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
Presentation Slides: https://cohhio.org/wp-content/uploads/2023/04/HomeRoom-Session-8.pdf
 Recording: https://youtu.be/WC_BMJbOCbU

1. Introductions
   a. Patrick Hickman, Ohio's Attendance Advisor
   b. 614-387-2202
   c. Patrick.hickman@education.ohio.gov
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