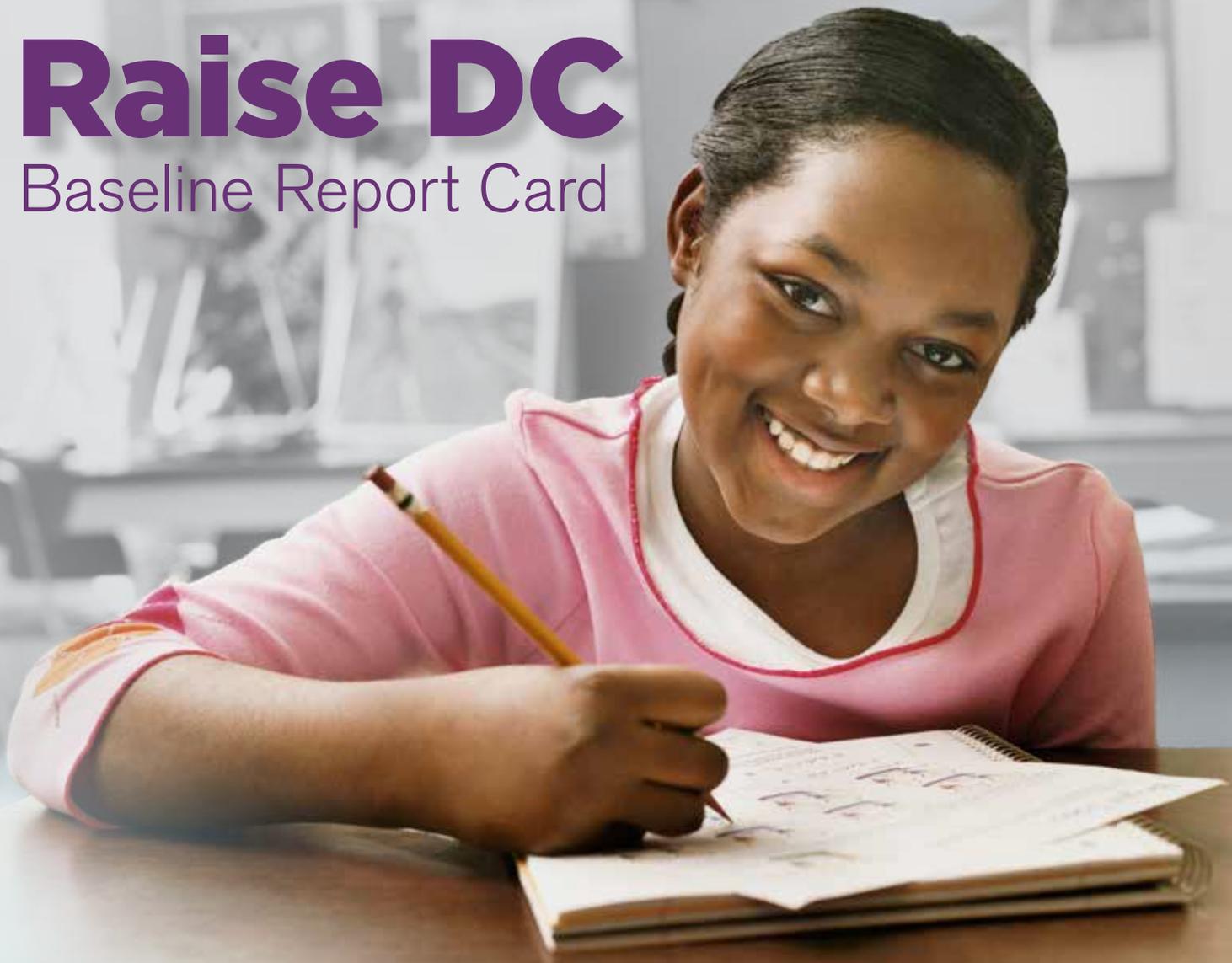


February 2013

Raise DC

Baseline Report Card



Prepared Youth.
Productive Residents.
Thriving Communities.

RAISE↑**DC**

A Cradle-to-Career Partnership



Raise DC

Baseline Report Card

The Raise DC Baseline Report Card is a product of the Raise DC Partnership and includes input from members of the Raise DC Leadership Council, Data Committee, and Change Networks. The report was made possible by funding from the Community Foundation for the National Capital Region and technical assistance and support from the Strive National Network. The initial data framework was developed by the Urban Institute. The Raise DC Baseline Report Card was written by Nancy Martin and Celine Fejeran. Raise DC is staffed by Celine Fejeran and Eshauna Smith in the Office of the Deputy Mayor for Education.

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$$2+1=3$$

$$2+2=4$$

$$2+3=5$$

Dear Community Members,

Over the last year, a growing partnership of committed business, philanthropic, government, education, health and human services, and nonprofit leaders has gathered to develop a common road map to improve educational outcomes for young people in the District. Recognizing that this has been attempted before, we knew something different had to be applied to the old equation. This time we came to the table equipped with lessons learned from past citywide efforts, a laser-like focus on raising specific outcomes for children and youth from birth to age 24, and a shared expectation that partners will work together using data to drive decisions.

While various reforms have led to important improvements in the lives of the District's children, we have yet to achieve system-wide progress. Too many children are still entering school not fully ready to learn, are academically off-track, fail to graduate from high school on time, are inadequately prepared to succeed in the workforce and higher education, and are out of school and out of work.

This first Raise DC Baseline Report Card reflects our collective effort to identify specific metrics of success for children and youth as they transition from one part of the educational pipeline to the next. It also establishes a baseline so that the entire community knows precisely where we are and where we want to go as we work together to continuously improve how we support success for young people in the District, from cradle to career. Most importantly, it articulates our public commitment to you, to our children, and to our city.

We know that our goals are ambitious, the work will not be easy and results will not be achieved overnight. We also know that improving education outcomes for our young people is a shared responsibility, and if we work together, every child can:

- Enter kindergarten meeting expected academic and developmental benchmarks,
- Graduate from high school within 4 years,
- Attain a post-secondary educational credential,
- Reconnect to education/training if they have already dropped out of school, and
- Engage in job experiences that will prepare them for a career.

This is our chance to raise the level of success for our young people, and we intend to seize it. We hope you will join us in this mission!

Jennifer Leonard, *Interim Deputy Mayor for Education*

Lucretia Murphy, *Executive Director, See Forever Foundation/Maya Angelou Schools Co-Chairs, Raise DC*

Raise DC Leadership Council

Jennifer Leonard, Interim Deputy Mayor, Office of the Deputy Mayor for Education (DME) (Co-Chair)*

Lucretia Murphy, Executive Director, See Forever Foundation/Maya Angelou Schools (Co-Chair)*

David Berns, Director, DC Department of Human Services

Randall Boe, Executive Vice President and General Counsel, Monumental Sports and Entertainment*

David Brown, Senior Fellow, Annie E. Casey Foundation

Ed Davies, Executive Director, DC Children and Youth Investment Trust Corporation

John DeGioia, President, Georgetown University

Brenda Donald, Director, DC Child and Family Services Agency

Terri Lee Freeman, President, Community Foundation for the National Capital Region*

Allison Gerber, Executive Director, DC Workforce Investment Council*

Wendy Goldberg, Chairman, DC Promise Neighborhood Inc.*

Nicola Goren, President, Washington Area Women's Foundation

Bill Hanbury, President and CEO, United Way of the National Capital Area*

Mike Harreld, Regional President, PNC Bank*

Kaya Henderson, Chancellor, DC Public Schools (DCPS)*

Erin Hogan, Vice President, The Philanthropy Centre at J.P. Morgan

Daniel Horgan, Senior Director of Community Affairs, Capital One*

Fred Humphries, Vice President of US Government Affairs, Microsoft

Michele Jolin, Managing Partner, America Achieves*

Solomon Keene, President, Hotel Association of Washington, DC*

Hosanna Mahaley, State Superintendent, DC Office of the State Superintendent of Education (OSSE)*

*(*Executive Team member)*



Lisa Mallory, Director, DC Department of Employment Services (DOES)

Patricia McGuire, President, Trinity Washington University*

Laura Nuss, Director, DC Department of Disability Services (DDS)

Beatriz “BB” Otero, Deputy Mayor, Office of the Deputy Mayor for Health and Human Services (DMHHS)*

Scott Pearson, Executive Director, Public Charter School Board (PCSB)*

Thomas Penny, General Manager, Courtyard by Marriott Convention Center*

Alice Rivlin, Senior Fellow, Brookings Institution

Irasema Salcido, CEO and Founder, Cesar Chavez Public Charter Schools*

Neil Stanley, Director, DC Department of Youth Rehabilitation Services (DYRS)

Patty Stonesifer, Philanthropy and Nonprofit Advisor

Carrie Thornhill, President and CEO, Great Start DC*

Herb Tillery, Executive Director, DC College Success Foundation*

Calvin Woodland, Interim CEO, University of the District of Columbia – Community College (UDC-CC)*

A Collective Call to Action

There are nearly 750,000 jobs within the District, yet only 361,000 District adults are in the labor force and we struggle with an unemployment rate of eight percent.ⁱ In a city heralded for having the highest concentration of graduate degrees in the country, this is more than disappointing.ⁱⁱ

A closer look at the numbers reveals a sobering picture. Approximately 19 percent of adults in the District lack basic literacy skills.ⁱⁱⁱ Dig even deeper and we find the prospects for many of our older youth transitioning successfully into adulthood are limited. In the District, nearly 10,000 low-income youth are out of school and out of work,^{iv} approximately 11 percent of births are to mothers under the age of 20,^v more than 600 youth ages 16-21 spend their adolescence in foster care,^{vi} more than 1,000 committed youth are under the supervision of the juvenile justice system annually,^{vii} and approximately 600 youth and young adults struggle with severe mental health needs.^{viii} Moreover, nearly 30 percent of children are living in poverty^{ix} and 1,880 children are homeless.^x

Growing a stronger economy and increasing the incomes of all of our residents depends on improving outcomes for our young people ages 0 to 24, from the time they are born to the time they begin a career. There is much at stake, and we each have a role to play.

The Raise DC Partnership

By some standards, the District is a city rich in programs, with a diverse set of offerings seeking to make a positive impact on the daily lives of many District residents. However, isolated interventions of individual organizations and agencies cannot radically improve the lives and futures of all of the District's children. For this reason, innovative leaders from across public, private, nonprofit and philanthropic sectors have come together to build a civic infrastructure that will help to transform our history of isolated efforts towards a smarter and more integrated way of organizing existing funds, initiatives, and resources for children and youth. We hope the Raise DC Partnership will help us coordinate our efforts toward key outcomes so that we become a system-rich city.

The work of the Raise DC Partnership is guided by a success road map, which focuses on key outcomes for children and youth as they transition along each part of the cradle-to-career continuum. This road map will serve as a catalyst for our collective work towards creating a system of supports and opportunities in which all of our young people can succeed and thrive. This work includes:

- Aligning academic and nonacademic supports across all parts of the continuum,
- Focusing resources on the most critical outcomes for children and youth,
- Using data to identify effective practices that will improve existing programs rather than launching new ones, and
- Investing in the sustainability of the work so that it thrives beyond electoral cycles.



Raise DC Success Road Map

Goals	Every child is prepared for school	Every child succeeds in school
<p>Core Outcomes</p>	<p>Percentage of children entering kindergarten meeting expected benchmarks in multiple domains: TBD</p>	<p>Percentage of students graduating from high school in 4 years: 75 percent by 2017</p> <p>Percentage of students proficient in Partnership for Assessment of Readiness of College and Careers (PARCC) assessments: TBD</p>
<p>Contributing Indicators</p>	<ul style="list-style-type: none"> Percentage of pre-kindergarten teachers with a bachelor's degree Percentage of high quality early childhood early development programs Percentage of births with early prenatal care Percentage of children (ages 0-5) receiving early screening for developmental delays Percentage of children (ages 0-5) with a medical home Percentage of children (ages 0-5) receiving health screenings 	<ul style="list-style-type: none"> Graduation rate Percentage of 3rd grade students scoring "proficient" or "advanced" on DC Comprehensive Assessment System (DCCAS) reading assessment Percentage of 3rd grade students scoring "proficient" or "advanced" on DCCAS math assessment Percentage of 8th grade students scoring "proficient" or "advanced" on DCCAS reading assessment Percentage of 8th grade students scoring "proficient" or "advanced" on DCCAS math assessment Percentage of 9th grade students promoted to 10th grade Percentage of students truant Percentage of students suspended Number of students expelled Student average daily attendance

Every youth who is not in school reconnects to education/training	Every youth attains a postsecondary credential	Every youth is prepared for a career
<p>Number of low-income youth ages 16-24 not in school and not employed: 7,000 by 2014</p>	<p>Percentage of students who complete an associate's degree within three years of high school graduation: TBD</p> <p>Percentage of students who complete a bachelor's degree within six years of high school graduation: TBD</p> <p>Percentage of UDC-CC students age 24 or younger who complete a certificate program within two years: 60 percent by 2015</p>	<p>Percentage of DC residents ages 20-24 employed full-time: 66 percent by 2017</p>
<p>Number of youth ages 16-24 who exited school without indicating enrollment in another educational experience or showing up in another school roster</p> <p>Number of formerly out-of-school youth ages 16-24 enrolled in high school / GED preparation / adult basic education programs</p> <p>Number of formerly out-of-school youth ages 16-24 enrolled in postsecondary program (college or certification)</p> <p>Number of formerly out-of-school youth ages 16-24 connected to employment training</p>	<p>Percentage of high school graduates who enroll in a college or credential program within 6, 12, and 18 months of high school graduation</p> <p>Percentage of students persisting to their second year of college or university</p> <p>Percentage of graduating seniors who complete Free Application for Federal Student Aid (FAFSA)</p> <p>Percentage of graduating seniors who complete DC Tuition Assistance Grant Program (DCTAG) application</p>	<p>Number of youth ages 16-21 who get an early work experience</p> <p>Number of youth ages 18-24 enrolled in apprenticeship programs</p> <p>Percentage of young people in the labor force</p>

“If you want to go fast, go alone. If you want to go far, go together.”

—African proverb



Building a Lasting Civic Infrastructure

The long-term sustainability of Raise DC relies on our ability to build a “civic infrastructure” to support success for every child, from cradle to career. This means first and foremost that we fortify collective leadership, engagement, and accountability across all sectors, both inside and outside of government, and all levels of the Raise DC Partnership, from the Leadership Council to the Change Networks.

Civic infrastructure is not a single program or an initiative to implement. Rather, it is the organization of what we do within our community to have an impact on children and their families in a way that successfully supports them from birth to a career. It is a commitment to change the way we do our collective work so that we are using data and moving resources in a coordinated way to drive towards a common vision and to constantly improve. While each of these individual pieces and players is singularly important, we can never achieve the kind of long-term impact we want to see without building a solid civic infrastructure.

The Raise DC Partnership is comprised of four components that work together to form a cradle-to-career civic infrastructure in the District: The Executive Team, Leadership Council, Change Networks and Anchor Institution.



Executive Team:

The executive team is comprised of cross-sector leaders from the Leadership Council who provide strategic guidance and governance and leverage significant financial and social capital to advance Raise DC goals and outcomes.

Change Networks:

The change networks consists of key practitioners and issue experts who identify sets of successful strategies and commit to implementing those strategies into their respective policies, practices and programs. They continuously monitor the progress of these strategies and report their progress and challenges to the Leadership Council.

Leadership Council:

The leadership council consists of key public champions who monitor the Partnership’s progress and use their authority to align and broker resources to implement strategies and address financial and policy/structural barriers.

Anchor Institution:

A neutral entity that provides key staff and data supports. The anchor institution must have convening power to ensure that key leaders consistently come to the table over time. This ensures that the anchor can foster collaborative efforts across sectors to eliminate silos and deliver results.

Developing a Baseline Report Card

Purpose of this Baseline Report Card

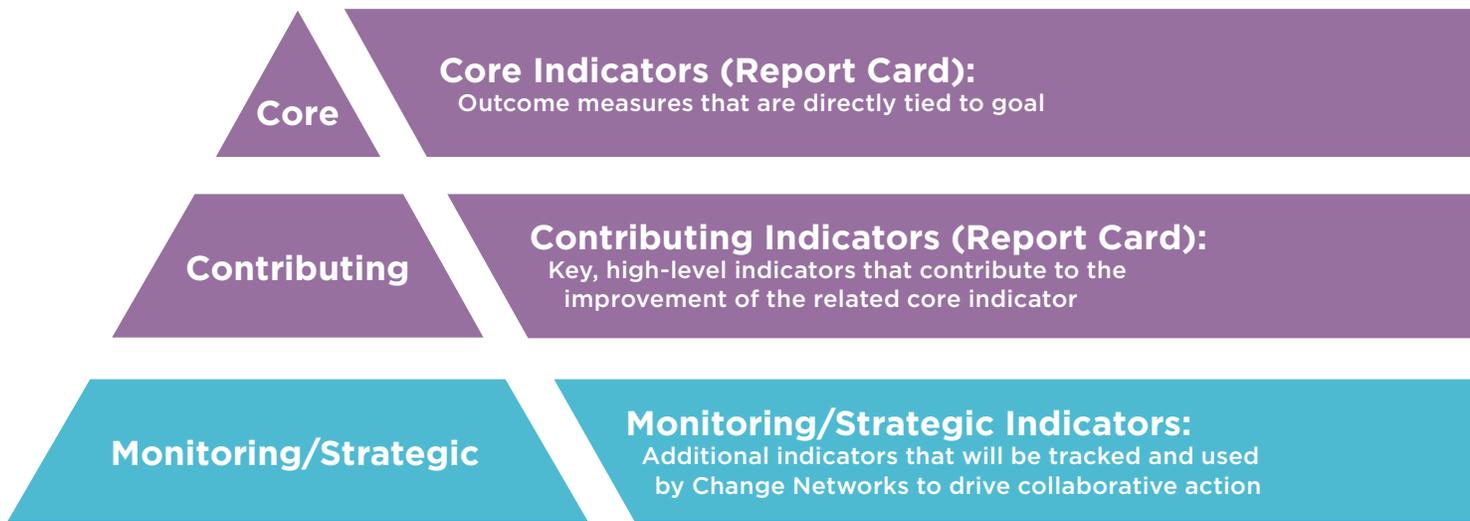
For far too long we have attempted to improve educational outcomes by using a “spray and pray” approach—we disperse resources, time, and talent in an uncoordinated manner in hopes this has an impact somewhere for someone. Instead, by selecting a few critical indicators (both academic and nonacademic) and engaging in analysis of the work that is already happening on the ground, we can determine which effective practices we can lift up, improve upon, and expand. This first Raise DC Baseline Report Card articulates specific markers of success for children and youth as they transition from birth to young adulthood, establishes a baseline of knowledge of where we are as a city, and provides a guide for how we will move forward together.

Selecting Indicators

Over the course of the past year, the Raise DC Partnership has undergone an extensive process to select common citywide indicators that lay the foundation for our collective work and will provide the District with a comprehensive and honest picture of our progress each year. We have worked closely with our Leadership Council, Change Network members, issue experts, the Urban Institute, and the Raise DC Data Committee to define indicators that will guide our work together.

Types of Indicators

There are many factors that influence the educational success of our children and youth. Raise DC has identified three levels of indicators to guide our work and is collecting data for each. Core and contributing indicators will be tracked annually to provide an overall snapshot of progress toward Raise DC goals. Additional data related to the core and contributing indicators will be tracked and analyzed within the Raise DC Change Networks to drive their collaborative action plans.



To the extent possible, the indicators selected are:

- Population-based, representing conditions at the citywide/community-wide level and not at the programmatic level
- Valid measures of concepts outlined in the success road map and produced by a trusted source
- Easily understandable to local stakeholders
- Equivalent or reasonably similar across local education agencies (LEAs) systems/providers, enabling cross-sector comparisons
- Affordable to gather and report and available consistently over time
- Changeable to a significant degree by local action and useful in the day-to-day work of organizations and networks working to improve outcomes for children and youth

The majority of the data included in this report have been sourced from government agencies or through national data sources. Instances in which data are not currently available are identified and discussed in each section of the report.

Representatives of the following agencies and organizations form the Raise DC Data Committee:

- AppleTree Institute for Education Innovation
- DC Action for Children
- DC Alliance of Youth Advocates
- DC Child and Family Services Agency
- DC Children and Youth Investment Trust Corporation
- DC Department of Disability Services
- DC Department of Employment Services
- DC Department of Health
- DC Department of Health Care Finance
- DC Department of Human Services
- DC Department of Mental Health
- DC Department of Youth Rehabilitation Services
- DC Deputy Mayor for Education
- DC Deputy Mayor for Health and Human Services
- DC Office of the State Superintendent of Education
- DC Public Charter School Board
- DC Public Schools
- The George Washington University – DC EdCORE
- KIPP DC Public Charter Schools
- See Forever Foundation/Maya Angelou Schools
- University of the District of Columbia – Community College
- The Urban Institute

“Don’t let the perfect be the enemy of the good.” –Voltaire

$$\begin{array}{r} a-3 \\ \times 3 \\ \hline 3a-9 \end{array}$$
$$\begin{array}{r} 32a+3 \\ \times 10 \\ \hline 320a+30 \end{array}$$
$$a-18 = 6a+9$$
$$a-6a = 9+15$$
$$-5a = 24$$
$$a = -\frac{24}{5}$$

$$16 = 2(t+3)$$

$$= 2t + 6$$

$$16 = 2t$$

$$8 = t$$

$$t = 8$$



Data in Detail

GOAL 1:

Every child is PREPARED for school

OUTCOME: Increase the percentage of children entering kindergarten ready to learn.

CORE INDICATOR: Percentage of children entering kindergarten meeting expected benchmarks in multiple domains

BASELINE:
TBD



TARGET:
TBD by 2013

As a national leader in achieving universal pre-kindergarten (pre-k), the District must build on its momentum by ensuring our children enter kindergarten ready to succeed. The District provides a wealth of center-based, charter school, and DCPS early learning options; however, evaluation tools vary widely across programs, making it difficult to know overall where our youngest children are in meeting academic and developmental benchmarks when they enter kindergarten. The DC State Early Childhood Development Coordinating Council is serving in an advisory capacity to support OSSE in selecting and implementing a kindergarten assessment tool.¹

¹ Research and discussion is underway about the type of assessment tool that will be used for the District.

Contributing Indicators:

1. Percentage of pre-k teachers with a bachelor's degree: 98 percent²

2. Percentage of high quality early childhood education development programs: TBD

There is no standardized way of comparing the quality of early childhood education and development programs across all publicly-funded programs in the District. Community/center-based care, DCPS, and public charter schools have varying definitions and measures of quality. Community/center-based programs are divided into "gold," "silver," and "bronze" ratings; for purposes of this report, programs with "gold" designation are considered to meet the highest quality standards. DCPS pre-k programs (3 and 4 year olds) include those that meet Head Start standards or are accredited by the American Montessori Society or the National Association for the Education of Young Children (NAEYC). The accountability system that PCSB has historically used relies on student achievement data as measured by the assessments selected by each school. These assessments vary widely, and there is no agreed-upon system for comparing them. The PCSB is piloting a uniform quality rating system for early learning programs within charter schools that would permit the ranking of these schools, and expects that it will be ready for full implementation by the 2013-2014 school year.

The Office of the State Superintendent of Education is developing a new Quality Rating Improvement System (QRIS) based upon national best practices. As a universal tool, the QRIS will provide the District with the capacity to measure all early childhood programs across sector. The QRIS is scheduled for implementation in Fall 2013.

Community-based organization programs: 30.2 percent³

DCPS programs: 90.0 percent⁴

PCSB programs: TBD

3. Percentage of births with early prenatal care: 70.0 percent⁵

2 OSSE. Early Childhood Education Information Management System, 2011-2012 school year, data for publicly-funded pre-k programs

3 OSSE. Quality Rating Improvement System for Center Care, 2011-2012 school year

4 DCPS. Rooms meeting Head Start standards, American Montessori Society accreditation, or NAEYC accreditation, 2011-2012 school year

5 DC KIDS COUNT Data Center. Available at: <http://datacenter.kidscount.org/data/bystate/stateprofile.aspx?state=DC&loc=10>. Births for which it was unknown when prenatal care began were subtracted from the total number of births before the percent was calculated, 2010.

4. Percentage of children ages 0-5 receiving early screening for developmental delays: 16.5 percent⁶

This percentage is based on the total number of children screened through OSSE's Strong Start program (ages 0-3) and DCPS' Early Stages program (ages 3-5). There is no central system for tracking the percentage of all children receiving early screening for developmental delay.

5. Percentage of children ages 0-5 with a medical home: TBD

The concept of a "medical home" (a team-based approach to health care delivery and comprehensive primary medical care) has not been implemented fully in the District. In this baseline report card, we include information on the percentage of children ages 0-5 who are enrolled in Medicaid; while this is not a direct proxy for a medical home, it provides a snapshot of young children who have access to medical care.

Percent of children (ages 0-5) enrolled in Medicaid: 67.0 percent⁷

6. Percentage of children ages 0-5 receiving health screenings: 75.2 percent⁸

Those children enrolled in Medicaid receiving "well-child visits," or comprehensive evaluations of a child's physical, oral, and developmental health.

6 Strong Start provided 2,555 screenings for children ages 0-3 and Early Stages provided 4,056 screenings for children ages 3-5 in fiscal year 2011.

7 DC Department of Health Care Finance. Figure represents children ages 0-5 enrolled in Medicaid for at least 90 days during fiscal 2011.

8 Ibid. Figure represents children ages 0-5 enrolled in Medicaid for at least 90 days who received at least one well-child visit during fiscal 2011.



The Data Moving Forward:

While the District continues investing in access and teacher quality, future data on program quality and teacher readiness will provide policymakers and other stakeholders with a better understanding of what is working and where additional capacity and resources are needed to raise performance systemically. OSSE intends to select a kindergarten assessment tool to be piloted in a group of kindergartens in fall 2013. This measure is critical to Raise DC's ability to track improvements in children's readiness for school toward accurate and effective resource allocation and policy support.

The PCSB is piloting an early childhood performance management framework (PMF) this year. When the pilot is completed and the PMF is implemented (expected in the 2013-2014 school year), the PCSB will rank charter school early childhood programs according to their performance on a range of measures. This will help achieve the goal of a standardized system of measuring quality across all community-based organizations, DCPS, and PCSB early childhood programs.

The Office of the State Superintendent of Education is developing a new Quality Rating Improvement System (QRIS) based upon national best practices. As a universal tool, the QRIS will provide the District with the capacity to measure all early childhood programs across sector. The QRIS is scheduled for implementation in Fall 2013.

A medical home, also referred to as a patient-centered medical home, is a team-based approach to health care delivery providing comprehensive primary medical care. In order to measure children's access to a medical home in future years, the District must develop a citywide definition of "medical home" and develop a uniform method for tracking and reporting this data.



GOAL 2:

Every child SUCCEEDS in school

OUTCOME: Increase the percentage of youth who graduate from high school on time and are college/career-ready.

CORE INDICATORS:

Percentage of students graduating from high school in four years

BASELINE:
61%⁹



TARGET:
75% by 2017

The District is now tracking its graduation rate using the federal “cohort” model, which calculates the number of students in DCPS and public charter schools who graduate within four years of entering high school.

Percentage of students proficient in PARCC Assessments

BASELINE:
TBD by 2015



TARGET:
TBD

As part of PARCC, a consortium of nearly 25 states, the District is developing a common set of K-12 assessments in English and Math that is aligned with the common core standards. This new assessment is scheduled to be administered for the first time in the 2014-2015 school year in both DCPS and public charter schools, and unlike the current DCCAS, this assessment will allow us to know our students are performing compared to their national peers.

Contributing Indicators:¹⁰

	All students
Graduation Rate	61.0% (3010)
Percentage of 3rd grade students scoring “proficient” or “advanced” on DCCAS reading assessment	40.7% (1889)
Percentage of 3rd grade students scoring “proficient” or “advanced” on DCCAS math assessment	37.2% (1725)
Percentage of 8th grade students scoring “proficient” or “advanced” on DCCAS reading assessment	49.1% (2067)
Percentage of 8th grade students scoring “proficient” or “advanced” on DCCAS math assessment	57.8% (2433)
Percentage of 9th grade students promoted to 10th grade	78.4% (3348)
Percentage of students truant (students ages 5-13 with 15 or more unexcused absences and students ages 14 and over with 25 or more unexcused absences) ¹²	20.1% (15,054)
Percentage of students suspended ¹³	6.7% (5025)
Number of students expelled ¹⁴	69
Student average daily attendance ¹⁵	

10 All K-12 data reported by OSSE, 2011-2012 school year; includes DCPS and public charter school students.

11 OSSE collects data for seven federal race/ethnicity categories. “Other” includes all categories not reported separately.

12 Beginning in the 2012-2013 school year, “truancy” is defined as the accumulation of 10 or more unexcused absences for any student enrolled in DCPS or public charter schools.

African American/ Black	Hispanic/ Latino	Asian	White	Other ¹¹	English Language Learners	Receiving Special Education Services	Eligible for Free/ Reduced Meals
60.0% (2559)	55.0% (246)	79.0% (37)	88.0% (126)	*	52.0% (169)	47.0% (364)	71.0% (1560)
32.6% (1097)	40.2% (264)	60.8% (45)	89.3% (418)	*	35.6% (242)	16.1% (115)	29.7% (961)
27.9% (940)	40.4% (266)	73.0% (54)	86.9% (406)	*	39.4% (269)	15.2% (109)	27.2% (881)
45.2% (1546)	52.0% (243)	74.5% (38)	89.7% (209)	*	31.3% (85)	16.1% (140)	42.6% (1245)
53.7% (1834)	65.2% (306)	84.3% (43)	92.2% (214)	*	48.2% (132)	23.6% (204)	53.3% (1558)
73.2% (2761)	74.0% (413)	94.1% (48)	97.8% (135)	*	65.6% (185)	59.8% (529)	71.3% (2078)
23.4% (13425)	11.8% (1251)	5.7% (64)	4.0% (207)	6.9% (57)	11.0% (687)	32.8% (2954)	20.3% (8400)
8.2% (4724)	2.2% (232)	0.5% (6)	0.5% (24)	1.8% (15)	2.7% (167)	13.8% (1244)	7.6% (3142)
68	1	0	0	0	0	11	34
TBD							

*Below reportable size

13 OSSE reports suspensions and expulsions as determined by federal reporting requirements. These include: illicit drug related incident; alcohol related incident; weapons possession; violent incident; physical injury; or other reasons for a removal related to drug or alcohol use, violence, or weapons possession.

14 Ibid

15 Beginning in the 2012-2013 school year, OSSE is collecting daily attendance information from public, public charter, and private schools in the District. This will make it possible to calculate average daily attendance in the future.



GOAL 2: EVERY CHILD SUCCEEDS IN SCHOOL

The Data Moving Forward:

OSSE is beginning to collect daily attendance information from public, public charter, and private schools in the District in the 2012-2013 school year. This combined with updated truancy policy guidance, will make it possible to understand and track student school attendance more clearly in the future. Given the District's transition to using the Common Core Standards, future data will be taken from PARCC rather than DCCAS.

GOAL 3:

Every youth who is not in school RECONNECTS to education/training

OUTCOME: Decrease the number of youth who are disconnected from both school and work.

CORE INDICATOR: Number of low-income youth ages 16-24 who are not in school and not employed

BASELINE:
9,910¹⁶



TARGET:
7,000 by 2014

Nearly 10,000 low-income youth ages 16-24 (32 percent) are both out of school and not working, the immediate impacts of which point to a socio-economic crisis that cannot be ignored. Efforts to help these young people get back on a path towards success must include opportunities to reconnect to school, training, and job preparation.

¹⁶ American Community Survey, 2010. "Disconnected youth" calculated using the following characteristics: 16-24, not in group quarters, less than 200 percent poverty, less than an associate's degree, not receiving retirement benefits/self-employed/armed forces, and not in the labor force.

Contributing Indicators:

1. Number of youth ages 16-24 who exited school without indicating enrollment in another educational experience or showing up in another school roster: 1,953¹⁷

2. Number of formerly out-of-school youth ages 16-24 enrolled in high school/GED preparation/adult basic education programs: 3,049¹⁸

This number includes formerly out-of-school youth who re-enrolled in traditional and nontraditional DCPS and public charter schools and those who enrolled in adult basic education programs funded by OSSE's Adult and Family Education Office. While there are youth who enrolled in other programs run by community-based organizations, we are currently limited in our ability to capture this information in a centralized way.

3. Number of formerly out-of-school youth ages 16-24 enrolled in postsecondary program (college or certification): 71¹⁹

4. Number of formerly out-of-school youth ages 16-24 connected to employment training: 580

This number represents all out-of-school youth served by the DC Department of Employment Services in the following programs in the 2012 program year:

- 295 enrolled in out-of-school youth programs funded by the Workforce Investment Act
- 12 enrolled in on-the-job training
- 142 ages 18-24 accepted as apprentices
- 131 Path2Work job placements

This number does not represent all the out-of-school youth in employment training programs throughout the District. While there are a variety of community-based programs that provide employment training for out-of-school youth, there is no common repository that captures this information.

¹⁷ OSSE, Statewide Longitudinal Data System, 2010-2011 school year

¹⁸ Ibid. 432 formerly out-of-school youth re-enrolled in traditional high school programs. 714 enrolled in STAY, alternative education, and GED programs. 903 enrolled in adult basic education funded by OSSE's Adult and Family Education Office, 2012

¹⁹ OSSE, Statewide Longitudinal Data System, 2012

The Data Moving Forward:

While many agencies and community-based programs serve this population, there is no single entity responsible for monitoring the number of out-of-school youth, their needs, or the delivery of services. Moreover, the District lacks an adequate number of programs to reconnect all out-of-school youth and there is a need for better coordination among those that do exist.

With this in mind, the Raise DC Disconnected Youth Change Network is working to identify:

1. Which specific types of programming are needed in greater quantity to fully meet the needs of this population,
2. Which of the programs currently available to the out-of-school youth population in the District are effective, and
3. How many out-of-school youth are served by community-based education and employment training programs?

GOAL 4:

Every youth ATTAINS a postsecondary credential

OUTCOME: Increase the percentage of youth who attain a college degree or industry-recognized license/certification.

CORE INDICATORS:

Percentage of students who complete an associate's degree within three years of high school graduation

BASELINE: TBD²⁰  **TARGET:** TBD

Percentage of students who complete a bachelor's degree within six years of high school graduation

BASELINE: TBD  **TARGET:** TBD

Percentage of UDC-CC students age 24 or younger who complete a certificate program within two years

BASELINE: 56%²¹  **TARGET:** 60% by 2015

Certificates completed do not reflect third-party certifications, which are collected and kept by the individual vendors offering these programs.²²

Georgetown University's Center on Education and the Workforce predicts that by 2018, the U.S. economy will create 47 million new jobs, nearly two-thirds of which will require at least some postsecondary education. Nearly 14 million of these jobs will require an associate's degree or occupational certificate. Knowing that there are multiple paths to prepare for good jobs, Raise DC is focusing on increasing the number of students who attain a college degree in six years and who achieve an industry-recognized certificate or license within two years.

In 2012, 203 students attained licensure or certification after completing a program within UDC-CC.²³ It is not possible to document licensure or certification earned by DC residents through the many other programs across the region. UDC-CC is working to create a system that allows collection of third-party certification data.

20 Baseline to be determined by OSSE based on NSC student-level data.

21 UDC-CC, office of the chief executive officer, 2011-2012 school year.

22 Ibid.

23 Ibid.

Contributing Indicators:

1. Percentage of high school graduates who enroll in a college or credential program²⁴

Within six months of high school graduation: 41 percent (1,448)

Within 12 months of high school graduation: 48 percent (1,695)

Within 18 Months of high school graduation: 55 percent (1,942)

Figures are based on National Student Clearinghouse (NSC) aggregate data for DCPS and public charter high school 2009 graduates enrolled in college for the first time. Note: OSSE's Statewide Longitudinal Education Data system (SLED) anticipates reporting District-wide college enrollment, persistence and success based on student-level NSC data by April 2013. It is likely the methodology employed when using NSC student level data will have a different result from NSC aggregate data.

2. Percentage of students persisting to their second year of college or university: 74 percent (1,071)

Figure represents 1,071 of 1,448 class of 2009 high school graduates who enrolled in college within six months of high school graduation and returned for the fall of their second year immediately following completion of their first year in college.

3. Percentage of graduating seniors who complete:

Free Application for Federal Student Aid (FAFSA): 84.9 percent (2,581)²⁵

DC Tuition Assistance Grant Program (DCTAG) Application: 54 percent (1,641)²⁶

24 All college enrollment and persistence data provided by OSSE, based on NSC aggregate data for the DCPS and public charter high school 2009 graduates.

25 U.S. Department of Education. Seniors 2011; 2011-2012 academic year

26 OSSE, 2012 Seniors.



GOAL 4: EVERY YOUTH ATTAINS A POSTSECONDARY CREDENTIAL

The Data Moving Forward:

The National Student Clearinghouse (NSC) college enrollment, persistence and degree completion verification is limited to Title IV institutions that voluntarily report to NSC. The Clearinghouse does not verify enrollment, persistence and/or completion for Title IV institutions that do not voluntarily report to NSC or institutions granting industry recognized certifications and/or license that are not Title IV institutions.

The District of Columbia University's Community College maintains a data system that allows verification of District of Columbia Public and Public Charter High School graduates who enroll, persist and complete the Community Colleges certificate programs.

One challenge in verifying District of Columbia Public and Public Charter High School graduates' enrollment, persistence and completion of certificate programs is developing a central system to capture this data of certificate programs administered by neighboring community colleges.

Goal 5:

Every youth is PREPARED for a career

OUTCOME: Increase the percentage of young adults who are employed.

CORE INDICATOR: Percentage of DC residents ages 20-24 who are employed full-time²⁷

BASELINE:
41.6%²⁸



TARGET:
66% by 2017

Monitoring the percentage of District residents ages 20-24 who are employed tells us whether we are preparing our young people for a successful transition into adulthood. With fewer than 42 percent of these young people employed full-time, we must work diligently to increase the number of young adults who are employed while strengthening the “talent pipeline” by providing youth ages 16-19 with high-quality career preparation, including postsecondary enrollment, internships, and part-time jobs. As we work toward these goals, we must be careful to simultaneously assess our progress toward the integration of best practices in career preparation activities, thus assuring that our youth and young adults are truly prepared for a 21st century job market and lucrative, satisfying careers.

27 At least 35 hours per week

28 Bureau of Labor Statistics, Local Area Unemployment Statistics, 2011. Available at <http://www.bls.gov/lau/ptable14full11.pdf>

Contributing Indicators:

1. Number of youth ages 16-21 who get an early work experience through:

DC DOES Summer Youth Employment Program (SYEP): 10,706²⁹

This number reflects the number of youth in SYEP who were both referred to a job and remained at that job for the duration of the program. This number excludes 14- and 15-year-olds enrolled in SYEP, since they are typically assigned to work prep activities rather than work placements.

Part- or full-time employment (ages 16-19): 3,000³⁰

Paid and unpaid internships: TBD

A wide variety of private employers, schools, nonprofit programs, and agencies offer youth internship opportunities. There are no centralized data on internships.

2. Number of youth ages 18-24 enrolled in apprenticeship programs: 142³¹

This figure reflects apprentices in registered union and nonunion apprenticeships in the District only. District residents are also enrolled in apprenticeship programs in Maryland and Virginia, but DC DOES is not able to track this information.

3. Percentage of young people in the labor force

Ages 16-19: 24.7 percent (6,000)³²

Ages 20-24: 68.0 percent (38,000)³³

These data include youth who are either employed or actively seeking employment.

29 DC DOES, 2012

30 Bureau of Labor Statistics, Local Area Unemployment Statistics, 2011. Available at <http://www.bls.gov/lau/ptable14full11.pdf>

31 DC DES, FY2011. DES is the District's State Apprenticeship Registration agency.

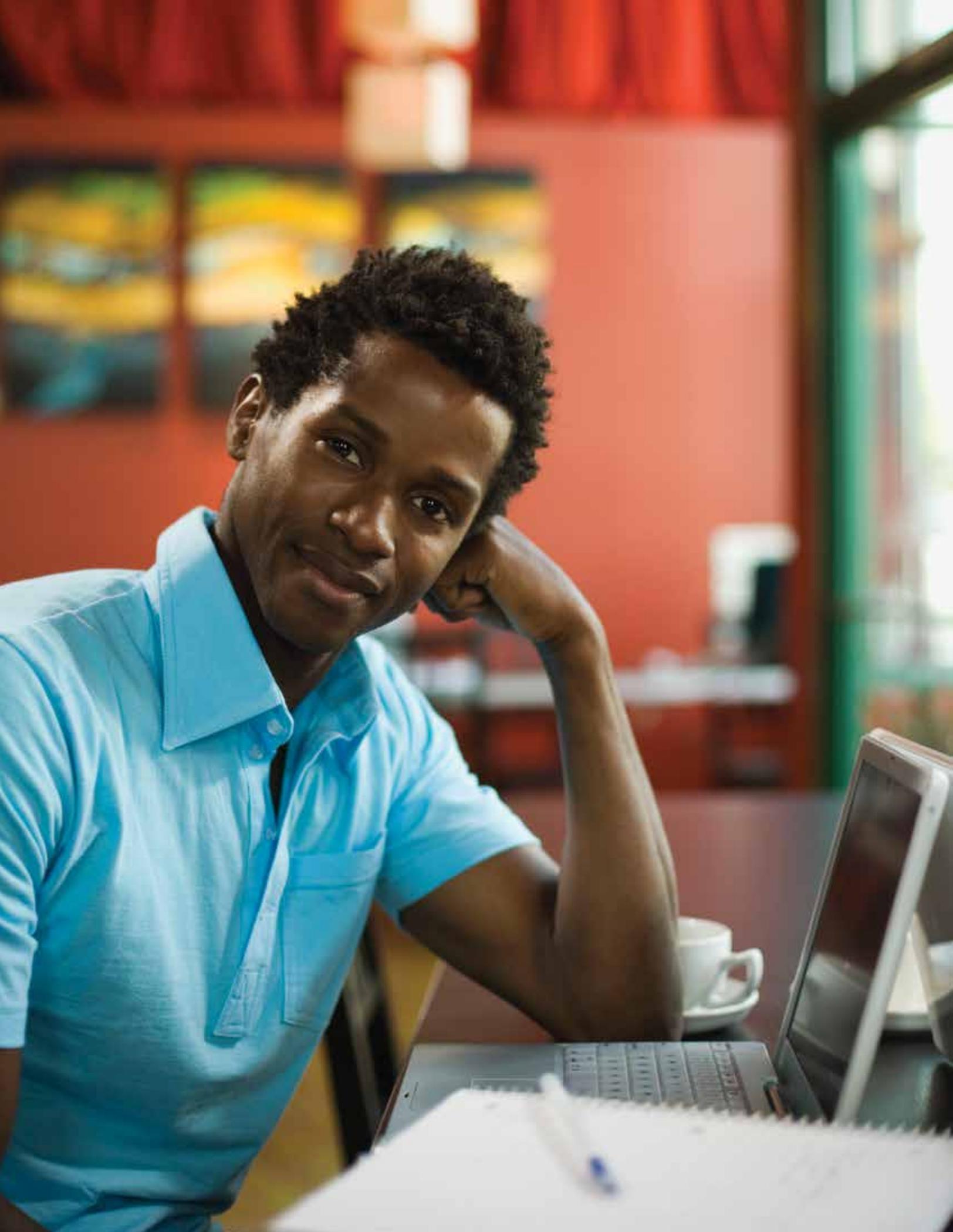
32 Bureau of Labor Statistics, Local Area Unemployment Statistics, 2011. Available at <http://www.bls.gov/lau/ptable14full11.pdf>

33 Ibid.



The Data Moving Forward:

There is currently no central registry of data on District residents who participate in registered apprenticeship programs. As a result, data presented in this report only reflects residents who are participating in apprenticeship programs in the District and do not include District residents participating in the many similar programs in Maryland and Virginia. These pieces of information would be important to gather and should be included in future reports. We should analyze data on early work experiences and career preparation to help determine the need for more intensive, long-term activities.



Moving Forward

This first Raise DC Report Card establishes a baseline of knowledge to guide our work. It clearly identifies what we hope to accomplish together, paints an honest picture of where we are, and highlights information needed to track better in the future—all critical information as we determine the most effective ways to coordinate resources and drive investments to improve the lives of the District’s children and youth. This report marks a shift toward a citywide culture of transparency, accountability, and informed decision-making to improve educational outcomes for our children, youth, and young adults.

Change Networks

Over the coming year, the Raise DC Change Networks will be analyzing data on effective practices, formulating action plans, and incorporating these plans into their existing programs in order to bring successful practices to scale. Their work will be driven by the Raise DC Success Road Map and the information presented in this baseline report. As the change networks collaborate, they will also be identifying key policy opportunities to ensure the necessary resources and policy infrastructures are in place to effectively implement these effective practices.

Leadership Council

The Leadership Council will work closely with the Raise DC Change Networks to leverage the resources and policy opportunities needed to advance the partnership’s collaborative strategies.

Anchor Institution

The District, like many other cities, is home to a number of coalitions, commissions and partnerships. In recent years, those focused on education and youth, including the DC Education Compact and the Statewide Commission on Children, Youth and Families, have struggled with long-term success. Examination of these past efforts reveals that one of the key challenges for sustainability has been the shifting political environment and the lack of organizational capacity needed to keep partners continually focused on the goals of the effort.

With this in mind, the Raise DC leadership has made a commitment to transitioning the partnership from the Office of the Deputy Mayor for Education to an outside anchor or “backbone” institution. We recognize that government must continue to play a leading role once the effort is transitioned; however, we also believe this transition will create the necessary conditions and opportunities for Raise DC to more quickly build its staff capacity and create long-term sustainability.

The Raise DC Executive Team is actively searching for an anchor institution for Raise DC. This search has been guided by best practices and criteria used by similar cradle-to-career partnerships across the country. The anchor institution will be a neutral entity that can provide dedicated staff and data supports, communicate and work across sectors to eliminate silos, deliver results, and draw key leaders to the table over time.

Other Sources of Information

There are many community reports, frameworks, and scorecards that provide research and statistics about various social and educational issues in the District. Although the focus of these reports overlaps, the content differs. Following is a select list of sources of related information:

- **PCSB School Performance Reports:**

<http://www.dcpubliccharter.com/PCSB-Publications/PMF-Results.aspx>

PCSB provides school performance reports as a way to share how the PCSB evaluates each public charter school. Although each charter school is unique, the PCSB's new Performance Management Framework (PMF) enables the board to look at school performance across common measures.

- **DCPS School Scorecards:**

<http://profiles.dcps.dc.gov/>

DC Public Schools provides school scorecards to give parents, students and community members in the District a clear, objective picture of school performance. By incorporating multiple measures of school quality into one tool, the scorecard presents a unique opportunity to compare schools' strengths and weaknesses across the District.

- **DC KIDS COUNT:**

<http://www.dcactionforchildren.org/kids-count>

DC KIDS COUNT is part of the network of local organizations that provide a community-by-community picture of the condition of children. The network organizations also monitor budget and legislative decisions in the states and provide policy analysis based on evidence of what works for children and families.

- **OSSE:**

<http://osse.dc.gov/>

OSSE provides information on education in the District, such as school-by-school graduation rates.

Endnotes:

- i DC Economic Indicators, DC Office of the Chief Financial Officer, September 2012. <http://www.cfo.dc.gov/cfo/frames.asp?doc=/cfo/lib/cfo/eiseptember2012.pdf>
- ii 2009 U.S. Census Bureau, Statistical Abstraction of the United States: 48.5 percent of District residents have a bachelor's degree or higher; Massachusetts has the next highest concentration at 38.2 percent.
- iii 2003. National Center for Education Statistics, National Assessment of Adult Literacy.
- iv IPUMS/American Community Survey.
- v DC Department of Health, Center for Policy, Planning and Evaluation, 2010; data provided by DC Action for Children.
- vi DC Child and Family Services Agency.
- vii DC Department of Youth Rehabilitation Services, FY 2012
- viii Unduplicated youth ages 16-24 who received some type of mental health rehabilitation service (MHRS) during the year. The majority of MHRS services are provided to people whose mental health needs require more than office-based intervention. Source: DC Department of Mental Health, FY2011
- ix Under 18 years old, below 100 percent of the federal poverty level. Source: American Community Survey, 2006-2010; data provided by DC Action for Children.
- x According to HUD definition of "literally homeless." Source: Community Partnership for the Prevention of Homelessness and Metropolitan Washington Council of Governments, Homeless Services Planning and Coordinating Committee, 2012; data provided by DC Action for Children.
- xi The U.S. Department of Labor Office of Apprenticeships tracks all registered apprentices in the U.S.; however, they do not report on state of residency, just the state in which the apprenticeship took place..

**For more information about
Raise DC visit www.raisedc.net**



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