Absenteeism 5/25/2016

Announcements and Good News

- Trauma Training - OYS and JDAI (handout provided). Trauma 101 and Recovery, Train the Trainer - Trauma 101 and Recovery, Calmer Classrooms: Working with Traumatized Students Training, and Effective Strategies for Working with Traumatized Youth. Trainings in June, July and August. Paid with CBA funding and free to all attendees
- Update - United Way “Absenteeism Matrix” all day meeting
  - “Theory of Change” Process
  - Discussed
    - Underlying issues of Absenteeism (broken done into categories) Ex. mental health issues, parents
    - How can we measure?
    - “Crystal Ball” - goals in the next 3-5 years
    - Interesting fact in 2015 approximately 16000 students in Douglas County 9% (~10K) had 20 or more absences
      - Missing data - “Source”/the why of the absences. Some are unverified and/or unclear absences. Not a universal definition
    - State requirement - report average daily attendance. Metric “mask students that have chronic absenteeism”. The other 5%
    - Attendance drops at 5th or 6th grade
    - OPS → found the higher the grade level the hard to track down
      - Unverified - no call/contact versus unexcused absence - “Call-in for vacation”
    - Discussion - Newer drop-out age may have changed the statistics of absenteeism
      - Various barriers: Teen mothers, working students to support family, teen helping in the caretaker role of siblings
      - Need to make calls and update the system - not enough staff “Robocalls”
      - Limited resources - counselors, social workers, administrators are spread thin with various roles/obligations
      - Lack of attendance in Independent study - students with various outside obligations or other issues
United Way meetings continued - June and July. Continued conversation will include measurement and data collection as well as next steps.

Community Based Aid Funding - Subgrant adjustment quarterly. Upcoming October 2016

- Follow-up “Bus Tickets” - help those students with transportation issues
  - Facilitate proposal request
  - Collect additional data
  - Mentioned OPS assignment change - Busing may create additional issues for students
- Review Request for Proposal - no changes or recommendations. Currently waiting on final posting
  [http://www.douglascountypurchasing.org/current-requests-for-bids-a-proposals](http://www.douglascountypurchasing.org/current-requests-for-bids-a-proposals)
- Discussion about the current Re-Entry evaluation - Category 1
  - Wide scope topic. Evaluators are asking great questions
  - Category 1 “Promising for our group)

  - Possible updates? Feedback welcome
  - Need to identify a focus and move forward with priorities. Have to start somewhere “start chipping away at the iceberg”
  - Moving forward → Look for funding opportunities within the Action Plan

Group also discussed

- Identifying existing “successful” programs that can be used as a pilot. Need Superintendent “buy-in”
- With “Pilot” need to keep in mind school sizes, different makeup and resources, and if targeting 5th or 6th grades - importance of involving parents
  - Target population - Start with 5th or 6th grades when the “trouble” begins?
  - Group mentioned - “Attendance Works” and “DAWGs” (Bellevue)??? “Watchdog” Program [https://wwwbsd405org201604working-parents-get-active-with-watchdogs/](https://wwwbsd405org201604working-parents-get-active-with-watchdogs/)
  - Bryan High “Mentorship”
  - Georgetown Capstone Project - Omaha South and Blackburn
    - “Mentor” → Responsible Adult
Brief overview of current pilot
  ○ Find best practices and what is working
    ■ Incentives
    ■ “Mentor” - match student with trusted/responsible adults in the school
    ■ “Success Mentors” New York City. “Harnessing” on what already exist and works. Peer or adult (ex. Janitors, paraprofessionals teachers) mentors
    ■ My Brother’s Keeper - taken initiative and implementing in various states including Missouri http://www.serve.gov/mentor/mbk

“Relationships are the glue to success”. Students need an advocate - “Having a person in their corner”

Question raised - “What group are we targeting?” All students within grade level regards of their attendance record, parents, students with chronic absences?
  ● Discussion - Parents stability → improve students issues
    ● Amber - Starts early. Kindergarten through 3rd grade. Previous work experience examples. “Need to make sure needs are met” consider underlying issues

Most significant Issues (Survey results - handout)
  1. Simple refusal to attend and no concern for school. Discussed that this is a symptom of what is actually happening. Example - Some students do not have that trusted adult in school and home. Needs may not be met

Next Meeting June 23rd - Group will discuss a unified direction