

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>
- Discussion about the current Re-Entry evaluation - Category 1
 - Wide scope topic. Evaluators are asking great questions
 - Category 1 “Promising for our group)
- Work group - Reviewed Work Plan. Step-by-step review. Please see work group plan.
 - 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://www.bsd405.org/2016/04/working-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
<http://www.nyc.gov/html/truancy/html/smc/smc.shtml> ?
 - 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