Topic: HomeRoom Network Community of Practice
Session 8 – Supporting Vulnerable Youth Experiencing Homelessness: A Focus on Attendance & Enrollment
Date: 4/18/2023
Time: 1:00 pm – 2:15 pm EST

Materials
Recording: https://youtu.be/WC_BMJbOCbU

1. Introductions
   a. Patrick Hickman, Ohio’s Attendance Advisor
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2. Why Focus on Attendance Data?
   a. A student’s attendance in the previous year can predict their attendance in the current school year.
   b. Student interventions are strengthened when the student attends school regularly.
   c. By ninth grade, good attendance can predict graduation rates better than eighth grade test scores.
   d. 65% of students are less likely to meet the Third Grade Reading Guarantee.
   e. 89% of students are less likely to graduate on time from high school.
   f. Chronic Absenteeism is an indicator on the state report card.

3. Chronic Absenteeism Data
   a. 2018-2019
      i. Students with a disability: 25.4%
      ii. Economically disadvantaged students: 25.8%
      iii. English Learners: 16.4%
      iv. Students experiencing homelessness: 49.8%
      v. Students in Foster Care: 22.5%
   b. 2020-2021
      i. Students with a disability: 32.8%
      ii. Economically disadvantaged students: 37.5%
      iii. English Learners: 32%
      iv. Students experiencing homelessness: 59.3%
      v. Students in Foster Care: 32.2%
   c. 2021-2022
      i. Students with a disability: 39.9%
      ii. Economically disadvantaged students: 44.4%
      iii. English Learners: 31.6%
      iv. Students experiencing homelessness: 65.1%
v. Students in Foster Care: 37.5%

4. Positive Conditions for Learning
   a. Multi-tiered system of support for attendance
      i. Foundational supports which promote positive conditions for learning (all students and families)
      ii. Tier 1: Universal Prevention (all students and families)
      iii. Tier 2: Early Intervention (students missing 10-19% of school days)
      iv. Tier 3: Intensive Intervention (students missing 20% or more of school days)
   b. Foundational Supports
      i. Physical and Emotional Health & Safety
         1. Healthy learning environments
         2. Welcoming, safe school climate
         3. Access to food & other basic needs
         4. Restorative circles
      ii. Belonging, Connection, and Support
         1. Active student & family engagement
         2. Advisories/meetings to build community
         3. Enrichment & clubs
         4. Positive peer connections
      iii. Academic Challenge and Engagement
         1. Access to tech & internet
         2. Learning supports
         3. Project-based learning
         4. Credit recovery opportunities
         5. Internships/community service
         6. Alternative scheduling options
      iv. Adult and Student Well-Being and Emotional Competence
         1. Restorative check-ins
         2. Access to health care & mental health supports
         3. Trauma-informed practice
         4. Staff self-care

c. Relationships are essential to positive conditions for learning

5. Discussion 1: What are some ways you could contribute to positive conditions for learning?

6. Reducing chronic absence requires addressing challenges worsened or created by the pandemic
   a. Barriers
      i. Chronic and acute illness
      ii. Family responsibilities or home situation
      iii. Trauma
      iv. Poor transportation
      v. Housing and food insecurity
      vi. Inequitable access to needed services
      vii. System involvement
viii. Lack of predictable schedules for learning
ix. Lack of access to tech
x. Community violence
xi. Etc. and many more!

b. Aversion
   i. Struggling academically and/or behaviorally
   ii. Unwelcoming school climate
   iii. Social and peer challenges
   iv. Anxiety
   v. Biased disciplinary and suspension practices
   vi. Undiagnosed disability and/or disability accommodations
   vii. Parents had negative educational experiences

c. Disengagement
   i. Lack of challenging, culturally responsive instruction
   ii. Bored
   iii. No meaningful relationships with adults in the school (especially given staff shortages)
   iv. Lack of enrichment opportunities
   v. Lack of academic and behavioral support
   vi. Failure to earn credits
   vii. Drawn to low-wage job vs. being in high school

d. Misconceptions
   i. Absences are only a problem if they are unexcused
   ii. Missing 2 days per month doesn’t affect learning
   iii. Lose track and underestimate TOTAL absences
   iv. Sporadic absences aren’t a problem
   v. Attendance only matters in the older grades
   vi. Suspensions don’t count as absence

7. Communication
   a. Attendance is everyone’s responsibility
      i. Building administration
      ii. Counselors/social workers
      iii. Nurses
      iv. Office staff
      v. Coaches
      vi. Teachers
      vii. Bus drivers
      viii. Custodians
      ix. Community members

8. Discussion 2: What are some ways you can liaise with other district folks to help advocate for students you serve?

9. Local Attendance Policies
   a. District flexibility
   b. Communicate expectations
   c. How can families communicate a student’s absence?
d. Definition of medically excused absence
e. Attendance coding

10. Closing
   a. Upcoming Sessions
      i. Session Nine: Meeting the Needs of Marginalized Students Experiencing Homelessness; A Focus on: Pregnant, Parenting, or Caregiving Students At-Risk of or Experiencing Homelessness on 6/13/2023