



# Network to Advance State Attendance Policy and Practice



February 26 & February 27, 2024

[www.attendanceworks.org](http://www.attendanceworks.org)

# Role of NASAPP

The Network to Advance State Attendance Policy and Practice (NASAPP) is a forum for colleagues interested in advancing state-level policy and practice to improve student attendance and reduce chronic absence. It offers participants the opportunity to:

- **Learn** and exchange ideas across states
- **Discuss** effective and promising approaches for advance state attendance policy and practice
- **Provide feedback** to Attendance Works and other state and national partners on forthcoming policy briefs and state resources.

# **AGENDA**

- I. Addressing Chronic Absence Among Homeless Children**
- II. Examining 2022-23 Data on Schools Levels of Chronic Absence**
  - Upcoming State Policy Brief
- III. Priorities for Chronic Absence Research**
- IV. Topics for Future NASAPP Meetings**

# INTRODUCTIONS

## *SHARE in the CHAT*

- **Your name**
- **Agency/State**

# How Hidden Homelessness Contributes to Chronic Absence and Untapped Resources to Address It

Network to Advance State Attendance  
Policy and Practice

February 2024



SchoolHouse  
Connection

<https://schoolhouseconnection.org>

# About SchoolHouse Connection

SchoolHouse Connection works to overcome homelessness through education.

We provide strategic advocacy and practical assistance in partnership with schools, early childhood programs, institutions of higher education, service providers, families, and youth.

## WEBSITE:

[schoolhouseconnection.org](https://schoolhouseconnection.org)

## NEWSLETTER:

[schoolhouseconnection.org/sign-up](https://schoolhouseconnection.org/sign-up)

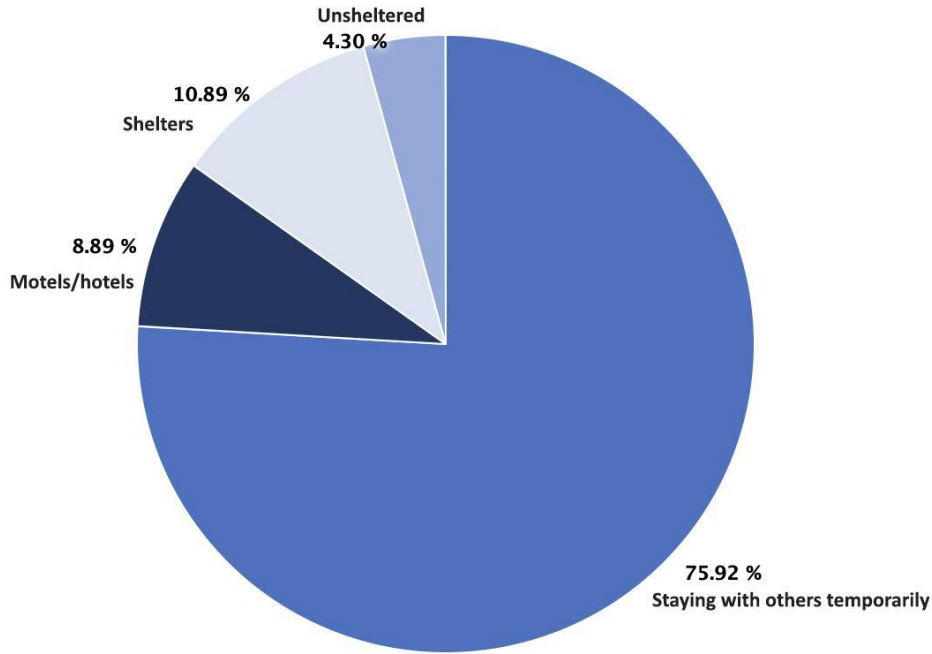
- Federal and state policy advocacy
- Q&A from our inbox
- Webinars and implementation tools
- Youth leadership and scholarships

# Student Homelessness: A Growing But Hidden Experience

	Early Pandemic	Pandemic	Transition	Recovery
School Year	2019-2020	2020-2021	2021-2022	2022-2023
Number of PreK-12 Homeless Students Identified/Enrolled	1,280,268	1,099,269	1,205,292	Available in June, but likely 14% increase from pre-pandemic school year
% of Total PreK-12 Enrollment	2.5%	2.2%	2.4%	N/A

- **Challenge: Underidentification**
  - Research indicates the actual prevalence is 50-100% higher than school-identified numbers
- Prevalence is the same in rural, suburban, and urban areas, but more hidden in non-urban settings
- Identification is correlated with targeted funding for homeless students

# Where Do They Stay? Living Situations When Homeless Students Are First Identified by Public Schools



School Year 2021-2022

- Students move between these situations during the school year
- Lack of shelter in most communities; fear of shelter
- Lack of motels/hotels in most communities; inability to pay
- Children and youth “staying with others temporarily” are extremely vulnerable to predation/harm but more difficult to identify



# Student Homelessness is an Intersectional Issue

**Students with Disabilities**

**20%**

**Students Experiencing Homelessness**

**15%**

**All Students**

**English Learners**

**18%**

**Students Experiencing Homelessness**

**10%**

**All Students**

Source: [National Center for Homeless Education](#)

# Barriers and Impacts of Homelessness

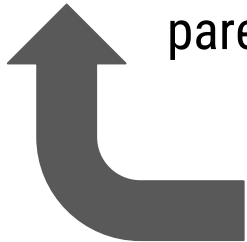
## Barriers:

- High mobility
- Trauma/Fear
- Invisibility
- Enrollment requirements
- Poor health/hunger/sleep
- Caring for siblings and parents

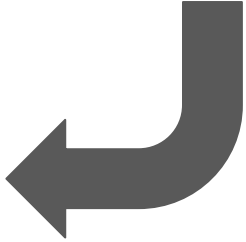


## Leading to:

- Declining enrollment
- Higher rates of chronic absenteeism
- Mental health challenges
- Lower high school graduation rates
- Lower postsecondary enrollment



And the **lack of a high school degree or GED** is the Single greatest risk factor for young adult homelessness.



## Chronic Absence Rates of Students Experiencing Homelessness

	2018-2019	2020-2021	2021-2022
Students Experiencing Homelessness	36.7%	41.9%	51.7%
All Students	16.2%	20.5%	29.7%

## High School Graduation Rates of Students Experiencing Homelessness

	2019-2020	2020-2021
Students Experiencing Homelessness	70%	68%
Economically Disadvantaged	81%	81.3%
All Students	87%	86.5%

# Federal Protections and Services

## The McKinney-Vento Homeless Assistance Act

- Liaisons in each LEA
- Identification
- Immediate enrollment
- Right to stay in same school, if best interest
- Transportation
- PreK
- FAFSA assistance

## Title I Part A of ESSA

- Categorical Eligibility
- Required reservation of funds for homeless students
- Disaggregated achievement and graduation rates

- Head Start
- Child Care and Development Fund
- Higher Education Act
- Individuals with Disabilities Education Act
- Child Nutrition Act

# Targeted Federal Funding

	Appropriation	Number of subgrants to LEAs	Uses of funds
<b>Annual McKinney-Vento Education for Homeless Children and Youth Funding (FY2023)</b>	\$129 million	4,042	16 authorized uses, including outreach, transportation, staffing, supplies
<b>American Rescue Plan Homeless Children and Youth Act Funding</b> <b><u>Expires 9/30/2024, but many schools imposing 6/30/2024 deadline</u></b>	\$800 million	9,855	All of the above, plus store cards, gas cards, car repair, limited motel stays, cell phones, and more

# IMPACT OF ARP-HCY TO DATE: Findings from SHC's National Liaison Survey

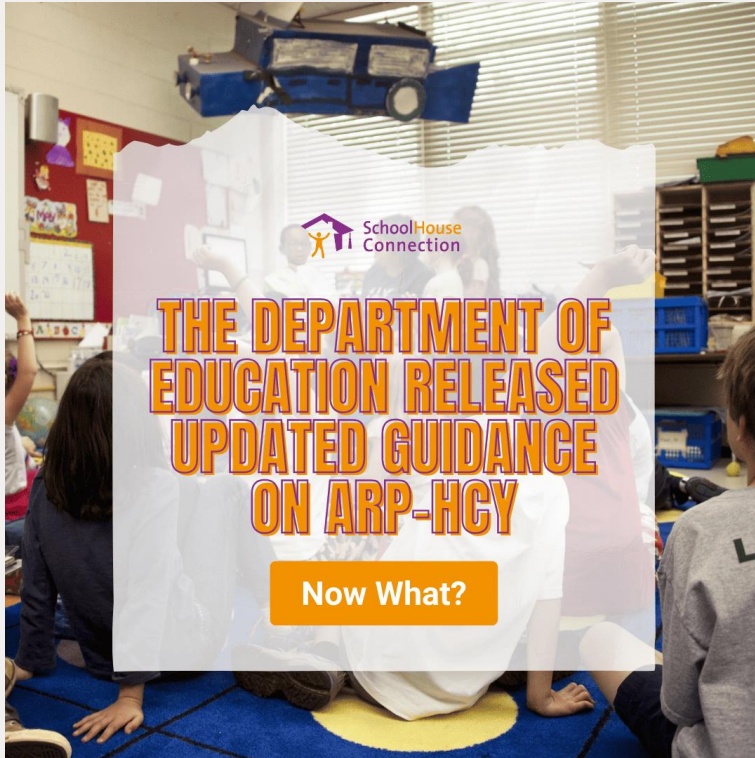
## School district homeless liaisons report many positive impacts of ARP-HCY funds

- The most frequently cited impacts of ARP-HCY funds include:
  - Increased school stability with fewer mid-year school transfers (64%)
  - Increased identification (60%)
  - Increased attendance/reduced absences (49%)
  - More comprehensive services through partnerships with community organizations (40%)
- Liaisons that reported they received ARP-HCY funds were **nearly twice as likely** to report an increase in student homelessness due in part to better outreach and more staffing capacity.

# CHALLENGES: Time, Restrictions, Awareness of Grant

**One-quarter of school district homeless liaisons surveyed indicated that they may not be able to obligate all of their funds by the September 2024 deadline; an additional 25% were not aware that their school districts had received ARP-HCY funds – a sign of a greater disconnect between school district homeless liaisons and local educational leadership**

- School district homeless liaisons who indicated their school districts were “somewhat likely” or “not likely” to obligate all of their ARP-HCY funds by the deadline cited the following as the top reasons:
  - The limited amount of time to spend the funds (51%)
  - Restrictions on use of funds by the LEA that go beyond federal requirements (30%)
  - Not being able to hire staff with short-term funds (24%)
- An additional estimated 25% of school district homeless liaisons were unaware their district received ARP-HCY funds, potentially making it difficult to meet spending deadlines.



- **Official guidance** from the U.S. Department of Education released on September 12, 2023
- **Asks states to expedite funding** including by modifying administrative procedures.
- **Please circulate widely** to superintendents, school business officers, and other administrators involved in spending decisions
- Here is **a two-page overview** of ARP-HCY allowable uses



# Increasing Attendance with ARP-HCY: Outreach, Identification, Communication

- **Awareness-building** materials and campaigns
- **Translations** of those materials into other languages
- **Professional development** for educators to help recognize the signs and potential indicators of homelessness.
- **Adding staff hours** for outreach
- **Purchase cell phones, hot spots, and wireless service plans** to increase communication between families, youth, and schools.



# Increasing Attendance with ARP-HCY: Transportation

- The **purchase of vehicles** by LEAs for the specialized transportation of homeless children and youth
- **Reimbursing parents and youth for gas** costs
- Purchasing **prepaid gas cards**
- Paying for **limited car repairs** if such costs are reasonable and necessary.
- Paying **stipend for drivers** and transportation coordinators
- Contracting with **ride-share companies**
- Purchasing **bikes and related equipment**



# Increasing Attendance with ARP-HCY: Meeting Basic Needs

- **Store cards/prepaid debit cards** that students or families can use to purchase materials necessary for a student experiencing homelessness to participate fully in school
- **Short-term motel stays**
- **Hygiene** products
- **Washers and dryers**
- **Food assistance** if it is reasonable and necessary to assist homeless students to take advantage of educational and extracurricular opportunities when food is not available to the student through other sources



# Increasing Attendance with ARP-HCY: Mentors, Mental Health, EWS

- **Stipends** for mentors, increasing staff capacity by extending contract hours, and contract with community-based organizations for afterschool and summer school programs.
- **Counseling supports**, either directly or by contracting with community-based providers.
- **Purchasing homelessness-specific modules** to upgrade and integrate into existing Early Warning Systems and platforms



# Resources

- [Homeless Education Directory](#): State coordinators and school district homeless liaisons
- [ARP-HCY Resources and examples](#): sample forms, MOUs, local spotlights
- [ED's ARP-HCY page](#): state allocations, guidance



## **CONTACT:**

### **Barbara Duffield**

Executive Director

SchoolHouse Connection

[barbara@schoolhouseconnection.org](mailto:barbara@schoolhouseconnection.org)

# **Examining 2022-23 Data on Schools Levels of Chronic Absence**



## 3-Part Blog Series

1. [Rising tide of chronic absence challenges schools](#) released October 12.  
(Focus: Chronic absence affects 2/3rds of students and schools)
2. [All Hands On Deck, Today's Chronic Absenteeism Requires a Comprehensive District Response and Strategy](#), released November 17.  
(Focus: Demographics and Inequity)
3. [Turning Back the Tide: The Critical Role of States In Reducing Chronic Absenteeism](#) (Focus: Critical Role of States)





## State Data Tools

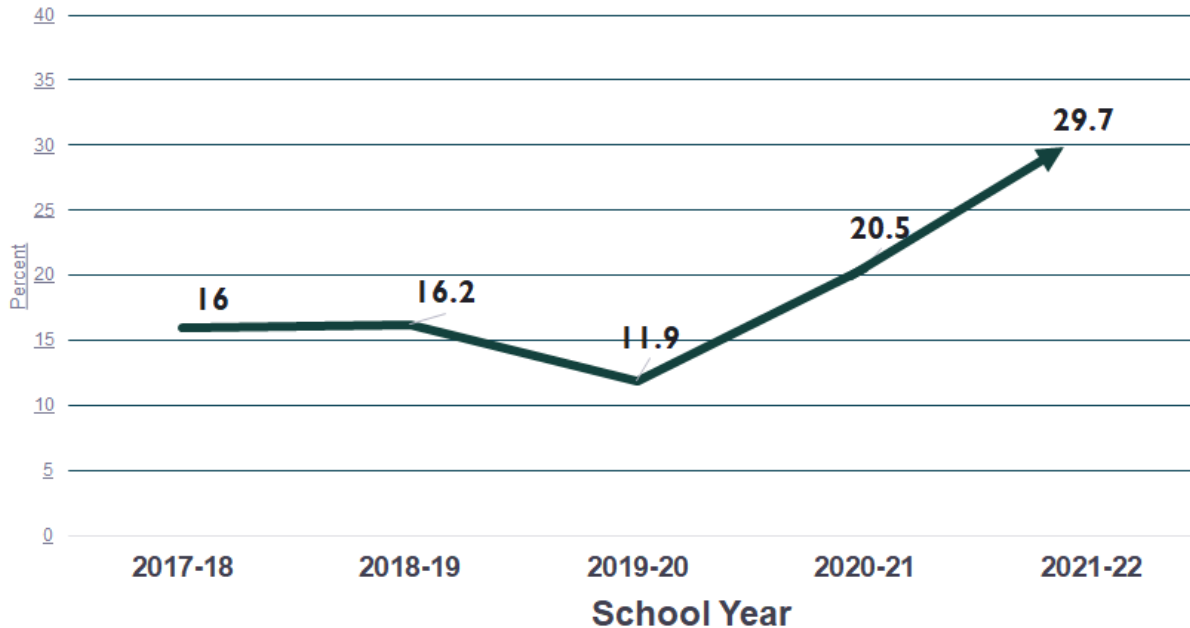
[Click here](#) to find **data highlights and charts for each state**

[Click here](#) to view our Chronic Absence in U.S. School Districts: 2021-22 map

Note: ID & WA, as well as 17/18 data for VT & WY, not available.

# National Chronic Absence Crisis

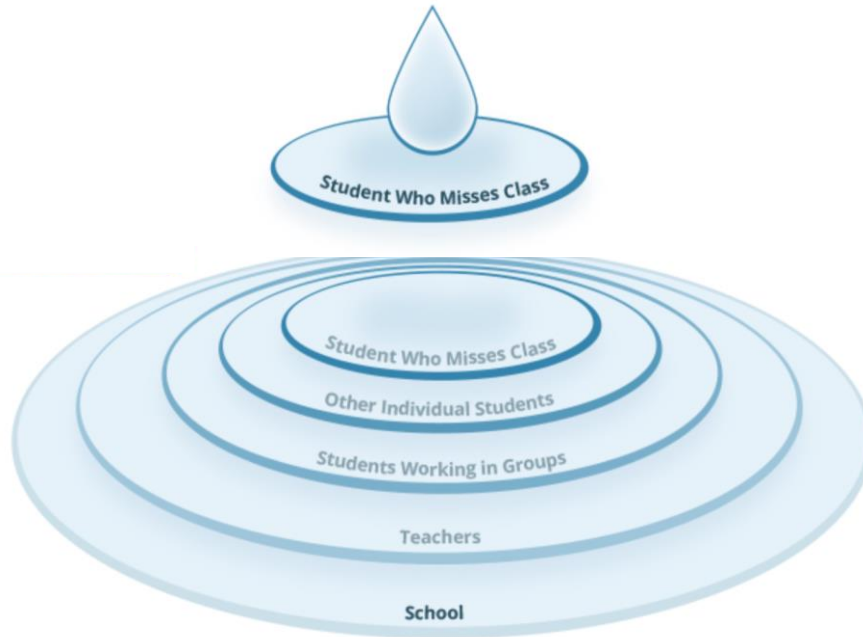
**Percentage of Students Chronically Absent Nearly Doubled Nationwide Between SY 2017-18 to SY 2021-22**



- ✓ The number of chronically absent students grew from 8,095,132 to 14,660,261.
- ✓ State data from 2022–23 indicate rates remain high.

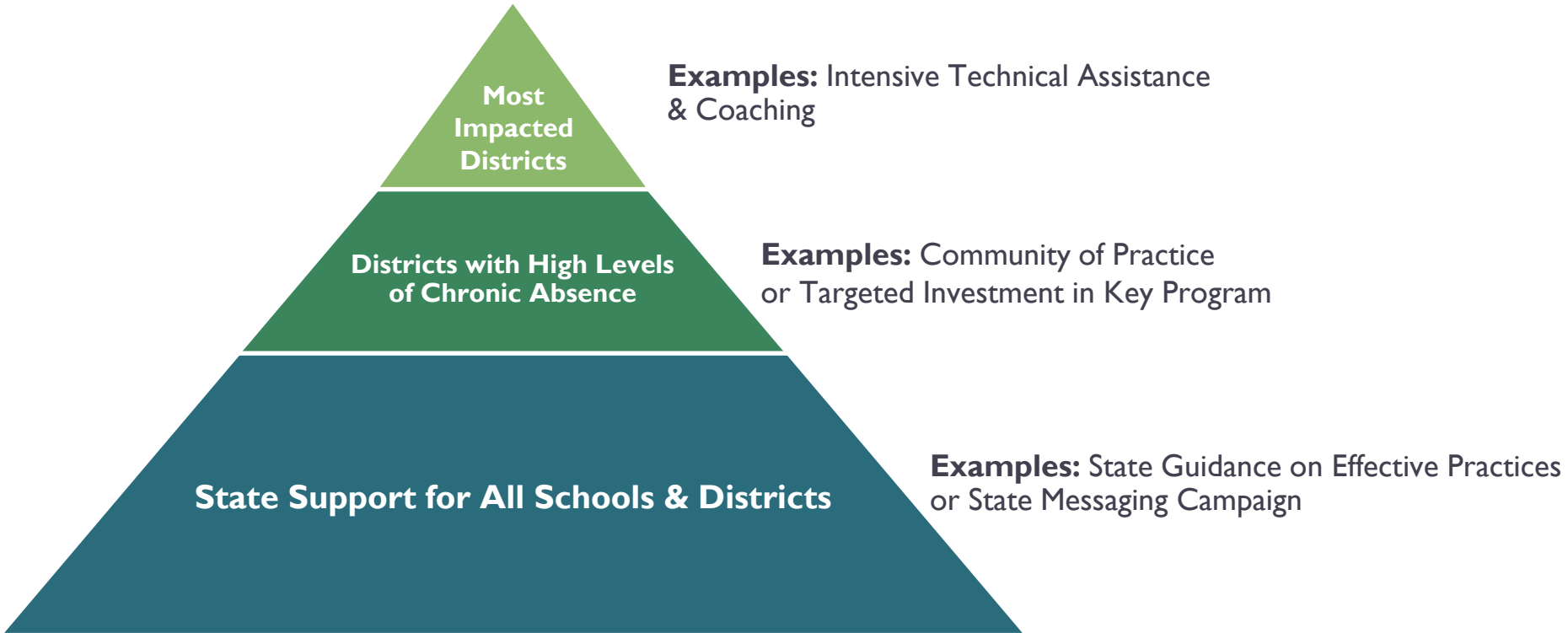


## When a Student Misses School the Impact Ripples



**2 out of 3**  
students attend  
a school with  
20% or more  
absenteeism  
(SY 2021-22)

# States should offer universal and targeted supports





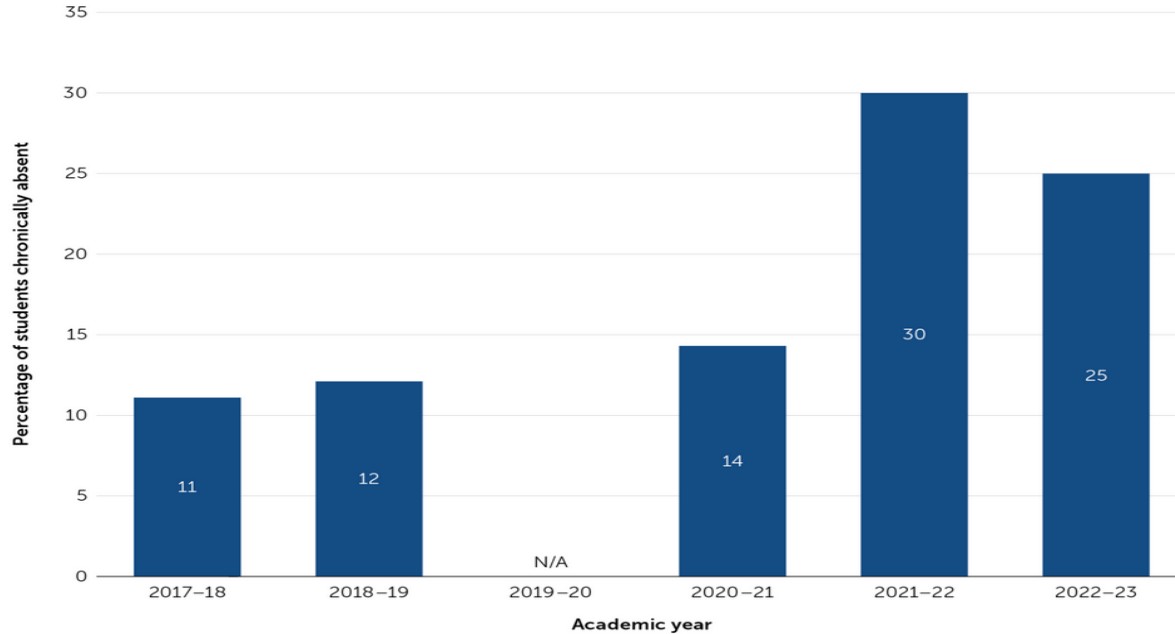
## Recommendations to States (Blog 3)

- Publish comparable, timely and accurate data.
- Create and promote messaging about the importance of attendance every day for student success and well-being.
- Build capacity to address chronic absence.
- Integrate attention to chronic absence into existing initiatives.
- Limit ineffective punitive responses.
- Create a tailored action plan based on current data and existing resources.  
(Analyzing trends from 2018-19 through 2022-23 data using only state data)

# 1. Rates of chronic absence in 2022–23, while down from the prior year, remain well above

pre-pandemic levels

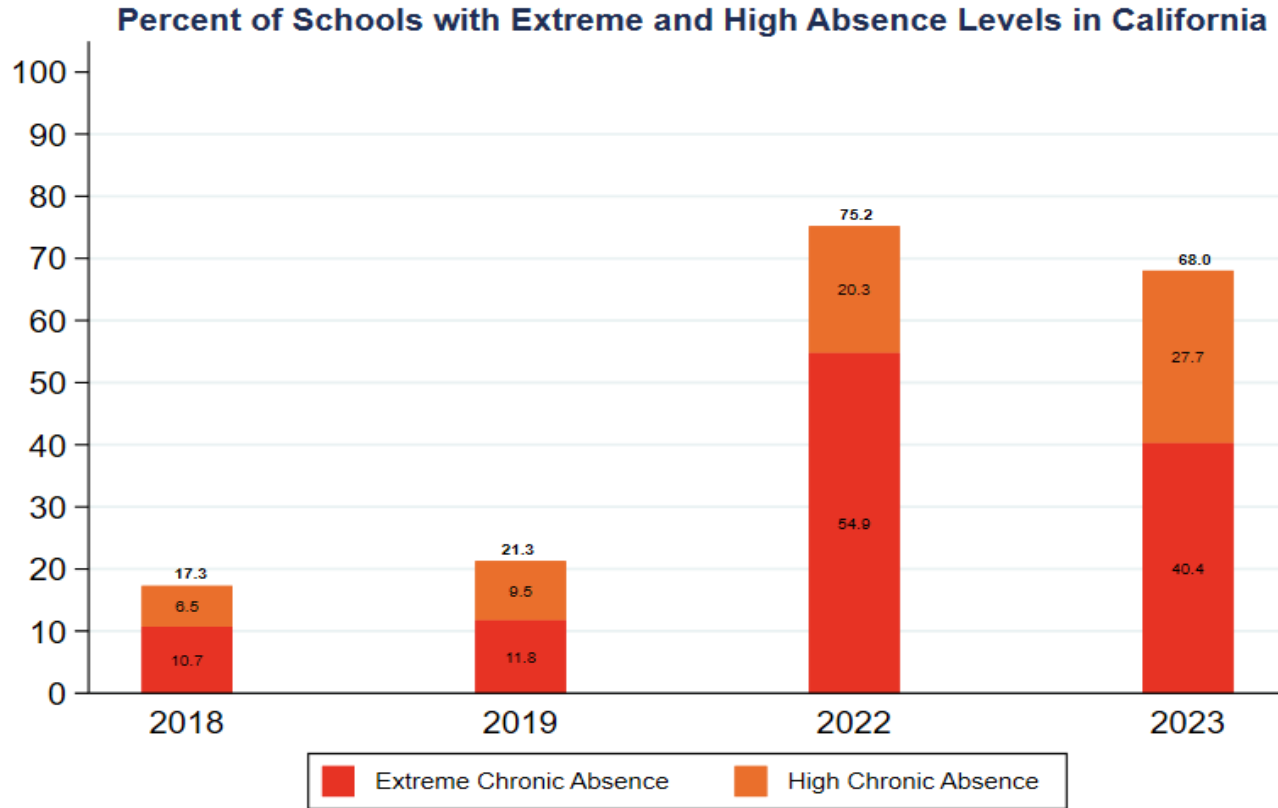
Figure 1. Statewide Rates in Chronic Absence from 2017–18 to 2022–23



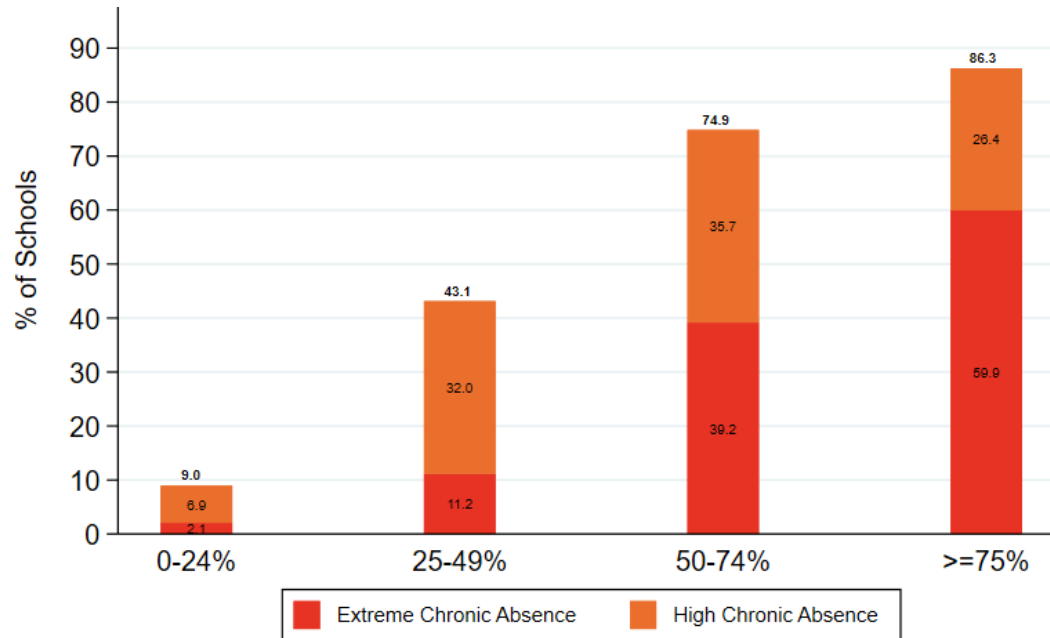
Note. The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE has determined that absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.

Source: Unpacking California Chronic Absence Crisis Through 2022-23: 7 Key Facts  
<https://edpolicyinca.org/publications/unpacking-californias-chronic-absence-crisis-through-2022-23>

## 2. The percentage of schools with high (20–29 percent of students) and extreme (30 percent or more)



### 3. Schools serving more socioeconomically disadvantaged (SED) students experience greater levels of chronic absenteeism

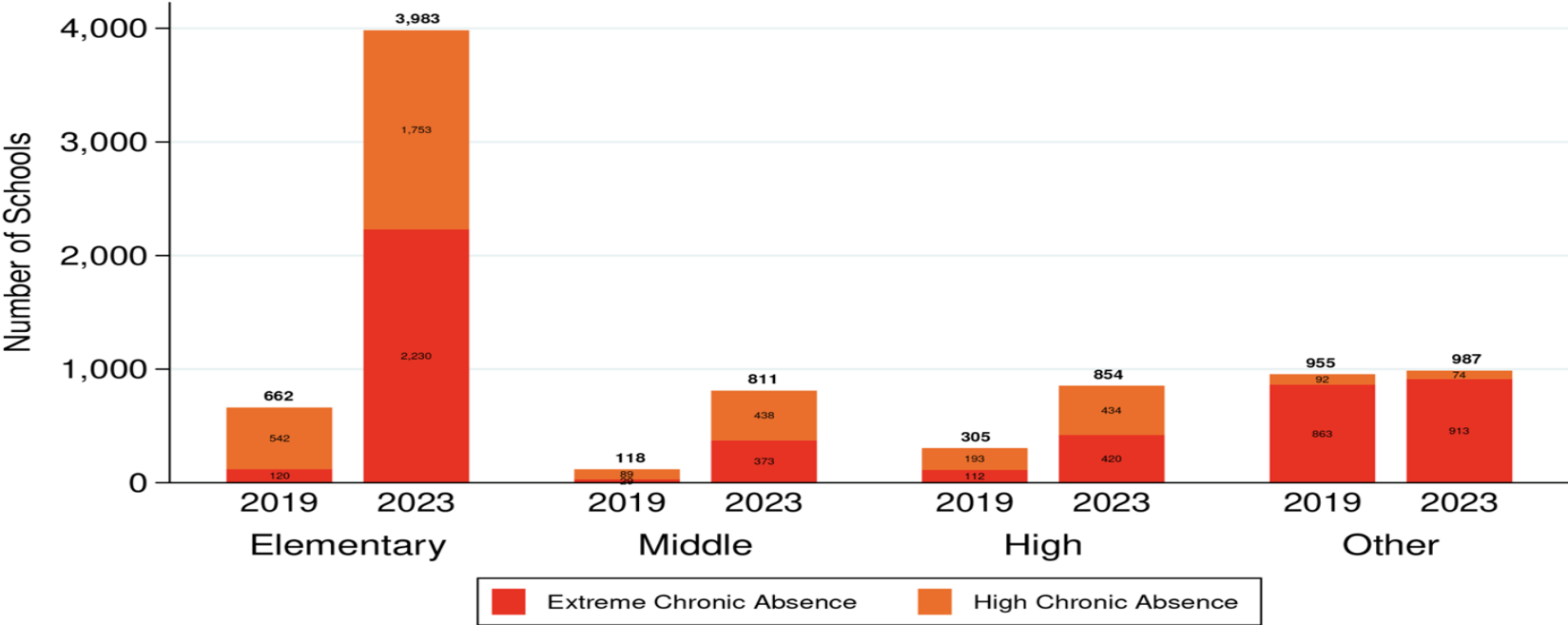




4. Since the onset of the pandemic, the number of elementary schools experiencing high and extreme levels of chronic absence has increased dramatically

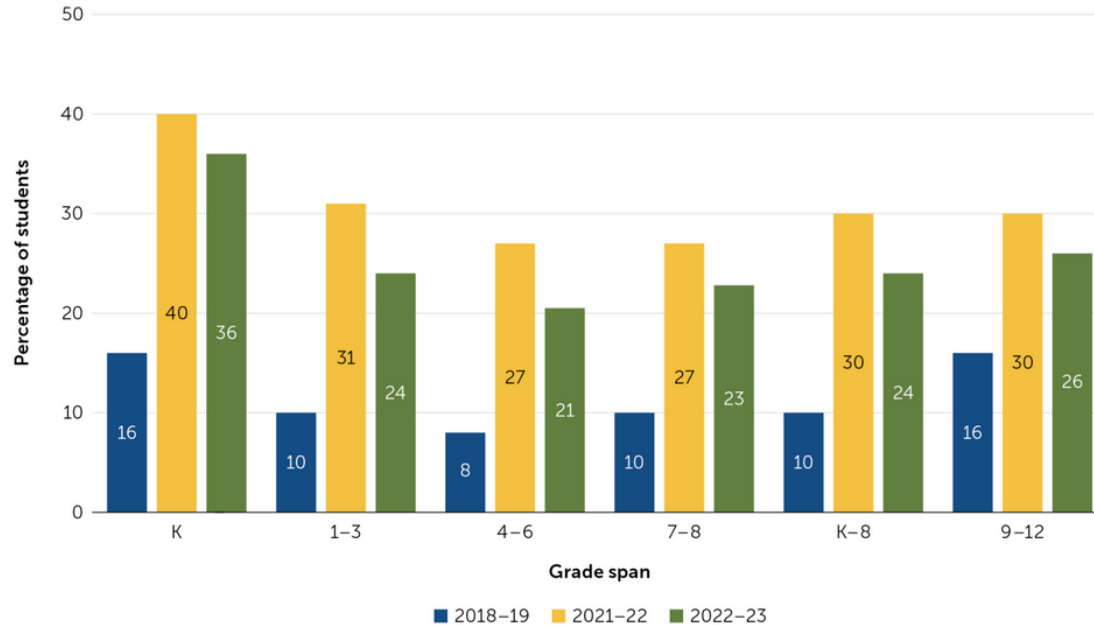
**Schools with High and Extreme Absence Levels in California**

By School Type SY 2018-19 and 2022-23



## 5. Especially high levels of chronic absence in kindergarten contribute to the large number of elementary schools facing extreme and high levels of chronic absence

Figure 5. Chronic Absenteeism by Grade and Year

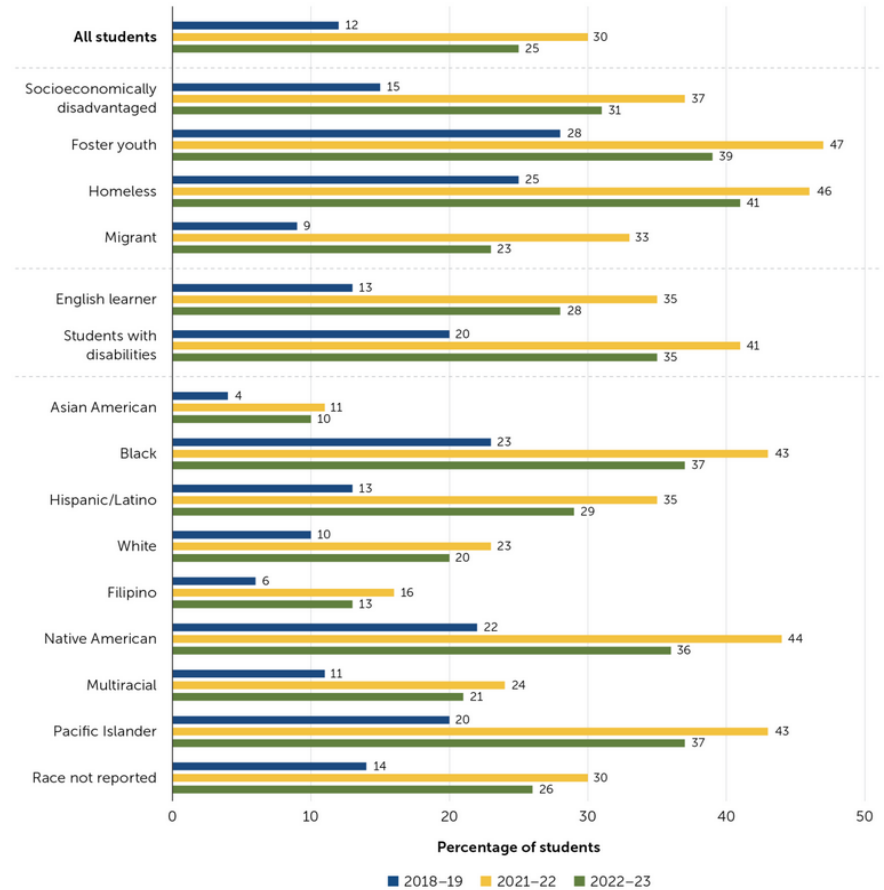


Note. Kindergarten attendance data includes Transitional Kindergarten (TK) program data.

## 6. Chronic absence is especially high among particular student populations, although all have experienced modest decreases in the last year.

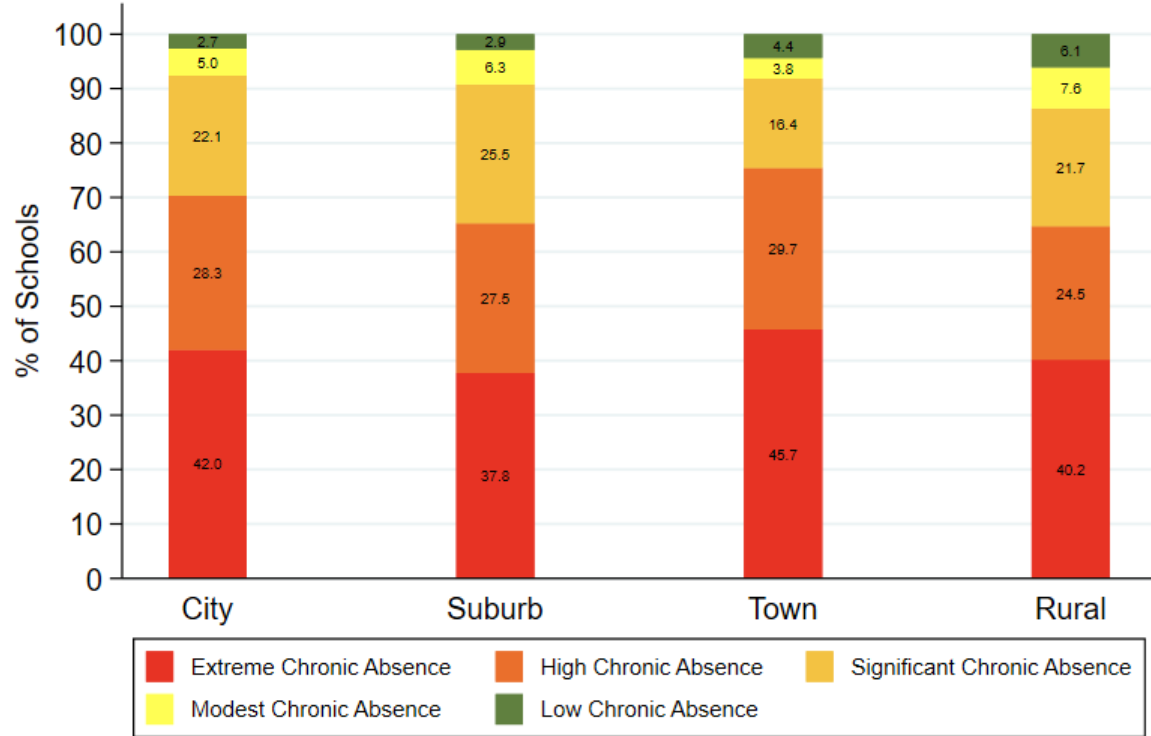
In addition to looking at who is most affected by chronic absence, it is also important to examine which racial/ethnic groups make up the largest number of chronically absent students. In California, Hispanic and Latino students are disproportionately represented among chronically absent students compared to other student populations; this group made up 65 percent (966,459) of the chronically absent students in 2022–23 and 56 percent of the student population overall. The next largest rates of chronic absence were among White (241,143) and Black students (110,537)

Figure 6. Chronic Absenteeism Rates by Student Group and Year



**7. While chronic absence is a major challenge across the state, bright spots can be found in every type of locale in California**

**Schools by Chronic Absence Levels in California**  
By Locale Type SY 2022-23





## Reflections

1. Questions? Reactions?
2. Do you have the data to conduct a similar analysis in your own state?

# Informing Research Priorities

**See jamboard**

<https://jamboard.google.com/d/10jqw24xT2CY5yLDhOrPWLKgjC GxZ1kJoeSVqZ7Em7E/viewer?f=0>

# Suggest Topic for NASAPP Meetings

Please write your idea in chat

# Announcements



# SEAC

The Office of Elementary and Secondary Education (OESE) and our [Student Engagement and Attendance Center](#) (SEAC) are pleased to invite you to join *Proactive Schoolwide Strategies for Supporting Attendance*, a virtual learning series for State educational agencies (SEAs), local educational agencies (LEAs), and select partners.

Please register [here](#) by **Friday, March 8, 2024**. If you have any questions about the event, please contact the SEAC team at [SEACenter@westat.com](mailto:SEACenter@westat.com).

- **Series 1: Proactive Schoolwide Strategies for Supporting Attendance**
  - Focuses on the SEA role in planning comprehensive approaches to the deployment of “Tier 1” strategies to support attendance and collaborative with LEAs to implement strategies
  - Scheduled for March 12, 19, and 26 at 2:00-3:00 ET
  
- **Series 2: Systems-Level State Strategies to Address Chronic Absenteeism**
  - Enhanced Learning Series for a limited cohort of Maine, Michigan, and Utah to support the development of state comprehensive strategies to address chronic absenteeism
  - Scheduled for April-August

- **Series 3: SEA Strategies to Strengthen Attendance in Early Grades**
  - Focuses on the SEA role in supporting attendance in grades K-5 with an emphasis on kindergarten, including the “bridge” from early care and education
  - Scheduled for April, days and times TBD
  
- **Series 4: Serving Historically Marginalized Populations**
  - Focuses on how to partner with students, families, and communities to address issues of equity, align attendance strategies with root causes of absenteeism, and support attendance for historically marginalized populations
  - Scheduled for June 11, 18, and 25 at 1:00-2:00 ET

- Series 5: How SEAs Can Use Student and Family Engagement Strategies to Address Chronic Absenteeism
  - Focuses on strategies SEAs can use to support student and family engagement, including home visitation and collaboration with Statewide Family Engagement Centers
  - Scheduled for July, days and times TBD

# Join us for Upcoming SEAC Webinars

- Webinar 1: National Trends in Chronic Absenteeism and State Responses
  - This webinar includes a presentation by Attendance Works on national trends in chronic absenteeism, with New Mexico and Connecticut as invited presenters to discuss their state strategies
  - Scheduled for April 2 at 1:00 ET (tentative)
- Webinar 2: Focus on School Climate for Student Engagement
  - This webinar will discuss the relationship between school climate and student engagement in collaboration with the National Center on Safe and Supportive Learning Environments
  - Scheduled for August
- Webinar 3: TBD



- SEA and LEA Attendance Reflection Tool
- Equity Discussion Guide
- Youth and Family Engagement Tools
- Adapting Evidence-Based Practices to Improve Student Attendance for Underserved Populations
- Action Planner for Reengaging Missing Students
- Using Mental Health Days to Address Student Mental Health and Chronic Absenteeism



# From Beliefs to Action: Designing Culturally Responsive Systems

March 21, 2024  
April 25, 2024

**Part 1: Beyond  
Diversity: Achieving  
Racial Equity by  
Addressing Beliefs**  
November 1, 2023  
2:00–4:00 p.m. PT

1 November 2023

**Foundations of  
Culturally  
Responsive &  
Sustaining Education**  
January 18, 2024  
2:00–4:00 p.m. PT

18 January 2024

**From Awareness to  
Action: Equity  
Detours & the Equity  
Literacy Framework**  
March 21, 2024  
2:00–4:00 p.m. PT

21 March 2024

15 November  
2023

**Part 2: Beyond  
Diversity: Achieving  
Racial Equity by  
Addressing Beliefs**  
November 15, 2023  
2:00–3:30 p.m. PT

22 February 2024

**Solving  
Disproportionality &  
Culturally  
Responsive Data  
Literacy**  
February 22, 2024  
2:00–4:00 p.m. PT

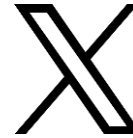
25 April 2024

**Family and  
Community  
Engagement**  
April 25, 2024  
2:00–4:00 p.m. PT



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## Evaluation

### ✓ Complete the Meeting Evaluation

[https://app.upmetrics.com/data\\_collector/cklwj8q7lw9w707306xnps5vv](https://app.upmetrics.com/data_collector/cklwj8q7lw9w707306xnps5vv)



# Questions?

