



Children's Cabinet Meeting

APRIL 30TH, 2018

Agenda

- ▶ Welcome
- ▶ Adoption of minutes
- ▶ Children's Cabinet operational update
- ▶ Strategic Initiative Presentation: 3rd Grade Reading Action Plan – Chronic Absenteeism
- ▶ Discussion

Children's Cabinet Operational Update

PRESENTED BY KAYLA ROSEN, POLICY DIRECTOR

We are committed to enacting our shared, comprehensive **vision for Rhode Island youth.**

<i>Desired Outcome Areas</i>	Early Childhood (0-8)	Middle Childhood (9-14)	Young Adulthood (16-24)
Physically Healthy & Safe	Young children develop appropriately by receiving high-quality early healthcare services. 	Adolescents and young adults develop appropriately by receiving regular, coordinated healthcare, avoiding abuse of substances, and accessing reproductive health services.	
	Children live in safe and healthy living environments. 		
Behaviorally Able & Emotionally Hopeful	Children with (or at risk of) mental and behavioral health issues receive appropriate treatment and make successful transitions.		
Academically Empowered & Career Ready	Children are ready for elementary school and have access to high-quality early learning and developmental programs. 		Adolescents and young adults access, afford, and complete college.
		Adolescents and young adults prepare for and thrive in appropriate, in-demand jobs.	
	Children regularly attend, actively participate, and progress appropriately in school.		
Socially, Civically, & Culturally Engaged		Children and adolescents avoid justice system involvement.	
	Children and youth engage positively with each other and their communities, and access sports, after-school and community-based programming.		
Supported by Stable Families & Communities	Children and families are supported by stable wages and housing.		
	Families with children maintain stability and meet basic needs during periods of household unemployment or under-employment.		



Addressed specifically in the 3rd Grade Reading Action Plan

To achieve this vision, we believe that collaboration is key. The Cabinet supports the vision by:

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- 1 Developing a common agenda with shared goals
- 2 Partnering with the community
- 3 Supporting each other's goals
- 4 Communicating frequently to align our work
- 5 Coordinating resource allocations to maximize our impact

The Cabinet's work will focus on alignment and facilitating specific initiatives.

Alignment:

Initiatives for Youth:

Strategic Plan

- Annual updates to the Strategic Plan

High Touch Initiatives (Tier 1)

The Children's Cabinet **actively manages** and is **accountable** for achieving a goal/deliverable.



Example: 3rd Grade Reading Action Plan

Coordinated Budget

- Identify opportunities to braid funding
- Analyze budget for investments in youth and families

Medium Touch Initiatives (Tier 2)

The CC serves in a **coordinating** and **supporting** capacity for a goal/deliverable, but the department is accountable.



Example: Coordinating School Surveys

Low Touch Initiatives (Tier 3)

The Cabinet is **amplifying** and **providing input** as requested / as needed.



Example: DCYF Operational Planning

Third Grade Reading Action Plan: Chronic Absence

- ▶ Key Strategy: School Success—Increase Early Literacy Instructional Time
 - ▶ One cause of low literacy is inconsistent engagement with high quality and engaging literacy practices
 - ▶ Students must be in school as much as possible to ensure they are on track for school success

Objective	Baseline	FY18 Target	2025 Target
Reduce chronic absenteeism in the early grades (K-3) by one-third	14%	12.8%	10%

Definitions

Chronic Absence

- ▶ The percentage of students enrolled at least 90 days in a district or school who **missed 10% (18 days) or more school days during the year**, including excused and unexcused absences.

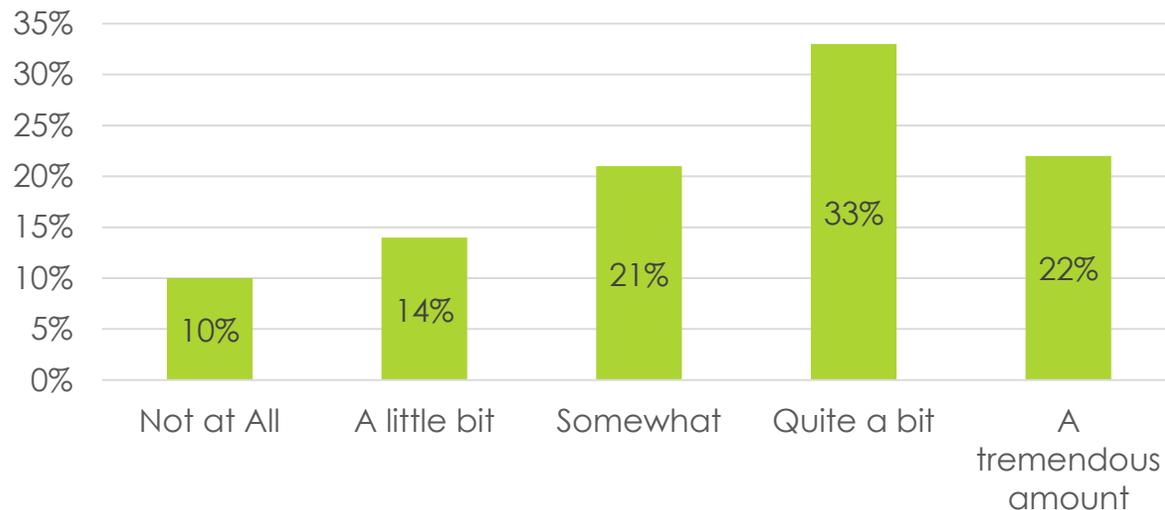
Truancy

- ▶ The percentage of students who have 10 or more unexcused absences

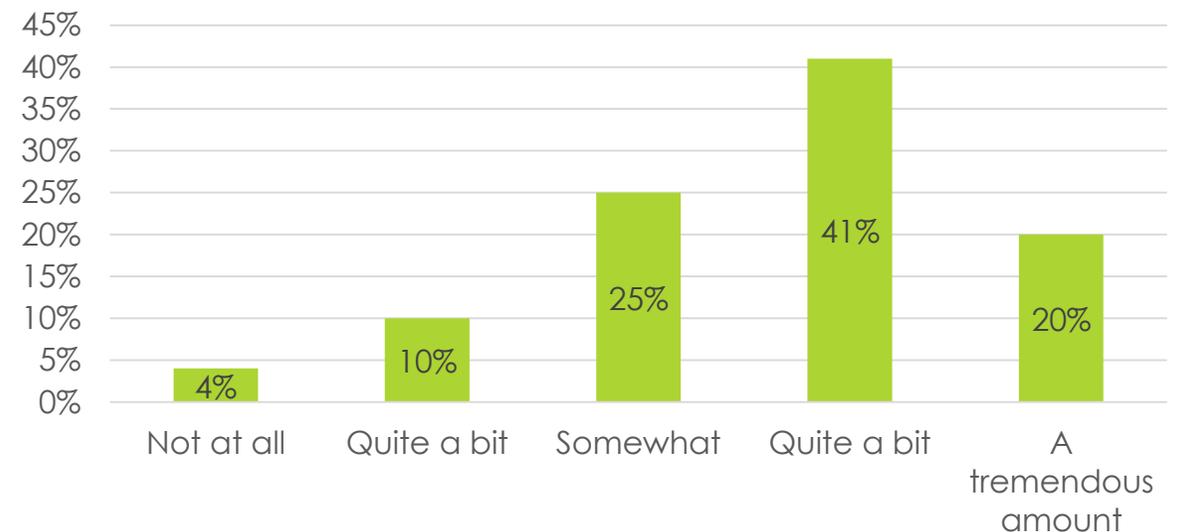
Chronic Absence is easily overlooked

- ▶ Missing 10% of the school year amounts to 18 days, or 2 days per month. Many families and educators don't realize how quickly those days add up.
- ▶ Below are the answers to the 2018 SurveyWorks question, **“How much do you think missing at least 2 days of school a month impacts a student’s chance of graduating high school?”**

FAMILIES



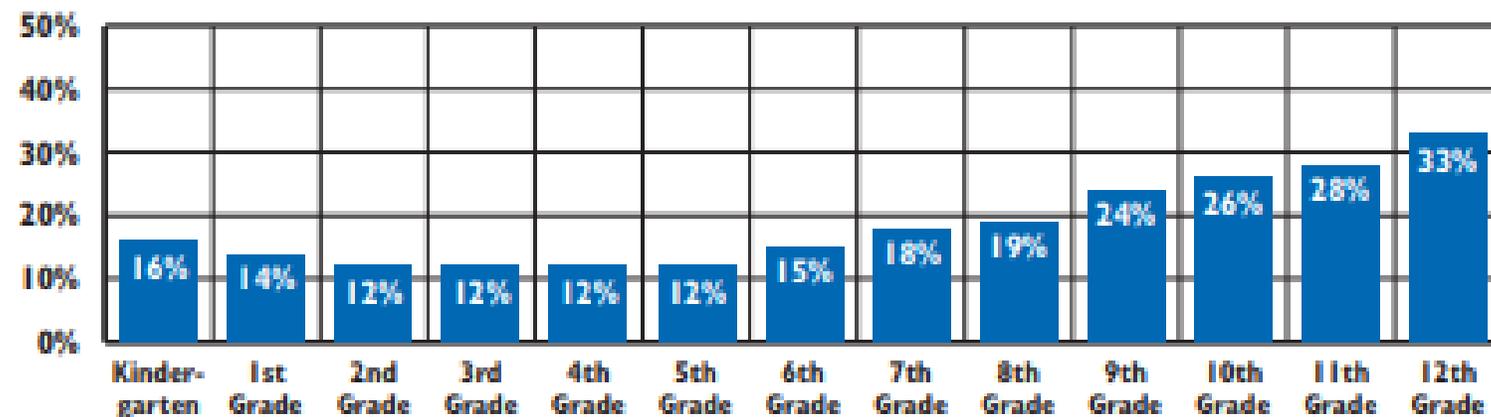
TEACHERS & STAFF



Chronic Absence by Grade

- ▶ We see chronic absence in early grades, not just in high school. In the 2016-17 academic year, 16% of kindergartners were chronically absent, as reported in the 2018 RI Kids Count Factbook:

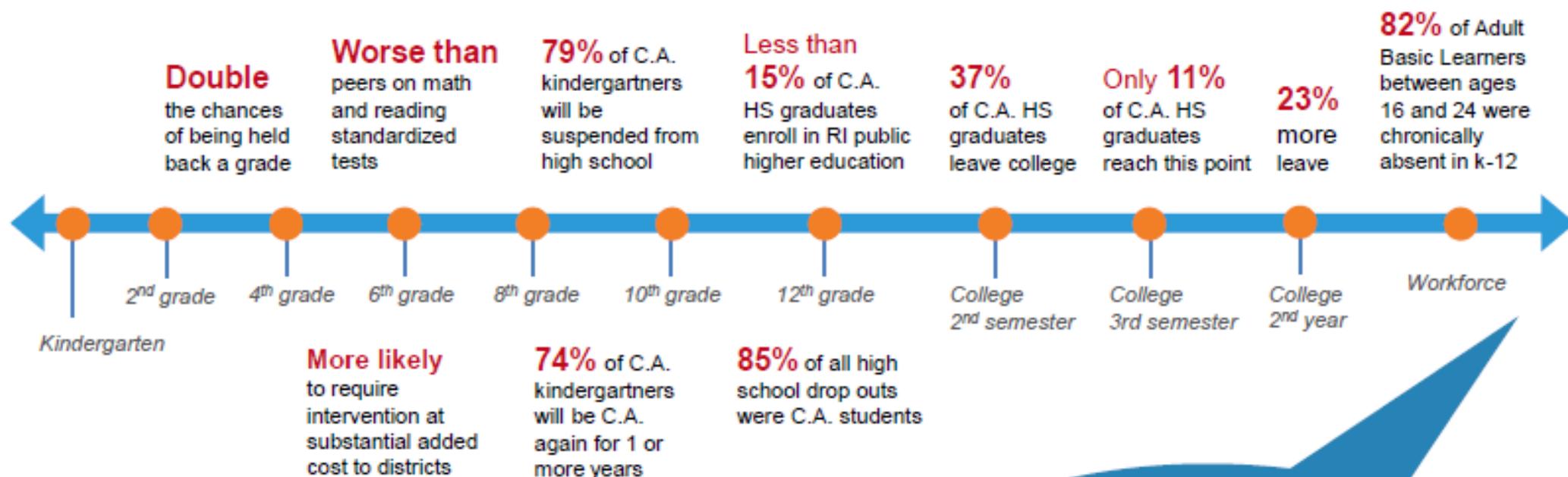
**Chronic Absence Rates in Rhode Island by Grade,
2016-2017 School Year**



Source: Rhode Island Department of Education, 2016-2017 school year.

Chronic Absenteeism: Intervention and Prevention

Chronically Absent (C.A.) = missed 18 or more days of school



Similarities between C.A. kindergartners include, but not limited to:

- Live in Poverty
- Born to a Teen Mother
- Residential Mobility
- Live in Unhealthy Housing Conditions

Possible C.A. reasons include, but not limited to:

- Illness
- Housing Instability
- Unhealthy Housing
- Transportation Issues
- Family Challenges

Did you know?

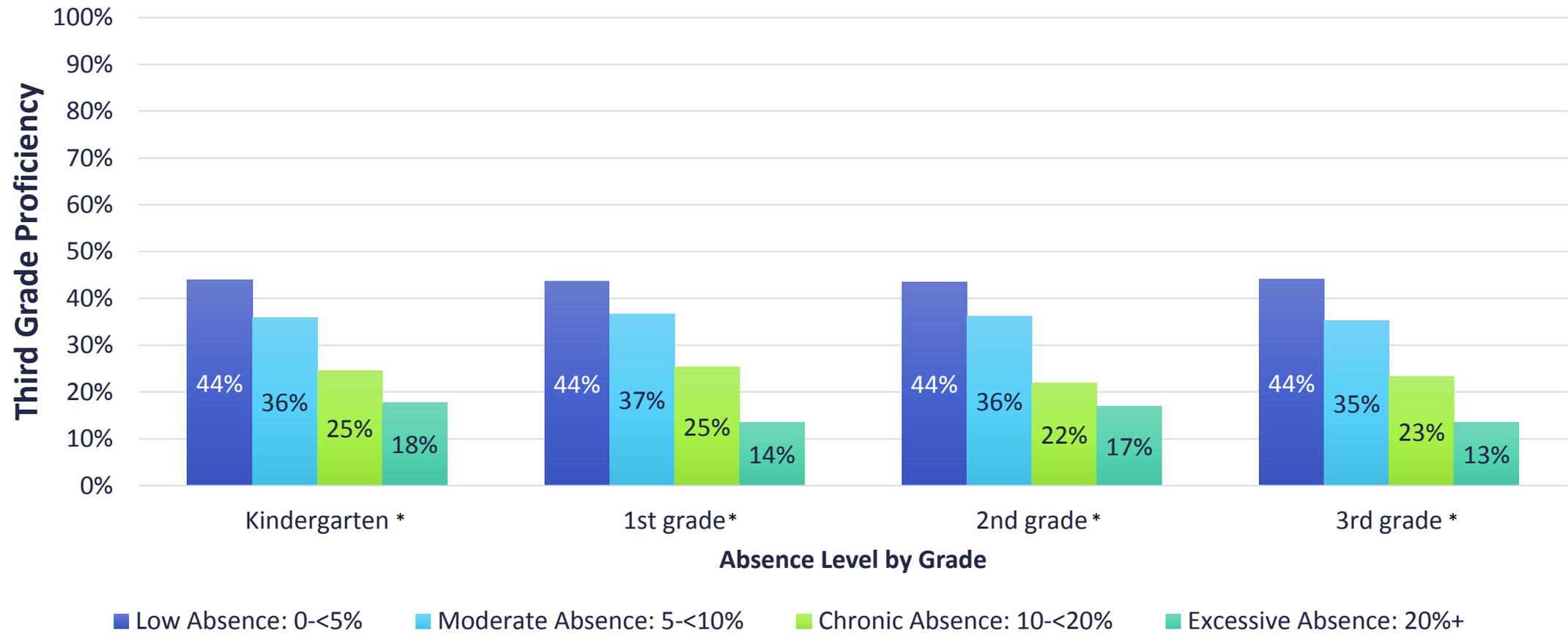
The unscheduled absenteeism rate in the U.S. hourly workforce is almost 10%. This has a large impact on direct and indirect costs.

Third Grade Reading Proficiency: Preliminary Examination of Risk Factors

School Years 2014/15 - 2016/17

Interim results – Not for publication

Students with the highest level of absences had the lowest reading proficiency rates in Third Grade



Interim results – Not for publication

* $p < .0001$

Third Grade Reading FY18 Actions

- ▶ Chronic absence will be included in state accountability system (in development; 16-17 academic year data will be released December 2018)
- ▶ Continue working with academic partners to identify patterns in absenteeism, such as what grades, schools, or districts student populations are most affected to develop and assess cost-effective solutions.
- ▶ Utilize data from RIDE to inform school strategies that engage families and students on the importance of school attendance and early learning
 - ▶ Attendance Tool



The Attendance Tool

Every Student. Every day.

Beta v.01

AGENDA

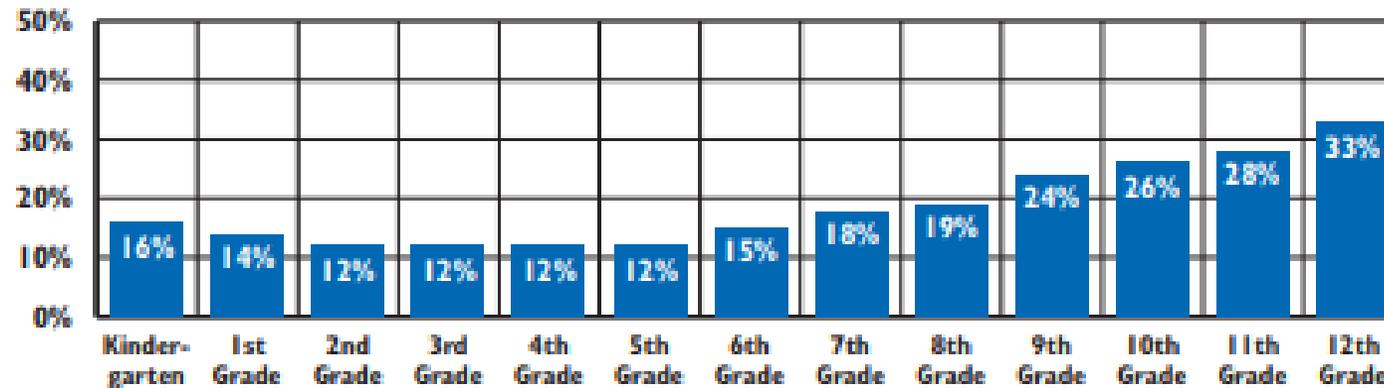
1. Intros
2. The problem
3. A solution
4. The East Providence Perspective
5. Discussion



PROBLEM:

Chronic Absenteeism

Chronic Absence Rates in Rhode Island by Grade,
2016-2017 School Year



Source: Rhode Island Department of Education, 2016-2017 school year.

DEVELOPED A SOLUTION THAT:

- Utilizes existing data collection
- Keeps the principal user at the center
- Introduces a platform for competition
- Utilizes aspects of behavioral science
- Presents options for scaling
- Tests technology



How might we reduce chronic absenteeism with behavioral science?

1. School Dashboard

- Easy to read display of school level statistics
- Comparison to last year
- Charts absences over time

2. Nudges to Families

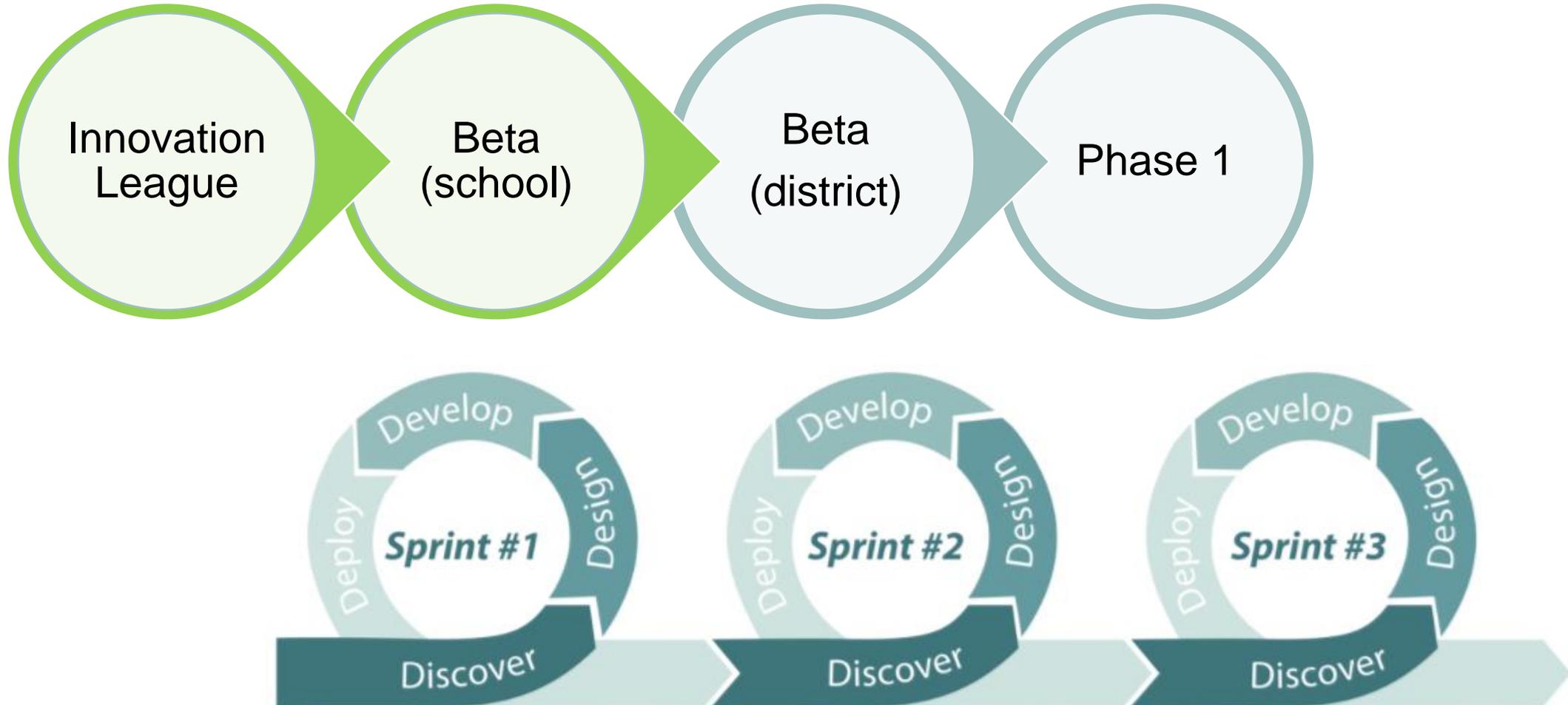
- Reminders that raise awareness
- Proven effective
- Targets parental misunderstanding of absences

3. State Leaderboard

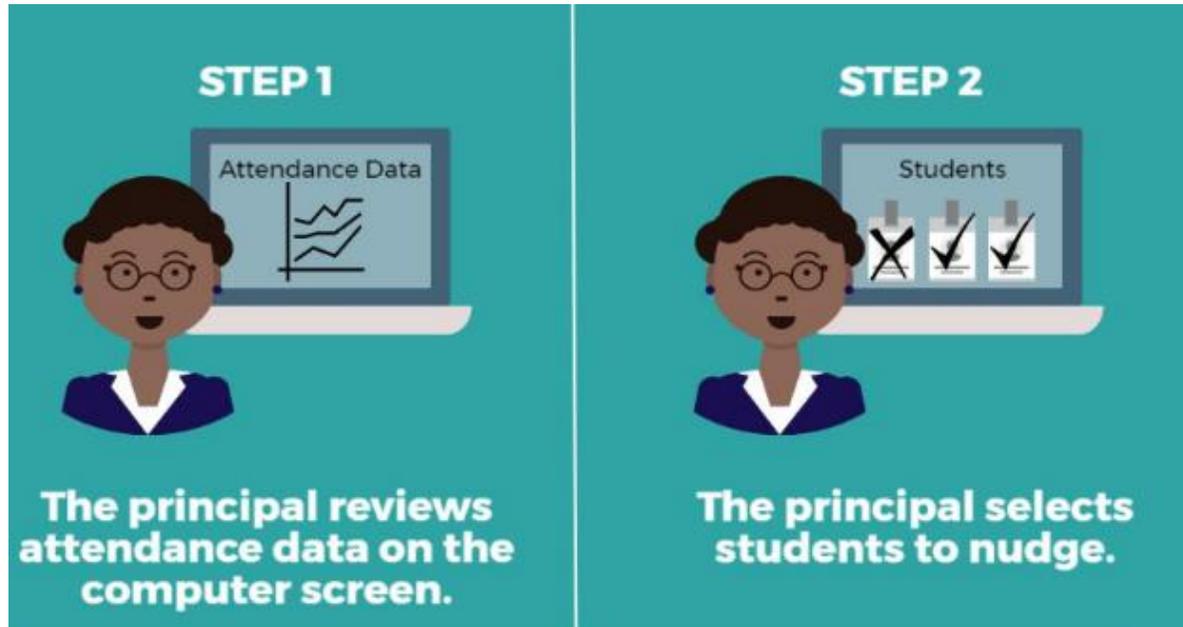
- Introduces competition
- School comparison to state mean and top 10% of schools
- Sortable statewide listing of absence rates



Project Lifecycle



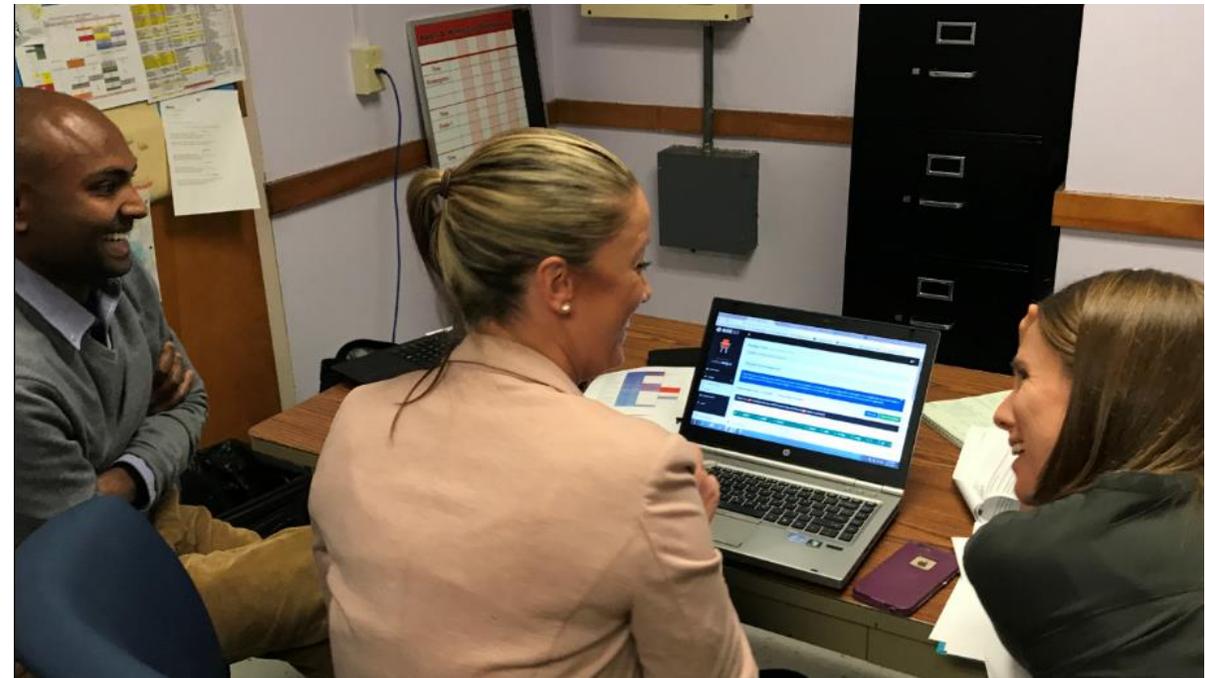
Nudge Text Message & Backpack Letter



We saw them delivered!



Wait for it...



RIDE Attendance Tool: Next Steps

- ▶ Designing a statewide website—by a local high school Web Design class—to launch by late summer 2018 to include:
 - ▶ What we know about chronic absence—state and national data, cost for districts
 - ▶ How to use attendance tool
 - ▶ Leadership Board
 - ▶ Showcase All-Stars, like the Olneyville Walking School Bus
 - ▶ SurveyWorks results
 - ▶ Statewide Chronic Absenteeism Dashboard (current and rates over time)

RIDE Attendance Tool: Next Steps

- ▶ Recruit additional districts and schools
 - ▶ May 2018: Begin recruitment with Commissioner's Field Memo
 - ▶ July 2018: Planning for district-wide nudge implementation
 - ▶ September 2018: Start Elementary Schools
 - ▶ December 2018: Add Middle School(s)
- ▶ Explore digital badging for Low Absence (less than 5%) students

Oneyville Health Equity Zone – Walking School Bus



▶ **Goals:**

- ▶ Increase Daily Attendance Rate
- ▶ Improve safety of daily commute
(Increase Physical Activity, Employ Residents)

▶ **Outcomes**

- ▶ Highest Average daily attendance rate in the district (94.8%)
- ▶ Second lowest chronic absenteeism in the district
(1.5 miles a day, sustained resident employment)

▶ **Partners involved:**

- ▶ ONE | NB, William D'Abate Elementary School, OV Collaborative, Youthbuild Prep, Mayor Elorza, Department of Health, Providence Police Department, Councilwoman Sabina Matos

▶ For more information:

- ▶ scharff@onenb.org ; <http://www.walkingschoolbus.org/>