset, WMATA





# ANNACOSTIA METRO/ GOOD HOPE RD SE



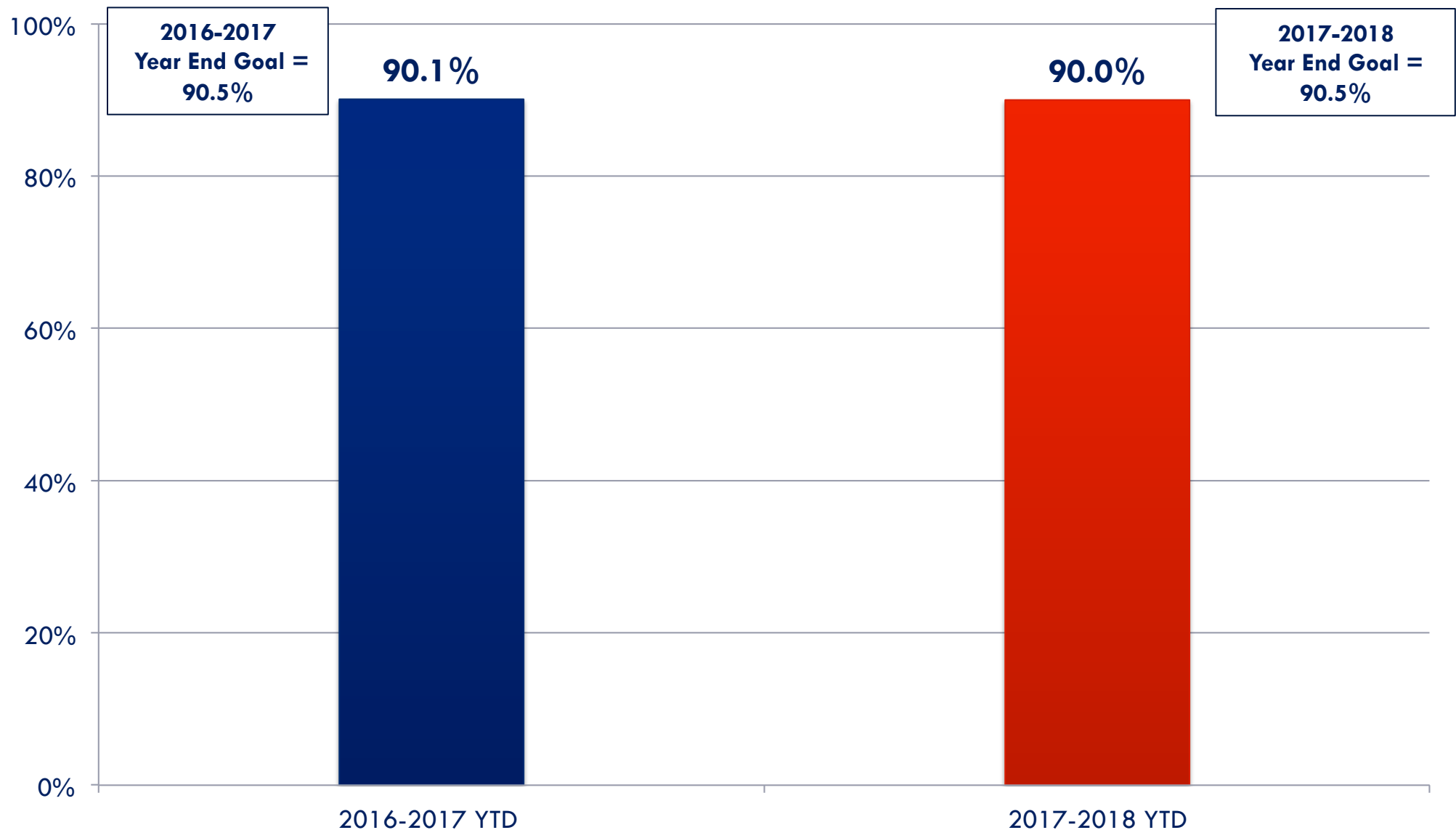
NOTE: Buffers are for illustrative purposes only and do not necessarily reflect extent of proposed priority area.

# **Monitor: Taskforce Participant Updates**

**Measure:**  
**Q2 Data Committee Report**  
**Select Analyses**

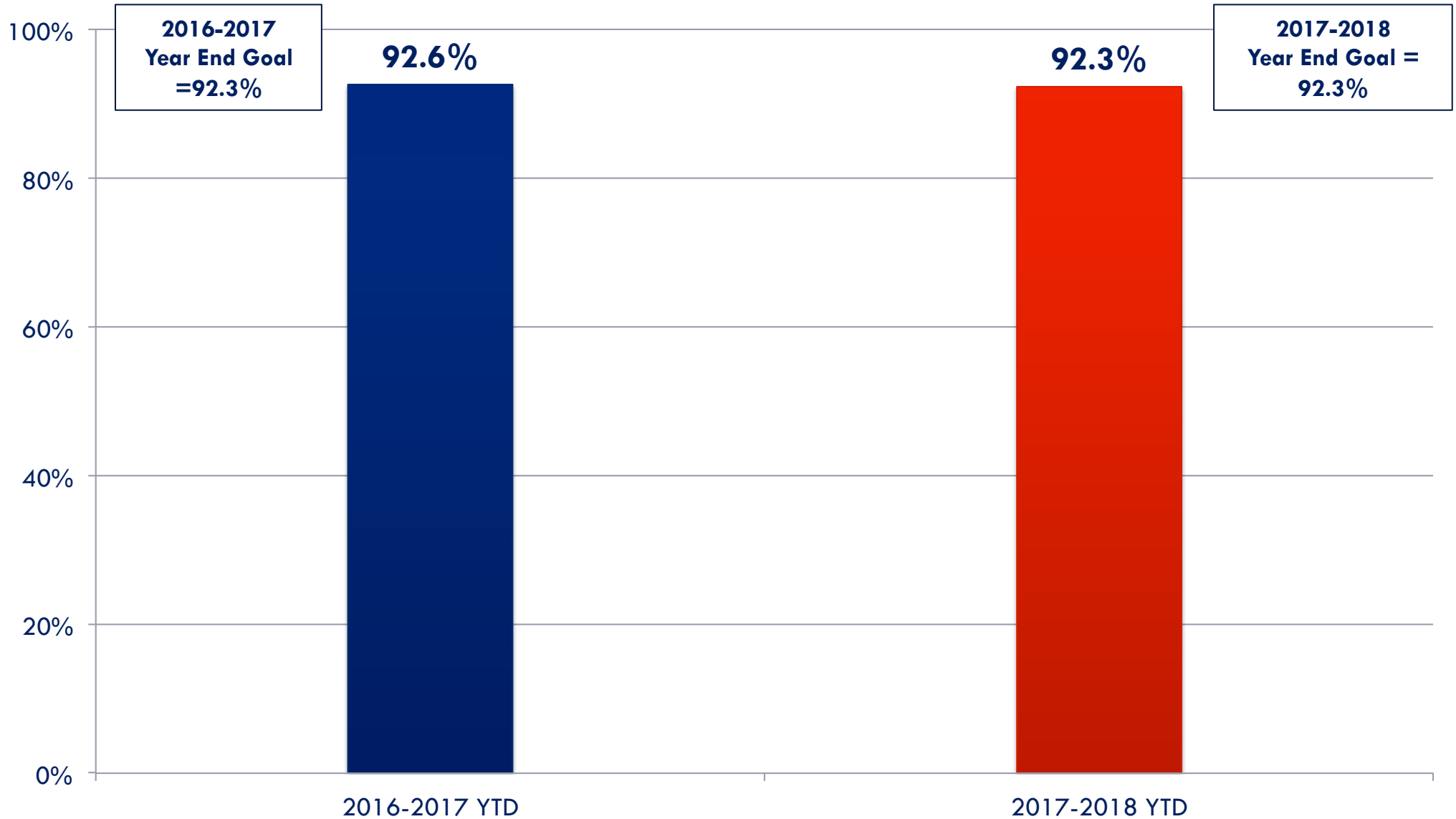


# In-Seat Attendance (ISA) – DCPS



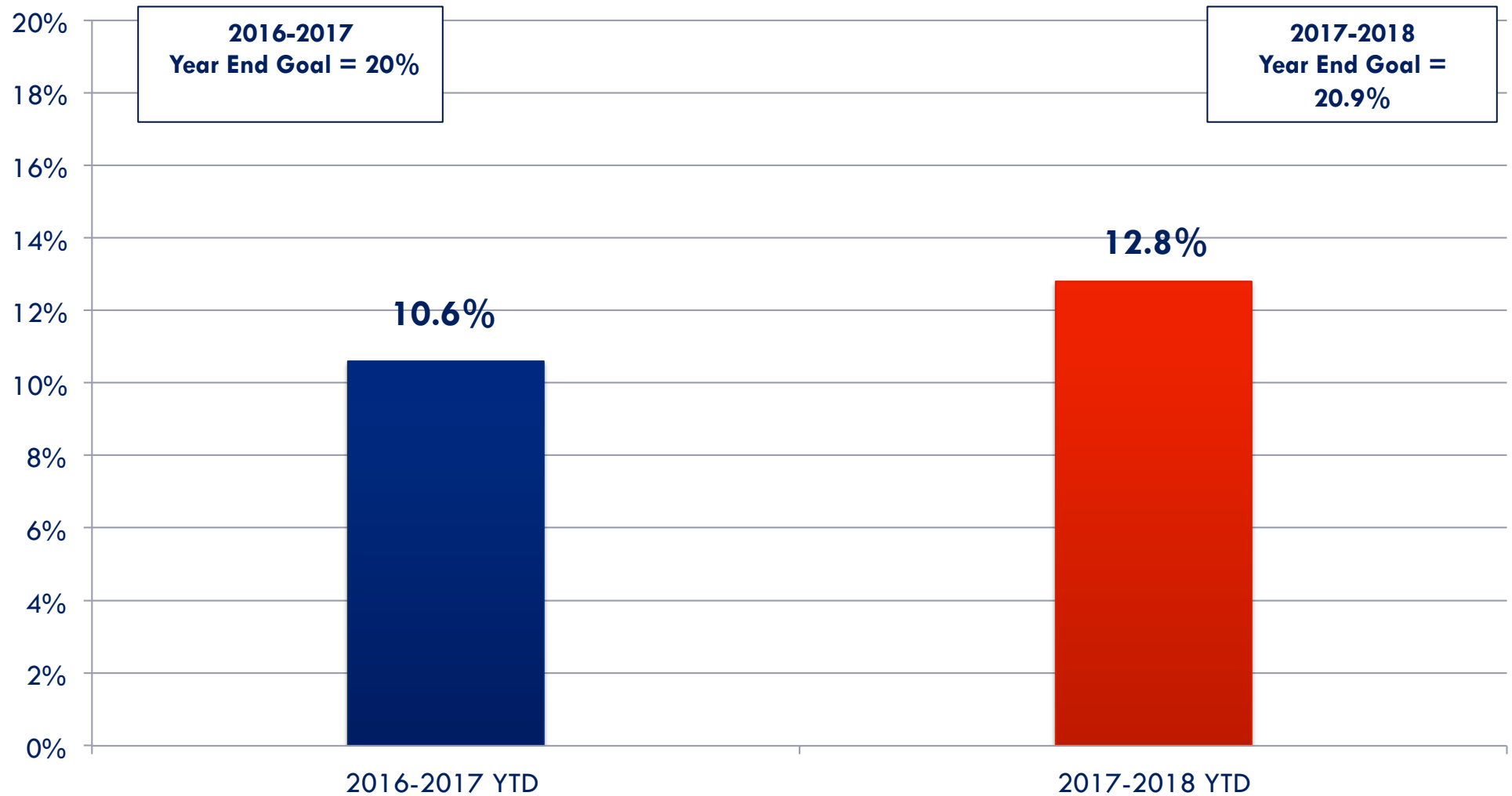
In Q2 of School Year 2017-18, there was no significant change in ISA from last year.

# In-Seat Attendance (ISA) - PCS



In Q2 of School Year 2017-18, there was no significant change in ISA from last year.

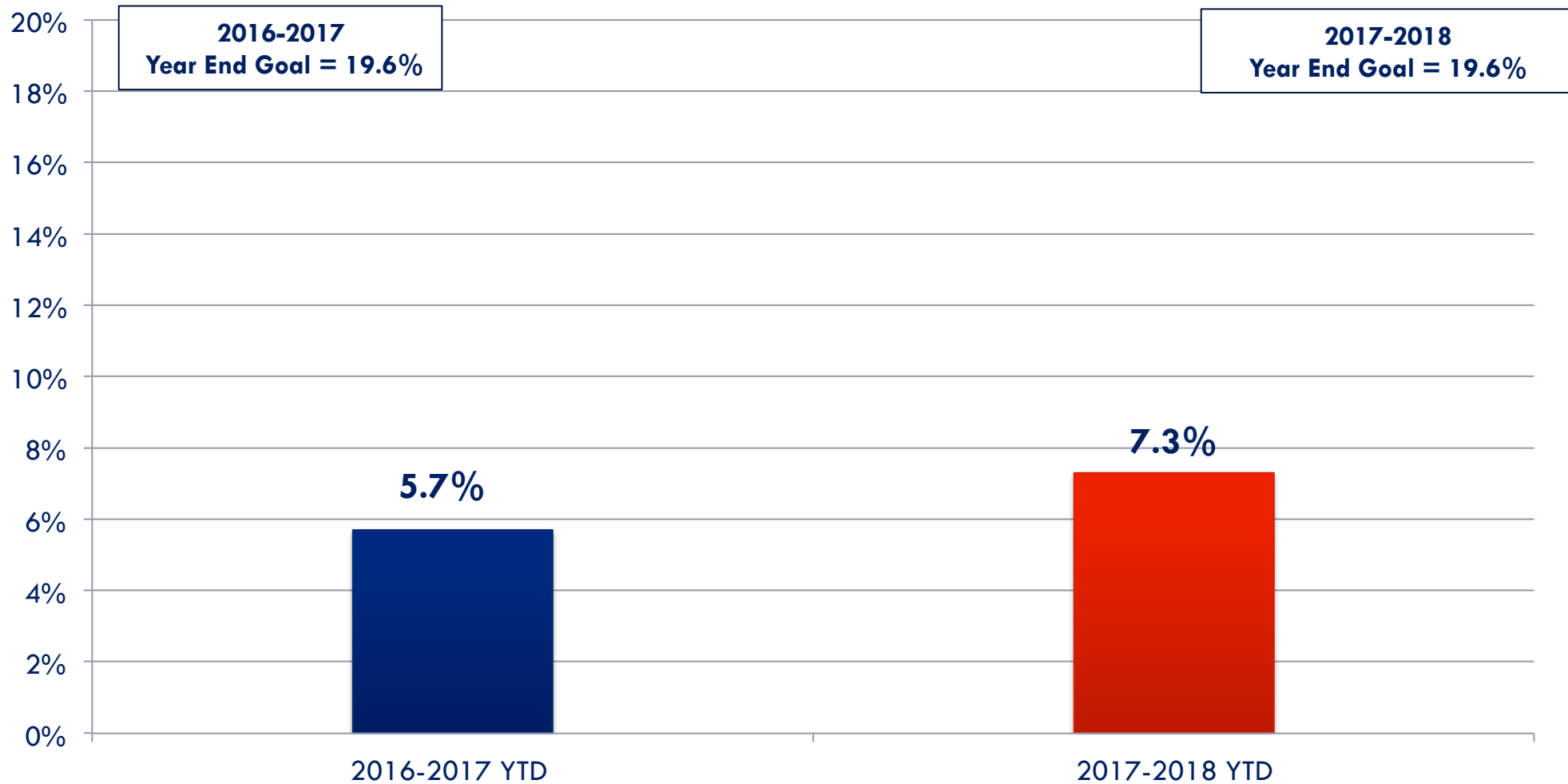
# Chronic Truancy – DCPS



In Q2 of School Year 2017-18, truancy increased 2.2% from last year.

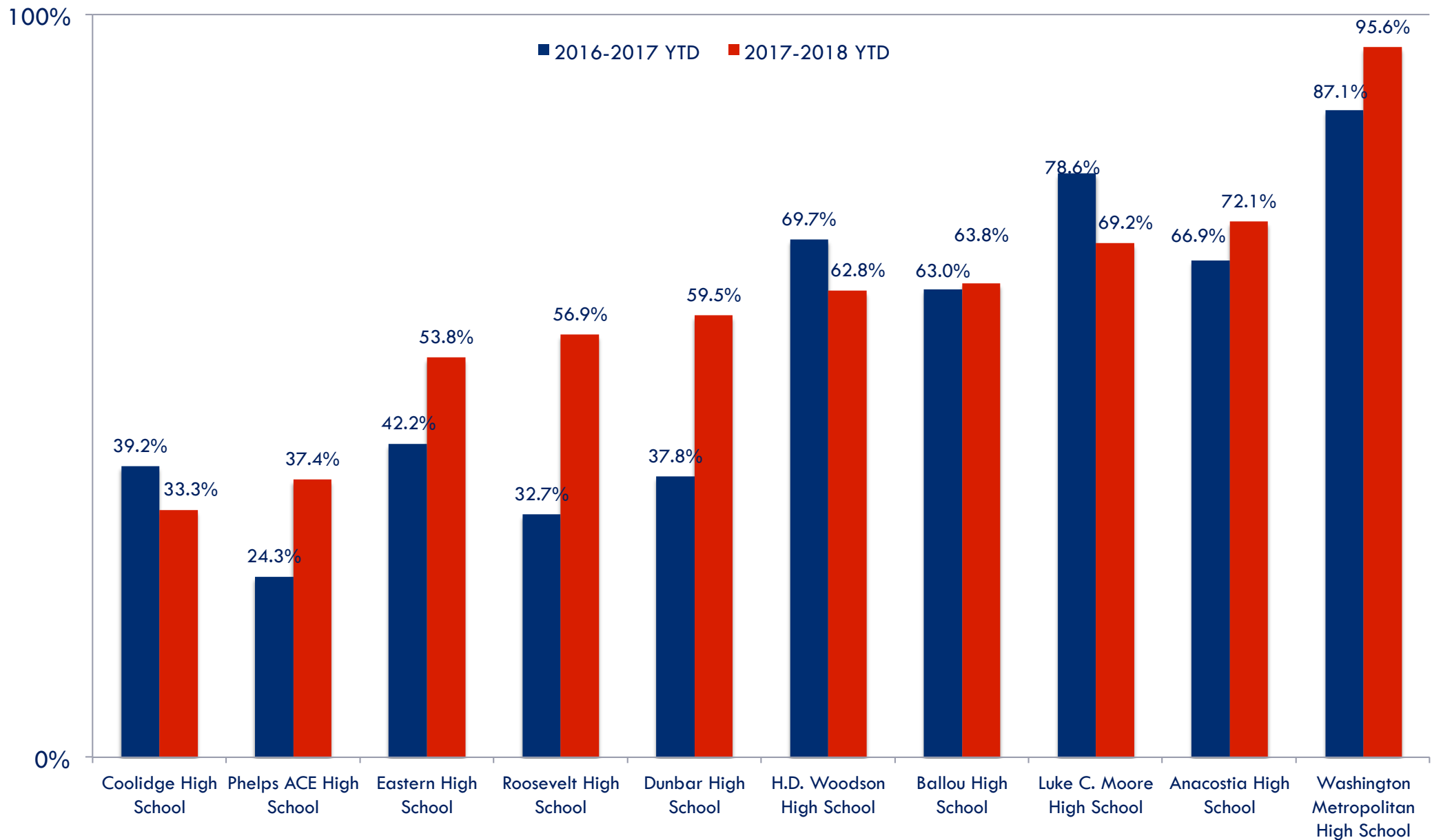


# Chronic Truancy – PCS

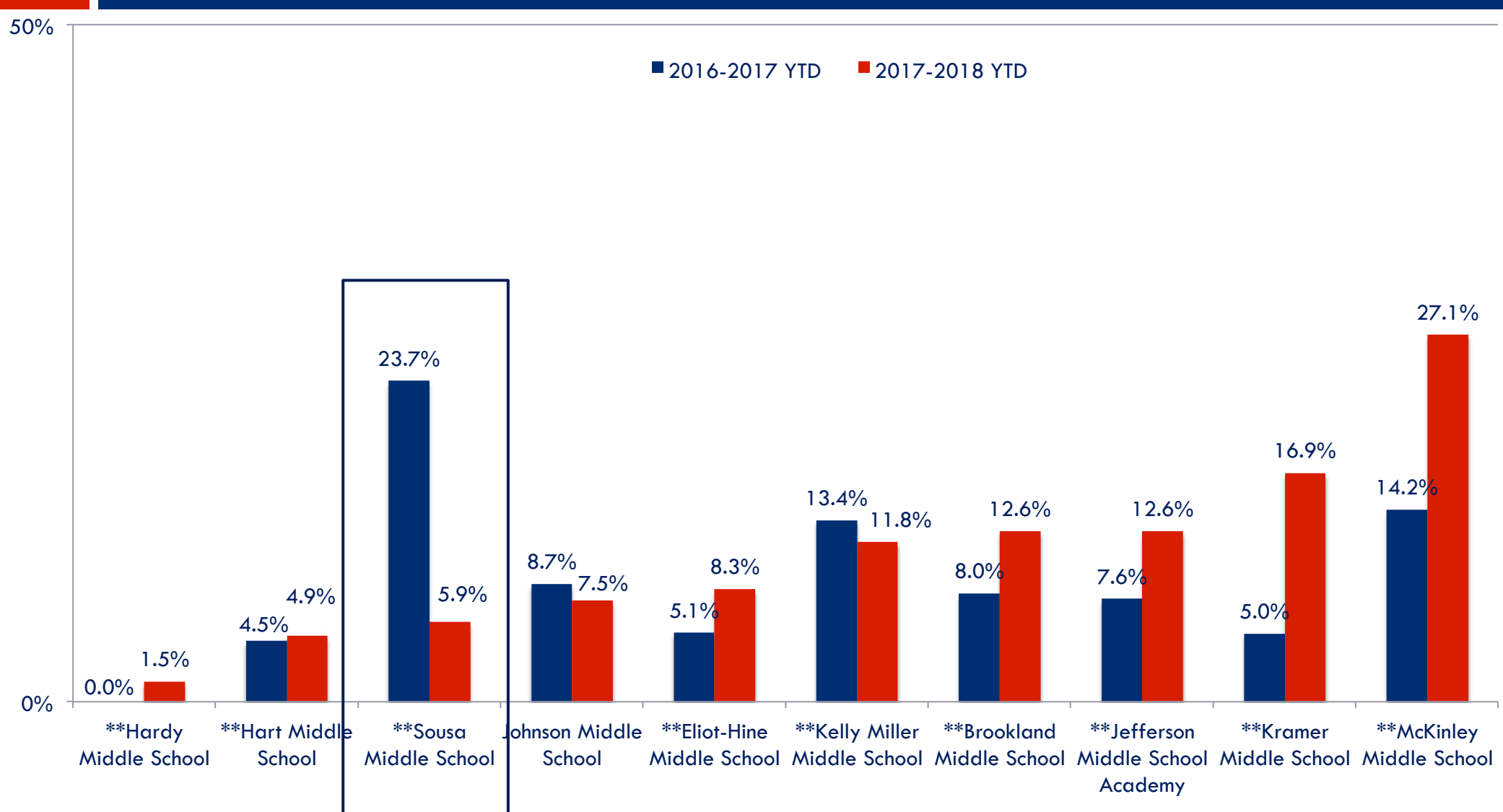


In Q2 of School Year 2017-18, truancy increase 1.6% from last year (statistical significance could not be determined).

# Chronic Truancy by School – Top 10 DCPS High Schools with Highest Rates



# Chronic Truancy by School – Top 10 DCPS Middle Schools with Highest Rates

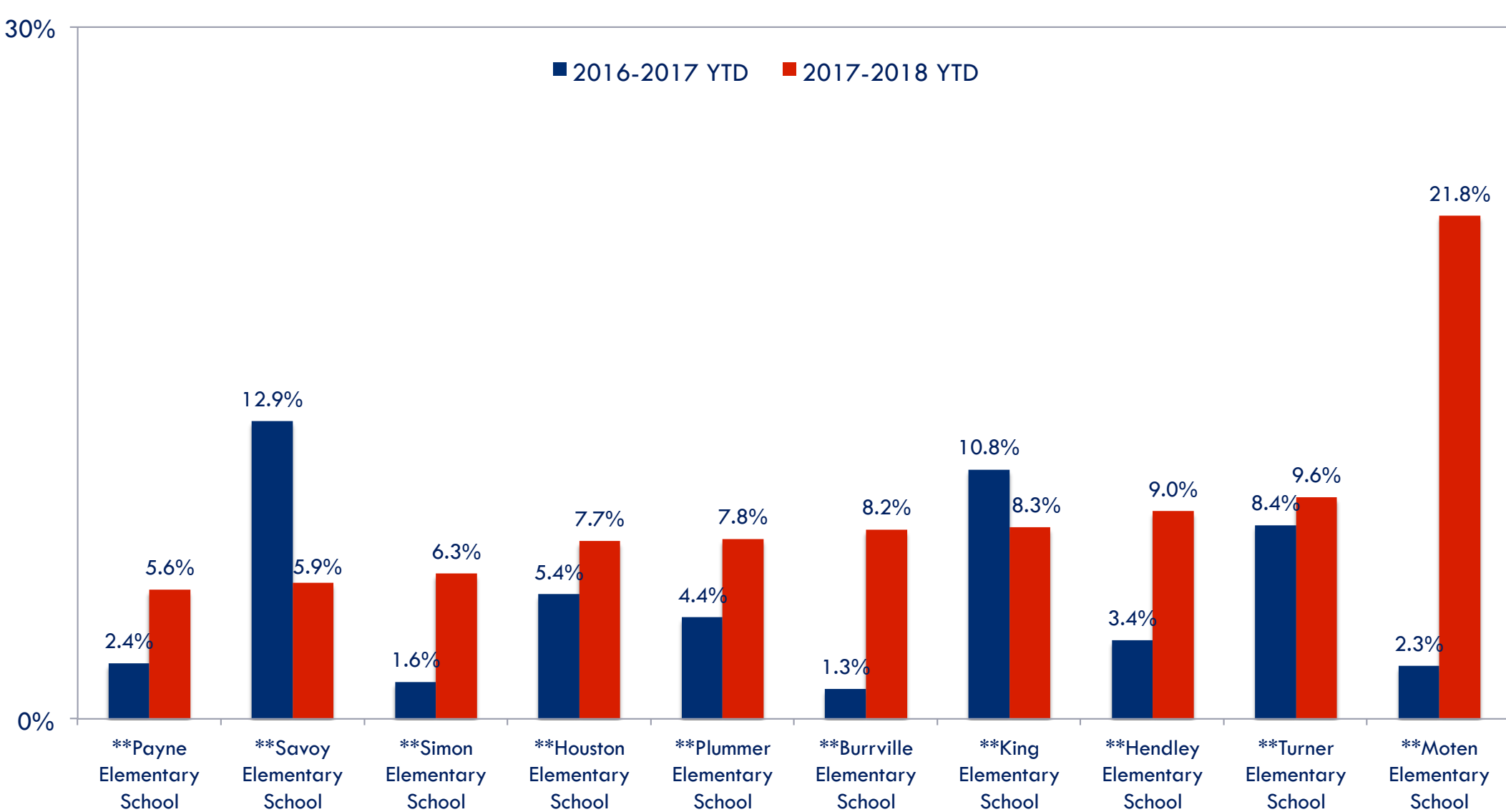


**\*\* School is part of the SUSO program**



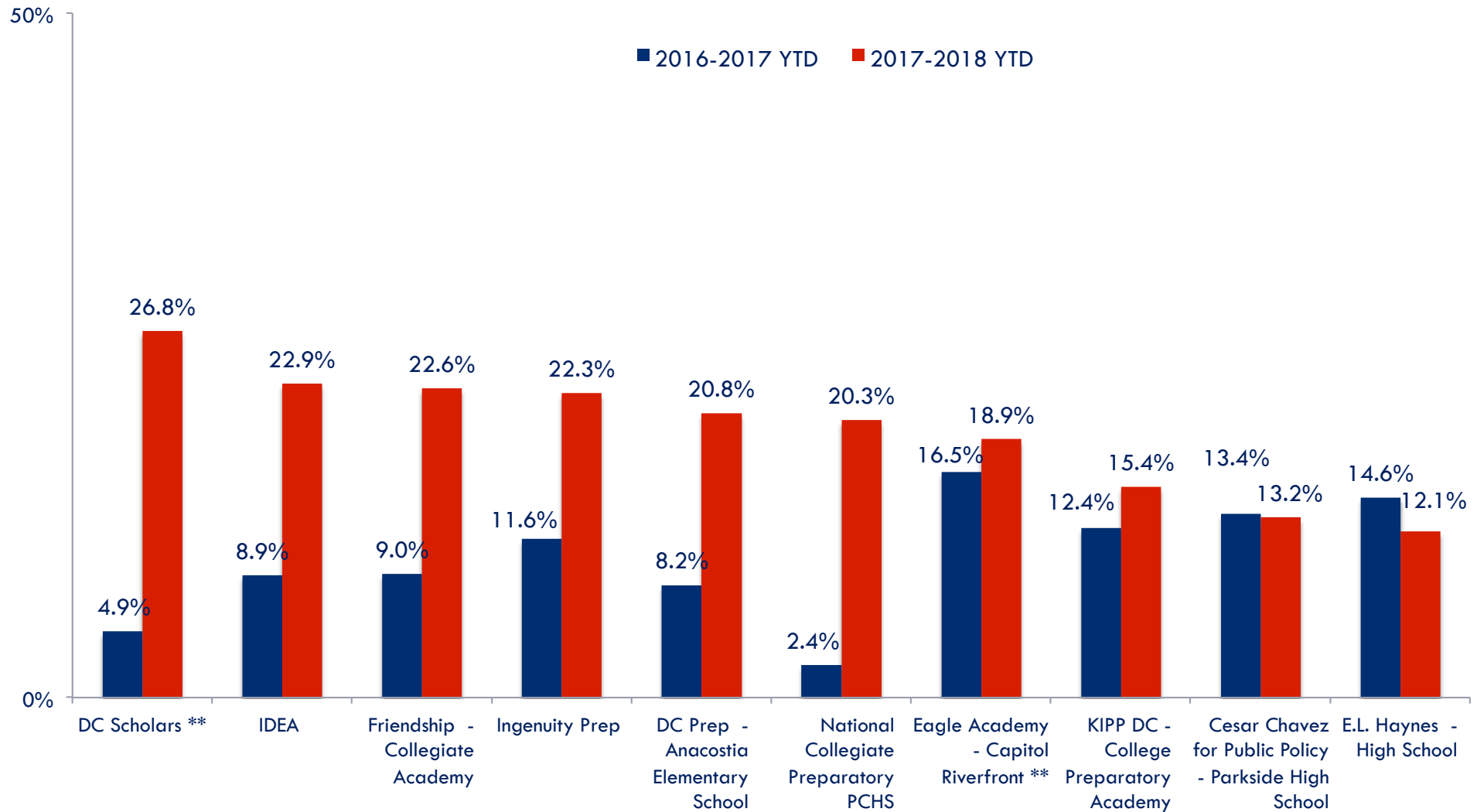
# Chronic Truancy by School – Top 10

## DCPS Elementary Schools with Highest Rates



**\*\* School is part of the SUSO program**

# Chronic Truancy by School – Top 10 PCSs with Highest Rates



**\*\* School is part of the SUSO program**

# **Act: EDC! Educator and Community Ambassador Summit**



# Act: Every Day Counts! Citywide Attendance Summit



## ATTENDANCE SUMMIT

Register at [attendance.dc.gov/summit](https://attendance.dc.gov/summit)

Parent associations, educators, local business owners, students, and community organizations are welcome!

### Goals:

1. **Strengthen stakeholders' knowledge** about chronic absenteeism - its causes, solutions and connection to equity.
2. **Form a cadre of educators and community members** with the tools they need to be Every Day Counts! ambassadors and organizers in their communities.

# Act: Every Day Counts! Citywide Attendance Summit

**What:** 200 educators, parents, and community leaders learning and planning in teams to address absenteeism in their community.

## When & Where:

**Saturday, April 21st**

**9:30am – 3:00pm**

**Ron Brown High School**

## Agenda:

- I. Pep Rally & Breakfast
- II. Key Note & Panel
- III. Lunch with City Leaders
- IV. Breakouts
- V. Structured Team Planning Time



## ATTENDANCE SUMMIT

Register at [attendance.dc.gov/summit](https://attendance.dc.gov/summit)

Parent associations, educators, local business owners, students, and community organizations are welcome!

**Follow-up:** Participants will receive support to create and implement community attendance plans through regular meetings and calls with teams.

## How can you take action?

**Invite 1-5 people now:**

**[attendance.dc.gov/summit](https://attendance.dc.gov/summit)**

# **Act:**

## **Strategic Plan Update**

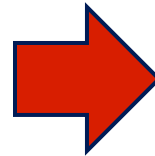




# Act: Strategic Plan Update

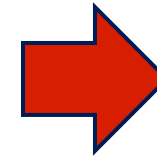
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1. Actionable Data	Public reporting, availability of data to LEAs	Data sharing with attendance partners
2. Culture & Capacity Building	Openness to change, needs of students/families drive decisions	Support rather than blame students/families; apply 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
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## Idea Generation

- **Task Force**  
Idea Generation (1/18)
- **Agencies**  
Ideas Summit
- **Agencies**  
Barriers Data
- **Student**  
Design Challenge
- **Student**  
Resource Fairs



## Action Planning

- **Task Force**  
Strategic Plan Update
- **Agency**  
Planning for FY19
- **Mayor/Council**  
FY19 Budget Investments

**Starting a Cycle Continuous Improvement & Informed Action**



# Act: Strategic Plan Update

1. Did we choose the right project?

Every Day Counts! Strategic Plan Update - April 2018-June 2019 (Draft - 4/3/18)

2. Where a project is TBD, what ideas/resources could inform selection?

Framework Element	Focus Area	Project Name	Lead	April - Early June (End of School Year)	Late June - Early August (Summer)	Late August - September (Back to School)	October - December (Fall)	January - March (Spring)	April - June (End of School Year)
I. Actionable Data	A. Data Sharing with Attendance Partners	EDC! Data Committee Data Sharing	DC		•EDC! Agencies provide available data			•EDC! Agencies provide available data	
	B. Chronic Absenteeism Included in Reporting	EDC! Quarterly Reporting on Chronic Absence	OSSE	•EDC! Data Committee		•EDC! Agencies provide available data	provided for the first time.	Complete	Complete
II. Culture & Capacity Building	A. Trauma Informed Practices	TBD	OVSIG/CFSA	•Review current landscape of trauma trainings to identify resources and gaps	TBD	TBD	TBD	TBD	TBD
	B. Supportive Policies & Practices	TBD	DME	•Identify opportunities for engagement •Draft engagement strategy •Convene policy committee	•Host engagement sessions •Provide summary report to EDC! Task Force at July/August meeting	•Engage relevant policy change vehicles as needed	TBD	TBD	TBD
III. Positive Engagement	A. Citywide Message	EDC! Citywide Campaign (cont'd)	DME	•Provide end of year rewards and recognition in focus schools and citywide •End of year messaging push	•Select messages •Plan with contractor	•Back to school messaging push	•Reinforce attendance messaging campaign with timely holiday messaging	•Reinforce attendance messaging campaign with timely cold weather messaging	•Reinforce attendance messaging campaign with timely end of school year messaging
	B. Engage Community Stakeholders	EDC! Attendance Summit	DME	•Host Every Day Counts! Summit	Complete	Complete	Complete	Complete	Complete
IV. Leadership	A. Community Leadership	EDC! Attendance Summit Follow-up	DME	NA	•Follow-up attendance action plan development and technical assistance for community-based teams	•Begin implementation of EDC! Community Attendance Action Plans	•Schools host in person facilitated workshop building on module one of Teaching Attendance		
	B. School Leadership	EDC! Community of Practice	DME	•Launch community of practice and hold monthly meetings	•Community of Practice Meeting (2) •Mini-grants Awarded	•Community of Practice Participants Implement New Strategies	•Community of Practice Participants Implement New Strategies	•Update to EDC! Task Force on Progress	
V. Shared Accountability	A. Program Evaluation	TBD	Lab at DC	•Select focus evaluation(s) •Identify Metrics for EDC! Campaign					
VI. Partnerships & Investments	A. Transportation Pilot	EDC! Pilot Project: Targeted Alternative Travel for Long Commuters or Homeless Students	DME/DDOT	•Present to EDC! Task Force	•EDC! Pilot Project Planning				
	B. Housing and/or Homelessness Pilot	EDC! Pilot Project: TBD	DCH/DHS	•Select Pilot Project •Present to EDC! Task Force	•EDC! Pilot Project Planning				
	C. Employment Pilot	EDC! Pilot Project: Expand Employment Program + Partner with DPR	DOES	•Present to EDC! Task Force	•EDC! Pilot Project Planning				
	D. Safety Passage Pilot	EDC! Pilot Project: Safe Passage Volunteer Effort	DME/ONSE	•Present to EDC! Task Force	•EDC! Pilot Project Planning				
	E. School Capacity/Family Engagement	EDC! Pilot Project: Relationship Building w/ Families	DME	•Present to EDC! Task Force	•EDC! Pilot Project Planning				
	H. Recognition/Rewards	EDC! Pilot Project: Adopt-a-School	DME/OAG	•Identify schools for adoption	•EDC! Pilot Project Planning				Attendance Incentives

3. Leads: What are your next steps? What do you need?  
Others: What resources or guidance do you have to offer the project leads? Where do you fit in?

## Next Steps





- **Taskforce**

- Next Meeting: Late June

- **Committees**

- Steering Committee:

- FY19 Budget

- Data Committee:

- Data Sharing Next Steps
- Email [sandra.villalobos@dc.gov](mailto:sandra.villalobos@dc.gov) to join

- Policy Committee:

- Reconvene early May

- Program Committee:

- None – Advertise EDC! Summit in April

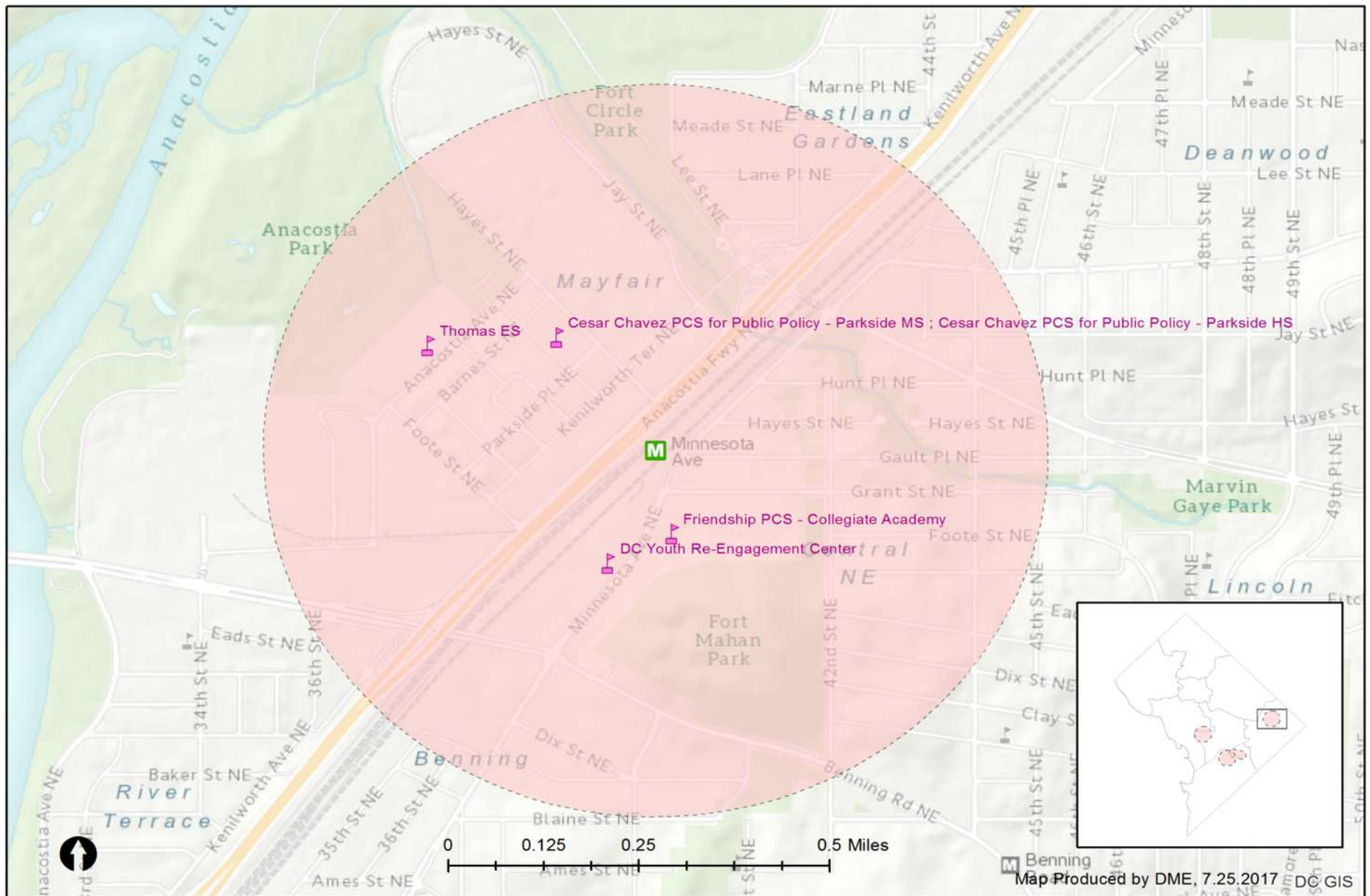
# Appendix

# Act: City Chronic Absenteeism Self-Assessment Tool



Tool Components	Strength Areas	Growth Areas
<b>1. Actionable Data</b>	Public reporting, availability of data to LEAs	Data sharing with attendance partners
<b>2. Culture &amp; Capacity Building</b>	Openness to change, needs of students/families drive decisions	Support rather than blame students/families; apply a trauma-informed approach
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<b>5. Shared Accountability</b>	Citywide plan, regular meetings to review data with context, school accountability framework	Student attendance improvement plans, connection with youth/family serving organizations
<b>6. Partnerships &amp; Investments</b>	School health resources, transit availability,	Professional development materials, homelessness; housing; school-level capacity to manage attendance plans; partners to do case management

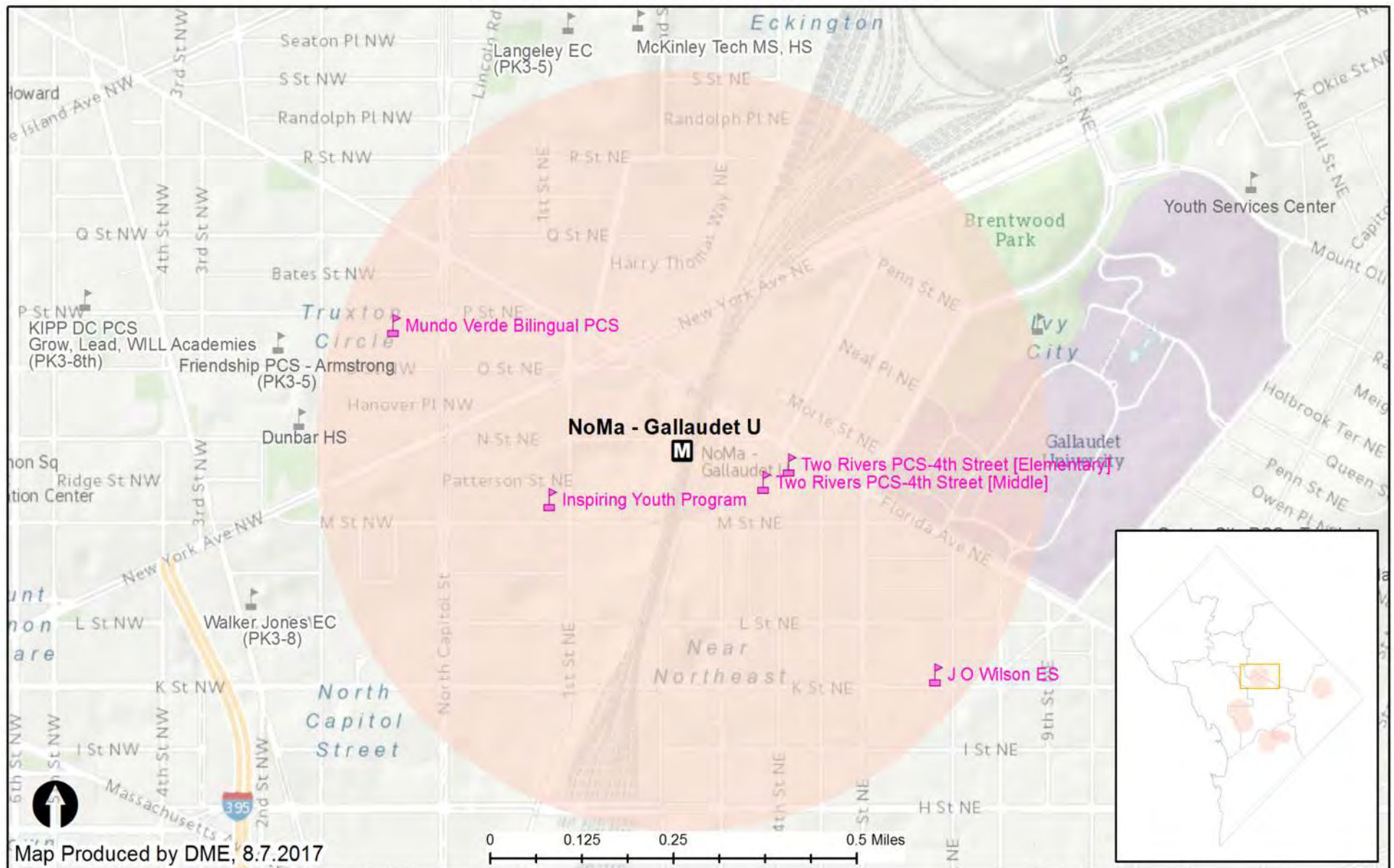
# MINNESOTA AVE METRO



NOTE: Buffers are for illustrative purposes only and do not reflect extent of proposed priority area.

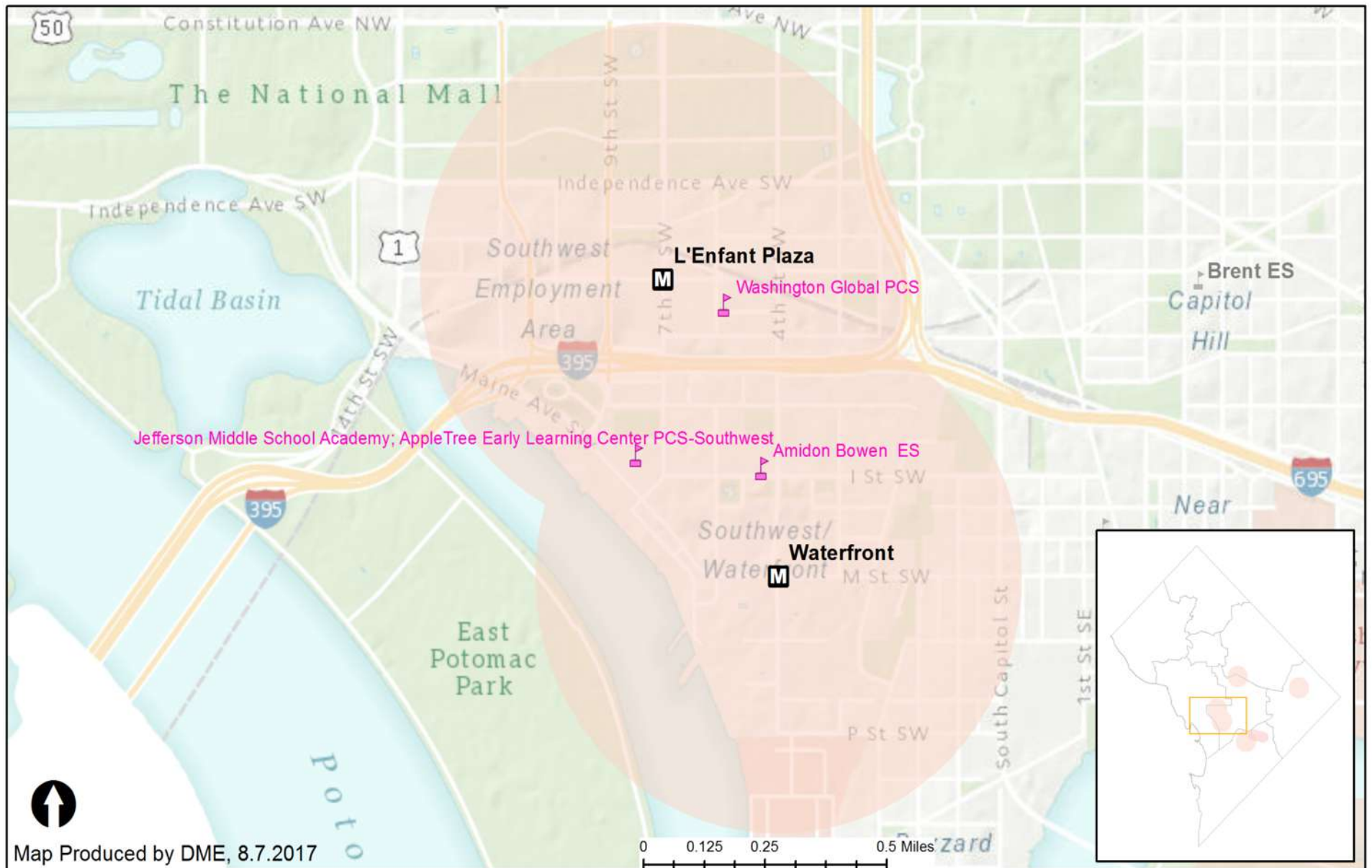


# NOMA/ GALLAUDET METRO



NOTE: Buffers are for illustrative purposes only and do not necessarily reflect extent of proposed priority area.

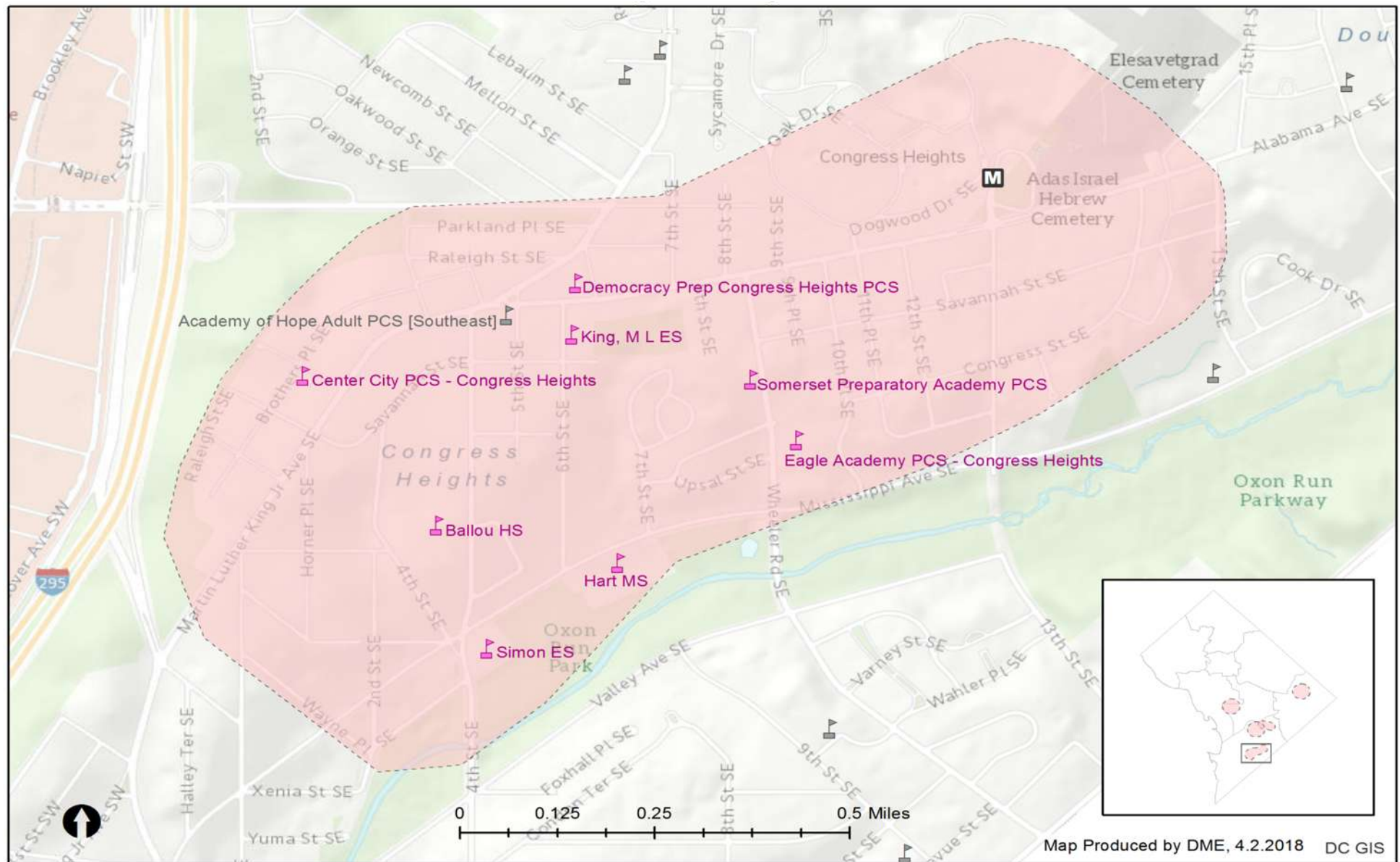
# L'ENFANT PLAZA/WATERFRONT



NOTE: Buffers are for illustrative purposes only and do not necessarily reflect extent of proposed priority area.



# CONGRESS HEIGHTS AREA



NOTE: Buffers are for illustrative purposes only and do not reflect extent of proposed priority area.

# CFSA Referral Universe

	DCPS <sup>1</sup>		PCSB	
	2017-2018 (YTD)	2016-2017 (YTD)	2017-2018 (YTD)	2016-2017 (YTD)
# of students required to be referred to CFSA	1,063	693	Data not known	Data not known
# of students referred by schools	713 <sup>2</sup>	384	NA <sup>3</sup>	NA <sup>3</sup>
# of children referred received by CFSA <sup>4</sup>	573	698	288	322

<sup>1</sup> Numbers provided by DCPS include students ages 5-13 as of 12/01/2018 with 10 or more full day unexcused absences. Students eligible for a referral are based on the number of registered students as of 02/21/2018.

<sup>2</sup> DCPS sent an additional referrals at discretion of the schools (there referrals no longer met the requirement of the full day unexcused absence)

<sup>3</sup> PCS campuses are not required by statute to report on number of referrals

<sup>4</sup> Numbers provided by CFSA



# CSSD Referral Universe<sup>1</sup>

	DCPS <sup>2</sup>		PCSB	
	2017-2018 (YTD)	2016-2017 (YTD)	2017-2018 (YTD)	2016-2017 (YTD)
# of students required to be referred to CSSD	874	432	Data not Known	Data not Known
# of referrals made by schools	219 <sup>2</sup>	97	NA <sup>3</sup>	NA <sup>3</sup>
# of referrals received by CSSD <sup>4</sup>	171	303	63	72

<sup>1</sup> For purposes of referral schools must apply the full day absence definition.

<sup>2</sup> DCPS sent an additional 28 referrals at discretion of the schools (these referrals no longer met the requirement of the full day unexcused absence).

<sup>3</sup> PCS campuses are not required by statute to report on number of referrals

<sup>4</sup> Data provided by CSSD as of 01/31/2018.